

## THE UNIVERSITY OF TENNESSEE

September 12, 2013 Minutes

Members Present

Albrecht, M. (SACS Representative); Anusonti-Inthra; Bellamy, J.; Bemis, D.; Boder, E.; Brockett, R.; Broemmell, A.; Brothers, E.; Cano, L.; Crook, R.; DeSensi, J.; Desmidt, H.; Dodds, G.; Fisher, L.; Freeland, P.; Fu, J.; Fuller, R.; Grissino-Mayer, H.; Hatcher, B.; Hodges, C.; Hodges, D. (Chair); Kania, S.; Kilpatrick, Y.; Leach, S.; Luther, C.; Mallinckrodt, B.; Marshall, S.; Morrow, J.; Nebenfuehr, A.; Ohnesorg, S.; Pitts, D.; Rocha, C.; Sachs, A.; Shepardson, T.; Spurgeon, S.; Theriot, M.; Thompson, D.; Townsend, L.; Vossler, C.; Walker, M.; White, C.; Zivanovic, S.

The Graduate Council meeting was called to order by Donald Hodges on Thursday, September 12, 2013, at 3:00 p.m. in the Multipurpose Room, Black Cultural Center. Hodges welcomed the members to a new academic year on the Graduate Council.

1. Minutes of the Preceding Meeting

The minutes of the April 4, 2013 meeting were approved by the Graduate Council with a correction on page G2123, Nominations Committee Report. The name John Spurgeon needs to be corrected to read Shawn Spurgeon, nominated for Graduate Council Chair.

2. Southern Association of Colleges (SACS)

Mary Albrecht, Associate Vice President for Accreditation (SACS), reported the following:

- UT Health Science Center in Memphis has submitted a SACS application to have separate accreditation from the University of Tennessee.
- UTK Graduate Council Curricular Submission Guidelines are posted on line at <http://gradschool.utk.edu/GraduateCouncil/CurrComm/Curricular%20Submission%20Guidelines%20-%202013-14.pdf>
- SACS COC (Southern Association of Colleges and Schools Commission on Colleges) has a substantive change policy. <http://www.sacscoc.or/pdf/081705/Substantive%20Change%20policy.pdf>.
- The following are some of the substantive changes departments must report. Some require simple notification, while others require application to SACS for approval.
  - 1) Adding academic programs (SACS Substantive Change Policy, page 6, *expanding at current degree level*)
  - 2) Dropping academic programs (SACS Substantive Change Policy, page 9, *closing a program*)
  - 3) Joint/dual degree programs (SACS Substantive Change Policy, page 7, *initiating joint or dual degrees with another institution*).
  - 4) Distance education (SACS Substantive Change Policy, page 8, *initiating distance learning*).

- Departments are asked to consult with the SACS Liaison, Dr. Mary Albrecht, to discuss revisions and determine whether or not changes require SACS notification or approval.

### 3. Committee Reports

#### Academic Policy Committee

Stefanie Ohnesorg, Chair of the Academic Policy Committee, reported on the August 29, 2013 meeting. No recommendations were forwarded to the Graduate Council for approval at this meeting. (Attachment 1)

Topics discussed were:

- The committee charge to address academic policies that effect all programs.
- The main focus of the Academic Policy Committee meeting was the discussion of a continuous enrollment policy. A draft of this policy was presented at the Graduate Council meeting as an informational item with a request for feedback. This policy would be used to develop a leave of absence policy.
- The Academic Policy Committee is working on basic criteria for graduate certificates and the goal is to present the policy at the next Graduate Council meeting with implementation by the end of the calendar year.

#### Appeals Committee

Shawn Spurgeon accepted appointment as Chair of the Appeals Committee. Carolyn Hodges reported that three appeals had been heard and processed:

- Grade and dismissal appeal: denied.
- Grade and dismissal appeal: sent to hearing and denied.
- Grade appeal: denied.

#### Credentials Committee

Stephen Kania, the Chair of the Credentials Committee, reported on the August 29, 2013 meeting. The Council approved unanimously the eighteen recommendations for faculty approval to direct dissertations. (Attachment 2)

#### Curriculum Committee

Eric Boder, Chair of the Curriculum Committee, reported on the August 22, 2013 meeting. The Graduate Council voted to approve the report of curricular changes presented from the August 22, 2013 meeting. (Attachment 3)

### 4. New Business

There was no new business.

### 5. Administrative Reports

#### Vice Provost and Dean of the Graduate School

Carolyn R. Hodges, Vice Provost and Dean of the Graduate School, presented the dean's report.

- Dr. Kay Reed, long-time assistant dean in the Graduate School, retired on August 30 this year. A search is underway for a business manager and, for the fall 2013 semester, Dr. Catherine Luther, associate dean in the College of Communication and Information, is helping out one-quarter time with Graduate Council Affairs and student advising. We expect to conduct a search to replace Dr. Reed, but before that can be done, the provost has decided to have the Graduate School undergo a self-study to determine whether other positions or structural changes are desirable.
- Since some duties have shifted, the Graduate School will distribute and post on its web site a contact sheet for questions about various services and programs.
- A few years ago the Graduate School appointed a Task on Force on Assistantships to review the existing assistantship types and distribution, look at other graduate school models for managing fee waivers, and make recommendations for establishing models that might allow an increased level of support. One outcome was the eventual review and revision of the graduate assistantships, many of which have been reassigned as teaching or research positions based on the described duties. A second outcome was the thorough review of stipend levels and waiver needs in response to Top 25 goals for graduate education. The provost has reconstituted the task force, with new membership and led by Theresa Lee, Dean of the College of Arts and Sciences. The primary charge is to consider other models of funding graduate students that would expand support, including the manner in which we charge tuition and fees to doctoral students.
- The Graduate School executive staff met with staff leaders in the Thornton Center to explore ways in which we can collaborate to increase the number of scholar-athletes who pursue graduate studies and complete degrees. We are exploring initiatives related to mentoring and teacher preparation that might be of interest to the students they serve.
- The office of Graduate Admissions is gearing up for the fall admissions season in the second year of using the ADMIT program. Enhancements this year include two new modules: one which generates an automatic email to notify the student of the admissions decision and another which allows the student to check online to see the status of the application file.
- The Office of Graduate Training and Mentorship is offering additional tools to assist programs with recruitment by providing a mapping resource for graduate fairs and conferences and by implementing plans to pilot a visitation program for McNair scholars from other colleges and universities.

#### Graduate Deans' Group

Joy DeSensi, Chair of the Graduate Deans' Group, presented the report of the August 22, 2013 meeting (Attachment 4).

- Mary Albrecht, Associate Vice President for Accreditation (SACS), reported on the first and second monitoring reports, implementation of the learning enhancement cycle, the type of communication which will be used to relay information, training sessions which will be held, the collaboration among units, and the Quality Enhancement Plan.
- Dean Hodges shared information on the Three Minute Thesis Competition, campus-wide doctoral student competition and the Orientation for new graduate students which was held on August 13 by the Graduate Student Senate and the Graduate School.

- Yvonne Kilpatrick, Assistant Dean and Director of Graduate Admissions, presented reflections on the first year of the ADMIT program.
- Greg Tipps, Associate Director of Graduate Admissions, described the two new applicant services. These services are as follows:
  - 1) The applicant checklist will be available to the applicant through the application portal to see the status of the application.
  - 2) Decision letters will also be available within the secure portal and will no longer be sent to the applicants by way of e-mail.

#### Graduate Student Senate

Martin Walker, President of the Graduate Student Senate (GSS), presented the following information:

- GSS held its meeting on September 25, 2013 with 36 representatives present. GSS is discussing the possible use of video conferencing, so that a student representative from UT Space Institute may participate in the meetings.
- On August 13 the Graduate Student Senate and the Graduate School held an orientation for new graduate students. There were nearly 600 students in attendance. Follow-up evaluations were very positive.
- The GSS Bylaws need to be revised to reflect the current activities of the organization.
- One major service of the GSS is to administer the GSS Travel Awards Program. The seven member committee received 175 applications for the September 3 deadline for travel from September 1 to January 12. There is \$40,000 in the travel budget and the Chancellor's Office has committed \$200,000 more for graduate student travel. Students do not have to have confirmation of acceptance from the conference before they apply for the travel support.
- The GSS is making plans for college and departmental social events.

#### Graduate Council Chair

Donald Hodges, Chair, announced that David Golden, Faculty Senate President, will attend the next Graduate Council meeting. The Graduate Council Bylaws will need to be updated again this year.

#### 6. New Items from the Floor

There were no new items from the floor.

The meeting was adjourned at 4:10 p.m.

Respectfully Submitted,

Gay Henegar  
Secretary to the Graduate Council

**ATTACHMENT 1**  
**ACADEMIC POLICY COMMITTEE**  
**Thursday, August 29, 2013, 2:15 – 3:30 P.M.**  
**111 STUDENT SERVICES BUILDING**

Present: Stefanie Ohnesorg (Chair), Paul Gellert, Stan Bowie (proxy for Shandra Forrest-Bank), Marian Roman, Donald Hodges, Carolyn Hodges, Elizabeth Hendrickson, Martin Walker, Phuriwat Anusonti-Inthra (via speaker phone)

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

The meeting started with a brief synopsis of what was discussed during an APC meeting that was held on April 25, 2013.

On April 25, 2013, APC was holding an “additional” meeting in order to work on a “Leave of Absence” policy. We looked at various examples from other institutions and paid special attention to current leave of absence policies at the University of North Carolina and at the University of Minnesota. The discussion was intended to create a “base module” for a leave of absence policy for graduate students at UT, and this base module can then later be specified for special scenarios, such as, family medical leave, parental leave.

Most campuses have leave of absence policy nested into a “continuous enrollment policy.” UT currently does not have a continuous enrollment policy for graduate student and in order to implement a “leave of absence” policy it will be necessary to first of all create a policy that defines that graduate students are expected to continuously enroll in their respective degree program. Currently at UT, a continuous enrollment policy only exists for doctoral students who have started to enroll in course 600. Once we establish a general leave of absence policy for graduate students there would be no need to have a separate policy dealing with a leave of absence from course 600 (dissertation hours).

The main point of discussion during the August 29, 2013 meeting was the implementation of a continuous enrollment policy. The following draft is presented to Graduate Council as an information item with the request for feedback.

**Continuous Enrollment**

All degree-seeking graduate students are expected to make a full commitment to their graduate and professional study in order to ensure that they can complete all degree requirements as quickly as possible. Graduate students are therefore required to maintain an active status through continuous registration from the time of first enrollment until graduation. Continuous enrollment is maintained by registering for a minimum of three graduate credit hours per semester (excluding the summer unless stipulated otherwise by the program or department). The minimum enrollment for international students may be different, and international students always need to check with the Center for International Education (CIE) in order to determine what minimum enrollment they need to maintain in order to satisfy all enrollment requirements attached to their specific visa.

If circumstances arise that make it necessary for students to interrupt their studies temporarily a request for a Leave of Absence for a maximum of 2 years may be granted by the Graduate School upon approval by the student’s home department or program.

**This text would be followed by a “Leave of Absence Policy”.** APC is planning to work on this part of the policy at its October meeting and is planning to present both parts -- “continuous enrollment” and “leave of absence” – at the November meeting of Graduate Council.

**Graduate Certificate Programs – Request for Input**

APC is charged to work on a policy that determines the basic criteria for Graduate Certificate Programs offered at UT. It would be helpful for our discussion if all departments and programs that currently offer Graduate Certificate Programs would briefly summarize what they consider the basic criteria of the Graduate Certificate Programs offered in their unit with regard to credit hours, capstone experiences, etc., and in particular with regard to what types of assessment are applied to determine what it means to have earned a specific Graduate Certificate Program. In particular we would need input that will allow us to specify expected outcomes. As you will note, our current catalog description is very vague, stating that a Certificate Completion Form needs to be endorsed by a student's academic unit (see below). In most cases the Graduate Certificate program description is far more specific than what is stated in the general academic policy. What we will need is a common denominator that covers all these program specific outcomes so that it can be included in the general academic policy on Graduate Certificate Programs.

A revision of the current catalog language will help students better understand what it means to earn a Graduate Certificate Program from UT, and it is also necessary in order to comply with SACS requirements, and input and help for departments and units that currently offer Graduate Certificate Programs will help APC to move forward with this task. Please send brief, summarizing comments to APC chair Stefanie Ohnesorg ([ohnesorg@utk.edu](mailto:ohnesorg@utk.edu)) by October 15, 2013.

**Currently Graduate Certificate Programs are described as follows in the Graduate Catalog:****Graduate Certificate Programs**

A graduate certificate may be earned by successful completion of a series of specific courses. A candidate for a graduate certificate program must be a fully admitted graduate student who has satisfactorily completed (minimum 3.0 grade point average) the minimum requirements for a certificate as described in the Graduate Catalog. The minimum requirements for the certificate programs are listed under the academic department offering the certificate. A candidate must be a graduate student in good standing and comply with all other applicable policies. Graduate certificate programs require a minimum of 12 semester credit hours taken at the University of Tennessee, Knoxville. Use of credits to fulfill requirements for a graduate degree will be at the discretion of the academic department.

To receive the certificate, students must submit a Completion of Certificate Program Form endorsed by the academic department to the Graduate School. Only those certificate programs that are officially approved by the Graduate Council will be posted on student transcripts. To receive a graduate certificate, students must be admitted to a certificate program or a degree program (see Admission for Graduate Certificate Students).

The meeting adjourned at 3:35 p.m.

**ATTACHMENT 2**  
**Credentials Committee Report**  
**August 29, 2013, 3:45 – 5:10 p.m.**  
**111 Student Services Building**

Present: Stephen Kania (Chair), Jane Bellamy, Amy Broemmel, Donald Hodges, Larry Miller (Proxy for Larry Townsend), Xiaopeng Zhao (Proxy for Joshua Fu), Svetlana Zivanovic

The committee voted to recommend that the following faculty members be granted approval to direct doctoral dissertations:

| <b>Name</b>            | <b>Title</b>                | <b>Current Department</b>                   | <b>Type of Request</b>     | <b>Approval</b>    |
|------------------------|-----------------------------|---------------------------------------------|----------------------------|--------------------|
| Besmann, Ted           | Adjunct Associate Professor | Materials Science and Engineering           | Non-Tenured Track. Initial | 5 years, 8/1/2018  |
| Carruthers, Celeste    | Assistant Professor         | Economics                                   | Probationary               | Until Tenure       |
| Derrington, Mary Lynne | Assistant Professor         | Educational Leadership and Policy Studies   | Probationary               | Until Tenure       |
| Gerhold Jr., Richard   | Assistant Professor         | Comparative and Experimental Medicine       | Probationary               | Until Tenure       |
| Harlow, Luke           | Assistant Professor         | History                                     | Probationary               | Until Tenure       |
| Holladay, James Scott  | Assistant Professor         | Economics                                   | Probationary               | Until Tenure       |
| Jensen, Kimberly       | Professor                   | Agricultural and Resource Economics         | Tenured Continuing         | 10 Years, 8/1/2023 |
| LaRiviere, Jacob       | Assistant Professor         | Economics                                   | Probationary               | Until Tenure       |
| Latham, Jacob          | Assistant Professor         | History                                     | Probationary               | Until Tenure       |
| Lind, Joan             | Assistant Professor         | Mathematics                                 | Probationary               | Until Tenure       |
| Maroulas, Vasileios    | Assistant Professor         | Mathematics                                 | Probationary               | Until Tenure       |
| McCoy, Dorian          | Assistant Professor         | Educational Leadership and Policy Studies   | Probationary               | Until Tenure       |
| Nicoara, Remus         | Assistant Professor         | Mathematics                                 | Probationary               | Until Tenure       |
| Phan, Tuoc             | Assistant Professor         | Mathematics                                 | Probationary               | Until Tenure       |
| Reed, Julie            | Assistant Professor         | History                                     | Probationary               | Until Tenure       |
| Schwartz, Fernando     | Assistant Professor         | Mathematics                                 | Probationary               | Until Tenure       |
| Wanamaker, Marianne    | Assistant Professor         | Economics                                   | Probationary               | Until Tenure       |
| Zhang, Songning        | Associate Professor         | Kinesiology, Recreation, and Sports Studies | Tenured, Continuing        | 10 years, 8/1/2013 |

**ATTACHMENT 3**  
**Graduate Curriculum Committee Report**  
**Black Cultural Center, Multipurpose Room**  
**Thursday, August 22, 2013**

Members present: Eric Boder, (Chair), David Bemis, Hans Desmidt, Leslee Fisher, Robert Fuller, Sibyl Marshall, Andreas Nebenfuehr, Peggy Pierce, Damien Pitts, Avigail Sachs, Matthew Theriot, Christian Vossler, and Candace White.

Also in attendance:

Representatives from colleges: Dixie Thompson

Chair of Graduate Council: Don Hodges

Dean of the Graduate School: Carolyn Hodges

Catherine Cox, Graduate Curriculum Coordinator and Cheryl Norris, Undergraduate Curriculum Coordinator

Eric Boder called the meeting to order at 3:45 p.m.

Eric introduced himself and welcomed the new members.

The following colleges/Center submitted curriculum proposals:

*College of Education, Health, and Human Sciences*

- Add 4 new 400-level courses for graduate credit.
- Drop participation in the Intercollegiate/Interdisciplinary Gerontology Minor and the Gerontology Certificate.

*College of Nursing*

- Revise one course.
- Drop the Intercollegiate/Interdisciplinary Gerontology Minor.
- Drop participation in the Intercollegiate/Interdisciplinary Gerontology Certificate.

*College of Social Work*

- Program changes: revise Gerontology Certificate.
- Drop participation in the Intercollegiate/Interdisciplinary Gerontology Minor.

*Bredesen Center for Interdisciplinary Research and Graduate Education*

- Program revision – *proposal to revise program, not approved*. Sent back for clarification.

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Dr. Hodges reminded the faculty that 400-level courses are undergraduate courses and that a distinction should be made between what is required for undergraduate and graduate work/credit – especially with the SACS expectations, SLO's, and upcoming accreditation review.

Bredesen Center for Interdisciplinary Research and Graduate Education – there were questions concerning their proposal to revise the Qualifying Exam and the Comprehensive Exam. The Curriculum Committee was not comfortable to vote to approve as presented. The Committee requested the proposal be sent back for rationale statements and to have a representative at the next meeting to answer questions.

Candace White reminded the committee that last year's meeting ended with questions concerning the format and significance of the Certificate Programs. The Academic Policy Committee Chair communicated that Graduate Certificates on their Agenda to review this year.

All items (except the proposal from the Bredesen Center for Interdisciplinary Research and Graduate Education) were approved as presented and are recommended to Graduate Council for approval.

The next meeting is October 10, 2013. Sybil Marshall will chair the next meeting as Eric will be out of town.

|                                                     |                                                      |                                                         |
|-----------------------------------------------------|------------------------------------------------------|---------------------------------------------------------|
| <b>Thursday<br/>August 22, 2013<br/>3:45 – 5:00</b> | <b>Graduate<br/>Curriculum<br/>Committee Meeting</b> | <b>Black Cultural<br/>Center,<br/>Multipurpose Room</b> |
|-----------------------------------------------------|------------------------------------------------------|---------------------------------------------------------|

**College of Education, Health, and Human Sciences**

**College of Nursing**

**College of Social Work**

- **Identifies minors being dropped**

**College of Education, Health, and Human Sciences**

All items effective Fall 2014

**I. COURSE CHANGES****DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION****(MEDU) Math Education**

ADD NEW 400-LEVEL COURSES FOR GRADUATE CREDIT

**MEDU 445 Teaching Algebra in the Middle Grades (3)** Examines the algebraic content and teaching strategies associated with the teaching of algebra in the middle grades; the study of how adolescents learn algebra, various representations for algebraic concepts, and strategies to support the development of mathematical habits of mind that are essential for success in more advanced mathematics courses.

*Registration Restriction(s): Admission to Teacher Education or consent of instructor.*

**MEDU 446 Teaching Geometry in the Middle Grades (3)** Examines the geometric content and teaching strategies associated with the teaching of geometry in the middle grades; the study of how adolescents learn geometry, geometric transformations, informal proof and reasoning, and strategies to support the development of mathematical habits of mind that are essential for success in more advanced mathematics courses.

*Registration Restriction(s): Admission to Teacher Education or consent of instructor.*

**(SCED) Science Education**

ADD NEW 400-LEVEL COURSES FOR GRADUATE CREDIT

**SCED 445 Teaching Physical/Earth Science in the Middle Grades (3)** examines the physical science and earth science content and teaching strategies associated with the teaching of those topics in the middle grades; the study of how adolescents learn physical science and earth science; typical misconceptions associated with physical and earth science; and strategies to support the development of scientific habits of mind that are essential for success in more advanced science courses.

*Registration Restriction(s): Admission to Teacher Education or consent of instructor.*

**SCED 446 Teaching Life Science in the Middle Grades (3)** Examines the life science content and teaching strategies associated with the teaching of life science in the middle grades; the study of common misconceptions associated with life science topics such as heredity, life processes, and biological change; and strategies to support the development of scientific habits of mind that are essential for success in more advanced science courses.

*Registration Restriction(s): Admission to Teacher Education or consent of instructor.*

**II. PROGRAM CHANGES****DROP PARTICIPATION IN THE INTERCOLLEGIATE/INTERDISCIPLINARY GERONTOLOGY MINOR**

In the 2013-2014 *Graduate Catalog*, the College of Education, Health, and Human Sciences is in agreement to drop the Graduate Minor.

Supporting Information: Rationale: The College of Nursing informed us of their intent to drop the graduate minor in gerontology. Upon review for restructuring, we discovered that through the years our college has significantly reduced courses that are related to aging. We no longer have faculty with a strong research agenda in this field, and none of our departments have an interest in continued involvement. It is no longer practical for our college to be involved in the gerontology programs. Impact on other Units: This certificate program is currently an intercollegiate/interdisciplinary endeavor shared by the College of Nursing, the College of Social Work, and the College of Education, Health, and Human Sciences. All three colleges are submitting materials to drop the minor. Financial Impact: None.

**DROP PARTICIPATION IN THE INTERCOLLEGIATE/INTERDISCIPLINARY CERTIFICATE IN GERONTOLOGY**

In the 2013-2014 *Graduate Catalog*, remove text showing the College of Education, Health, and Human Sciences from the list of colleges participating in the Gerontology certificate.

Supporting Information Rationale: The College of Nursing informed us of their intent to relinquish their participation in the graduate certificate in gerontology. Upon review for restructuring, we discovered that through the years our college has significantly reduced courses that are related to aging. We no longer have faculty with a strong research agenda in this field, and none of our departments have an interest in continued involvement. It is no longer practical for our college to be involved in the gerontology programs. Impact on other Units: This certificate program is currently an intercollegiate/interdisciplinary endeavor shared by the College of Nursing, the College of Social Work, and the College of Education, Health, and Human Sciences. Nursing and CEHHS are dropping their involvement with the certificate; however, the program will continue to be offered through the College of Social Work. Financial Impact: None.

**COLLEGE OF NURSING**  
All changes effective Fall 2014

**I COURSE CHANGES****(NURS) Nursing**

REVISE TO DROP (RE) PREREQUISITE AND ADD (DE)COREQUISITE

**NURS 605 Middle-Range Theoretical Formulations for Nursing Science Development (3)**

(DE) Prerequisite(s): 601.

Formerly: (RE) Prerequisite(s): 601.

Rationale: Curriculum sequencing evaluation found that students needed to have completed 603 prior to enrolling in 608 Quantitative Research taken in Spring semester. N603 to be taken in Fall semester concurrent with N601 Philosophy of Science. Impact on other units: None. Financial impact: None.

**II PROGRAM CHANGES**

■ DROP INTERCOLLEGIATE/INTERDISCIPLINARY GERONTOLOGY MINOR

In the 2014-15 *Graduate Catalog* drop the Intercollegiate/Interdisciplinary Gerontology Minor.

Rationale: The lack of student interest and inadequate resources make it impractical to continue to offer this minor. The three colleges involved – College of Nursing, College of Education, Health and Human Sciences, and College of Social Work – all support the minor being dropped.

DROP PARTICIPATION IN THE INTERCOLLEGIATE/INTERDISCIPLINARY CERTIFICATE IN GERONTOLOGY

In the 2014-15 *Graduate Catalog* remove the catalog text showing the College of Nursing as a participant in the Gerontology Certificate.

Rationale: We will no longer be an active participant in the Gerontology Graduate Certificate. The College of Social Work is retaining and revising the Gerontology Certificate.

**COLLEGE OF SOCIAL WORK****All changes effective Fall 2014****II. PROGRAM CHANGES**

## REVISE GERONTOLOGY CERTIFICATE

In the 2014-15 *Graduate Catalog*, remove current text and requirements for the Gerontology Certificate and replace with the following.

**Gerontology Certificate**

The graduate certificate in gerontology is intended for those interested in working with and/or on behalf of older adults and their family members. The 21-hour certificate follows the guidelines of the Association of Gerontology in Higher Education and is offered under the purview of the College of Social Work. The completed "Gerontology Certificate Program Application" must be submitted and signed off by the chair of the Gerontology Certificate Program. Contact the chair of the Gerontology Certificate Program at the College of Social Work for assistance, 615-256-1885.

| Requirements                                                                           | Hours | Credit |
|----------------------------------------------------------------------------------------|-------|--------|
| Nine (9) hours covering the focus areas of the interdisciplinary field of gerontology. |       |        |
| All required courses are available online.                                             |       |        |
| SOWK 555 – Psychological Development & Mental Health in Later Life                     | 3     |        |
| SOWK 566 – Social and Cultural Aspects of Aging                                        | 3     |        |
| SOWK 572 – Evidence-based Practice with Older Adults                                   | 3     |        |
| Electives                                                                              | 6     |        |
| Internship or practicum                                                                | 6     |        |

Rationale: No longer an interdisciplinary certificate program. The College of Social Work will assume sole leadership for this certificate.

## DROP PARTICIPATION IN THE INTERCOLLEGIATE/INTERDISCIPLINARY GERONTOLOGY MINOR

In the 2014-15 *Graduate Catalog*, the College of Social Work is in agreement to drop the Graduate Minor.

Rationale: The lack of student interest and inadequate resources make it impractical to continue to offer this minor. The three colleges involved – College of Social Work, College of Nursing, and College of Education, Health and Human Sciences – all support the minor being dropped.

**ATTACHMENT 4**  
**Graduate Deans' Group**  
**Thursday, August 22, 2013, 2:00 – 3:30 p.m.**  
**Multipurpose Room, Black Cultural Center**

Attending:

Mary Albrecht, Ernest Brothers, Catherine Cox, Joy DeSensi (Chair), George Dodds, Denise Gardner, Mary Gunther, Donald Hodges, Carolyn Hodges, Yvonne Kilpatrick, Tom Ladd, Sandy Leach, Catherine Luther, Mike McEntee, Taimi Olsen, Stefanie Ohnesorg, Masood Parang, Carol Parker, Cynthia Rocha, John Stier, Dixie Thompson, and Greg Tipps

The Graduate Deans' Group meeting was called to order by Joy DeSensi, on Thursday, August 22, 2013, at 2:00 p.m. in the Multipurpose Room, Black Cultural Center.

1. Joy DeSensi welcomed the members and introductions were made.
2. The Graduate Deans' Group Mission was reviewed with the members of the committee.

The Graduate Deans' Group serves two specific roles or functions. First, the Group provides advice and counsel from an administrative perspective to the Graduate Council and its committees through the Associate Dean of the Graduate School on issues and policies related to graduate education and operations of the Graduate School. Second, members of the Group function to insure that information accruing from actions of the Graduate Council flows back to the individual academic units for implementation.

3. The minutes of the Graduate Deans' Group meeting from March 21, 2013 were approved.
4. SACS

Mary Albrecht, Associate Vice President for Accreditation (SACS), reported the following:

- Dates to Remember:
  - April 15, 2014 – 2<sup>nd</sup> Monitoring Report Due to SACS
  - September 10, 2014 – Compliance Report Due to SACS
  - March 31 – April 2, 2015 – Site Visit
- First Monitoring Report: Findings

“Many graduate programs at UTK continue to rely on proxy and/or indirect measures of student learning. Several assessment reports do not yet describe use of results.”
- Second Monitoring Report: Required Response

“Provide evidence of completed assessments of undergraduate programs in the humanities and all graduate programs on the UTK campus. All program assessments should include direct measures of student learning and evidence of using the results for program improvement.”
- Implementing the Learning Enhancement Cycle
  - Outcomes: What will your graduates learn and achieve?
  - Curriculum: Where in the curriculum will they learn and achieve what you want them to?
  - Assessment: How and when will students show their learning and achievements? What assessment do you use?
  - Analysis of Results: What is your analysis and your conclusions about the results of evaluations?
  - Program Enhancement: How will you use these results to make changes in the curriculum to enhance your program?
- Communication:
  - University – Chancellor/Provost and Deans/Academic Affairs
  - College – College Leadership Team and Faculty Senate

- Department – Program Heads and Assessment “Coordinators”
  - Faculty – Consultations and Workshops
  - Training:

Mandatory training for program heads and/or those responsible for conducting assessment activities in their academic program will include the following:

    - Planning for results: How to create a structure that supports ongoing assessment of your program.
    - Identify who will collect data, analyze data, use the data, how and when share with program faculty and what actions will be taken.
    - Use past results to improve assessment
    - Discuss the most effective ways to identify evidence-based, results-driven actions to enhance programs.
    - Units based on current level of understanding of assessment will be divided into advanced, intermediate and beginners
  - Collaboration Among Units:
    - Program Faculty will plan assessments, reporting, and action for each undergraduate and graduate major and graduate certificate.
    - Tennessee Teaching and Learning Center will conduct assessment training and consulting.
    - Office of Institutional Research and Development will assist with survey, data, and consulting.
    - SACS Liaison will report on institutional effectiveness reporting and compliance, serve as a central point for submitting reports, and consult.
  - Quality Enhancement Plan (QEP)
    - QEP Task Force members appointed with Matthew Theriot as chair.
    - Fall Semester: Gather input from faculty, students and staff on potential topics
    - Spring Semester: Develop plan with learner outcomes, assessment plan and budget.
    - Embed the QEP Enhancement Plan within the institution’s ongoing integrated, institution-wide plan and evaluation process.
    - Describes a carefully designed and focused plan of action with well-defined topic or issue from assessment, enhances student learning or provide a student learning environment, is consistent with the institution’s strategic plan, and developed by faculty, staff, student and other constituents.
5. Three Minute Thesis Competition  
Carolyn Hodges, Vice Provost and Dean of the Graduate School, reported the following:
- The Graduate school plans to organize for later in the fall a campus-wide doctoral student competition and is seeking assistance from among the graduate associate deans to organize it. The competition, referred to as the “Three-Minute Thesis,” or 3MT, is a research competition developed by The University of Queensland which challenges students to present a compelling presentation of their dissertation research and its significance in just three minutes and with one slide in language appropriate to a non-specialist audience. There will probably be three to four prizes offered by the Graduate School for various categories, and the overall campus winner will receive support from the Graduate School to go to a regional competition in San Antonio in February to be held at the annual meeting of the Conference of Southern Graduate Schools. Dean Hodges will appoint a committee to begin work on the initiative.
  - The orientation for new graduate students was held on August 13 in the University Center. The Graduate Student who worked with staff in the Graduate School included members of the Graduate Student Senate and graduate research assistants in the Graduate School. The students are to be commended for their hard work and success in organizing and launching the program, which was attended by nearly 600 students. We

are in the process of analyzing the online survey (also designed by the students) to assess the impact and use as a basis for future orientations.

6. First Year of ADMIT: Reflections

Yvonne Kilpatrick, Director of Graduate Admissions, reported it was this time last year that Office of Graduate Admissions was anticipating launching the ADMIT program to process applications for Fall 2013. Overall, good feedback has been received from the academic programs about the functionality that is available to them. Office of Graduate Admissions staff engaged in the following activities that provided feedback, giving us direction in our efforts to continuously improve the process:

- Applicant survey—examples of recurring responses were that applicants would like to submit all materials in one location, and applicants were confused by inconsistencies in application instructions on the program website pages as compared to the Graduate Admissions website. As Office of Graduate Admissions staff approaches the next application cycle, we are very close to full participation by programs in adding their supplemental materials to the on-line application. We are also making efforts to work with departments to correct inconsistencies in application instructions.
- Feedback sessions with program faculty and staff—on June 4 Office of Graduate Admissions staff hosted four feedback sessions in which faculty and staff were able to share their impressions of the new system from their perspective. Colleagues from CollegeNet spent the day listening to the feedback. Some issues were resolved immediately by providing additional information to faculty and staff. Other issues were resolved by CollegeNet developers or within Graduate Admission staff working groups.
- A self-study was conducted by the Office of Graduate Admissions. Working groups met throughout the summer to modify practices that may not contribute to the efficiency of the process.

7. New Applicant Service Features for Fall 2014

Greg Tipps, Associate Director of Graduate Admissions, reported that two new applicant services will be available for applicants applying for Fall 2014. These services are as follows: 1) The applicant checklist will be available to the applicant through the application portal. Currently, applicants must enter a different portal to check their status. The checklist will have the capability of listing both the Graduate School material requirements and the department material requirements. 2) Decision letters will also be available within the secure portal and will no longer be sent to the applicants by way of e-mail.

8. Other

Sandra Leach, Associate Dean and Professor, Library, announced the Library will host an Open House for graduate students on August 23, at 1:00 on first floor of Hodges Library. Meeting librarians, learning about library express, and door prizes are some things that will be featured.

The Graduate Deans' Group SharePoint site will display the agenda, minutes, members and other information.

The next Graduate Deans' Group meeting will be on Thursday, October 10, 2013, 2:00 – 3:30 p.m. in the Multipurpose Room, Black Cultural Center.

Meeting Dates:    January 9, 2014  
                         February 13, 2014  
                         March 27, 2014

With no further business, the meeting was adjourned at 3:05 p.m.

Respectfully Submitted,  
Gay Henegar  
Secretary to Graduate Deans' Group