

UNIVERSITY OF TENNESSEE

Members Present

Robert Augé, Sherry Bell, Dania Bilal, Stephen Blackwell, Sherry Cable, Edward Caudill, Jon Coddington, Kathleen Davis, Charles Feigerle, Thomas George, George Hoemann, Anne Mayhew, Sally McMillan, Laurel Morton, Trevor Moulden, Naima Moustaid-Moussa, Matthew Murray, Blanche O'Bannon, Stefanie Ohnesorg, Mary Papke, Linda Phillips, Mary Rogge, Patrick Schuneman, Susan Smith, Luther Wilhelm.

Others Attending

Jan Lee, College of Nursing; Beauvais Lyons, College of Arts and Sciences; School of Art; Sandra Twardosz, College of Education, Health, and Human Sciences.

Announcement of New Chair for Graduate Council

Beauvais Lyons extended a special thank you to Dr. Majid Keyhani for chairing the Graduate Council from August 1, 2003 to November 13, 2003. Further appreciation was expressed to Dr. Mary Rogge and Dr. Charles Feigerle for participating as nominees in the election process for the new Chair. Prof. Lyons extended congratulations to Feigerle who was elected Chair of the Graduate Council on November 13, 2003 for the remainder of the academic year.

Feigerle opened the meeting by expressing appreciation to the Graduate Council for his selection as Chair. In addition, appreciation was expressed to the Council members for playing important roles in the Graduate Council and for serving on the Committees.

1. Minutes of the Preceding Meeting

The minutes of the October 9, 2003 meeting were approved. A motion was made by Kathleen Davis and seconded by Patrick Schuneman to accept the minutes as distributed. The motion carried.

2. Committee ReportsAcademic Policy Committee

Stefanie Ohnesorg (Chair) reported on the following details from the November 6, 2003, meeting. The committee continued its review and discussion of the policy on continuous registration requirements for course 600. Further discussion will occur at the next meeting on January 15, 2004.

Credentials Committee

Kathleen Davis (Chair) reported on the October 30, 2003 meeting.

The Bylaws and Operating Procedures were discussed for revision. Bylaw Items #2, #4 and #6 (See Attachment 1) were discussed. Following the discussion, Feigerle asked that the committee consider the Council members' concerns and

incorporate those points into the Bylaws at its next meeting, then return the document for endorsement by the Council in January 2004.

Davis presented the following faculty members recommended by the Credentials Committee for approval to direct doctoral dissertations:

<i>FACULTY MEMBER</i>	<i>ACADEMIC DEPARTMENT</i>	<i>APPROVAL PERIOD</i>
<i><u>Initial Approval</u></i>		
Aaron King	Ecology & Evolutionary Biology	Until Tenure Decision
Diana Moyer	Instructional Tech & Educ. Studies	Until Tenure Decision
Jay Pfaffman	Instructional Tech & Educ. Studies	Until Tenure Decision
Mark Sangster	Microbiology	Until Tenure Decision
Tim Sparer	Microbiology	Until Tenure Decision
Joseph Williams	Botany	Until Tenure Decision
Robert Ward	Computer Science	10 Years
<i><u>Non-Tenure Track Faculty</u></i>		
Lee Cooper	Ecology & Evolutionary Biology	5 Years
Jacqueline Grebmeier	Ecology & Evolutionary Biology	5 Years
Yie Liu	Life Sciences (Genome Science & Technology)	5 Years

The report was approved by the Graduate Council.

Curriculum Committee

Stephen Blackwell reported for Paul Frymier (Chair) on the November 6, 2003 Curriculum Committee meeting (Attachment 2). The report was approved by the Council.

Graduate Deans' Group

Ed Caudill (Chair) reported that the Graduate Deans' Group meeting of October 30, 2003 was cancelled. There were no items brought to council for discussion.

Graduate Student Senate (GSS)

Patrick Schuneman (President) reported for the Graduate Student Senate.

- Laurel Morton is replacing Sid Collins as a GSS representative on the Graduate Council.
- Following discussion with Dr. Laura Jolly, Chair for the Undergraduate Council, about the concerns raised at the October Graduate Council meeting, Schuneman reported that there will be no impact on the number of graduate assistantships in departments as a result of the general education changes.
- GSS is considering a statement on nondiscrimination based on sexual orientation.
- Laurel Morton reported that the GSS Fun Run will be held on February 14, 2004. The purpose of the run is to raise money for University Library materials of particular concern to graduate students, such as periodicals. GSS is working to solicit matching funds from the Athletics Department.

Professional Development Committee

Anne Mayhew (Chair) reported that Professional Development Awards have been distributed across all colleges in this academic year. Mayhew reported that Vice Chancellor Clifton Woods, Associate Vice Chancellor Billie Collier and she will meet to discuss development and research awards. The goal is to clarify the differences among the sources of funding. She reported that the maximum grant for Professional Development Awards is \$5,000. This year there have been 42 applications received and 20 awards made, with 7 applications on hold.

3. Other Business

There was no other business.

4. Announcements

Academic Program Review Check List for Graduate Program Standards – Dr. Anne Mayhew noted a change in the graduate program standards that are required by THEC. The change eliminates the requirement for a culminating experience that is separate from a final examination.

Associate Dean for Graduate Studies – Dr. Anne Mayhew announced to Graduate Council that there will be a new Associate Dean for Graduate Studies. This will be a half-time position and the new dean should be appointed soon.

The meeting adjourned at 4:10 p.m.
Respectfully Submitted,

Tammy L. Phelps
Secretary to the Council

Attachment 1

The following text is presented by the Credentials Committee for approval by the Graduate Council at the November 20, 2003 meeting. The recommended changes appear in *italics*.

**BYLAWS AND OPERATING PROCEDURES
Credentials Committee of the Graduate Council**

Approved 10/2001
Revised 10/2003

The Credentials Committee is responsible for procedures that will ensure careful and competent supervision of dissertation research. The goal is to ensure good scholarship, competent management of the process, high academic standards, and completion of dissertations in a timely manner. To this end the Committee will conduct a review of the credentials of those who will be recommended to the Graduate Council for approval to direct doctoral dissertations. In making these recommendations the Committee will follow the procedures outlined below:

- 1) Tenure-track but untenured faculty members are eligible to direct dissertations subject to departmental approval as indicated by a vote of the tenured faculty, and a letter of support from the department head. The letter of support and the results of the vote should be forwarded to the Credentials Committee, which will make a recommendation to the Graduate Council. Based on the recommendation of the department head, the Credentials Committee may recommend approval for an unspecified number of students prior to the review for tenure or may limit approval to a specific dissertation project. It will be expected that department heads and senior faculty will mentor new faculty members as they master the art of working with students on their dissertations.
- 2) When a faculty member is awarded tenure and promotion to the rank of associate professor, approval to direct dissertations will automatically be granted for a period of *seven* years, or until promotion to professor. This automatic approval applies only to faculty in departments that award Ph.D. degrees. Faculty in other departments may petition for approval.
- 3) *When a faculty member is promoted to the rank of professor, approval to direct dissertations will automatically be granted for 10 years and will be reviewed every 10 years thereafter, for so long as approval is sought.*

Application for continuing approval following promotion to professor should be submitted to the Credentials Committee in the year prior to expiration of approval and should consist of (a) a list of theses and dissertations supervised since the last review; (b) a list of peer-reviewed publications since the last review; (c) a list of grants and other external validation or support of creative and scholarly activity; (d) other evidence of scholarly activity that may be relevant to the approval to direct dissertations; and (e) a letter of support for continued approval from the department

head. The primary criterion for approval will be evidence of externally reviewed and validated scholarly or creative activity.

- 4) *Non-tenure track faculty may be considered for limited approval to direct dissertations. Where such approval is sought, departments should provide evidence of scholarly activity along with a letter of support from the department head. The results of the vote of the tenured faculty should be provided. The evidence forwarded should consist of (a) a list of peer-reviewed publications; (b) a list of grants and other external validation or support of creative and scholarly activity; (c) other evidence that may be relevant to the approval to direct dissertations. The extent of participation in graduate training should be addressed in the department head's letter.*
- 5) Faculty members who have not been granted approval for supervision may petition the Dean of Graduate Studies for limited approval to supervise individual dissertations if the department head and department faculty support the petition. Petitions should describe the accomplishments of the faculty member as described in the previous paragraph, as well as the special circumstances that would warrant one-time approval.
- 6) *Faculty members who have not completed their doctorates may not supervise dissertations.*

From time to time, the Committee may also consider other matters related to the process of dissertation supervision.

The Committee will consist of seven members from those colleges that award doctoral degrees. At least one member will be from each of the following colleges: Arts & Sciences; Business; Education, Health, and Human Sciences; and Engineering. The Committee elects a chair annually.

To be included on the committee's agenda, seven copies of each request for approval should be submitted to the Office of Graduate Student Services at least one week in advance of the meeting.

Attachment 2**Memo**

To: Graduate Council

From: Tom George, College of Education, Health & Human Sciences

Date: 12/12/2003

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.

COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES

CHILD & FAMILY STUDIES DEPARTMENT

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.
3. Minimum of 21 credits of additional coursework in Child and Family Studies.
4. Statistics 532 or Statistics 538 or Social Work 660.
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.
9. Minimum of 24 credits of 600.
10. Minimum of 96 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.
3. Minimum of 18 credits of additional coursework in Child and Family Studies.
4. Statistics 538 or Social Work 660.
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.
11. Minimum of 24 credits of 600.
12. Minimum of 95 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

Former Course to be Dropped Fall 2004	Equivalent Course to be Added Fall 2004
Child and Family Studies 571 (1)	Child and Family Studies 572 (2)

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.

ADD

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.

ADD

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)DROP**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 DEPARTMENTREVISE 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

659 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.

EQUIVALENCY TABLE

Former Course to be Dropped Fall 2004	Equivalent Course to be Added Fall 2004
Curriculum, Educational Research, and Evaluation 561	Educational Psychology 577 (Primary course. Cross-listed with Educational Administration and Policy Studies 577.)
Curriculum, Educational, Research, and Evaluation 671	Educational Administration and Policy Studies 677

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

• Therapeutic Recreation Concentration

Thesis Option

Recreation and Leisure Studies 420 or 425, 510, 515, 520, 521, 522	18
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	18
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
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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
<hr/>	
RLS 591: Directed Study in Leisure and Recreation	3, or
<hr/>	
RLS 592: Special Topics in Recreation & Leisure Studies	6
Research Methods	3
Statistics	3
Electives	6
<hr/>	
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.

Effective: Fall 2004

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

COLLEGE OF NURSING

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):

601	Nursing Knowledge Development	3
602	Theory Analysis and Construction	3
603	Nursing Research and Inquiry	3

605	Middle-Range Theoretical Formulations for 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:

601	Philosophy and Theory for Nursing Science	3
603	Nursing Research and Inquiry	3
605	Middle-Range Theoretical Formulations for 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
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		67

* 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); behavioral sciences (12 hrs. in sociology, anthropology, growth and development, and at least one general psychology course); 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

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
515	Advanced Clinical Pathophysiology	3
504	Advanced Health/Physical Assessment	3
505	Advanced Pharmacology	3
520	APN and Health Care Delivery Systems	3
530	Adult Health Nursing I	6
582	Scholarly Inquiry for APN	3
531	Adult Health Nursing II	6
583	Directed Clinical Practice	3

MENTAL HEALTH NURSING

432	Health Promotion, Maintenance and Restoration in Community	3
305	Transitions to Professional Nursing	3
*351	Pharmacology I	2
511	Statistical Application to Nursing Research (OR equivalent)	3
*319	Pathophysiology of Health Deviations	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
560	Psych/Mental Health Nursing I	6
582	Scholarly Inquiry for APN	3
561	Psych/Mental Health Nursing II	6

NURSING OF WOMEN & CHILDREN**

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	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
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 Elective	3 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

MEMORANDUM

TO: Graduate Council

FROM: Karen M. Sowers, Dean

DATE: September 15, 2003

SUBJECT: Graduate Curricular Changes - College of Social Work

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**

Third Year	Fall	Spring	Summer[^]
MCP	SW541 SW547 Field*	SW551 Field*	Elective Field*
Clinical	SW521 SW526 Field*	Clinical Elective Field*	Elective Field*

Fourth Year	Fall	Spring
MCP	SW543 Elective Field*	Elective Field*
Clinical	SW525 Elective Field*	Elective Field*

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.

COLLEGE	COURSE
AGRICULTURAL SCIENCES AND NATURAL RESOURCES	
	<i>Animal Science 551</i>
	<i>Animal Science 552</i>
	<i>Food Science and Technology 511</i>
ARTS AND SCIENCES	
	Audiology and Speech Pathology 517
	Audiology and Speech Pathology 536
	Audiology and Speech Pathology 610
	<i>Botany 506</i>
	Computer Science 573 (cross-listed with Mathematics 573 – primary) (Both courses are being dropped.)
	<i>Geology 521</i>
	Mathematics 573 (primary) (cross-listed with Computer Science 573) (Both courses are being dropped.)
	Planning 547
BUSINESS ADMINISTRATION	
	Economics 537
	Economics 613
	Economics 624
	Management 581
EDUCATION, HEALTH, AND HUMAN SCIENCES	
	Exercise Science 563
	Human Ecology 520
	Public Health 569 (cross-listed with Exercise Science 569 – primary)
	(Drop Public Health 569; <u>Revise</u> Exercise Science 569 to drop the cross-listing)
ENGINEERING	
	Civil Engineering 537
	Environmental Engineering 557
INTERCOLLEGIATE	
	Comparative and Experimental Medicine-Graduate School of Medicine 521
	Comparative and Experimental Medicine-Graduate School of Medicine 652
	Comparative and Experimental Medicine-Veterinary Medicine 551
	Comparative and Experimental Medicine-Veterinary Medicine 552
SOCIAL WORK	
	Social Work 533
	Social Work 561

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

END 11-20-2003