THE UNIVERSITY OF TENNESSEE

Members Present

Mary Albrecht, Vincent Anfara, Basil Antar, Richard Bennett, Stan Bowie, Marianne Breinig, Clara Brown, Ed Caudill, Robert Compton, Harry Dahms, Mark DeKay, William Dunne, David Dupper, Michael Essington, Daniel Feller, Tom George, Eric Haley, Robert Hatcher, Thomas Heffernan, Drew Justice, Stephan Kania, Alex Miller for Tom Ladd, Jan Lee, Julie Lynch, Sibyl Marshall, Sandra McGuire, Sally McMillan, Matthew Murray, Joann Ng Hartmann, Stefanie Ohnesorg, Carol Parker, Linda Phillips, Richard Ranaudo, Jan Rosinski, Susan Smith, Barbara Thayer-Bacon, John Wachowicz, Masood Parang, Michael Zemel, Catherine Cox, Joy DeSensi, Carolyn Hodges, Mohanan MK, Kay Reed, Brenda Rayman

The Graduate Council meeting was called to order by Vincent Anfara, on Thursday, September 25, 2008, at 3:00 p.m. in the Great Room, International House.

1. Minutes of the Preceding Meeting

   The minutes of the August 28, 2008 meeting were approved by the Graduate Council.

2. Committee Reports

   Academic Policy Committee

   Stefanie Ohnesorg, Chair of the Academic Policy Committee, presented the report for the September 11, 2008 meeting. The committee will address some of the following topics during the year: the grading system, English proficiency testing and programs, and joint and international degrees. (Attachment 1)

   Credentials Committee

   Michael Zemel, Chair of the Credentials Committee, presented the report for the September 4, 2008 meeting.

   - The Credentials Committee recommended to Council the request for an addition to the Bylaws to read “It will be expected that department heads and senior faculty will mentor non-tenure track faculty members as they master the art of working with students on their dissertations.” Council approved the committee recommendations as presented. (Attachment 2).

   - Council approved the committee recommendations on faculty approved to direct dissertations as presented. (Attachment 2).

   Curriculum Committee

   David Dupper, Chair of the Curriculum Committee, presented the report from the September 11, 2008 meeting. (Attachment 3) The Graduate Council approved the changes as presented.

Appeals Committee

Marianne Breinig, Chair of the Appeals Committee, reported that the Appeals Committee Bylaws and the appeals process are being reviewed and modified and will be presented at a Graduate Council meeting in the future for approval.

Ad hoc Committee on Program Closure

Matthew Murray, Chair of the Ad hoc Committee on Program Closure, reported that the committee made recommendations concerning the process but made no specific recommendation requiring action by the Council on closing the programs. (Attachment 4) A motion to accept the report from the committee passed with one abstention.

3. New Business

No new business was discussed.

4. Administrative Reports and Announcements

Vice Provost and Dean of the Graduate School

Carolyn Hodges, Vice Provost and Dean of the Graduate School, presented the following information:

- Sonia Sarangthem is the new IT Specialist in the Graduate School.
- The 14 –day enrollment report showed an increase of 102 graduate students (head count) since Fall 2007. In 2007 – 2008, 1782 graduate degrees were awarded as follows:
  - 252 Doctor of Philosophy
  - 11 Other Doctoral
  - 1,507 Masters
  - 12 Specialist in Education
- The Graduate Directors Workshop will be held around the third week in October.
- The thesis/dissertation guide is being revised and will be presented to Council.
- Another symposium for doctoral candidates will be held in conjunction with the University Libraries in January 2009.
- President Peterson will be holding campus meetings with faculty and staff on Tuesday, October 7.

- The Graduate Fellowship Luncheon to honor the recipients will be held on Wednesday, October 1, 2008 at 12:00 in the Black Cultural Multipurpose Room, Black Cultural Center.

Graduate Deans Group

Joy DeSensi, Chair of the Graduate Deans Group, presented the following report from the September 4, 2008 meeting:

- Bylaws are being reviewed and revised.
- Matthew Murray reported on the Adhoc Committee.
- Linda Phillips presented information regarding digital archiving.

Graduate Student Senate

Julie Lynch, President of the Graduate Student Senate (GSS), presented the following report from the September 11, 2008 meeting:

- Jim Boyle presented information and answered questions regarding health care and insurance.
- September 5 was the due date for the Graduate Student Travel Award applications. Forty students selected from the 150 applicants received awards in amounts from $100 to $550.
- The next Graduate Student Senate meeting will be on October 2, 2008.

Graduate Council Chair

Vincent Anfara, Chair of the Graduate Council, presented the following:

- The Faculty Senate Executive Committee met with the five Chancellor candidates and sent its recommendation forward to the Chancellor Search Committee.
- Joanne Hall, Chair of the Research Council, has invited the Graduate Council to participate in the development of a research forum.
- Executive Committee of the Faculty Senate meeting is Monday, October 6, 2008.
- Stefanie Ohnesorg will chair the next Graduate Council meeting.
- Vincent Anfara, Carolyn Hodges, and Matthew Murray will meet with the Faculty Senate Effectiveness Task Force to discuss the relationship of the Graduate Council and Faculty Senate on September 29, 2008.

5. *Items from the floor*

No items from the floor.

The meeting was adjourned at 4:35 p.m.

Respectfully Submitted,

Gay Henegar
Secretary to Graduate Council

ATTACHMENT 1

ACADEMIC POLICY COMMITTEE
Thursday, September 11, 2008, 2:15 p.m. – 3:15 p.m.
218 University Center

Present: Vincent Anfara, Basil Antar, Ralph Brockett, Mark DeKay, Yanfei Gao, Robert Hatcher, Thomas Heffernan, Julie Lynch, Sandra McGuire, Stefanie Ohnesorg, Kay Reed.

The meeting was called to order by Stefanie Ohnesorg at 2:15 p.m.

1. Introduction of Members and Schedule of Meetings.

   Ohnesorg and Anfara welcomed the committee members, discussed the role of the committee, and led in introductions of the members present. Ohnesorg reviewed the schedule of meetings, noting that the committee had five one-hour meetings to accomplish many objectives related to reviewing academic policies for graduate education.

2. Bylaws and Operating Procedures.

   Ohnesorg noted that the bylaws for the committee had not been revised since 2003 and asked the committee members to review the document in conjunction with the Graduate Council Bylaws. She asked the committee to be ready to discuss changes to the bylaws at the October 16, 2008 meeting.

3. Policies to be Reviewed in Academic Year.

   Ohnesorg presented copies of the committee reports from 2007-2008 and noted the areas where policies had been discussed and acted upon. Policies, such as grading scale, proficiency in English, joint and dual degrees, and the dual BS/MS degree, will continue to be topics on the agenda for 2008-2009.

   Ohnesorg asked that the committee review the campus Strategic Planning Report from the Graduate Education Subcommittee and consider the priorities contained in that document as they relate to the academic policies in the Graduate Catalog with which the committee would be dealing. The entire Strategic Planning Report (a 432-page document) is posted at http://provost.utk.edu/strategic/docs/SPCfinalreportsv2.pdf , and committee members were informed that that the sections of this report that deal with graduate education can be found on pages 376 – 406 of this pdf-document. She requested that the committee incorporate the principles from the Strategic Plan into the graduate policies to improve the message contained in the Graduate Catalog about the nature of graduate education on campus.
   She further reminded committee members that the Office of Graduate Admissions became part of the Graduate School in July 2008 and that graduate policies referring to admission in the 2007-08 Graduate Catalog will need to be revised to reflect this change.

Ohnesorg tentatively listed the following items for future agendas:

OCTOBER 16, 2008 (4th floor conference room, Andy Holt Tower):

- Five-Year BS/MS Program.
- "Graduate teaching associates are ineligible to teach courses approved for graduate credit." Social Work requests exception.
- Committee bylaws.

JANUARY 22, 2009 (4th floor conference room, Andy Holt Tower):

- Grading System.
- TOEFL Requirement/English Proficiency.

FEBRUARY 12, 2009 or MARCH 26, 2009 (both meetings 4th floor conference room, Andy Holt Tower)

- Non-degree Status for International Applicants.
- Joint Degree/International Dual Degrees.

Committee members were given the following list of web-pages for their reference:

- Graduate Council: http://gradschool.utk.edu/GraduateCouncil/gcouncil.shtml
- Graduate Council Bylaws (adopted http://gradschool.utk.edu/GraduateCouncil/GC%20bylaws.pdf
- Archive of Graduate Council Minutes: http://gradschool.utk.edu/GraduateCouncil/gcouncilminutes.shtml
- Academic Policy Committee Webpage (including Archive of APC Minutes): http://gradschool.utk.edu/GraduateCouncil/AcadPoliComm.shtml
- Academic Policy Committee Bylaws and Operating Procedures (last revised in Oct. 2003) http://gradschool.utk.edu/GraduateCouncil/AcadPoli/acacombylaws.pdf
- Graduate Council & Academic Policy Committee Calendar for 2008-09
- Academic Advising: Strategic Planning Sub-Committee Report (May 2008) [a 426 page document] http://provost.utk.edu/strategic/docs/SPCfinalreportsv2.pdf Sections related to Graduate Education can be found on pages 376-406.
- The "Three Themes" the guided the strategic planning process (Accessibility, Quality or Excellence, and Diversity and Inclusiveness) [Dec. 12, 2008] http://provost.utk.edu/strategic/threethemes.shtml

The contact information for the members of the Academic Policy Committee for 2008-09 is as follows:

- Stefanie Ohnesorg (ohnesorg@utk.edu) - Chair, College of Arts & Science

- Basil Antar (bantar@tennessee.edu), UTSI
- Ralph Brockett (brockett@utk.edu), College of Education, Health, & Human Sciences
- Mark DeKay (mdekay@utk.edu), College of Architecture & Design
- Yanfei Gao (ygao7@utk.edu), College of Engineering
- Robert Hatcher (bobmap@utk.edu), College of Arts & Sciences
- Thomas Heffernan (theff@utk.edu), College of Arts & Sciences
- Julie Lynch (jlynch6@utk.edu), Graduate Student Senate
- Sandra McGuire (smcguire@utk.edu), College of Nursing
- Michael Lane Morris (mmorris1@utk.edu), College of Business Administration
- Kay Reed (kayreed@utk.edu) - Graduate School Liaison

The meeting adjourned at 3:15 p.m.

ATTACHMENT 2

CREDENTIALS COMMITTEE
THURSDAY, SEPTEMBER 4, 2008, 3:30 – 5:00 P.M.
4th FLOOR CONFERENCE ROOM, ANDY HOLT TOWER

Members Present: Michael Zemel (Chair), Ed Caudill, Bob Compton, Stephen Kania.
Also Attending: Vincent Anfara, Carolyn Hodges, Kay Reed.

The meeting was called to order at 3:30 p.m. by Michael Zemel, Chair. The committee discussed the bylaws and operating procedures. One change was recommended for approval by the Graduate Council as follows:

BYLAWS AND OPERATING PROCEDURES

ADDITION OF BOLDED TEXT:

4. Non-tenure track faculty may be considered for limited approval to direct dissertations. Where such approval is sought, departments should provide evidence of scholarly activity along with a letter of support from the department head. The results of the vote of the tenured faculty vote should be provided. The evidence forwarded should consist of (a) a list of peer-reviewed publications; (b) a list of grants and other external validation or support of creative and scholarly activity; (c) other evidence that may be relevant to the approval to direct dissertations. Evidence of participation in graduate training should be provided. **It will be expected that department heads and senior faculty will mentor non-tenure track faculty members as they master the art of working with students on their dissertations.**

The committee will continue the review and discussion of changes to the bylaws and operating procedures.

The following faculty members were recommended for approval by the Graduate Council to direct dissertations as follows:

FACULTY MEMBER	FACULTY RANK	DEPARTMENT	APPROVAL
Angelle, Pamela	Assistant Professor	Educational Leadership & Policy Studies	Approved Until Tenure
Bogue, E. Grady	Professor	Educational Leadership & Policy Studies	Approved Until September 2018
Cable, Sherry	Assoc. Professor	Sociology	Approved Until September 2018

Ekici, Kivanc	Assistant Professor	Mechanical, Aerospace, & Biomedical Engineering	Approved Until Tenure
Frankel, Jay I	Professor	Mechanical, Aerospace, & Biomedical Engineering	Approved Until September 2018
Hix, William	Res. Asst. Professor	Physics & Astronomy	Approved Until September 2013
Hulsey, Darrin	Assistant Professor	Ecology & Evolutionary Biology	Approved Until Tenure
Kalyanaraman, Ramakris	Associate Professor	Materials Science & Engineering	Approved Until 2018
Kelly, Nathan	Assistant Professor	Political Science	Approved Until Tenure
Morgan, Jana	Assistant Professor	Political Science	Approved Until Tenure
Simpson, Michael	Adjunct Assoc. Professor	Materials Science & Engineering	Approved Until September 2013
Ubeda, Francisco	Assistant Professor	Ecology & Evolutionary Biology	Approved Until Tenure
Zhang, Mingjun	Associate Professor	Mechanical, Aerospace, & Biomedical Engineering	Approved Until Tenure
Zhang, Zhili	Assistant Professor	Mechanical, Aerospace, & Biomedical Engineering	Approved Until Tenure
Zhu, Xiaoyan	Assistant Professor	Industrial Engineering	Approved Until Tenure

The meeting adjourned at 4:30 p.m.

ATTACHMENT 3

COLLEGE OF ARTS AND SCIENCES

All changes effective Fall 2009

I. COURSE CHANGES

DEPARTMENT OF EARTH AND PLANETARY SCIENCES

(424) (GEOL) Geology

REVISE TITLE

505 Appalachian Tectonics (2)

INTERDISCIPLINARY PROGRAMS

(023) (AFST) Africana Studies

ADD AND CROSS-LIST SECONDARY COURSE

456 Race, Ethnicity, Crime, and Justice (3) *(See Sociology 452.)*

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

(924) (SPAN) Spanish

REVISE REPEATABILITY

621 Seminar in Spanish Literature or Linguistics (3)
Repeatability: May be repeated with consent of department. Maximum 12 hours.

631 Seminar in Spanish American Literature or Linguistics (3)
Repeatability: May be repeated with consent of department. Maximum 12 hours.

DEPARTMENT OF POLITICAL SCIENCE

(801) (POLS) Political Science

ADD

515 Maximum Likelihood Methods (3) Introduction to maximum likelihood estimation with applications to political science. Discrete choice analysis, censored and truncated variables, event history analysis, and sample selection models.
(DE) Prerequisite(s): 513.

516 Dynamic Models in Political Science (3) Introduction to time series methods in political science. Discusses the problems that arise when regression methodologies are applied to time series and pooled time series data and their solutions.
(DE) Prerequisite(s): 513.

517 Understanding Formal Models (3) Aimed at the newcomer to formal models, beginning with the basic components of game theory and spatial

modeling, and then moving on to their application across the fields of political science in such areas as international conflict, elections, judicial politics, and the study of political institutions.
(DE) Prerequisite(s): 513.

518 Bayesian Modeling in Political Science (3) Introduction to Bayesian methods and Hierarchical Linear Models (HLM). How to build more sophisticated models using Bayesian methods, how to apply these methods to data analysis in political science research, and how to deal with hierarchical data in an empirical model. Simulation techniques and related statistical tools are introduced.
(DE) Prerequisite(s): 513.

519 Non-Statistical Approaches to Political Science Research (3) The goal of this course is to familiarize political science graduate students with various non-statistical approaches used to conduct original research. Epistemologies of quantitative and qualitative political science research, case studies, comparative case designs, historical analysis, field research, qualitative interviewing, documents as data, and ethnography.
(DE) Prerequisite(s): 511 and 513.

DROP

402 The City in the United States (3)

403 Survey of Planning (3)

446 Housing (3)

547 Planning Technology (3)

586 Planning and Property Development (3)

DEPARTMENT OF RELIGIOUS STUDIES

(863) (REST) Religious Studies

DROP

510 Introduction to Pedagogy of Religious Studies (3)

550 Critical Explorations in Religious Studies (3)

551 Comparative Historical Explorations in Religious Studies (3)

REVISE TITLE

430 Seminar in North American Religions (3)

REVISE TITLE AND DESCRIPTION

499 Senior Seminar in Religious Studies (3) Selected topics in the study of religion. For advanced students.

DEPARTMENT OF SOCIOLOGY

(915) (SOCI) Sociology

REVISE PRIMARY COURSE TO ADD CROSS-LISTING:

452 Race, Ethnicity, Crime, and Justice (3) *(Same as Africana Studies 456.)*

II. PROGRAM CHANGES

DEPARTMENT OF HISTORY

REVISE REQUIREMENTS SECTION – HISTORY MAJOR - MA

On page 69 of the 2008-2009 *Graduate Catalog*, under the requirements heading, delete the 2nd sentence, "Complete 521 in preparation for the MA examination."

Rationale: 521 is a directed reading course in preparation for the M.A. examination and graded S/NC. Since all students do not need the course this change makes it optional rather than required. Impact on other academic units: none. Financial impact: none.

DEPARTMENT OF PHILOSOPHY

- DROP THE FOLLOWING CONCENTRATION FOR THE PHILOSOPHY MAJOR - MA

  Religious Studies

On page 79 of the 2008-2009 *Graduate Catalog*, delete the introductory paragraph.

DEPARTMENT OF POLITICAL SCIENCE

REVISE REQUIREMENTS SECTION – POLITICAL SCIENCE MAJOR - PHD

On page 83 of the 2008-2009 *Graduate Catalog*, under the requirements heading, delete 1st paragraph and replace with the following:

Doctoral students admitted to the program must complete 72 hours beyond the bachelor's degree, including 24 hours of course work beyond the master's degree, graded A-F, must successfully pass a written comprehensive examination in one broad field of political science (American Government and Politics; public administration; comparative government and politics; or international relations), must complete one cross-field concentration (in methodology, public policy, or political economy), and must pass a final oral examination on the dissertation.

REVISE BULLETED LIST TO:

The following requirements must also be met.

- At least 60 hours must be in political science courses.
- At least 54 hours in political science must be in courses numbered above 500.
- Completion of Political Science 510, 511, and 513.
- Completion of at least three courses or seminars at the University of Tennessee, Knoxville, in the field in which the students take the comprehensive examination.
- Completion of at least three courses or seminars at the University of Tennessee, Knoxville, in the cross-field concentration.

- At least 6 hours must be earned in political science courses numbered above 600.
- A total of 24 hours must be earned by writing the dissertation.

DEPARTMENT OF RELIGIOUS STUDIES

REVISE INTRODUCTORY PARAGRAPH

On page 86 of the 2008-2009 *Graduate Catalog*, remove the introductory paragraph and replace with:

Graduate courses in religious studies provide an opportunity for students in a variety of disciplines to pursue work in the studies of religions.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All changes effective Fall 2009

I. COURSE CHANGES

DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES
(DEPARTMENT HAS BEEN CLOSED)

- DROP ACADEMIC DISCIPLINE AND ALL COURSES

(572) Instructional Technology and Cultural Studies

500 Thesis (1-15)
502 Registration for Use of Facilities (1-15)
503 Problems in Lieu of Thesis (2-3)
518 Educational Specialist Research and Thesis (3)
593 Independent Studies (1-3)
594 Supervised Readings (1-3)
595 Special Topics (1-3)
600 Doctoral Research and Dissertation (3-15)
601 Foundations of Research, Scholarship and Doctoral Studies (3)
689 Internship (1-3)
693 Independent Study (1-3)
694 Supervised Readings (1-3)
695 Special Topics (1-3)

- MOVE ACADEMIC DISCIPLINES AND COURSES

Move the following academic disciplines and courses from the Department of Instructional Technology, Health, and Cultural Studies to the Department of Educational Psychology and Counseling

(271) Cultural Studies in Education
504 Teachers, School, and Society (3)
511 History of American Education (3)
512 History of Women's Education (3) *(Same as Women's Studies 512.)*
526 Philosophy of Education (3)
539 Development of Education Thought (3)
544 Survey of Contemporary Philosophies in Education (3)
545 Educational Sociology (3)
548 Transforming Critical Thinking: Constructive Thinking and Educational Implications (3) *(Same as Women's Studies 548.)*
549 Topics in International Education (3)
550 Multicultural Education (3)
560 Introduction to Qualitative Research in Education (3) *(Same as Educational Psychology 555.)*
590 Cultural Studies Seminar (2)
591 Issues in Cultural Studies (3)
592 Social Justice and Education (3)
607 Advanced Seminar in the Social Foundations of Education (3)
609 Feminist Theories and Education (3) *(Same as Women's Studies 609.)*

625 Methods of Historical Research (3)
660 Ethnographic Research Methods in Education (3)
661 Advanced Qualitative Research in Education (3) *(Same as Educational Psychology 661.)*

(569) Instructional Technology
521 Computer Applications in Education (3)
566 Administering Instructional Media Programs (3)
569 Media and Technology Production Techniques (3)
570 Instructional Systems Design (3)
571 Desktop Publishing for Educators (3)
573 Introduction of Multimedia in Instruction (3)
575 The Internet: Implications for Teaching and Learning (3)
576 Advanced Interactive Multimedia for Instruction (3)
577 Internet-Mediated Collaborative Learning (3)
578 Web Design (3)
669 Instructional Media Research (3)
670 Constructivist Perspectives in Instructional Technology (3)
678 Seminar in Instructional Technology (1)
679 Trends and Issues in Instructional Technology (3)
680 Designing Problem-Based Learning Environments (3)

■ ADD DEPARTMENT

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

THE UNIVERSITY OF TENNESSEE

College of Education, Health and Human Sciences
Dr. Bob Rider, Dean
335 Claxton Complex
Knoxville, Tennessee 37996-3400
(865) 974-2201
FAX (865) 974-8718
brider@utk.edu

MEMORANDUM

DATE: August 21, 2008

TO: Members of the Graduate Curriculum Committee

FROM: Bob Rider, Dean,
College of Education, Health and Human Sciences

RE: Information for the Committee and Graduate Council: Establishment and Operation of the Department of Educational Administration and Policy Studies in the College of Education, Health & Human Sciences

When the Colleges of Education and Human Ecology merged in 2002 the merger taskforce charged with providing procedural guidance issued a series of recommendations to operationalize the new unit. One action taken was to disband some departmental structures and distribute the faculty into other departments. During the 2007-08 academic year, our review of departmental structure and function resulted in the closing of one department and the reestablishment of the Department of Educational Leadership and Policy Studies. The one-for-one exchange with no impact on recurring funds received prior approval from the Provost and the Chancellor during the spring of 2008. More recently, operation of the reestablished department received approval from the Interim Vice-President for Academic Affairs. The department began operation on July 1, 2008.

The Department of Educational Leadership and Policy Studies is comprised of two program areas, Educational Administration and Higher Education. The reemergence of this department is part of the plan to establish a Graduate School of Education comprised of the three departments in the College of Education, Health & Human Sciences that focus on educator licensing and advanced degrees in Education. The College is currently seeking approval for establishing the Graduate School of Education through appropriate channels of the university.

Enhancing Quality of Life through Research, Outreach and Practice

- ADD NEW ACADEMIC DISCIPLINE AND COURSES

(309) (ELPS) Educational Leadership and Policy Studies

500 Thesis (1-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.

502 Registration for Use of Facilities (1-15)
Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated.
Credit Restriction: May not be used toward degree requirements.

503 Problems in Lieu of Thesis (2-3)
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 9 hours.

593 Independent Study (1-3)
Repeatability: May be repeated. Maximum 9 hours.
Registration Permission: Consent of instructor.

595 Special Topics (1-3)
Repeatability: May be repeated. Maximum 12 hours.

600 Doctoral Research and Dissertation (3-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.

693 Independent Study (1-3)
Repeatability: May be repeated. Maximum 12 hours.

695 Special Topics (1-3)
Repeatability: May be repeated. Maximum 12 hours.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

(271) Cultural Studies in Education

ADD

500 Thesis (1-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.

502 Registration for Use of Facilities (1-15)
Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated.
Credit Restriction: May not be used toward degree requirements.

503 Problems in lieu of Thesis (2-3)
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 9 hours.

593 Independent Study (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 12 hours.

594 Supervised Readings (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 12 hours.

595 Special Topics (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 12 hours.

600 Doctoral Research and Dissertation (3-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.

693 Independent Study (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 9 hours.

694 Supervised Readings (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 9 hours.

695 Special Topics (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 9 hours.

(569) Instructional Technology

ADD

500 Thesis (1-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.

502 Registration for Use of Facilities (1-15)
Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated.
Credit Restriction: May not be used toward degree requirements.

503 Problems in Lieu of Thesis (2-3)
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 9 hours.

518 Educational Specialist Research and Thesis (3)
Grading Restriction: P/NP only
Repeatability: May be repeated. Maximum 9 hours.

593 Independent Study (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 12 hours.

594 Supervised Readings (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 12 hours.

595 Special Topics (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 12 hours.

600 Doctoral Research and Dissertation (3-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.

693 Independent Study (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 9 hours.

694 Supervised Readings (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 9 hours.

695 Special Topics (1-3)
Grading: Satisfactory/No Credit or letter grade.
Repeatability: May be repeated. Maximum 9 hours.

(461) Higher Education Administration

DROP

500 Thesis (1-15)
502 Registration for Use of Facilities (1-15)
503 Problems in Lieu of Thesis (2-3)
593 Independent Study (1-3)
595 Special Topics (1-3)
600 Doctoral Research and Dissertation (3-15)
693 Independent Study (1-3)
695 Special Topics (1-3)

- MOVE ACADEMIC DISCIPLINE AND COURSES

Move the following academic discipline and courses from the Department of Educational Psychology and Counseling to the Department of Educational Leadership and Policy Studies:

(461) Higher Education Administration
455 Seminar in Student Leadership (1)
513 Administrative and Organizational Theory (3) *(See Educational Administration 513.)*
514 Leadership Themes in Literature (3)
516 Research Methods (3) *(See Educational Administration 516.)*
533 Program Evaluation in Education (3) *(See Educational Psychology 533).*
534 Program Evaluation in Education (3) *(See Curriculum, Educational Research, and Evaluation 534.)*
536 Policy Issues in Higher Education Quality Assurance (3)
537 Student Assessment in Higher Education (3)
542 The College Student and the Court (3)
543 American Higher Education in Transition (3)

570 Student Affairs Administration in Higher Education: Theory and Practice (3)
572 Student Development Theory and Practice in Higher Education (3)
574 The College Student (3)
599 Internship in College Student Personnel (1-6)
604 Seminar in Educational Administration and Policy Studies (1-4)
605 Advanced Seminar in Administrative Theory (3) *(Same as Educational Administration 605.)*
606 Leadership Forum (1-3) *(See Educational Administration 606.)*
614 Statistics for Educational Administrators (3) *(See Educational Administration 614.)*
615 Research Design (3) *(See Educational Administration 615.)*
616 Research Methods (3) *(See Educational Administration 616.)*
617 Case Study Methods in Educational Research (3) *(See Educational Administration 617.)*
619 Administration and Governance of Higher Education (3)
629 Seminar in Policy Issues in Education (3) *(See Educational Administration 629.)*
640 Policy Issues in College and University Law (3)
645 Curriculum and Instruction in Higher Education (3)
650 Fiscal Policy Issues in Higher Education (3)
658 Conflict Management (3) *(Same as Educational Administration 658.)*
670 Values and Ethics in Educational Leadership (3) *(Same as Educational Administration 670.)*
680 Administration of Complex Organizations (3) *(See Educational Administration 680.)*

DEPARTMENT OF EXERCISE, SPORT, AND LEISURE STUDIES

(957) Sport Management

REVISE REGISTRATION RESTRICTION

500 Thesis (1-15)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

501 Special Project (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

502 Registration for Use of Facilities (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

511 Administration/Supervision in Sport (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

512 Sport Law (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

530 Sport and Media Issues (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

532 Research Techniques in Sport (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

535 Ethics in Sport Management (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

540 Sport Marketing (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

544 Theories of Leadership and Leader Behavior in Sport (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

553 Cases Studies in Sport Management (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

554 Readings in Sport Management (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

555 Evaluation Techniques for Sport Managers (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

560 Sport Governance (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

570 Event Management (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

580 Special Topics (1-3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

590 Practicum (3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

593 Independent Study (1-3)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

595 Internship (1-6)
Registration Restriction(s): Master of Science – sport studies major – sport management concentration.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

- MOVE ACADEMIC DISCIPLINES AND COURSES

Move the following academic disciplines and courses from the Department of Theory and Practice in Teacher Education to the Department of Educational Leadership and Policy Studies:

(293) Educational Administration
513 Administrative and Organizational Theory (3) *(Same as Higher Education Administration 513.)*
515 Human Relations and Communication in Administration (3)
516 Research Methods (3) *(Same as Higher Education Administration 516.)*
523 Administration of Special Services (3)
529 Politics and Public Relations in Education (3)
533 Program Evaluation in Education (3) *(See Educational Psychology 533.)*
534 Program Evaluation in Education (3) *(See Curriculum, Educational Research, and Evaluation 534.)*
535 Administrative Applications of Micro Computers (3)
544 School Finance and Business Management (3)
548 Supervision and Personnel Administration (3)
553 Strategic Planning (3)
554 Policy Issues in Educational Law, K-12 (3)
560 Grant Writing and Project Management (3)
577 Statistics in Applied Fields (3) *(See Educational Psychology 577.)*
580 Internship in Educational Administration (3)
583 Educational Leadership-Principalship (3)
592 Field Problems in Educational Administration and Supervision (3)
596 Seminar in School Leadership, K-12 (3)
605 Advanced Seminar in Administrative Theory (3) *(See Higher Education Administration 605.)*
606 Leadership Forum (1-3) *(Same as Higher Education Administration 606.)*
608 Development of and Current Issues in Educational Administration (3)
610 Internship in Educational Administration (3)
614 Statistics for Educational Administrators (3) *(Same as Higher Education Administration 614.)*
615 Research Design (3) *(Same as Higher Education Administration 615.)*
616 Research Methods (3) *(Same as Higher Education Administration 616.)*
617 Case Study Methods in Educational Research (3) *(Same as Higher Education Administration 617.)*
618 Advanced Qualitative Research in Educational Leadership (3)
629 Seminar in Policy Issues in Education (3) *(Same as Higher Education Administration 629.)*
646 Personnel Administration (3)
656 Legal Issues in Education (3)
658 Conflict Management (3) *(See Higher Education Administration 658.)*
670 Values and Ethics in Educational Leadership (3) *(See Higher Education Administration 670.)*

680 Administration of Complex Organizations (3) *(Same as Higher Education Administration 680.)*

(978) Theory and Practice in Teacher Education

ADD

586 Classroom Applications: Using Web 2.0 Tools for Learning (3) Classroom applications of Web 2.0 tools to support information literacy and 21st century skills; designed to enable teachers to use and integrate a variety of web-based tools into the PreK-12 curriculum. Includes the design and development of lesson activities that facilitate writing, collaboration, and communication through the use of blogs, wikis, podcasts, and digital storytelling.
(DE) Prerequisite(s): 486.
Registration Permission: Consent of instructor.

587 Web Design for Teachers: Designing Web-based Learning Centers (3) Design of classroom websites that serve as learning centers using web editor software. Includes the differences in basic design principles for print-based vs. web-based information, designing interface and navigation elements, and using color, graphics and typography to increase usability for all learners. Culminates with the design and development of web-based curricular materials and that facilitate communication with students, parents and other educators.
(DE) Prerequisite(s): 486.
Registration Permission: Consent of instructor.

Current Courses (461) Higher Education Administration	Equivalent Courses Fall 2009 (309) Educational Leadership and Policy Studies
500	500
502	502
503	503
593	593
595	595
600	600
693	693
695	695

Current Courses (572) Instructional Technology and Cultural Studies	Equivalent Courses Fall 2009 (271) Cultural Studies in Education and (569) Instructional Technology
500	CS 500, IT 500
502	CS 502, IT 502
503	CS 503, IT 503
518	IT 518
593	CS 593, IT 593
594	CS 594, IT 594

595	CS 595, IT 595
600	CS 600, IT 600
601	No Equivalent
689	No Equivalent
693	CS 693, IT 693
694	CS 694, IT 694
695	CS 695, IT 695

II. PROGRAM CHANGES

INFORMATIONAL ITEM

Tennessee Higher Education Commission (THEC) did not approve for the College of Education, Health, and Human Sciences to add the PhD degree with a major in Community Health (Graduate Council Minutes page 1085).

ADD GRADUATE SCHOOL OF EDUCATION *(PENDING THEC APPROVAL)*

THE UNIVERSITY OF TENNESSEE

College of Education, Health and Human Sciences
Dr. Bob Rider, Dean
335 Claxton Complex
Knoxville, Tennessee 37996-3400
(865) 974-2201
FAX (865) 974-8718
brider@utk.edu

Memorandum

Date: August 20, 2008

To: Members, Graduate Curriculum Committee

From: Bob Rider, Dean, College of Education, Health and Human Sciences

Re: Establishing the Graduate School of Education

The College of Education, Health and Human Sciences is requesting approval to establish the Graduate School of Education within the College of Education, Health and Human Sciences. Pertinent information about this proposal follows.

Background: In 2002, the Colleges of Education and Human Ecology merged into a new unit, The College of Education, Health and Human Sciences. The merger was proposed by then Chancellor Loren Crabtree and guided by a faculty/administration taskforce. The taskforce issued a report containing a series of recommendations for organization and operation of the merged unit. The Chancellor recommended that the departments housing education programs should be unified by designating a Graduate School of Education in order to retain visibility within the larger umbrella college. Discussion and action on this recommendation was postponed as merger activity occupied center stage.

Following the two-year tenure of the interim dean, a national search resulted in my appointment as dean of the College of Education, Health, and Human Sciences in July, 2004. Through our Executive Committee's review of the college's recent history and discussions with central administration, we decided to revive the effort to establish the Graduate School of Education. With support from the Chancellor and Provost, a faculty exploratory committee was appointed in the spring of 2007. This thirteen member committee was charged with determining the desirability and feasibility of establishing the School. In September, 2007 the Exploratory Committee recommended that the College pursue establishing the School and further requested that another committee be established to work out implementation details. Such a group was appointed and continued to work through the Spring and Summer of 2008. This Graduate School of Education Task Force is in the process of developing recommendations regarding mission and vision, research support services, collaborative activities, outreach possibilities and the organizational structure of the school.

Justification: Establishment of the Graduate School of Education would accomplish several objectives. A unifying organization such as this would highlight the work of the three departments focused on education in an otherwise large and multidisciplinary college. It will strengthen the sense of identity and mission among the faculty of the School. The increased identity and visibility will enhance opportunities for external funding including a naming opportunity. The Graduate School of Education will facilitate increased collaborative activity across the three member departments including joint research projects and assistive outreach activities with regional P-12 partner school systems.

Identification as a Graduate School of Education offers an opportunity to join a small but highly visible group of national universities that feature graduate schools of education such as the University of Pennsylvania, Harvard University, Fordham University, California Berkeley and UCLA. The qualifying factor for such a school is, of course, that the programs, courses and degrees offered by the school are at the graduate level. Thus, most colleges of education cannot qualify for the label since their primary focus is on undergraduate programs. If sanctioned, the University of Tennessee Graduate School of Education would be the first and only such entity in the Southeast region of the country.

The organizational and labeling changes described above will be accomplished within the college's existing budget. There are no requests for "new" money for implementation at either the departmental or college levels.

Authorization: Endorsed and approved by:

Robert Rider, Dean

Susan Martin, Interim Provost

Enhancing Quality of Life through Research, Outreach and Practice

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES (NEW)

ADD FACULTY TO THE NEW DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

On page 113 add new department and faculty to the 2008-2009 *Graduate Catalog*

Department of Educational Leadership and Policy Studies
http://elps.utk.edu
Vincent A. Anfara, Jr., Head

Professors
Bogue, E.G., EdD . . . . . .Memphis

Brewer, E.W., EdD . . . . . Tennessee
Mertz, N.T., EdD . . . . . Columbia
Ubben, G.C., PhD . . . . . Minnesota

Associate Professors
Anfara, V.A., PhD . . . . . New Orleans
Strayhorn, T.L., PhD . . . . . Virginia Tech

Assistant Professors
Angelle, P.S., PhD . . . . . Louisiana State
Clinical Assistant Professor
Patterson, F.E., EdD . . . . . Tennessee

Majors	**Degrees**
College Student Personnel	**MS**
Education	**PhD**
Leadership studies in education concentration	
Educational Administration	**MS, EdS**
Higher Education Administration	**PhD**

Graduate Certificate Program
Educational Administration (PreK-12)
Urban education

The mission of the Department of Educational Leadership and Policy Studies is to prepare entry-level and executive-level administrators and faculty for schools and colleges, and to prepare policy scholars to serve in these organizations and in state, regional, and national policy agencies associated with the educational and human service enterprise. The graduate degree programs in the department are designed to enrich the knowledge, skills and values requisite to effective leadership in educational practice settings. The department views leaders as stewards and servants of organizations; designers of the social and cultural climate in which we do our work; teachers who facilitate human growth and development; change agents who continually examine the effectiveness of their organizations; and conceptual provocateurs who challenge ideas and assumptions on which practice and policy are built.

Financial Assistance
The department offers a variety of scholarship and financial assistance opportunities and graduate assistantships for qualified students. For application forms visit the departmental website or contact our department office.

MOVE EDUCATIONAL ADMINISTRATION MAJOR (MS) FROM THE DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

On page 113 of the 2008-2009 *Graduate Catalog*, insert the Master of Science degree with a major in Educational Administration (licensure and non-licensure) as follows:

Educational Administration Major
Through the educational administration and supervision programs, the department prepares entry-level and executive-level administrators for schools and colleges.

Additionally it prepares policy scholars to serve in state, regional, and national policy and human services agencies. The graduate degree programs are designed to enrich the knowledge, skills and values requisite to effective leadership in educational practice settings. The graduate programs focus on the preparation and development of administrative and instructional leaders who will serve in the diverse settings of schools and colleges, and educational units of government. Specialized coursework leading to the urban education certificate is available in the area of urban administration.

Master of Science
Educational Administration Major

The University of Tennessee's educational administration and supervision program offers a Master of Science with a major in educational administration with licensure and non-licensure alternatives.

Licensure Alternative

The M.S. program requires 36 hours of course work. Evening and summer classes are combined with on-the-job internship activities organized around real school problems. The school principal and a faculty representative of the Educational Administration and Supervision program together supervise the internship.
The desired outcome of the program leading to licensure as a school administrator is to produce thoughtful principal and supervisory practitioners with the skills and scholarship to provide quality leadership to the organizations they serve. Graduates are expected to have a vision of quality education combined with good leadership skills to lead our schools in the twenty-first century.

The program leading to licensure as a school administrator is designed around the standards developed by the Interstate School Leaders Licensure Consortium (ISLLC) for the knowledge and skills required today for a school principal. It meets the certification requirements of the Tennessee State Board of Education. The program is also accredited by the National Council for the Accreditation of Teacher Education (NCATE) and recognized by the University Council for Educational Administration (UCEA) indicating national recognition as a quality program.

Non-licensure Alternative

The non-licensure alternative program is designed to prepare leaders for a variety of settings in schools and in other social service agencies. It requires a common set of four courses with the remainder of the program tailored to the students' special needs. The degree requires 36 hours of course work and may require an internship, which is decided in consultation with the faculty advisor.

Admission

A completed application must be received by both the Office of Graduate and International Admissions and the Department of Educational Leadership and Policy Studies, educational administration program. A grade point average (GPA) of 2.7 or higher for undergraduate work or GPA 3.2 or higher for prior graduate work is required. Applicants to the Master of Science program must possess teacher or school-related licensure; have, or will have, by program completion three years teaching experience or experience working in schools; and must interview with an admission committee. Candidates for the educational administration major must possess leadership potential preferably demonstrated by previous leadership experience. Three rating forms must be provided with recommendations from three present or former employers that identify a

candidate's strengths, weaknesses, and leadership potential. Interviews with applicants will be held each year starting in April. Courses will officially start in June.

Requirements

	Hours Credit
Core Requirements (Educational Administration 513, 515, 548, 553	12
Licensure Specialization (Educational Administration 523, 554, 583, 544, Theory and Practice in Teacher Education 519)	15
or Non-licensure Specialization (selected by the student and advisor)	
Research (Educational Administration 516 or equivalent)	3
Internship (Educational Administration 580 required for licensure specialization)	6
	Total 36

MOVE EDUCATIONAL ADMINISTRATION MAJOR (EDS) FROM DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

On page 113 of 2008-2009 *Graduate Catalog*, insert the Specialist in Education degree with a major in Educational Administration (licensure and non-licensure) as follows:

Specialist in Education
Educational Administration Major

The department offers a Specialist in Education degree with a major in educational administration. This degree is designed for individuals who already possess a master's degree in education. Exceptions may be made only by the faculty of the program to which the student is applying. This degree may be used to fulfill the course requirements for obtaining licensure as a school administrator.

The University of Tennessee's educational administration and supervision program offers an EdS with a major in Educational Administration with licensure and non-licensure alternatives.

Licensure Alternative

The EdS requires 42 hours of course work. Evening and summer classes are combined with on-the-job internship activities organized around real school problems. The school principal and a faculty representative of the educational administration and supervision program together supervise the internship.

The desired outcome of the program leading to licensure as a school administrator is to produce thoughtful principal and supervisory practitioners with the skills and scholarship to provide quality leadership to the organizations they serve. Graduates are expected to have a vision of quality education combined with good leadership skills to lead our schools in the twenty-first century.

The program leading to licensure as a school administrator is designed around the standards developed by the Interstate School Leaders Licensure Consortium (ISLLC) for the knowledge and skills required today for a school principal. It meets the certification requirements of the Tennessee State Board of Education. The program is also accredited by the National Council for the Accreditation of Teacher Education (NCATE) and recognized by the University Council for Educational Administration (UCEA) indicating national recognition as a quality program.

Non-licensure Alternative

The non-licensure alternative program is designed to prepare leaders for a variety of settings in schools and in other social service agencies. It requires a common set of four courses with the remainder of the program tailored to the students' special needs. The degree requires 42 hours of course work and may require an internship, which is decided in consultation with the faculty advisor.

Admission

Application forms should be completed and submitted prior to April. These include the Office of Graduate and International Admissions' application and for those interested in licensure, the Educational Specialist in Educational Administration application. A graduate GPA of 3.2 or higher, documentation of teaching or related experience (a minimum of three years of school-related experience is needed for licensure as a school administrator), and three rating forms that assess a candidate's strengths, weaknesses, leadership, and scholarly potential are required.

Requirements

The EdS with a major in educational administration requires a minimum of 42 hours of study. A final comprehensive examination is required as is a culminating research paper or thesis depending on the program.

	Hours Credit
Core Requirements (Educational Administration 513, 515, 548, 553)	12
Licensure Specialization (Educational Administration 523, 554, 583, 544, Theory and Practice in Teacher Education [1]519) or Non-licensure specialization (selected by the student and advisor)	15
Research (Educational Administration 516, [2]592, [3]Elective: Educational Psychology 577 or 560)	9
Internship (Educational Administration 580 required for licensure students) or Electives for non-licensure students	6
	Total 42

[1] Theory and Practice in Teacher Education 519 or an approved curriculum course.
[2] A thesis option is available with approval of advisor.
[3] Elective from outside the Educational Administration area chosen in consultation with advisor.

MOVE THE CONCENTRATION LEADERSHIP STUDIES IN EDUCATION (EDUCATION – PHD) FROM THE DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

On page 113 of 2008-2009 *Graduate Catalog*, insert the PhD with a major in Education, concentration in Leadership Studies in Education as follows:

Education Major
Doctor of Philosophy
Leadership Studies in Education Concentration

Admission

Students must submit the University of Tennessee, Knoxville, Graduate Application to the Office of Graduate and International Admissions. Students must also submit the

Educational Leadership and Policy Studies Departmental Application for Graduate Study. Applicants must submit current (taken within the past five years) GRE scores that equal or exceed the minimums expected for applicants to the PhD with a major in education. Three letters of reference from those who know of the candidate's record and promise are required. An overall GPA of 3.3 in previous graduate study is required for admission to doctoral study and an interview with the faculty may be required. Admissions decisions are made on a holistic basis to discern the candidate's promise for doctoral study and to ascertain the match of the candidate's educational goals with the resources and goals of the department.

Students in this concentration share a common set of course requirements with credits required as shown below. Doctoral committees may require students to take additional hours to fulfill degree requirements.

	Hours Credit
Research Area	15
Core Requirements (minimum of)	12
Concentration	18
Cognate	6
Dissertation	24
	Total 75

MOVE GRADUATE CERTIFICATE IN EDUCATIONAL ADMINISTRATION (PREK-12) FROM THE DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

On page 113 of 2008-2009 Graduate Catalog, insert the Graduate Certificate in Educational Administration (PreK-12) as follows:

Graduate Certificate in Educational Administration (PreK-12)

The Certificate in Educational Administration (PreK-12) consists of a minimum of 18 graduate hours of selected coursework. Students that currently hold a Master of Science or Specialist in Education degree in Education, or a related field, may apply for admission to the certificate program. Admission criteria are the same as outlined for the Master of Science degree with the Educational Administration Major. Participants will obtain the competencies required for the Beginning Administrator License (with a 481 Tennessee endorsement). The curriculum for the Certificate in Educational Administration (PreK-12) is – Educational Administration 583 (3 hours), 515 (3 hours), 553 (3 hours), 554 (3 hours), 548 (3 hours), Theory and Practice in Teacher Education 519 (3 hours).

MOVE GRADUATE CERTIFICATE IN URBAN EDUCATION FROM DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

On page 113 of 2008-2009 *Graduate Catalog*, insert the Graduate Certificate in Urban Education as follows:

Graduate Certificate in Urban Education

The Department of Educational Leadership and Policy Studies offers a graduate certificate in urban education for experienced urban teachers. A cohort group is

competitively selected each year. Participants complete a 12-credit hour, four-course program of study over a two-year period. First-year courses are Educational Leadership and Policy Studies 595 and Theory and Practice in Teacher Education 540. Second-year courses are Educational Leadership and Policy Studies 595 and Theory and Practice in Teacher Education 550.

MOVE AND REVISE COLLEGE STUDENT PERSONNEL MAJOR (MS) FROM THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

On page 113 of 2008-2009 *Graduate Catalog*, insert the College Student Personnel Major (MS) as follows:

Higher Education Administration

Two majors are offered: A major at the master's level in college student personnel and a major at the doctoral level in higher education.

Master of Science
College Student Personnel Major

The college student personnel program is a two-year, practitioner-oriented master's degree designed to prepare student personnel administrators and administrative needs of colleges and universities. Philosophically based in college and university administration and resting on standards articulated by the Council for Advancement of Standards for Student Services/Student Development programs, the program prepares individuals for a wide and growing variety of student and university service positions in post-secondary institutions including admissions, orientation, records, financial aid, academic advising, housing, athletics, disability services, career services, student activities and leadership development, institutional research and assessment, advancement and alumni relations, Greek life, and international education.

Admission

Students are admitted to the college student personnel program each spring for matriculation in the fall. Prospective students must submit current GRE scores (within the past five years). In addition, the following information must be submitted to the departmental office (program coordinator) by February 1 – College Student Personnel Program Application form online and 3 rating/reference forms. An admission application must also be submitted to the Office of Graduate and International Admissions. It is recommended that all materials be submitted by February 15.

Requirements

The college student personnel program requires a minimum of 36 hours, including 6 hours of practicum experience. Students are required to complete either a thesis or problems-in-lieu of thesis as a culminating activity.

MOVE HIGHER EDUCATION ADMINISTRATION MAJOR (PHD) FROM THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

On page 113 of 2008-2009 *Graduate Catalog*, insert the Higher Education Administration major as follows:

Doctor of Philosophy
Higher Education Administration Major

The PhD with a major in higher education administration offers advanced graduate study to those students aspiring to enhance their leadership knowledge and skill for service in their current positions, to establish knowledge and skill bases for a more responsible executive leadership appointment, to build the capacity and inclination for active participation in policy dialogue related to the purpose and performance of higher education, and to prepare selected scholars for service in faculty and policy scholar roles. Interdisciplinary in design, the program features core course work in higher education foundations, leadership and organizational theory, research foundations, and specialization interests.

Admission

Applicants must submit GRE scores (taken within the past 5 years). The PhD with a major in higher education administration looks for performance on the GRE Verbal and GRE Quantitative at the 50% and 4.5 on the GRE writing exam. Applicant must also submit three letters of recommendation, Graduate Application for Admission, Application for PhD study for the college and department, official transcripts of all previous undergraduate and graduate work, and a writing sample. An overall GPA of 3.5 in previous graduate study is required, and an interview may be requested of applicants to ascertain match of an applicant's goals with resources and goals of the program. Admission to the PhD program is a holistic decision based on an integrated review of the entire admissions credential file. The deadline for having a complete admissions credential file is March 1st.

Requirements

The program requires completion of approximately 48-57 hours of coursework (exclusive of dissertation enrollment), completion of a written and oral comprehensive examination (an overall GPA of 3.5 is required to take the comprehensive examination), and successful completion and defense of dissertation. The doctoral residence requirement is met by two consecutive terms of full-time enrollment.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

REVISE PROGRAM DESCRIPTION FOR APPLIED EDUCATIONAL PSYCHOLOGY

On page 114 of the 2008-2009 *Graduate Catalog*, left column, under heading Applied Educational Psychology, revise the description as follows:

The applied educational psychology program is designed for individuals who seek to provide professional leadership in either (a) the facilitation of learning or development (master's and doctoral levels) or (b) applied statistics and measurement (doctoral level). Those specializing in learning and development have an opportunity to focus on the needs of underachieving and nontraditional learners through application of cognitive education and social constructivist approaches.

Those focusing on applied statistics and measurement prepare for careers in a wide range of settings such as higher education, K-12 education, and research institutions.

★ ADD EDUCATION MAJOR (MS) – AND CONCENTRATIONS

Education – MS

Cultural Studies of Educational Foundations concentration
Instructional Technology concentration

On page 117 of the 2008-2009 *Graduate Catalog,* right column top of page add the new major and concentrations as follows:

MASTER OF SCIENCE
EDUCATION MAJOR

Cultural Studies of Educational Foundations Concentration

Requirements

	Hours Credit
[1]Concentration	14
[2]Specialization (choose one)	9
[3]Research	6
[4]Thesis or Problems in Lieu of Thesis	6
	Total 35

[1] Cultural Studies in Education 590 (2), 591, 592. Select two from Cultural Studies in Education 504, 511, 539, 544, 545, 549, or 550.
[2] Students can design their own specialization area such as gender studies in education; multicultural education; rural education; or religion, ethics and morality.
[3] Select two courses from Cultural Studies in Education 526, 560, 561, Educational Psychology 506, 582, or advisor approved substitute.
[4] Cultural Studies in Education 500 or 503.
NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

Instructional Technology Concentration (Thesis Option)

	Hours Credit
[1]Core	6
[2]Concentration	12
Electives	6
[3]Research	3
Instructional Technology 500 (Thesis)	6
	Total 33

[1] Select two courses in educational issues and/or theory (Theory and Practice in Teacher Education 517; Cultural Studies in Education 511, 550; Educational Psychology 515, 516).
[2] Instructional Technology 521, 570, 573, 575.
[3] Research Elective.
NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

Instructional Technology Concentration (Non-Thesis Option)

	Hours Credit
[1]Core	6
[2]Concentration	12
Electives	12
[3]Research	3
	Total 33

[1] Select two courses in educational issues and/or theory (Theory and Practice in Teacher Education 517; Cultural Studies in Education 511, 550; Educational Psychology 515, 516).
[2] Instructional Technology 521, 570, 573, 575.
[3] Research Elective.
NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

★ ADD EDUCATION MAJOR (EDS) – AND CONCENTRATION

Education – EDS
Instructional Technology concentration

On page 117 of the 2008-2009 *Graduate Catalog,* add the new major and concentration as follows:

SPECIALIST IN EDUCATION
EDUCATION MAJOR
Instructional Technology Concentration

Requirements (Thesis/Non-Thesis)

	Hours Credit
[1]Program Prerequisites	
[2]Concentration	15
[3]Electives	9
[4]Research (maximum 3 hours per semester)	6
	Total 30

[1] Must hold master's degree in education or related field.
[2] A student without prior coursework in IT must take Instructional Technology 521, 570, 573, 575 and one elective (3 hours).
[3] Two courses (6 hours) must be taken outside the IT program area.
[4] Thesis students must take Instructional Technology 518; Problems students must take Instructional Technology 503; Non-thesis students must take research electives (6 hours).
NOTE: To meet program requirements, students must select all courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

From: George, Thomas W (Tom)
Sent: Monday, September 08, 2008 12:01 PM

To: High, Katherine Noel
Subject: For Graduate Council

Katie,
Per our previous discussions and for purposes of submitting this with our curricular change materials to the Graduate Council, please approve and indicate that no UT System action beyond your level is required for the following changes:
Proposal #1: Create and attach the Community Health Concentration to the Interdepartmental PhD in Education Major.

APPROVED: NO FURTHER BOARD OF TRUSTEES OR THEC ACTION IS REQUIRED.

Proposal #2: Rename the major to which the concentrations in (a) Instructional Technology and (b) Cultural Studies of Educational Foundations are attached from: Instructional Technology & Cultural Studies to: Education.

APPROVED: NO FURTHER BOARD OF TRUSTEES OR THEC ACTION IS REQUIRED.

Katie High

Thomas W. George
Professor & Associate Dean
College of Education, Health, & Human Sciences
338 Claxton Complex
Knoxville, TN 37996-3400
Telephone: (865) 974-4125
Fax: (865) 974-8718
Email: tgeorge1@utk.edu

MOVE AND REVISE THE CONCENTRATION CULTURAL STUDIES OF EDUCATIONAL FOUNDATIONS (EDUCATION MAJOR – PHD) FROM THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES TO THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

On page 117 of 2008-2009 *Graduate Catalog*, insert the PhD degree with a major in Education, concentration in Cultural Studies of Educational Foundations as follows:

DOCTOR OF PHILOSOPHY
EDUCATION MAJOR
Cultural Studies of Educational Foundations Concentration

Requirements

	Hours Credit
[1]Program Prerequisites	
[2]Departmental Core	12
[3]Concentration	16
[4]Specialization	9

[5]Research	15
Cognate	6
Dissertation (Cultural Studies 600)	24
	Total 82

[1] Students entering the PhD program with a concentration in cultural studies must possess a master's degree in a related field of study.
[2]Cultural Studies in Education 607. Select two courses from Educational Psychology 507, 510, 523, and Instructional Technology 521, 573, 679, or advisor approved. Select one course from Theory and Practice in Teacher Education 517, 617, 640, 676, or advisor approved substitute.
[3] Cultural Studies in Education 550, 590 (4), 591, 592, 609.
[4] Select three courses in one of the following areas – philosophy of education (Cultural Studies in Education 526, 539, 544, 548, or 608); sociology of education (Cultural Studies in Education 545, 549, 595, or 695); history of education (Cultural Studies in Education 511, 512, 539, or 625).
[5] Select five courses from these suggestions and in consultation with your advisor: Philosophy of Education (Cultural Studies in Education 526, 608). Sociology of Education (Cultural Studies in Education 560, 561, 660). History of Education (Cultural Studies in Education 625 - 2 course sequence). Educational Psychology 577, 677, 595, 695.
NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

MOVE AND REVISE THE CONCENTRATION INSTRUCTIONAL TECHNOLOGY (EDUCATION MAJOR – PHD) FROM THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES TO THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

DOCTOR OF PHILOSOPHY
EDUCATION MAJOR
Instructional Technology Concentration

	Hours Credit
[1]Core	9
[2]Concentration	18
[3]Cognate	9
[4]Electives	6
[5]Research	15
Dissertation (Instructional Technology, Health, and Cultural Studies 600)	24
	Total 81

[1] Instructional Technology 679 (3 hours). Select two courses (6 hours) from Educational Issues (Cultural Studies
in Education 550, 592, or others); Learning Theory (Educational Psychology 515, 516, 525, 529, 572 or others).
[2] Instructional Technology 678 (3 hours); other instructional technology electives (15 hours). Three of these elective courses must be numbered at the 600-level.

[3] Three related courses from an area outside the field of instructional technology (9 hours).
[4] Two open-electives from areas that support the concentration (6 hours).
[5] Five courses in research methods (15 hours): two courses in statistical analysis (Educational Psychology 577, 677 or others), one course in quantitative research methods (Educational Psychology 577 or others), one course in qualitative research methods (Cultural Studies in Education 560, 561 or others), and one research design elective (Educational
Psychology 505, 550 or others).
NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

DEPARTMENT OF EXERCISE, SPORT, AND LEISURE STUDIES

MOVE THE INTERCOLLEGIATE/INTERDISCIPLINARY GERONTOLOGY MINOR FROM THE COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES TO THE COLLEGE OF NURSING.

MOVE THE GRADUATE CERTIFICATE IN GERONTOLOGY FROM THE COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES TO THE COLLEGE OF SOCIAL WORK.

Delete the text on page 125 indicating the College of Education, Health, and Human Sciences as the “home” for the Intercollegiate/Interdisciplinary Gerontology Minor and the Gerontology Certificate. The primary responsibility of the programs will now reside in the College of Nursing and in the College of Social Work.

ON PAGE 112 OF THE 2008-2009 *GRADUATE CATALOG*, INSERT TEXT BELOW TO SHOW THE COLLEGE’S PARTICIPATION IN THE GERONTOLOGY PROGRAMS AS FOLLOWS.

Intercollegiate/Interdisciplinary Gerontology Minor

Graduate students in the College of Education, Health, and Human Sciences, may pursue an intercollegiate/interdisciplinary minor in gerontology. The gerontology minor gives the student an opportunity for combining the knowledge about aging in American society with his/her major concentration.

Core courses and a practicum are offered by the College of Social Work and selected departments within the Colleges of Education, Health, and Human Sciences and Arts and Sciences. A cross-listed seminar between contributing programs is designed to integrate experiences from different sources and to demonstrate the multi-faceted nature of working within an aging society. Please refer to the College of Nursing for specific requirements.

Graduate Certificate in Gerontology

Graduate students in the College of Education, Health, and Human Sciences may pursue the graduate certificate in gerontology. For complete details on the certificate, refer to the College of Social Work.

DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES

★ DROP THE FOLLOWING MAJORS, DEGREES, AND CONCENTRATIONS

Instructional Technology and Cultural Studies – MS
Cultural Studies of Educational Foundations concentration
Instructional Technology concentration

Instructional Technology and Cultural Studies – EdS
Instructional Technology concentration

MOVE THE PUBLIC HEALTH MAJOR – (MPH) – AND CONCENTRATIONS FROM THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES TO THE DEPARTMENT OF NUTRITION

Public Health – MPH
Community Health Education
Health Planning/Administration
Veterinary Public Health

MOVE THE PUBLIC HEALTH MAJOR – DUAL MS/MPH PROGRAM – FROM THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES TO THE DEPARTMENT OF NUTRITION

Public Health – Dual MS-MPH (Nutrition/Public Health)

MOVE THE SAFETY MAJOR – MS – AND CONCENTRATIONS FROM THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES TO THE DEPARTMENT OF NUTRITION

Safety – MS
Emergency Management concentration
Safety Management concentration

MOVE THE TWO GRADUATE CERTIFICATES FROM THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES TO THE DEPARTMENT OF NUTRITION

Applied Epidemiology
Public Health Leadership

■ DROP THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES

On pages 7, 13, and 123 of the 2008-2009 *Graduate Catalog*, remove the listings for the Department of Instructional Technology, Health, and Cultural Studies and all programs associated with it.

DEPARTMENT OF NUTRITION

REVISE REQUIREMENTS - NUTRITION MAJOR – MS – THESIS OPTION

On page 130 of the 2008-2009 *Graduate Catalog*, revise the first two bullets in the thesis option as follows:

- Nutrition science students must take 511, 512, 540 (2 credits) attendance required every semester, 541, and 3 hours of graduate-level statistics.
- Public health nutrition students must take Nutrition 509, 511, 512, 513, 514, 515, 541, a lifecycle nutrition course and Public Health 520, 530, 540.

REVISE REQUIREMENTS - NUTRITION MAJOR – MS – NON-THESIS OPTION

On page 130 of the 2008-2009 *Graduate Catalog*, revise bullets 1, 2, and 5 as follows:

- Nutrition science students must take 511, 512, 540 (2 credits) attendance required every semester, 541, and 3 hours of graduate-level statistics.
- Public health nutrition students must take Nutrition 509, 511, 512, 513, 514, 515, 541, a lifecycle nutrition course and Public Health 520, 530, 540.
- A written comprehensive examination is required for completion of the program. For public health nutrition students, a written analytical block field experience paper is required also for completion of the program. Nutrition science students are also required to complete a culminating experience and written analytical paper for completion of the program.

REVISE REQUIREMENTS - NUTRITION MAJOR – DUAL MS/MPH PROGRAM

On page 130 of the 2008-2009 *Graduate Catalog*, revise the Dual MS-MPH Program Admission and Requirements as follows:

Admission

Applicants for the MS-MPH program must make separate applications to and be accepted for the Master of Science degree and for the Master of Public Health degree, which are programs within the Department of Nutrition.

Students who have been accepted for both degree programs may apply for approval to pursue the dual program anytime prior to, or after, matriculation.

Requirements

A dual degree candidate must satisfy the requirements for both the Master of Science degree (public health nutrition concentration) and the Master of Public Health degree, as well as the requirements for the dual program. All candidates for the dual degree must successfully complete Public Health 555; 2 hours (1 hour each) of Public Health 509 and Nutrition 509; and a minimum of 60 hours. A maximum of 9 hours of credit toward the Master of Science degree will be awarded for successful completion of approved graduate-level public health courses.

For non-thesis Master of Science students, a maximum of 14 hours of credit for successful completion of graduate-level nutrition courses will be awarded toward the MPH. For thesis Master of Science students, a maximum of 16 hours of credit for successful completion of approved graduate-level nutrition courses will be awarded toward the MPH.

All courses for which such cross-credit is awarded must be approved by the Public Health Academic Program Committee and the student's graduate committee. A single-

block field experience (or public health internship) is required of all students. For non-thesis MS students the analytical field paper that incorporates public health nutrition and the student's public health concentration is required.

Approved Dual Credit

For thesis students MS courses to be counted toward the MPH program must include 9 hours of Nutrition 515, 1 hour of Nutrition 509, 3 hours of Nutrition 541 and 3 hours of a lifecycle nutrition course. For non-thesis students MS courses to be counted toward the MPH program must include 10 hours of Nutrition 515, 1 hour of Nutrition 509, and 3 hours of a lifecycle nutrition course. For thesis and non-thesis students MPH courses to be counted toward the MS include Public Health 520, 530, and 540.

REVISE REQUIREMENTS – NUTRITIONAL SCIENCES MAJOR – PHD

On page 131 of the 2008-2009 Graduate Catalog, revise text and requirements as follows:

The PhD enables students to study the science of nutrition from the cellular/molecular level to the application of nutrition principles by people in a changing environment.

The doctoral program emphasizes cellular/molecular nutrition, human nutrition, nutritional epidemiology, and experimental nutrition. Cognate areas may include anthropology, biochemistry, chemistry, communications, education, food technology, human development, physiology, public health, sociology, statistics, and/or toxicology. A minimum of 24 hours of graduate course work (graded A-F) beyond the master's degree is required.

Requirements

- 16 hours in nutrition; these must include Nutrition 511, 512, 541, and 4 hours of 540 (attendance required every semester).
- 9 hours at the 600 level (exclusive of dissertation); at least 4 of these hours must be in nutrition

★ ADD THE FOLLOWING CONCENTRATION TO THE EDUCATION MAJOR – PHD

Community Health concentration

On page 126 of the 2008-2009 *Graduate Catalog* insert the following for the Education major, PhD.

HEALTH
DOCTOR OF PHILOSOPHY
EDUCATION MAJOR
Community Health concentration

The community health concentration integrates the behavioral and natural sciences with public health, community health, health promotion and the safety sciences to prepare scholars with an interest in improving the health of the nation.

Requirements

	Hours Credit
[1] Research and Foundations	12

[2] Community Health Major	27
[3] Supporting Specialization (Public Health or Safety)	12
[4] Electives	9
Dissertation (Health 600)	24
Total 84	

[1] Health 590; Statistics 531, 532 or a two-course 500-level statistics sequence approved by doctoral chair. Three hours of natural or behavioral sciences approved by doctoral chair.
[2] Health 610, 620, 530, 540, 655, 660, and Public Health 550 (required) and 6 additional hours of graduate health electives. A list of recommended health electives for the community health doctoral program is available in the program office.
[3] A block of 12 hours must be taken from one of the following areas: Public health or safety/emergency management.
[4] Courses must be approved by cognate professor outside the department.
NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies or to increase skill in an area of identified specialization.

MOVE THE PUBLIC HEALTH MAJOR – (MPH) – AND CONCENTRATIONS FROM THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES TO THE DEPARTMENT OF NUTRITION

Public Health – MPH
Community Health Education
Health Planning/Administration
Veterinary Public Health

PUBLIC HEALTH

Graduate study with a major in public health leads to the Master of Public Health (MPH). Three professional preparation concentrations are available – community health education, health planning/administration, and veterinary public health. The veterinary public health concentration is open to graduate veterinarians or students enrolled in the College of Veterinary Medicine. Preparation for professional practice in improving community health emphasizes a population perspective, service-learning and application opportunities through rigorous internships. The MPH program is accredited by the Council on Education for Public Health. A minor in statistics is available to interested MPH students due to public health affiliation with the Intercollegiate Graduate Statistics Program.

Non-degree students must obtain permission from the MPH program director to register for 500-level public health courses. Prerequisite coursework assigned as a condition of admission to the MPH program must be completed promptly, with a grade of B or better, typically within the first semester or two of enrollment in graduate studies.

Admission

A statement of the applicant's educational and career goals and three rating forms are required. Preferential consideration for admission to degree status shall be given to those with a minimum undergraduate grade point average of 2.8 and with at least one year of professional experience in a health-related occupation. As a restricted program, non-degree admission requires department recommendation. Deadlines for completed

applications are February 1st for summer term, April 1st for fall semester, and October 1st for spring semester.

MASTER OF PUBLIC HEALTH
PUBLIC HEALTH MAJOR

The MPH is a non-thesis program requiring completion of 42 hours of course work including nine weeks of field practice. The field internship provides a full-time experience with an affiliated health agency or organization offering one or more health programs. Of importance, field practice allows the student to apply academic theories, concepts, and skills in an actual work setting.

Requirements

	Hours Credit
[1]Public Health Foundation	17
[2] Concentration of Study (Community Health Education, Health Planning/Administration, or Veterinary Public Health)	10
[3] Electives	9
[4] Internship	6
	Total 42

[1] Public Health Foundation courses: Public Health 509 (2 hours) 510, 520, 530, 540, 555.
[2] Community Health Education: Public Health 550, 552, 590. Health Planning and Administration: Public Health 521, 525, 560. Veterinary Public Health: Public Health 550, Veterinary Medicine 837, Comparative and Experimental Medicine 501.
[3] Listings of electives specific for each concentration are available in MPH program office.
[4] Internship: Public Health 587, 588 (field practice with an affiliated health agency or completion of a master's essay). Written guidelines stipulating eligibility criteria and expectation are available.
NOTE: To meet program requirements, students must select courses in consultation with an assigned program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

MOVE THE TWO GRADUATE CERTIFICATES FROM THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES TO THE DEPARTMENT OF NUTRITION

Applied Epidemiology
Public Health Leadership

On Page 131 of the 2008-2009 *Graduate Catalog*, add the Graduate Certificate in Applied Epidemiology as follows:

GRADUATE CERTIFICATE IN APPLIED EPIDEMIOLOGY

The University of Tennessee MPH program, in a consortium arrangement with East Tennessee State University, the University of Tennessee Health Science Center, and the Tennessee Department of Health, offers a graduate certificate in applied epidemiology for Health Department staff seeking continuing education and career advancement opportunities in the public health area of epidemiology. Delivered

exclusively through electronically-mediated courses, the certificate is focused on the application of state-of-the-art epidemiological approaches to the prevention, detection and management of diseases in the population.

The 15-hour certificate is available by completing Public Health 520, 530, 540, 542, and 580, which may be satisfied by taking equivalent courses offered by East Tennessee State University and the University of Tennessee Health Science Center. For certificate students holding the MPH degree, other identified elective course-work may be used to satisfy certificate requirements, by petition.

On Page 131 of the 2008-2009 *Graduate Catalog*, add the Graduate Certificate in Public Health Leadership as follows:

GRADUATE CERTIFICATE IN PUBLIC HEALTH LEADERSHIP

The University of Tennessee MPH program, in a consortium arrangement with East Tennessee State University, the University of Tennessee Health Science Center, and the Tennessee Department of Health, offers a graduate certificate in public health leadership for Health Department staff seeking continuing education and career advancement opportunities in the public health practice arena. Delivered exclusively through electronically mediated courses, the program is focused on leadership principles and skills as applied in public health and community settings.

The 15-hour certificate is available by completing Public Health 520, 522, 525, and 580, and an elective, which may be satisfied by taking equivalent courses offered by East Tennessee State University and the University of Tennessee Health Science Center. For those holding the MPH degree, other identified elective course-work may be used to satisfy certificate requirements, by petition.

MOVE THE SAFETY MAJOR – MS – AND CONCENTRATIONS FROM THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES TO THE DEPARTMENT OF NUTRITION

Safety – MS
- Emergency Management concentration
- Safety Management concentration

On Page 131 of the 2008-2009 *Graduate Catalog*, add the text and requirements for the Safety major as follows:

SAFETY
MASTER OF SCIENCE
SAFETY MAJOR

Graduate study with a major in safety (thesis and on-thesis options) leads to the Master of Science. Graduate students may concentrate in emergency management or in safety management.

The graduate program contributes to the University of Tennessee, Knoxville's, mission of health protection by preparing safety professionals with the knowledge and skills necessary to create and maintain safer human environments in the workplace (industrial and commercial), home, school, and community. The offering of all core classes and required concentration courses on an evening class schedule enables those working full-time in a safety-related field to pursue the MS with a major in safety on a part-time basis.

Requirements
Emergency Management Concentration (Thesis Option)

	Hours Credit
[1] Core	18
[2] Required Concentration Courses	9
Thesis (Safety 500)	6
	Total 33

[1] Safety 532, 533, 534, 535, 592, and a 500-level graduate statistics course.
[2] Safety 560, 537, Political Science 539 or 550.
NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional courses work depending upon academic background.

Emergency Management Concentration (Non-Thesis Option)

	Hours Credit
[1] Core	18
[2] Required Concentration Courses	12
[3] Concentration Electives	3
[4] Culminating Experiences	
	Total 33

[1] Safety 452, 532, 533, 534, 535, and 592
[2] Safety 560, 537, Political Science 539 or 550, and Safety 601 or 593.
[3] A list of recommended safety electives for each concentration is available in the program office.
[4] Non-thesis safety students are also required to complete a culminating experience and a written comprehensive exam prior to graduation. A list of options to achieve completion of the culminating experience is available in the safety program office.
NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional courses work depending upon academic background.

Safety Management Concentration (Thesis Option)

	Hours Credit
[1] Core	18
[2] Required Concentration Courses	6
[3] Concentration Elective Select	3
Thesis (Safety 500)	6
	Total 33

[1] Safety 532, 533, 534, 535, and 592, and a 500-level graduate statistics course.
[2] Safety 536, 564
[3] A list of recommended safety electives for each concentration is available in the program office.

NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional course work to overcome background deficiencies.

Safety Management Concentration (Non-Thesis Option)

	Hours Credit
[1] Core	18
[2] Required Concentration Courses	6
[3] Concentration Elective	9
[4] Culminating Experiences	
Total	**33**

[1] Safety 452, 532, 533, 534, 535, and 592
[2] Safety 536, 564
[3] A list of recommended electives for each safety concentration is available in the program office. Elective hours may include a 3-hour internship or a 3-hour research project, if approved by advisor.
[4] Non-thesis safety students are also required to complete a culminating experience, as well as a written comprehensive exam, prior to graduation. A list of options to achieve completion of the culminating experience is available in the safety program office.
NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional course work depending on academic background.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

MOVE THE CONCENTRATION LEADERSHIP STUDIES IN EDUCATION (EDUCATION MAJOR - PHD) FROM THE DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

MOVE EDUCATIONAL ADMINISTRATION MAJOR (MS) FROM THE DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

MOVE EDUCATIONAL ADMINISTRATION MAJOR (EDS) FROM DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

MOVE GRADUATE CERTIFICATE IN EDUCATIONAL ADMINISTRATION (PREK-12) FROM THE DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

REVISE FINANCIAL ASSISTANCE PARAGRAPH

On page 133 of the 2008-2009 *Graduate Catalog* left column, revise the Financial Assistance paragraph as follows:

Financial Assistance

The department offers a variety of scholarship and financial assistance opportunities and graduate assistantships for qualified students. For application forms visit the departmental website or contact our departmental office.

The College of Education, Health, and Human Sciences offers the Master of Science, Specialist in Education, and Doctor of Philosophy degrees through the Department of Theory and Practice in Teacher Education. The department houses graduate programs in teacher education.

REVISE EDUCATION MAJOR TEXT AND REQUIREMENTS

On page 137 of the 2008-2009 *Graduate Catalog* right column, revise the Education Major as follows:

EDUCATION MAJOR

Faculty from the department participate in the delivery of the PhD with a major in education. Concentrations and specializations are available in literacy studies (specialization in ESL or reading); special education; and teacher education (specialization in early childhood education, elementary education, English education, mathematics education, science education, or social science education).

Information on admission appears at the beginning of the College of Education, Health, and Human Sciences section of this catalog.

DOCTOR OF PHILOSOPHY
EDUCATION MAJOR
LITERACY STUDIES CONCENTRATION
SPECIAL EDUCATION CONCENTRATION
TEACHER EDUCATION CONCENTRATION

COLLEGE OF ENGINEERING

All changes effective Fall 2009

I. COURSE CHANGES

DEPARTMENT OF CHEMICAL AND BIOMOLECULAR ENGINEERING

(226) (CHE) Chemical Engineering

- DROP ACADEMIC DISCIPLINE AND ALL COURSES

425 Chemical and Biomolecular Process Economics (3)
467 Honors: Engineering Internship in Process Control (4)
477 Honors: Applied Process Automation Laboratory (3)
483 Introduction to Reliability Engineering (3) *(See Nuclear Engineering 483.)*
484 Introduction to Maintainability Engineering (3) *(See Nuclear Engineering 484.)*
500 Thesis (1-15)
501 Graduate Seminar (1)
502 Registration for Use of Facilities (1-15)
505 Engineering Analysis (3) *(Same as Materials Science and Engineering 505.)*
507 Application of Linear Algebra in Engineering Systems (3) *(Same as Biomedical Engineering 507; Electrical and Computer Engineering 507; Industrial Engineering 507; Materials Science and Engineering 507; Mechanical Engineering 507.)*
531 Advanced Chemical Engineering Thermodynamics (3)
532 Statistical Mechanics (3)
541 Polymer Rheology (3) *(See Materials Science and Engineering 541.)*
542 Diffusive and Stagewise Mass Transfer Operations (3)
547 Transport Phenomena I (3)
548 Transport Phenomena II (3)
551 Chemical Reactor Analysis (3)
556 Data Mining in Engineering and Manufacturing (3) *(See Industrial Engineering 556.)*
561 Application of Multivariate Statistics to Process Modeling and Data Analysis (3) *(Same as Industrial Engineering 561.)*
575 Applied Microbiology and Bioengineering (3) *(Same as Biosystems Engineering 575; Environmental Engineering 575; Microbiology 575.)*
580 Technical Review and Assessment (3)
581 Green Engineering (3) *(Same as Engineering Science 585; Environmental Engineering 581.)*
585 Process System Reliability and Safety (3) *(See Nuclear Engineering 585.)*
590 Special Topics in Chemical Engineering (3)
600 Doctoral Research and Dissertation (3-15)
631 Advanced Topics in Statistical Thermodynamics and Molecular Dynamics (3)
632 Nonequilibrium Thermodynamics (3)
633 Multiscale Materials Modeling (3)
647 Advanced Transport Phenomena (3)
652 Sustainable Energy Production (3)
661 Advanced Topics in Process Dynamics and Control (3)
662 Chaos and Engineering Applications (3)
671 Advanced Biomolecular Engineering (3)
672 Computational Bioinformatics (3)
691 Advanced Topics in Chemical Engineering (3)

(223) (CBE) Chemical and Biomolecular Engineering

- ADD NEW ACADEMIC DISCIPLINE AND COURSES

ADD

425 Chemical and Biomolecular Process Economics (3) Concepts and methods of cost estimating, debt and equity financing, discounted cash flow methods, and estimation of product manufacturing costs. Includes case studies and the use of computer methods for financial and sensitivity analysis.

467 Honors: Engineering Internship in Process Control (4) Selected students work in small groups on industrial problems in process dynamics and control. Directed by faculty and engineers from host company.
(DE) Prerequisite(s): 360.
Registration Permission: Consent of instructor.

477 Honors: Applied Process Automation Laboratory (3) Interfacing flexible batch continuous processes to automation systems. Top down analysis with bottom up implementation, hierarchical structures and object oriented concepts are used to design automation solutions including human-machine-interfaces. Workstations with modern industrial equipment, provide an interactive graphics, and visualization environment
(DE) Prerequisite(s): 360.
Registration Permission: Consent of instructor.

ADD AND CROSS-LIST SECONDARY COURSES

483 Introduction to Reliability Engineering (3) *(See Nuclear Engineering 483.)*

484 Introduction to Maintainability Engineering (3) *(See Nuclear Engineering 484.)*

ADD

500 Thesis (1-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.

501 Graduate Seminar (1)
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 20 hours.
Comment(s): Enrollment is limited to students admitted to the graduate program.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated.
Credit Restriction: May not be used toward degree requirements.

ADD AND CROSS-LIST PRIMARY COURSE

506 Engineering Analysis (3) Formulation and solution of problems in chemical engineering and materials areas, ordinary and partial differential equations; types of

ODE, PDE and solution techniques; transform methods; conformal mapping; variational methods; introduction to numerical methods. *(Same as Materials Science and Engineering 506.)*

529 Application of Linear Algebra in Engineering Systems (3) Fundamental concepts of linear algebra to problems in engineering systems: steady state and dynamic systems. Geometric and physical interpretations of relevant concepts: least square problems, LU, QR, and SVD decompositions of system matrix, eigenvalue problems, and similarity transformations in solving difference and differential equations; numerical stability aspects of various algorithms; application of linear algebra concepts in control and optimization studies; introduction to linear programming. Computer projects. *(Same as Biomedical Engineering 529; Electrical and Computer Engineering 529; Industrial Engineering 529; Materials Science and Engineering 529; Mechanical Engineering 529.)*
Comment(s): Graduate standing or consent of instructor required.

ADD

531 Advanced Chemical Engineering Thermodynamics (3) Phase equilibrium in ideal and non-ideal solution; composition relationship between phases, solution behavior, and application to macromolecules; introduction to microscopic approach to thermodynamics.

532 Statistical Mechanics (3) Molecular distribution functions, molecular simulations, diagrammatic expansions, distribution function theories, perturbation theories, time-dependent correlation functions, theory of transport processes, and phase transitions.
(DE) Prerequisite(s): 531.

ADD AND CROSS-LIST SECONDARY COURSE

541 Polymer Rheology (3) *(See Materials Science and Engineering 541.)*

ADD

542 Diffusive and Stagewise Mass Transfer Operations (3) Analysis of mass transfer phenomena, coupled mass transfer and reaction, mass transfer operations in packed towers and agitated vessels, membrane separations. Equilibrium stage concepts applied to mass transfer operation, emphasizing nonisothermal and multicomponent systems.

547 Transport Phenomena I (3) Unified treatment of momentum transport (fluid flow), energy transport (heat conduction, convection, and radiation), and mass transport (diffusion). Fundamental basis of transport phenomena and momentum transport: viscous, viscoelastic, and potential flows.

548 Transport Phenomena II (3) Unified treatment of momentum transport (fluid flow), energy transport (heat conduction, convection, and radiation), and mass transport (diffusion). Energy transport and mass transport in closed and flow systems, interrelationships between transport processes, and prediction of transport parameters.

551 Chemical Reactor Analysis (3) Rate models for heterogeneous reactions, properties of porous catalysts, catalyst deactivation, fluid-fluid and fluid-solid reactors.

ADD AND CROSS-LIST SECONDARY COURSE

556 Data Mining in Engineering and Manufacturing (3) *(See Industrial Engineering 556.)*

ADD AND CROSS-LIST PRIMARY COURSE

562 Application of Multivariate Statistics to Process Modeling and Data Analysis (3) Probability and distribution of single- and multi-variables. Estimation of population parameters. Factorial experimental design. Linear regression modeling in one and multi-variables and associated ANOVA. Application of multivariate statistical techniques in modeling and monitoring of engineering processes: fault detection and diagnostics. *(Same as Industrial Engineering 562.)*
Comment(s): Graduate standing or consent of the instructor required.

576 Applied Microbiology and Bioengineering (3) Cross-disciplinary course combining basic concepts in microbiology, biochemistry, reaction kinetics, and biochemical and environmental engineering. Commercial processes, biodegradation/wastewater treatment, analysis of basic bioreactor systems, biosensors, and immobilization methods. *(Same as Biosystems Engineering 576; Environmental Engineering 576; Microbiology 576.)*

APPROVAL FROM DEPARTMENT OF MICROBIOLOGY TO DROP MICROBIOLOGY 575 (SECONDARY CROSS-LISTED COURSE) AND ADD MICROBIOLOGY 576 AS A SECONDARY CROSS-LISTED COURSE

From**:** Alison Buchan [mailto:abuchan@utk.edu]
Sent**:** Thursday, July 24, 2008 1:47 PM
To**:** Anthony, Patricia J
Cc**:** Cox, Catherine O; Boder, Eric Thomas; Buchan, Alison; Allen, Rachelle
Subject**:** Re: Chemical Engineering/Microbiology 575

Ms. Cox,
The Department of Microbiology has been informed that the Department of Chemical Engineering is changing it's name to "Chemical and Biomolecular Engineering" and as a consequence the course currently known as CE575, crossed-listed as Micro 575, will be changing to CBE575. It appears from your e-mail that there may also be a change in the course number (575 to 576). If that is the case, we would like for the cross-listed Microbiology course to adopt that new number as well.

Many thanks,
Alison Buchan

APPROVAL FROM DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCE TO DROP BIOSYSTEMS ENGINEERING 575 (SECONDARY CROSS-LISTED COURSE) AND ADD BIOSYSTEMS ENGINEERING 576 AS A SECONDARY CROSS-LISTED COURSE

From: Paul Ayers [mailto:ayers@utk.edu]
Sent: Wednesday, July 23, 2008 11:05 AM
To: McCarter, Angela K
Cc: Angela F Berry/AGDEANS/COL/UTIA; Daniel Yoder
Subject: course number change for ChemE 575

Angela,
I received a message from Angela Berry re: the course number change for ChemE 575

(cross-listed with BsE 575) to ChemE 576. As the graduate curriculum representative, I have no problems with that course number change. To match your change, I will propose changing BsE 575 to BsE 576 at the Fall curriculum change opportunity. Please contact me if you have any questions.

Paul Ayers
Department of Biosystems Engineering and Soil Science
2506 E.J. Chapman Drive
University of Tennessee
Knoxville, TN 37996
Tel: (865) 974-4942

ADD

580 Technical Review and Assessment (3) Preparation of critical review of literature in area related to chemical engineering.
Comment(s): Enrollment is limited to students in the non-thesis option.
Registration Permission: Consent of advisor.

ADD AND CROSS-LIST SECONDARY COURSE

585 Process System Reliability and Safety (3) *(See Nuclear Engineering 585.)*

ADD AND CROSS-LIST PRIMARY COURSE

586 Green Engineering (3) Principles and practical aspects of the design, commercialization, and use of processes and products that are feasible and economical while minimizing the generation of pollution at the source and risk to human health and environment. *(Same as Engineering Science 586; Environmental Engineering 586.)*
Comment(s): Graduate standing in engineering or consent of the instructor required.

ADD

590 Special Topics in Chemical and Biomolecular Engineering (3)
Repeatability: May be repeated. Maximum 6 hours.

600 Doctoral Research and Dissertation (3-15)
Grading Restriction: P/NP only.
Repeatability: May be repeated.

631 Advanced Topics in Statistical Thermodynamics and Molecular Dynamics (3) Statistical thermodynamics, molecular based computer simulations, Monte Carlo and molecular dynamics calculations; applications to complex materials and energy-relevant and biological systems.
(DE) Prerequisite(s): 532.

632 Nonequilibrium Thermodynamics (3) Unified treatment of nonequilibrium thermodynamics from the perspective of a general mathematical framework, applicable at all levels of system description from microscopic to macroscopic. Statistical and continuum mechanical descriptions of irreversible thermodynamic systems, with applications to complex fluids, are emphasized.
(DE) Prerequisite(s): 531 and 532.

633 Multiscale Materials Modeling (3) Development of multiscale simulation strategies for engineering of advanced micro-and-nano structured materials via integration of essential information from different scales, i.e., molecular, mesoscopic and continuum.
(DE) Prerequisite(s): 506, 531, and 547.
Registration Permission: Consent of instructor.

647 Advanced Transport Phenomena (3) Derivation and solution of coupled mass, momentum and energy evolution equations; application to complex materials and energy-relevant and biological systems.
(DE) Prerequisite(s): 547 and 548.

652 Sustainable Energy Production (3) Emerging technologies in energy capture, including photovoltaic cells and bio-based fuels and in energy production, including fuel cells. Study of fundamental mechanisms. Comparative analysis of the alternatives, including current technical barriers to commercialization.
(DE) Prerequisite(s): 506.

661 Advanced Topics in Process Dynamics and Control (3) Multiloop and multivariable control, model predictive control, process identification and monitoring, plantwide control, etc.
Repeatability: May be repeated. Maximum 6 hours.
(DE) Prerequisite(s): 506.

662 Chaos and Engineering Applications (3) Chaos and nonlinear dynamics analysis of time series for understanding, development, design and control of complex engineering systems; systems with continuous multi-scale temporal and spatial variations; review of standard analysis techniques; applications to bubble formation, distillation, fluidization, combustion, fermentation, patterns (nonwoven fabrics, nanotubes), molecular-self organization, cardiac control, and bioinformatics.
(DE) Prerequisite(s): 506.
Recommended Background: Programming.

671 Advanced Biomolecular Engineering (3) Current science and technology at the interface of engineering and biology, focusing at the molecular level. Topics include enzyme-based sensors, molecular-level engineering for bio-based energy production, genetic engineering for protein expression in non-native hosts, modeling of metabolic networks and gene expression.
(DE) Prerequisite(s): 576.
Recommended Background: Working knowledge of undergraduate level biochemistry and cellular biology; graduate chemical engineering core course work.
Registration Permission: Consent of instructor.

672 Computational Bioinformatics (3) Modeling and analysis of DNA/RNA and protein sequences. Topics include STR and SNP DNA measurement data for human identification; dynamic programming; distance measures, clusters, and link analysis and discovery; clustering algorithms; data mining using SVD method; dynamic indexing of data collections using clustering; probability theory; Bayesian and maximum likelihood estimation; entropy as a measure of information content and inductive inference; parallel computation. Applications to biological molecules will be studied.
(DE) Prerequisite(s): Statistics 505 and 507.
Recommended Background: Programming skills.

691 Advanced Topics in Chemical and Biomolecular Engineering (3)
Repeatability: May be repeated. Maximum 6 hours.

Current Course (226) (CHE) Chemical Engineering	Equivalent Course Fall 2009 (223) (CBE) Chemical and Biomolecular Engineering
425	425
467	467
477	477
483 Secondary course (Nuclear Engineering 483 is primary)	483 Secondary course (Nuclear Engineering 483 is primary)
484 Secondary course (Nuclear Engineering 484 is primary)	484 Secondary course (Nuclear Engineering 484 is primary)
500	500
501	501
502	502
505	506 Primary course (Same as Materials Science and Engineering 506)
507 Primary course. (Same as Biomedical Engineering 507; Electrical and Computer Engineering 507; Industrial Engineering 507; Materials Science and Engineering 507; Mechanical Engineering 507)	529 Primary course. (Same as Biomedical Engineering 529; Electrical and Computer Engineering 529; Industrial Engineering 529; Materials Science and Engineering 529; Mechanical Engineering 529)
531	531
532	532
541 Secondary course (Materials Science and Engineering 541 is primary)	541 Secondary course (Materials Science and Engineering 541 is primary)
542	542
547	547
548	548
551	551
556 Secondary course (Industrial Engineering 556 is primary)	556 Secondary course (Industrial Engineering 556 is primary)
561 Primary course. (Same as Industrial Engineering 561)	562 Primary course. (Same as Industrial Engineering 562)
575 Primary course. (Same as Biosystems Engineering 575; Environmental Engineering 575; Microbiology 575)	576 Primary course. (Same as Biosystems Engineering 576; Environmental Engineering 576; Microbiology 576)
580	580
581* Primary course. (Same as Engineering Science 585; Environmental Engineering 581)	586* Primary course. (Same as Engineering Science 586; Environmental Engineering 586)
585 Secondary course (Nuclear Engineering 585 is primary)	585 Secondary course (Nuclear Engineering 585 is primary)
590	590
600	600

631	631
632	632
633	633
647	647
652	652
661	661
662	662
671	671
672	672
691	691

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

(344) (ENVE) Environmental Engineering

ADD SECONDARY CROSS-LISTED COURSES

576 Applied Microbiology and Bioengineering (3) *(See Chemical and Biomolecular Engineering 576.)*

586 Green Engineering (3) *(See Chemical and Biomolecular Engineering 586.)*

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

(319) (ECE) Electrical and Computer Engineering

ADD SECONDARY CROSS-LISTED COURSE

529 Application of Linear Algebra in Engineering Systems (3) *(See Chemical and Biomolecular Engineering 529.)*

DEPARTMENT OF INDUSTRIAL AND INFORMATION ENGINEERING

(556) (IE) Industrial Engineering

ADD SECONDARY CROSS-LISTED COURSES

529 Application of Linear Algebra in Engineering Systems (3) *(See Chemical and Biomolecular Engineering 529.)*

562 Application of Multivariate Statistics to Process Modeling and Data Analysis (3) *(See Chemical and Biomolecular Engineering 562.)*

REVISE CROSS-LISTING OF PRIMARY COURSES

556 Data Mining in Engineering and Manufacturing (3) *(Same as Chemical and Biomolecular Engineering 556.)*

DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING

(638) (MSE) Materials Science and Engineering

ADD SECONDARY CROSS-LISTED COURSES

506 Engineering Analysis (3) *(See Chemical and Biomolecular Engineering 506.)*

529 Application of Linear Algebra in Engineering Systems (3) *(See Chemical and Biomolecular Engineering 529.)*

REVISE CROSS-LISTING OF PRIMARY COURSE

541 Polymer Rheology (3) *(Same as Chemical and Biomolecular Engineering 541.)*

DEPARTMENT OF MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING

(192) (BME) Biomedical Engineering

ADD SECONDARY CROSS-LISTED COURSE

529 Application of Linear Algebra in Engineering Systems (3) *(See Chemical and Biomolecular Engineering 529.)*

(335) (ES) Engineering Science

ADD SECONDARY CROSS-LISTED COURSE

586 Green Engineering (3) *(See Chemical and Biomolecular Engineering 586.)*

(650) (ME) Mechanical Engineering

ADD SECONDARY CROSS-LISTED COURSE

529 Application of Linear Algebra in Engineering Systems (3) *(See Chemical and Biomolecular Engineering 529.)*

DEPARTMENT OF NUCLEAR ENGINEERING

(716) (NE) Nuclear Engineering

REVISE CROSS-LISTING OF PRIMARY COURSES

483 Introduction to Reliability Engineering (3) *(Same as Chemical and Biomolecular Engineering 483.)*

484 Introduction to Maintainability Engineering (3) *(Same as Chemical and Biomolecular Engineering 484.)*

585 Process System Reliability and Safety (3) *(Same as Chemical and Biomolecular Engineering 585.)*

II. PROGRAM CHANGES

DEPARTMENT OF CHEMICAL AND BIOMOLECULAR ENGINEERING

REVISE WEB ADDRESS

On page 141 of the 2008-2009 *Graduate Catalog*, left column under department name, revise web address to:
http://www.engr.utk.edu/cbe

REVISE HEADING

On page 141 of the 2008-2009 *Graduate Catalog*, right column, top of page, revise heading to:

Core Graduate Courses in Chemical and Biomolecular Engineering

REVISE TEXT – CHEMICAL ENGINEERING MAJOR – MS - THESIS OPTION

On page 141 of the 2008-2009 *Graduate Catalog*, right column, 1st bullet, revise first sentence to reflect the name change of the academic discipline.

…(excluding 500 and 501) in chemical and biomolecular engineering and related areas beyond the baccalaureate.

REVISE TEXT – CHEMICAL ENGINEERING MAJOR – MS – NON-THESIS OPTION

On page 141 of the 2008-2009 *Graduate Catalog*, right column, revise 2nd bullet to reflect the name change of the academic discipline.

• Satisfactory completion of a culminating experience Chemical and Biomolecular Engineering 580 (Critical Review)…

REVISE TEXT – CHEMICAL ENGINEERING MAJOR – PHD

On page 142 of the 2008-2009 *Graduate Catalog*, left column, revise 2nd paragraph, 2nd sentence to reflect the name change of the academic discipline.

…research and dissertation hours (Chemical and Biomolecular Engineering 600).

On page 142 of the 2008-2009 *Graduate Catalog*, left column, revise 1st and 3rd bullet to reflect the name change of the academic discipline.

• …(excluding 600) in chemical and biomolecular engineering and related fields beyond the baccalaureate

• …credit in Chemical and Biomolecular Engineering 600.

INTERCOLLEGIATE

All changes effective Fall 2009

AVIATION SYSTEMS

II. PROGRAM CHANGES

REVISE REQUIREMENTS - AVIATION SYSTEMS MAJOR – MS – NON-THESIS

REVISE THE NON-THESIS REQUIREMENTS FROM 33 HOURS TO 30 HOURS.

On page 173 of the 2008/2009 *Graduate Catalog*, right column, first paragraph, revise text to indicate 30 hours instead of 33 hours for the non-thesis option.

On page 174 of the 2008-2009 Graduate Catalog, left column, top of page, 1st sentence, remove the wording “in special circumstances.” Text will now read:

Non-Thesis Option
The non-thesis program will be permitted and involves satisfactory completion of the following requirements.

Research and Development Specialization
On page 174, revise 3rd bullet to read:
9 hours of electives in the major field, mathematics, or engineering.

Administration Specialization
On page 174, revise 4th bullet to read:
9 hours of electives in the major field, mathematics, or engineering.

COLLEGE OF LAW

All changes effective Fall 2009

I. COURSE CHANGES

(613) LAW

ADD

999 Tennessee Journal of Law and Policy (1-2) Academic credit for performing the duties of a staff member or editor of *Tennessee Journal of Law and Policy*. Responsibilities vary each semester as specified in the Journal Policy Manual, but will variously include the writing of a case synopsis, the writing of an article, and/or the performance of other assigned duties related to the operation of the journal. Members of the *Tennessee Journal of Law and Policy* who are not members of the senior editorial board receive one hour of academic credit for successfully completing two consecutive fourteen-week semesters of service. Members of the senior editorial board receive two hours of academic credit for each full year of satisfactory service.
Repeatability: Not repeatable. May be taken once for credit.
Grading Restriction: Satisfactory/No Credit grading only.
Registration Permission: Consent of instructor.

REVISE TITLE AND DESCRIPTION

819 Taxation of Real Property Interests (3) Surveys the federal income tax issues relating to the sale, exchange, and ownership of real property interests. Among other topics, the course considers methods of accounting, asset depreciation and recapture, the passive activity and at risk rules, and the treatment of installment sales and like-kind exchanges.
(DE) Prerequisite(s): 818.

REVISE CREDIT HOURS

990 Issues in the Law (1-4)

DROP

991 Issues in the Law Seminar (2)

II. PROGRAM CHANGES

REVISE RESIDENT STUDY REQUIREMENT

On page 158 of the 2008-2009 *Graduate Catalog*, Left column, under Doctor of Jurisprudence, after the first full paragraph, add the following paragraph:

To be eligible to receive the JD, candidates must earn at least 58 hours in residence at the College of Law. The course of study for the JD must be completed no earlier than 24 months and no later than 60 months after a student has commenced law study at the College of Law or a law school from which the college has accepted transfer credit.

COLLEGE OF NURSING

All changes effective Fall 2009

II PROGRAM CHANGES

MOVE THE INTERCOLLEGIATE/INTERDISCIPLINARY GERONTOLOGY MINOR FROM THE COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES TO THE COLLEGE OF NURSING.

On page 164 of the 2008-2009 *Graduate Catalog*, insert the Intercollegiate/Interdisciplinary Gerontology Minor

GERONTOLOGY
Intercollegiate/Interdisciplinary
Gerontology Minor

An intercollegiate/interdisciplinary minor in gerontology gives the graduate student an opportunity for combining the knowledge and experience about aging in American society with his/her own major concentration. Core courses and a practicum are offered by the College of Nursing, College of Social Work and selected departments within the College of Education, Health, and Human Sciences.

Requirements

Prior to earning more than one-half the total hours required for this minor, students must complete a Declaration of a Gerontology Minor form found in the advising offices in each of the participating colleges, and in the office of the current Gerontology Coordinator identified by the interdisciplinary Gerontology Colloquy.

Core Experience

Students must complete a core experience of 12 semester hours. This requires one 3-hour course in each of the primary disciplines (health science, social science, behavioral science) as identified on the Declaration of a Gerontology Minor form.

Course work (9 hours). A variety of course work may be taken toward satisfaction of this requirement. Courses which are offered include Health 406, 465; Health/Public Health 650; Nutrition 518; Public Health 523; Social Work 566; Educational Psychology 504, 522, 525, 528; and other courses approved by the interdisciplinary gerontology colloquy member coordinating the minor.

Applied Practicum (3 hours). Students should register under practicum experiences in the home department of the supervising faculty.

Graduate Committee

At least one faculty member from the interdisciplinary Gerontology Colloquy who is qualified to work with graduate students, must serve on the graduate committee of each student who declares a gerontology minor.

Admission to Candidacy

When application is made for admission to candidacy, indication of the minor must be noted on the Admission to Candidacy form.

COLLEGE OF SOCIAL WORK

All changes effective Fall 2009

II. PROGRAM CHANGES

MOVE AND REVISE THE GRADUATE CERTIFICATE IN GERONTOLOGY FROM THE COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES TO THE COLLEGE OF SOCIAL WORK.

On page 170 of the 2008-2009 *Graduate Catalog*, add the Gerontology Certificate and revise as follows:

GRADUATE CERTIFICATE IN GERONTOLOGY

The graduate certificate in gerontology is intended for pre and in-service workers in gerontology. The program of study follows the guidelines of the Association of Gerontology in Higher Education and is offered under the purview of the University's Gerontology Colloquy.

The completed "Post-Bac/Graduate Certificate Admission Application" must be submitted and signed off by the Colloquy representatives. Contact one of the three college representatives (Education, Health, and Human Sciences; Nursing; or Social Work) for assistance.

Requirements

The post-bac/graduate certificate in gerontology consists of 19+ credit hours as follows

- Seven (7) hours of required courses focused on the physical, social and behavioral aspects of aging
- Six (6) hours of Internship or practicum
- Six (6) hours of electives

For more information go to the Graduate Gerontology Certificate Program webpage at the College of Social Work
website or contact the Gerontology Certificate Program Coordinator.

REVISE INTRODUCTORY PARAGRAPH

On page 167 of the 2008-2009 *Graduate Catalog*, right column, under Graduate Programs delete the fourth sentence:

> The graduate certificate in gerontology consists of 21 credit hours – 3 required classes (9 hours), 2 elective classes, (6 hours) and 6 hours of aging-related internship

REVISE INTERCOLLEGIATE/INTERDISCIPLINARY GERONTOLOGY MINOR

On page 170 of the 2008-2009 *Graduate Catalog*, revise the Intercollegiate/Interdisciplinary Gerontology Minor as follows:
Delete the last sentence of the paragraph and replace with:

Please refer to the College of Nursing for specific requirements.

ATTACHMENT 4

SUMMARY OF FINDINGS FROM THE AD HOC COMMITTEE ON GRADUATE PROGRAM CLOSURES

COMPOSITION OF COMMITTEE:

Matthew Murray, College of Business Administration, Chair (past Chair, Graduate Council)
Mary Albrecht, College of Agricultural Sciences and Natural Resources (Dean's Group)
Joy DeSensi, Graduate School
David Dupper, College of Social Work (Chair, Curriculum Committee)
Michael Essington, College of Agricultural Sciences and Natural Resources (member, Curriculum Committee)
Stefanie Ohnesorg, College of Arts and Sciences (Chair, Academic Policy Committee)
Kay Reed, Graduate School

CONTEXT AND BACKGROUND:

In May, the College Deans were told to make proposals for budget cuts for the 2008/09 academic year. The colleges were encouraged to make strategic cuts and avoid horizontal cuts that would cause across the board "bleeding" of quality initiatives and programs. Each college was given a budget cut target.

Two colleges, the College of Arts and Sciences and the College of Business Administration, proposed cutting graduate degree programs to meet the budget cut that was expected of them. This included three graduate degree programs in Audiology and Speech Pathology (ASP) and the Ph.D. program in Industrial and Organizational Psychology (IOP). These proposed closures of graduate programs were only part of the budget cuts necessary to satisfy overall budget needs.

After the announcement that academic programs were to be cut, some faculty members involved in the programs, and constituents of one of the programs (ASP), voiced opposition to the proposed closures. The Faculty Senate leadership noted that normal channels for program closure were not used in these decisions. The Board of Trustees, once prevailed upon by the constituents of the programs under threat of closure, postponed action on the decision of closure until their October 2008 meeting.

During the Faculty Senate Executive Committee meeting on August 25, 2008, Interim Chancellor Jan Simek provided the following rationale for the proposed program closures: "Decisions about cuts were to focus on the institution's core mission (e.g., number of students served, contribution to general education, how it interfaces with other units) and quality of education. Audiology and Speech Pathology operated as a separated world with only 180 students. It was expendable and the clinical program was very expensive. The Dance program was an "orphan" that had been considered for elimination for a number of years, as either it needed to be substantially expanded or dropped. The Industrial and Organizational Psychology (IO) program had been considered for elimination for some time and admission to the program had been stopped. The Audiology and Speech Pathology program could not be shifted to another campus unit, as the money had to be cut from the campus budget. Simek expressed the desire for the campus to be more nimble in responding to crises." (Quoted from the so

far unapproved minutes of the Faculty Senate Executive Committee meeting of Aug. 25, 2008 posted at http://web.utk.edu/~senate/minutes/2008-09/Exec._Minutes_August.pdf.)

On September 18, Interim Chancellor Simek released a memorandum noting that a plan would be presented to the Board of Trustees Executive and Compensation Committee that would sustain the activities of ASP. Under the proposed arrangement, administration of ASP would be moved from the College of Arts and Sciences to the College of Allied Health Sciences at the UT Health Science Center. While this proposed move would save the ASP program, it nonetheless represents closure of a graduate program on the UTK campus. Interim Chancellor Simek has offered no additional commentary regarding the IOP program.

THE CHARGE TO THE COMMITTEE:

On August 12, 2008, John Nolt, President of the Faculty Senate for 2008-2009, charged the Graduate Council Executive Committee with the task of assessing the "pedagogical and intellectual soundness" of the proposals developed by the respective colleges to terminate the following graduate programs:

College of Arts and Sciences, Department of Audiology and Speech Pathology-
Master of Arts with a major in Speech Pathology
Doctor of Audiology with a major in Audiology
Doctor of Philosophy with a major in Speech and Hearing Science

College of Business Administration, Department of Management
Doctor of Philosophy with a major in Industrial and Organization Psychology

In the charge, the role of the Faculty Senate in academic program terminations was noted from the description in the *UTK Faculty Handbook*, Section 1.8, as follows:

> The Faculty Senate, through its Undergraduate Council, Graduate Council, and Educational Policy Committee, gives approval for establishing new programs and for terminating existing ones. Administrative judgments about the costs of these programs inform this deliberation and in turn are affected by the judgments of the faculty as to the pedagogical and intellectual soundness of such proposals. Deans, department heads, and the chancellor or vice president consult with appropriate faculty groups at their respective levels concerning the general fiscal implications of decisions about the curriculum, enrollment, class-size, and admission policies.

The Faculty Senate leadership stated that one possible scenario for assessing quality would be to use the criteria developed by the Chancellor's Review and Redirection Task Force (RRTF draft 11-24-03, http://web.utk.edu/~senate/RRTFCommStandards.html). Those criteria were not adopted formally by the Faculty Senate to assess the quality, centrality, and importance of academic programs. While they do offer guidelines from a department, college, and university perspective, this committee has some reservations regarding the applicability of the RRTF criteria to the full array of graduate programs at UTK. The Faculty Senate leadership also offered guidelines developed by the AAUP.

GRADUATE COUNCIL'S RESPONSE TO THE CHARGE:

In response to the charge from Senate, the Executive Committee of Graduate Council established the Ad Hoc Committee on Graduate Program Closures (hereafter referred to as the Ad Hoc Committee). The Ad Hoc Committee would have a short timeline to fulfill its charge. A report was to be developed and presented to Graduate Council for discussion and approval on September 25. This report would then be conveyed to the Senate Executive Committee no later than October 13.

The Ad Hoc Committee determined that it could not focus on the criterion of budget as a basis for responding to the Faculty Senate's charge. The Graduate Council does not consider budget as a primary basis for approving graduate programs as they are presented to the Curriculum Committee. Therefore, it would be inappropriate to make judgments of these programs slated for closure based on budget. A program's service mission was also deemed problematic; service would not be a primary consideration in *approving* a degree program through Graduate Council.

The Ad Hoc Committee did not have the capacity to evaluate all RRTF criteria given the time available. In general, under current policies and procedures the Graduate Council Curriculum and Academic Policy Committees would not have information such as this available if they were to deliberate on program curriculum and closure proposals.

The Ad Hoc Committee reviewed a variety of documents as it pursued its task. This included a memo from the Office of the Provost, dated August 11, 2008, describing the proposed closures; documents from the College of Arts and Sciences and the College of Business Administration offering an explanation of their proposed cuts; Academic Program Reviews from ASP (including a 2002 mid-cycle update) and the Department of Management (dated 1997); and the response to proposed closure from the Head of ASP. A set of advocacy statements from supporters of ASP was provided to the Ad Hoc Committee but the decision was made not to review these documents; advocacy statements generally are not something considered by Graduate Council in its deliberations. The Ad Hoc Committee also reviewed the statement that was issued by SACS on "Closing an Institution or Program" dated January 2007 (http://www.sacscoc.org/pdf/081705/teach%20out.close%20institution.pdf) where it says specifically: "A decision to close an educational program, branch campus, or the entire institution requires thoughtful planning and careful consultation with all affected constituencies. Every effort should be devoted to informing each constituency as fully as possible about the conditions compelling consideration of a decision of such importance, and all available information should be shared. As much as possible, the determination to close a program, branch campus, or the institution should be made through a consultative process and only after alternatives have been considered, but responsibility for the final decision to close rests with the board of trustees. Since the immediate interests of current students and faculty are most directly affected, their present and future prospects require especially sensitive and timely attention and involvement."

The Ad Hoc Committee also requested additional information to support its charge. These requests went to the Chair of the Undergraduate Council, the faculty of IOP, Associate Dean Tom Ladd in the College of Business Administration, the President of the Graduate Student Senate, and Interim Provost Susan Martin. Since information from the Head of ASP was available, the committee felt it was important to solicit information from the individual faculty of IOP. Additionally, Associate Dean Ladd from the College of Business Administration was contacted to provide administrative feedback on IOP's

proposed closure; Associate Dean Bill Dunne from the College of Arts and Sciences had attended a Graduate Dean's meeting and a Graduate Council meeting where closure had been discussed and he had been given the opportunity to provide feedback, so this same opportunity was extended to Dean Ladd.

The committee looked for signals from the College Deans to the department faculty about lack of program quality or centrality, or lack of shared goals, because these were the criteria presented by Interim Chancellor Jan Simek in his remarks during the Faculty Senate Executive Committee meeting on Aug. 25, 2008 as the rationale for the proposed program cuts. The committee believed that appropriate administrative oversight of a program that would be recommended for closure would include warnings or other communication about dissatisfaction and allow the program faculty to respond with changes or justifications. The committee found some information suggesting that this process was at work in the context of the IOP program, though the information from College administrators and two faculty members in this unit was not always in agreement. There did not appear to be clear signals to faculty in IOP that their program was at risk of cutback or termination.

In this context, the Ad Hoc Committee on Graduate Program Closures also deliberated on the concept of "centrality" and its possible relevance or irrelevance in the context of graduate studies. The committee members considered the concept of "centrality" as too open-ended and vague to serve as a valuable criterion for the evaluation of graduate programs. It was determined that in the graduate context "centrality with regard to general education" – a form of centrality that seems of importance in the context of undergraduate education – cannot be 'the' determining issue for justifying (or closing) graduate programs. Without additional information that would clarify matters like "central to whom" and "central with regard to what context and/or mission," this concept cannot be applied to graduate education in a meaningful way. When engaging in graduate work, the institution must give (and guarantee) faculty and graduate students the necessary leeway that will make state-of-the-art research possible without infringing on the concept of academic freedom. Furthermore, any pre-defined notion of "centrality" in this very context could possibly become an impediment in our campus' effort to move up in the ranks of research universities.

CURRICULUM PROCESS AT UTK:

It is important to put the academic program policy process at UTK in context. The curriculum adoption and termination process is generally "bottoms up," with proposals for curriculum and degree programs having academic units as their starting point. Approval is then sought through college committees. Graduate Council then takes action on these proposals and forwards recommendations to the Faculty Senate for approval. Graduate Council and Faculty Senate do not recommend academic degree programs and curriculum themselves. The central administration is not always closely involved in the development of an academic program. There is no policy or procedural document that outlines the relationship between faculty and departments in creating new or closing old programs with the Graduate School, Faculty Senate, Office of the Provost, Office of the Chancellor, Office of the UT System President, Board of Trustees and, ultimately, THEC.

Under normal circumstances, programs are terminated through a process initiated at the departmental or programmatic level. From here, the steps are the same as outlined

above. In extraordinary situations—such as this past summer when the Deans were challenged with the need to identify budget cuts—this process will necessarily break down if program closures are being considered as an option to react to an unforeseen crisis that requires immediate action. It is often difficult for faculty and academic units to respond quickly to a request to terminate a degree program when the decision is made in a "top down" fashion absent a formal planning process, especially during the summer when many faculty are not on campus and in a position to react and respond. Similarly, Graduate Council is not in a position to evaluate and make recommendations on closure under such extraordinary circumstances via its usual channels and procedures.

FINDINGS OF THE AD HOC COMMITTEE:

1. The Committee offers no recommendation as to whether it is appropriate to terminate the graduate programs in ASP and IOP. At the same time, it is clear from a review of all of the available information that each of these programs had elements of quality that determine their academic standard as measured within and outside the university. Many of these elements of quality are consistent with the criteria spelled out in the RRTF report.

2. The decisions made by the colleges to close these programs were designed to impact other programs in the colleges minimally. The issue of lack of centrality rather than quality appears to be the driving force behind the closure proposals. However, the lack of centrality of these graduate programs relative to the mission of the university did not appear to be evaluated beyond the college administrative level. The administrative response to save the ASP program strongly suggests that centrality, if used as a criterion for strategic planning, always needs to be considered with regard to the institution as a whole, i.e., beyond simply the confines of a single college. Therefore, any strategic plan that proposes the termination of academic programs must be scrutinized and evaluated at all institutional levels in order to determine the impact that these program closures will have on the institution as a whole.

The Ad Hoc Committee found that centrality is an important factor to consider at the undergraduate level, especially with respect to the general education mission. In contrast, centrality is a problematic criterion for graduate programs that are often highly specialized.

3. The planning process for dealing with budget cuts was very short and afforded the administration little flexibility. At the same time, the role of the faculty in campus governance should not have been ignored. At a minimum, the Faculty Senate should have been brought to the table to offer their input. Faculty generally should have some voice in the decisionmaking process on any program closure. Faculty who confront the possible closure of a degree program they are involved with and other campus units that might affected by closure should be informed in the most timely fashion possible.

4. Proposals for closure should be supported by an ongoing multi-year strategic planning process that engages faculty and degree programs, college administration and central administration. There are many mechanisms that can support this process, including Academic-Program and Mid-Cycle Reviews, annual reviews of faculty and Heads, and budget hearings. These mechanisms—especially Academic-Program Reviews—would need to be strengthened to serve this role in the context of program closures. A process that involves all stakeholders can ensure that departmental, college

and university-wide missions are reflected in any recommendations on closure. Programs that are identified as unsatisfactory or misaligned with a College mission should be given clear signals and provided with an opportunity to respond to any specific concerns that are raised. This would help greatly in informing a program closure process, and would help more generally with budgeting and resource reallocation proposals. In this context, program elimination would be part of an ongoing strategic planning process with faculty involvement and checks and balances that focus on academic quality. This would be in line with the recommendations made by SACS (quoted above) regarding program elimination.

The members of the Ad Hoc Committee are aware that there are inherent problems associated with highlighting weaknesses in degree programs as part of an ongoing evaluation process. Faculty morale may suffer and faculty may leave for positions elsewhere; student retention and recruitment may be hurt; and units may choose to muster external support from stakeholders that could influence decisionmaking. The Ad Hoc Committee nonetheless supports a stronger long-term planning process and feedback process that would help identify programs for strengthening, maintenance or closure.

5. Criteria for evaluation of degree programs should be developed and formally adopted by faculty and the administration. The development of such criteria must recognize the tremendous diversity of degree programs across UTK. The RRTF criteria are incomplete in scope, and since they have never been formally adopted by the faculty or administration, they cannot serve as an effective mechanism to support planning and resource allocation decisions.