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Graduate Council Minutes

Graduate Council

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11-19-2015

## Graduate Council Minutes - November 19, 2015

Graduate Council

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## THE UNIVERSITY OF TENNESSEE

November 19, 2015 Minutes

Members Present

Albrecht, M.; Aydeniz, M.; Baek, S.; Behn, B.; Bemis, D.; Boder, E.; Bonom, J.; Botzakis, S.; Broemmel, A.; Brothers, E.; Cox, C.; Cummings, S.; Desmidt, H.; Forrest-Bank, S.; Fu, J.; Fuller, R.; Galloway, S.; Gellert, P.; Gregor, Jens; Grissino-Mayer, H.; Hatcher, B.; Hodges, C.; Kania, S. (Chair); Keny, J.; Kilpatrick, Y.; Marshall, S.; Mee, R.; Meek, N.; Nebenfuehr, A.; Ohnesorg, S.; Roman, M.; Rutenberg, A.; Sachs, A.; Schaur, G.; Spell, S.; Stehle, M.; Stier, John; Theriot, M.; Thompson, D.; Townsend, L; Wolitz, D.

The Graduate Council meeting was called to order by chair, Dr. Stephen Kania, on Thursday, November 19, 2015, at 3:05 p.m. in the Panhellenic Building, Room 203.

1. Minutes of the Preceding Meeting

The minutes of the September 24, 2015 meeting were approved by the Graduate Council.

2. Committee ReportsAcademic Policy Committee

The Graduate Council approved the October 8, 2015 Academic Policy Committee report – Attachment 1

Dr. Maria Stehle reported on the following:

- There will be ongoing discussion to determine what policy changes and wording needs to be added to the catalog regarding the graduate assistant grader policy. The Graduate Council agreed to continue discussion.
- Dr. Stehle briefly re-stated the 2014-2015 Academic Policy Committee's recommendation for the grading scale change. The only change in the recommendation is that the current Committee circulated the grades and meanings document. She stated that if the Council votes in favor of the grading scale, meanings will change slightly in the catalog. Dr. Stephanie Galloway said the changes will go into the catalog in fall 2016.

Dr. Stehle pointed out that faculty can still use whatever grades they want, and the plusses and minuses will just give them a slightly different meaning. Dr. Kania asked if there will be a C-. Dr. Stehle said no, that there will be an A-, B-, and a C+.

- Dr. Stehle said some Council members got formal feedback, but the Committee doesn't have statistical formal feedback.
- Dr. Kania introduced the motion to use a ballot vote. Voting by ballot was approved.
- The Council voted on the grading scale change. Dr. Stehle and Catherine Cox counted ballots. Twenty-one voted in favor of the change, and seven voted against. Motion carried, and the grading scale will be changed.

Credentials Committee

The Credentials Committee reports from the October 8 and November 5 meetings were approved. Attachments 2 and 3

Curriculum Committee

The Curriculum Committee met October 29. Robert Fuller reported there were 99 course changes (this includes 25 courses dropped on the "Courses Not Taught in 4 or More Years" report). There were also program revisions from Law, Nursing, and Social Work. The Curriculum Committee report passed. Attachment 4

Appeals Committee

The Appeals Committee will meet on November 23. There is one appeal on the table. Dr. Hodges said she is pleased there haven't been many appeals.

3. New Business

There was no new business.

4. Administrative ReportsVice Provost and Dean of the Graduate School

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

- Dr. Robert Nobles, who had been scheduled to address the Council, was unable to attend. Dr. Hodges said Dr. Nobles will send a written presentation to Council members. She said Dr. Nobles oversees compliance, ensuring students are compliant in terms of the research projects they are working on.

Dr. Hodges said the Graduate School and Office of Research are striving for academic integrity. If a grant is involved in the research, all documents should be scanned by special software to check plagiarism. She said it's the responsibility of the Council to ensure this happens, and doing so will protect faculty, students, and the university. Dr. Hodges said she believes it is a Graduate Council policy issue to decide if it will be in the catalog.

Dr. Nobles will address the Council at a later date.

- Dr. Hodges said the Chancellor gave \$250,000 to help write off tuition for NSF students. This allows the Graduate School to help other students with funding because in-state tuition is all that has to be covered now.

Dr. Hodges said one of the issues will be encouraging all students to apply for external grants. She said stipend levels vary across campus, but the Council may need to raise the minimum. She emphasized that in order to be Top 25, the university needs better recruitment numbers.

- Dr. Hodges said there needs to be clarifying language for students applying for academic standing. The language should indicate that students should be in good academic standing at the time of application.
- Dr. Hodges said clear policies need to be implemented regarding what graduate students can teach.

- Dr. Sean Hendricks, the Graduate School Information Specialist, is working on the Graduate School website. Dr. Hodges said the new site should be ready for launch by early next summer. Dr. Hendricks has already made improvements on the forms, and she expects the new website will help with recruitment.
- Dr. Hodges said a degree audit has been one in place for years for undergraduate students and an audit for graduate students would help in terms of efficiency and tracking degrees.

5. Graduate Associate Deans

- The Graduate Associate Deans meeting scheduled for November 12, 2015 was canceled.

6. Graduate Student Senate

- John Keny, President of the Graduate Student Senate (GSS), said the GSS travel award deadline for Arts and Sciences and Education is December 14, and the deadline for all other colleges is December 21. He asked Council members to have students email applications to [GSS@utk.edu](mailto:GSS@utk.edu) or [GSSTravel@utk.edu](mailto:GSSTravel@utk.edu).
- The GSS hosted a Q&A session on November 18 and a graduate student social. There will be a welcome back social in January.
- The GSS has created a space for Veterans. It will be located on the 1<sup>st</sup> floor of Hodges Library beside One Stop. It will be for all students who are veterans, not just graduate students.
- The GSS website is being updated as well. Keny asked the Council to refer their students and departments to the site.

Dr. Kania expressed appreciation for all Dr. Hodges has done for the Graduate School and Graduate Council.

The meeting was adjourned at 3:35 p.m.

Respectfully Submitted,

Missy Hodge  
Graduate School

**ATTACHMENT 1**  
**ACADEMIC POLICY COMMITTEE**  
**Thursday, October 8, 2015, 2:00-3:00 P.M.**  
**Graduate School Conference Room**

**Present:** Maria Stehle, Shandra Forrest-Bank, Stephanie Galloway, Stewart Waters, Stephen Kania, Eric Boder, Julie Bonom, Virginia Kupritz

The meeting was called to order by Maria Stehle.

The minutes from the APC meeting September 23, 2015 were approved unanimously. Shandra Forrest-Bank volunteered to take minutes.

I. Announcements

The plan has been established to vote on the new grading scale at the next Graduate Council meeting (which occurs after another APC meeting).

II. Items brought to the committee's attention. Are these actionable items for the APC?

1. Graduate Teaching Assistants grading "graduate student" papers. Are there any suggestions for IF and HOW we might want to address the question of graduate students serving as graders of (less advanced) peers in some departments? (For what the handbook currently states, read "**POLICY FOR THE ADMINISTRATION OF GRADUATE ASSISTANTSHIPS**" of the grad handbook in preparation for the meeting)

Discussion points:

- The current policy lists grading papers is in the list of possible tasks of the graduate student assistant.
  - It does not seem realistic to develop a blanket policy since every program is different.
  - Discussed specific programs and rationales for grad students as instructors. There is a whole range of how different programs operate from being completely integral to functioning to this doesn't even apply.
  - Graduate student as instructor of record for graduate level courses is frowned upon. Only faculty of record should enter the grades. Net IDs should never be given to admin support to add grades.
  - The key is that there needs to be oversight.
  - Is there university policy that already covers it?
  - Need to define something in grad handbook?
  - Does this boil down to oversight of ethical responsibilities and not policy needed in grad handbook?
  - Should we have a list of things that require active mentorship for graduate teaching assistants?
  - Looked at the specific policy in book at it talks about the purpose for gaining teaching skills and being mentored.
  - Ethical implementation of policy is the responsibility of instructor of record.
  - Consensus met that this should be addressed within each college's handbook.
2. How to address students applying for graduation under the assumption that they *will* have a 3.0 by the time they graduate. Graduate Catalog indicates, "*A cumulative grade point average of 3.0 is required on all graduate course work taken at the University of Tennessee, Knoxville to remain in good standing and to receive any graduate degree or certificate.*"

## Discussion points:

- Students tend to believe they will be ok by time graduation come around, typically would take 4.0 and enough credit hours.
- The application deadline is about getting diploma printed not if they really will be able to graduate.
- Clearance to graduation after all grades come in anyway.
- When a student applies it signals the grad school that it is OK to audit now whether they meet the requirements or not.
- Discussed possible options to encourage students to screen themselves before applying such as an online worksheet, and make the instructions really clear.
- Reads now have to have 3.0 to apply so what would we possibly change?
- Is it ok for students to even dip below 3.0? Or is it just that need next semester needs to be 3.0 or better?
- Unit can dismiss based on specific course criteria.
- Academic probation if go below 3.0 and if 2 in a row then dismissed.
- Department can make case if showing improvement.
- Referred to policy and see it actually does not indicate that need to maintain a cumulative GPA of 3.0.
- Should students need to maintain a 3.0 or just need to be within reach?
- Is there a way to assess the extent of the problem?
- Decision made to table it. Dr. Galloway will take a look how other universities address this issue in policy.

3. Change of Grade Form. Many, many times on the Change of Grade form the reason listed for the grade change is "clerical error." Can something be proposed to reduce the "clerical error" explanation? The Graduate Catalog states: "*A change of grade may occur only in cases of arithmetic or clerical error.*"

## Discussion points:

- Propose a time limit for the "clerical error" reason.
- Many Change of Grade Forms are submitted requesting to change the grade years after the grade was submitted.
- Inherent in the policy is that every student is treated fairly.
- Every opportunity to earn the same grade.
- There are always requests for exceptions.

## III. New Business?

No new business was identified.

At our next meeting we will review what to bring forward to report at the Graduate Council Meeting. If there is nothing to discuss we will not meet and just circulate the report.

**ATTACHMENT 2**  
**Credentials Committee Report**  
**October 8, 2015**  
**111 Student Services Building**

Present: Amy Broemmel (chair), Henri Grissino-Mayer, Joshua Fu, (Georg Schaur and Jens Gregor voted electronically)

Employee Name	Title	Current Department	Type Of Request	Approval
Barrio Minto, Casey	Associate Professor	Educational Psychology and Counseling	Probationary	Until Tenure
Bast, Robert	Associate Professor	History	Tenured Continuing	10 years 11-1-2025
Buss, Aaron	Assistant Professor	Psychology	Probationary	Until Tenure
Cekanova, Maria	Research Associate Professor	Small Animal Clinical Sciences	Non-tenure track initial	5 years 11-1-2020
Dagotto, Elbio	Distinguished Professor	Physics and Astronomy	Tenured Continuing	10 years 11-1-2025
Datta, Subimal	Professor	Psychology	Tenured Continuing	10 years 11-1-2025
Dia, Vermont	Assistant Professor	Food Science and Technology	Probationary	Until Tenure
Diambra, Joel	Associate Professor	Educational Psychology and Counseling	Tenured Continuing	10 years 11-1-2025
Greene, Geoffrey	Professor	Physics and Astronomy	Tenured Continuing	10 years 11-1-2025
Grzanka, Patrick	Assistant Professor	Psychology	Probationary	Until Tenure
Hollenbach, Kandace	Assistant Professor	Anthropology	Probationary	Until Tenure

Kumar, Jitendra	Joint Faculty Associate Professor	UT-ORNL/Chemical and Biomolecular Engineering	Non-tenure track initial	5 years 11-1-2020
Logan, Joanne	Associate Professor	Biosystems Engineering and Soil Science	Tenured Continuing	10 years 11-1-2025
Lumsdaine, Arnold	Joint Faculty Associate Professor	UT-ORNL/Chemical and Biomolecular Engineering	Non-tenure track initial	5 years 11-1-2020
Miller, Anne-Helene	Assistant Professor	Modern Foreign Languages	Probationary	Until Tenure
Moreo, Adriana	Professor	Physics and Astronomy	Tenured Continuing	10 years 11-1-2025
Munyon, Timothy	Assistant Professor	Management	Probationary	Until Tenure
Norrell, Robert	Professor	History	Tenured Continuing	10 years 11-1-2025
Platter, Lucas	Assistant Professor	Physics and Astronomy	Probationary	Until Tenure
Siopsis, George	Professor	Physics and Astronomy	Tenured Continuing	10 years 11-1-2025
Stank, Theodore	Professor	Marketing and Supply Chain Management	Tenured Continuing	10 years 11-1-2025
Steiner, Andrew	Assistant Professor	Physics and Astronomy	Probationary	Until Tenure
Wilkerson, John	Professor	Biosystems Engineering and Soil Science	Tenured Continuing	10 Years 11-1-2025
Williams, David	Assistant Professor	Management	Probationary	Until Tenure
Zhou, Wenjun	Assistant Professor	Business Analytics and Statistics	Probationary	Until Tenure



**ATTACHMENT 3**  
**Credentials Committee Report**  
**November 5, 2015**  
**111 Student Services Building**

Present: Amy Broemmel (chair), Henri Grissino-Mayer, Joshua Fu, Georg Schaur, Jens Gregor, and Jim Larson

<b>Employee Name</b>	<b>Title</b>	<b>Current Department</b>	<b>Type Of Request</b>	<b>Approval</b>
Dahms, Harry	Associate Professor	Sociology	Tenured continuing	10 years 12-1-2025
Driscoll, Lisa	Associate Professor	Educational Leadership and Policy Studies	Tenured continuing	10 years 12-1-2025
Feng, Zhili	Joint Faculty Professor	Mechanical, Aerospace and Biomedical Engineering	Non-tenure track initial	5 years 12-1-2020
Jalata, Asafa	Professor	Sociology	Tenured continuing	10 years 12-1-2025
McEntee, Michael	Professor and Head	Comparative and Experimental Medicine	Tenured continuing	10 years 12-1-2025
Ragaskas, Arthur	Governor's Chair Professor	Chemical and Biomolecular Engineering	Tenured continuing	10 years 12-1-2025
Rentsch, Joan	Professor and Associate Dean	Communication Studies	Tenured continuing	10 years 12-1-2025
Robinson, Kerry	Assistant Professor	Educational Leadership and Policy Studies	Probationary	Until Tenure
Sorensen, Soren	Professor	Physics and Astronomy	Tenured continuing	10 years 12-1-2025

**ATTACHMENT 4**  
**Graduate Curriculum Committee Report**  
**Panhellenic Building, Multipurpose Room**  
**Thursday, October 29, 2015**

Members present: Robert Fuller (Chair), David Bemis, Stergios Botzakis, Hans Desmidt, Sibyl Marshall, Nathan Meek, Andreas Nebenfuehr, Avigail Sachs, Matthew Theriot

Also in attendance: Michael Simpson and Jessica Garner (Bredesen Center for Interdisciplinary Research and Graduate Education), Alex Long (College of Law), Mary Gunther (College of Nursing), Dixie Thompson (College of Education, Health, and Human Sciences), Carolyn Hodges (Dean of the Graduate School), Mary Albrecht (SACSCOC Accreditation), Stephen Kania (Chair, Graduate Council)

Robert Fuller called the meeting to order at 3:45 p.m. As this was the first meeting, Robert introduced himself and asked that we all introduce ourselves. Robert welcomed the new members and explained the purpose and process of the Curriculum Committee

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

The meeting was adjourned at 4:40.

**Bredesen Center for Interdisciplinary Research and Graduate Education**

Course ADDS 4

**College of Law**

Course ADDS 6

Course REVISIONS 8

Program Revisions:

Revising NEW LLM degree (pending THEC approval) to reduce program hours to 24

Revising JD requirements

**College of Nursing**

Course ADDS 3

Course DROPS 2

Course REVISIONS 10

Program Revisions:

MSN concentrations: Drop 2 and Add 2

DNP concentrations: Drop 1 and Add 1

Certificates: Drop 1, and Add 1

Revise MSN program requirements

Revise PhD program requirements

Revise Certificate program requirements

**College of Social Work**

Course REVISIONS 41

Program Add

Add Accelerated BSSW – MSSW Program

**Courses Not Taught in 4 or More Years Report**

Courses to DROP = 25

Courses to RETAIN = 43

<b>Thursday October 29, 2015 3:45 – 5:00p.m.</b>	<b>Graduate Curriculum Committee Meeting</b>	<b>Panhellenic Building Multipurpose Room</b>
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**Bredesen Center for Interdisciplinary Research and Graduate Education**

**College of Law**

**College of Nursing**

**College of Social Work**

**Courses Not Taught in 4 or More Years Report**

- ◆ Indicates new majors / degrees / certificates being added / dropped
- Indicates new concentrations being added / dropped
- + Indicates new accelerated bachelors/master's program being added

## BREDESEN CENTER FOR INTERDISCIPLINARY RESEARCH AND GRADUATE EDUCATION

All changes effective Fall 2016

### I. COURSE CHANGES

#### (ESE) Energy Science and Engineering

ADD

**ESE 520 Commercialization Support Team I (2)** Introduction to entrepreneurship as a component of scientific research in energy-related topics. Students participate as team members to pitch innovative technologies to local businesses. Provides students a project platform to conduct in-depth market research and business analysis. Additional topics include value proposition, cost analysis, and licensing.

*Comments: Will be offered Fall semesters.*

*Registration Restriction: Minimum student level – graduate. Department permission required for non-ESE students.*

**ESE 521 Commercialization Support Team II (3)** Further study in entrepreneurship related to energy topics. Students participate as team leaders to interact and collaborate with local businesses to help further an early stage start-up. Students gain experience managing an entrepreneurial team through in-depth market research and business analysis of an existing technology.

*(RE)Prerequisite: Energy Science and Engineering (ESE) 520.*

*Comments: Will be offered Fall semesters.*

*Registration Restriction: Minimum student level – graduate. Instructor permission required.*

**ESE 530 Business Model Canvas (1)** Individual project to understand components required to build a company focused on energy-related scientific research. Students work through business model canvas structure and learn how to format and present pitch to potential investors. Technology focus can be of student's choosing.

*Comments: Will be offered Spring semesters.*

*Registration Restriction: Minimum student level – graduate. Department permission required for non-ESE students.*

Supporting Information: Rationale: As part of the approved Energy Science and Engineering (ESE) curriculum, students are required to take knowledge breadth courses in either entrepreneurship or policy. Due to increased interest and participation in the entrepreneurship track in ESE, this series of courses is dedicated to understanding business components of science technology. Coursework was previously offered under ESE 593, Independent Study curriculum. New courses allow for a focused study in entrepreneurship and offers students courses within ESE to satisfy this degree requirement. Instruction occurs by collaborative teaching between Bredesen Center faculty and ORNL tech experts. Impact on other units: None. Financial impact: None.

**ESE 592 Internship (1-3)** Individual project to further studies in energy research and allow student to engage in an established external entrepreneurship and/or policy environment.

*Repeatability: Not repeatable. May be taken once for 1 to 3 hours.*

*Registration Restriction: Minimum student level – graduate. Instructor permission required.*

Supporting Information: Rationale: As part of the approved Energy Science and Engineering (ESE) curriculum, students are required to take knowledge breadth courses in either entrepreneurship or policy. This course will allow students to engage in projects with an external organization to enhance their academic curriculum and focused research areas. Impact on other units: None. Financial impact: None.

**College of Law**  
**All changes effective Fall 2016**

## I. COURSE CHANGES

### ADD

**LAW 811 Lawyering and Professionalism (1)** Provides basic training in essential lawyering skills, introduces the values of the legal profession, and offers resources for early career planning.

*Grading Restriction: Satisfactory/No Credit grading only.*

*Registration Restriction(s): Law students only.*

SUPPORTING INFORMATION: Rationale: New course expands curriculum. Impact on other units: None. Financial impact: None.

Learning outcomes: Each student should have a basic understanding of lawyering skills, the values of the legal profession, and career paths.

**LAW 816 Civil Procedure I (Experiential) (3)** Pleading, joinder of claims and parties, discovery, trials, verdicts, judgments and appeals. Emphasis on Federal Rules of Civil Procedure. This experiential class will include three graded, simulation-based assignments. Each simulation will place students in the role of lawyer, raise professionalism issues, require students to perform a lawyering skill, and will result in a written and/or oral work product. In addition to a final examination, the course will also include a midterm exam that will include at least one essay question.

*Registration Restriction(s): Law students only.*

Rationale: New course incorporates experiential learning in the first-year curriculum. Impact on other units: None. Financial impact: None.

Learning outcomes: Each student should attain knowledge sufficient to begin the competent practice of law in the area of Civil Procedure as it relates to the Federal Rules of Civil Procedure. Each student should begin to develop proficiency in the following competencies: (a) Negotiating; (b) Interviewing clients; (c) Counseling clients; and (d) Discovering facts.

**LAW 817 Torts I (Experiential) (3)** Intentional torts, defenses and privileges related to intentional torts; negligence: standard of care, professional malpractice, and liability of owners and occupiers of land; defenses based on plaintiff's conduct: contributory and comparative negligence, assumption of risk, failure to take precautions, and avoidable consequences; causation, proximate cause; duty rules; and questions of joint and several or several liability. This experiential class will include three graded, simulation-based assignments. Each simulation will place students in the role of lawyer, raise professionalism issues, require students to perform a lawyering skill, and will result in a written and/or oral work product. In addition to a final examination, the course will also include a midterm exam that will include at least one essay question.

*Registration Restriction(s): Law students only.*

SUPPORTING INFORMATION: Rationale: New course incorporates experiential learning in the first-year curriculum. Impact on other units: None. Financial impact: None.

Learning outcomes: Each student should attain knowledge sufficient to begin the competent practice of law in the area of Torts as it relates to the subjects described. Each student should begin to develop proficiency in the following competencies: (a) Negotiating; (b) Interviewing clients; (c) Counseling clients; and (d) Discovering facts.

**LAW 820 Transactional Lawyering Lab (1)** This simulation-based lab will put students in the role of a lawyer representing a client in a commercial transaction. The lab will emphasize skills of client interviewing, negotiation, drafting, and client counseling. Students will also encounter and resolve professionalism issues throughout the class.

*Registration Restriction(s): Law students only.*

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

Learning outcomes: Each student should have a basic understanding of legal principles relevant to a commercial transaction and lawyering skills.

**LAW 904 Construction Law: Cases and Studies (3)** Reviewing actual case studies, students prepare for simulated hearings and other dispute resolution proceedings involving a construction and engineering dispute, including arbitration. This course is the capstone to the Construction Law Certificate Program.

*(DE)Corequisite(s): Law 944.*

*Registration Restriction(s): Admission in Certificate in Contractual and Legal Affairs in Engineering and Construction.*

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

Learning outcomes:

1. Students will be proficient in structuring basic construction contracts.
2. Students will attain knowledge sufficient to anticipate and respond to potential legal issues likely to arise in construction projects.
3. Students will attain knowledge sufficient to effectively participate in planning construction projects from contractual and legal

perspectives.

4. Students will develop the skills needed to understand and solve various issues and matters causing and/or triggering conflicts, claims, and disputes in engineering and construction.

5. Students will acquire the knowledge associated with the different construction dispute mechanisms.

**LAW 906 Expungement Mini-Clinic (1)** The Expungement Mini-Clinic focuses on one of the most significant criminal reentry issues facing people who have been arrested for a crime – cleaning up a person's criminal record. Students will assist clients with Tennessee's complex expungement process from conducting the initial interview to preparing the expungement petition. Integrates statutory interpretation, lawyering skills, and ethics through an in-depth study of Tennessee's expungement statutes, related caselaw, and rules of professional conduct. Will offer a foundation in interviewing, counseling, and advocacy skills. Combines law, theory, and practice through in-class discussions, simulations, and a live-client clinic with professor assessment of all components.

*(DE)Corequisite(s): Law 814.*

*Comment(s): Course is open to second and third-year students.*

*Registration Restriction(s): Law students only.*

SUPPORTING INFORMATION: Rationale: New course expands curriculum. Impact on other units: None. Financial impact: None.

Additional Documentation:

Learning outcomes: Each student should have a basic understanding of the criminal expungement process and the skills necessary to effectuate the process.

## REVISE HOURS

### **LAW 808 Torts II (2)**

Formerly 3

SUPPORTING INFORMATION: Rationale: Reflects decreased number of credit hours offered. Impact on other units: None expected. Financial impact: None expected. Additional Documentation: None required.

### **LAW 988 The Structure and Operation of the American Legal System (2)**

Formerly 3

SUPPORTING INFORMATION: Rationale: Decreasing number of credit hours. One of the courses supporting the new LL.M degree. Impact on other units: None expected. Financial impact: None expected. Additional Documentation: None required.

## REVISE DESCRIPTION

**LAW 801 Civil Procedure I (3)** Pleading, joinder of claims and parties, discovery, trials, verdicts, judgments and appeals. Emphasis on Federal Rules of Civil Procedure.

Formerly: Binding effect of judgments, selecting proper court (jurisdiction and venue), ascertaining applicable law, and federal and state practice.

**LAW 802 Civil Procedure II (3)** Binding effect of judgments, selecting proper court (jurisdiction and venue), ascertaining applicable law, and federal and state practice.

Formerly: Pleading, joinder of claims and parties, discovery, trials, verdicts, judgments and appeals. Emphasis on Federal Rules of Civil Procedure.

SUPPORTING INFORMATION: Rationale: Reflects the nature of the course following change in order of sequence of courses (i.e., what was once Civil Procedure II is now Civil Procedure I, and what was once Civil Procedure I is now Civil Procedure II). Impact on other units: None expected. Financial impact: None expected. Additional Documentation: None required.

## REVISE TITLE AND DELETE CREDIT RESTRICTION

### **LAW 814 Professional Responsibility (3)**

Formerly: Legal Profession

Credit Restriction: Not open to students who have taken 815.

SUPPORTING INFORMATION: Rationale: Revises title to more accurately reflect course content. Impact on other units: None expected. Financial impact: None expected. Additional Documentation: None required.

## REVISE TITLE

### **LAW 935 - Wills and Trusts (3)**

Formerly: Gratuitous Transfers

**LAW 836 Advanced Wills and Trusts (3)**

Formerly Advanced Gratuitous Transfers

SUPPORTING INFORMATION: Rationale: Titles revised to more accurately reflect course content. Impact on other units: None expected. Financial impact: None expected. Additional Documentation: None required.

## REVISE TITLE AND DESCRIPTION

**LAW 842 Contract Drafting (2)** Practical fundamentals of drafting contracts of different types. Integrates doctrinal contract law with theory, skills, and ethics; provides multiple opportunities for performance through drafting and other assignments, as well as opportunities for self-evaluation through exercises based upon different factual scenarios that simulate the experience of a lawyer representing a client in a transactional setting; and involves direct supervision of the student's performance by the instructor as well as a classroom instructional component.

Formerly: Contract Drafting Seminar (2) Practical fundamentals of drafting contracts of different types.

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

**II. PROGRAM CHANGES**

## REVISE DEGREE REQUIREMENTS – LAW, LL.M

- ◆ In the 2016-17 Graduate Catalog add heading and text for the new LL.M degree (hours were revised).

**Law, Master of Laws in United States Business Law (LL.M) – Pending THEC and SACS approval**

The LL.M degree is for foreign lawyers. It is a one-year program, intended for students who have earned a foreign law degree and desire to augment their existing education with training in United States business law. The program is based on the existing concentration in Business Transactions, with the addition of an introductory course designed to introduce foreign-educated lawyers to the structure of the American legal system and the basics of U.S. law.

Students must complete the following courses:

LAW 988 The Structure and Operation of the American Legal System	2 hours
LAW 990 Issues in Law	2 hours
LAW 814 Professional Responsibility	3 hours
LAW 818 Fundamental Concepts of Income Taxation	3 hours
LAW 827 Business Associations	3 Hours
LAW 842 Contract Drafting Seminar	2 hours
LAW 940 Land Finance Law	3 hours
LAW 972 Income Taxation of Business Organizations	3 hours
LAW 841 Secured Transactions	<u>3 hours</u>
<b>Total credit hours</b>	<b>24 credit hours</b>

LL.M. candidates would have the option of registering for up to one additional law school course to supplement the required courses.

Admissions Criteria: Applicants will be required to (1) hold a foreign law degree (such as an LL.B.) qualifying them to apply for or sit for a licensing examination that would enable them to practice law in their home jurisdiction and (2) demonstrate a command of the English language sufficient to allow them to achieve success in their course work here in the United States. The first of these qualifications will be highly variable and dependent upon the country and jurisdiction in which the prospective student practices or lives. Prospective applicants to the LL.M. program will be required to show unequivocal proof of their graduation from a recognized degree granting institution in their home country before gaining admission to the degree program.

Language Requirements: Students for whom English is not their first language must submit a score of at least 570 (paper-based exam) or 88 (internet-based exam) points on the Test of English as a Foreign

Language (TOEFL) exam, or a score of at least 6.5 on the International English Language Testing System (IELTS), or other comparable evidence of English proficiency in order to be considered for admission to the LL.M. program.

Admission Requirements: Applicants with degrees from foreign institutions must have earned a minimum of a 2.0 on a 4.0 scale or its equivalent on all undergraduate work and must have been in good academic standing upon graduation from their legal degree granting institution.

Continuous Funding: Before admission can be granted, applicants must document availability of sufficient funds for 12 months of studies, either in the form of savings, grants, loans, or otherwise reliable sources of funding. Please visit <http://law.utk.edu/financial-services/tuition-and-fees/> for the most current estimate of expenses.

SUPPORTING INFORMATION: Rationale: The program was originally approved by the Graduate Council in 2014. The program is designed for lawyers from other countries who are interested in increasing their knowledge of United States law to more effectively practice in today's global legal environment. Under the version of the program originally approved by the Graduate Council, 30 credit hours were required for completion. As a result of the THEC site evaluation process – including recommendations and observations from an external consultant - the faculty voted to reduce the number of required credit hours to 24. This was done based on the following observations (1) two courses that were originally required (LAW 826 Introduction to Business Transactions and LAW 833 Representing Enterprises) were not necessary to further the goal of providing international lawyers with the background on U.S. business law sufficient to represent clients effectively; (2) the 30-hour course load involved would potentially be over-burdensome for students for whom English is not the first language; and (3) the 30-hour course load would make the College of Law an extreme outlier relative to peer institutions who offer LL.M. degrees. In addition, the program was modified to include LAW 814 and LAW 990 for two reasons: (1) because the two courses are foundational and provide important instruction for any lawyer and (2) to enable graduates to be eligible to sit for other bar examinations, including New York's. Impact on other units: None expected. Financial impact: Revenue produced by the degree program should exceed costs of the program. Additional Documentation: The program needs THEC approval. The change from 30 hours to 24 hours also requires SACS review. Both of these processes are underway.

Learning outcomes:

1. Each student should attain knowledge sufficient to begin the competent practice of law with a particular focus on business law.
2. Each graduating student should understand the structure of the American legal system, the hierarchy of courts, and the various types of legal actors, institutions, and authorities (e.g., constitutions, statutes, case law, regulations, and other administrative guidance), including thinking critically about how to apply those authorities.
3. Each graduating student should be proficient in writing analytically and persuasively, including refining a written product through editing and proofreading.
4. Each graduating student should understand the following:
  - (a) How to act in professional settings in a manner expected of a competent legal practitioner;
  - (b) How to act in compliance with the standards of professional conduct; and
  - (c) A lawyer's ethical responsibilities as a representative of clients, an officer of the court, and a public citizen responsible for the quality and availability of justice.

#### REVISE REQUIREMENTS – JD, ADVOCACY AND DISPUTE RESOLUTION CONCENTRATION

In the 2016-17 Graduate Catalog, revise the first, second, and third paragraphs as follows:

First paragraph, remove the word "Fall semester" from sentence. Sentence will now read:  
Second Year – LAW 813, LAW 920.

Second paragraph: remove second paragraph and replace with the following:  
Third Year (one of the following) – LAW 905, LAW 907, LAW 908, LAW 947, or LAW 948. The Dean or the Dean's designee may designate other six-hour clinics or externships as satisfying this requirement.

Third paragraph: remove third paragraph and replace with the following:  
During the second and third year, any combination totaling 12 hours from the following courses – LAW 821, LAW 854, LAW 855, LAW 856, LAW 859, LAW 877, LAW 914, LAW 915, LAW 916, LAW 918, LAW 921, LAW 922, LAW 923, LAW 924, LAW 925, LAW 926, LAW 929, LAW 930, LAW 933, LAW 945, LAW 946, LAW 949, LAW 951, LAW 953, and LAW 990\*.

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



**COLLEGE OF NURSING**

Changes effective Fall 2016

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

ADD

**NURS 589 Human Resource Management (3)** Exploration and analysis of nursing human resource management that focuses on change and performance management, staff development, succession planning, coaching and guiding skills, mentoring, and cultural and generational competencies.

**NURS 594 Health System Quality Management (3)** Exploration and analysis of healthcare quality management to include current quality of care issues, research and evidence-based practice, creating and sustaining accountable organizations/high-reliability organizations, principles of Continuous Quality Improvement, Total Quality Management, Six Sigma, Balanced Scorecards, and LEAN.

**NURS 595 Healthcare Finance (3)** Exploration and analysis of healthcare reimbursement, concepts and principles in healthcare financial planning/management, capital budgeting, strategic planning/ project management, and effective management of labor costs essential to nurse administrators.

RATIONALE: Replaces three 3-credit hour elective courses MSN-Nursing Administration students take towards the 35-credit requirement for completion of program. Impact on other units: None. Financial impact: None.

REVISE TITLE

**NURS 575 Adult Gerontology CNS I****NURS 576 Adult Gerontology CNS II**

Formerly:

NURS 575 Adult Health CNS I: Adult and Older Adult

NURS 576 Adult Health CNS II: Adult and Older Adult

RATIONALE: In June 2015, AACN alerted us that we were not in alignment with the Consensus Model [CM] in that title of this concentration "do not match the roles and populations delineated in the CM." Adult Health is now to be identified as Adult-Gerontology .

DROP

**NURS 538 Gerontological Nursing I (2)****NURS 539 Gerontological Nursing II (2)**

RATIONALE: In June 2015, AACN alerted us that we were not in alignment with the Consensus Model [CM] in that separation of Adult Health and Gerontology "do not match the roles and populations delineated in the CM." Adult Health is now to be identified as Adult-Gerontology and courses cover entire population. These 2 courses are left from when concentration was divided into 2 tracks. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION

**NURS 601 Philosophy and Knowledge Development for Nursing Science (3)** Philosophy of science related to nursing science; theory analysis and evaluation; and theory construction based on concept development.

**NURS 603 Nursing Inquiry and Research Design (3)** Introduction to the philosophical, theoretical, and design aspects of nursing inquiry.

**NURS 612 Health and Health Care Policy (3)** Interdisciplinary examination of contemporary health, health problems and policy responses; public policy decision-making processes; and multi-stakeholder perspectives, roles, influence, and interactions. *Cross-listed: (Same as Public Health 612.)*

Formerly:

NURS 601 – Philosophy and theory for nursing science: Philosophical and historical context of knowledge for nursing science; in depth analysis of health-related theories as frameworks for knowledge-building; concept development in theory building.

NURS 603 – Nursing Research and Inquiry: Philosophical, theoretical, and methodological bases for nursing inquiry.

NURS 612 – Health and Health Care Policy/Planning: Examination of policies affecting health and health care; policymaking process; interactions between health professionals, consumer groups, various forms of media, and government in policy development.

RATIONALE: More reflective of course content. Impact on other units: None. Financial impact: None.

#### REVISE DESCRIPTION

**NURS 607 Qualitative Nursing Research (3)** Critique and application of selected qualitative nursing research methods.

**NURS 608 Quantitative Nursing Research (3)** Critique and application of selected quantitative nursing research methods.

**NURS 613 Nursing Leadership in Complex Systems (3)** Analysis and evaluation of leadership in transforming health and healthcare in complex systems.

Formerly:

NURS 607 Critique and application of qualitative nursing research methods.

NURS 608 Overview of quantitative research methods including quantitative research designs, sampling, and measurement. Issues of data management and application of data analysis techniques.

NURS 613 Analysis and evaluation of nursing leadership/management in complex professional, academic, and health care systems.

#### REVISE DESCRIPTION (PRIMARY COURSE)

**NURS 614 Nursing Preceptorship (1-3)** Individually designed, mutually beneficial practicum, field or internship experiences with a faculty and/or community member in a variety of settings/situations.  
*Cross-listed: (Same as Public Health 614.)*

Formerly: Individually designed practicum, field, or internship experiences in variety of administrative, educational, research, or clinical practice settings.

RATIONALE: More reflective of course content. Impact on other units: None. Financial impact: None.

#### REVISE TITLE AND HOURS

**NURS 610 State of the Science Seminar (3)**

Formerly: Nursing Science Seminar (2)

RATIONALE: Title change to lessen student confusion with NURS 606 Nursing Research Seminar. More reflective of course content. Credit hour increase: course moved from summer to fall semester with increase in assignments and outcome expectations. Impact on other units: None. Financial impact: None.

## II. PROGRAM CHANGES

- DROP CONCENTRATION – NURSING MAJOR, MSN  
Adult Health Nursing Clinical Nurse Specialist concentration
- ADD CONCENTRATION – NURSING MAJOR, MSN  
Adult Gerontology Clinical Nurse Specialist concentration

RATIONALE: In June 2015, AACN alerted us that we were not in alignment with the Consensus Model [CM] in that title of this concentration “do not match the roles and populations delineated in the CM.” Adult Health is now to be identified as Adult-Gerontology.

- DROP CONCENTRATION – NURSING MAJOR, MSN  
Nursing of Women and Children concentration
- ADD CONCENTRATION – NURSING MAJOR, MSN  
Pediatric Nursing concentration

RATIONALE: No students have been admitted to the Women’s Health option in more than 5 years due to lack of applicants and faculty. The College of Nursing has no plans to revive the option. Impact on other units: None. Financial impact: None. No teach-out plan is needed and no faculty members are impacted.

- DROP CONCENTRATION – NURSING MAJOR, DNP  
Nursing of Women and Children concentration
- ADD CONCENTRATION – NURSING MAJOR, DNP  
Pediatric Nursing concentration
  
- ◆ DROP GRADUATE CERTIFICATE – NURSING OF WOMEN AND CHILDREN
  
- ◆ ADD GRADUATE CERTIFICATE – PEDIATRIC NURSING

In the 2016-17 Graduate Catalog, revise the heading of Nursing of Women and Children certificate to Pediatric Nursing.

#### REVISE MSN PROGRAM REQUIREMENTS

In the 2016-17 Graduate Catalog under heading “Additional Course Requirements” – delete text.

Formerly:

Additional Course Requirements

Electives for nursing administration concentration (9)

Epidemiology and advanced practice tracks (3)

Issues in Advanced Practice (all concentrations except nurse anesthesia) (1)

RATIONALE: Electives in Nursing Administration no longer required. Global disaster nursing concentration closed as of fall 2015. .

#### REVISE TO ADD HEADING AND TEXT TO MSN PROGRAM REQUIREMENTS

In the 2016-17 Graduate Catalog add heading and course requirement text for specific concentrations.

Additional Course Requirements for Family Nurse Practitioner, Mental Health Nursing, and Pediatric Nursing concentrations.

NURS 512 Practice Issues: Nurse Practitioner (FNP, Mental Health, Pediatric Nursing concentrations)

RATIONALE: Reflects course title change made last year. Impact on other units: None. Financial impact: None.

#### REVISE INTRODUCTORY TEXT FOR NURSING MAJOR, MSN

In the 2016-17 Graduate Catalog revise second paragraph as follows:

The purpose of the master's program in nursing is to prepare leaders, managers, and practitioners who facilitate achievement of optimal health in the dynamic health care system. The program prepares advanced practice nurses for a career in adult-gerontology nursing, pediatric nursing, mental health nursing and nurse anesthesia, as well as role preparation as nurse practitioners, clinical nurse specialists, or nurse administrators. Advanced practice nursing involves the delivery of care, management of resources, interdisciplinary collaboration, and application of technology, information systems, knowledge, and critical thinking.

#### REVISE NURSING MAJOR, PHD – ADMISSION REQUIREMENTS

In the 2016-17 Graduate Catalog revise last 2 bullet points under Admission as follows:

- Submit Graduate Application for Admission, academic transcript(s), Graduate Record Examination scores, and if required, TOEFL scores, to the Office of Graduate Admissions. Submit three (3) Graduate Rating Forms, sample of scholarly writing, and Graduate Program Data Form with essay to Chair of the PhD program prior to February 1 in the year of expected fall admission.
- Schedule a personal interview with the College of Nursing PhD Student Admissions Committee prior to February 1 in the year of expected fall admission. Applicants may be interviewed by telephone or teleconferencing at the discretion of the PhD Admissions Committee.

Formerly:

Submit Graduate Application for Admission, academic transcript(s), Graduate Record Examination scores, and, if required, TOEFL scores to the Office of Graduate 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.

Schedule a personal interview with the College of Nursing PhD Student Admissions Committee prior to October 15 of the year preceding summer admission. International applicants may be interviewed by telephone or teleconferencing at the discretion of the admissions committee.

RATIONALE: Admission semester changed from summer to fall effective 2015 thus affecting application deadline dates. Impact on other units: None. Financial impact: None.

#### REVISE NURSING MAJOR, PHD - PROGRAM REQUIREMENTS

In the 2016-17 Graduate Catalog revise PhD requirements from 68 hours to 69 hours as shown below:

The following courses are required for all students	Hours	Credit
NURS 601 - Philosophy and Knowledge Development for Nursing Science	3	
NURS 603 - Nursing Inquiry and Research Design	3	
NURS 605 - Middle-Range Theoretical Formulations for Nursing Science Development	3	
NURS 606 - Nursing Research Seminar	3	
NURS 607 - Qualitative Nursing Research	3	
NURS 608 - Quantitative Nursing Research	3	
NURS 611 - Advanced Quantitative Nursing Research	3	
NURS 609 - Research Practicum	3	
NURS 610 - State of the Science Seminar	3	
NURS 612 - Health and Health Care Policy	3	
NURS 613 - Nursing Leadership in Complex Systems	3	
- Inferential Statistics	3	
- Multivariate Statistics	3	
- Cognates*	6	
NURS 600 - Doctoral Research and Dissertation	<u>24</u>	
	<b>Total</b>	<b>69</b>

#### Formerly: Hours Credit

NURS 601 - Philosophy and Theory for Nursing Science	3
NURS 603 - Nursing Research and Inquiry	3
NURS 605 - Middle-Range Theoretical Formulations for Nursing Science Development	3
NURS 606 - Nursing Research Seminar	3
NURS 607 - Qualitative Nursing Research	3
NURS 608 - Quantitative Nursing Research	3
NURS 611 - Advanced Quantitative Nursing Research	3
NURS 609 - Research Practicum	3
NURS 610 - Nursing Science Seminar	2
NURS 612 - Health and Health Care Policy/Planning	3
NURS 613 - Nursing Leadership in Complex Systems	3
- Inferential Statistics	3
- Multivariate Statistics	3
- Cognates*	6
NURS 600 - Doctoral Research and Dissertation	<u>24</u>
	Total 68

RATIONALE: Revision reflects proposed course title changes and change in hours. Impact on other units: None. Financial impact: None.

#### REVISE NURSING MAJOR, PHD – INTRODUCTORY TEXT

In the 2016-17 Graduate Catalog revise 3rd paragraph, 7th sentence of introductory text to remove reference of dropped certificate.

Optional certificate programs in nursing education and health policy are available.

Formerly: Optional certificate programs in nursing education, health policy, and global disaster nursing are available.

RATIONALE: Global Disaster Nursing certificate was deleted effective Fall 2015. Impact on other units: None. Financial impact: None.

#### REVISE CERTIFICATES – INTRODUCTORY PARAGRAPH

In the 2016-17 Graduate Catalog revise the first and second paragraphs of all the nursing certificates except the Health Policy certificate.

The College of Nursing offers certificates for nurses who need additional training. A master's degree in nursing is required for admission. The post-MSN certificates prepare advanced practice nurses for a career in adult-gerontology nursing, pediatric nursing, mental health nursing, and nurse anesthesia, as well as role preparation as nurse practitioners, clinical nurse specialists, or administrators. Advanced practice nursing

involves the delivery of care, management of resources, interdisciplinary collaboration, and application of technology, information systems, knowledge, and critical thinking.

The total hours will vary depending on the student's academic record, clinical experience, and objectives. Students must complete a minimum of 12 hours. Most students complete 16-20 hours of course credit with the exception of those pursuing certificates in nurse anesthesia or acute pediatric nurse practitioner, where additional hours are required. The nurse anesthesia certificate program requires students who have completed the master's degree in nursing within the preceding five (5) years to complete 60-70 credit hours. Contact the Assistant Dean, Graduate Studies for more information.

#### REVISE REQUIREMENTS – NURSING CERTIFICATES

In the 2016-17 Graduate Catalog revise course requirements for the following nursing certificates as indicated below.

##### **Pediatric Nursing Graduate Certificate**

Course requirements are NURS 550, NURS 551, NURS 527, NURS 528, NURS 562, NURS 563, plus additional hours as determined by the college.

Formerly:

For Women and Children: Pediatrics are NURS 550, NURS 551, NURS 527, NURS 528, NURS 562, NURS 563, plus additional hours as determined by the college.

For Women and Children: Women's Health are NURS 550, NURS 551, plus additional hours as determined by the college.

For Women and Children: Neonatal are NURS 550, NURS 551, plus additional hours as determined by the college.

##### **Nursing Administration Graduate Certificate**

Course requirements are NURS 589, NURS 590, NURS 591, NURS 594, and NURS 595 plus additional hours as determined by the college.

Formerly:

Course requirements are NURS 590 and NURS 591, plus additional hours as determined by the college.

**COLLEGE OF SOCIAL WORK**

All changes effective Fall 2016

**I. COURSE CHANGES****(SOWK) Social Work**

REVISE TO ADD REGISTRATION RESTRICTION

**SOWK 510 - Social Work and Social Welfare Policies and Programs (3)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 512 - Social, Economic, and Political Environments (2)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 513 - Lifespan and Neurophysiologic Development (4)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 519 - Foundation Research (3)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 520 - Evidence-Based Practice (1)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 522 - Introduction to Social Work Practice (4)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 528 - Neurophysiology for Social Work Practice (1)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 531 - Trauma Theory and Practice (3)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 532 - Motivational Interviewing (3)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 536 - Foundation Field Practice (1 - 6)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 537 - Introduction to Psychopathology and Social Work Practice (3)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 538 - Culturally Relevant Practice with Diverse Populations (3)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 539 - Leadership Skills and Knowledge for Advanced Social Work Practice (2)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 542 - Foundation Field Practice I (1 – 3)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 544 - Foundation Field Practice II (1 – 4)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 545 - Evidence-based Resource Development Practice Across Systems (3)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 546 - Evidence-based Social and Economic Development Practice Across Systems (3)***Registration Restriction: Graduate students only. Minimum student level – graduate.***SOWK 548 - Advanced Policy Practice (3)***Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 549 - Evaluative Research (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 555 - Psychological Development and Mental Health in Later Life (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 556 - Social Policy of North America (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 558 - Legislative Advocacy and Political Social Work (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 559 - Community Based Practice in Mexico and the United States (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 560 - Evidence-based Interpersonal Practice with Groups (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 561 - Spirituality in Clinical Social Work Practice (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 562 - Evidence-based Interpersonal Practice with Adult Individuals (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 563 - Systematic Planning and Evaluation for Interpersonal Practice (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 564 - Evidence-Based Substance Abuse Treatment (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 566 - Social and Cultural Aspects of Aging (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 567 - Introduction to Veterinary Social Work (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 568 - Advanced Veterinary Social Work (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 570 - Evidence-based Policy and Practice with Families (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 571 - Evidence-based Policy and Practice with Children and Adolescents (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 572 - Evidence-based Policy and Practice with Older Adults (3)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 586 - Advanced Field Practice (1 - 6)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 587 - Advanced Field Practice (6 - 12)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

**SOWK 593 - Independent Study (1 - 6)**

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

REVISE TO ADD (RE)PREREQUISITIES, COMMENTS, REGISTRATION RESTRICTION, AND REGISTRATION PERMISSION

**SOWK 527 Cognitive Behavioral Therapy (3)**

*(RE)Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539.*

*Comment(s): Advanced Standing satisfies prerequisites.*

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

*Registration Permission: Non-MSSW students may register with consent of instructor.*

**SOWK 529 Beyond Combat: Military Social Work Practice (3)**

*(RE)Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539.*

*Comment(s): Advanced Standing satisfies prerequisites.*

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

*Registration Permission: Non-MSSW students may register with consent of instructor.*

**SOWK 533 Treatment of Trauma (3)**

*(RE)Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539.*

*Comment(s): Advanced Standing satisfies prerequisites.*

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

*Registration Permission: Non-MSSW students may register with consent of instructor.*

**SOWK 553 Clinical Social Work Practice in Hospitals and Health Settings (3)**

*(RE)Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539.*

*Comment(s): Advanced Standing satisfies prerequisites.*

*Registration Restriction: Graduate students only. Minimum student level – graduate.*

*Registration Permission: Non-MSSW students may register with consent of instructor.*

Rationale: These MSSW courses require registration restrictions to prevent students from registering for undergraduate credit. Impact on other units: None. Financial impact: None.

## II. PROGRAM CHANGES

### + ADD ACCELERATED FIVE YEAR BSSW-MSSW PROGRAM

In the 2016-17 Graduate Catalog add heading and text for the accelerated Five Year BSSW/MSSW Program

#### **FIVE YEAR BSSW / MSSW PROGRAM**

The College of Social Work offers Social Work Honors Program students an opportunity to earn both a BSSW and an MSSW in five years. All students in the Social Work Honors Program can apply for *conditional admission* to the BSSW/MSSW 5-Year Program during or immediately following their third year of undergraduate study at UT.

To be considered for conditional admission to the BSSW/MSSW 5-Year Program students must:

- Be a declared social work major and accepted into the Social Work Honors Program
- Have a minimum overall GPA of 3.5
- Have completed 60 hours of coursework which includes the following required social work courses: SW 200 or 207, SW 250, SW 312, SW 317, SW 318, SW 313, SW 315, and SW 380
- Complete a personal interview with the BSSW Program Director or his/her designee

Students will be informed about the outcome of their application for *conditional admission* prior to the beginning of their fourth or final year of undergraduate study. Conditional admission into the BSSW/MSSW 5-Year Program does *not* guarantee acceptance into either the Graduate School or the MSSW Program. Students who have been admitted conditionally to the BSSW/MSSW 5-Year Program must apply for admission to the Graduate School and the MSSW Program during their fourth or final year of undergraduate study following the standard application procedure for graduate students. Students will be fully admitted to the BSSW/MSSW 5-Year Program only after they have been accepted by both the Graduate School and by



the MSSW Program. Upon graduation from the BSSW Program, if a candidate has maintained a minimum GPA of 3.5 and has met all the requirements of the BSSW degree, an official letter from the BSSW Program Director will be sent to the MSSW Admissions Committee requesting that the student be fully admitted into the MSSW program. Once fully admitted to the MSSW Program, BSSW/MSSW 5-Year Program students are required to complete the summer semester and concentration year (Fall and Spring semesters) of the MSSW program. Graduate hours required for the BSSW/MSSW program total 37 hours.

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. Students are ineligible for graduate assistantships until they satisfy all requirements for the BSSW degree.

### **Course Requirements**

#### **Summer following BSSW graduation**

SOWK 537 (3), SOWK 539 (2), SOWK, 593 (2)

#### **Year 5 (Evidence-based Interpersonal Practice concentration)**

Fall requirements – total 15 hours as follows: SOWK 560 (3), SOWK 562 (3), selective courses SOWK 570, or SOWK 571, or SOWK 572 (3 hours), and SOWK 586 (6).

Spring requirements – total 15 hours as follows: SOWK 563 (3), SOWK 586 (6), elective (3), elective (3)

#### **Year 5 (Management, Leadership, and Community Practice concentration)**

Fall requirements – total 15 hours as follows: SOWK 545 (3), SOWK 546 (3), elective or selective course (3), and SOWK 586 (6).

Spring requirements – total 15 hours as follows: SOWK 548 (3), SOWK 549 (3), SOWK 586 (6), elective (3)

Rationale: The 5-year BSSW/MSSW program option is designed to increase interest in and to make our Social Work Honors Program more attractive to undergraduate students. It will also help us to encourage some of our most academically talented undergraduate students to obtain their master's degree in social work at UT.

Learning outcomes supported: This is a new program and all learning outcomes will apply.

Support from assessment activities: Based on an informal assessment, we determined that we needed to strengthen our undergraduate social work honors program as well as attract and retain our most academically talented undergraduate students for our social work master's degree program at UT. Staffing Impact: None. Financial Impact: None. Impact on other Academic Units: None.

**Graduate Courses Not Taught in Four or More Years  
TO BE DROPPED FALL 2016**

**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 2016		IF NO, DO NOT DROP COURSE, WAS MARKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES							
<b>Agricultural Leadership, Education and Communications ALEC</b>	<b>528 Managing Communication Through Effective Organizational Change</b>		X				
<b>Animal Science ANSC</b>	<b>535 Ruminology</b>			X	New faculty will be teaching 535 in AY16-17. Course proposal has been submitted to College to revise the course in anticipation of it being taught.	2014 list	2014: Content of 535 is fundamental-critical for training ANSC graduate students with interest in pursuing careers in the area of ruminant nutrition. No other course on campus offers ruminant-rumen related content. Course not offered for several years b/c ruminant nutrition faculty retired. Retirement of ruminant nutrition faculty decreased student numbers significantly. To address this glaring deficiency in our Animal Science graduate program with emphasis on agriculturally important farm animals, we recently hired two ruminant nutritionists and have recently been approved to hire two additional faculty. The new hires will be expected to mentor graduate students who would need / expect this course be available to provide foundational base knowledge in this

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2016		IF NO, DO NOT DROP COURSE, WAS MARKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
							area. The number of ruminant nutritionists in the country is limited. Building our faculty base with expertise in this area while providing critical course work will assist us with attracting higher quality graduate students to our program.
<b>Animal Science ANSC</b>	<b>620 Topics in Microbial Pathogenesis</b>	<b>Secondary course.</b> Primary course is: <b>MICR 620</b>	X				
<b>Environmental and Soil Sciences (ESS)</b>	<b>512 Pedology</b>			X	Core course for MS soil science students. Discussions ongoing for instructor.		
<b>Forestry, Wildlife and Fisheries (FWF)</b>	<b>610 Interdisciplinary Analysis of Natural Resource Problems</b>		X				
<b>Wildlife and Fisheries Science (WFS)</b>	<b>546 Advanced Habitat Analysis</b>			X	Junior faculty member plans to teach upon achieving tenure in 2-3 yrs.		
<b>Wildlife and Fisheries Science (WFS)</b>	<b>555 Fish Culture</b>		X				
<b>COLLEGE OF ARCHITECTURE AND DESIGN</b>							
<b>Architecture ARCH</b>	<b>573 Architectural Design Studio: Urban Context</b>			X	We plan to teach this course in the next academic year.		
<b>COLLEGE OF ARTS AND SCIENCES</b>							
<b>Anthropology (ANTH)</b>	<b>583 Skeletal Biology</b>			X	Department still plans to offer course in 2016.	2014 list	2014: Department will try to offer course in 2016.
<b>Biochemistry and Cellular and Molecular Biology (BCMB)</b>	<b>513 Advanced Protein Biochemistry and Cell Biology II</b>			X	Department is evaluating and reviewing their graduate course offerings this year and will make a decision about this course next year.		
<b>Ecology and Evolutionary Biology (EEB)</b>	<b>582 Mathematical Ecology II</b>	<b>Secondary course.</b> Primary course is: <b>MATH 582</b>		X	Primary course is offered every spring. With new hires in EEB there should be more student demand for this course.	2014 list	2014: Primary course is offered every spring.

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			YES	NO			
<b>Ecology and Evolutionary Biology (EEB)</b>	<b>681 Advanced Mathematical Ecology I</b>	<b>Secondary course.</b> <i>Primary course is: MATH 681</i>		X	With upcoming hires in math and EEB this should run in the next two years. The primary runs every other year or so.		
<b>Ecology and Evolutionary Biology (EEB)</b>	<b>682 Advanced Mathematical Ecology II</b>	<b>Secondary course.</b> <i>Primary course is: MATH 682</i>		X	With upcoming hires in math and EEB this should run in the next two years. The primary runs every other year or so.		
<b>French (FREN)</b>	<b>550 French Literature and Culture II</b>			X	Our junior medievalist will teach this course upon receiving tenure (2-3 years from now)		
<b>Geology (GEOL)</b>	<b>585 Contaminant Hydrogeology</b>		X			2014 list	2014: Course is taught by department head that has a reduced teaching load. It will be offered in the near future as time allows.
<b>Linguistics (LING)</b>	<b>575 Issues in Second/Foreign Language Rhetoric and Composition</b>	<b>Secondary course.</b> <i>Primary course is: ENGL 575</i>		X	The course was taught sp 2014, is being taught this semester (fa 2015), and is scheduled for fa 17. It is scheduled on a regular two-year rotation.  <i>Note: The primary course is being taught fa 2015 and has been previously taught. The secondary course has been "offered" but not taught.</i>	last taught 2009	
<b>Mathematics (MATH)</b>	<b>514 Mathematical Principles of Fluid Mechanics II</b>			X	Part of sequence that alternates with 515-516 which is being offered this year; should be offered in the next 2 years.	2014 list last taught 2009	2014: 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.
<b>Mathematics (MATH)</b>	<b>682 Advanced Mathematical Ecology II</b>	<b>Primary course.</b> <i>Secondary course is: EEB 682</i>		X	New hires this year will make this course likely offered in the next year or two. Is part of the sequence 681-682.		
<b>Music Performance (MUPF)</b>	<b>510 Bassoon</b>			X	The current faculty member in this specialty instrument is retiring December 2015. We anticipate demand for this course with the addition of a new teacher of this instrument.		

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			YES	NO			
<b>Music Performance (MUPF)</b>	<b>540 Euphonium</b>			X	The faculty member who was hired in 2014 passed away unexpectedly in Summer, 2015. We are currently searching for a tenure-track in this instrument and anticipate need for the course in the future.	2014 list 2013 list 2012 list 2011 list	2014: Music has a new faculty member and it is anticipated enrollment will increase in the Tube/Euphonium Studio which will include graduate students needing this course.  2013: Department would really like to keep course as it is on the list of optional/elective courses in the graduate theory and composition programs. They will try to offer it more often.  2012: Was offered for spring 2012, but with no enrollment.
<b>Music Performance (MUPF)</b>	<b>585 Harpsichord</b>			X	As we continue to transition to a new faculty member from a phased retirement in this area, we continue to anticipate need for this course for graduate students.	2014 list 2013 list 2012 list 2011 list	2014: It is anticipated a new faculty member will increase enrollment in the Organ Studio which will include graduate students needing this course.  2013: Would like to keep for future Harpsichord students.
<b>Political Science (POLS)</b>	<b>535 Public Opinion and Political Socialization</b>			X	We are hiring at least one faculty member in this area this year. We lost two people who did this kind of research and teaching in the past three years and now get to replace them.		

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			YES	NO			
<b>Political Science (POLS)</b>	<b>682 Theory &amp; Analysis of U.S. Foreign Policy Processes</b>			X	This course was to be offered this year, but a last minute buyout cancelled it. We will be returning to it soon.	2014 list	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. But 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.
<b>Psychology (PSYC)</b>	<b>540 Nonparametric Statistics</b>			X	Faculty member who usually teaches this course recently received an NSF grant and became Associate Dept Head and the two have prevented him from offering the course recently. He does plan to teach it in the future.  Curriculum Committee wants to see a definite term the course will be taught. Voted 7 to retain and 2 to drop the course. Course is retained this year. But if it's on the list next year a term must be indicated.	2014 list 2013 list	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.
<b>Psychology (PSYC)</b>	<b>576 Object Relations</b>		X				
<b>Spanish (SPAN)</b>	<b>531 Old Spanish</b>			X	They are still planning on offering it in the next year when the faculty member on the NEH fellowship returns.	2014 list	This course is taught by a faculty member who is on a NEH fellowship. It will be offered in the next two years.
<b>Women's Studies (WOST)</b>	<b>543 Women, Sport, and Culture</b>	<b>Secondary course.</b> <i>Primary course is: SPST 543</i>		X	As long as primary is offered this is a viable option.		
<b>HASLAM COLLEGE OF BUSINESS</b>							
<b>Management Science (MGSC)</b>	<b>651 Nonlinear Optimization</b>	<b>Primary course.</b> <i>Secondary course is: IE 602</i>		X	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			
<b>Marketing (MARK)</b>	<b>536 MBA Global Marketing Communications</b>		X				
<b>Statistics (STAT)</b>	<b>663 Advanced Statistics Theory I</b>		X				
<b>Statistics (STAT)</b>	<b>664 Advanced Statistics Theory II</b>		X				
<b>Statistics (STAT)</b>	<b>674 Advanced Data Mining</b>		X				
<b>COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES</b>							
<b>Child and Family Studies (CFS)</b>	<b>530 Families of Children with Disabilities</b>			X	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.		
<b>Counselor Education (COUN)</b>	<b>602 Directed Research</b>		X				
<b>Counselor Education (COUN)</b>	<b>625 Advanced Study in Personality</b>	<b>Secondary course. Primary course is: PSYC 625</b>	X				
<b>Cultural Studies in Education (CSE)</b>	<b>511 History of American Education</b>			X	Course is essential to the CSE Master's program and useful to all graduate students in education. We plan to offer it in summer 2016.		
<b>Educational Administration (EDAM)</b>	<b>658 Conflict Management</b>	<b>Secondary course. Primary course is: HEAM 658</b>	X				
<b>Educational Psychology (EDPY)</b>	<b>528 Psychology of Aging</b>		X				

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			YES	NO			
<b>Elementary Education (ELED)</b>	<b>504 Studies and Theory in Language Development</b>			X	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. If the decision is to retain course, it will be offered once a year, every other year at a minimum, in keeping with other advanced courses.		
<b>Elementary Education (ELED)</b>	<b>550 Assessment and Correction of Language Arts Difficulties</b>			X	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. If the decision is to retain course, it will be offered once a year, every other year at a minimum, in keeping with other advanced courses.		
<b>English Education (ENED)</b>	<b>597 Teaching Drama, Grades 7-13</b>		X			2014 list	This is one of our optional electives that we offer for students to complete their 12 hour electives. We will offer it su 2015, with Allison Varnes (GTA, who has drama/theatre background) as co-instructor.
<b>Higher Education Administration (HEAM)</b>	<b>630 Globalization and Higher Education</b>		X				
<b>Kinesiology (KNS)</b>	<b>521 Physical Activity Epidemiology Methods</b>			X	Course has not been taught because growing undergraduate enrollments have required faculty to teach fewer graduate sections; we are planning to offer this again once we have stabilized teaching assignments in our Kinesiology program.		



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			YES	NO			
<b>Learning Environments and Educational Studies (LEES)</b>	<b>655 Research in Learning Environments and Educational Studies</b>		X				
<b>Public Health (PUBH)</b>	<b>636 Advanced Research Methods</b>			X	This course is now a required core course for our new DrPH program (which became effective fall 2015). It will be taught in Fall 2016.		
<b>Science Education (SCED)</b>	<b>506 Science Education Studies in Natural Environments</b>			X	The content of 506 is offered every other year. Due to low enrollments the last couple of times, the content was melded with that of another course. But we intend to offer this course every other year. It is planned to be taught again in Fall 2017.		
<b>Social Science Education (SSCE)</b>	<b>525 Strategies, Programs and Materials for Teaching Elementary Social Studies</b>		X				
<b>Special Education (SPED)</b>	<b>504 Clinical Experience in Teaching and Supervision of Exceptional Children</b>	<b>Secondary course.</b> <i>Primary course is: EDDE 504</i>	X				
<b>Special Education (SPED)</b>	<b>568 Early Childhood Special Education: Theories and Interventions</b>		X				
<b>College of Engineering</b>							
<b>Biomedical Engineering (BME)</b>	<b>538 Biomedical Instrumentation and Biosensing Techniques</b>			X	BME is determining when to teach this course.		
<b>Biomedical Engineering (BME)</b>	<b>577 Neural and Fuzzy Approaches in Engineering</b>	<b>Secondary course.</b> <i>Primary course is: NE 577</i>		X	Retain as secondary course.		
<b>Computer Science (COSC)</b>	<b>525 Engineering Dependable Software</b>		X				

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			YES	NO			
<b>Electrical and Computer Engineering (ECE)</b>	<b>653 Advanced Computer Networks</b>			X	We plan to offer 653 next year.	2014 list 2013 list	Course should be preserved as a core graduate course
<b>Electrical and Computer Engineering (ECE)</b>	<b>655 Power-Aware Computing</b>		X				
<b>Electrical and Computer Engineering (ECE)</b>	<b>663 Advanced Plasma Physics I</b>		X				
<b>Environmental Engineering (ENVE)</b>	<b>650 Environmental Engineering Laboratory</b>			X	We plan to offer this course fall 2016.		
<b>Industrial Engineering (IE)</b>	<b>602 Nonlinear Optimization</b>	<b>Secondary course.</b> <i>Primary course is: MGSC 651</i>		X	The course was scheduled twice in the Fall 2014 and Fall 2015 and both were cancelled because of family leaves of the instructors. The course is now scheduled to be offered by Dr. Jim Ostrowski in Spring 2016.		
<b>Materials Science and Engineering (MSE)</b>	<b>532 Metallurgy of Deformation and Fracture</b>			X	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 list	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 2015.
<b>Mechanical Engineering (ME)</b>	<b>515 Numerical Heat and Mass Transfer</b>		X				
<b>Mechanical Engineering (ME)</b>	<b>525 Combustion and Chemically Reacting Flows I</b>			X	Our Graduate Committee is studying incorporating this course in our automotive concentration.		
<b>Mechanical Engineering (ME)</b>	<b>531 Advanced Biomechanics I</b>	<b>Secondary course.</b> <i>Primary course is: BME 531</i>		X	Retain as secondary course.		

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			YES	NO			
<b>Mechanical Engineering (ME)</b>	<b>631 Advanced Biomechanics II</b>	<b>Secondary course. Primary is: BME 631</b>		X	Retain as secondary course.	2014 list	Keep the secondary course.
College of Law							
<b>Law (LAW)</b>	<b>941 Land Acquisition and Development Seminar</b>			X	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 list	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.
<b>Law (LAW)</b>	<b>958 Women and The Law</b>			X	The College of Law hopes to hire an individual in the near future who will teach this course		
<b>Law (LAW)</b>	<b>985 Workers' Compensation</b>			X	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 list	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.
College of Nursing							
<b>Nursing (NURS)</b>	<b>509 Graduate Seminar in Public Health</b>	<b>Secondary course. Primary is: PUBH 509</b>		X	Cross listed with PUBH 509 and required for Health policy graduate certificate.		
College of Social Work							
<b>Social Work (SOWK)</b>	<b>561 Spirituality in Clinical Social Work Practice</b>			X	This course is offered each summer. Previously offered under umbrella course number 540 – General Topics in Social Work. Will be offered as 561 from now on.		
Intercollegiate							
<b>Aviation Systems (AVSY)</b>	<b>509 Introduction to Aircraft Structures</b>			X		2014 list	Course will be offered within a year.

Number of courses to DROP	25
Number of courses to RETAIN	<u>43</u>
Number of courses on list	68

**Undergraduate 400-level courses:**

The undergraduate *Courses Not Taught in 4 or More Years Report* did not appear in the October Undergraduate Curriculum Agenda. The Report will appear in their January Agenda.

Any 400-level courses (approved for graduate credit) listed to be dropped on the Report will consequently also be removed from the Graduate Catalog.