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Curriculum Committee Report - March 31, 2011

Graduate Council

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Thursday March 31, 2011	Graduate Curriculum Committee	Electronic Voting
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Report

Electronic voting – curriculum vote results.

Electronic votes were submitted by: Caula Beyl, Ed Caudill, Pat Freeland, Tom George, John Ma, Blanche O'Bannon, Greg Petty, Jeff Phillips, Colin Spaulding, Marlys Staudt, John Wachowicz, and Scott Wall.

The Curriculum Committee was convened electronically by Chair, Sibyl Marshall. The voting was submitted and complete by March 31, 2011. The Curriculum Committee approved the following curriculum changes.

College of Agricultural Sciences and Natural Resources

Course changes: Drop 1 course, add 4 courses.

College of Education, Health, and Human Sciences

Course changes: Revise 1 course.

Program changes: Revise text to include distance education description to MS majors.

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

All changes effective Fall 2012

I. COURSE CHANGES

DEPARTMENT OF FOOD SCIENCE AND TECHNOLOGY

(FDST) Food Science and Technology

DROP

FDST 615 - Food Biopolymers

Rationale: This course was taught by 3 instructors each teaching a course once in three years. Students could take the course repeatedly, maximum three times (9 hours). This course is being rolled in the new 600 level courses 616, 617, and 618.

ADD

545 Food Rheology (3) Principles of fundamental and empirical rheological tests are described. Rheological properties of food colloidal and polymeric systems and application of rheology to understand microstructure and functionality of food systems are discussed.

Recommended Background: Organic chemistry and food chemistry.

Registration Restriction(s): Minimum student level – graduate.

616 Physical Properties of Foods (3) Discusses physical properties of foods and applications of fundamental principles to understand and create colloidal and polymeric structures relevant to food systems.

Recommended Background: Organic chemistry and food chemistry.

Registration Restriction(s): Minimum student level – graduate.

617 Food Proteins (3) Physicochemical properties of proteins used as ingredients in foods. Common methods used for the manufacturing of protein ingredients. Future trends in food proteins and novel methods for quantification and characterization of food proteins.

Recommended Background: Organic chemistry and food chemistry.

Registration Restriction(s): Minimum student level – graduate.

618 Structure and Functionality of Polysaccharides (3) Occurrence of polysaccharides and their role in nature, conformation and behavior in solutions, gelling mechanisms, and applications.

Recommended Background: Organic chemistry and food chemistry.

Registration Restriction(s): Minimum student level – graduate

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Changes Effective Fall 2012

I. COURSE CHANGES

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

(KNS) Kinesiology

REVISE TITLE

515 Qualitative Biomechanical Analysis of Movement

Formerly: 515 Qualitative Analysis of Movement in Sport and Exercise

II. PROGRAM CHANGES

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

REVISE TEXT TO INCLUDE DISTANCE EDUCATION DESCRIPTIONS.

In the 2011-2012 Graduate Catalog revise introductory paragraph to include distance education description as the last sentence of the paragraph as follows:

EDUCATION MAJOR, MS – INSTRUCTIONAL TECHNOLOGY CONCENTRATION

...supervisory positions at the college level. This program offers elements of the curriculum online via distance education. For details visit: http://epc.utk.edu/instructional_technology/

SUPPORTING INFORMATION: Rationale: Offering distance education courses in the Instructional Technology Concentration of the Education Major, MS will allow increased student access to the curriculum. Refer to attached document "EPC Department's Response to Graduate-level Distance Education Program: Graduate School Checklist." Impact: There is no impact on other academic units. Financial impact: There are no new start-up costs and no need for additional resources. Faculty members are currently available to offer these distance-education courses.

EDUCATIONAL PSYCHOLOGY MAJOR, MS – APPLIED EDUCATIONAL PSYCHOLOGY CONCENTRATION

In the 2011-2012 Graduate Catalog revise paragraph under Requirements heading to include distance education description as the last sentence of the paragraph as follows:

... may be substituted with the consent of the program committee. This program offers elements of the curriculum online via distance education.

SUPPORTING INFORMATION: Rationale: Offering distance education courses in the Applied Educational Psychology Concentration of the Educational Psychology Major, MS will allow increased student access to the curriculum. Refer to attached document "EPC Department's Response to Graduate-level Distance Education Program: Graduate School Checklist." Impact: There is no impact on other academic units. Financial impact: There are no new start-up costs and no need for additional resources. Faculty members are currently available to offer these distance education courses.

Department of Educational Psychology and Counseling (EPC)
Responses to Graduate-Level Distance Education Programs
Graduate School Checklist

Responses from the Department of Educational Psychology and Counseling (EPC) to nine guidelines established by Graduate School and established as Attachment 5, Graduate Council Minutes, October 22, 2009.

This master's degree program already exists and will not be changed; the only new wrinkle is the delivery mode. It will be offered primarily via distance education (DE).

There is no residency requirement.

Existing technologies will be used to deliver this program much as the two other DE programs within the EPC Department are delivered (e.g., Centra).

The program co-coordinators are Dr. Kathy Greenberg and Dr. Denise Harvey.

We have already held meetings with Dr. George Hoemann (Assistant Dean, Continuing Education) and Ms. Caroline Bowers (Assistant Director, Distance Education) to determine market. As a result of an EduVentures marketing survey, both Dr. Hoemann and Ms. Bowers have endorsed this program. The appropriate Graduate School forms are attached, and the DE delivery mode will be assigned to the DE courses when schedules are determined.

Ms. Mary Lee Stewart, Program Coordinator, LiveOnline@UT conducted two workshop sessions demonstrating the tools and features of the Centra online practice classroom for EPC faculty and graduate students. Faculty are already delivering DE courses within the EPC Department and those who will eventually teach in this program and who have not had training will engage that training before leading a DE course.

This Program will not need any unique resources, technologies, or library access elements that are not already the MO of our two other existing DE programs within EPC.

The University sets fees for DE courses and EPC observes those; there are no additional EPC fees.

This program does not require an internship nor a thesis, although a student may complete a thesis. If so, the student, relevant faculty within the program committee for the student, and one of the co-coordinators will create the supervision mechanism.

Criteria for transfer of coursework does not change as a function of delivery mode, and the criteria for accepting transfer credit is consistent with the details described in the Graduate Catalog (e.g., majority of coursework from UT, taken within the six-year window of opportunity for completing the degree, two-thirds of the courses taken at the 500 level).