Graduate Council Minutes   Graduate Council

10-22-2009

Graduate Council Minutes - October 22, 2009

Graduate Council

Recommended Citation

THE UNIVERSITY OF TENNESSEE

October 22, 2009 Minutes

<u>Members Present</u>

Mary Albrecht, Vincent Anfara, Pam Angelle, Stan Bowie, Ralph Brockett, Edward Caudill, Chris Cherry, Robert Compton, Harry Dahms, Robert Daverman, Mark DeKay, Michael Essington, Daniel Feller, Robert Fuller for Leann Luna, Frank Guess, Donald Hodges, George Hoemann, Stephen Kania, Jan Lee, Sally McMillan, Trevor Mouldin, Joann Ng Hartmann, Stefanie Ohnesorg, Masood Parang, Jeff Phillips, Nathan Preuss, Greg Reed, Cynthia Rocha, Marian Roman, George Siopsis, Kenneth Stephenson, Belle Upadhyaya, John Wachowicz, Thomas Whitworth, Catherine Cox, Kay Reed

The Graduate Council meeting was called to order by Vincent Anfara on Thursday, October 22, 2009, at 3:00 p.m. in the Multipurpose Room, Black Cultural Center.

1. <u>Minutes of the Preceding Meeting</u>

    The minutes of the September 10, 2009 meeting were approved by the Graduate Council with a correction submitted by Vincent Anfara. The correction is:

    Delete: The third bullet under the Report from the Graduate Council Chair (Page G1423).

    Replace with: The Tennessee University Faculty Senates (TUFS) was formed with John Nolt from UT as its first president. A position paper on higher education, calling for unification of the University of Tennessee and Tennessee Board of Regents systems, was issued. This position paper also contained a number of recommendations which Graduate Council members are encouraged to review.

2. <u>Committee Reports</u>

    Academic Policy Committee

    Stefanie Ohnesorg, Chair of the Academic Policy Committee, presented the report for the October 8, 2009 meeting. (Attachment 1)

    The Graduate Council voted to approve the readmission policy change (20 votes in favor, 0 votes opposed, 0 votes abstaining).

    The Graduate Council voted to approve the 5-year BS/MS degree programs with majors in Electrical Engineering, Computer Engineering, and Computer Science (19 votes in favor, 0 votes opposed, 0 votes abstaining).

    The Graduate Council voted against the change in "Change of Registration Deadlines from 11th day through 42nd day" (5 votes in favor, 11 votes opposed, 0

votes abstaining). Tom Whitworth, President of Graduate Student Senate, reported that the GSS did not support the proposed change.

Appeals Committee

George Siopsis, on behalf of Marianne Breinig, Chair of the Appeals Committee, reported that no appeals had been received.

Credentials Committee

Belle Upadhyaya, on behalf of Michael Zemel, Chair of the Credentials Committee, reported for the October 1, 2009 meeting. (Attachment 2)

The Council approved the recommendations for faculty approval to direct dissertations with a unanimous vote.

Curriculum Committee

Kay Reed, Assistant Dean of the Graduate School, on behalf of Sibyl Marshall, Chair of the Curriculum Committee, reported for the October 8, 2009 meeting. Graduate Council approved all changes submitted. (Attachment 3)

3. New Business

    There was no new business.

4. Presentation on the Implementation Project for the Banner Student Information System.

    Linda R. Painter, UTK Project Director for the Banner Student Information System Implementation Project, presented a progress report and background summary for the project. The plans for the implementation call for registration by students in Banner for Spring 2011, which means that all pieces will be in place by September 2010. (Attachment 4)

5. Administrative Reports and Announcements

    ### Graduate Dean Report

    Kay Reed, on behalf of Carolyn R. Hodges, Vice Provost and Dean of the Graduate School, presented a checklist for the development of graduate programs to be offered as distance education. (Attachment 5)

    Kris Bronstad, Thesis/Dissertation Consultant, presented information about the changes in the *Guide to the preparation of theses and dissertations.* The new *Guide* is available for review at http://web.utk.edu/~thesis/thesisresources.shtml .

    ### Graduate Deans' Group

    Joy DeSensi, Chair of the Graduate Deans' Group, report for the October 1, 2009 meeting. (Attachment 6) The graduate deans were given a template for graduate

student handbooks, which will be used for the handbooks produced in the 2010-2011 academic year. This template will be sent to all graduate directors and department heads. Paper copies of the handbooks for the next academic year are due on the first day of classes for Fall 2009.

Graduate Student Senate

Tom Whitworth, President of the Graduate Student Senate, present a report discussing issues recently covered by the GSS. Over 170 requests for graduate student travel were received, and more than $75,000 was awarded for the Fall 2009 term. The application for the Spring travel period will be posted to the GSS web page soon and due by February 1, 2010. The GSS established a committee to study the health insurance options available for graduate students. Resolutions opposing the Graduate Council APC's proposed changes to the readmission policy and registration deadlines for the Graduate School were considered.

Graduate Council Chair

Vince Anfara, Chair of the Graduate Council, presented the following report on Graduate Council history:

In 1974, the year the Tennessee *Sunshine Law* was enacted, the campus newspaper made a request to allow a reporter from *The Daily Beacon* to attend Graduate Council meetings, which was considered and denied. Graduate Council members were fearful that the presence of a reporter would hinder the free nature of the discussion, so the Vice Chancellor made arrangements for the graduate office to provide information to the student newspaper on an as-needed basis. Undergraduate Council and the Faculty Senate, on the other hand, did allow the reporters to attend their meetings. The Graduate Council, in March, 1975, finally gave in to repeated requests and allowed a reporter to attend all but personnel-related meetings. At that point, the Graduate Council meetings were split into two sessions: an open, general session and a closed session for personnel actions and appeals.

In 1977, Dr. L. Evans Roth, the new Vice Chancellor for Graduate Studies and Research, became the chair of the Graduate Council. He announced that all meetings were to be recorded on tape. He also moved the meetings of the Graduate Council to the new board room in Andy Holt Tower, away from the old board room in the Austin Peay Building.

5. Items from the Floor

No items from the floor.

The meeting was adjourned at 4:30 p.m.

Respectfully Submitted,

S. Kay Reed, Serving in absence of Gay Henegar, Secretary

ATTACHMENT 1

Academic Policy Committee

Thursday, October 8, 2009

2:15 p.m. – 3:30 p.m.

220 University Center

Present: Stefanie Ohnesorg (Chair), Ralph Brockett, Yanfei Gao, Robert Hatcher, LeAnn Luna, Trevor Moulden, Marian Roman, Matthew Scholz, Scott Wall, Songning Zhang, Kay Reed, Carolyn Hodges, Ben Blalock, Masood Parang, Michael Essington.

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

1. Readmission Policy.
    Ohnesorg introduced topic as a continuing issue from the previous meeting.

    Carolyn Hodges addressed the policy and the proposed change. She shared with committee members that she had met with the Graduate Student Senate on October 7 at their meeting in order to discuss the proposed change. She explained that the Graduate School and departments will have to report more extensively on retention in the future, and that the proposed readmission process will facilitate data collection. The Readmission Policy will allow the Graduate School and the departments to better monitor students' progress and retention. Hodges also addressed some misunderstandings regarding the proposed policy change, for example, the GSS' concern that it would be an onerous process. She emphasized that the readmission process will be expedient and much simpler than an admission process, and departments will be working with graduate students who need to be readmitted because of break in registrations that exceed the maximum allowed under the proposed policy.

    Matthew Scholz, from the GSS, spoke about graduate students' concerns related to the possibility of not being allowed to come back into the program if readmission is required. Bob Hatcher addressed the relationship between readmission into an academic program and graduate assistantships, and it was clarified that readmission to an academic program is not (and never has been) linked to a department's ability to discontinue or reinstate a graduate assistantship after a break in registration.

    The committee discussed the proposal and cast electronic votes by survey software (9 voting in favor, 0 voting against, and 0 abstaining) to recommend that Graduate Council approve the following change in policy for readmission of graduate students:

    Graduate Catalog, 2010-2011, heading Readmission

"A graduate student who has not registered for graduate courses at the University of Tennessee, Knoxville for one term other than summer must apply for readmission. A readmission application must be submitted to the Office of Graduate Admissions at least two weeks prior to the first day of class of the desired term of reentry. To assist the student and the department with planning for a break in enrollment and subsequent readmission, a leave of absence should be requested at least two weeks before the beginning of the semester for which the leave is requested."

"International students must consult with an international student advisor to discuss how a leave of absence affects their immigration status."

"For more specific guidelines regarding a leave of absence from continuous registration of course 600, please refer to the policy under that title."

This change would be effective for readmissions in Spring 2011 in the Banner Student Information System. The Leave of Absence form will be available from the Graduate School web page.

2. 5-Year BS/MS degree programs – in Electrical Engineering, Computer Engineering, and Computer Science.

   Masood Parang, Associate Dean of the College of Engineering, presented the basis of the program and the policy. The design of the proposed Dual BS/MS degree programs is identifcal to the design of currently existing Dual BS/MS degree programs in four other engineering majors, with the exception that only 6 hours (rather than 9) would be double counted in these three masters and bachelors programs. Parang talked about the success of the program in mechanical engineering. Following a brief discussion, the question was called and a vote was taken. The committee voted to approve the three programs - Vote: 8 in favor, 0 opposed, 0 abstained.

3. Change of registration deadline.

   Ohnesorg introduced the topic as a continuing issue from the previous meeting.

   The committee voted (7 in favor, 1 against, and 0 abstained) to recommend that Graduate Council approve a change in the change of registration deadline to eliminate the one deadline "Change of registration with signatures from 11 days to 42 days in the semester." The Graduate School will handle any needed changes for individual students by exceptions on the "Late Change of Registration Request Form." This deadline was found in the Graduate Catalog under the heading "Change in Registration."

4. The committee will review other policies related to doctoral committee composition at the next meeting on January 28, 2010.

Meeting adjourned at 3:25.

ATTACHMENT 2

CREDENTIALS COMMITTEE
THURSDAY, OCTOBER 1, 2009, 3:30 – 5:00 P.M.
111 STUDENT SERVICES BUILDING, GRADUATE SCHOOL CONFERENCE ROOM

Members Present: Michael Zemel (Chair), Vincent Anfara, Bob Compton, Michael Essington, Frank Guess, Barbara Thayer-Bacon, Belle Upadhyaya, Kay Reed. Electronic votes were recorded for David Dupper, Don Hodges, and Stephen Kania.

The meeting was called to order at 3:30 p.m. by Michael Zemel, Chair. The committee discussed the proposal for developing doctoral mentoring expectations. Zemel asked the committee members to review the draft of expectations and a publication that was distributed from the Council of Graduate Schools, entitled "Research Student and Supervisor."

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

FACULTY MEMBER	FACULTY RANK	DEPARTMENT	APPROVAL
Auge, Robert	Professor	Plant Sciences	Approved for 10 Years August 2019
Feigerle, Charles	Professor	Chemistry	Approved for 10 Years August 2019
Roberts, Roland	Professor	Agricultural Economics	Approved for 10 Years August 2019
Mihalczo, John T.	Adjunct Professor	Nuclear Engineering	Approved for 5 Years August 2014
Harrison, Robert	Professor	Chemistry	Approved for 5 Years August 2014
Horvath, Brandon	Assistant Professor	Plant Sciences	Approved until tenure

The meeting adjourned at 4:35 p.m.

ATTACHMENT 3

Graduate Curriculum Committee
Thursday, October 8, 2009
3:30 p.m., University Center Room 220

REPORT

Present: Sibyl Marshall (Chair), Stan Bowie, Ed Caudill, Harry Dahms, John Ma, Greg Petty, Jeff Phillips, George Siopsis, John Wachowicz, Catherine Cox, Rachel Kovac, Cheryl Norris, Kay Reed. Also attending were: Mark DeKay, Tom George, Jan Lee, Sally McMillan, Ed Ramsey.

The meeting was called to order by Sibyl Marshall, Chair, at 3:30 p.m.

The committee discussed and approved to recommend the following proposals to Graduate Council:

Curricular Proposals

- College of Architecture and Design – adding 21 new courses, dropping graduate credit on 10 400-level courses, and revising 10 courses.

- College of Nursing – revising description of Ph.D. program with a major in Nursing to reflect change in program to a hybrid distance education model. This model replaces the onsite course model for all students in the program.

- College of Social Work – adding 5 new courses, revising 20 courses.

- College of Veterinary Medicine – adding 18 new courses, dropping 4 courses, revising 13 courses.

- Courses Not Taught in Four or More Years – the committee recommended (1) dropping courses that the departments requested dropping or (2) dropping courses where the department did not provide any response concerning their preference. All other courses, even those that had appeared on the list for two or three years, were retained.

- Informational Item

  All prerequisites and co-requisites for a graduate-level course must be available for graduate credit. That means that no 100-, 200-, 300-, or 400-level courses that do not have graduate credit may be used as prerequisites or co-requisites. The current prerequisites and co-requisites for graduate-level courses that are not available for graduate credit have not been built into the Banner prerequisites/co-requisites. To retain the information for the student in a meaningful way, these undergraduate prerequisites and co-requisites will be moved to "Recommended Background." This plan has been confirmed by the Dean of the Graduate School, and these changes will be reported to the Curriculum Committee of the Graduate Council as an information item.

Transition Plans for Banner Implementation – Course Catalog
University of Tennessee Knoxville, Graduate School

Presented to Graduate Curriculum Committee as information items at the October 8, 2009 Meeting.

Decisions:

- All prerequisites and co-requisites for a graduate-level course must be available for graduate credit. That means that no 100-, 200-, 300-, or 400-level courses that do not have graduate credit may be used as prerequisites or co-requisites. The current prerequisites and co-requisites for graduate-level courses that are not available for graduate credit have not been built into the Banner prerequisites/co-requisites and will not be enforced. To retain the information for the student in a meaningful way, these undergraduate prerequisites and co-requisites will be moved to "Recommended Background." This plan has been confirmed by the Dean of the Graduate School, and these changes are being submitted to the Curriculum Committee of the Graduate Council as an information item.

- Once prerequisite checking is in place, it will not be turned off during the registration period. Students who do not meet the specified requirements will be unable to register for courses until the appropriate departmental or college representative performs an override. Prerequisite enforcement is scheduled to begin in September 2010 during registration for the spring 2011 term.

The current Student Information System (SIS) does not have the enforcement/restriction possibilities that will be available with Banner. In preparation for Banner implementation the Graduate School is recommending the following guidelines for course inventory.

- The Graduate School will work with Colleges to review all courses in the current Graduate Catalog. Departments will be asked to review and determine the appropriate wording and placement for recommended background, registration restrictions, registration permission, and comments. Currently the wrong course formats have been used and this has caused confusion with Banner implementation.

Comments:
    As we have had to review every graduate course before entering them in the new Banner System, we discovered that many courses have used Comments for registration restrictions. Some examples include:

Public Relations 500 - Thesis
    Grading Restriction: P/NP only.
    Repeatability: May be repeated.
    Comment(s): Admission to a degree program in Communication and Information required.

CFS 575 - Professional Internship in Teaching
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 12 hours.
Comment(s): Requires admission to the teacher education program.

MATH 507 - Probability and Statistics for Teachers
Credit Restriction: May not apply toward mathematics major (Master of Science).
Recommended Background: 1 year of calculus or equivalent.
Comment(s): For Students in Master of Mathematics program and for students in graduate programs in the College of Education, Health, and Human Sciences.

Repeatability Issues with 400-level courses:

As 400-level courses are owned by the undergraduate catalog, the repeatability for 400-level courses must be the same for the undergraduate and graduate levels. Consequently, the 400-level courses with different repeatability from the undergraduate courses, will be changed in the Graduate catalog and in the curriculum system to match and be consistent with the undergraduate course.

Undergraduate prerequisites and co-requisites:

All 100-, 200-, 300-, and 400-level **undergraduate** prerequisites and co-requisites listed or attached to 400 and 500-level graduate courses will be moved and listed as Recommended Background for student information. Only the 400-level prerequisites and co-requisites approved for graduate credit will be retained and enforced.

Recommended Background and Comments:

Beginning now, all information listed in Recommended Background and Comments will be considered student information and not be enforced.

Carefully consider which items or types of restrictions you would like enforced through the Banner registration system.

COLLEGE OF ARCHITECTURE AND DESIGN

All changes effective Fall 2010

I. COURSE CHANGES

SCHOOL OF ARCHITECTURE

(133) (ARCH) Architecture

ADD

ARCH 501 Introduction to the Built Environment (2) Introduction to the design disciplines from an intellectual perspective. Intended as a framework for understanding architectural form, its production, and interpretation, the course analyzes the built environment through discussions of space, place, and culture. Human experience, the performance of materials, social concerns, technological developments, and natural contexts provide ways of understanding design form. Texts explore the integrated relationship of history, theory, representation, and design. Content coordinated with Architecture 538 and 518/519.
 (DE) Corequisite(s): Architecture 538.

ARCH 506 Ideas in Architecture (3) Historical and critical review of the major ideas of architecture through the ages.

ARCH 508 Preservation Technology (3) Techniques of preservation. Methods of analysis, history of materials and technology used in old buildings.

ARCH 510 History and Theory of Urban Form (3) Patterns of community development. Selected historical and contemporary examples. Basic urban design issues and exemplary design approaches examined through lectures, readings, essays, and sketch studies including historical change in urban form and design.

ARCH 511 History and Theory of Architecture I (3) Architecture and ideas of building and community form in major world cultures from the prehistoric era to about 1500.

ARCH 512 History and Theory of Architecture II (3) Architecture and ideas of building and community form in major world cultures from 1500 AD to the mid-20th century.
 (DE) Prerequisite(s): 511.

ARCH 513 Non-Western and Indigenous Architecture (3) Building responsive to climate, material availability, and economic level, as designed by anonymous builders. Examples from prehistoric times to the present including the fertile crescent; the Indus Valley; Hindu, Buddhist, and Mughal architecture of India, China, and Japan.

ARCH 517 The International Style (3) Survey of architecture of the early modern movement, primarily in Europe and America, covering the years 1900 to 1940.

ARCH 520 History of American Architecture (3) Consideration of architecture and city planning in the United States from the pre-Columbian period until the mid-20th century.
 (DE) Prerequisite(s): 512.

ARCH 530 Computer Applications in Design I (3) Introduction to computer systems, software and hardware, and their application in design. Emphasis on learning how the computer can assist in the design process by modeling, visualizing and analyzing building designs. Introduction to drafting, three-dimensional modeling, and desktop publishing.

ARCH 518 Design Representation and Process I (2) Exploration of drawing as a means of visual thinking and communication, addressing perceptual phenomenoa, the relationship between the abstract and the concrete, the representation of design ideas in early design process. Introduces compositional principles of design and basic technical drawing skills and conventions, including orthographic and paraline drawings. Concentration on both freehand and measured drawing as a means of visualizing space and form. Content coordinated with Architecture 501 and 538.
 (DE) Corequisite(s): Architecture 501 and 538.

ARCH 519 Design Representation and Process II (2) Elaboration of drawing as a means of visual thinking and a method of communication, emphasizing the relationship of design intent representation methods in the design process and presentation. Continued development of freehand and constructed drawings, including shadow, shade, and perspective. Introductory digital skills related to scanning, image manipulation, layout, and printing. Content coordinated with Architecture 501 and 538.
 (DE) Corequisite(s): Architecture 501 and 538.

ARCH 533 Introduction to Preservation (3) History, theory, and legal aspects of architectural preservation and restoration.

ARCH 534 Visual Thinking in Digital Media (3) Emphasizes form, content, and structure of images moving in time and applications in architecture. Focus is on use of time-based digital media as an analytical tool for clarifying ideas, making observations, and experimentation. Advanced understanding of 2D and 3D digital animation, video editing, and digital audio.

ARCH 537 Architectural Photography (3) Photography as a design, research, and presentation medium. Application of photographic techniques, printing and processing. Color, black and white.

ARCH 538 Design I: Fundamentals (6) Elements of form, space, and place in compositions, simple structures, and site designs. The introduction of significant ideas, context, human experience, purpose, construction, and ecological literacy as the basis of design. Application and engagement of representational and theoretical skills and knowledge in design process. Content coordinated with Architecture 501 and 518/519.
 (DE) Corequisite(s): Architecture 501.

ARCH 539 Structures in Architecture I (3) Introduction to the structural properties of materials, foundations and simple statically determinant assemblies of buildings.

ARCH 540 Structures in Architecture II (3) Continuation of analysis and design of simple structures in wood, steel, and concrete. Introduction of building codes, loading tables, and handbooks for selection of structural members.
 (DE) Prerequisite(s): 539.

ARCH 546 Principles of Environmental Control II (3) Introduction to electrical design and wiring, lighting and acoustics in buildings.

ARCH 563 Architectural Development (3) Principles and practice of the architect as a developer. Impact of economics, finance and urban policy on the design and development of real estate.

ARCH 594 Foreign Studies Sketchbook (1-3) Investigations of historic urban fabric and architecture in various locations abroad. Analysis and sketch records in sketchbook format required.
 Repeatability: May be repeated. Maximum 12 hours.
 Registration Permission: Consent of architecture program director.

DROP FOR GRADUATE CREDIT (UNDERGRADUATE COURSES ARE BEING RETAINED)

403 Introduction to Preservation (3)

404 Preservation Technology (3)

406 Ideas in Architecture (3)

410 History and Theory of Urban Form (3)

412 Non-Western and Indigenous Architecture (3)

417 The International Style (3)

420 History of American Architecture (3)

433 Computer Applications in Design III (3)

463 Architectural Development (3)

473 Architectural Photography (3)

REVISE COURSE DESCRIPTION; ADD (DE)PREREQUISITE

ARCH 503 Modern Architecture: Histories and Theories (3) Architectural thought in design practice in late 20th century. Examples of contemporary works and review of theoretical issues.
 (DE) Prerequisite(s): 512.

REVISE TITLE AND DESCRIPTION; ADD (DE)PREREQUISITE AND (DE)COREQUISITE

ARCH 509 Seminar in Design Integration (3) Technological aspects influencing building form and space. Integral application of technical aspects of structural, environmental control, and construction supporting sustainability, experience, use, contextual fit, meaning, and expression. Whole building simulation and other methods for higher performance building. Bases for integrating design knowledge.
 (DE) Prerequisite(s): 546, 540, 516.
 (DE)Corequisite(s): 572.

REVISE TITLE
ARCH 515 Seminar in Urban Design Theory (3)

REVISE DESCRIPTION

ARCH 526 Directed Readings in Architecture (3) Faculty-guided independent readings on topics of interest: primary texts, history, theory, urban issues, technology and professional practice. Products determined by instructor. Proposal required prior to registration.

REVISE TO REMOVE REGISTRATION PERMISSION
ARCH 528 Topics in Architectural History and Theory (3)

ARCH 535 Presentation Design I (3)

ARCH 536 Presentation Design II (3)

ARCH 553 Advanced Topics in Architectural Technology (3)

ARCH 589 Urban Site Planning Workshop (4)

REVISE TO REMOVE (DE)PREREQUISITES
ARCH 580 Thesis Preparation (3)

COLLEGE OF NURSING

All changes effective Fall 2010

II. PROGRAM CHANGES

NURSING MAJOR – PHD

REVISE INTRODUCTION

In the 2010 *Graduate Catalog*, first paragraph, delete 2nd sentence.

Rationale: When originally developed, the PhD program in nursing was co-located both at the Health Science Campus and here at UTK. Since the mid-90's, each PhD program has been administratively separate.   Course format and location: NA. Impact on other units: NA. Financial Impact: NA.

ADD A SECOND PARAGRAPH:

A new option within the PhD program is particularly focused on preparing new nurse faculty to meet the nationwide need. Students pursuing this option will earn a certificate in Nursing Education. The PhD program in nursing can be completed in an accelerated option of four consecutive semesters of course work (15 months), followed by the dissertation. Part-time and BSN-to-PhD options are also available. The program is delivered by a mix of onsite and distance education modalities. Students spend two intensive weeks in residence each term, while participating in distance learning the remainder of the time. The doctoral residence requirement is met by two consecutive terms of full-time enrollment. Additional information on the PhD program in nursing can be found at www.nursing.utk.edu

REVISE ADMISSION BULLET #11:

Submit Graduate Application for Admission, academic transcript(s), Graduate Record Examination scores, and, if required, TOEFL scores to the Office of Graduate and International Admissions. Submit three Graduate Rating Forms, sample of scholarly writing, and Graduate Program Data Form with essay to the Director of the PhD program prior to October 15 of the year prior to summer admission.

SUPPORTING INFORMATION: Rationale: In order to make the PhD program in nursing accessible to more qualified applicants, the program was transformed from a once-a-week onsite course model, to a hybrid distance education model, as described above. With the particular emphasis on those aspiring to nursing education positions, we concentrated courses in the first summer, to accommodate current faculty's academic year schedule. This summer start to the Program necessitated moving the application deadline back to October 15. Course format and location: As described above. Impact on other units: We are working with other departments where students traditionally have sought cognates, particularly in CEHHS, to facilitate scheduling of distance courses that are open to nursing PhD majors. Financial impact: Minimal. The same faculty members teach the same courses, although the courses are now delivered in the combo of onsite residency and distance education modalities. Faculty solicited funds from the college's board of visitors to provide resources for intensive faculty development in distance modalities.

COLLEGE OF SOCIAL WORK

All changes effective Fall 2010

I. COURSE CHANGES

(905) (SOWK) Social Work

ADD

554 Social Work in Community-based Health Care (2) Concentration elective course. Focuses on direct and programmatic practice in health care in community-based settings within the context of the multiple societal, economic and population changes and trends that influence health care delivery. These influences include managed care systems, the increasing diversity of health care consumers, racial/ethnic health disparities nationally and internationally across the lifespan, the under- and uninsured, advances in medical and related information technology, increased barriers to limited health care resources, prevention, and environmental links to health conditions and wellness. Utilizes critical thinking and evidence-based practice in examining chronic physical illnesses, prevention, and Western and diverse health belief systems and approaches to health and health care.
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, and 539.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

556 Social Policy of North America (2) Concentration elective course. Intended to prepare students for internship experiences and post-graduation professional practice in and across the countries of North America. The course utilizes the process of critical thinking to locate, and examine best evidence for practice and policy decisions in policy creation and the delivery systems of Canada, Mexico, and the United States, as well as the cultural factors that both influence and are influenced by policies. Includes common social problems of the countries, and comparison, and contrasting social welfare policy in each country that are intended to address them, including NAFTA and its differential effects across the participating countries.
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, and 539.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

557 Principles and Techniques of Mediation (2) Concentration elective course on the principles and techniques of mediation. Mediation is an alternative approach to dispute resolution in which an impartial third party, called the mediator, works with parties involved in a dispute in order to facilitate the peaceful and satisfactory resolution of the dispute. This course is designed to introduce the student to theory and techniques of mediation.
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, and 539.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

558 Legislative Advocacy and Political Social Work (2) Concentration elective course focusing on the political process and the importance of lobbying and political action as tools for advanced advocacy and political action. Provides experiential opportunities to participate in the legislative arena by following state legislation, meeting with legislators, attending committee hearings and interfacing with lobbyists. Students are expected to critically assess and participate in professional political social work activities. Using the framework of evidenced-based practice and critical thinking students will track current legislation and review literature to prepare for their experience.
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, and 539.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

559 Community Based Practice in Mexico and the United States (2) Concentration elective course. Provides an understanding of community based social work practice as carried out in Mexico and the United States. Focuses on social work community practice trends as they affect the delivery of human services and the requisite knowledge and problem solving skills needed to address them. Critical thinking skills and the principles of evidence-based practice are emphasized in order to analyze the extent to which trends are transformed in the delivery of human services both in the United States and in Mexico. Particular emphasis is placed on social and economic development, including community organizing, activism, and micro enterprise.
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, and 539.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

REVISE HOURS, DROP (DE) PREREQUISITES, ADD (RE) PREREQUISITES, REVISE COMMENTS AND REQUEST APPROVAL FOR VARIABLE TITLE

540 General Topics in Social Work (2)
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

REVISE TO DROP (DE) PREREQUISITES, ADD (RE) PREREQUISITES, REVISE COMMENTS

520 Evidence-Based Practice (1)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

531 Working with Maltreated and Traumatized Children and Their Families (2)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

532 Short-Term Interventions (2)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

537 Introduction to Psychopathology and Social Work Practice (2)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

539 Leadership Skills and Knowledge for Advanced Social Work Practice (2)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

545 Evidence-based Resource Development Practice Across Systems (3)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

546 Evidence-based Social and Economic Development Practice Across Systems (3)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

548 Advanced Policy Practice (2)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

549 Evaluative Research (3)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

552 Community Organization (2)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

555 Psychological Development and Mental Health in Later Life (2)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

560 Evidence-based Interpersonal Practice with Groups (3)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

562 Evidence-based Interpersonal Practice with Adult Individuals (3)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

563 Systematic Planning and Evaluation for Interpersonal Practice (3)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

564 Evidence-based Substance Abuse Treatment (2)
(RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register with consent of instructor.

566 Social and Cultural Aspects of Aging (2)
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor. Non-MSSW students may register
 with consent of instructor.

570 Evidence-based Practice with Families (3)
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

571 Evidence-based Practice with Children and Adolescents (3)
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

572 Evidence-based Practice with Older Adults (3)
 (RE) Prerequisite(s): 510, 512, 513, 517, 519, 522, and 538.
 Comment(s): Advanced Standing may satisfy prerequisites with consent of instructor.

COLLEGE OF VETERINARY MEDICINE

All changes effective fall 2010

I. COURSE CHANGES

(987) (VMD) Veterinary Medicine

ADD

VMD 803 Advanced Pathology
1-3 Credit hours Advanced anatomic pathology training including gross postmortem examination and histopathology of biopsy specimens.
 Repeatability: May be repeated. Maximum 3 hours.

VMD 807 Advanced Veterinary Anesthesiology
1-3 Credit Hours Clinical training and additional medical responsibilities with complex anesthesia patients.
 Repeatability: May be repeated. Maximum 6 hours.

VMD 808 Advanced Diagnostic Imaging
3 Credit hours Advanced training in diagnostic image acquisition and interpretation, including exposure to the advanced imaging modalities of computed tomography and magnetic resonance imaging.

VMD 809 Advanced Small Animal Medicine
2 Credit Hours Clinical training in diagnosis and treatment of disease and medical problems of small animals.
 Repeatability: May be repeated. Maximum 4 hours.

VMD 818 Shelter Medicine
3 Credit hours Clinical training in shelter medicine and surgery, which includes the epidemiology, diagnosis, and treatment of diseases in populations of small animals, primarily dogs and cats.

VMD 850 Avian and Zoological Medicine & Surgery
2 Credit Hours Clinical training in the diagnosis and treatment of diseases of avian and exotic animals and native wildlife.
 Repeatability: May be repeated. Maximum 4 hours.

VMD 859 Veterinary Cardiology
2 Credit Hours Clinical training in the diagnosis and treatment of cardiovascular diseases of small and large animals.
 Repeatability: May be repeated. Maximum 4 hours.

VMD 860 Veterinary Dermatology
2 Credit Hours Clinical training in diagnosis and treatment of skin diseases of small and large animals.
 Repeatability: May be repeated. Maximum 6 hours.

VMD 863 Veterinary Oncology
2 Credit Hours Clinical training in the diagnosis, treatment, and prevention of cancer in companion animals.
 Repeatability: May be repeated. Maximum 6 hours.

VMD 866 Veterinary Ophthalmology
2 Credit Hours Clinical training in diagnosis and treatment of ocular diseases of small and large animals.
 Repeatability: May be repeated. Maximum 4 hours.

VMD 869 Veterinary Neurology
2 Credit Hours Clinical training in the diagnosis and treatment of medical and surgical diseases of the nervous system in small animals.
 Repeatability: May be repeated. Maximum 4 hours.

VMD 872 Small Animal Orthopedic Surgery and Physical Rehabilitation
1-3 Credit Hours Clinical training in the diagnosis and treatment of small animal musculoskeletal conditions, and physical rehabilitation.
 Repeatability: May be repeated. Maximum 6 hours.

VMD 875 Veterinary Ultrasonography
2 Credit Hours Clinical training in ultrasonographic imaging techniques, evaluation, and interpretation of sonographic images in small animals.

VMD 876 Small Animal Nutrition
1-2 Credit Hours Clinical training in small animal veterinary nutrition.
 Repeatability: May be repeated. Maximum 4 hours.

VMD 880 Small Animal Emergency Medicine
2-3 Credit Hours Clinical training in identification and treatment of emergency medical and surgical conditions in small animals. *Repeatability: May be repeated. Maximum 6 hours.*

VMD 884 Zoological Medicine
2 Credit Hours Clinical training in husbandry, preventive medicine, and medical treatment of zoological species.
 Repeatability: May be repeated. Maximum 4 hours.

VMD 894 Equine Surgery
2 Credit Hours Clinical training in the diagnosis and treatment of surgical conditions of the horse.
 Repeatability: May be repeated. Maximum 6 hours.

VMD 895 Large Animal Emergency Medicine & Critical Care
2 Credit Hours Clinical training in the diagnosis and treatment of emergency medical and surgical conditions affecting large animals.
 Repeatability: May be repeated. Maximum 4 hours.

DROP

839 Clinical Rotation in Pathology II (2)

849 Clinical Rotation in Radiology II (2)

858 Neurology/Ophthalmology (4)

865 Clinical Rotation in Comparative Medicine (2)

REVISE TITLE AND HOURS

VMD 847 Clinical Rotation in Radiology (3)

REVISE TITLE, HOURS AND DESCRIPTION

VMD 838 Clinical Rotation in Pathology
3 Credit Hours Clinical training in post-mortem examination and laboratory diagnostics, including clinical pathology, introductory histopathology of biopsy specimens, microbiology, and parasitology.

REVISE HOURS AND ADD REPEATABILITY

870 Anesthesiology (3)
 Repeatability: May be repeated. Maximum 6 hours.

878 Elective Clinical Rotation I (1-3)
 Repeatability: May be repeated. Maximum 6 hours.

879 Elective Clinical Rotation II (1-3)
 Repeatability: May be repeated. Maximum 6 hours.

881 Clinical Rotations in Small Animal Clinical Sciences I (3)
 Repeatability: May be repeated. Maximum 9 hours.

882 Clinical Rotations in Small Animal Clinical Sciences II (3)
 Repeatability: May be repeated. Maximum 6 hours.

883 Clinical Rotations in Small Animal Clinical Sciences III (3)
 Repeatability: May be repeated. Maximum 6 hours.

891 Clinical Rotations in Large Animal Clinical Sciences I (3)
 Repeatability: May be repeated. Maximum 6 hours.

892 Clinical Rotations in Large Animal Clinical Sciences II (3)
 Repeatability: May be repeated. Maximum 9 hours.

893 Clinical Rotations in Large Animal Clinical Sciences III (3)
 Repeatability: May be repeated. Maximum 6 hours.

898 Externship I (1-3)
 Repeatability: May be repeated. Maximum 6 hours.

899 Externship II (1-3)
 Repeatability: May be repeated. Maximum 6 hours.

SUPPORTING INFORMATION: Rationale

The fourth year of the veterinary curriculum is devoted to clinical education. Students participate in receiving patients, performing physical examinations, and formulating diagnostic and therapeutic plans. During this year students practice and perfect those skills needed to enter a variety of careers in the veterinary profession.

The courses in the fourth year are referred to as clinical rotations and are identified by clinical disciplines (i.e., Ophthalmology, Equine Surgery, etc.). Students are required to be present all day (from 8:00am or earlier, to after 5:00pm) every weekday during each rotation. Most rotations have been worth 2 credit hours (= 2 weeks in length).

To date, the fourth year curriculum at The University of Tennessee has required each student to take 21 mandatory 2-week rotations. (For certain core disciplines, students were mandated to take two 2-week rotations.) As a result, the students have had very limited options during their senior year. Currently, they are been able to choose only two 2-week rotations their entire fourth year. (The remainder of the fourth year is a required 4 week externship).

In the spring of 2009 the College of Veterinary Medicine faculty voted overwhelmingly to introduce a curriculum which would provide our students many more educational options in their fourth year. This change was prompted, in part, by feedback from peer reviews, and students and alumni surveys. The proposed curriculum is a combination of 27 weeks of core rotations (rotations required of all students) and 17 weeks of elective rotations (rotations which can be selected by students). Externship weeks make up the remainder of the fourth year. The proposed changes do not alter the number of credit hours required of students. Under both the current and proposed curricula, senior veterinary students are required to complete 50 semester credit hours in three semesters.

To create time in the fourth year for students to have these additional options, two major changes are proposed: First, the required core courses are all being revised to 3 credit hours (3 weeks in length). The faculty felt 3-week rotations in these subjects would allow students ample time to become proficient and still provide instructors sufficient time to assess each student's knowledge base and technical skills.   Seven courses are being revised from 4 credit hours to 3 credit hours (VM 870, VM 881, VM 882, VM 883, VM 891, VM 892, & VM 893). Two courses (VM 838: Pathology I and VM 847: Radiology I) are being revised from 2 credit hours to 3 credit hours, and their former companion courses (VM 839: Pathology II and VM 849: Radiology II) are being dropped. The result of these changes will be 27 weeks of mandatory courses, as opposed to 42 weeks mandated in the current curriculum.

The second proposed change is the addition of a number of elective courses for fourth year veterinary students. Most of these courses are required or elective rotations in the current curriculum. Several of these had been 'bundled' up with other rotations (i.e., VM 866: Ophthalmology & VM 869: Neurology, 2 credit hours, each, were formerly listed together as VM 858: Neurology/ Ophthalmology, 4 credit hours), and others had not had distinct course designations in the past (i.e., previously identified as "VM 878: or VM 879: Elective Clinical Rotation I & II").   <u>Only four of the courses being added do not exist in the current curriculum</u> (VM 803: Advanced Pathology; VM 807: Advanced Veterinary Anesthesiology; VM 808: Advanced Diagnostic Imaging; and VM 809: Advanced Small Animal Medicine).

Four courses (VM 878: & VM 879: Elective Clinical Rotations I & II; and VM 898: & VM 899: Externship I & II), formerly 2 credit hours each, are being revised to variable credit hours (1-3 credit hours each) to make them more flexible in the proposed curriculum.

The result of the proposed changes will allow students to select approximately 40% of their clinical rotations. These changes will also allow students with an interest in a specific field of veterinary medicine (i.e., equine practice, small animal practice, etc.) to gain additional knowledge and clinical experience in that field prior to graduation. It will also allow students with more generalized career interests to choose those educational opportunities that best fit their goals. The Dean of the College, Dr. James Thompson, is very supportive of these faculty proposed changes. The Curriculum Committee of the College has had many meetings with College faculty to be sure all faculty members understand the changes. There is broad faculty support for the proposed changes.

Course Formats and Locations – no effects. Impact on other units – none. Financial impacts – no financial impact on the University or College of Veterinary Medicine.

Graduate Courses Not Taught in Four or More Years
TO BE DROPPED FALL 2010

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

COLLEGE	ACADEMIC DISCIPLINE	COURSE	DROP EFFECTIVE DATE: FALL 2010	
			Yes	**No**
AGRICULTURAL SCIENCES AND NATURAL RESOURCES				
	(341) Entomology and Plant Pathology	643 (DNA Analysis) *--secondary course* *Plant Sciences 643*	X	
	(791) Plant Sciences	551 (Quantitative Plant Genetics)	X	
		633 (Plant Metabolism)	X	
	(993) Wildlife and Fisheries Science	525 (Endangered Species Management and Conservation of Biodiversity)	X	
ARCHITECTURE AND DESIGN				
	(133) Architecture	528 (Topics in Architectural History and Theory)	X	
		551 (Research Methods)	X	
		553 (Advanced Topics in Architectural Technology)	X	
ARTS AND SCIENCES				
	(139) Art History	573 (Studies in Baroque Art)	X	
		574 (Studies in Modern Western Art)	X	
		575 (Studies in Modern American Art)	X	
	(235) Chemistry	691 (Selected Topics in Thermal Analysis of Polymeric Materials)	With a "no response" from Dept, Curriculum Committee voted to DROP.	
	(278) EEB	575 (Ecological Genetics)	With a "no response" from Dept, Curriculum Committee voted to DROP.	

COLLEGE	ACADEMIC DISCIPLINE	COURSE	DROP EFFECTIVE DATE: FALL 2010	
			Yes	No
	(405) French	515 (Technology Enhanced Language Learning) *--secondary courses: German 515 and Spanish 515*	X	
		595 (French Directed Readings)	X	
	(424) Geology	565 (Chemical Petrology)	X	
	(462) History	515 (Intro to American History to 1840s)	X	
		516 (Intro to American History, 1840s – Present)	X	
		544 (Topics in US Environmental History)	X	
		558 (Topics in US Regional and Local History)	X	
		559 (Topics in Jewish History)	X	
	(708) Music Ensemble	502 (Jazz-Saxaphone Ensemble)	X	
BUSINESS ADMINISTRATION				
	(529) Human Resource Development	607 (Seminar in Organizational Communication Process)	X	
	(558) Information Management	542 (Application Security and Controls)	X	
	(568) Industrial and Organizational Psychology	615 (Seminar in Organizational Training and Development)	X	
	(962) Statistics	561 (Introduction to Computing for Data Management and Analysis)	X	
COMMUNICATION AND INFORMATION				
	(250) Communication Studies	580 (Survey of Public Communication)	X	
	(560) Information Sciences	539 (Information Policy)	X	
		583 (Information Systems Problems and Principles)	X	
	(841) Public Relations	561 (Fundraising and Proposal Writing)	X	
EDUCATION, HEALTH, AND HUMAN SCIENCES				
	(289) Education	540 (Topics: Improvement of Instruction)	X	
	(255) Counselor Education	660 (Advanced Theory and Practice of Counseling)	X	

COLLEGE	ACADEMIC DISCIPLINE	COURSE	DROP EFFECTIVE DATE: FALL 2010	
			Yes	No
	(310) Educational Psychology	526 (Informal Methods of Assessment)	X	
		609 (Advanced Seminar in Curriculum and Learning)	X	
	322 (Elementary Education)	567 (Application of Theory in Early Childhood Education (K-3))	X	
	(347) Exercise Science	516 (Therapeutic Exercise)	X	
	(449) Health	585 (Seminar in Gerontology) *-Secondary courses: Counselor Education 585; Educational Psychology 585; Exercise Science 585; Nursing 585; Public Health 585; Social Work 585; Sociology 585*	X	
	(514) Hotel, Restaurant and Tourism	542 (Advanced Hotel Administration)	X	
	(569) Instructional Technology	571 (Desktop Publishing for Education)	X	
	(957) Sport Management	555 (Evaluation Techniques for Sport Managers)	X	
ENGINEERING				
	(018) Aerospace Engineering	527 (Aerospace Ground Test Facilities)	X	
		534 (Atmospheric Entry)	X	
		554 (Aerospace Vehicle Stability and Control)	X	
		642 (Physical Gas Dynamics)	X	
	(254) Civil Engineering	532 (Rock Mechanics and Rock Engineering)	X	
		533 (Advanced Laboratory and Insitu Testing of Soil)	X	
		557 (Transportation Planning and Operations with Micro-Computer Applications)	X	
	(266) Computer Science	552 (Image Analysis)	X	
	(319) Electrical and Computer Engineering	658 (Computer and Telecommunications Systems Performance Evaluation)	X	
	(335) Engineering Science	529 (Fatigue of Engineering Materials)	X	
	(344) Environmental Engineering	522 (Floodplain and Urban Flood Management)	X	

COLLEGE	ACADEMIC DISCIPLINE	COURSE	DROP EFFECTIVE DATE: FALL 2010	
			Yes	No
	(556) Industrial Engineering	521 (Advanced Human Factors Engineering Methodology)	X	
		606 (Advanced Topics in Human Factors, Safety and Biomechanical Engineering)	X	
	(650) Mechanical Engineering	514 (Phase Change Heat Transfer)	X	
		551 (Mechanical Engineering Design)	X	
INTERCOLLEGIATE				
	(169) Aviation Systems	512 (Helicopter Performance Flight Testing)	X	

The following 400-level courses (approved for graduate credit) were dropped on the Undergraduate Courses Not Taught in Four or More Years List and consequently will be dropped from the Graduate Catalog.

(405) FREN French   413 French Literature of the 18th Century

(712) MUKB Music Keyboard   495 Suzuki Piano Method II

(713) MUPF Music Performance   440 Euphonium

(745) PHIL Philosophy   473 Philosophy of Mind

(830) PSYC Psychology   424 Psychology and the Law

(976) THEA Theatre   431 Principles of Play Directing
(976) THEA Theatre   470 Playwriting

(310) EDPY Educational Psychology   460 Self-Management in the Helping Professions

(192) BME Biomedical Engineering   475 Design of Artificial Internal Organs

(254) CE Civil Engineering   453 Airport/Railroad Planning and Design

UTK Banner Student Information System

Background and General Overview

Overview

- Background
- SIS Components
- Timeline
- Funding
- General Comments
- Summary of Benefits

Background

- 1999 – Banner Financial Aid implemented
- 2005 – Completed SIS Upgrade
  - Upgraded Legacy in DB2 on IBM mainframe
  - Banner Financial Aid
  - Best of Breed Software Systems
- October 2006 – UT System decision to move all campuses to Banner
- September 2008 – signed SunGard contract
- Guiding Principle – No Banner mods

SIS Components

- Curriculum
- Recruiting
- Admissions
- Registration
- Financial Aid
- Accounts Receivable/Fee Collection
- Degree Audit
- Student Records/Transcripts
- Timetable
- Room Scheduling

UTK Student Information System
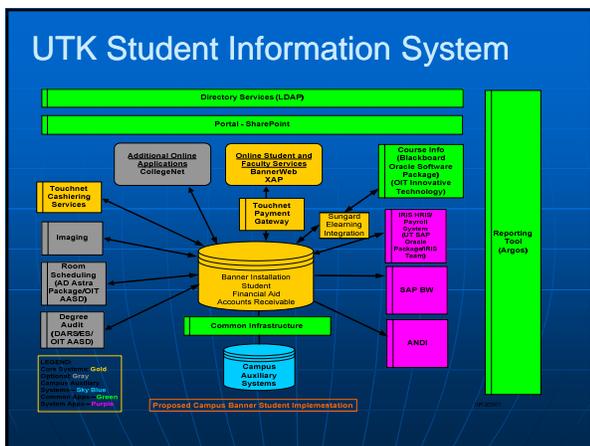
Timeline

- *June 2010* – Admissions Go-Live (for SP2011)
- *September 2010* – Accounts Receivable Go-Live (for SP2011)
- *September 2010* – Registration Go-Live (for SP2011)
- *January 2011* – Financial Aid Go-Live (for 2011-2112 Aid Yr)

1

Funding

- System provide for common core costs
- UT System initial cost for UTK (software, hardware, consulting): $2.34M
- UT System initial annual on-going cost for UTK: $360K
- UTK initial operating cost estimate (FY09, FY10, FY11): $1.7M

General Comments

- Project Status: http://tennessee.edu/banner
- Conversions: Any student who generated a term record for Fall 1998 forward will be migrated into Banner
- Non-converted records in SIS will imaged
- BPA, Gap Analysis
- Reviewing and testing current policies/procedures in Banner (e.g. repeat policies, readmissions policies, 400-level courses approved for graduate credit)
- User training

Summary of Benefits

- Move to Banner will result in $450,000+ per year savings (unplug the mainframe)
- Campus on mainstream SIS systems and modern IT systems; long term risk reduction
- Greater commonality and uniformity of definitions, processes, workflow with other institutions
- Complete web-based interface; single sign-on
- Integration of Fin Aid, Student Systems, DARS
- Added functionality: Prereq/coreq checking, automated transfer articulation, electronic transcript exchange (XML)
- Enhanced reporting capabilities

ATTACHMENT 5

**Graduate-Level Distance Education Programs:
Graduate School Checklist**

Academic departments considering distance education (DE) graduate programs must communicate with a broad group of university offices to develop an approved program. A beginning step in the process involves preliminary meetings between the academic department and the distance education department. This step includes market demand analysis justifying possible new DE programming.

Before final approval is granted, departments must complete the following steps.

<u>New and Existing Programs Must:</u>

1. Must meet minimum requirements of the Graduate Council as stated in the current Graduate Catalog, see http://catalog.utk.edu/content.php?catoid=2&navoid=27 .
2. Formulate plan for meeting residency requirement, if applicable.
3. Determine which technologies will be used for delivering the program.
4. Identify a program coordinator / first contact to answer questions of prospective and current distance students.
5. Identify relevant and adequate resources for faculty to teach at a distance:
   o Consultation with ITC / instructional design.
   o Training in teaching technologies.
   o Complete the appropriate Graduate School forms for delivering courses in alternate formats.
6. Note any specific needs related to students who are not on campus, such as registration resources, technology assistance, or library access.
7. Note any fee differences for registration of these courses.
8. Note any specific plans for adjusting advising in intensive courses, such as thesis, dissertation, internships, or projects regarding evaluation and progress reports.
9. Determine approval of transfer coursework from other institutions or other on-line courses.

<u>New Degree Programs Must</u>:

1. Secure authorization to plan a new program through the appropriate channels of college, Graduate School, Provost, Vice President for Academic Affairs, and THEC. Note if distance delivery is an integral part of the new program's structure.
2. Complete the process for approval of the program back through the college, Graduate Council, Faculty Senate, Vice President for Academic Affairs, Board of Trustees, and THEC.

<u>Existing Degree Programs</u>:

1. Determine if distance delivery entails any programmatic changes. If so, the department must secure approval at the appropriate levels (see channels in #1 under "New Degree Programs Must").
2. If there are curricular differences between the on-campus program and the program intended for distance delivery, note and explain.

Checklist Developed by:

Graduate School   Office of Distance Education
111 Student Services Building   Conference Center Building
Campus – 0201   600 Henley Street, Suite 208
974-2475   974-5134

Date: August 27, 2009

ATTACHMENT 6

GRADUATE DEANS' GROUP

THURSDAY, OCTOBER 1, 2009, 2:00 PM – 3:30 PM

111 STUDENT SERVICES BUILDING

Present: Joy DeSensi (Chair), Mary Albrecht, Vince Anfara, Bob Daverman, Mark DeKay, Tom George, Tom Ladd, Jan Lee, Sally McMillan, Buddy Moore, Stefanie Ohnesorg, Masood Parang, Carole Parker, Kay Reed, Cynthia Rocha, Rita Smith.

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

1. The minutes of the Graduate Deans' Group meeting from August 20, 2009 were approved.

2. Graduate Handbooks Template.

   DeSensi distributed the revised template for graduate student handbooks. The revisions were based on feedback and editing from the group. DeSensi asked the group to review the revised template, which will be used for the handbooks produced for the next academic year. The revised template will be sent to all graduate directors and department heads. It will be posted on the Graduate School Blackboard site, as well.

   Paper copies of the handbooks for the next academic year are due on the first day of classes for Fall 2009. Sally McMillan asked that as the requests go out and follow-up is used for the next handbook, that only those departments who have not yet responded be contacted so that the confusion over whether or not the handbook has been received is eliminated.

3. Responsibilities of Graduate Program Directors.

   DeSensi distributed information from the Graduate Catalog on the responsibilities of the graduate program directors. The group discussed an additional list of responsibilities that was distributed. A suggestion was made to change the first bullet to "Should be ….tenured…"

   Another suggestion was made to change the wording from "follow up" on awards and fellowships to "promotes."

   Another question on the list of responsibilities was about the distribution and availability of the list. DeSensi commented that this was the first step toward defining a set of responsibilities that would be found in a director's handbook.

   One suggestion was made to send the list out to the graduate directors to ask for information on what else needs to be included. Mary Albrecht suggested that monitoring

progress toward the degree, advisor role, and coordinator of curriculum should definitely be included in the list. Sally McMillan encouraged the group to try to be flexible with the responsibilities since programs are so different. Tom Ladd suggested that this description of graduate director needs to be in the graduate student handbook, so the group concluded that this item should be a part of the template as a sixth bullet under item #4.

4. 600 Dissertation Hours Policy.

   DeSensi stated that several departments had asked for clarification of the 600 dissertation hours policy. After reviewing the policy from the Graduate Catalog, the group suggested that Stefanie Ohnesorg, Chair of the Academic Policy Committee, ask that APC review a possible change to the course description for 600 to lower the minimum hours of registration to 1 hour.

5. Communication Process on Credentials Committee.

   DeSensi noted that Michael Zemel, Chair of the Credentials Committee, had asked that the Graduate Deans' Group members request that the department heads in their respective colleges submit materials that they use for standards for mentoring doctoral students and for evaluation of scholarship of faculty members (tenure and promotion standards). Those materials should be submitted to Kay Reed, liaison to the Credentials Committee.

The meeting adjourned at 3:25 p.m. The next meeting is scheduled for January 14, 2010, at 2:00 p.m. in 111 Student Services Building.