11-6-2003

Curriculum Committee Report - November 6, 2003

Graduate Council

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Recommended Citation

4th Floor Conference Room, Andy Holt Tower
3:30 P.M.

Attending: Paul Frymier (Chair), Stephen Blackwell, Sherry Cable, Sid Collins, Mary McAlpin, Naima Moustaid-Moussa, Blanche O’Bannon, Brenda Rayman, Kay Reed, Lloyd Rinehart, Bobbie Suttles. Representatives from the colleges present were Tom George and Schuyler Huck, College of Education, Health and Human Sciences; Jan Lee, College of Nursing; and Luther Wilhelm, College of Engineering.

Dr. Paul Frymier called the meeting to order at 3:30 p.m.

Curricular Proposals recommended by committee for approval by Graduate Council:

- **Education, Health, & Human Sciences:**
  - **Child & Family Studies:** Revise Ph.D. Program in Human Ecology, concentration Child & Family Studies; revise, drop and add courses.
  
- **Education:** Drop One Course—Trans College Seminar.

- **Educational Administration & Policy Studies:** Add cross-listed course (primary department is Educational Psychology).

- **Educational Psychology & Counseling:** Revise Ph.D. Program in Education, Counselor Education concentration by decreasing core requirements by 1 hour.
  
  - **Counselor Education Subject Area:** Revise 2 courses; Add 1 course.
  
  - **Educational Psychology:** Add 3 courses (2 were previously offered under ITES).

- **Instructional Technology & Educational Studies:** Revise Catalog to include list of specializations.
• **Curriculum, Educational Research & Evaluation Subject Area:** Drop 2 courses (these are moving to the Educational Psychology Department).

• **Sport & Leisure Studies:** Revise M.S. in Recreation & Leisure Studies with a concentration in Recreation Administration to change title and program of concentration to Recreation & Leisure Administration; Revise M.S. in Sport Studies major with a concentration in Sport Studies to drop culminating experience requirement for non-thesis students.
  - **Recreation & Leisure Studies Subject Area:** Revise 1 course.
  - **Sport Studies Subject Area:** Revise 3 courses; Drop 1 course.

• **Theory & Practice in Teacher Education:** Revise Ed.D. requirements statement concerning full-time enrollment; Revise seminar courses; Add 1 course.

• **Nursing:**
  - For the Ph.D. program: Revise admission and program requirements and .
  - Revise Course title and catalog description for one course; Drop two courses.
  - M.S.N. program: Revise admission requirements.
  - Add RN-M.S.N. track.

• **Social Work**—Information only: Change statement on Extended Study.

• **Courses Not Taught in Four or More Years to be dropped Fall 2004.**

The meeting adjourned at 5:20 P.M.
Memo

To: Graduate Council  
From: Tom George, College of Education, Health & Human Sciences  
Date: 11/14/2003  
Re: Items for the Graduate Council Agenda from CEHHS

The attached curricular proposals have been approved by the faculty of the College of Education, Health & Human Sciences and are submitted to the Graduate Council for consideration. The following is a summary of these proposals:

- **Child & Family Studies**: Revise Ph.D. Program; *Revise one course; Drop 3 courses; Add 3 courses. (*Instead of revising CFS 571, it is to be dropped and CFS 572 added.)*

- **Education**: Drop One Course.

- **Ed Admin & Policy Studies**: Add cross-listed course (primary department is Educational Psychology).

- **Educational Psychology & Counseling**: Revise Program.
  - **Counselor Education Subject Area**: Revise 2 courses; Add 1 course.
  - **Educational Psychology**: Add 3 courses (2 were previously offered under ITES).

- **Instructional Technology & Educational Studies**: Revise Catalog
  - **Curriculum, Educational Research & Evaluation Subject Area**: Drop 2 courses (these are moving to the Educational Psychology Department).

- **Sport & Leisure Studies**: Revise Rec & Leisure St concentration title and program; Revise Sport & Leisure Studies program.
  - **Recreation & Leisure Studies Subject Area**: Revise 1 course.
  - **Sport Studies Subject Area**: Revise 3 courses; Drop 1 course.

- **Theory & Practice in Teacher Education**: Revise catalog; Revise courses; Add 1 course.

Please contact me at 974-0818 if you have any questions or need additional information. Thank you.
REVISE Ph.D. in Human Ecology – Child and Family Studies concentration

On page 71 of the 2003-2004 Graduate Catalog, revise the Ph.D. Program description and requirements:

From:

The department supports a doctoral program leading to a Ph.D. in Human Ecology. Two themes are highlighted: the integration of human development and family studies and concentration in a selected area of study. A doctoral program that is concurrently specialized and integrative in nature reflects the complexity of the disciplinary subject matter, provides a broader context to formulate theoretical questions, and broadens the empirical literature for addressing these questions.

Requirements include:
1. Completion of the foundation courses in the Master’s program: 510, 511, 550, and 570.
2. Completion of the doctoral core: 640, 634, 691 or 650.
5. Three credits of advanced statistics.
6. Minimum 3 credits in specialized research methods.
7. Selection of one of the following specializations: teaching in higher education (requires UT GTA seminar, 3 credits of college teaching methods and one semester of supervised teaching experiences); administration in community services (requires 566 or 563, 521 or SW 541, and one semester of an administrative apprenticeship); research emphasis requires 6 additional credits in research methods or statistics).
8. Minimum of 6 credits in a cognate area.
10. Minimum of 95 credits beyond the bachelor’s degree.

To:

The department supports a doctoral program leading to a Ph.D. in Human Ecology. Two themes are highlighted: the integration of human development and family studies and concentration in a selected area of study. A doctoral program that is concurrently specialized and integrative in nature reflects the complexity of the disciplinary subject matter, provides a broader context to formulate theoretical questions, and broadens the empirical literature for addressing these questions. The Ph.D. is primarily a research degree. A core component of the program focuses on the development of expertise in research methods and statistics so that graduate students are capable of advancing knowledge in their field of study.

Requirements include:
1. Completion of the foundation courses in the Master’s program: 510, 511, 550, and 570.
2. Completion of the doctoral core: 640 and 634.
5. Three credits of advanced statistics.
6. Complete six credits of supervised research practica, CFS 680 and 681.
7. Complete three credits of either CFS 633 or CFS 660; and complete three credits from among CFS 633, CFS 660, CFS 650, CFS 670, or CFS 691 for a total of 6 credits of doctoral level CFS research methods.
8. Minimum 3 credits in specialized research methods.
9. Completion of 2 credits of CFS 572.
10. Minimum of 6 credits in a cognate area.
12. Minimum of 96 credits beyond the bachelor’s degree.

Effective: Fall 2004

Rationale: Program changes are needed to give the Ph.D. an increased emphasis on research and research methods. Of particular importance is the need to encompass research methods used in both child and family studies and to ensure that all students are exposed to the predominant methods used in child and family studies research. The teaching and administration specializations were eliminated so that we could re-emphasize that disciplinary research methods are at the core of a research-intensive university.
Faculty will continue to mentor students who assume teaching responsibilities within the department as part of an assistantship experience or as an elective option.

**Impact on other academic units:** The changes proposed here will impact on other academic units by making a broader spectrum of methodology courses available to qualified students in other programs across the university.

**Financial impact:** Existing faculty as part of their normal teaching load will teach the proposed new courses. Hence, the proposed changes will have no financial impact on faculty costs.

### Child and Family Studies (245)

**DROP**

- **571 Research Seminar (1)** Presentation and critique of research projects. Prereq: Departmental major or consent of instructor. May be repeated. S/NC only.

**ADD**

- **572 Professional Socialization (2)** Behaviors and practices appropriate to a professional researcher and practitioner in the field of Child and Family Studies: understanding and working within the university environment, maintaining ethical standards, complying with human subjects protocols, making public presentations, and networking with peers.

### EQUIVALENCY TABLE

<table>
<thead>
<tr>
<th>Former Course to be Dropped Fall 2004</th>
<th>Equivalent Course to be Added Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child and Family Studies 571 (1)</td>
<td>Child and Family Studies 572 (2)</td>
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</table>

**Effective:** Fall 2004

**Rationale:** Understanding the demands and expectations of a professional academic environment enhances graduate students’ success as students and later as professionals. In the past, the department has made no pointed effort to help students gain this perspective. As a result, some learned, others did not, and their academic performance may have suffered. This course is a concerted effort to expose students to the culture and responsibilities of professional researchers and practitioners in the Child and Family Studies field in the hopes of enhancing their academic performance and better preparing them for the post-graduate, professional world.

**Relationship of the course to other courses/programs:** The only other comparable course that we have identified is PSYCH 635: Ethical, Legal and Professional Issues in Psychology. There will be some overlap between these classes in that both will address ethical and professional issues. However, the Psychology course will focus heavily on the impact of these issues when working as a Clinical Psychologist. Our students are not training or planning to be Psychologists or to provide clinical services. Rather they will be employed in academic settings or in settings that design and provide services for children and families. Thus, while there will be some overlap, the Psychology course will focus too heavily on issues related to the practice of Clinical Psychology which minimize the educational benefit for our students.

### DROP

- **535 Child and Family Policy (3)**
- **555 Children, Divorce, and Remarriage (3)**
- **625 College Teaching and Professional Roles in Human Ecology (3)**

**Effective:** Fall 2004

**Rationale:** The courses are being dropped for one or more of the following reasons: does not contribute to the revised direction of the department’s graduate program, streamlines course offerings, the faculty member who taught the course is no longer here, not an interest of current faculty, want to achieve a complement of elective courses that can be offered on a regular basis and these course do not fit that objective, eliminate courses that have not been taught for several years and for which there are no plans to offer in the near future.
660  Experimental Design and Observation Methods (3) Experimental and quasi-experimental designs (group and time-series single-case) in natural and contrived settings as used in child and family research; observation methods used with these designs. Prereq: 570.

Effective:  Fall 2004

Rationale: The most widely used methods in child and family research are observational, experimental, and survey. Experimental and observational methods are most typically used in child related research. The department currently has no course offerings in experimental and observational methods. The addition of this course will enable the department to provide training in this area at an advanced level and better prepare our students for employment in research institutions and other professional settings.

Relationship of the course to other courses/programs: Some of the same quasi-experimental and experimental designs are addressed in EP 505. However, that course is designed to address the needs of students who will be working in applied psychoeducational research and focuses very heavily on single-case designs used in classroom settings. Our doctoral students require a course that is more broadly based across the experimental designs used in the child and family fields. In addition, EP 505 does not present much information on observation methods.

Format of course including location: The course will consist of lectures, in-class discussion, presentations by researchers inside of and outside of the department, and in-depth investigation of selected areas of research within the field where the use of a range of designs and measurement methods is notable.

Financial impact: None. Current faculty as part of their normal teaching load will staff the course. Practice observations will be conducted in settings that already exist.

680-681  Knox Area Family and Child Study (KAFACS) Research Practica I, II (3, 3) Faculty-directed collaborative original research, including problem definition, instrumentation, data collection, data analysis, and report writing on a panel or sample of families and children in the Knox County area. Two semesters, 3 credits per semester. Prereq: 570.

Effective:  Fall 2004

Rationale: In this department, students currently have limited opportunity to conduct hands-on, faculty-directed collaborative research. The purpose of this course is to provide such hands-on involvement in research that can integrate research experience with previous course work on research methods. The addition of such a course enhances students’ professional training and employment opportunities. In addition, the course will provide the department with a research-grounded link to the community, through which we can provide insight and understanding of on-going problems—the mission of a land-grant institution. The addition of this course will provide research training in a collaborative environment, an opportunity to learn about child and family issues in the larger Knox County area, data and recommendations for addressing such issues, and the generation of pilot data faculty can use to generate external funding for further research projects.

Relationship of the course to other courses/programs: This course does not duplicate other courses or programs. Students from other programs may enroll in the proposed class.

Format of course including location: The on-campus portion of the course will include lectures, discussion groups, research design groups, and work in the computer labs for data analysis. Off-campus, course participants will be involved with participating agencies and families explaining the research, gathering data, and reporting the results.

Financial impact: No new faculty would need to be hired to direct this course. Space to house several research associates with appropriate computer equipment has already been allocated internally within the department.
Education (289)

DROPS

601 Trans-College Seminar (1)

Effective: Fall 2004

Rationale: As doctoral programs are managed at the department level, this course is no longer applicable. It will be replaced with departmental seminars.

EDUCATIONAL ADMINISTRATION AND POLICY STUDIES DEPARTMENT

Educational Administration And Policy Studies (288)

ADD AND CROSS-LIST

577 Educational Statistics (3) Same as Educational Psychology 577. (Primary course is Educational Psychology 577.)

Formerly: Curriculum, Educational Research, and Evaluation 561.

Effective: Fall 2004

Rationale: Course was previously offered in the Department of Instructional Technology and Educational Studies (Curriculum, Educational Research, and Evaluation 561). Due to the retirement of the primary instructor for the course, the Department no longer wishes to offer it and has agreed to allow the course to be moved to the Department of Educational Psychology and Counseling.

Relationship to other courses/programs: The course will be cross-listed with Educational Psychology 577 (primary).

Financial Impact: None. The professors who will teach the course will have their normal teaching schedules adjusted so they can offer this course.

EDUCATIONAL PSYCHOLOGY AND COUNSELING DEPARTMENT

REVISE PH.D.PROGRAM – EDUCATION MAJOR – COUNSELOR EDUCATION CONCENTRATION

On page 94 of the 2003-2004 Graduate Catalog, revise the Ph.D. in Education with concentration in Counselor Education as follows:

From:

• Specialization 9 Hours (Not Counselor Education)
• Cognate 6 Hours
• Core 11 Hours
  Seminar in Primary Concentration:
  COUN 650 (3 Hours): Seminar in Counselor Education
  Philosophy of Science (3 Hours) (substitute COUN 535 Ethical, Legal, and Professional Issues in Counseling)
  Theoretical Foundations and/or Applications (3 Hours)
  Trans college Seminar (2 Hours)
• Research 15 Hours
  9 Hours Quantitative Research including a two-semester statistics sequence
  6 Hours Qualitative Research
• Dissertation 24 Hours
• Total 98 Hours

To:

• Specialization 9 Hours (Not Counselor Education)
• Cognate 6 Hours
• Core 10 Hours
  Seminar in Primary Concentration:
  COUN 650 (3 Hours): Seminar in Counselor Education
  Philosophy of Science (3 Hours) (substitute COUN 535 Ethical, Legal, and Professional Issues in Counseling)
  Theoretical Foundations and/or Applications (3 Hours)
Department Seminar (1 Hour)
• Research 15 Hours
  9 Hours Quantitative Research including a two-semester statistics sequence
  6 Hours Qualitative Research
• Dissertation 24 Hours
• Total 97 Hours

Effective: Fall 2004

Rationale: There is no longer a Trans-College seminar. Instead, the department will offer a 1 hour departmental seminar.

Impact on other units: None

Financial impact: None

Counselor Education (255)

REVISE COURSE TITLE

To:

550 Foundations in School Counseling (3)

Formerly: Introduction to Pupil Personnel Service Program (3)

Effective: Fall 2004

Rationale: Language of profession has changed. The State of Tennessee issues licenses for Professional School Counselors and this revision concurs with State licensing language

REVISE GRADING & REPETITION

To:

650 Seminar in Counselor Education (3) Professional issues related to role and function of Counselor educator. Prereq: Admission to doctoral program in counselor education.

Formerly: May be repeated. Maximum 2 hours. S/NC

Effective: Fall 2004

ADD

679 Internship in Counselor Education (1-6) Supervised experience in departmentally approved counseling, teaching, supervision, or consultation internship sites. Prereq: Admission to counselor education doctoral program and consent of the instructor. May be repeated. Maximum 12 hours. Satisfactory/No Credit only.

Effective: Fall 2004

Rationale: During our reorganization, we inadvertently left out our 679 course (on page 90 of the 2002-2003 Graduate Catalog). The course is necessary to our program and needs to be reinstated.

Relationship to other programs: None

Format: Internship (experience at internship sites) Classroom space will not be needed.

Financial Impact: None. This is a course already counted in the program offerings.

Educational Psychology (310)

ADD & CROSS-LIST

577 Educational Statistics (3) Applications of descriptive and inferential statistics to educational and instructional problems. Use of Internet sites and computer programs to analyze data. Prereq: One year of college mathematics, an elementary course in statistics, or consent of instructor. (Same as Educational Administration and Policy Studies 577.)

Formerly: Curriculum, Educational Research, and Evaluation 561.

Effective: Fall 2004
Rationale: Course was previously offered in the Department of Instructional Technology and Educational Studies (Curriculum, Educational Research, and Evaluation 561). Due to the retirement of the primary instructor for the course, the department no longer wishes to offer it and has agreed to allow the course to be moved to the Department of Educational Psychology and Counseling.

Relationship to other courses/programs: Educational Psychology 577 is the primary course. The course will be cross-listed with Educational Administration and Policy Studies 577.

Financial Impact: None. The professors who will teach the course will have their normal teaching schedules adjusted so they can offer this course.

ADD

677 Advanced Educational Statistics (3) Applications of parametric and nonparametric statistical inference to educational and instructional problems. Use of computer programs and internet sites in analyzing data. Prereq: 577.

Formerly: Curriculum, Educational Research, and Evaluation 671

Effective: Fall 2004

Rationale: was previously offered in the Department of Instructional Technology and Educational Studies Course (Curriculum, Educational Research, and Evaluation 671). Due to the retirement of the primary instructor for the course, the department no longer wishes to offer it and has agreed to allow the course to be moved to the Department of Educational Psychology and Counseling.

Relationship to other courses/programs: None

Financial Impact: None. The professors who will teach the course will have their normal teaching schedules adjusted so they can offer this course.

ADD

601 Professional Seminar (1) An introduction to doctoral study in Educational Psychology and Counseling that explores research requirements, the meaning of scholarship in academe, resources, survival strategies for students, and related topics. Prereq: Admission to the Ph.D. program. May not be used to meet the Educational Psychology and Counseling 600 requirement. Satisfactory/No Credit grading only.

Effective: Fall 2004

Rationale: This course will be offered each fall semester for entering doctoral students in the Department of Educational Psychology and Counseling in order to introduce them to doctoral study in the Department and the University. Expectations of doctoral students, the meaning of a terminal degree, and related topics will be explored in order to prepare students to make the most of this academic experience.

Relationship of the course to other courses/programs: This course will be taken during the first semester of doctoral work to provide the student with a foundation for doctoral study. Topics covered in this seminar are not covered elsewhere in the curriculum.

Format of course including location: The seminar will meet weekly and will include speakers, discussions, panels, and opportunities for reflection.

Financial impact: None. This course will be taught by faculty who are transitioning from the undergraduate Human Service major which will be phased out in 2004.

CATALOG CORRECTION:

On page 87 of the 2003-2004 Graduate Catalog, correct the list of concentrations (Ph.D. in Education) to include the specializations on page 128 under the Cultural Studies of Educational Foundations Concentration:

From:
Cultural Studies of Educational Foundations

To:
Cultural Studies of Educational Foundations (Philosophy of Ed, Cultural Studies, Sociology of Ed, and History of Ed)
Effective: Fall 2004

**Rationale:** Specializations were left out of the catalog last year. They appear on page 128 but not on page 87.

### INSTRUCTIONAL TECHNOLOGY AND EDUCATIONAL STUDIES DEPARTMENT

**Curriculum Educational Research and Evaluation (256)**

**DROP**

- 561 Educational Statistics (3)
- 671 Advanced Educational Statistics (3)

Effective: Fall 2004

**Rationale:** Due to the retirement of the primary instructor for the course, the Department no longer wishes to offer it and has agreed to allow the courses to be moved to the Department of Educational Psychology and Counseling.

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<td>Curriculum, Educational Research, and Evaluation 561</td>
<td>Educational Psychology 577 (Primary course. Cross-listed with Educational Administration and Policy Studies 577.)</td>
</tr>
<tr>
<td>Curriculum, Educational Research, and Evaluation 671</td>
<td>Educational Administration and Policy Studies 677</td>
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### SPORT & LEISURE STUDIES DEPARTMENT

**REVISE THE M.S. PROGRAM - RECREATION AND LEISURE STUDIES MAJOR**

- Change the name of the Recreation Administration concentration to: Recreation and Leisure Administration concentration and revise the requirements for the concentration.
- Revise the requirements for the Therapeutic Recreation concentration.
- On page 185 of the 2003-2004 Graduate Catalog, revise the Recreation & Leisure Studies programs as follows:

**From:**

```
Recreation and Leisure Studies
THE MASTER’S PROGRAM
•Recreation Administration Concentration
Thesis Option
Recreation and Leisure Studies
415 or 440, 510, 515, 540, 541 15
Safety Education 443 3
Sport Management 512 3
Research Methods 3
Statistics 3
Thesis 6
Total 33
```

```
Non-Thesis Option
Recreation and Leisure Studies
415 or 440, 510, 515, 540, 541, 590 21
Safety Education 443 3
Sport Management 512 3
Research Methods 3
Statistics 3
Elective 3
Total 33
```

**To:**

```
Recreation and Leisure Studies
THE MASTER’S PROGRAM
•Recreation and Leisure Studies MAJOR
Thesis Option
Recreation and Leisure Studies
415 or 440, 510, 515, 540, 541, 590 15
Safety Education 443 3
Sport Management 512 3
Research Methods 3
Statistics 3
Thesis 6
Total 33
```

```
Non-Thesis Option
Recreation and Leisure Studies
415 or 440, 510, 515, 540, 541, 590 21
Safety Education 443 3
Sport Management 512 3
Research Methods 3
Statistics 3
Elective 3
Total 33
```
• Therapeutic Recreation Concentration
Thesis Option
Recreation and Leisure Studies
420 or 425, 510, 515, 520, 521, 522
Research Methods 3
Statistics 3
Elective 3
Thesis 6
Total 33

Non-Thesis Option
Recreation and Leisure Studies
420 or 425, 510, 515, 520, 521, 522
Research Methods 3
Statistics 3
Internship 6
Elective 6
Total 36

To:
Recreation and Leisure Studies
THE MASTER’S PROGRAM
• Recreation and Leisure Administration Concentration
Thesis Option
RLS 415: Development and Maintenance of Recreation and Athletic Facilities 3
RLS 510: Perspectives and Trends in Service Management 3
RLS 515: Philosophical and Conceptual Foundations of Leisure 3
RLS 540: Fiscal Policies for Recreation and Sports Related Organizations and Facilities 3
RLS 541: Management and Operation of Recreation and Sport Related Facilities 3
SAFETY 443: Sports and Recreational Safety, or 3
SPTMGT 512: Application of Legal Concepts to Sport Settings 3
Research Methods 3
Statistics 3
Thesis 6
RLS 590: Graduate Internship 3
Total 33

Non-Thesis Option
RLS 415: Development and Maintenance of Recreation and Athletic Facilities 3
RLS 510: Perspectives and Trends in Service Management 3
RLS 515: Philosophical and Conceptual Foundations of Leisure 3
RLS 540: Fiscal Policies for Recreation and Sports Related Organizations and Facilities 3
RLS 541: Management and Operation of Recreation and Sport Related Facilities 3
SAFETY 443: Sports and Recreational Safety 3
SPTMGT 512: Application of Legal Concepts to Sport Settings 3
RLS 590: Graduate Internship 6
Research Methods 3
Statistics 3
Electives 3
Total 36

• Therapeutic Recreation Concentration
Thesis Option
RLS 510: Perspectives and Trends in Service Management 3
RLS 515: Philosophical and Conceptual Foundations of Leisure 3
RLS 520: Program Design and Evaluation in Therapeutic Recreation 3
RLS 521: Facilitation Techniques in Therapeutic Recreation 3
RLS 522: Clinical Aspects of Therapeutic Recreation 3
RLS 590: Graduate Internship* 6
Research Methods 3
Statistics 3
Thesis 6
Total 33

*Must meet national certification requirements
Non-Thesis Option
RLS 510: Perspectives and Trends in Service Management 3
RLS 515: Philosophical and Conceptual Foundations of Leisure 3
RLS 520: Program Design and Evaluation in Therapeutic Recreation 3
RLS 521: Facilitation Techniques in Therapeutic Recreation 3
RLS 522: Clinical Aspects of Therapeutic Recreation 3
RLS 590: Graduate Internship* 6
RLS 591: Directed Study in Leisure and Recreation 3, or
RLS 592: Special Topics in Recreation & Leisure Studies
Research Methods 3
Statistics 3
Electives 6
Total 36
*Must meet national certification requirements

Effective: Fall 2004

Rationale: During the 2001-02 academic year the Recreation and Tourism Management (RTM) program was housed in the Department of Consumer Industries and Services. At that time CISM had just established a common core of courses for all students in retail and consumer science (RCS), hotel and restaurant administration (HRA) and RTM. When the College of Human Ecology and the College of Education merged RTM, sport management and cultural sciences combined programs to form the department of sport and leisure studies. Subsequently the RTM program became the Recreation and Leisure Studies (RLS) program. As such, the RLS program is no longer affiliated with CISM or any of the programs therein. Hence, we are requesting to drop all of the aforementioned CISM courses from our program.

Impact on other academic units: None.

Financial impact: None. The changed courses will be covered by Recreation and Leisure faculty.

REVISE MASTER’S PROGRAM - SPORT STUDIES MAJOR – SPORT STUDIES CONCENTRATION (THESIS AND NON-THESIS OPTIONS)

On page 186 of the 2003-2004 Graduate Catalog, under Sport Studies, The Masters Program, Thesis and Non-Thesis Options, 2nd sentence should be changed as follows:

From:
All thesis students are required to take the Research Proposal Development course (Sport Studies 595) and register for 6 hours of thesis (Sport Studies 500). Students who choose the non-thesis option are required to take a written comprehensive examination and register for 3 hours of special project (Sport Studies 501).

To:
All thesis students are required to register for 6 hours of thesis (Sport Studies 500). Students who choose the non-thesis option are required to take a written comprehensive examination.

Effective: Fall 2004

Rationale: Tennessee Higher Education Commission (THEC) has dropped its requirement that Masters programs require a culminating experience in addition to a final comprehensive examination.

Recreation and Leisure Studies (853)

REVISE DESCRIPTION & PREREQ

From:

590 Graduate Internship (3-6) Required of all graduate students. Minimum 50 clock hrs for each hour credit. Work experience, evaluation by agency and university and written paper required.

To:

590 Graduate Internship (3-6) Required of all graduate students. Application of previous theoretical and applied knowledge and skills in an appropriate recreation/leisure setting. The internship is intended to simulate a full time professional level work experience during the entire semester. Therapeutic Recreation Internship must meet NCTRC national guidelines. Prereq: Completion of 24 graduate hours/3.0 GPA and/or permission of instructor.
Sport Studies (959)

REVISE DESCRIPTION & PREREQ

From:

501 Special Project (3) Culminating experience for non-thesis major. Research study suitable for publication, or practicum requiring special written work. Prereq: 532

To:

501 Special Project (3) Research study suitable for publication, or practicum requiring special written work.

Effective: Fall 2004

REVISE DESCRIPTION

From:

595 Special Topics (1-3) Advanced study in selected aspects of Cultural Studies. May be repeated. Maximum 9 hours. Satisfactory/No Credit or letter grade.

To:

595 Special Topics (1-3) Advanced study in selected aspects of sport studies. May be repeated. Maximum 9 hours. Satisfactory/No Credit or letter grade.

From:

695 Special Topics (1-3) Study for doctoral students in selected aspects of Cultural Studies. May be repeated. Maximum 9 hours. Satisfactory/No Credit or letter grade.

To:

695 Special Topics (1-3) Study for doctoral students in selected aspects of sport studies. May be repeated. Maximum 9 hours. Satisfactory/No Credit or letter grade.

Effective: Fall 2004

Rationale: Last year these courses were moved from the Cultural Studies subject area to Sport Studies. However, the language still reflects “Cultural Studies.” Revision gives the correct subject matter for the course.

DROP

503 Problems in Lieu of Thesis (2-3)

Effective: Fall 2004

THEORY & PRACTICE IN TEACHER EDUCATION DEPARTMENT

REVISE ED.D. REQUIREMENTS – TEACHER EDUCATION MAJOR

Revise Catalog

On page 194 of the 2003-2004 Graduate Catalog, revise the third column, third paragraph to reflect the following:

From:

The doctoral candidate must be in full-time enrollment (minimum of 9 hours fall and spring, 6 hours summer; half-time GAs must take a minimum of 6 and 3 hours, respectively). TPTE 604 Seminar in Curriculum and Instruction is taken during the residency for two consecutive semesters.

To:
The doctoral candidate must be in full-time enrollment (minimum of 9 hours; half-time GAs must take
a minimum of 6 hours).

**Effective:** Fall 2004

**Rationale:** Current wording is cumbersome and no longer accurate. Deleting references to summer
sessions as meeting residency requirements as two consecutive semesters are required.

**Theory and Practice in Teacher Education (978)**

**REVISE PREREQ**

**To:**

600 Dissertation Hours (3-15)  **Prereq:** Admission to Candidacy, P/NP

Formerly: No prereq

**Effective:** Fall 2004

**REVISE TITLE, DESCRIPTION, REPETITION,**

**From:**

604 Seminar in Curriculum and Instruction (1)  Required 2 consecutive semesters. S/NC only.

**To:**

604 Trans-Departmental Seminar I (1)  **Introduction to doctoral programs in education: research
requirements, academic integrity, the meaning of scholarship in academe and issues/problems in
education. Prereq: Admission to a doctoral program or consent of doctoral program coordinator. May
not be used to meet 600-level requirement.** Satisfactory/No Credit grading only.

**Effective:** Fall 2004

**Rationale:** As doctoral programs are managed at the department level, the seminars usually offered
separately to EdD students and PhD students are being combined. This course will serve as an
introduction to doctoral work, help to establish a sense of community among doctoral students from
various disciplines and ease the transition from a course-based program of study to a research based
program of study.

**ADD**

605 Trans-Departmental Seminar II (1)  **Seminar to prepare doctoral students for the final steps in
completing a terminal degree including preparing for and completing qualifying exams, preparing a
prospectus, and completing a dissertation. Prereq: 604. May not be used to meet 600-level
requirement.**

**Effective:** Fall 2004

**Rationale:** As doctoral programs are managed at the department level, the seminars usually offered
separately to EdD students and PhD students are being combined. Instead of repeating the seminar
in successive semesters as previously required, the students will take the same 2 hours but one hour
early in their program as an introduction to doctoral work and one hour late in their program to help
them prepare for qualifying exams, acceptable prospectus, and dissertation.

**Relationship of the course to other courses/programs:** None

**Format of course including location:** This course will be taught as a seminar on a rotating basis by
doctoral faculty of TPTE. (Will be taught as a TPTE 695 Spring 2004 by Tom Turner)

**Financial impact:** The financial impact should be positive as only one seminar will need to be
offered and staffed.
MEMORANDUM

TO: Graduate Council
FROM: Jan Lee
Associate Dean for Academic Affairs
DATE: October 23, 2003
SUBJECT: Graduate Curricular Changes – College of Nursing

The attached curricular proposals have been approved by the faculty of the College of Nursing and are submitted to the Graduate Council for consideration. The following is a summary of these proposals to revise the PhD program in nursing:

1. Revise admission requirements.
2. Revise course title and catalog description for one course.
3. Drop two courses.
4. Revise requirements for the PhD in Nursing.
5. MSN changes approved at the September 25, 2003 Graduate Curriculum Committee Meeting.

JLL:jll

GRAD COUNCIL 10-23-03 REV

Attachments
PhD Program in Nursing

1. **Revise Admission Requirements**: (p. 165, Admission, #4)

   **FROM:**
   
   4. Have a combined score of at least 1000 on the verbal and quantitative sections of the Graduate Record Examination.

   **TO:**
   
   Achieve a competitive score on the combined verbal and quantitative portions of the Graduate Record Exam.

   **Effective:** Fall 2004

2. **Revise Course Title and Course Description**

   **FROM:**
   
   **601 Nursing Knowledge Development (3)** Philosophical and historical context of knowledge for nursing science; extant nursing models and theories as frameworks for knowledge building; concept development in theory building.

   **TO:**
   
   **601 Philosophy and Theory for Nursing Science (3)** 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.

   **Effective:** Fall 2004

   **Supporting Information:**
   a. Rationale: Objectives of the former 601-602 sequence have been consolidated to avoid repetition and overlap. Middle-range theory development (formerly in 602) is now covered in 605.
   b. Course format and location: Seminar/Campus
   c. Impact on other Academic Units: None
   d. Financial Impact: None

3. **Drop Two Courses:**

   **602 Theory Analysis and Construction (3)**

   **Supporting Information:** see above

   **611 Advanced Nursing Seminar (2)**

   **Supporting Information:**
   a. Rationale: content now covered in other courses (e.g., Health Policy 612, Nursing Leadership 613, etc.) and intentional shortening of the PhD program to be more competitive in attracting students.
   b. Course format and location: N/A
   c. Impact on other Academic Units: None
   d. Financial Impact: None

   **Effective:** Fall 2004

4. **Revise Requirements for the PhD in Nursing.**

   **FROM:**
   
   The following courses are required for all students (p. 165 of Graduate Handbook):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>Nursing Knowledge Development</td>
<td>3</td>
</tr>
<tr>
<td>602</td>
<td>Theory Analysis and Construction</td>
<td>3</td>
</tr>
<tr>
<td>603</td>
<td>Nursing Research and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>605</td>
<td>Middle-Range Theoretical Formulations for</td>
<td></td>
</tr>
</tbody>
</table>
Nursing Science Development 3  
606 Nursing Research Seminar 3  
607 Qualitative Nursing Research 3  
608 Quantitative Nursing Research 3  
609 Research Practicum* 2  
610 Nursing Science Seminar 2  
611 Advanced Nursing Seminar 2  
612 Health and Nursing Policy/Planning 3  
613 Nursing Leadership in Complex Systems 3  
Inferential Statistics 3  
Multivariate Statistics 3  
Cognates 6  
Elective 3  
600 Dissertation 24  
TOTAL 72  

* Note: 1 hour per semester, must be taken for 2 semesters.

TO:

The following courses are required for all students:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>Philosophy and Theory for Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>603</td>
<td>Nursing Research and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>605</td>
<td>Middle-Range Theoretical Formulations for Nursing Science Development</td>
<td>3</td>
</tr>
<tr>
<td>606</td>
<td>Nursing Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>607</td>
<td>Qualitative Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>608</td>
<td>Quantitative Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>609</td>
<td>Research Practicum*</td>
<td>2</td>
</tr>
<tr>
<td>610</td>
<td>Nursing Science Seminar</td>
<td>2</td>
</tr>
<tr>
<td>612</td>
<td>Health and Nursing Policy/Planning</td>
<td>3</td>
</tr>
<tr>
<td>613</td>
<td>Nursing Leadership in Complex Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Inferential Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Multivariate Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cognates</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>600</td>
<td>Dissertation</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>67</td>
</tr>
</tbody>
</table>

* Note: 1 hour per semester, must be taken for 2 semesters.

Effective: Fall 2004

*****************************************************************************

MSN CHANGES APPROVED AT THE SEPTEMBER 25, 2003 GRADUATE CURRICULUM COMMITTEE MEETING

MSN Program

Revise Admission Requirements:

FROM: (p. 163)

2. Achieve a score of 500 or above on the verbal and quantitative portions of the Graduate Record Exam.

TO:

Achieve a competitive score on the combined verbal and quantitative portions of the Graduate Record Exam.

FROM:

5. Part C (for those holding a Bachelor’s in Nursing). Have completed a health assessment and physiology course.
TO:
Have completed a health assessment course.

FROM:
5. Part B (for those holding a bachelor’s degree in a discipline other than nursing).
   Have satisfactorily completed the following prerequisite courses: chemistry (8 hrs.); microbiology (including lab); anatomy and physiology (6-8 hrs.); nutrition (covering lifespan in health and illness); social sciences (9 hrs.) and a general psychology course (3 hrs.); undergraduate research course or equivalent; 3 hours of graduate level statistics prior to enrollment in graduate research course.

TO:
Have satisfactorily completed the following prerequisite courses: chemistry (8 hrs.); microbiology (including lab); anatomy and physiology (6-8 hrs.); nutrition (covering lifespan in health and illness); social sciences (9 hrs.) and a general psychology course (3 hrs.); undergraduate research course or equivalent; 3 hours of graduate level statistics prior to enrollment in graduate research course.

FROM:
5. Part C (for those holding a bachelor’s degree in a discipline other than nursing. This option not available for nurse anesthesia students.

TO:
5. Part C Nurse anesthesia option not available to Master’s Entry Students.

FROM:
2. Registered nurses must be licensed to practice nursing in Tennessee.

TO:
2. Registered nurses must be eligible to practice nursing in Tennessee, i.e., licensed in Tennessee or one of the interstate compact states.

ADD RN-MSN TRACK. The following text is to be placed before THE DOCTORAL PROGRAM (page 165, 2003-2004 Graduate Catalog)

RN-MSN Program
The RN-MSN track provides an opportunity for qualified associate degree and diploma-prepared nurses to obtain the MSN.

Admission Criteria
- Associate degree or diploma in nursing.
- Minimum grade point average 3.0 (on 4 point scale) for all pre-professional course requirements.
- Eligible to practice as a registered nurse in Tennessee (licensed as an RN in Tennessee or one of the interstate compact states).
- Have satisfactorily completed the following prerequisite courses: chemistry (8 hrs.); microbiology (including lab); anatomy & physiology (6-8 hrs.) nutrition (covering lifespan in health and illness); social sciences (9 hrs.) and a general psychology course (3 hrs.).
- Three professional letters of reference.
- Personal statement of goals and objectives.

Prior to admission to graduate program:
- Complete the BSN with at least a 3.0 gpa.
- Achieve a competitive score on the combined verbal and the quantitative portions of the Graduate Record Examination.

BSN Courses
- RNs are exempt from sophomore level Nursing 201 (Introduction to Nursing) and will be given proficiency credit based on RN status.
- RN students will take the NLN Acceleration Challenge Exams prior to starting upper division coursework. If a decision score of 100 is achieved (per section), the student will receive proficiency credit for Nursing 361, 403, 461, and 421.
- Proficiency credit can be obtained in courses marked with an asterisk (*).

**BSN Degree**
- A baccalaureate degree in nursing will be awarded upon completion of all required level 300 and 400 courses. A total of 123 undergraduate credit hours are required for the baccalaureate degree with the last 30 hours of credit completed in residence at the University of Tennessee.

Note: The following schedules demonstrate full-time attendance. Plans for part-time attendance must be arranged with the RN advisor and communicated to all involved faculty.

### ADULT HEALTH NURSING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>432</td>
<td>Health Promotion, Maintenance and Restoration in Community</td>
<td>3</td>
</tr>
<tr>
<td>305</td>
<td>Transitions to Professional Nursing</td>
<td>5</td>
</tr>
<tr>
<td>*333</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>*351</td>
<td>Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>511</td>
<td>Statistical Application to Nursing Research (OR equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>*319</td>
<td>Pathophysiology of Health Deviations</td>
<td>2</td>
</tr>
<tr>
<td>*406</td>
<td>Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>543</td>
<td>Professional Leadership Issues</td>
<td>2</td>
</tr>
<tr>
<td>442</td>
<td>Directed Clinical Practice in Community Health Nursing</td>
<td>1</td>
</tr>
<tr>
<td>501</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>510</td>
<td>Theoretical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>503</td>
<td>Health Promotion in Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>515</td>
<td>Advanced Clinical Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>504</td>
<td>Advanced Health/Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>505</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>520</td>
<td>APN and Health Care Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>530</td>
<td>Adult Health Nursing I</td>
<td>6</td>
</tr>
<tr>
<td>582</td>
<td>Scholarly Inquiry for APN</td>
<td>3</td>
</tr>
<tr>
<td>531</td>
<td>Adult Health Nursing II</td>
<td>6</td>
</tr>
<tr>
<td>583</td>
<td>Directed Clinical Practice</td>
<td>3</td>
</tr>
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</table>

### MENTAL HEALTH NURSING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>432</td>
<td>Health Promotion, Maintenance and Restoration in Community</td>
<td>3</td>
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<tr>
<td>305</td>
<td>Transitions to Professional Nursing</td>
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</tr>
<tr>
<td>*351</td>
<td>Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>511</td>
<td>Statistical Application to Nursing Research (OR equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>*319</td>
<td>Pathophysiology of Health Deviations</td>
<td>2</td>
</tr>
<tr>
<td>543</td>
<td>Professional Leadership Issues</td>
<td>2</td>
</tr>
<tr>
<td>442</td>
<td>Directed Clinical Practice in Community Health Nursing</td>
<td>1</td>
</tr>
<tr>
<td>501</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>510</td>
<td>Theoretical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>501</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>503</td>
<td>Health Promotion in Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>515</td>
<td>Advanced Clinical Pathophysiology</td>
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<tr>
<td>504</td>
<td>Advanced Health/Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>505</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>520</td>
<td>APN and Health Care Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Psych/Mental Health Nursing I</td>
<td>6</td>
</tr>
<tr>
<td>582</td>
<td>Scholarly Inquiry for APN</td>
<td>3</td>
</tr>
<tr>
<td>561</td>
<td>Psych/Mental Health Nursing II</td>
<td>6</td>
</tr>
</tbody>
</table>

### NURSING OF WOMEN & CHILDREN**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>432</td>
<td>Health Promotion, Maintenance and Restoration in Community</td>
<td>3</td>
</tr>
<tr>
<td>305</td>
<td>Transitions to Professional Nursing</td>
<td>5</td>
</tr>
<tr>
<td>*333</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>*351</td>
<td>Pharmacology I</td>
<td>2</td>
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<tr>
<td>511</td>
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<tr>
<td>*319</td>
<td>Pathophysiology of Health Deviations</td>
<td>2</td>
</tr>
<tr>
<td>*406</td>
<td>Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>453</td>
<td>Professional Leadership Issues</td>
<td>2</td>
</tr>
</tbody>
</table>
442 Directed Clinical Practice in Community Health Nursing 1
501 Nursing Research 3
510 Theoretical Foundations of Nursing 3
501 Nursing Research 3
503 Health Promotion in Advanced Practice 3
515 Advanced Clinical Pathophysiology 3
504 Advanced Health/Physical Assessment 3
505 Advanced Pharmacology 3
520 APN and Health Care Delivery Systems 3
550 Nursing of Women & Children I 6
577 Special Topics (1-3) or Child Development** 1-3
551 Nursing of Women & Children II 6
582 Scholarly Inquiry for APN 3

**PNP students must complete a graduate level child development course
**NNP students must complete Nursing 577

FAMILY NURSE PRACTITIONER

432 Health Promotion, Maintenance and Restoration in Community 3
305 Transitions to Professional Nursing 5
*333 Health Assessment 3
*351 Pharmacology I 2
511 Statistical Application to Nursing Research (OR equivalent) 3
*319 Pathophysiology of Health Deviations 4
*406 Pharmacology II 2
453 Professional Leadership Issues 2
442 Directed Clinical Practice in Community Health Nursing 1
501 Nursing Research 3
510 Theoretical Foundations of Nursing 3
501 Nursing Research 3
503 Health Promotion in Advanced Practice 3
515 Advanced Clinical Pathophysiology 3
504 Advanced Health/Physical Assessment 3
505 Advanced Pharmacology 3
520 APN and Health Care Delivery Systems 3
570 FNP I 4
571 FNP II 6
582 Scholarly Inquiry for APN 3
572 FNP III 7

NURSING ADMINISTRATION

432 Health Promotion, Maintenance and Restoration in Community 3
305 Transitions to Professional Nursing 5
*333 Health Assessment 3
*351 Pharmacology I 2
511 Statistical Application to Nursing Research (OR equivalent) 3
*319 Pathophysiology of Health Deviations 4
*406 Pharmacology II 2
453 Professional Leadership Issues 2
442 Directed Clinical Practice in Community Health Nursing 1
501 Nursing Research 3
510 Theoretical Foundations of Nursing 3
503 Health Promotion in Advanced Practice 3
510 Theoretical Foundations of Nursing 3
503 Health Promotion in Advanced Practice 3
Elective 9
520 APN and Health Care Delivery Systems 3
591 Nursing Administration Microanalysis 6
590 Nursing Administration Macroanalysis 6
582 Scholarly Inquiry for APN 3

Effective: Fall 2004

Supporting Information:
   a. Rationale: This offering would ultimately increase enrollment in our master’s concentrations and is needed to
      be competitive with other programs such as Vanderbilt’s “Bridge Program.”
   b. Course format and location: N/A
c. Impact on other Academic Units: None

d. Financial Impact: possible increase of revenue by attracting more students.

CHANGE CREDIT HOURS:

FROM:

583 Directed Clinical Practice (1-9) Additional opportunities for advanced nursing practice. Objectives to be developed collaboratively by student and faculty. Prereq: Enrollment in or completion of graduate level courses in clinical nursing. Maximum 9 hours. S/NC or letter grade.

TO:

583 Directed Clinical Practice (1-12) Additional opportunities for advanced nursing practice. Objectives to be developed collaboratively by student and faculty. Prereq: Enrollment in or completion of graduate level courses in clinical nursing. Maximum 12 hours. Satisfactory/No Credit or letter grade.

Effective: Fall 2004

Supporting Information:

a. Rationale: CRNA students already need to take more than the 9 hours to complete their program. Also, this change may be beneficial to students seeking post-masters certificates.

b. Course format and location: N/A

c. Impact on other Academic Units: None

d. Financial Impact: None

------------------------------------------------------------------------
The attached curricular proposals have been approved by the faculty of the College of Social Work and are submitted to the Graduate Council for consideration. The following is a summary of these proposals:

(1) **EXTENDED STUDY PROGRAM**  
3 ½ & 4 YEARS  (*informational—not a program change*)
COLLEGE OF SOCIAL WORK

Catalog text change (informational – not a program change):

On page 181 of the 2003-2004 Graduate Catalog, change the last sentence of Extended Study as follows:

From:
Coursework can be completed over a three-year period.

To:
Coursework can be completed over a three- or four-year period.

The following is informational—not for catalog:

EXTENDED STUDY PROGRAM
3 ½ OR 4 YEARS

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer^</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCP</td>
<td>SW541</td>
<td>SW551</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>SW547 Field*</td>
<td>Field*</td>
<td>Field*</td>
</tr>
<tr>
<td>Clinical</td>
<td>SW521</td>
<td>Clinical Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>SW526 Field*</td>
<td>Field*</td>
<td>Field*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCP</td>
<td>SW543</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective Field*</td>
<td>Field*</td>
</tr>
<tr>
<td>Clinical</td>
<td>SW525</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective Field*</td>
<td>Field*</td>
</tr>
</tbody>
</table>

Effective: Fall 2004

SUPPORTING INFORMATION: (The following statements have been created as examples.)

^ = Summer option for student who wish to complete their program in 3.5 years
* = Total required is 672. Students wishing to do the 4 year extended study program would be required to complete 168 hours per semester of 12 hours per week based on a 14 week semester

This plan does not change any existing courses or require additional resources. Students could switch out courses if they choose, in case they need to work more one semester than another, but this is a good estimate. Depending on how much time students can put into the four-year plan, the program may allow students to maintain the 9-hours requirement to be full time and receive maximum student loans.
### Graduate Courses Not Taught in Four or More Years
**To Be Dropped Fall 2004**

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

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURAL SCIENCES AND</td>
<td>Animal Science 551</td>
</tr>
<tr>
<td>NATURAL RESOURCES</td>
<td>Animal Science 552</td>
</tr>
<tr>
<td></td>
<td>Food Science and Technology 511</td>
</tr>
<tr>
<td>ARTS AND SCIENCES</td>
<td>Audiology and Speech Pathology 517</td>
</tr>
<tr>
<td></td>
<td>Audiology and Speech Pathology 536</td>
</tr>
<tr>
<td></td>
<td>Audiology and Speech Pathology 610</td>
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<tr>
<td></td>
<td>Botany 506</td>
</tr>
<tr>
<td></td>
<td>Computer Science 573 (cross-listed with</td>
</tr>
<tr>
<td></td>
<td>Mathematics 573 – primary) (Both courses</td>
</tr>
<tr>
<td></td>
<td>are being dropped.)</td>
</tr>
<tr>
<td></td>
<td>Geology 521</td>
</tr>
<tr>
<td></td>
<td>Mathematics 573 (primary) (cross-listed with</td>
</tr>
<tr>
<td></td>
<td>Computer Science 573) (Both courses are</td>
</tr>
<tr>
<td></td>
<td>being dropped.)</td>
</tr>
<tr>
<td></td>
<td>Planning 547</td>
</tr>
<tr>
<td>BUSINESS ADMINISTRATION</td>
<td>Economics 537</td>
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<td></td>
<td>Economics 613</td>
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<td>Economics 624</td>
</tr>
<tr>
<td></td>
<td>Management 581</td>
</tr>
<tr>
<td>EDUCATION, HEALTH, AND</td>
<td>Exercise Science 563</td>
</tr>
<tr>
<td>HUMAN SCIENCES</td>
<td>Human Ecology 520</td>
</tr>
<tr>
<td></td>
<td>Public Health 569 (cross-listed with</td>
</tr>
<tr>
<td></td>
<td>Exercise Science 569 – primary)</td>
</tr>
<tr>
<td></td>
<td>(Drop Public Health 569; Revise Exercise</td>
</tr>
<tr>
<td></td>
<td>Science 569 to drop the cross-listing)</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>Civil Engineering 537</td>
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<td></td>
<td>Environmental Engineering 557</td>
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<tr>
<td>INTERCOLLEGIATE</td>
<td>Comparative and Experimental Medicine–</td>
</tr>
<tr>
<td></td>
<td>Graduate School of Medicine 521</td>
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<tr>
<td></td>
<td>Comparative and Experimental Medicine–</td>
</tr>
<tr>
<td></td>
<td>Graduate School of Medicine 652</td>
</tr>
<tr>
<td></td>
<td>Comparative and Experimental Medicine–</td>
</tr>
<tr>
<td></td>
<td>Veterinary Medicine 551</td>
</tr>
<tr>
<td></td>
<td>Comparative and Experimental Medicine–</td>
</tr>
<tr>
<td></td>
<td>Veterinary Medicine 552</td>
</tr>
<tr>
<td>SOCIAL WORK</td>
<td>Social Work 533</td>
</tr>
<tr>
<td></td>
<td>Social Work 561</td>
</tr>
</tbody>
</table>
The following courses will be removed from the 2004-2005 Graduate Catalog. They appear on the Undergraduate “Courses Not Taught in Four or More Years List” and are being DROPPED Fall 2004:

- Architecture 405
- Architecture 413
- Architecture 414
- Architecture 419
- Architecture 421
- Architecture 422
- Architecture 443
- Architecture 444
- Forestry 434
- Nuclear Engineering 432
- Nuclear Engineering 471