

THE UNIVERSITY OF TENNESSEE

November 10, 2016 Minutes

Members present

Roman, M. (Chair), Abedi, R., Alshibli, K., Bemis, D., Black, C., Boder, E., Bonom, J., Botzakis, S., Cruz-Camara, N., Ekici, K., Fleming-May, R., Fuller, R., Gregor, J., Jackson, R., Larson, J., Marshall, S., McConville, B., Mee, R., Moir McClean, T., Ohnesorg, S., Patterson, D., Rutenberg, A., Stehle, M.,

Graduate Student Senate member present: Yerukala, S.

Ex-Officio members present: Ambroziak, K., Brothers, E., Cox, C., Fairbrother, J., Galloway, S., Kilpatrick, Y., Mercer, H., Moore, T., Parang, M. Rentsch, J., Van Riemsdijk, M., Thompson, D.,

Others present: Albrecht, M., Hendricks, S. and Sullivan, M.

The Graduate Council meeting was called to order by Marian Roman on Thursday, November 10, 2016, at 3:00 p.m. in the Friesen Black Cultural Center, Multipurpose Room.

1. Minutes of the Preceding Meeting

The Minutes of the September 29, 2016 meeting were approved by the Graduate Council.

2. Committee Reports**Academic Policy Committee (Attachment 1)**

Maria Stehle, APC Chair, reported on the October 20, 2016 meeting.

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The following topics were reviewed and discussed:

- *Proposal withdrawn:* the proposal for graduate students be allowed to retake courses for the purpose of receiving a passing grade was withdrawn.
- *Graduate Grader Policy:* APC is satisfied with current language in the catalog and is making no recommendation to change the language.
- *Revise definition for Graduate Certificates.* After review, discussion, and editing APC voted unanimously to revise the definition and catalog text for the Graduate Certificates.

Discussion and vote: The decision to revise the Graduate Certificate catalog text was discussed by Graduate Council. Reasons for the change:

- We need to have a clarified definition of a graduate certificate. Awarding a certificate has everything to do with (1) complying the federal regulations for federal financial student aid, (2) reporting post-graduation employment, (3) for reporting, we need to be able to see who these students are, (4) we need to show these students are in a distinct program that is being awarded a credential from this institution.
- Currently, our certificates are basically just concentrations or minors – because we allow the students to take the courses and then just give them a certificate. Unless you are admitting students from outside the university directly into the graduate certificate, then it's really not a certificate. It's the admission piece and the use of credit hours that distinguishes a graduate certificate from an academic minor or concentration.

- A graduate certificate is a program to which a student who is post baccalaureate is admitted and we track their progress and report out on their graduation and employment to the US Department of Education.
- Currently, because the way we manage our graduate certificates is careless, graduate students who are only in a certificate program are not eligible for federal financial aid. This is the first step to clean-up our certificate programs to where students can receive and be eligible for federal financial aid if they're admitted to our certificate programs.
- Looking at this change came about because of the Federal Financial Aid audit from last year. Where UT did not score favorably with our certificate programs. So from that audit we began looking at peer institutions to see how they awarded their certificates.
- We need to realize that earning a certificate and a degree are two separate credentials. Currently, we are allowing students to fulfill requirements for the major and then also awarding them a certificate, when they haven't taken any additional hours for the certificate. A student shouldn't do one set of requirements and earn two credentials. There should be some "additional hours" required to earn the second credential. The extra hours to be earned is up to the unit.
- This still allows "double dipping" but, not 100% double dipping.
- To see the reverse of this. A student admitted off the street to just the certificate will have to register and take the required 12 hours for the certificate. However, our students who are in a degree program and want to earn the certificate will only be required to take 3 additional hours to earn the certificate. Which means we are giving our degree seeking students 9 credit hours of free tuition. This is a benefit to our degree seeking students. It may seem like a penalty from our current policy and what we've done in the past. But, from an equity perspective for all of our potential students, it's not a penalty because you are paying a little extra to receive a second credential.
- Some of the current certificates we have now were created because units thought that only one concentration could appear on the official transcript. So some certificates were created for what should have been just a second concentration (if applicable) listed on the Admission to Candidacy Application. Currently, students are not admitted to the certificate, they just earn the certificate "along the way" while earning their degree. And then, are coming away with two credentials when in reality have only completed requirements for the degree.
- Certificates should be perceived as a free-standing program that graduate students are admitted to.
- Most other institutions use their certificates as a recruiting tool for their degree programs. It gives them an opportunity to see if these are good students to encourage them to apply to their degree programs. We have been using them in a very different way from our peer institutions.
- **Vote of Council:** *A vote was called for by Council Chair, Marian Roman. Maria Stehle, APC Chair, reported this comes to Council as a seconded motion and asked for a vote. With the vote – five were against and there were no abstentions. Therefore, the proposal passed to revise the definition and catalog text for the Graduate Certificates.*

Appeals Committee (Stephanie Galloway)

Stephanie Galloway, Graduate School Liaison, reported for Jennifer Morrow (Chair). The Appeals Committee review four appeals. From the four appeals the following action occurred:

- For three of the appeals, the Committee voted to uphold the academic dismissal.
- The fourth appeal was approved to go before the Hearing Panel, which will meet on November 18.

Credentials Committee (Chad Black) (Attachment 2)

Chad Black, a member of the Credentials Committee, reported for Amy Broemmel (Chair), on the October 20, 2016 meeting. Eighteen applications were submitted for review. Sixteen were discussed and approved for doctoral directive status. One was returned to the department with a request for additional required information. One was found to be automatically approved as a result of promotion. The Council approved unanimously the recommendations on faculty approval to direct dissertations.

Curriculum Committee (Robert Fuller) (Attachment 3)

Robert summarized the proposals of the October 27 meeting and recommended to the Graduate Council the Committee's Report for approval.

- The curriculum proposals submitted from Haslam College of Business, College of Education, Health, and Human Sciences, and College of Law were approved by the Graduate Council.
- College of Social Work – their program proposal was tabled as clarification and additional information was requested.
- The committee reviewed Courses Not Taught in 4 or More Years and presented their recommendations to the Graduate Council.

Appeal: Two faculty members (one from the College of Arts and Sciences and one from the College of Education, Health, and Human Sciences) presented their appeal to Graduate Council to retain their courses that the Curriculum Committee had voted to drop from the Courses Not Taught in 4 or More Years Report. With their justification and indicating a term the courses would be taught, the Graduate Council approved retaining the courses. The Courses Not Taught in 4 or More Years Report will be modified to retain courses SPAN 531, EDAM 560, HEAM 505, and HEAM 650. Graduate Council approved the friendly amendment as presented.

Student/Faculty Research Awards (Dixie Thompson)

- The applications were due October 28th. We had 67 applications submitted.
- The committee met and determined a process to read, review, and rate each application. The decisions will be made on December 6th and notification letters sent afterward as soon as possible.
- I've received positive feedback from every student group I've been to that they will have the opportunity to partner with faculty on these applications.
- The Provost and the Vice Chancellor for Research are reviewing how they can fill the void that the folks in Humanities are feeling relating to the SFR Awards. So, there are discussions going on now with the Dean of Arts and Sciences, the Provost, and the Vice Chancellor for Research to see how we can fill the gap.

3. New Business: There was no new business.

4. Administrative Reports and Announcements**Graduate Associate Deans: (Dixie Thompson) (Attachment 4)**

- The Graduate Associate Deans continue to meet monthly.
- We met today and discussed an event that will be held in the spring. The Graduate and Professional Student Appreciation week will be April 3 – 7.
- We also discussed today the 3-Minute Thesis Competition. For those not familiar with this event, I encourage you to google 3MT, and read the information concerning this competition. The Graduate Associate Deans formed a working group to come up with some ideas about how we can promote this across campus and provide a forum for our students to get their research highlighted.

Graduate Student Senate: Shalini Yerukala

- We had questions and concerns about the graduate student health insurance. But, we received clarification of the insurance and all appears good at the current time.
- Something new. We are creating a Graduate Student Newsletter. The newsletter will give us an opportunity to promote graduate student events, have one source to receive information, and to have a voice on campus.
- The Graduate Student Town Hall is scheduled for November 17, from 6:00 to 8:00 p.m.
- We also have a social planned in the month of November.

Graduate Council Chair: Marian Roman

- The Faculty Senate has been very active and involved recently in looking at two issues: diversity and also the Chancellor candidates.
- The Faculty Senate also informed me that one of our ex-officio members, George Siopsis, Research Council Chair, will be replaced by Micheline Van Riemsdijk, who is present today.
- I want to thank all the committee members for the work and time you put into the meetings.

5. Items from the Floor. No items from the floor.

- Dr. Marian Roman communicated that as a regular member she wanted to mention that their college is looking at their procedures and tightening up the non-thesis option for their master's students taking the comprehensive examination. They are interested in what other units do for the comp exam and if any are willing to have a conversation with them about their procedures. Dr. Roman may send out an email asking for others to share their procedures for the non-thesis comprehensive exam

The meeting was adjourned at 4:00 p.m.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

ATTACHMENT 1
Academic Policy Committee Meeting
Thursday, October 20, 2016, 2:00 P.M.
111 Student Services Building

Present: Mehmet Aydeniz, Eric Boder, Julie Bonom, Maria Stehle (Chair), Phyllis Thompson (proxy for Shandra Forrest-Bank), Shalini Yerukala (Graduate Student Senate)

Other attendees: Mary Albrecht (Accreditation), Jens Gregor (Department of Electrical Engineering and Computer Science), Heather Hartman (SACSCOC), Marian Roman (Graduate Council Chair), Dixie Thompson (Dean of the Graduate School), Catherine Cox (Graduate Council Liaison)

The meeting was called to order by Maria Stehle, Chair, at 2:00 p.m.

CONTINUED DISCUSSION OF PREVIOUS BUSINESS:

- 1) Proposal to revise definition and catalog text for Graduate Certificates (from Mary Albrecht and Dixie Thompson)

With discussion and slight editing of text, the proposal to revise the definition and catalog text for the Graduate Certificates was finalized and ready for a vote.

VOTE: APC voted and unanimously approved the proposal to revise the definition and catalog text for the Graduate Certificates.

Proposal: In the Graduate Catalog, remove current catalog text for Graduate Certificates and replace with the following:

Graduate Certificate Program

Graduate certificate programs provide a means for the University of Tennessee, Knoxville to respond to emerging needs. Graduate certificate programs provide focused areas of studies for students 1) pursuing other academic programs at the Master or doctoral levels, 2) who have already earned a Master or doctorate, or 3) who are post-baccalaureate and enrolled solely in graduate certificate programs.

Graduate certificate programs are for-credit programs, based entirely on credit courses, and appear on the academic transcript. Graduate certificate programs are required to have student learning outcomes and an assessment plan reported annually through the University's adopted process.

Non-credit certificate programs may be established by any academic unit. The non-credit certificate is issued by the unit to those completing the program. These may be for professional development and continuing education of working professionals to maintain licensure. These may be offered online or non-traditional formats. They are not placed on an official university transcript. These are often offered through UT Conferences and Non-Credit Programs.

Administration of Graduate Certificate Programs

Graduate certificate programs require a minimum of 12 semester credit hours. Graduate certificate programs require the same curricular approval process as majors and minors. Only those that appear in the Graduate Catalog will be posted to the student's official transcript. Graduate certificate programs are comprised of approved graduate courses. For any graduate certificate programs, the student must earn all semester credit hours from the University of Tennessee, Knoxville.

No more than nine semester credit hours earned toward completion of a single certificate may be applied toward a graduate degree.

Since graduate certificates are university credentials, a student must apply through Graduate Admissions to the graduate certificate program. Student must be admitted to the certificate program prior to completing six credit hours toward the certificate. Students must maintain a minimum 3.0 grade point average once in the program and complete the requirements of the certificate program as stated in the Graduate Catalog to be awarded the graduate certificate.

For those students who are concurrently enrolled in a Master or doctorate program, the graduate certificate will be awarded the same semester as the degree. Certificates will be awarded at the normal times when degrees are awarded.

For independent, stand-alone graduate certificates (those when a student is not concurrently enrolled in a Master or doctorate program), the certificate is awarded upon completion of required courses and submission of application for graduation.

The Office of the University Registrar will issue all graduate certificates.

Formerly:

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).

Rationale for changes:

As a result of the federal financial aid audit at the University of Tennessee, we must institute a more standardized and clear process for enrolling students in graduate certificate programs to be compliant. The proposed change is intended to clearly define the difference between for-credit/transcribed graduate certificate programs and non-credit/professional development certificate programs that may be offered by academic and non-academic units. This change will allow us to track students as well as to show the graduate certificate as a true separate credential that can be earned and awarded at UT.

- 2) Proposal from last year: Jens Gregor proposed graduate students be allowed to retake courses for the purpose of receiving a passing grade.

Proposal withdrawn: After hearing the discussion and feedback at the September 29 Graduate Council Meeting, Dr. Gregor resolved that the unit has the capacity to direct and instruct students with the appropriate process to pass the required course. Dr. Gregor communicated he will also request the department clarify in the catalog the policy and requirements for their program.

- 3) Graduate Grader Policy (graduate students grading papers of other graduate students).

There was an open discussion of the policy at the September 29 Graduate Council Meeting. After discussion, it was recommended that APC review the policy again for clarity.

From the discussion at Graduate Council and the reading of the current text in the catalog, APC determined there is no convincing reason to change the language at this time. The college/unit can make the policy more restrictive, if necessary.

APC is satisfied and approves the language of the Graduate Teaching Assistants / Associates as listed in the current catalog. APC is making no recommendation to change the current language as shown below.

Types of Assistantships

III. Graduate Teaching Assistant

Graduate teaching assistants work under the direct supervision of regular faculty members and may be assigned only to duties related directly to instruction. These include such activities as assisting in the preparation of lectures, leading discussion sections, conducting laboratory exercises, grading papers and keeping class records. Assistants may not be given primary teaching and/or evaluation responsibilities nor should they be given duties to support faculty research or those basically clerical in nature.

In consultation with the supervisor, the teaching assistant works to gain teaching skills and an increased understanding of the discipline.

IV. Graduate Teaching Associate

Graduate Teaching Associates are advanced graduate students who have been given primary responsibility for teaching undergraduate courses, including the assignment of final grades. No other category of graduate assistant may be so charged. Associates may not be assigned primary responsibilities for teaching and student assessment in courses approved for graduate credit. Associates must have met the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 18-credit hour requirement.

NEW BUSINESS

There was no new business.

The meeting adjourned at 3:10 p.m.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

ATTACHMENT 2
Credentials Committee Report
October 20, 2016
111 Student Services Building

Present: Amy Broemmel (chair), Reza Abedi, Chad Black, Nuria Cruz-Camara, Jim Larson, Rudy Santore, Marian Roman, and Dixie Thompson. Not present (but submitted votes electronically): Jens Gregor.

18 applications were submitted for review. The committee reviewed the applications and:

- ◆ 1 was returned to the department with a request for additional required information.
- ◆ 1 was found to be “automatically approved,” as a result of promotion.
- ◆ 16 were discussed and approved for doctoral direct status by the committee.

The following faculty members were recommended for approval to direct dissertations as follows:

Employee Name	Title	Current Department	Approval
Initial Approval of Tenure Track Faculty without Tenure (Probationary)			
Hu, Yingjie	Assistant Professor	Geography	Until Tenure
Kintzinger, Kristina	Assistant Professor	Public Health	Until Tenure
Lieberthal, Robert	Assistant Professor	Public Health	Until Tenure
McCanta, Molly	Assistant Professor	Earth and Planetary Sciences	Until Tenure
Palmer, David	Assistant Professor	Philosophy	Until Tenure
Raposo, Paulo	Assistant Professor	Geography	Until Tenure
Ross-Sheehy, Shannon	Assistant Professor	Psychology	Until Tenure
Schulz, Kalynn	Assistant Professor	Psychology	Until Tenure

Initial Approval of Non-Tenure Track Faculty			
Lawrie, Benjamin	Joint Faculty Assistant Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2020-2021 academic year
O'Neill, Hugh	Joint Faculty Associate Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2020-2021 academic year
Shyam, Amit	Joint Faculty Assistant Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2020-2021 academic year
Sumpter, Bobby	Joint Faculty Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2020-2021 academic year
Ozpineci, Burak	Joint Faculty Associate Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2020-2021 academic year
Continuing Approval of Faculty with Tenure			
Counce, Robert	Professor	Chemical and Biomolecular Engineering	10 years, through the 2026-2027 academic year
Kihm, Ken	Professor of ME	Mechanical, Aerospace, and Biomedical Engineering	10 years, through the 2026-2027 academic year
Keyhani, Majid	Professor of ME	Mechanical, Aerospace, and Biomedical Engineering	10 years, through the 2026-2027 academic year

ATTACHMENT 3**Graduate Curriculum Committee Meeting Report
405 Student Services Building
Thursday, October 27, 2016**

Members present: Robert Fuller (Chair), David Bemis, Stergios Botzakis, Kivanc Ekici, Rachel Fleming-May, Rebecca Jackson, Sibyl Marshall

Also in attendance: Mary Albrecht (Accreditation), Jeffrey Fairbrother (College of Education, Health, and Human Sciences), Marian Roman (Chair, Graduate Council), Dixie Thompson (Dean of the Graduate School), Catherine Cox

Robert Fuller called the meeting to order at 3:45 p.m.

Curriculum proposals for discussion:

- 1) Haslam College of Business
 - a) Course changes: added 10 new SCM courses (associated with add of new major).
 - b) Program changes: add new major and degree – Supply Chain Management, MS.
- 2) College of Education, Health, and Human Sciences
 - a) Course changes: added 1 course, revised 2 courses.
 - b) Program changes: one revision.
- 3) College of Law
 - a) Course changes: added 3 courses, revised 7 courses.
 - b) Program changes: one revision
- 4) College of Social Work
 - a) Course changes: deleted 1 course.
 - b) Program changes: revision to the 5-year accelerated BSSW/MSSW Program.
Revision tabled because:
 - i. it was unclear as to what was being revised.
 - ii. was there a parallel proposal submitted to revise description in the Undergraduate Catalog?
 - iii. the course requirements need to be listed in the program description.
- 5) Courses Not Taught in Four of More Years Report

There were 93 courses listed on the report. From the 93 listed, 33 were marked to drop, 57 were marked to retain and 3 courses had “no response.”

After the Curriculum Committee reviewed the report the following transpired:

 - a) The 3 courses with “no response” were voted to drop.
 - b) The following courses were marked by their departments to retain. But, because no clear concrete plan was indicated as to when the courses would be taught, the committee voted to DROP the courses – with the option that the departments may attend Graduate Council and give justification for retaining them.
 - i. Political Science (POLS) 682 – the committee voted to DROP the course with the option for the department to appeal at Graduate Council.
 - ii. Spanish (SPAN) 531 – the committee voted to DROP the course with the option for the department to appeal at Graduate Council.
 - iii. Educational Administration (EDAM) 560 – the committee voted to DROP the course with the option for the department to appeal at Graduate Council. No justification was given.
 - iv. Higher Education Administration (HEAM 505) – the committee voted to DROP the course with the option for the department to appeal at Graduate Council. No justification was given.
 - v. Higher Education Administration (HEAM 632) – the committee voted to DROP the course with the option for the department to appeal at Graduate Council. No justification was given.

- vi. Higher Education Administration (HEAM 650) – the committee voted to DROP the course with the option for the department to appeal at Graduate Council. No justification was given.

With the above action from the Committee the report now stands as follows:
42 courses to be dropped and 51 courses to be retained.

All items were approved as indicated above and are recommended to Graduate Council for approval.

The meeting was adjourned at 5:10.

Respectfully submitted,

Catherine Cox
Graduate Curriculum Coordinator

Appeal:

Friendly Amendment from Graduate Council Meeting of November 10, 2016

Two faculty members (one from the College of Arts and Sciences and one from the College of Education, Health, and Human Sciences) presented their appeal to Graduate Council to retain their courses that the Curriculum Committee had voted to drop from the Courses Not Taught in 4 or More Years Report. With their justification and indicating a term the courses would be taught, the Graduate Council approved retaining the courses.

From the above friendly amendment, the Courses Not Taught in 4 or More Years Report will be modified to retain courses SPAN 531, EDAM 560, HEAM 505, and HEAM 650. Graduate Council approved the friendly amendment as presented.

Thursday October 27, 2016 3:45 P.M.	Graduate Curriculum Committee Meeting	Student Services Building, Room 405
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AGENDA

Haslam College of Business

College of Education, Health, and Human Sciences

College of Law

College of Social Work

Courses Not Taught in 4 or More Years Report

+ Indicates add/drop of majors

HASLAM COLLEGE OF BUSINESS**All Changes Effective Fall 2017****I. COURSE CHANGES****DEPARTMENT OF MARKETING AND SUPPLY CHAIN MANAGEMENT**

Proposed learning outcomes may include:

- (1) demonstration of an understanding of the concepts and principles that are essential for managing and controlling the five main supply chain processes: planning, sourcing, making, delivering, and returning,
- (2) demonstrate the ability to assess and solve a real business problem through their capstone project, and
- (3) demonstration of the ability to articulate how supply chain management processes create value for the businesses they serve.

(SCM) Supply Chain Management**ADD**

SCM 551 MS-SCM Core I (9) Core module includes coverage of Business Strategy, Leadership and Organizational Behavior, Business Logistics, Demand Planning and Inventory Management or Strategic SCM Issues, and SCM in European markets. *Taught in Germany by KLU faculty.*

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

SCM 552 Supply Chain Simulation (3) Introduces students to the integrated nature of supply chains via a complex supply chain simulation. Students will operate virtual supply chains and learn the impact that decisions in one area have on the system. Particular emphasis will be given to planning functions including demand planning, sales and operations planning, and inventory and supply planning. Will learn to build operational plans that support their respective supply chain strategies.

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

SCM 553 Applied Research Methods (3) Introduces the process of quantitative research. To this end, the module covers research idea development, critical thinking, critical reading and writing a literature review, review of quantitative methodologies, and scientific writing skills. The lectures are designed to be interactive with in-class exercises and workshops. The module includes an interactive workshop spanning over the course duration aimed at identifying and developing interesting and valuable research opportunities.

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

SCM 554 Transportation and Distribution (3) Provides an introduction to transportation and distribution management including transportation modes, infrastructure, pricing and costing, mathematical transportation models, carbon footprint, distribution strategies, urban distribution, reverse logistics, and basic facility location models. Serves as foundation preparation for SCM 573.

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

SCM 561 MS-SCM Core II (9) Core module includes applied statistics, operations research, operations management, information systems, case studies to build on these operations topics, and supply chain management in the Chinese market. *Taught in China by Tongji University faculty.*

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

SCM 571 Strategic Supply and Cost Management (3) Addresses the processes that facilitate the structure, creation, and management of value added transactions and relationships between supplier and customer organizations in a channel, supply chain, and integrated value system context with a particular focus on financial techniques to better manage supply chain costs. Will help you learn to apply financial measures to supply chain decision-making problems and also to become an effective and efficient supply chain manager. This is a highly interactive class using cases, simulations and in-class exercises to better align with “real-world” thinking while focusing on foundations of the supply chain and the interactive role of supply management within an organization and as a boundary spanner.

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

SCM 572 Innovation and Risk Management (3) Explores the ways firms seek to create new and relevant value in the supply chain, and to address the potential risks inherent to innovation and operations in the multi-firm supply chain setting. Will help students identify opportunities to better serve customers, work with suppliers, and collaborate with partners on projects that will enhance efficiency and effectiveness, while at the same time protecting themselves from environmental and internal threats to business performance. Will use realistic case studies to engage students in active learning via discussion, in order to simulate the complexities of real-world decision-making.

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

SCM 573 Distribution, Logistics and Network Management (3) Addresses strategic decision making related to the physical network design and operation of the supply chain, including the location and capacity of suppliers, plants and warehouses in a logistics network that delivers products and services to end customers. The content in this course will explore the tradeoffs inherent to physical network decision making with special emphasis on managing demand and lead time variability, matching capacity to demand, centralization and pooling of inventory, and achieving a total value solution. Will apply analytic methods learned in other courses to the problems of supply chain network design and strategic inventory positioning, in order to explore theoretical relationships and to provide students with decision making skills needed in practice.

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

SCM 574 Integrated Global Supply Chain Management (3) A capstone seminar course, enabling students to synthesize their learning from all previous courses. The global context within which firms operate will provide the foundation for understanding global supply chain strategy, from market entry through to the integration of demand management and supply management processes to meet corporate objectives. Will be primarily case-based, to allow students the opportunity to analyze, synthesize and present their ideas and recommendations as managers.

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

SCM 575 MS-SCM Capstone Integrative Project (6) Students will apply the theoretical foundations and methods learned during the program to real world business problems.

Registration Restriction(s): Master of Science, supply chain management major or requires permission of the instructor.

Rationale: New courses to be required of students enrolled in the new program - MS, Supply Chain Management (pending THEC approval).

Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS-SCM degree program, (pending THEC approval) to be offset by tuition revenue generated by that program. Additional documentation: None required.

Learning Outcomes Supported: All proposed outcomes are incorporated in the courses. Support from assessment activities: None.

II.PROGRAM CHANGES

DEPARTMENT OF MARKETING AND SUPPLY CHAIN MANAGEMENT

+ ADD NEW MAJOR AND DEGREE (PENDING THEC AND SACSCOC APPROVAL)

Supply Chain Management major, MS (MS-SCM)

In the 2017-18 Graduate Catalog insert heading, text, and requirements for new major and degree.

Supply Chain Management Major, MS (Pending THEC Approval*)

**This program is pending approval from the Tennessee Higher Education Commission and the Southern Association of Colleges and Schools Commission on Colleges. Students will be admitted to the major should the program be approved.*

The Haslam College of Business at The University of Tennessee, Knoxville (UTK) offers the Master of Science degree with a major in Supply Chain Management (MSSCM) to prepare students to careers in supply chain management. This degree offers the opportunity to study for one semester at both Kühne Logistics University (KLU), Hamburg, Germany, and Tongji University (Tongji), Shanghai, China. This is a cohort program where students from all three universities study together on each of the three campuses for one semester before returning to their home institutions for the final semester and graduation at their respective universities. A majority of credit hours for UTK students will be earned at the University of Tennessee, Knoxville and the degree will be solely from the University of Tennessee.

The purpose of this degree program is to prepare students with an undergraduate degree in business or engineering for a career in supply chain management. Integrated supply chain management has emerged as a critical strategic priority for many firms over the past decade, but the talent pool that can properly conceptualize and drive supply chain from this new strategic perspective is currently lacking. This program will provide the strategic, integrative, and analytical skills that businesses desire in new talent and prepare students for the day-to-day problems they will face on the job. The structure of the proposed Supply Chain Management major, MS would approach the subject with a truly integrative approach that encompasses sales, procurement, operations, logistics, customer service, and other functions of the overall process, in order to develop talent that can effect change across an integrated supply chain and, ultimately, the entire organization. This integrative approach is innovative, global in outlook, and will be prized by both students and the business community.

Admission Requirements

The admissions group at the HCB will perform reviews of student files along with the faculty program leader from the department of Marketing and Supply Chain Management. This group will review all applications and recommend prospective students for admission to the program. The following admission standards will guide the process for admission to the program.

- Meet UTK Graduate School requirements for admission.
- Hold an undergraduate's degree in business (or equivalent) from an accredited program. Applicants from international programs will be reviewed on an individual basis.
- For UTK undergraduate students, grade point average and recommendation letters from faculty are required.
- For non-UTK undergraduate students, minimum grade point average and recommendation letters from faculty are required, additional evaluation material may be required.
- All students must adhere to all UTK ethical and professional standards (see *Hilltopics*).

Retention Standards

A minimum grade of B in all HCB courses and a 3.00 cumulative GPA is required for continuation in the program; and Students must adhere to ethical and professional standards.

Graduation Standards

To be eligible for graduation, students must:

- Complete the entire curriculum plan per UTK Graduate School policies as specified by the University of Tennessee.

Procedure for Application to Program

- Complete Haslam College of Business Application Form.
- Adhere to application deadlines and other requirements as posted on the Haslam College of Business website; and
- Students will be admitted in cohorts. Should a student be unable to continue the sequence of courses with their admitted cohort, they will be able to continue their course work with the next available course of studies for the subsequent cohort.

Course Requirements

Core and sub-core requirements total 39 credit hours. The proposed program requires completion of 39 semester credit hours (SCH) distributed as follows (for semester by semester schedule see Curriculum for One Program Cycle below):

Required courses	Credit Hours
SCM 551 Master's Program Core I (KLU)	9
SCM 552 Supply Chain Simulation (UT)	3
SCM 561 Master's Program Core II (Tongji)	9
SCM 571 Strategic Supply and Cost Management (UT)	3
SCM 572 Innovation & Risk Management (UT)	3
SCM 573 Distribution, Logistics and Network Mgmt (UT)	3
SCM 574 Integrated Global Supply Chain Mgmt (UT)	3
SCM 575 Capstone Integrative (UT)	6
Total	39

Sub-major requirements

There are no sub-major requirements

Electives

No formal course electives are offered as this is a cohort-based program. During the first semester of the program, students can choose to direct their focus in SCM 551 toward either Strategic Issues in Supply Chain Management or Demand Planning and Inventory Management. Further, optional exercises and visits focused on conducting business in that particular part of the world, e.g. Europe, China and the US will be offered at key points throughout the program.

Curriculum for One Program Cycle

The proposed program requires completion of 39 semester credit hours (SCH) distributed as follows:

Pre-requisites*

SCM 553	Applied Research Methods (KLU Faculty)	3
	(pre-requisite for SCM 575)	
SCM 554	Transportation and Distribution (KLU Faculty)	3
	(pre-requisite for SCM 573)	

*SCM 553 and SCM 554 are pre-requisite requirements for coursework taken in the second year of the program. As most students (particularly UT students) will not have taken these courses, KLU will offer them in a shortened session between semesters 1 and 2 of the program to ensure that all students have the opportunity to complete the coursework.

Fall I Term – Courses Delivered at Kuhne Logistics University, Hamburg, Germany

SCM 551	Master's Program Core I (KLU Faculty)	9
	Includes Business Strategy, Leadership and Organizational Behavior, Business Logistics, Demand Planning and Inventory Management or Strategic SCM Issues, European SCM	
SCM 552	Supply Chain Simulation (UT Faculty**)	3

**UT Faculty will teach the majority of this course in a compressed format at KLU at the beginning of the first semester. Some aspects of the web-based simulation activity will utilize distance education delivery. Faculty will ensure ample opportunity for student access during both face-to-face and distance portions of the course.

Spring I Term, Tongji University, Shanghai, China

SCM 561 Master's Program Core II (Tongji Faculty) 9

Includes Operations Research, Operations Management, Information Systems, Statistics, Chinese SCM

Fall II Term, UTK, Knoxville

SCM 571 Strategic Supply and Cost Management (UTK) 3

SCM 572 Innovation and Risk Management (UTK) 3

SCM 573 Distribution, Logistics and Network Management 3

SCM 574 Integrated Global Supply Chain Management 3

Spring II Term, UTK, Knoxville

SCM 575 Capstone Integrative 6
39

Supporting Information:

Academic/Institutional Need. The MS-SCM program is consistent with the goals and priorities of UTK. In addition, so far as we are aware, this will be the only MS in supply chain management program offered in the State of Tennessee, and it will be offered by one of the highest rated programs in the country. The proposed MS-SCM would differ significantly from the MBA with a supply chain management concentration. The MBA is a general business degree primarily intended to prepare students from a wide variety of backgrounds for a career in business and leadership. The SCM concentration within the MBA program is 9 credit hours and offers students the opportunity to gain a better understanding of how SCM delivers value within the overall business.

The proposed new program (Supply Chain Management major, MS) would be a degree focused on developing deep expertise in SCM for students who already have basic preparation via either an undergraduate in business or engineering. SCM has rapidly evolved into a broad and complex field, and employers are demanding graduates who are well-prepared across the discipline. This degree would offer 39 hours of credit dedicated to SCM and key adjacencies such as international business.

Student Demand. Enrollment in similar programs at peer supply chain schools indicates that there is more than sufficient demand to meet our initial and ongoing enrollment targets. Of the top 10 universities for graduate supply chain management programs, as ranked by Gartner (July 2016), 8 out of the top 10 have specific MS programs in supply chain management and all of the top 5, with the exception of the University of Tennessee, have this type of program. In fact, it could be argued (except for University of Wisconsin) that the lack of this MS-SCM program is one of the few hurdles that impedes UT's rise to the top position.

Rank	University	MS in SCM
1	Penn State University	Yes
2	University of Tennessee	No
3	Michigan State University	Yes
4	University of Michigan	Yes
5	Massachusetts Institute of Technology	Yes
6	Georgia Institute of Technology	Yes
7	Rutgers University	Yes
8	University of Wisconsin	No
9	Arizona State University	Yes
10	University of Texas, Dallas	Yes

Initial recruitment will focus on well-qualified undergraduate students at the Haslam College of Business and the UTK College of Engineering. In addition to targeted information sessions to these key audiences, we will also solicit faculty for recommendations on high performing students in these disciplines who would be a good match for the program. Targeting well-qualified undergraduate students within the Haslam College of Business has been a successful model for the HCB's Master of Accountancy program, and we are confident that a majority of the cohort will come from these groups. We will also promote the new program on the College's website, social media, search engine optimization (SEO) and other marketing collateral. Given the College's global reputation and ranking in supply chain management, we anticipate a number of applications from out-of-state, so digital marketing via the program website and related electronic exposure is the best way to capture this demographic.

Rationale

Employer Need. According to the Bureau of Labor Statistics, supply chain management will continue to be one of the fastest growing industries for jobs over the next decade. In fact, supply chain jobs are expected to grow by 22% through 2020, compared to just 11% for all occupations. Yet despite this demand, the supply of skilled, formally trained supply chain professionals possessing the combination of technical know-how, management training and a global mindset remains low. As previously stated, 43% of supply chain executives believe that it is more difficult to find supply chain talent than it was two years ago, and 26% of those executives describe the situation as "extremely challenging." The situation is likely to get worse.

In a 2014 article in Supply Chain Management Review, Christopher Craighead and Kusumal Ruamsook suggest that the industry is in the midst of a talent "perfect storm" based on current and emerging trends in the supply chain talent pool. Their analysis focuses on four factors creating this crisis:

* Industry Demand for New Supply Chain Talent – Demand for talent is estimated to exceed supply by a ratio of 6 to 1.

* Supply Chain Talent Gaps – Talent shortages resulting from Baby Boomers' retirement will be more pronounced for supply chain given industry demand, especially at the mid-management level.

* Supply Chain Profession Dynamics – A growing skills gap exists with the transition from an industrial economy to an information/services economy.

* Potential Business Faculty Shortages – Full-time business faculty in supply chain management comprise 1.5% of overall business faculty, thereby limiting formal supply chain course offerings.

This crisis is not limited to North America or Europe, but is global in nature. A recent Deloitte survey of 400 executives of multinational firms found that 71% reported difficulty in recruiting supply chain leadership worldwide. As supply chain management continues to develop in emerging markets, this trend will become even more pronounced. Clearly, something must be done to reverse this trend.

The proposed MS-SCM is well positioned to partially address this talent shortage. While other institutions are recognizing the need and offering expanded programming in supply chain management at both the undergraduate and graduate level, the market is far from saturated. In the State of Tennessee, there is currently no specific Master of Science in Supply Chain Management programs. This offering will be distinctive in that it will be one of the few that delivers content in a strategic and integrative approach with emphasis not only on the critical components of supply chain, but also on developing strong leadership capabilities and a global mindset – skills and abilities employers are seeking, but having difficulty finding.

Based on this, the knowledge with which the students will be equipped includes: strategic sourcing and purchasing; manufacturing, including capacity planning, technology solution, production scheduling, and materials planning; inventory management and inbound and outbound transportation; the linkage with the customer service, sales, promotion, and marketing activities; information technology for efficient supply chain and logistics management; and managing the information flow to support efficient trade and customer-supplier relationship by taking advantage of various electronic commerce enabling technologies. The program will also prepare students for the ongoing digitization of supply chain management, including coverage of the Internet of Things, Advanced Robotics, and 3D/additive manufacturing.

With this approach, the MS-SCM will translate to real job market value for graduates of the program and position them for lucrative management careers with global firms. A master's degree in supply chain is one of the few specialty master's offerings where compensation is equivalent to, or in some cases higher, than MBA compensation. In a 2015 study, Poets & Quants found that students graduating with a Master of Science in Supply Chain Management commanded a slightly higher salary than MBA graduates with a supply chain concentration. With demand growing, this degree is being introduced at the right time to produce world-class supply chain management professionals who can meet the complex supply chain needs of global companies.

Staffing Impact: No additional academic staff is expected as a result of this new program. Anticipated support staff will be funded through revenues generated from the program.

Financial impact:

	Expenditures				
	Year 1	Year 2	Year 3	Year 4	Year 5
Start-up Costs	\$40,000	\$0	\$0	\$0	\$0
Faculty Salaries (no new faculty)	\$0	\$0	\$0	\$0	\$0
Faculty/Staff Travel	\$0	\$0	\$0	\$0	\$0
Support Staff	\$41,699	\$41,700	\$83,400	\$83,400	\$83,400
Operating Costs	\$27,000	\$34,299	\$35,328	\$36,388	\$37,479
	\$108,699	\$75,999	\$118,728	\$119,788	\$120,879
	Revenue				
	Year 1	Year 2	Year 3	Year 4	Year 5
Program Fees	\$10,000	\$30,000	\$40,000	\$40,000	\$40,000
Tuition to UTK	\$80,198	\$231,385	\$302,374	\$302,374	\$302,374
Total Students	10	20	20	20	20
Total Revenue	\$90,198	\$261,385	\$342,374	\$342,374	\$342,374
Total Expenditures	\$108,699	\$75,999	\$118,728	\$119,788	\$120,879
Total Contribution UTK	-\$18,501	\$185,386	\$223,646	\$222,586	\$221,495

These numbers are based on estimates of number of students enrolled (i.e., starting with 10 in year 1 and having 20 in year 5) based current in-state and out-of-state tuition rates. The program fee (subject to Board approval) will be \$1,000 per student, with no anticipated increases for the first 5 years. Costs are estimated and use a 3% percent inflation factor over time.

Impact on other units: This new program is expected to have impact in a few important ways: Research output and collaborations. Given the partnership nature of this program and the anticipated collaboration among partner institution faculty, research output will be strengthened and broadened in the Department of Marketing & Supply Chain Management. The two partner institutions possess complementary research strengths that would allow our faculty to continue to build upon their reputation as one of the Top 5 most productive research faculties globally in empirical SCM research.

Graduate student recruiting. The MS-SCM program would increase the number of graduate students on the UTK campus by 10 in year one and by 20 or more in subsequent years. Given the target market will be students with limited or no work experience, it is also anticipated that the University will be able to retain top undergraduates who would otherwise leave to pursue graduate studies in supply chain management elsewhere. Once successful, this program would also serve as a solid foundation for future expansion of graduate level supply chain management education. For example, we could potential develop an on-line version of this particular master's program.

Benefit to the University of Tennessee. This proposal is a direct response to verbal requests from the 60+ companies who are formal partners of HCB's Global Supply Chain Institute for deeper education in SCM. Given UTK's status as the state's flagship institution and the strength of its SCM program, this program is a natural extension of current programming that will meet industry demand for experts in supply chain management.

Learning Objectives Supported: The evaluation and assessment for the MS-SCM will follow the precedent set in the BSBA-Supply Chain Management and MS-Business Analytics for AACSB, SACSCOC, and UT internal assessments.

Proposed learning outcomes may include:

- (1) the demonstration of an understanding of the concepts and principles that are essential for managing and controlling the five main supply chain processes: planning, sourcing, making, delivering, and returning,
- (2) demonstrate the ability to assess and solve a real business problem through their capstone project, and
- (3) and demonstration of the ability to articulate how supply chain management processes create value for the businesses they serve.

These learning objectives will be paired with program assignments and course grades.

Evidence from Assessment Activities

None identified as this is a new program, but external evidence presented in Rationale, Employer Need. The existing Full-Time Master of Business Administration (MBA) program offers a concentration in Supply Chain Management, and it is by far the most popular concentration choice, with 43.8% of students (2016 - 2017), 42.6% (2015/2016), and 32.3% (2014/2015) pursuing the concentration. With increasing interest year after year in the SCM MBA concentration, this provides some additional evidence of the potential of success of a specific MS-SCM program.

Memorandum of Understanding, agreed to by all three universities: Will provide, if needed.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**All changes effective Fall 2017****I. COURSE CHANGES****DEPARTMENT OF CHILD AND FAMILY STUDIES**

Learning objectives for the MS programs:

1. Students will be able to write a well-organized, logical, scientifically sound research paper
2. Students will demonstrate proficiency in analyzing and critiquing ideas in their field of interest from published texts, reports, and research proceedings.
3. Students will construct original arguments through written work that incorporate consideration of the relevant issues from the field and the theory that informs it.

Learning objectives for the PhD program:

1. Students will be able to write a well-organized, logical, scientifically sound research paper.
2. Students will demonstrate proficiency in analyzing and critiquing ideas in their field of interest from published texts, reports, and research proceedings.
3. Students will construct original arguments through written work that incorporate consideration of the relevant issues from the field and the theory that informs it.

(CFS) Child and Family Studies**ADD****CFS 661 Advanced Longitudinal Research Methods (3)** Design, application, and analysis of longitudinal human development research.*Recommended Background: At least 3 credit hours of graduate-level methods and 3 of graduate-level statistics.*

Rationale: Longitudinal research methods are essential for studying human development as they capture changes over time. There are currently no equivalent courses in the department or college and it is critical that students conducting longitudinal theses or dissertations have this training. Course Format: Course will be taught on campus as a traditional lecture/seminar course. Impact on other units: None; this course will continue to be taught by existing faculty as part of their normal teaching loads. Financial Impact: None; this course will be taught by existing faculty as part of their normal teaching loads.

Learning outcomes supported: Supports Learner Outcome #2 in the M.S. and PhD programs. Support from assessment activities: Available offerings of graduate level methods courses were assessed and no equivalent course exists. Thus, faculty deemed it necessary to create this course to provide the content to CFS graduate students.

REVISE TITLE**CFS 550 Theory in Family Studies (3)**

FORMERLY: CFS 550 Theory and Research in Family Studies (3)

Rationale: Revised title better reflects the content of this course. This course is one of two core theory courses and the revised title aligns more clearly with the other core theory course (CFS 510 Theory in Human Development). Course Format: Course will be taught on campus as a traditional lecture/seminar course. Impact on other units: None. Financial Impact: None.

Learning outcomes supported: This minor title revision is not related to student learner outcomes, as it does not relate to any revision of the content of the course. Support from assessment activities: Faculty in the department indicated that the course titles of the two core theory courses should be aligned.

REVISE TITLE AND DESCRIPTION**CFS 652 Gender and Families (3)** Research and theory related to intersections between gender and family interactions, relationships, and processes. Consideration of contemporary societal contexts. Emphasis on gender topics and contexts varies.

Formerly: Men and Families (3) Contemporary men: primary psychological processes in sociological context. Reciprocal influence of society, men and their families in relation to marriage and parenting.

Rationale: The revised title and description is meant to broaden the scope of the course in order to address current trends in the discipline and enhance the preparation of students to enter CFS-related professions. The former title and description was outdated and did not reflect current trends in the discipline. Course Format: Course will be taught on campus as a traditional lecture/seminar course. Impact on other units: None. Financial Impact: None; this course will continue to be taught by existing faculty as part of their normal teaching loads.

Learning outcomes supported: Supports Learner Outcomes #1, 2, and 3 in the PhD program. Support from assessment activities: There has been increasing student demand for more content on gender and families from a non-traditional and non-binary perspective. This course addresses that need and also aligns our program with programs at peer and aspiring institutions.

II. PROGRAM CHANGES

DEPARTMENT OF CHILD AND FAMILY STUDIES

REVISE REQUIREMENTS— CHILD AND FAMILY STUDIES MAJOR, PHD

In the 2016-2017 Graduate Catalog, revise footnote 3 in the Child and Family Studies Major, PhD as follows:

³Research Methods 6

³CFS 570 and a 600-level methods course selected from CFS 650, CFS 660, CFS 661, or SOCI 633,

Rationale: The new Advanced Longitudinal Research Methods course (proposed above as CFS 661) would provide an important option for students who are planning to conduct longitudinal research for their thesis or dissertation to the array of advanced methods option. Impact on other units: None. Financial Impact: None; this course will be taught by existing faculty as part of their normal teaching loads.

Learning outcomes supported: Supports Learner Outcome #2 in the M.S. and PhD programs. Support from assessment activities: Available offerings of graduate level methods courses were assessed and no equivalent course exists. Thus, faculty deemed it necessary to create this course to provide the content to CFS graduate students.

College of Law

All changes effective Fall 2017

I. COURSE CHANGES**ADD**

LAW 952 Appellate Litigation Clinic (2-4) Student attorneys in their third year of law school will represent clients in an appellate litigation setting, gaining intensive experience in the skills of case planning and strategy, brief writing and research, argument formation, appellate procedure, oral argument preparation, client relations, and ethics/professionalism.

(DE) Prerequisite(s): 814.

Repeatability: May be repeated. Maximum 6 hours. Students register in the fall for 4 hours and register in the spring for 2 hours.

Registration Permission: Third-year law students only.

Rationale: New course that expands curriculum. Impact on other units: None expected. Financial impact: None expected.

Additional Documentation (Learning outcomes) Each student should become proficient in 1) writing to a judge, 2) presenting analysis and arguing orally, 3) analyzing statutes, regulations, administrative guidance, and other sources of the law. Each student should become proficient in working collaboratively and with civility.

LAW 960 Internet and Information Privacy Law Seminar (2) In today's global digital economy, companies and governments are collecting, storing, and sharing more information on consumers than ever before. In our Information Age of the Internet, smart phones, and smart grids, companies and governments can use the rich data to innovate and address consumers' needs. But as the collection, storage, and use of consumer information increased, so too privacy concerns have increased. This seminar examines an individual's right to control his or her personal information held by others. The seminar explores how different types of law seek to address threats to information privacy as new technologies and new institutional practices emerge. The seminar traces through U.S. Constitutional, tort, contract, and statutory law the extent to which citizens' expectations of privacy are translated into a right to information privacy. The seminar will also consider the feasibility of other jurisdictions' privacy initiatives, of self-regulatory measures, and of economic market forces to address information privacy concerns.

Registration Restriction(s): Law students only.

Rationale: New course that expands curriculum. Impact on other units: None expected. Financial impact: None expected.

Additional Documentation (Learning outcomes) Students should understand the processes by which law is made and evolves; the different roles that federal, state, and other authorities play in developing the law; how economic and social policy and political dynamics affect the development of the law; and how to integrate legal theory and practice and how that integration affects the development of the law.

LAW 987 Bar Examination: Law, Skills, and Strategies (2-3) Provides graduating students with the law, skills, and strategies necessary to achieve success on the bar exam and in the legal profession. The course will survey heavily tested substantive areas of the Multistate Bar Examination (MBE) and provide skill and strategy instruction for the MBE, bar essay examinations, and the Multistate Performance Test. Through lecture and formative and summative assessments, students will acquire the knowledge and skills necessary for success on the bar exam. Students will learn valuable self-assessment strategies and receive regular feedback from the instructor.

Repeatability: Not repeatable. May be taken once for 2 to 3 hours.

Registration Restriction(s): Law students only.

Rationale: New course that expands curriculum. Impact on other units: None expected. Financial impact: None expected.

Additional Documentation (Learning outcomes) Students should become proficient in the following areas: Under timed conditions, effectively communicating resolution of a client problem by sorting detailed factual information, analyzing various sources for applicable principles of law, and applying facts to law; resolving bar examination problems by selecting the appropriate strategy; preparing and use course frameworks to prepare for the bar examination; and regulating learning through self-assessment and reflection.

REVISE DESCRIPTION

LAW 914 Alternative Dispute Resolution (3) A survey course on various alternatives to the conventional trial process. It introduces the theories underlying the operation of these processes and the statutory and case law that governs their application. Will involve a significant amount of role-play negotiations, mediations, and other simulated processes with opportunities for feedback from a faculty member and self-evaluation.

Formerly: Survey course on various alternatives to the conventional trial process. Introduces several of the more popular alternatives, including negotiation, mediation, and arbitration. Satisfies planning and drafting requirement.

Rationale: Revises description to more accurately reflect course content. Impact on other units: None expected. Financial impact: None expected. Additional Documentation (Learning outcomes): None required.

REVISE DESCRIPTION AND REPEATABILITY

LAW 994 Independent Study (1-4) Independent study under supervision of a faculty member, in which student independently explores a legal issue or issues and the final work product is not a research paper. For each hour of credit awarded, student must complete at least 42.5 hours of work including time spent meeting with the supervising faculty member. Proposals must be approved by the supervising faculty member and by the dean or the dean's designee.

Repeatability: May be repeated. Maximum 6 hours.

Formerly: Repeatability: May be repeated. Maximum 12 hours.

Independent study under direct supervision of faculty member. Proposals must be approved by the supervising faculty member and by the dean or the dean's designee.

Rationale: Revises title and description to more accurately reflect course content. Reduces the number of times the course may be repeated from twelve hours to six. Impact on other units: None expected. Financial impact: None expected. Additional Documentation (Learning outcomes): None required.

REVISE TITLE, DESCRIPTION, AND HOURS

LAW 962 Bioethics and Public Health Law Seminar (3) Course examines the interaction of ethics, medicine and law. Topics vary from year to year, but will focus on Bioethics topics including: defining death; "the right to die" and doctor- assisted suicide; informed consent; defining life; human reproduction, including abortion, sterilization, artificial insemination, in vitro fertilization, surrogacy, and genetic screening; access to advanced technology; and Public Health Law topics including: the right to health; community health and health disparities; state power and interventions; disease control and chronic disease management; organ donation; health emergencies; and vaccination policy.

Formerly: Law and Medicine Seminar (2) Effects of legal rules on delivery and quality of medical care: nature of physician-patient relationship; unauthorized practice of medicine; medical education, licensing and specialization; hospital staff privileges; medical malpractice liability; standard of care, proof, causation, defenses, and damages; protection of patient autonomy: Consent, informed consent, conception and abortion, choice of treatment, and death and dying; control of communicable diseases; organ transplantation and medical resource allocation.

LAW 964 Health Law Regulation and Quality (3) Course gives students an understanding of the extensive regulatory framework that ensures the quality of American health care. This framework primarily governs the standards of care of both physicians and organizations. Topics of coverage will likely include EMTALA and other legal obligations to provide care, privacy regulations and HIPAA, physician licensing, discipline, and malpractice, informed consent, hospital and managed care liability, other state efforts to regulate health care entities and providers, and rules governing pharmaceutical and device companies.

Formerly: Health Care Policy (2) Considers ethical perspectives on health care policy relating to decisions both on individual patient care and on systemic resource allocation. Considers basic theories of bioethics, including how these ethical perspectives may inform analysis of Surveys quality control regulations in the health care field. current issues in health care law and policy and how they are expressed in the national policy debate. Topics include organizing and financing health care, quality and accountability in health care; professional licensing, discipline, and sanctions; the EMTALA regime; and introduction to medical malpractice; pharmaceutical and FDA quality regulations; equality and discrimination in access to health care, privacy issues raised by new technology, legal and ethical issues in managed care, and tort reform. Satisfies the perspectives requirement.

Rationale: Revises titles and descriptions to more accurately reflect course content. Increases credit hours from 2 to 3 to better reflect course content. Impact on other units: None expected. Financial impact: None expected. Additional Documentation: None required.

REVISE TITLE AND DESCRIPTION

LAW 963 Health Law Finance and Organization (3) Course gives students an understanding of the organization and financing of health care entities and services within the United States. The major issues explored are (1) the structure of the health care system, including professional relationships, governance issues, and organizational models, (2) the financing of medical care through private insurance and public programs, and (3) access to care in the United States. Topics of coverage will likely include Medicare and Medicaid, private insurance, the Affordable Care Act, ERISA, institutional relationships between entities and providers, antitrust issues, organizational governance and structure, tax issues, and an introduction to fraud and abuse compliance.

Formerly: Health Care Law and Regulation (3) Surveys legal issues confronting the American health care system, considering federal and state law. Topics include; quality control; licensing and accreditation; access to health care, including private health insurance, managed care, Medicare, Medicaid, and emergency health care; privacy regulations; relationships between health care entities and physicians; fraud and abuse regulations; antitrust considerations; and research restrictions. Satisfies expository writing requirement if student elects to write a paper.

Rationale: Revises title and description to more accurately reflect course content. Impact on other units: None expected. Financial impact: None expected. Additional Documentation (Learning outcomes): None required.

REVISE TITLE, DESCRIPTION, AND REPEATABILITY

LAW 993 Directed Research Paper (1-2) Research paper involving in-depth research and analysis of a legal issue under supervision of a faculty member. The paper should propose a solution to an important legal problem or present a sensible way of thinking about an important legal question. The paper must be well written, include proper citation to authority, and give appropriate attention to opposing arguments. At least one draft must be submitted for critique by the professor. The final version of the paper must respond to the professor's feedback on the draft or drafts. The paper must be a minimum of 5,000 words in length (disregarding footnotes or endnotes) for one credit hour or 10,000 words in length (disregarding footnotes or endnotes) for two credit hours. Proposals must be approved by the supervising faculty member and by the dean or the dean's designee.

Repeatability: May be repeated. Maximum 4 hours.

Formerly: Directed Research (1-2) Independent research and writing under direct supervision of faculty member. Proposals must be approved by the supervising faculty member and by the dean or the dean's designee.

Repeatability: May be repeated. Maximum 8 hours.

Rationale: Revises title and description to more accurately reflect course content. Reduces the number of times the course may be repeated from eight hours to four. Impact on other units: None expected. Financial impact: None expected. Additional Documentation (Learning outcomes): None required.

REVISE CREDIT HOURS**Law 829 Advanced Business Associations (3)**

Formerly: (2)

Rationale: Increases credit hours from 2 to 3 to better reflect course content. Impact on other units: None expected. Financial impact: None expected. Additional Documentation (Learning outcomes): None required.

II. PROGRAM CHANGES**REVISE REQUIREMENTS – Law major, JD – ADVOCACY AND DISPUTE RESOLUTION CONCENTRATION**

In the 2017-18 Graduate Catalog, revise third paragraph that begins "During the second and third year," as follows:

Add course LAW 848 to the list

Rationale: Reflects updated concentration requirements. Impact on other units: None expected. Financial impact: None expected. Additional Documentation (Learning outcomes): None required.

College of Social Work

All changes effective Fall 2017

I. COURSE CHANGES**(905) (SOWK) Social Work****DELETE COURSE****SOWK 568 Advanced Veterinary Social Work (3)****REVISE DESCRIPTION**

SOWK 531 Trauma Theory and Practice (3) Will immerse students in knowledge and issues related to working ethically and effectively with child, adolescent, and adult victims of child maltreatment, interpersonal traumas, manmade/natural disasters, and other types of chronic stress and trauma. Embeds the student within a theoretical understanding of these traumas, their symptoms, and their evidence-based treatment. The primary mode for gaining such an understanding of these victims and how to work with them is through case examples supplemented with salient readings. Will pay particular attention to cultural status, including race/ethnicity, gender, sexual orientation, socioeconomic status, disability status, and others in understanding and working with traumatized victims and survivors within a strengths perspective. The information presented in this course is applicable to both EBIP and Organizational Leadership students.

Rationale: Deleted course is an elective that will no longer be offered. Course description revised to reflect name of new concentration. Financial Impact: None. Impact on other units: None.

II. PROGRAM CHANGES**REVISE CATALOG TEXT DESCRIBING FIVE YEAR BSSW / MSSW PROGRAM*****Revision tabled because:***

1. It was unclear as to what was being revised.
2. Was there a parallel proposal submitted to revise description in the Undergraduate Catalog?
3. The course requirements need to be listed in the program description.

In the 2016-17 Graduate Catalog remove current catalog text describing the program and replace with the following:

FIVE YEAR BSSW / MSSW PROGRAM

All students in the BSSW Honors Program are eligible, but not required, to apply for conditional admission to the Five-Year BSSW/MSSW Program Option during their junior/third year of undergraduate study.

To be conditionally admitted to the Five-Year BSSW/MSSW Program Option, students must:

Submit a successful Five-Year BSSW/MSSW Program Application Packet by April 1st during the junior/third year of undergraduate study. As a part of the Five-Year BSSW/MSSW Application Packet, students will complete a professional statement along with three reference evaluations forms. One of the three required reference evaluation forms shall be completed by BSSW Program Director or designee. The BSSW Program Director or designee will notify students of their conditional admittance to the Five-Year BSSW/MSSW Program by the end of the spring semester of their junior/third year of undergraduate study.

Submit a successful application (and payment of graduate school application fee) to the Graduate School starting in October but NO LATER than December 1st of their senior/fourth year of undergraduate study.

Conditional admission to the Five-Year BSSW/MSSW Program does not guarantee admission into either the Graduate School or the Master's Program. Students will have the ability to specify their preference for program location (Knoxville or Nashville campus or Online) and whether the full-time or part-time (2 year) program is preferred when they complete the Five-Year BSSW/MSSW Program Application Packet. Students will also be asked to identify their preference for either the Evidence-based Interpersonal Practice or Organizational Leadership concentration. Although the MSSW admission committee will do its best to match students

with their preferences, there is no guarantee a student will receive their preference once fully admitted. Both the College of Social Work and the Graduate School must approve all admissions.

A student may be fully admitted into the Five-Year BSSW/MSSW Program if: a student has maintained a minimum overall GPA of 3.5; has met all the requirements of the BSSW Honors Program and BSSW degree; submitted a successful Five-Year BSSW/MSSW Program Application Packet; and submitted a successful application to the Graduate School. The College of Social Work will notify students of their official admission into the Advanced Standing MSSW Program and Graduate School early in the spring semester of their senior/fourth year. Once admitted, students are required to complete the summer semester and concentration year (Fall and Spring semesters) of the Advanced Standing MSSW Program. Social Work Honors students who enroll in a 500-level course for undergraduate credit and applied to the BSSW degree, may not apply the course credit towards the MSSW degree. The requirements for the MSSW degree may be found in the Graduate Catalog in the College of Social Work section. Students are ineligible for graduate assistantships until they satisfy all requirements for the BSSW degree.

UNDER COURSE REQUIREMENTS, REVISE YEAR 5 ORGANIZATIONAL LEADERSHIP CONCENTRATION AS FOLLOWS:

For the fall requirements remove SOWK 546 and replace with SOWK 547

~~Rationale: Revised for clarity and to reflect new concentration (Organizational Leadership). Financial Impact: None. Impact on other units: None.~~

Graduate Courses Not Taught in Four or More Years TO BE DROPPED FALL 2017

Note: *If courses are cross-listed and the primary course is dropped, the secondary course(s) will also be dropped.*

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2017		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES							
Agricultural Leadership, Education and Communications (ALEC)	510 Agricultural Leadership Development			X	Course will be taught fall 2017. We are in the process of updating the description and title. Instructor has not been available to teach the course the last two years but will be starting fall 2017.		
(ALEC)	526 Agricultural Education for First-Year Teachers		X				
Entomology and Plant Pathology (EPP)	514 Phytobacteriology			X	One of required core courses for MS Plant Pathology students. We have two open faculty positions. With adjustments of FTEs, we anticipate that one of the hires will teach this course.		
Environmental and Soil Sciences (ESS)	512 Pedology			X	Department is designing a 5 year BS + MS program, and currently plans to use 512 for the program.	2015	Core course for MS soil science students. Discussions ongoing for instructor.
Forestry (FORS)	521 Composite Materials from Renewable Resources			X	Dr. Wang plans to teach the course in 2017.		
Wildlife and Fisheries Science (WFS)	536 Advanced Wetland Ecology		X				
Wildlife and Fisheries Science (WFS)	546 Advanced Habitat Analysis		X			2015	Junior faculty member plans to teach upon achieving tenure in 2-3 yrs.
COLLEGE OF ARCHITECTURE AND DESIGN							
Architecture (ARCH)	505 History and Theory Of Architectural Stewardship			X	We plan to teach this course in the next academic year.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2017		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Architecture (ARCH)	573 Architectural Design Studio: Urban Context		X			2015	We plan to teach this course in the next academic year.
COLLEGE OF ARTS AND SCIENCES							
Anthropology (ANTH)	563 Lithic Artifact Analysis		X		From Dean's Office: The department did not respond with an answer. With no response given by department, Committee voted to DROP the course.		
Anthropology (ANTH)	583 Skeletal Biology			X	This course is in the Spring 2017 timetable. Course is listed in spring 2017 Timetable, with 7 enrolled	2015 2014	2015: Department still plans to offer course in 2016. 2014: Department will try to offer course in 2016.
Art (ART)	536 Graduate 4D Arts Design II			X	This course is being revised and will be taught soon.		
Art (ART)	577 Graduate Studies in Media as Art		X		From Dean's Office: The department did not respond with an answer. With no response given by department, Committee voted to DROP the course.		
Biochemistry and Cellular & Molecular Biology (BCMB)	513 Advanced Protein Biochemistry and Cell Biology II			X	Staffing issues have prevented teaching. Would like to keep active for now.	2015	Department is evaluating and reviewing their graduate course offerings this year and will make a decision about this course next year.
(BCMB)	522 Advanced Plant Physiology I			X	Staffing issues have prevented teaching. Would like to keep active for now.		
Classics (CLAS)	573 Latin Paleography and Book Culture in the Middle Ages II			X	The department is hoping to offer this course in 2017-18.		
Ecology and Evolutionary Biology (EEB)	543 Aquatic Insects			X	This course is in the timetable for Spring 2017. Course is listed in spring 2017 Timetable, with 1 enrolled.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2017		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Ecology and Evolutionary Biology (EEB)	682 Advanced Mathematical Ecology II	Secondary course. Primary course is: MATH 682		X	This course is in the timetable for Spring 2017.	2015	With upcoming hires in math and EEB this should run in the next two years. The primary runs every other year or so.
French (FREN)	550 French Literature and Culture II			X	See last year's rationale. It may take some time but the plan is still the same.	2015	Our junior medievalist will teach this course upon receiving tenure (2-3 years from now)
Geology GEOL	555 Environmental Geology		X				
Mathematics (MATH)	514 Mathematical Principles of Fluid Mechanics II			X	The department is in discussion about merging Math 513-514 with Math 537-538. We ask to keep Math 514 for now so a thorough decision can be made by the end of the 2016-2017 academic year. One faculty member has expressed interest in teaching 514 in Spring 2017.	2015 2014	<u>2015</u> : Part of sequence that alternates with 515-516 which is being offered this year; should be offered in the next 2 years. <u>2014</u> : Core course for the applied math program and forms a sequence with Math 513, which was taught in 2013. Deleting 514 would destroy the sequence. Course is scheduled to be offered Fall 2015. A faculty member who taught 513 in 2013 has expressed a strong interest in teaching this course.
Mathematics (MATH)	518 Mathematical Methods in Physics II	Secondary course Primary course is: Physics 572	X		Physics, the primary department, has marked to drop this course.		
Mathematics (MATH)	538 Mathematical Principles of Continuum Mechanics II			X	This course is a continuation of 537 (which is being taught this semester) and is scheduled to run in Spring 2017.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2017		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Mathematics (MATH)	682 Advanced Mathematical Ecology II	Primary course. Secondary course is: EEB 682		X	This course is a continuation of Math 681, which is being taught this semester, and is scheduled for Spring 2017. <i>Course is listed in spring 2017 Timetable, with 2 enrolled.</i>	2015	New hires this year will make this course likely offered in the next year or two. Is part of the sequence 681-682.
Physics (PHYS)	508 Laser Physics		X				
Physics (PHYS)	572 Mathematical Methods in Physics II	Primary course. Secondary course is: MATH 518	X				
Physics (PHYS)	610 Quantum Optics			X	This course is required for students focusing in Optical Physics and is also useful for students focusing in Quantum information. It is generally taught once each two years. It is in the timetable for Spring 2017.		
Political Science (POLS)	535 Public Opinion and Political Socialization			X	These three Political Science courses have not been taught due to staffing issues. The department has just hired a new faculty member who will teach 535 and 536.		
Political Science (POLS)	536 Campaigns, Elections, and Voting Behavior			X	See above rationale.		

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			YES	NO			
Political Science (POLS)	682 Theory & Analysis of U.S. Foreign Policy Processes		X		The department is currently hiring an individual in International Relations who will teach this course. They plan to offer the course on an on-off two-year cycle. All three of these courses are central to any program in Political Science. After discussion, Curriculum Committee voted to DROP the course. (The Curriculum Committee voted to DROP the course because listed multiple times on report and still no specific semester given as to when course will be taught). Department has opportunity to attend Graduate Council and ask that course be retained and give a plan when course will be taught.	2015 2014	2015: This course was to be offered this year, but a last minute buyout cancelled it. We will be returning to it soon. 2014: Due to lack of faculty members in this area and to course buyouts from a large grant, we were unable to offer this class. We have hired two new faculty members and the usual instructor no longer has administrative releases. The course will be offered within the next 3 semesters.
Psychology (PSYC)	540 Nonparametric Statistics		X		From Dean's Office: The department did not respond with an answer. With no response given by department, Committee voted to DROP the course..	2015 2014 2013	2015: Faculty member who usually teaches this course recently received an NSF grant and became Associate Department Head, and the two have prevented him from offering the course recently. He does plan to teach it in the future. 2014: Department faculty member, Dr. Freeberg, plans to take over teaching this course in the next few years. He has not had time to prep the course yet, due to several sabbaticals, Fulbright, etc.
Sociology (SOCL)	543 Sociology of Development and Globalization			X	This is a core course in the Political Economy and Globalization subfield of our graduate studies program. Staffing issues have prevented offering. The department hopes to teach it next year.		

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			YES	NO			
Spanish (SPAN)	531 Old Spanish			X	This course will be offered next year. The faculty who teaches the course was on leave for three semesters. The course is needed since it is a core course in the graduate Spanish program and it is cross listed with the Linguistics program. After discussion, Curriculum Committee voted to DROP the course. (The Curriculum Committee voted to DROP the course because listed multiple times on report and still no specific semester given as to when course will be taught). Department has opportunity to attend Graduate Council and ask that course be retained and give a plan when course will be taught. Faculty member attended Graduate Council and appealed to retain SPAN 531. With justification and specific semester as to when course will be taught, Graduate Council voted to retain course.	2015 2014	2015: They are still planning on offering it in the next year when the faculty member on the NEH fellowship returns. 2014: This course is taught by a faculty member who is on a NEH fellowship. It will be offered in the next two years.
Women's Studies (WOST)	543 Women, Sport, and Culture	Secondary course. Primary course is: SPST 543	X		The Woman's Studies program is being dropped and added back as Women, Gender and Sexuality. I believe for now we are simply dropping the program and courses from the graduate catalog and will add them back at a later date.	2015	As long as primary is offered this is a viable option.
HASLAM COLLEGE OF BUSINESS							
Marking (MARK)	616 Measurement		X				
Management Science (MGSC)	651 Nonlinear Optimization	Primary course. Secondary course is: IE 602 (IE Indicated they will request to maintain course and become primary owner)	X		Industrial Engineering Dept confirmed they are submitting a request in their December proposal to retain course IE 602 and become primary owner)	2015	Given that Management Science PhD program has recently been revamped for Analytics concentration, this course will likely be offered in the future.

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			YES	NO			
Statistics (STAT)	662 Computational Methods in Statistics		X				
COLLEGE OF COMMUNICATION AND INFORMATION							
Information Sciences (INSC)	523 Abstracting and Indexing			X	Currently, CCI is reviewing its graduate curriculum and wishes to retain this course during this process. This course is likely to be taught in the future.		
Public Relations (PBRL)	530 Crisis Communication			X	Currently, CCI is reviewing its graduate curriculum and wishes to retain this course during this process. This course is likely to be taught in the future.		
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES							
Child and Family Studies (CFS)	530 Families of Children with Disabilities		X			2015	Since Dr. Nordquist retired, we haven't had faculty with the expertise to teach CFS 530. We now have a qualified faculty member who has expressed interest in teaching it (Juli Sams) and plan to offer it Summer 2016. It will be on our 3 yr rotation.
Child and Family Studies (CFS)	566 Theories of Family Therapy	Primary course. Secondary course is: COUN 566* <i>*(COUN indicated they will request to maintain course as primary owner see below)</i>	X				

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			YES	NO			
Counselor Education (COUN)	566 Theories of Family Therapy	Secondary course. Primary course is: CFS 566		X*	Recently, Counselor Education faculty (Dept of EPC) talked about the need for developing a family counseling course for both our doctoral and master's students. This course will help fill this need. Our clinical mental health counseling program is also interested in this course. CFS Dept is currently primary owner of cross-listed course 566 and is choosing to drop the course. *The Dept of EPC is requesting to retain course and become primary owner of COUN 566.		
Educational Administration (EDAM)	560 Grant Writing and Project Management			X	After discussion, Curriculum Committee voted to DROP the course. (The Curriculum Committee voted to DROP the course because no justification was indicated). Department has opportunity to attend Graduate Council and ask that course be retained and give a plan when course will be taught. Faculty member attended Graduate Council and appealed to retain EDAM 560. With justification and specific semester as to when course will be taught, Graduate Council voted to retain course.		
Education of the Deaf and Hard of Hearing (EDDE)	509 Vocational Guidance and Career Planning with Deaf/Hard of Hearing		X				
Educational Psychology (EDPY)	608 Learner-centered Teaching in Post-secondary Education		X				

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2017		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Elementary Education (ELED)	504 Studies and Theory in Language Development		X			2015	To keep abreast with field Reading Education is becoming Literacy Education and the Literacy Education faculty are revising course content to reflect the broader emphasis. We would like to keep 504 an additional year, pending results of curriculum discussions.
Elementary Education (ELED)	550 Assessment and Correction of Language Arts Difficulties		X			2015	To keep abreast with field Reading Education is becoming Literacy Education and the Literacy Education faculty are revising course content to reflect the broader emphasis. We would like to keep 550 an additional year, pending results of curriculum discussions.
Higher Education Administration (HEAM)	505 Leadership and Organizational Theory in Higher Education			X	After discussion, Curriculum Committee voted to DROP the course. (The Curriculum Committee voted to DROP the course because no justification was indicated). Department has opportunity to attend Graduate Council and ask that course be retained and give a plan when course will be taught. Faculty member attended Graduate Council and appealed to retain HEAM 505. With justification and specific semester as to when course will be taught, Graduate Council voted to retain course.		
Higher Education Administration (HEAM)	632 Academic Life		X		After discussion, Curriculum Committee voted to DROP the course. (The Curriculum Committee voted to DROP the course because no justification was indicated). Department has opportunity to attend Graduate Council and ask that course be retained and give a plan when course will be taught.		

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			YES	NO			
Higher Education Administration (HEAM)	650 Fiscal Policy Issues in Higher Education			X	After discussion, Curriculum Committee voted to DROP the course. (The Curriculum Committee voted to DROP the course because no justification was indicated). Department has opportunity to attend Graduate Council and ask that course be retained and give a plan when course will be taught. Faculty member attended Graduate Council and appealed to retain HEAM 650. With justification and specific semester as to when course will be taught, Graduate Council voted to retain course.		
Kinesiology (KNS)	536 Expert Performance in Sports			X	Course will be offered spring 2017. Course is listed in spring 2017 Timetable, with 4 enrolled.		
Kinesiology (KNS)	539 Research Development in Sport Psychology: Idea Formation to Data Collection		X				
Kinesiology (KNS)	540 Research Development in Sport Psychology: Data Analysis to Manuscript Submission		X				
Kinesiology (KNS)	633 Advanced Sport Psychology			X	The Sport Psychology & Motor Behavior faculty plan to teach 633 in the future. It is a repeatable seminar that provides needed flexibility for delivering content related to current research and application. With the reduced availability of Dr. Joe Whitney (former instructor) and the move of Dr. Jeff Fairbrother to the college, faculty are re-evaluating course offerings and would like another year to determine if 633 still serves a need.		

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			YES	NO			
Recreation and Sport Management (RSM)	555 Facility Planning and Development			X	Course will be offered Fall 2017. This course is designed specifically for graduate level students that may be entering fields where they may have responsibilities for planning, designing and maintaining recreation and sport areas and facilities.		
Science Education (SCED)	506 Science Education Studies in Natural Environments		X				
College of Engineering							
Aerospace Engineering (AE)	559 Advanced Mechanics of Materials I	Secondary course. Primary course is: ME 559		X	The ME version of the course is taught regularly and we would like to continue to cross-list the AE version for AE graduate students.		
Aerospace Engineering (AE)	577 Neural and Fuzzy Approaches in Engineering	Secondary course. Primary course is: NE 577		X	We would like to continue to cross-list the AE version for AE graduate students.		
Aerospace Engineering (AE)	659 Advanced Mechanics of Materials II	Secondary course. Primary course is: ME 659		X	The ME version of the course is taught regularly and we would like to continue to cross-list the AE version for AE PhD students.		
Biomedical Engineering (BME)	520 Systems Biology and Complex System Theory			X	We are determining when to teach this course.		
Biomedical Engineering (BME)	538 Biomedical Instrumentation and Biosensing Techniques			X	We plan to offer this course soon. The date is being determined.	2015	BME is determining when to teach this course.
Biomedical Engineering (BME)	577 Neural and Fuzzy Approaches in Engineering	Secondary course. Primary course is: NE 577		X	We would like to continue to cross-list the BME version for BME graduate students.	2015	Retain as secondary course.
Biomedical Engineering (BME)	674 Multidimensional Medical Image Analysis			X	We are currently consolidating concentrations and one of the BME concentrations will be theranostics, including medical imaging. BME 674 is the only 600-level course in that concentration.		

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			YES	NO			
Biomedical Engineering (BME)	682 Micro/nano Bio-systems and Bio-mimetics for Biomedical Applications		X				
Chemical and Biomolecular Engineering (CBE)	576 Applied Microbiology and Bioengineering	Primary course. Secondary courses are: Biosystems Engr 576; Environmental Engr 576; Microbiology 576		X	The secondary courses have had students enrolled every year.		
Civil Engineering (CE)	630 Constitutive Behavior of Geomaterials			X	The course will be offered in the Spring 2018 semester.		
Electrical and Computer Engineering (ECE)	556 Wireless Sensor Networks		X				
Electrical and Computer Engineering (ECE)	621 Computational Methods for Power System Analysis		X				
Electrical and Computer Engineering (ECE)	626 Solid State Power Semiconductors			X	Will be taught in Spring 2017. <i>Course is listed in spring 2017 Timetable, with 1 enrolled.</i>		
Electrical and Computer Engineering (ECE)	642 Wireless communications			X	Will be taught in Spring 2017.		
Electrical and Computer Engineering (ECE)	657 Advanced Computer Architecture and Design			X	Will be taught again with new faculty joining in this area.		
Environmental Engineering (ENVE)	532 Statistical Methods in Water Resources		X				
Environmental Engineering (ENVE)	620 Advanced Hydrodynamic Modeling			X	The course will be offered in the Spring 2017 semester.		

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			YES	NO			
Environmental Engineering (ENVE)	650 Environmental Engineering Laboratory			X	The course will be offered in the Spring 2017 semester.	2015	We plan to offer this course fall 2016.
Industrial Engineering (IE)	514 Advanced Information Systems Analysis and Design		X				
Mechanical Engineering (ME)	569 Principles of Additive Manufacturing			X	In the past few years we have recruited a number of faculty in the area of Additive Manufacturing and they plan to offer course regularly starting Sp 2017. After a permanent number was assigned to this course, it was continued to be taught as ME 599-Special Topics, so we will make sure to use ME 569 from now on. <i>Course is listed in spring 2017 Timetable, with 4 enrolled.</i>		
Mechanical Engineering (ME)	631 Advanced Biomechanics II	Secondary course. Primary course is: BME 631		X	The BME version of the course is taught regularly and we would like to continue to cross-list the ME version for ME PhD students.		
Mechanical Engineering (ME)	661 Advanced Vibrations			X	Recently hired faculty would like to keep this course in the catalog and offer it in the next two years.		
Materials Science and Engineering (MSE)	532 Metallurgy of Deformation and Fracture			X	This course is scheduled to be taught in Spring 2017 by Prof. Yanfei Gao. <i>Course is listed in spring 2017 Timetable, with 2 enrolled.</i>	2015 2014	2015: This course will be offered in Fall 2016. The instructor has developed a number of courses to cover the failure of advanced materials. These courses take their turn, and MSE 532 will be planned for Fall 2016. 2014: The instructor (Prof. Liaw) has developed a number of courses to cover the failure of advanced materials including bulk metallic glasses and high entropy alloys. These courses will take their turn in being offered and MSE 532 will be taught in Fall 15

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2017		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Materials Science and Engineering (MSE)	545 Polymer Engineering Processing and Characterization Laboratory		X				
Materials Science and Engineering (MSE)	673 Introduction to Scanned Probe Microscopies		X				
Nuclear Engineering (NE)	577 Neural and Fuzzy Approaches in Engineering	Primary course. Secondary courses are: Aerospace Engr 577; Biomedical Engr 577		X	We were giving up this class for EECS to teach a similar version, however, Dr. Lynne Parker has left for an NSF tour. Plans are being developed to teach it soon and meet student demand.		
College of Law							
Law (LAW)	850 Supreme Court		X				
Law (LAW)	941 Land Acquisition and Development Seminar			X	Same explanation as 2015. This individual has now returned full-time to the faculty and plans to teach the course in 2017-18.	2015 2014	2015: This course is taught by an associate dean whose administrative duties have kept him from teaching the course recently but who plans to resume teaching it in the near future. 2014: This course is taught by an associate dean whose administrative duties have kept him from teaching the course recently but who plans to resume teaching it in the near future.
Law (LAW)	958 Women and The Law			X	Same explanation as last year.	2015	The College of Law hopes to hire an individual in the near future who will teach this course.

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			YES	NO			
Law (LAW)	964 Health Care Policy			X	The College of Law plans to present a revised version of this course name and description. The course will be taught in the immediate future.		
Law (LAW)	980 Insurance			X	The course will be offered in spring 2017.		
Law (LAW)	985 Workers' Compensation			X	This course is being offered in Spring 2017	2015 2014	2015: This course was taught within the past four years but, for some reason, was last taught under course Law 990. The course is scheduled to be offered Spring 2016 as Law 985. 2014: The hours were revised from 3 hours to "2 or 3 hrs" effective fall 2014, to reflect the recent practice of offering Workers' Compensation as a 2-hour course (under the course 990, Issues in Law). We expect to continue to offer the course at least once every two years.
Law (LAW)	991 Tennessee Journal of Race, Gender, and Social Justice			X	The course is currently being offered. Note to Committee: there is no section built in Banner with a CRN for this course for fall 2016. No enrollment for LAW 991.		
Social Work							
Social Work (SOWK)	552 Community Organization		X				
Intercollegiate: Aviation Systems (UTSI)							
Aviation Systems (AVSY)	507 Introduction to Airborne Radar		X				
Aviation Systems (AVSY)	508 Flight Test Instrumentation and Data Processing		X				

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2017		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Aviation Systems (AVSY)	517 Systems Flight Testing		X				

NOTE: 400-level undergraduate courses (approved for graduate credit) listed on the Undergraduate Courses Not Taught in 4 or More Years List to be dropped, will also be dropped from the Graduate Catalog.

Courses originally to be dropped = 42

Courses originally to retain = 51

Number of courses listed on report = 93

With friendly amendment from Graduate Council Meeting on November 10, 2016, four (4) courses (SPAN 531, EDAM 560, HEAM 505 and HEAM 650) that were originally marked to be dropped will now be retained. Revised numbers shown below.

Courses to be dropped = 38

Courses to retain = 55

Number of courses listed on report = 93

ATTACHMENT 4

MINUTES
Graduate Associate Deans**November 10, 2016**Frieson Black Cultural Center Multipurpose Room
2:00 – 3:00PM

Members Attending: **Dixie Thompson** (Vice-Provost & Dean), **Jeffrey Fairbrother** (Education, Health, & Human Sciences), **Mary Gunther** (Nursing), **Charlie Noble** (Haslam Business), **Katherine Ambroziak** (Architecture and Design), **Todd Moore** (Arts & Sciences), **Claudia Kirk** (Veterinary Medicine), **Masood Parang** (Tickle Engineering), **John Stier** (CASNR), **Bruce Behn** (Haslam Business), **Alex Long** (Law), **Stephen Kania** (Vet Med), **Joan Rentsch** (Communication & Information)

Ex Officio: **Holly Mercer** (University Libraries), **Sean Hendricks** (Graduate School), **Yvonne Kilpatrick** (Graduate School)

1. **Welcome and meeting called to order** at 2 p.m. by Dixie Thompson. Today will be an abbreviated meeting to allow for Graduate Council set up, which immediately follows.
2. **Minutes of the October 13, 2016 meeting were approved** with an editorial change to the date of the next meeting, which should reflect today's date: November 10.
3. **Graduate School Updates**

A. Graduate & Professional Student Appreciation Week –

In the past it has been late before the date has been set, and the role that departments could play has not always been discussed and defined.

This year the date has been set for ***April 3 – 7, 2017***. The purpose of that week is to draw the attention of the campus to our graduate and professional students; to highlight their work and to host supportive activities for them. In the past, the library has been a strong partner in this endeavor, as has the TN Teaching Learning Center. Other partners have included Career Services and Athletics.

We would like to encourage you to take this back to your departments and see how you might want to participate during that week in support of your graduate students. Dr. Thompson will work to get the centralized things set up early, so that you have opportunity to plan time slots for local activities. Sometimes graduate students feel isolated, so consider things that colleges

can do across their units, or perhaps multiple colleges could get together to host an event.

The president of the Graduate Student Senate has noted that many graduate students would like to have more opportunities to connect with alumni. Perhaps think of events where an alum could be brought in to meet with current students and talk about opportunities and/or experiences. Along the same lines, our graduate students are really interested in opportunities to take part in visits with your board of visitors when they come in and other similar activities. We encourage you to talk with your deans and think about ways some of these activities might happen.

B. 3 Minute Thesis (3MT): This is an activity we have done for a couple of years, and it has been fairly successful without a lot of preparation in the past. In the summer, Dr. Thompson attended a Council of Graduate Schools meeting and the Dean from Mississippi State talked about putting together this event and the huge impact that it can make. It provides exposure for our students and programs, and it has potential for media exposure and getting donors excited about our offerings.

This is a possibility that we may want to consider to get our students in front of people and help others understand what graduate education is all about. Google “3 MT” and you will find all sorts of material related to this idea.

Dr. Thompson shared a few video clips of presentations. The guidelines are 1 slide, 3 minutes.

In years past, it has been an open call for students to come and present their work, and we could continue to do it that way, but what we might end up with is more students than we can handle. In single events, we could handle about a dozen students in a reasonable block of time.

How would we like to proceed this year? Would you like to have local competitions and send them to a campus-wide event? Perhaps four blocks of competitions that lead into one, or would each college like to do their own? There are a lot of options, but we want to hear from you as to how you would like to see it work. (It will be during the week of April 3- 7, during Grad & Professional Student Recognition.) We will need to plan on multiple competitions. Often in these types of events, the judges will pick a winner, and usually the audience participates on some level, too.

Discussed some of the various possibilities for the event: perhaps competitions by discipline, having a “best in show,” altering the dates so that they come after the Graduate School deadlines to encourage more participation (Dr. Thompson asked Dr. Galloway to check on those Spring deadlines). Also discussed methods of submission (video submission, you-

tube channel uploads, etc.) and recognition of winners (perhaps during hooding). Additional discussion on appropriate venues, lead-up sessions, finals, how to navigate making sure multiple disciplines are represented, etc.

How to move forward? Let's put a working group together to brainstorm and come up with the game plan. Maybe include a couple of students can serve on it, as well. Volunteers?

- Bruce Behn
- John Stier
- Masood Parange
- Todd Moore
- Katherine Ambroziak
- Joan Rentsch
- Ernest Brothers

Dr. Thompson will ask Sarah Stone to pull the group together soon, virtually if necessary, before Thanksgiving to start talking and sharing ideas. The group will come to us at the next meeting (December 15) with their plan.

As requested, Dr. Galloway shared the defense deadline, which is April 7 and the submission of pass/fail forms, which are due by April 19.

4. Sharing Information/Sources of Information for Graduate Students - Sean Hendricks

This is something that came up from questions raised by our directors of graduate studies. They were looking at the degree programs listed on the web, and each of those programs has a link to it that takes the user to the catalog page where the requirements for that program are listed. However, when directed to the catalog, the program requirement pages are typically dead ends. In many cases, there are no links back to the department. In order to find out more information, the user has to try to determine what department they are in and then search for that page and any additional information they can find. While some departments do have a link in the text to their department/program pages, many do not.

We can add links in the text if we decide to do that. The question becomes whether or not we want to have some type of consistency with these links? (Should they be in the same place across all of the pages with similar wording and appearance?) Right now links are not necessarily up to date. Although the catalog is reviewed each year, links are not always being audited and kept current.

Dr. Thompson pointed out that we want to steer students to the catalog because it is the authoritative source about degree requirements. At the same time, having something that will show them pictures and see names can be more enticing than catalog text.

Discussed having two links - one for the catalog requirements, one for information about the department. But who is the audience? Most of the students looking at these pages are already enrolled...this route is not necessarily attracting external students. Prospective students probably will get to departments through their website. And those external students who do end up here, are probably just searching because they are trying to figure out where they want to go.

Dr. Thompson asked that when you receive your catalog proof, colleges think about what links they want to include. This doesn't need to go before the catalog committee; just send the sentence you want to Catherine Cox to add the link(s) and we'll approve it (and that can happen at any time...not just during the proof copy stage).

Dr. Fairbrother suggested having it as part of the template. Sean reiterated that consistency across all programs will help the user to locate how to navigate to the departmental landing pages. Currently we have circular links, which can be frustrating to our students.

Dr. Thompson: We want their navigation to be easy. We can continue to work on this, but encourage you to look at these links in your departments in the meantime.

5. **Graduate DARS Update:** Still looking to hire a person to start on the behind-the-scenes encoding required. In the meantime, we are working on other aspects. This morning Mary Albrecht shared the updated guidelines book. We hope to be able to distribute that soon (next week).
6. **Campus Climate:** Dr. Thompson shared how campus climate impacts all of us and certainly this has been a week that has been disruptive to our students. But it isn't just this week.

We would like to think of ways that we can help our students see UT as a safe space for them. If you have thoughts you would like to share, or opportunities you would like for her to speak with your students, she is happy to do that. If there are other events we can brainstorm about, other ways to help our graduate students see UT as that safe space, we welcome the dialogue and would be interested in helping partner on those.

We will have a town hall on November 17 organized by the Graduate Student Senate. We will get that information out to the Associate Deans, Directors of

Graduate Studies, and our Deans, Directors, and Department Heads mail lists so that administrators can hear about it.

With no additional items, the meeting was adjourned.

The next meeting is December 15 at 2 p.m.