Welcome/Call to Order

Old Business
   Approval of Minutes from August 29, 2017

Curricular Proposals
   - College of Education, Health, and Human Sciences (pages 2-8)
   - Honors Programs (pages 8-10)

Other
   International Baccalaureate (IB) Exam Credit (Informational only, page 10)
DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

Student Learner Outcomes

(KNS) KINESIOLOGY
Learning objectives for the BS in Kinesiology:
1. Students will demonstrate an understanding of key disciplinary knowledge
2. Students will use disciplinary knowledge in practical settings related to the major
3. Students will demonstrate capacity for critical thinking

(RSM) RECREATION AND SPORT MANAGEMENT
Learning objectives for the Recreation and Sport Management BS program:
1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will illustrate current knowledge and skills necessary for practice in therapeutic recreation.
3. Students will understand the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.
4. Students will demonstrate capacity for critical thinking.

COURSE CHANGES

(KNS) KINESIOLOGY

ADD COURSE

KNS 331 Exercise Psychology (3)
Major topics, findings, and theories describing psychological components of physical activity and sedentary behaviors. Practical application for facilitating health behavior change, detriments of over or under engaging in physical activity, and understanding the role of physical activity and healthy habits in daily living.
Registration Restriction(s): Kinesiology Major

Rationale: This undergraduate course has been taught as a special topics class for the previous two terms and student demand has made it appropriate to move it into the curriculum (F16=24, S17=31). It is a department and professional elective for Kinesiology majors. The contents of the course discussions serve to complement the department’s curricular focus on physiological and anatomical aspects of movement by focusing on the psychological experience during exercise, those psychological forces that may influence one to under or over engage in physical activity, and the psychological benefits of appropriately engaging in physical activity and close monitoring of one’s sedentary habits. This course will present research and theory highlighting the interactions between and influence of the dynamic core – one’s affect, cognition, and behaviors – on physical activity choices, helping the student learner recognize the reasons why individuals may or may not reach exercise guidelines, or what causes individuals to over engage in physical activity or sedentary lifestyles, and how they as future health care professionals can use theory to advise and guide their patients and clients toward a healthy lifestyle.

Department advising staff determined that more department electives are needed for our students that major in Kinesiology, which will expand our curriculum to detour large enrollment classes, or bottlenecks preventing students from meeting their goal graduation deadline, and that fit within faculty expertise. To adhere to student learner outcome #1 (students will demonstrate an understanding of key disciplinary knowledge), students will be assessed on their knowledge of exercise psychology research findings, terminology, and theoretical models. This will aid in the development of a psychological framework and consideration when engaged in physical activity and health monitoring aspects of their future careers. To adhere to student learner outcome #3 (students will demonstrate capacity for critical thinking), students’ will engage in an individual behavior change project, monitoring their own physical activity and sedentary habits, and a group-based research project and presentation that includes a summary of their findings and recommendations to a targeted audience.

Course format and location: The course will use lectures and group problem-solving activities. These opportunities will be supplemented with an individual assessment and a group-based research project and presentation.

Impact on other units: This course can help relieve enrollment demand in other department and professional elective courses. This course should not impact units beyond the department.

Financial impact: No financial impact is anticipated. This course will be delivered as part of the normal teaching load of an existing faculty member.

Additional Documentation: The manner in which this course is delivered supports student learner outcome #1 for the BS in Education with a Kinesiology major through providing information that will improve students’ understanding of key disciplinary knowledge and #3 through providing students assignments that require critical thinking.

REVISE REPEATABILITY

KNS 380 Special Topics (1-3)
Repeatability: May be repeated. Maximum of 12 hours.
Formerly: Maybe repeated. Maximum of 6 hours.
Rationale: There are more KNS 380 Special Topics Courses offered than in the past. Raising the repeatability will allow students the opportunity to take more courses. Advisors recognized a pattern with students interested in the variety of special topics courses, but were not able to take them because they had already reached the 6-hour limit. Impact on other units: The increase in repeatability will help decrease the student load for other Department electives. Financial impact: No Financial Impact anticipated. Courses are covered by existing faculty and adjuncts.

**ADD (RE) PREREQUISITE(S)**

**KNS 426 Practicum in Kinesiology II (1-6)**

(Re) Prerequisite(s): 260

 Formerly: No (Re) Prerequisite(s)

Rationale: KNS 426 Practicum in Kinesiology II is the second practicum for Kinesiology students. Students wanting to complete a second practicum, need to take the first practicum prior to enrolling. Upon reviewing the Undergraduate Catalog, this error was discovered. In past catalogs, KNS 260 was a prerequisite and was mistakenly dropped. Impact on other units: Only affect. There will be no impact on other units. Financial impact: The change will result in a more efficient use of advising and staff resources. Currently, if students enroll in KNS 426 before KNS 260, a staff member (after speaking with the student advisor and/or the student) moves the student to the correct course. The restriction will not decrease student enrollment.

**Rationale:**

**ADD (RE) PREREQUISITE(S)**

**RSM 405 Therapeutic Recreation in Public Schools (3)**

(Re) Prerequisite(s): 201 or Kinesiology 100.

 Formerly: (Re) Prerequisite(s): 201, Kinesiology 100

Rationale: To correct error. RSM 405 requires RSM 201 or KNS 100 not both. The past year students have needed to be manually overridden to take the course. Impact on other units: Effects RSM and KNS units. No other units will be affected. Financial impact: Existing error in the catalog. The change does not affect faculty lines or any budgetary aspects.

**REMOVE REGISTRATION RESTRICTION(S)**

**RSM 426 Advanced Therapeutic Recreation Programming (3)**

 Formerly: Registration Restriction(s): Recreation and sport management major.

Rationale: Camp Koinonia Director, Dr. Angela Wozencroft requested to remove the restriction to allow more students the opportunity to be involved with planning, organizing, and running Camp Koinonia. Due to a growth in participants at Camp Koinonia, more students are needed to assist. Impact on other units: Allows Kinesiology majors to take the course, opens another course as a professional elective. Financial impact: Course taught as a part of an existing faculty course load. No financial impact anticipated.

**PYED PHYSICAL EDUCATION**

**ADD COURSE**

**PYED 263 Advanced SCUBA Diving I (2)**

The Advanced SCUBA Diver course is for existing certified divers who desire additional training and introduction to a variety of diving sites and conditions. This course prepares students for certification as an Advanced Diver through NAUI (The National Association of Underwater Instructors) and allows individuals to learn about specialties and diving activities to further their diving knowledge and diving skills. Student must have taken PYED 261 SCUBA Diving or obtain permission of the instructor.

(Re) Prerequisite(s): 261

Rationale: Offer a 4-part class series that will result in scuba instructor certification. Student demand of more advanced scuba instruction. Fall 2017 enrollment in PYED 261= 112 students. Summer 2017= 5, Spring 17= 101. Impact on other units: The added PYED course will not affect other departments or programs. Financial impact: The course is taught by an off campus vendor and will not affect Department or College Budgets. Students pay an additional course fee.

**PROGRAM CHANGES**

**REVISE PROGRAM**
Recreation and Sport Management Major, BS in Education – Therapeutic Recreation Concentration

Requirements for the Bachelor of Science in Education – Recreation and Sport Management Major – Therapeutic Recreation Concentration

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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</thead>
<tbody>
<tr>
<td>CFS 210*</td>
<td>3</td>
<td>2.5 cumulative GPA</td>
</tr>
<tr>
<td>1 Natural Science Elective* CHEM 100* or CHEM 120* or CHEM 128* or BIOL 101*</td>
<td>4</td>
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<tr>
<td>ENGL 101* or ENGL 118*</td>
<td>3</td>
<td></td>
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<tr>
<td>PSYC 110* or PSYC 117*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2 Quantitative Reasoning Elective*</td>
<td>3</td>
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<tr>
<th>Term 2</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1 Natural Science Elective* CHEM 110* or CHEM 130* or CHEM 138* or BIOL 102*</td>
<td>4</td>
<td>ENGL 101*</td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2 Quantitative Reasoning Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3 Unrestricted Elective</td>
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</table>

Rationale: The change will allow more flexibility in the courses that are accepted in the program in regards to natural science courses. It is still noted that to take BCMB the student will need to take Chemistry. The recommended change was discovered by advisors and is more accommodating to students.

Impact on other units: This change should not affect any other programs. The change allows for more natural science course to be accepted to fulfill requirements as is seen in the Sport Management concentration.

Financial impact: The change will not affect the department or college budgets. No financial impact anticipated.

DEPARTMENT OF NUTRITION

Student Learner Outcomes (NUTR) NUTRITION
1. Students enrolled in the Didactic Program in Dietetics (DPD) will demonstrate readiness for success in a dietetic internship.
2. Students will demonstrate readiness for graduate study or entry into health professional programs.
3. Upon completing the program, the student will demonstrate the ability to understand, interpret, and apply the science of nutrition in individual, clinical, and community settings.
4. Upon completing the program the student will be able to apply critical thinking skills to solve problems.

COURSE CHANGES (NUTR) NUTRITION

Low-impact: Change does not affect course content

REVISE DESCRIPTION

NUTR 413 Food and Nutrition in the Community Practicum (1)
Application of principles of concepts introduced in 412 (Food and Nutrition in the Community). Students will work in the community. Successful completion of 20 hours of service learning is required.

Formerly: Application of principles of concepts introduced in 412 (Food and Nutrition in the Community). Students will work in the community. Successful completion of 15 hours of service learning is required.

Rationale: This revision more accurately describes the expected time commitment to the service learning project. This corrects a housekeeping error, as students are expected to complete 20 service learning hours in this course.

Impact on other units: This is a course required for NUTR majors in the Dietetics Concentration, only. This impacts no other units.

Financial impact: None. This change better represents the time students are already working on their service learning projects in the community. No increase in resources is required.

Additional Documentation: This course already supports SLO # 1 and SLO #3. The increase to 20 service learning hours (again, already in place), further strengthens this experience.

Low-impact: Only affects CEHHS students

REVISE REPEATABILITY

NUTR 450 Special Topics: Nutrition (1-3)
Repeatability: May be repeated. Maximum 6 hours.
Formerly: Repeatability: May be repeated. Maximum 3 hours.

Rationale: In preparation for important changes expected in our curriculum in the next few years, and as efforts to test out and refine potential future courses are underway, there has been an increase in the number of distinctly different course...
offerings under the NUTR 450 number (with credit hours varying from 1 to 3). Increasing the maximum number of hours, a student can register for NUTR 450 allows increased flexibility for students to repeat this course, with different topics, for credit. Assuring that a student does not repeat the same topic will occur at the department level, via the requirement of instructor consent for enrollment.

Impact on other units: This course is not a requirement for any majors. Therefore, no impact on other units is expected.

Financial impact: None. This is a course that any faculty member may choose to offer in addition to their normal course load.

Additional Documentation: This change does not directly impact any of the SLOs, as this course is not a requirement.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

Student Learner Outcomes
Special Education Major, BS in Education; Modified/Comprehensive, Deaf/Hard of Hearing, Educational Interpreting, and Communication Disorders Concentrations

1. Planning (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations)
   Proposes appropriate curricular objectives based on State and/or Common Core Standards.

2. Instruction (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations)
   Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.

3. Assessment (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations)
   Combines formative and summative assessment as appropriate to support, verify, and document learning.

4. (For Modified/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Uses current technologies to maximize content learning in varied contexts.

5. Learning Environments (for Modified/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.

6. (for Educational Interpreting and Communication Disorders Majors) (From InTASC Standard 2) Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.

7. (For Educational Interpreting and Communication Disorders Majors) (from InTASC Standard 10) Seeks appropriate roles and opportunities to take responsibility for well-being of individuals with disabilities, to collaborate with students, families, colleagues, school professionals, and community members to ensure individual learner growth, and to advance well-being of individuals with disabilities.

COURSE CHANGES

(ASL) AMERICAN SIGN LANGUAGE

Low-impact: Change due to state directive & change in terminology

REVISE DESCRIPTION AND COMMENT(S)

ASL 111 Elementary American Sign Language I (3)
Development of expressive and receptive sign language skills. Video text and interactive teaching method used. Class conducted totally in sign.

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B or a satisfactory grade (S) on the departmental placement exam to advance to 112. Non-majors must earn a minimum grade of C or a satisfactory grade (S) on the departmental placement exam to advance to 112. Formerly: Expressive and receptive skill development in sign communication. Video text and interactive teaching method used. Class conducted totally in sign.

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B, and non-majors must earn a minimum grade of C to advance to 112.

Rationale: A state ASL bill was recently passed which allows high school students to take ASL as a foreign language; therefore, ASL placement tests have been developed and implemented. Placement tests have a grading option of S/NC. We also updated the wording: changed from sign communication to sign language. No learner outcomes are affected by this change.

Completed Legislative Action on state ASL bill: https://legiscan.com/TN/bill/SB0524/2017

Impact on other units: none. These changes impact only ASL faculty. ASL faculty teach the courses and administer placement exams.

Financial impact: none. ASL faculty teach these courses and administer placements tests. No additional resources needed.

REVISE DESCRIPTION, (RE) PREREQUISITE(S), AND COMMENT(S)

ASL 112 Elementary American Sign Language II (3)
Development of expressive and receptive sign language skills. Video text and interactive teaching method used. Class conducted totally in sign.

(RE) Prerequisite(s): 111 with a grade of C or better, or a satisfactory grade (S) on the departmental placement exam.

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn
a minimum grade of B or a satisfactory grade (S) on the departmental placement exam to advance to 211. Non-majors must earn a minimum grade of C or a satisfactory grade (S) on the departmental placement exam to advance to 211.

**Rationale:** A state ASL bill was recently passed which allows high school students to take ASL as a foreign language; therefore, ASL placement tests have been developed and implemented. Placement tests have a grading option of S/NC. We also updated the wording; changed from sign communication to sign language. No learner outcomes are affected by this change.

**Impact on other units:** none. This change updates the language of the description and standards for placement tests. It will impact only the ASL program faculty. ASL faculty teach the courses and administer placement exams.

**Financial impact:** none. The courses and placement tests are already offered by ASL faculty. No additional resources needed.

**REVISE DESCRIPTION AND (RE) PREREQUISITE(S)**

*ASL 211 Intermediate American Sign Language I (3)*

Sequence (211-212) stresses fluency of expressive and receptive sign language skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the Deaf Community.

**REVISE DESCRIPTION**

*ASL 212 Intermediate American Sign Language II (3)*

Sequence (211-212) stresses fluency of expressive and receptive sign language skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the Deaf Community.

**ADD COMMENT(S)**

* ASL 311 Advanced American Sign Language I: Educational Contexts (3)

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B. Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B.

**Rationale:** Our programs require that deaf education and educational interpreting majors and ASL minors get a minimum B in ASL 111, 112, 211, 212, and 311. We are adding a course comment so that students see this information on both the program description and course information. While reviewing our ASL courses, we noticed this course did not have the statement for majors like our other ASL classes. No learner outcomes are affected by this change.

**Impact on other units:** none. This is a change to include minimum grade requirements on the course description.

**Financial impact:** none. The change is just to include grade requirements in the course description.
PROGRAM CHANGES

REVISE PROGRAM

Special Education Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration

Progression Requirements
Progression to the EDDE concentration requires a 2.75 cumulative GPA after a minimum of 45 semester credits in completion of ASL 211, and completion of a successful interview and admission into teacher education. Students admitted to the program must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 111, ASL 112, ASL 211*, ASL 212*, and ASL 311, and EDDE 310, and a C or better in all teacher education and major courses. Students with less than a 2.75 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Requirements for the Bachelor of Science in Education – Special Education Major – Education of the Deaf and Hard of Hearing Concentration

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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</thead>
<tbody>
<tr>
<td>ASL 111</td>
<td>3</td>
<td>2.3 cumulative GPA</td>
</tr>
<tr>
<td>ENGL 101*, ENGL 118*</td>
<td>3</td>
<td>ASL 111</td>
</tr>
<tr>
<td>1Non-U.S. History*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2Quantitative Reasoning (MATH or STAT) Elective*</td>
<td>3</td>
<td></td>
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<tr>
<td>3Social Sciences Elective*</td>
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| Term 2 | | Quantitative Reasoning Elective* |
|--------|-----------------|
| ASL 112 | 3 | ASL 111 |
| ENGL 102* | 3 | |
| 1Non-U.S. History* | 3 | |
| 2Quantitative Reasoning (MATH or STAT) Elective* | 3 | |

| Term 3 | | Complete at least 45 hours with a 2.75 cumulative GPA |
|--------|-----------------|
| ASL 211* | 3 | ASL 211* ASL 111 |
| 1Biological Sciences Electives* | 3-4 | |
| 2Communicating Orally Elective* | 3 | ENGL 102* |
| EDPY 210* | 3 | |
| 2Social Sciences Elective* | 3 | |

| Term 4 | | |
|--------|-----------------|
| ASL 212* | 3 | ASL 212* ASL 112 |
| EDDE 425 | 3 | |
| PHIL 252* | 3 | |
| 1Physical Science Electives* | 3-4 | |
| 2Unrestricted Elective | 2 | |

| Term 6 | | |
|--------|-----------------|
| EDDE 419 | 3 | ASL 212* |
| 1Educational Methods | 3 6 | |
| SPED 402 | 3 | |
| 1REED 430 or REED 461 or REED 543 | 3 | |
| ASL 435 | 3 | |

| Term 8 | | No milestones |
|--------|-----------------|
| 1Educational Methods ASL 435 | 3 | |
| EDDE 410, EDDE 416 | 6 | |
| 1Professional Elective | 3 | |
| 2Unrestricted Elective or 2Professional Elective | 3 | |

**UNDERGRADUATE TOTAL** 120

Rationale: The change in GPA requirement from 2.7 to 2.75 is a new state requirement. We changed the "progression into the EDDE concentration" to include the completion of ASL 211. This will allow program interviews to occur partially in ASL, and for the board to ascertain candidates’ commitment to and fluency in ASL. This change is also reflected in earlier ASL uTrack requirements. Program faculty and advisory board members identified a weakness in the interview and admissions procedures. The current program structure allows for the admission of candidates into the program without any evidence related to their commitment to developing ASL proficiency.
Impact on other units: In order to require EDDE students to complete ASL 111-212 in their first four semesters, we need to ensure that students as early as freshman year can get into ASL courses. We find that we are successful in doing that. Each semester we control class capacity on ASL sections to reserve seats for students in the EDDE and EI majors. This program change has been discussed with ASL coordinator, Michelle Swaney, as well as advisors, Lisa Emery, Demetria Mells and Laura Brown. Through this approach of capping ASL courses, we have been able to accommodate majors, new freshmen, and transfers from other institutions.

Financial Impact: none. This change will be supported by current ASL faculty. No additional resources needed.

Additional documentation: Learner outcome #2 is strengthened by this change in terms of the teacher’s ability to advance student learning through fluent communication.

### HONORS & SCHOLARS PROGRAMS
All changes effective Fall 2018

#### (HSP) HASLAM SCHOLARS PROGRAM

<table>
<thead>
<tr>
<th>Low-impact:</th>
<th>Change per GenEd’s request</th>
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<tbody>
<tr>
<td><strong>ADD (RE) PREREQUISITE(S)</strong></td>
<td></td>
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<tr>
<td><strong>HSP 287 Knowledge (3)</strong></td>
<td></td>
</tr>
<tr>
<td><em>(RE) Prerequisite(s): English 102, 132, 290, or 298</em></td>
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</table>

Rationale: Change adds Banner coding to include all prerequisite courses. Previously not included in catalog.

Impact on other units: None. Financial impact: None.

#### (UNHO) UNIVERSITY HONORS

<table>
<thead>
<tr>
<th>Low-impact:</th>
<th>Only affects Honors students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADD REGISTRATION RESTRICTION</strong></td>
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</tr>
<tr>
<td><strong>UNHO 101 Honors First-Year Seminar (1)</strong></td>
<td></td>
</tr>
<tr>
<td>Registration Restriction(s): Required of and limited to students in the 1794 Scholars Program.</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Low-impact:</th>
<th>Only affects Honors students</th>
</tr>
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<tbody>
<tr>
<td><strong>ADD REGISTRATION RESTRICTION</strong></td>
<td></td>
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<tr>
<td><strong>UNHO 107 Honors Experience (0)</strong></td>
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<tr>
<td>Registration Restriction(s): Membership in one of the following: Chancellor’s Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.</td>
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Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

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<thead>
<tr>
<th>Low-impact:</th>
<th>Change per GenEd &amp; only affects Honors students</th>
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<tbody>
<tr>
<td><strong>REVISE PREREQUISITES, ADD REGISTRATION RESTRICTION</strong></td>
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<tr>
<td><strong>UNHO 257 Honors: Special Topics in the Arts and Humanities (3)</strong></td>
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<tr>
<td>Registration Restriction(s): Membership in one of the following: Chancellor’s Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.</td>
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</table>

Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

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<tr>
<th>Low-impact:</th>
<th>Change per GenEd’s request &amp; only affects Honors students</th>
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<tbody>
<tr>
<td><strong>ADD REGISTRATION RESTRICTION</strong></td>
<td></td>
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<tr>
<td><strong>UNHO 258 Honors: Special Topics in the Arts and Humanities (3)</strong></td>
<td></td>
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<tr>
<td><em>(RE) Prerequisite(s): English 102, 132, 290, or 298.</em></td>
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<tr>
<td>Formerly: <em>(DE) Prerequisite(s): English 102 or English 118.</em></td>
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</table>

No Registration Restriction.

Rationale: Change corrects Banner coding to include all prerequisite courses and enforce at Registration rather than department level. Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.
*UNHO 267 Honors: Special Topics in the Social Sciences (3)  
Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

*REVISE PREREQUISITES, ADD REGISTRATION RESTRICTION

*UNHO 268 Honors: Special Topics in the Social Sciences (3)  
(RE) Prerequisite(s): English 102, 132, 290, or 298.  
Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Formerly: (DE) Prerequisite(s): English 102 or English 118.  
No Registration Restriction.

Rationale: Change corrects Banner coding to include all prerequisite courses and ensure at Registration rather than department level. Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

*ADD REGISTRATION RESTRICTION

*UNHO 277 Honors: Special Topics in Cultures and Civilizations (3)  
Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

*REVISE PREREQUISITES, ADD REGISTRATION RESTRICTION

*UNHO 278 Honors: Special Topics in Cultures and Civilizations (3)  
(RE) Prerequisite(s): English 102, 132, 290, or 298  
Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Formerly: (DE) Prerequisite(s): English 102 or English 118.  
No Registration Restriction.

Rationale: Change corrects Banner coding to include all prerequisite courses and ensure at Registration rather than department level. Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

*ADD REGISTRATION RESTRICTION

*UNHO 287 Honors: Special Topics in the Natural Sciences (3)  
Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

*REVISE PREREQUISITES, ADD REGISTRATION RESTRICTION

*UNHO 288 Honors: Special Topics in the Natural Sciences (3)  
(RE) Prerequisite(s): English 102, 132, 290, or 298  
Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Formerly: (DE) Prerequisite(s): English 102 or English 118.  
No Registration Restriction.

Rationale: Change corrects Banner coding to include all prerequisite courses and ensure at Registration rather than department level. Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.
<table>
<thead>
<tr>
<th>Low-impact: Only affects Honors students</th>
<th>ADD REGISTRATION RESTRICTION</th>
</tr>
</thead>
</table>
| **UNHO 337 Honors: Special Topics in the Natural Sciences (3)**  
Registration Restriction(s): Membership in one of the following: Chancellor’s Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.  
Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None. |
| **UNHO 347 Honors: Special Topics in the Natural Sciences (3)**  
Registration Restriction(s): Membership in one of the following: Chancellor’s Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.  
Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None. |
| **UNHO 357 Honors: Concentration in the Natural and Applied Sciences (3)**  
Registration Restriction(s): Membership in one of the following: Chancellor’s Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.  
Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None. |
| **UNHO 497 Honors Thesis Research (3)**  
Registration Restriction(s): Membership in the Chancellor’s Honors Program  
Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None. |
| **UNHO 498 Honors Thesis Project (3)**  
Registration Restriction(s): Membership in the Chancellor’s Honors Program  
Rationale: Banner restriction enforces current practice and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None. |

**OTHER**  
(Informational Only)

<table>
<thead>
<tr>
<th>Low-impact: Informational only</th>
<th>ADD IB EXAM</th>
</tr>
</thead>
</table>
| **International Baccalaureate (IB) Exam Credit**  
IB Higher Level Computer Science  
Score of 7  
Receive credit for COSC 102  
4 credit hours |

The Department of Electrical Engineering and Computer Science has determined that students to take the IB Higher Level Computer Science exam and score a 7 out of a possible 7 points may receive credit for COSC 102 – Introduction to Computer Science (4 credit hours).