The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
April 12, 2016

Elected Members present: Richard Bennett, Chair, Katherine Ambroziak, Michael Palenchar, Richard Strange, Jochen Denzler, Jim Hall, Alessa Van de Moortel, Suzanne Wright, Jean Gauger, Mary Holcomb, Randal Pierce, Harold Roth, Roxanne Hovland, Courtney Wright, Rachel Chen, Heidi Stolz, Sheila Swift, Belle Upadhyaya, and David Dupper

Ex-Officio Members present: Chuck Collins, Ruth Darling, Mary Anne Hoskins, Rebekah Page (for Timothy Hulsey), Barbara Murphy, and Ingrid Ruffin (for Teresa Walker)

Student Members present: (none)

Others present: Mary Albrecht, Monique Anderson, Alison Connor, Betsy Gullett, Jennifer Hardy, R. J. Hinde, Chris Lavan, Robert Mindrup, Sarah Nadel, Anton Reece, Doug Renalds, Lizzie Taylor, Matthew Theriot, and Molly Sullivan.

Call to order: A regular meeting of the Undergraduate Council (UGC) was held in the Multipurpose Room of Frieson Black Cultural Center on April 12, 2016. The meeting was called to order at 3:40 pm by Richard Bennett, Chair.

Minutes of the previous meeting: The minutes of the February 23, 2016 meeting were approved without correction or opposition.

Experience Learning (See attached proposal)
Chris Lavan, Experience Learning Director, and Matthew Theriot, Associate Provost for Teaching and Learning Innovation, presented a proposal to implement a pilot program using designations for courses with research or service learning components. The Undergraduate Council voted to support this initiative. A small task group will work on the details, and bring this back to the UG Council in fall for approval.

Faculty SAIS Perception Survey (See attached report)
Sarah Nadel and Lizzy Taylor presented an update of the Faculty SAIS Perception Survey on behalf of Jennifer Morrow, noting the beginning of a pilot study in Spring Term 2016. A follow-up report will be available after data from the pilot study is analyzed. The report was for informational purposes only, and no action was needed.

Committee Reports (See attached reports)
- Roxanne Hovland shared the Academic Policy Committee’s report. The proposals in this report were approved without opposition.
- Mary Anne Hoskins presented the Advising Committee report, noting the election of Jamia Stokes as the new Chair. The report was informational only and did not require action.
- The Appeals Committee did not have anything to report.
- R. J. Hinde presented the report from the Associate Deans Group. No action by the UGC was required.
- R. J. Hinde presented the report from the Undergraduate Planning Group. No action by the UGC was required.
- Heidi Stolz and Katherine Ambroziak presented the Curriculum Committee report. All items were Consent Agenda items and were approved by the Undergraduate Council without opposition.
- Barbara Murphy presented the General Education Committee report, which included five courses to be approved as satisfying the university’s general education requirements. The Undergraduate Council voted to approve this proposal. All other items presented by this committee were informational only and did not require action.

Other and/or Items from the Floor
- The meeting schedule for the Undergraduate Council and its subcommittees for the 2016-2017 academic year was presented and approved without changes or opposition.
- Richard Bennett, Chair, presented Rachel Chen as Council Vice-Chair for the 2016-2017 academic year. She was elected unanimously.

Adjournment: Richard Bennett adjourned the meeting at 4:55 pm.

Next meeting: Tuesday, September 13, 2016, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

Minutes submitted by: Molly Sullivan
Experience Learning

To: Dr. Richard Bennett, Chair of the University Undergraduate Council and University Undergraduate Council Members
From: Dr. Chris Lavan, Director of Experience Learning
Mrs. Kelly Ellenburg, Director of Service-Learning
Dr. Marisa Moazen, Director of Undergraduate Research
Subject: Experience Learning Course Designation Process Pilot Phase Implementation Proposal

Introduction

The following process is being proposed as a guide for integrating the review and approval of existing academic courses into Experience Learning courses as seamlessly as possible into the Undergraduate Council’s current capacities. The intention is for this process to have as minimal of an impact as possible on the council’s current priorities and responsibilities.

This proposal describes the implementation plan for designating service-learning and undergraduate research courses. The Undergraduate Council approved the service-learning course designation during the 2013-2014 academic year, while the undergraduate research course designation is currently up for approval this semester.

If approved, this process would go into effect next year (2016-2017), so that academic courses could be identified in the academic catalog for the 2017-2018 academic year.

Purpose

As an opportunity to pilot an institutionally supported Experience Learning course designation process, this proposal outlines a recommendation of organization and oversight that requires collaboration between both the faculty committee structure and administrative offices with responsibility for academic support.

Rationale

The creation of a university-wide Experience Learning course designation process has the potential to facilitate students’ preparation and increase their successful participation in these types of courses. By having a formal, institutionally supported process for designating these courses, students would have the ability to officially communicate their participation in, and completion of, these courses by way of an institutional record (i.e. academic transcript). In addition, this process also has an effect on academic departments, colleges, and administrative offices with responsibilities to support the university’s academic curriculum.

Institutional Stakeholders involved:

- Faculty members teaching Experience Learning courses
- Colleges & Academic Departments
- Experience Learning/QEP
- Office of Service-Learning
- Office of Undergraduate Research
- University Registrar’s Office

Additional Benefits

There are many benefits for the development of a course designation process, not just for our students, but also for our faculty and university administration.

Student Benefits:
1. Increased knowledge and ability to prepare for these courses prior to registering in them.
2. Inclusion of a student’s participation and completion of an Experience Learning course within an official institutional record (i.e. academic transcripts).
3. Improved ability to receive institutional support for participating in these courses.

Faculty Benefits:
1. Increased student awareness of courses with imbedded Experience Learning opportunities.
2. Creation of a clear, institutional pathway for colleges and departments to assess and develop these types of courses in their curriculum.
3. Improved ability for individual faculty members, as well as for colleges and academic departments, to identify these learning experiences for tenure, promotion, and accreditation purposes.

Administrative Benefits:
1. Increased capability to track and support Experience Learning courses each semester.
2. Creation of a university-wide designation process can help improve efforts to support and make available additional resources to faculty teaching these types of courses.
3. Improved proficiency to assess, maintain best practices, and provide faculty and students with the necessary support to effectively coordinate these opportunities on our campus.

System for Identifying Courses
We have met with the University Registrar’s Office to identify the most effective way to identify these types of courses within our current system. If approved, the proposed designation letters would be an “S” (service-learning) or “R” (Undergraduate Research) suffix.

For example:

- “ABC100S”
- “ABC100R”

Courses receiving either designation would function as equivalent versions of the standard course (i.e. “ABC100”), but would signal to students that the course contains an Experience Learning component. Students taking a standard academic course (i.e. “ABC100”), could take the Experience Learning equivalent of that course (i.e., “ABC100S” or “ABC 100R”) to fulfill any necessary graduation requirements of academic departments, colleges, or the university.

Experience Learning Sub-Committee Membership

The Experience Learning Sub-Committee would consist of the Director of Experience Learning (chair), Director of Service-Learning, Director of Undergraduate Research, a representative of the University Registrar’s Office, and any other members selected by the chair of the Undergraduate Council in accordance with the Undergraduate Council’s operating guidelines.

Proposed Process to Designate Existing Courses as Experience Learning Courses

The following is a step-by-step outline of the process a faculty member would progress through in order to have an existing academic course designated as an Experience Learning course. See the “Experience Learning Sub-Committee Reporting Structure” on page 4 for more information.

1. First, a faculty member must seek to have their course reviewed and approved by their academic department.
2. Once approved by their academic department, they would then seek additional support for the course from their college.
3. Upon receiving college-level approval, the course would be formally presented to either the Undergraduate Research or Service-Learning Course Designation Advisory Groups.
4. From there, upon receiving support from either one of those groups, depending on the designation sought by the faculty member, the course would then be given to the Experience Learning Sub-Committee.
5. The Experience Learning Sub-Committee would then review and organize all courses approved by the previously mentioned groups.
6. Then, the Experience Learning Sub-Committee would pass on the recommended courses to the Curriculum Committee.
7. Barring no questions or changes from the Curriculum Committee, each course would then be given to the Undergraduate Council for final approval.
University of Tennessee’s SAIS Perceptions Faculty Survey – Executive Summary
Submitted by
Jennifer Ann Morrow, Ph.D.
Sarah A. Nadel, M.A.
Elizabeth Taylor, M.S.
SAIS Revision Research Team
Evaluation, Statistics, and Measurement Program

Executive Summary

Development of Faculty SAIS Perception Survey
Starting in August of 2015 the SAIS Revision Team Leader, Dr. Jennifer Ann Morrow, interviewed each member of the SAIS Task Force and UT Administration along with numerous Deans and Associate Deans to gather information regarding the SAIS and its implementation and use at the University of Tennessee. Based on these interviews and a thorough review of the relevant literature, the Faculty SAIS Perception Survey was created. After review by the administration and a member of the SAIS Task Force, this sixty-seven item instrument was submitted to the UT Institutional Review Board (IRB) along with an Informed Consent Form in order to obtain approval to collect survey data.

The approved Faculty SAIS Perception Survey was entered into the Qualtrics online survey software system and tested prior to its deployment in November 2015. Provost Martin’s office emailed a link to the survey to all instructional faculty at UT in mid-November 2015. Two additional reminder emails were sent. Data collection for the survey ended on January 15, 2016.

Faculty Survey Participant Information
- There were 494 faculty that clicked on the survey link during the data collection phase.
  - Of those 494 faculty, 454 completed all or most of the survey items.
  - The survey sample consisted of 39.4% Males (n=170), 44.2% Females (n=191) and 16.4% (n= 71) chose not to self-identify their gender.
  - Faculty from all eleven colleges participated, however the majority of participants were affiliated with Arts and Sciences (49.9%, n=187).
  - 55.7% reporting that they were Tenured (n= 204), 19.0% Not Tenured (n= 70), and 25.1% Non-Tenure Track (n= 92).
  - Faculty participants represented a variety of job roles. The majority reported that they were either Full Professor (28.3%, n=101) or Associate Professor (28.0%, n=100).

Feedback Behavior Regarding the SAIS
We asked faculty a series of questions on what they typically do in regards to the SAIS end of course evaluations.
- The majority of faculty reported that they encouraged (87%), reminded (86.1%), and emailed (63.4%) students to complete their SAIS forms before the end of the semester.
- A smaller percentage of faculty collect additional course evaluation data from students during the semester (43.9%), give time in class to complete the SAIS (37%), post the SAIS course link in their BlackBoard course site (21.5%), include information about the SAIS on the syllabus (13.1%), ask for a SAIS completion certificate from students (8.4%), and meet with the staff of the TTLC to discuss their SAIS scores (5.8%).
- Approximately 17% of faculty reported offering extra credit and 9.4% offer other incentives to students for completing the SAIS.

Feedback on SAIS Task Force’s Revised SAIS Questions
- We solicited feedback from faculty on the eleven questions that the SAIS Task Force created last year.
  - The item with the highest endorsement to be included on the revised SAIS was the question, “The instructor contributed to your understanding of the course content” where 91% of the faculty agreed that this question should be included in the new end of course evaluation.
  - Two questions, “The course materials (e.g., readings, homework, laboratories,) enhanced your learning in this course)” and “The course challenged you to learn something new” were endorsed by 85% of the faculty.
  - Lastly, both “The instructor created an atmosphere that invited you to seek additional help” and “The class sessions were well organized” had approximately 75% of faculty agreeing that these should be included in the new assessment.
  - The remaining six questions had agreement levels below 75% and numerous faculty also included suggestions for wording changes or requested removal of these items.

Suggested SAIS Question Modifications and Revisions
In addition to the aforementioned feedback provided by faculty members, the participants were also asked to respond to several open-ended questions regarding what modifications they would make to the 11 new questions and also, what additional questions should be added to the revised SAIS.
- There were a number of faculty (about 22% of those who provided feedback on this question) who felt strongly that students are not qualified to judge pedagogical elements (e.g., assignments, content) of a course so therefore we should not include questions that ask students to rate this aspect of the course.
- Many faculty also stressed the importance of keeping this new assessment brief. A number of faculty felt that even 11 items may be too many.
The Undergraduate Council Minutes

April 12, 2016

UT Administration the SAIS Revision Team will continue to collect data regarding the SAIS and its administration and use.

After reviewing the feedback from both the Faculty and Student SAIS Perception Surveys and gathering additional feedback from UT Administration the SAIS Revision Team will continue to collect data regarding the SAIS and its administration and use.

Suggestions for SAIS Development and Future Evaluations

Two main themes evident throughout the survey data as well as in the multiple conversations on campus are 1) the need to streamline the questions on the SAIS and 2) to have consistency in administration of the SAIS.

There was disagreement among faculty regarding policy for the implementation of these new questions, specifically on whether or not incentives or disincentives (e.g., withholding grades) should be utilized.

Faculty suggested that more of the questions be focused on course related aspects (e.g., content, format, related to course description, group activities) rather than evaluating the instructor.

A number of participants (16.7%) believe that questions regarding specific instructor characteristics (e.g., encourage, treat with respect, communicate clearly, express enthusiasm) should be added to the evaluation tool.

Many suggested reorganizing questions so it is clear to students if they are answering questions evaluating the instructor vs the course.

Faculty Opinions about End of Course Evaluations

We next asked faculty about their general opinions regarding the SAIS end of course evaluation system.

The item with the highest level of agreement was “Students who are receiving poor grades tend to rate me lower on the SAIS”. Faculty (67.5%) agreed with this statement that those students receiving poorer grades rate them lower on their SAIS. Conversely, a similar number of faculty (63.1%) agreed with the statement that students who are receiving high grades tend to rate me higher on the SAIS.

When asked about using the SAIS to rate their teaching effectiveness just about half of faculty (52.5%) stated that the SAIS should be one of the metrics used to evaluate their teaching effectiveness.

Half of the faculty who responded (50.8%) agreed that their Department Chair should have access to their open-ended comments.

When asked about the four questions that are currently required for faculty dossiers, 45.7% of faculty agreed that we should keep those questions in the end of course evaluation instrument.

It was nearly equal in faculty’s preference for paper and pencil (41.7%) and online (41.3%) formatted course evaluations.

Approximately 35% of faculty agreed with the statements that SAIS should not be used in merit, promotion, or tenure decisions.

The majority of faculty did not agree (94%) that UT does a good job of responding when faculty consistently get low SAIS scores or that students take the SAIS seriously (84%).

Additional SAIS Feedback

We asked faculty to provide any additional feedback on how they talk about/use the SAIS in their classroom.

Approximately 25% of faculty who gave feedback here stated issues with the inconsistent promotion of the SAIS.

Some faculty talked about the importance of promoting the SAIS in order to get evaluative feedback from their students.

Some faculty even discussed using their own evaluation tool instead of SAIS because they don’t have confidence in the current SAIS system.

Many faculty had suggestions regarding the administration of SAIS from timing, incentives, and mode of administration that they believed would improve response rates and the usefulness of SAIS scores.

Inconsistencies regarding how Department Chairs/Colleges use these scores in faculty evaluations were discussed. Some faculty mentioned the need for policies in this area as well as education (for both faculty and students) on the role of the SAIS. Faculty discussed evaluating policies regarding timing, use, mode of administration, incentives, and disclosure of scores (e.g., TN 101).

Suggestions for SAIS Development and Future Evaluations

Two main themes evident throughout the survey data as well as in the multiple conversations on campus are 1) the need to streamline the questions on the SAIS and 2) to have consistency in administration of the SAIS.

There was debate as to whether or not the four items currently required on faculty dossiers should remain. These items should be compared with the modified eleven items as well as the suggested items posed by faculty in the creation of the revised instrument.

A new core set of SAIS items should contain both closed and open-ended items, though the total number should remain small (10 or fewer). Additional sets of items (e.g., discussion, online, classroom climate) should be available for faculty to select (with maximums specified in policy) depending on the type of course and/or the type of feedback they are interested in obtaining from students. This core set should contain items that focus on the instructor as well as the course and these items should be clearly separated.

The other prevalent theme throughout the data and conversations is that clear and consistent policy needs to be in place regarding the SAIS:

- Policies on timing of data collection, mode of administration (online, paper and pencil), announcements for data collection for the SAIS, number of items, and how results are used in tenure, promotion, and merit decisions for faculty were suggested.

- It is also recommended that there be a resource (e.g., website) where faculty can go to obtain syllabi wording, end of course evaluation best practices, and guidance on how to use their evaluative data along with training modules as needed.

After reviewing the feedback from both the Faculty and Student SAIS Perception Surveys and gathering additional feedback from UT Administration the SAIS Revision Team will continue to collect data regarding the SAIS and its administration and use.
This is a summary of a report titled, “SAIS Perceptions Faculty Survey – Final Report” submitted to Provost Martin on 2/17/16.

ACADEMIC POLICY COMMITTEE

The University of Tennessee, Knoxville
Academic Policy Committee
Minutes of the Meeting
March 2, 2016

Call to order: A regularly scheduled meeting of the Academic Policy Committee was held in the Payroll Conference Room, P115, of Andy Holt Tower on March 2, 2016. The meeting was called to order by Roxanne Hovland, Chair, at 1:32 p.m.

Members present: Roxanne Hovland, Chair, Rachel Chen, Paul Frymier, Jean Gauger, Yingkui Li, John Scheb, Monique Anderson, and Ruth Darling

Others present: Katherine Ambroziak, Richard Bennett, Kelly Ellenburg, Jennifer Hardy, R. J. Hinde, Chris Lavan, Marisa Moazen, Doug Renalds, and Molly Sullivan

Approval of minutes: The minutes of the February 3, 2016, meeting were approved without changes or opposition.

Proposals:

1. SOAR: Summer Opportunity for Academic Recovery
   A proposal to move the Soar program from pilot program to permanent status with appropriate text in the undergraduate catalog was revisited, with updated text. After discussion, the Committee approved the proposal with the text that was submitted in this meeting agenda. (See supporting documents, attached.)

2. Research Intensive course designation
   A proposal to designate research intensive courses in the catalog and on student transcripts was presented, along with an update on the status of the service/experiential learning designation. After discussion, the Committee approved the designation of research intensive courses. The implementation of such designations is still in the planning stages. (See supporting documents, attached.)

Items from the floor: (None.)

Adjournment: Roxanne Hovland adjourned the meeting at 2:50 PM.

Minutes submitted by: Molly Sullivan

SOAR (SUMMER OPPORTUNITY FOR ACADEMIC RECOVERY)

PROPOSED CATALOG STATEMENT

SOAR: Summer Opportunity for Academic Recovery

SOAR is an academic recovery program for eligible students who are dismissed at the end of spring term and have not previously been dismissed from the University. SOAR participants are reinstated for summer term to provide them with an opportunity to return to Good Standing with focused effort. If a SOAR student successfully completes summer term courses, she or he will be given the opportunity to continue enrollment into fall term and beyond. Returning to Good Standing by the end of summer term is a primary goal of SOAR.

The program is open only to students who have a reasonable opportunity to return to Good Standing by the end of summer term. Because the SOAR program emphasizes presence and classroom engagement, SOAR cannot be completed off-campus or online. For details on eligibility criteria, a description of program requirements, or other information on SOAR, contact the Student Success Center.

SUPPORTING INFORMATION

SOAR Discussion from the Policy Committee Meeting

I regret that a teaching conflict left me unable to attend the last Policy Committee meeting where SOAR was discussed. SSC Executive Director Dr. Anton Reece asked me to address questions from that meeting which focused upon SOAR eligibility requirements, academic performance, and standards of success.

SOAR Eligibility

In the 2014 initial pilot year, selectivity was not a primary concern. Of the 390 students dismissed at the end of spring 2014, we offered SOAR eligibility to 274, and 52 students accepted that offer. The following year, we tightened the eligibility standards in an attempt to have more SOAR students reach Good Standing by the end of summer term. Of the 405 students dismissed at the end of spring 2015, we offered SOAR eligibility to 148, and 58 students accepted that offer.
Eligibility criteria for 2015 SOAR:
- Not previously dismissed, and
- Less than 13 deficiency points.

Dr. Reece asked me to address the suggestion that we limit SOAR to fewer deficiency points, perhaps as few as 5 or 6. As Dr. Reece mentioned at the Policy Committee meeting, doing so would not provide the yield we need for a viable program of at least 50 participants. We estimated we would need to invite roughly 150 students in order to yield 50 participants. Of the 405 dismissed students, only 70 faced fewer than 6 deficiency points. Grouping dismissed students in bands of 6, 9, and 13 deficiency points, the number of students was as follows:
- 0 to 5.99 deficiency points: 70 students (33 enrolled)
- 6 to 8.99 deficiency points: 40 students (15 enrolled)
- 9 to 12.99 deficiency points: 37 students (10 enrolled)
- Total: 147 students (58 enrolled)

SOAR Academic Performance
Included in the deficiency point discussion were questions about the academic performance of SOAR students across the deficiency point spectrum. The following table indicates levels of academic success for Summer 2015, split into the deficiency point bands described above, and measured by academic standing at the end of Summer term 2015 (Dismissal, continuing on Probation, or moving to Good Standing).

<table>
<thead>
<tr>
<th>DP’s</th>
<th>Total</th>
<th>Dismiss</th>
<th>% Dismiss</th>
<th>Prob</th>
<th>% Prob</th>
<th>Good St</th>
<th>% Good St</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 5.99</td>
<td>33</td>
<td>4</td>
<td>12%</td>
<td>3</td>
<td>9%</td>
<td>26</td>
<td>79%</td>
</tr>
<tr>
<td>6 to 8.99</td>
<td>15</td>
<td>2</td>
<td>13%</td>
<td>4</td>
<td>27%</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>9 to 12.99</td>
<td>10</td>
<td>2</td>
<td>20%</td>
<td>6</td>
<td>60%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>8</td>
<td>14%</td>
<td>13</td>
<td>22%</td>
<td>37</td>
<td>64%</td>
</tr>
</tbody>
</table>

The success of students in the SOAR program can be compared with two other groups of students enrolled in summer 2015:
- Students dismissed in spring 2015, reinstated for summer by the Appeals Committee. However, that number was very small, as the Appeals Committee granted only two appeals resulting in summer 2015 reinstatements. One was dismissed at the end of summer 2015, while the other continued on Academic Probation.
- Readmission students returning from a previous dismissal after having sat out the time required by the dismissal policy. For the 2015 summer term, 35 students enrolled after having sat out for dismissal. By measurements of academic standing, their performance (see the table below) was not as successful as the SOAR group, both in avoiding Dismissal (34% of these students were dismissed vs. 14% for SOAR) and achieving Good Standing (26% of these students reached Good Standing vs. 64% for SOAR).

<table>
<thead>
<tr>
<th>N</th>
<th>Dismiss</th>
<th>% Dismiss</th>
<th>Prob</th>
<th>% Prob</th>
<th>Good St</th>
<th>% Good St</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>12</td>
<td>34%</td>
<td>14</td>
<td>40%</td>
<td>9</td>
<td>26%</td>
</tr>
</tbody>
</table>

Measurements of GPA followed those lines. The average summer 2015 term GPA for the 35 students who sat out was 2.44, compared to 2.69 for the 58 SOAR students. To give a larger context to these figures, the average term GPA for all 5,704 students enrolled in summer 2015 was 2.90.

Fall 2015 Academic Performance
Through presence and engagement, the goal of SOAR is to help participants grow into better students, positioning them for future success. In fall 2015, 48 of the original 58 participants enrolled (8 had been dismissed; 2 students in Good Standing chose not to return). As a whole, the group performed well, losing only 4 students to Dismissal at the end of fall 2015. The percentage of enrolled students in Good Standing increased from 64% in summer to 67% in fall, due in part to the strong performance of students in the “9 to 12.99” deficiency point group.
The Policy Committee also voiced questions about SOAR’s 2.00 term GPA as a threshold for success, with the suggestion that we should consider 2.50 instead. We have not considered any mark higher than 2.00 as the success standard, as no other group of students are required to meet a mark higher than 2.00, including students reinstated by the Appeals Committee.

In summer 2015, 8 of the 58 students in SOAR were dismissed because they did not meet the 2.00 minimum term GPA. A 2.50 term GPA requirement would have resulted in 12 more student dismissals. Of those 12 students, 9 successfully navigated fall 2015 and are enrolled in the present term (4 continuing on Probation, and 5 reaching Good Standing). These levels of success do not indicate the need for a higher threshold for success beyond the University’s 2.00 term GPA.

**Concluding Thoughts**

We continue to wrestle with the question of how best to help our students who have faced Academic Dismissal. Emphasizing presence and engagement, SOAR takes advantage of the focused, concentrated platform of summer term to provide a workable model of demonstrated success. The proposed SOAR catalog statement enables us to describe the program’s existence and purpose, while referring students to the Student Success Center for questions about the criteria for eligibility and successful completion of the program.

## RESEARCH INTENSIVE COURSE DESIGNATION

**Date:** January 27, 2016  
**To:** Academic Policy Committee  
**From:** Undergraduate Research Advisory Council  
**Re:** Creation of an Undergraduate Research Course Designation  

In our Journey to the Top 25, the Undergraduate Research Advisory Council (URAC) would like to establish a process for certifying courses as “Undergraduate Research Intensive” (R or RI) within the undergraduate curriculum.

### Rationale

1. Student participation in experiential learning courses, such as undergraduate research, has been shown in the literature to have a positive impact on their retention and persistence to graduation. A designation would allow students to identify courses.
2. Course designation would appear on the students’ transcripts allowing confirmation of participation by employers and graduate schools.
3. Course designation would meet an objective outlined in Experience Learning, the campus Quality Enhancement Plan.
4. Course designation would allow us to stay competitive with our peers in our Top 25 journey.
5. Course designation would allow the Office of Undergraduate Research to report on student participation in undergraduate research and assistance to those students if needed.
6. Course designation would allow the Office of Undergraduate Research to provide support to faculty teaching designated courses and provide to undergraduate research involvement for workload, tenure, and promotion guidelines.

### Defining Research Intensive Courses

For a course to be designated as “Undergraduate Research Intensive”, it must meet all the following criteria. Criteria for undergraduate research courses are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).

1. The field research course engages students on an original research* project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor.
2. Students conduct research on an ongoing basis, working an average of 5 - 10 hours/week.
3. Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.
4. The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.
5. There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.
6. The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.
7. There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.

*At UT, research is defined as an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.

### Process for Review
If approved, the URAC is open to discussion on who would be responsible for the review of applications for the course designation. One suggestion would be to create a sub-committee of the URAC to be responsible for the review of course designation requests. This committee would comprise of 7 individuals representing the academic colleges, libraries, and honors programs. The committee would meet twice per year to review requests.

The following rubric would be used to determine if courses met the seven criteria for consideration. A score of ten or greater would be required to receive the designation, with no entries in the (0) ‘Does Not Demonstrate’ column.

"R" Designation Review Form

Rubric for receiving a research-intensive or "R" designation. The criteria below are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).

<table>
<thead>
<tr>
<th><strong>Original or Secondary Research</strong></th>
<th><strong>Completely Demonstrates (2)</strong></th>
<th><strong>Somewhat Demonstrates (1)</strong></th>
<th><strong>Does Not Demonstrate (0)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students engage in independent research, either contributing to a faculty research project or engaging in an independent research project with a mentor.</td>
<td>The field research course engages students on a non-original research project or review of the literature only and does not add new knowledge to the field.</td>
<td>The field research course does not engage students on an original or secondary research project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Time Towards Research</strong></th>
<th><strong>Completely Demonstrates (2)</strong></th>
<th><strong>Somewhat Demonstrates (1)</strong></th>
<th><strong>Does Not Demonstrate (0)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students conduct research on an ongoing basis, working an average of 5-10 hours/week.</td>
<td>Students conduct research on an ongoing basis, working an average of less than 5 hours/week.</td>
<td>Students do not conduct research on an ongoing basis.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Discipline Focused</strong></th>
<th><strong>Completely Demonstrates (2)</strong></th>
<th><strong>Somewhat Demonstrates (1)</strong></th>
<th><strong>Does Not Demonstrate (0)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.</td>
<td>Students receive a broad overview of research methodologies and research ethics.</td>
<td>Students do not gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, or important scholarship.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Objectives</strong></th>
<th><strong>Completely Demonstrates (2)</strong></th>
<th><strong>Somewhat Demonstrates (1)</strong></th>
<th><strong>Does Not Demonstrate (0)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.</td>
<td>The learning objectives related to the research experience are limited.</td>
<td>There are no learning objectives related to the research experience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mentorship</strong></th>
<th><strong>Completely Demonstrates (2)</strong></th>
<th><strong>Somewhat Demonstrates (1)</strong></th>
<th><strong>Does Not Demonstrate (0)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is supervision and feedback by a faculty mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.</td>
<td>There is supervision and feedback by a lecturer, graduate student, or postdoc.</td>
<td>There is no supervision and feedback by a mentor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Integration</strong></th>
<th><strong>Completely Demonstrates (2)</strong></th>
<th><strong>Somewhat Demonstrates (1)</strong></th>
<th><strong>Does Not Demonstrate (0)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The syllabus assignments include reflection assignments and a final syntheses project integrated into the course.</td>
<td>The syllabus assignments include either reflection assignments or a final syntheses project integrated into the course, but not both.</td>
<td>There are no syllabus assignments on reflection or a final project integrated into the course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dissemination</strong></th>
<th><strong>Completely Demonstrates (2)</strong></th>
<th><strong>Somewhat Demonstrates (1)</strong></th>
<th><strong>Does Not Demonstrate (0)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a mandatory outlet to disseminate the original research outside of the classroom (e.g., symposium, conference, scholarly article) integrated into the course. Research compliance is required.</td>
<td>The original research will be presented within the context of the classroom only.</td>
<td>There is no outlet to disseminate the original research inside or outside (e.g., symposium, conference, scholarly article) of the classroom integrated into the course.</td>
<td></td>
</tr>
</tbody>
</table>

Sample Course Submission Form

The following form would be used by faculty submitting courses for research designation review.

**Faculty Information:**
Course Instructor: Instructor Email:
College and Department:

**Course Information**
Existing or new course: Course #:
Course Title:
Course Description:
# Credit Hours:
Time Expected Per Student on Research: (in hours/week)
Student Learning Outcomes
Please define one or more student learning outcomes that you intend to advance through the use of undergraduate research in this course.

Undergraduate Research Rubric
How would you rate your course in meeting each of the criteria below, using a scale of 1-5 with 5 being highly meets and 1 being does not meet?

a. The field research course engages students on an original research* project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor.

b. Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.

c. Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.

d. The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.

e. There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.

f. The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.

g. There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.

Evaluation Plan
How will you evaluate the extent to which the intended student learning outcomes were advanced through the use of undergraduate research in this course?

Additional Information (optional)
Additional information why the course should be considered for R designation and how the course meets the 7 criteria for inclusion.

Attachments
Proposed course syllabus
‘R’ Designation Review Form Rubric Response

Research Intensive Course Designations

<table>
<thead>
<tr>
<th>Institution</th>
<th>In Use or Proposed</th>
<th>Course Designation</th>
<th>Program Name</th>
<th>Structure</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Toledo</td>
<td>In Use</td>
<td>Research Intensive (RI)</td>
<td>Research Intensive (RI) Course designation</td>
<td></td>
<td><a href="https://www.utoledo.edu/honors/undergradresearch/ResearchIntensiveCourses/main-researchintensive.html">https://www.utoledo.edu/honors/undergradresearch/ResearchIntensiveCourses/main-researchintensive.html</a></td>
</tr>
<tr>
<td>George Mason University</td>
<td>In Use</td>
<td>RS</td>
<td>Research &amp; Scholarship intensive (RS) courses</td>
<td>First to UGR Office Next, Faculty and Curricular Activities Committee, part of QEP Leadership Council</td>
<td><a href="http://oscar.gmu.edu/fac-staff/re-courses.cfm">http://oscar.gmu.edu/fac-staff/re-courses.cfm</a></td>
</tr>
<tr>
<td>University of North Carolina at Chapel Hill</td>
<td>In Use</td>
<td>Experiential Education (EE) or Quantitative Intensive (QI)</td>
<td>Connections courses</td>
<td></td>
<td><a href="http://curricula.unc.edu/curriculum/connections/">http://curricula.unc.edu/curriculum/connections/</a></td>
</tr>
<tr>
<td>Indiana University – Purdue University</td>
<td>In Use</td>
<td>Research (R), International (I), Service Learning (S), or Experiential Learning (E)</td>
<td>RISE to the IUPUI Challenge</td>
<td>Curricular review and approval within the academic unit. Once the Registrar receives notification to add or delete a RISE class designator from the Scheduling Officer, it is assumed the academic unit approval has occurred.</td>
<td><a href="http://registrar.iupui.edu/recorder/RISE_ChallengeDesignations.html">http://registrar.iupui.edu/recorder/RISE_ChallengeDesignations.html</a> <a href="http://registrar.iupui.edu/recorder/RISE_DesignationSummaryGrid2.html">http://registrar.iupui.edu/recorder/RISE_DesignationSummaryGrid2.html</a></td>
</tr>
<tr>
<td>Loyola University</td>
<td>In Use</td>
<td>Engaged Learning (E)</td>
<td>Engaged Learning Requirements (includes Service Learning, Academic Internships, Field Work, Undergraduate Research, and Public Performance)</td>
<td>Engaged Learning Sub-Committee of the Board of Undergraduate Studies</td>
<td><a href="http://www.luc.edu/engagedlearning/facultylereources/criteriaforelcourses/">http://www.luc.edu/engagedlearning/facultylereources/criteriaforelcourses/</a></td>
</tr>
<tr>
<td>University</td>
<td>Status</td>
<td>Designation</td>
<td>Description</td>
<td>Application</td>
<td>Website</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Belmont University</td>
<td>In Use</td>
<td>Experiential Learning (EL)</td>
<td>The Belmont Experience: Learning for Life (The BELL Core). Designations for: Undergraduate Research; Community-Based Research; Service Learning; Study Abroad; Internships, Clinicals, and Practica; Recitals, Shows, Exhibits, and Other Significant Projects or Performances</td>
<td>Application submitted to the Department of General Education (BELL Core)</td>
<td><a href="http://www.belmont.edu/bellcore/bell-core-courses/experiential_learning.html">http://www.belmont.edu/bellcore/bell-core-courses/experiential_learning.html</a></td>
</tr>
<tr>
<td>University of Alabama at Birmingham</td>
<td>In Use</td>
<td>Service Learning</td>
<td>Student/Academic Engagement &amp; Global Citizenship</td>
<td></td>
<td><a href="http://www.uab.edu/servicelearning/resources/faculty-and-staff/service-learning-course-designation">http://www.uab.edu/servicelearning/resources/faculty-and-staff/service-learning-course-designation</a></td>
</tr>
<tr>
<td>Duke University</td>
<td>In Use</td>
<td>Cross-Cultural Inquiry (CCI), Ethical Inquiry (EI), Science, Technology, and Society (STS), Foreign Languages (FL), Research (R), Writing (W)</td>
<td></td>
<td></td>
<td><a href="http://undergraduate/research.duke.edu/">http://undergraduate/research.duke.edu/</a></td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Proposed</td>
<td>Distinction through Discovery</td>
<td>Distinction through Discovery Curriculum Committee reviews proposed courses</td>
<td></td>
<td><a href="https://www.fau.edu/academic/registrar/UUPCinfo/UUPCOct13-14/Research%20and%20Inquiry%20Proposal.pdf">https://www.fau.edu/academic/registrar/UUPCinfo/UUPCOct13-14/Research%20and%20Inquiry%20Proposal.pdf</a></td>
</tr>
</tbody>
</table>

**Experience Learning Course Designation Process**

**Proposed Plan of Action**

**Purpose**

The Offices of Service Learning and Undergraduate Research are seeking to develop and pilot an institutionally supported course designation process that clearly communicates to our students the presence of experience learning components within approved academic experiences prior to their registration into those courses.

The proposed designation format would be an “S” or “R” suffix following the course number (i.e., “ACB100S” or “ABC100R”). Courses receiving either designation would function as equivalent versions of the standard course (i.e., “ABC100”), but would signal to students that the course contains an experiential learning component.

**Rationale**

In recent years, the lack of a university-wide course designation process has hindered students’ preparation and successful participation in these types of academic experiences. Without a formal institutionally supported process for designating these opportunities, our students lack the ability to officially communicate their participation in, and completion of, these types of courses and academic experiences to potential employers and graduate schools.

**Benefits**

There are many benefits for the development of a course designation process, not just for our students, but also for our faculty and administrative offices with oversight and investment in academic support.
Student Benefits
- Increased knowledge of potential experiences prior to registering in these courses.
- Creation of official institutional documents (i.e., academic transcripts) noting participation in, and potential completion of, these unique academic experiences.
- Improved ability to receive institutional support for participating in these academic experiences.

Faculty Benefits
- Increased student awareness of courses and opportunities with imbedded experience learning components.
- Creation of a clear, institutionally supported pathway for colleges and departments to create, develop, and assess these types of courses and academic experiences.
- Improved ability for individual faculty members, as well as colleges and departments to identify these learning experiences for tenure, promotion, and accreditation purposes.

Administrative Benefits
- Increased capability to track and support experience learning courses each semester.
- Creation of a university-wide process will help to improve efforts to support and provide additional resources to faculty leading these types of courses and experiences.
- Improved proficiency to assess, maintain best practices, and provide participants with the necessary support to effectively coordinate these opportunities on our campus.

Proposed Process
Initially, faculty seeking to receive either course designation would first need to receive support and approval from within their particular academic department and college. Once that support has been attained, those course proposals would be given to the Directors of the Offices of Undergraduate Research and Service-Learning depending on the designation sought out for each course.

Once received from the academic colleges, the Offices of Undergraduate Research and Services-Learning would chair advisory groups composed mainly of faculty members having in-depth experience implementing each of these teaching pedagogies into their courses, as well as representation from the university’s Undergraduate Council. We also suggest that each advisory group potentially serve as a subcommittee to the university’s Undergraduate Council, or to the Undergraduate Curriculum Committee, if these groups see this as an advantageous way to move forward.

Upon review and approval by either subcommittee, course applications seeking each designation would then be recommended to the Undergraduate Council for additional vetting. Upon receiving approval from the Undergraduate Council, courses would then be given to the University Registrar for official identification as a course containing either of these experiential learning components, and noted as such in the university’s catalog.
d. Student Success Center – Renalds announced that over 90% of students placed on probation at the end of fall have completed their required probation module. The completion rate for the online module is much higher than the previous in-person sessions. Reece announced Math Camp has 740 eligible incoming students, 170 of whom are Pell eligible. They hope to yield 120, so will invite 150-160. See attached flyer. Osborne indicated SI ends 4/28 and tutoring ends 5/1. De-Stress SI and tutoring will again be offered. See attached flyer. All information will be up-to-date on http://studentsuccess.utk.edu.

e. First-Year Studies – Bridgeman-Prince announced this fall’s Life of the Mind book – Leaving Orbit: Notes from the Last Days of American Spaceflight by Margaret Lazarus Dean, Associate Professor in UTK Department of English. FYS is still seeking discussion leaders – sign up at http://fys.utk.edu/discussion-leader-sign-ups/. West asked if the information provided by the department on FYS 101 sections are helpful. Request was made to include special section information in the timetable. This year, the department will expand the pilot of matching FYS 101 instructors to their students for the LOM discussion groups. It was noted that some staff who teach FYS are engaged in college-related activities and might not be able to participate as LOM discussion leaders if the timing does not work.

f. Student Life – Parker presented on current activities and provided update on student retention efforts. The results are not complete yet – Parker will provide link upon completion. See attached. Welcome week webpage is now live at http://welcomeweek.utk.edu.

5. Old Business – none

6. New Business
   a. Chair election results – Hoskins announced the next Chair for 2016-2017 will be Jamia Stokes, Director Advising Services, College of Education, Health, and Human Sciences.
   b. CHP curriculum changes – Page provided information on changes to CHP curriculum beginning fall term. See attached.

7. Announcements – Darling thanked Hoskins for her service to the Committee as Chair.

Upcoming Meetings:

Advising Committee (3:30 FBCC 102-104):
September 6, 2016 November 15, 2016
January 24, 2017 April 4, 2017

CSRDE Webinars
316 Haslam Business Building 2:00-3:00 pm.

Jun. 08, 2016 - The Role of Academic Advisors in Retention

Jul. 13, 2016 - From Sophomore Slump to Sophomore Success: Developing a Comprehensive Sophomore Student Seminar Focused on Academic Planning & Career Exploration

Aug. 10, 2016 - Deconstructing Student Development Theory and College Impact Models to Construct a Retention-Focused Curriculum with Spontaneity

**APPEALS COMMITTEE**

(No report)

**ASSOCIATE DEANS GROUP**

Undergraduate Associate Deans Meeting
February 1, 2016
Minutes

In Attendance: RJ Hinde (chair), Chuck Collins, Sherry Cummings, Mary Gunther, David Matthews, Lane Morris, Masood Parang, Joan Rentisch, John Stier, Dixie Thompson and Teresa Walker.

Not in Attendance: none

Guests in attendance: Kathy Abbott, Monique Anderson, Pia Wood

Notes taken by and in attendance: Cora Ripley

**Agenda Item 1: Review and approve minutes**
The minutes were approved.

**Agenda Item 2: Review and approve the agenda**
No changes were made to the agenda.

**Agenda Item 3: Presentation by Monique Anderson and Kathy Abbott: Online grade changes**
Monique Anderson and Kathy Abbott announced that the Office of the University Registrar would be rolling out an electronic process for submitting grade changes. The process will be test piloted by the College of Communications and Information. Kathy Abbott reviewed the steps in the process. Associate deans provided Monique Anderson with suggestions about how to inform instructors about the new process.

**Agenda Item 4: Presentation by Pia Wood: CIE update and Peace Corps Prep**
Pia Wood presented updates on the following programs associated with CIE: the McClure Scholarship, Fulbright fellowships, teaching opportunities at Sichuan and Nanjing Universities, and the English Language Institute. Pia Wood then presented an overview of the Peace Corps Prep program and the associate deans discussed how each college might best participate in this program.

**Agenda Item 5: Four-year plans and uTrack milestones**
The group discussed whether the presentation of four-year degree plans and uTrack milestones in the Undergraduate Catalog is creating unnecessary bottlenecks, by encouraging students to take high-demand courses in semesters before they are actually required for on-time graduation. The group also discussed the need to express all progression requirements as uTrack milestones so that the uTrack system can enforce these requirements.

**Agenda Item 6: Course non-completion, Early Alert, and Grades First update**
The group reviewed data regarding course completion rates for first-time freshmen, first-time transfer students, and all other students. First-time transfer students typically have lower completion rates than other students (first-time freshmen or continuing students) in a large number of 100-level courses, and the Transfer Task Force is investigating this finding further. The group also reviewed data regarding students' failure to complete first-year courses and first-year retention rates. There is a strong correlation between a first-time freshman student failing to complete three or more credit hours during her or his first year, and that student leaving the university. Other universities have observed a strong correlation between mid-term attendance records and end-of-term GPA for first-year students; students whose instructors report that they have attendance problems often have lower first-term GPAs. The group discussed ways to boost instructor participation in UTK’s Early Alert program, which can help identify both attendance problems and early signs that a student may be having difficulty. For Early Alert to be most successful, courses must be designed to bring both attendance problems and other academic difficulties to an instructor’s attention early in the semester.
Notes taken by and in attendance: Cora Ripley

**Agenda Item 1: Review minutes of last meeting**
The minutes were approved.

**Agenda Item 2: Review and approve agenda**
No items were added to the agenda.

**Agenda Item 3: Math Camp, SOAR, and UTLSI**
Anton Reece presented an overview of recent activity associated with three student success programs: Math Camp, SOAR, and UTLSI. The group also discussed the impact that academic coaches can have on student success. The group also discussed whether success-building programs of this type could be delivered in an online format over the summer. It appears that frequent, in-person interaction with student success personnel and with instructors help contribute to the success of these programs, so that careful thought would need to be given to developing online versions.

**Agenda Item 4: Adult Learner Initiatives and the “Drive to 55”**
The group discussed the THEC-imposed requirement that UTK assess the ways in which it serves adult learners and contributes to adult learner success. Further work in this area must wait for a clarification from THEC about the definition of an adult learner.

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**UG Planning Committee Meeting Minutes**  
**February 1, 2016**

*In Attendance:* RJ Hinde (chair), Betsy Adams, Kari Alldredge, Erik Bledsoe, Ruth Darling, Denise Gardner, Jonee Lindstrom, Michael Palenchar, Emily Parker, and Mark Savage

Notes taken by and in attendance: Cora Ripley

**Agenda Item 1: Review minutes of last meeting**
The minutes were approved.

**Agenda Item 2: Review and approve agenda**
No items were added to the agenda.

**Agenda Item 3: Retention and low-risk students**
The group reviewed data showing that a large number of first-time freshmen leave in good academic standing after one year, although these students are not initially identified as being at high risk for leaving UTK. The group discussed strategies for learning more about these students and their first-year experience, so that the university might make changes that could improve retention of these students.

**Agenda Item 4: Retention rates by college and major**
The group reviewed data showing first-year retention rates for AY 2013-14 and AY 2014-15 for each college, and discussed a simple model for first-year retention rates based on stratification of each college's students into retention “risk buckets”. The model may allow us to uncover practices in the colleges that promote first-year student retention, although more years of data will be needed to refine the model.

**Agenda Item 5: Vol Vision 2020 refresh**
The group reviewed the latest draft of the Vol Vision 2020 strategic plan refresh and discussed whether there were any obvious gaps or omissions, and how the university might identify college- and campus-level indicators of excellence related to undergraduate education.

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**CURRICULUM COMMITTEE**
The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Meeting
March 22, 2016

Call to Order: A regular meeting of the Curriculum Committee was held in the Fourth Floor Conference Room of Andy Hold Tower, on March 22, 2016. The meeting was called to order at 3:48 pm by Heidi Stolz, acting on behalf of Richard Bennett, Chair of the Undergraduate Council.

Members present: Marleen Davis, David Dupper, Heidi Stolz, Richard Strange, Shelia Swift, Heidi Stolz, Courtney Wright, Missy Parker (proxy for Chuck Collins), and Dixie Thompson

Others present: Monique Anderson, Mary Beth Burlison, Alison Connor, Betsy Gullett, Robert Mindrup, and Molly Sullivan

Approval of Minutes: The minutes of January 12, 2016, were approved without corrections.
Curricular proposals:
- Consent Agenda items were approved without opposition.
- Main Agenda (none)

Other business:
- Heidi Stolz was elected Curriculum Committee Chair for the 2016-2017 academic year.
- The Committee asked for an update regarding the analysis being conducted by the General Education Redesign Taskforce. After discussion, all Curriculum Committee members and other interested parties were invited to a roundtable hosted by this taskforce on Friday, April 8, 2016, from 1:00 to 4:00 pm in the Wolf-Kaplan Room of Neyland Stadium.

Adjudgment: Heidi Stolz adjourned the meeting at 4:02 p.m.

Next meeting: The next meeting of the Curriculum Committee will be held on Tuesday, August 30, 2016, in the Fourth Floor Conference Room of Andy Holt Tower beginning at 3:45 p.m.

| General education course |
| Cross-listed course |
| Course with fees |
| Add or drop of major, concentration, minor |

New text within existing text is designated by red text highlighted with gray. Obsolete text within existing text is designated by red strikethrough text.

CONSENT AGENDA

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES
All changes effective fall 2016

DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS

REVISE HOURS

Requirements for the Bachelor of Science in Agricultural and Resource Economics • Food and Agricultural Business Major

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AREC 110</td>
<td>1</td>
<td>One general education elective*</td>
</tr>
<tr>
<td>Biological Sciences Electives*</td>
<td>3/4</td>
<td></td>
</tr>
<tr>
<td>&quot;Cultures and Civilizations Elective&quot;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 101* or ENGL 118*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 123*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AREC 442</td>
<td>3</td>
<td>No milestones</td>
</tr>
<tr>
<td>&quot;AREC Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;Unrestricted Electives</td>
<td>7-8</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: These adjustments are due to changes in biology courses, which range from 2 to 4 hours each. We had overlooked making this change on the uTrack chart.

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION, AND COMMUNICATIONS

CORRECT TYPO

Requirements for the Bachelor of Science in Agriculture • Agricultural Leadership, Education and Communications Major • Agricultural Education Concentration

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEC 345</td>
<td>3</td>
<td>2.7 2.75 cumulative GPA</td>
</tr>
<tr>
<td>ANSC 280</td>
<td>2</td>
<td>ALEC 211</td>
</tr>
<tr>
<td>FDST 150*, FDST 241</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>FORS, FWF or WFS Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PLSC 250*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEC 434, ALEC 440*</td>
<td>6</td>
<td>2.7 2.75 cumulative GPA</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>3</td>
<td>ALEC 345</td>
</tr>
<tr>
<td>SPED 402</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ETEC 486</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
ANSC 281

Rationale: Correct typographical error.

DEPARTMENT OF ANIMAL SCIENCE
(ANSC) Animal Science

REVISE FOOTNOTE

Requirements for the Bachelor of Science in Animal Science • Animal Science Major • Animal Industries Concentration

A minor in Food and Agricultural Business, Business Administration, Communication Studies, Information Studies and Technology, Journalism and Electronic Media, or other discipline with approval of the Animal Science Undergraduate Committee is required. Requirements for the Business Administration minor are ACCT 200(3); ECON 201*(4) or ECON 211*-ECON 213*(4-6); FINC 300 (3); MARK 300 (3); MGT 201(3); MGT 300 (3); STAT 201* (3). Requirements for the Food and Agricultural Business minor are ACCT 200 (3); AREC 201*(4) or ECON 201*(4) or ECON 211*(3), AREC 212(3), AREC 342(3), AREC 350(3), AREC 412; and Agricultural and Resource Economics elective (3).

Rationale: Rather than list the requirements for the minors – and update the footnote when these requirements change – we will link to each minor's page of the catalog.

CORRECT TYPO

ANSC 420 Advanced Reproductive Techniques Technologies Collection (3)

Rationale: Title was typed incorrectly in the proposal. Department did not intend to change course title.

COLLEGE OF ARTS AND SCIENCES
All changes effective fall 2016

REVISE TEXT
(Main college page)

Program for Prospective K-12 Teachers
(Paragraph 2)

To be licensed for teaching, students must also gain formal admission to the Teacher Education Program in the College of Education, Health, and Human Sciences. The process involves successful completion of a series of requirements including presentation of satisfactory scores on certain tests, completion of professional courses in the College of Education, Health, and Human Sciences, maintenance of a 2.7 or higher GPA, and completion of a fifth year program emphasizing practical application. For details, see the College of Education, Health, and Human Sciences section of this catalog and contact the Advising Center, 332 Bailey Education Complex.

Rationale: Revise for parallelism.

REVISE TEXT

Requirements for the Arts and Sciences Exploratory Major

TERM ONE
COMMUNICATING THROUGH WRITING (WC)
ENGL 101 or ENGL 102
OR ENGL 121 or ENGL 131
OR ENGL 118
OR ENGL 198 (for Chancellor's Honors Program students only)

TERM TWO
COMMUNICATING THROUGH WRITING (WC)
ENGL 102
OR ENGL 131 or ENGL 132
OR ENGL 298 (for Chancellor’s Honors Program students only)

Arts and Sciences Exploratory Program – Pre-Professional Track

TERM ONE
COMMUNICATING THROUGH WRITING (WC)
ENGL 101 or ENGL 102
OR ENGL 121 or ENGL 131
OR ENGL 118
OR ENGL 198 (for Chancellor’s Honors Program students only)

TERM TWO
COMMUNICATING THROUGH WRITING (WC)
ENGL 102
OR ENGL 131 or ENGL 132
OR ENGL 298 (for Chancellor’s Honors Program students only)

Rationale: ENGL 198 and 298 were approved to satisfy these requirements, but we overlooked putting it on this page.

DIVISION OF BIOLOGY
(BIOL) Biology

CORRECT TYPO

BIOL 167 - Honors: Skills of Biological Investigation
2 Credit Hours Same as Biology 159 but designed for high-achieving students.
Satisfies General Education Requirement: (NS with lab) if taken with Biology 150, 158, 160, or 168.
Contact Hour Distribution: 1 hour discussion and one 3-hour lab.
Credit Restriction: Students may not receive credit for both 159 and 167.
(RE) Corequisite(s): 158 260.

Rationale: Correct typographical error. Formerly, there was a comment that said “It is recommended that students are also enrolled in BIOL 158 while taking this lab.” The rationale for the change (see page 20/U3436 of the January 26, 2016 minutes) said “The instructor of the course has indicated that the lab is too closely tied to lecture for students to do well in the lab without being in the lecture.” The corequisite for this course was entered as 260, but should have been 158.

DEPARTMENT OF CLASSICS
(CLAS) Classics

ADD SECONDARY CROSS LISTED COURSES

†CLAS 310 – History of the Early Roman Empire (3)
(See History – Europe 304.)

†CLAS 311 – History of the Later Roman Empire (3)
(See History – Europe 305.)

REVISE TITLE, SECONDARY CROSS LISTING DROP SECONDARY CROSS LISTED COURSES

†CLAS 304 – History of the Early Roman Empire (3)
(See History – Europe 304.)
Formerly: History of the Roman Empire (3)
(See History 304.)

†CLAS 305 – History of the Later Roman Empire (3)
(See History – Europe 305.)
Formerly: History of the Late Roman Empire (3)
(See History 305.)

History – Europe is primary.
Formerly: History is primary.

Rationale: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.

DEPARTMENT OF GEOGRAPHY
(GEOG) Geography

GEOG 409 412 – GIS for Environmental and Socio-economic Applications (3)
Integrates spatial analysis and modeling with GIS for real-world environmental and socio-economic applications.
(DE) Prerequisite(s): 411 or consent of instructor.

Rationale: This is the first time we have considered reusing a course number that is already in Banner. I want to test this in preproduction Banner before we add this to the live version. Therefore, we are using a different number.

DEPARTMENT OF HISTORY
(HIST) History

HISTORY-AFRICA EQUIVALENCY TABLE (HIAF)

<table>
<thead>
<tr>
<th>Current History Courses (HIST)</th>
<th>Equivalent History-Africa Courses Effective Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 371 (Same as AFST 371)</td>
<td>HIAF 371 (Same as AFST 371 361)</td>
</tr>
<tr>
<td>HIST 372 (Same as AFST 372  )</td>
<td>HIAF 372 (Same as AFST 372 362)</td>
</tr>
<tr>
<td>HIST 381 (Same as AFST 381)</td>
<td>HIAF 381 (Same as AFST 381 AMST 382)</td>
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</table>
### HISTORY-ASIA EQUIVALENCY TABLE (HIAS)

<table>
<thead>
<tr>
<th>Current History Courses (HIST)</th>
<th>Equivalent History-Asia Courses Effective Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 495 (Same as CNST 495)</td>
<td>HIAS 495 (Same as CNST 495 496)</td>
</tr>
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</table>

### HISTORY-LATIN AMERICA EQUIVALENCY TABLE (HILA)

<table>
<thead>
<tr>
<th>Current History Courses (HIST)</th>
<th>Equivalent History-Latin America Courses Effective Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>*HIST 255 (Same as LAC 251)</td>
<td>*HILA 255 (Same as LAC 251 253)</td>
</tr>
<tr>
<td>*HIST 256 (Same as LAC 252)</td>
<td>*HILA 256 (Same as LAC 252 254)</td>
</tr>
<tr>
<td>HIST 343 (Same as LAC 343)</td>
<td>HILA 343 (Same as LAC 343 344)</td>
</tr>
<tr>
<td>HIST 344 (Same as LAC 344)</td>
<td>HILA 344 (Same as LAC 344 342)</td>
</tr>
<tr>
<td>HIST 360 (Same as LAC 360)</td>
<td>HILA 360 (Same as LAC 360 362)</td>
</tr>
<tr>
<td>HIST 361 (Same as LAC 361)</td>
<td>HILA 361 (Same as LAC 361 362)</td>
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<tr>
<td>HIST 464 (Same as LAC 464)</td>
<td>HILA 464 (Same as LAC 464 462)</td>
</tr>
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<td>HIST 465 (Same as LAC 466)</td>
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</table>

### HISTORY-MIDDLE EAST EQUIVALENCY TABLE (HIME)

<table>
<thead>
<tr>
<th>Current History Courses (HIST)</th>
<th>Equivalent History-Middle East Courses Effective Fall 2016</th>
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<tbody>
<tr>
<td>HIST 369 (Same as JST 369)</td>
<td>HIME 369 (Same as JST 369 366)</td>
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<td>HIST 370 (Same as JST 370)</td>
<td>HIME 370 (Same as JST 370 371)</td>
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<td>HIST 382 (Same as JST 382)</td>
<td>HIME 382 (Same as JST 382 380)</td>
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<td>HIST 383 (Same as JST 383)</td>
<td>HIME 383 (Same as JST 383 389)</td>
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<td>HIST 484 (Same as JST 484)</td>
<td>HIME 485 (Same as JST 484 485)</td>
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### HISTORY-EUROPE EQUIVALENCY TABLE (HIEU)

<table>
<thead>
<tr>
<th>Current History Courses (HIST)</th>
<th>Equivalent History-Europe Courses Effective Fall 2016</th>
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<tbody>
<tr>
<td>HIST 304 (Same as CLAS 304)</td>
<td>HIEU 304 (Same as CLAS 304 310)</td>
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<td>HIST 305 (Same as CLAS 305)</td>
<td>HIEU 305 (Same as CLAS 305 311)</td>
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<tr>
<td>HIST 312 (Same as MRST 312)</td>
<td>HIEU 312 (Same as MRST 312 310)</td>
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<td>HIST 315 (Same as REST 315)</td>
<td>HIEU 315 (Same as REST 315 314)</td>
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<td>HIST 395 (Same as JST 395)</td>
<td>HIEU 395 (Same as JST 395 394)</td>
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### HISTORY-US EQUIVALENCY TABLE (HIUS)

<table>
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<tr>
<th>Current History Courses (HIST)</th>
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<tbody>
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<td>HIST 300 (Same as AFST 300 and AMST 300)</td>
<td>HIUS 300 (Same as AFST 300 301 and AMST 300 301)</td>
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<tr>
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<td>HIUS 325 (Same as WOST 325 324)</td>
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<tr>
<td>HIST 326 (Same as AMST 326)</td>
<td>HIUS 326 (Same as AMST 326 324)</td>
</tr>
<tr>
<td>HIST 329 (Same as AMST 329)</td>
<td>HIUS 329 (Same as AMST 329 326)</td>
</tr>
<tr>
<td>HIST 346 (Same as AFST 346)</td>
<td>HIUS 370 (Same as AFST 346 370)</td>
</tr>
<tr>
<td>HIST 349 (Same as MLSL 349)</td>
<td>HIUS 349 [MLSL 349 cross listing??]</td>
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<tr>
<td>HIST 356 (Same as AMST 356)</td>
<td>HIUS 356 (Same as AMST 356 352)</td>
</tr>
<tr>
<td>HIST 374 (Same as AFST 374, AMST 374)</td>
<td>HIUS 374 373 (Same as AFST 374 363, AMST 374 373)</td>
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<tr>
<td>HIST 376 (Same as AFST 375, WOST 376)</td>
<td>HIUS 376 374 (Same as AFST 375 364, WOST 376 374)</td>
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<tr>
<td>HIST 379 (Same as AFST 376)</td>
<td>HIUS 379 372 (Same as AFST 376 375)</td>
</tr>
<tr>
<td>HIST 380 (Same as AFST 380)</td>
<td>HIUS 380 376 (Same as AFST 380 376)</td>
</tr>
<tr>
<td>HIST 436 (Same as AMST 436)</td>
<td>HIUS 436 (Same as AMST 436 435)</td>
</tr>
<tr>
<td>HIST 440 (Same as AMST 440)</td>
<td>HIUS 440 (Same as AMST 440 441)</td>
</tr>
<tr>
<td>HIST 456 (Same as AMST 456)</td>
<td>HIUS 456 (Same as AMST 456 455)</td>
</tr>
</tbody>
</table>

Rationale: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.

### INTERDISCIPLINARY PROGRAMS
(AFST) Africana Studies

**REVISE SECONDARY CROSS LISTED COURSE DROP**

†AFST 300 – The Rise and Fall of Slavery in the United States (3)
(See History-US 300.)
Formerly: (See History 300)

**ADD CROSS LISTED COURSE**

‡AFST 301 – The Rise and Fall of Slavery in the United States (3)
(See History-US 300.)
REVISE SECONDARY CROSS LISTED COURSE DROP

†AFST 346 – African-American Religious History (3)  
(See History-US 370.)  
Formerly: (See History 346)

ADD CROSS-LISTED COURSES

†AFST 361 – Africa to 1400 (3)  
(See History-Africa 371.)

†AFST 362 – Africa Since 1400 (3)  
(See History-Africa 372.)

†AFST 363 – History of the Civil Rights Movement in the United States (3)  
(See History-US 373.)

†AFST 364 – African-American Women’s History from Slavery to the Present (3)  
(See History-US 374.)

†AFST 365 – The African-American Experience from the Colonial Period to the Civil War (3)  
(See History-US 375.)

†AFST 366 – The African-American Experience from the Civil War to the Present (3)  
(See History-US 376.)

†AFST 370 – African-American Religious History (3)  
(See History-US 370.)

Formerly (See History 370)

REVISE TITLE, SECONDARY CROSS LISTING DROP

†AFST 371 – Africa to 1400 (3)  
(See History-Africa 371)  
Formerly: African History (3)  
(See History 371)

†AFST 372 – Africa since 1400 (3)  
(See History-Africa 372)  
Formerly: African History (3)  
(See History 372)

REVISE SECONDARY CROSS LISTING DROP

†AFST 374 – History of the Civil Rights Movement in the United States (3)  
(See History-US 374.)  
Formerly: (See History 374)

†AFST 375 – African-American Women’s History from Slavery to the Present (3)  
(See History-US 376.)  
Formerly: (See History 376)

†AFST 376 – The African-American Experience from the Colonial Period to the Civil War (3)  
(See History-US 379.)  
Formerly: (See History 379)

†AFST 380 – The African-American Experience from the Civil War to the Present (3)  
(See History-US 380.)  
Formerly: (See History 380)

†AFST 381 – History of South Africa (3)  
(See History-Africa 381)  
Formerly: (See History 381)

ADD CROSS-LISTED COURSES

†AFST 382 – History of South Africa (3)
History-Africa is primary.  
Formerly: History is primary.

(AMST) American Studies

REVISE SECONDARY CROSS LISTING DROP

†AMST 300 – The Rise and Fall of Slavery in the United States (3)  
(See History-US 300.)  
Formerly: (See History 300)

ADD CROSS-LISTED COURSES

†AMST 301 – The Rise and Fall of Slavery in the United States (3)  
(See History-US 300.)  
History is primary.

†AMST 324 – Gay American History (3)  
(See History-US 326.)

†AMST 325 – Native American History (3)  
(See History-US 329.)

REVISE SECONDARY CROSS LISTING DROP

†AMST 326 – Gay American History (3)  
(See History-US 326.)  
Formerly: (See History 326)

†AMST 329 – Native American History (3)  
(See History-US 329.)  
Formerly: (See History 329)

ADD CROSS-LISTED COURSES

†AMST 352 – The 1960s in America (3)  
(See History-US 356.)  
History – US is primary.

REVISE SECONDARY CROSS LISTING DROP

†AMST 356 – The 1960s in America  
(See History-US 356.)  
Formerly: (See History 356)

ADD CROSS-LISTED COURSES

†AMST 373 – History of the Civil Rights Movement in the United States (3)  
(See History-US 374.)  
History – US is primary.

REVISE SECONDARY CROSS LISTING DROP

†AMST 374 – History of the Civil Rights Movement in the United States (3)  
(See History-US 374.)  
Formerly: (See History 374)

ADD CROSS-LISTED COURSES

†AMST 436 – History of Gender and Sexuality in the U.S. (3)  
(See History-US 436.)  
History – US is primary.

REVISE SECONDARY CROSS LISTING DROP

†AMST 436 – History of Gender and Sexuality in the U.S. (3)  
(See History-US 436.)  
Formerly: (See History 436)
ADD CROSS-LISTED COURSES

†AMST 440 – War and Truth in America (3)
(See History-US 440.)
Formerly: (See History 440)

ADD CROSS-LISTED COURSES

†AMST 441 – War and Truth in America (3)
(See History-US 440.)
History—US is primary.

†AMST 455 – Topics in Cherokee History (3)
(See History-US 456.)
History—US is primary.

REVISE SECONDARY CROSS LISTING DROP

†AMST 456 – Topics in Cherokee History (3)
(See History-US 456.)
Formerly: (See History 456)
History-US is primary.
Formerly: History is primary.

(CNST) Cinema Studies

REVISE SECONDARY CROSS LISTING DROP SECONDARY CROSS-LISTED COURSE

†CNST 495 – Modern China in Film (3)
(See History-Asia 495)
Formerly: (See History 495.)

ADD SECONDARY CROSS-LISTED COURSE

†CNST 496 – Modern China in Film (3)
(See History-Asia 495)
History-Asia is primary.
Formerly: History is primary.

(JST) Judaic Studies

ADD SECONDARY CROSS-LISTED COURSES

†JST 366 – History of the Middle East and the Islamic World, ca. 1050-1500 (3)
(See History-Middle East 369)
History is primary.

REVISE TITLE, SECONDARY CROSS LISTING DROP SECONDARY CROSS-LISTED COURSES

†JST 369 – History of the Middle East and the Islamic World, ca. 1050-1500 (3)
(See History-Middle East 369)
Formerly: History of the Middle East (3)
(See History 369)

†JST 370 – Modern Middle East (3)
(See History-Middle East 370)
Formerly: History of the Middle East (3)
(See History 370)

ADD SECONDARY CROSS-LISTED COURSES

†JST 371 – Modern Middle East (3)
(See History-Middle East 370)

†JST 380 – Archaeology of the Biblical World (3)
(See History-Middle East 382)
History is primary.
REVISE SECONDARY CROSS LISTING DROP SECONDARY CROSS LISTED COURSES

†JST 382 – Archaeology of the Biblical World (3)
(See History-Middle East 382)
Formerly: (See History 382)

†JST 383 – Early Jewish History (3)
(See History-Middle East 383)
Formerly: (See History 383)

ADD SECONDARY CROSS LISTED COURSES

†JST 389 – Early Jewish History (3)
(See History-Middle East 383)

†JST 394 – The Crusades and Medieval Christian-Muslim Relations (3)
(See History-European 395)

History is primary.

REVISE SECONDARY CROSS LISTING DROP SECONDARY CROSS LISTED COURSES

†JST 395 – The Crusades and Medieval Christian-Muslim Relations (3)
(See History-European 395)
Formerly: (See History 395)

†JST 484 – Studies in Jewish History (3)
(See History-Middle East 484)
Formerly: (See History 484)

ADD SECONDARY CROSS LISTED COURSES

†JST 485 – Studies in Jewish History (3)
(See History-Middle East 484)

History is primary.

History-Middle East is primary.
Formerly: History is primary.

(LAC) Latin American and Caribbean Studies

REVISE TITLE, SECONDARY CROSS LISTING DROP SECONDARY CROSS LISTED COURSES:

†LAC 251 – Early Latin American and Caribbean History (3)
(See History-Latin America 255)
Formerly: Introduction to Latin American and Caribbean Studies (3)
(See History 255)

†LAC 252 – Modern Latin American and Caribbean History (3)
(See History-Latin America 256)
Formerly: Introduction to Latin American and Caribbean Studies (3)
(See History 256)

ADD SECONDARY CROSS LISTED COURSES

†LAC 255 – Early Latin American and Caribbean History (3)
(See History-Latin America 255)

†LAC 256 – Modern Latin American and Caribbean History (3)
(See History-Latin America 256)

†LAC 341 – History of Mexico (3)
(See History-Latin America 343)

†LAC 342 – History of Brazil (3)
(See History-Latin America 344)

History-Latin America is primary.
REVISE SECONDARY CROSS LISTING DROP SECONDARY CROSS-LISTED COURSES:

†LAC 343 – History of Mexico (3)
(See History—Latin America 343)
Formerly: (See History 343)

†LAC 344 – History of Brazil (3)
(See History-Latin America 344)
Formerly: (See History 344)

REVISE TITLE, SECONDARY CROSS LISTING DROP SECONDARY CROSS-LISTED COURSES

†LAC 360 – History of Early Latin America (3)
(See History-Latin America 360)
Formerly: History of Early Latin America to 1824 (3)
(See History 360)

†LAC 361 – History of Modern Latin America (3)
(See History-Latin America 361)
Formerly: History of Modern Latin America since 1810 (3)
(See History 361)

ADD SECONDARY CROSS-LISTED COURSES

†LAC 362 – History of Early Latin America (3)
(See History-Latin America 360)

†LAC 363 – History of Modern Latin America (3)
(See History-Latin America 361)

†LAC 462 – The Spanish Conquest (3)
(See History-Latin America 464)

†LAC 463 – Gender and Sexuality in Early Latin America (3)
(See History-Latin America 465)

REVISE SECONDARY CROSS LISTING DROP SECONDARY CROSS-LISTED COURSES:

†LAC 464 – The Spanish Conquest (3)
(See History-Latin America 464)
Formerly: (See History 464)

†LAC 466 – Gender and Sexuality in Early Latin America (3)
(See History-Latin America 465)
Formerly: (See History 465)

History-Latin America is primary
Formerly: History is primary.

Rationale: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.

(LING) Linguistics

REVISE COURSE PREFIX OF CROSS LISTED COURSES

Linguistics Concentration, BA (Interdisciplinary Programs Major)
Concentration Requirements (30 credit hours)
Complete:
- LING ENGL 371 - Foundations of the English Language
- LING ENGL 372 - The Structure of Modern English
- LING GERM 426 - Methods of Historical Linguistics
- LING ENGL 471 - Sociolinguistics

Requirements for Interdisciplinary Programs Major – Linguistics Concentration

<table>
<thead>
<tr>
<th>Term 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities (List A or B)*</td>
</tr>
</tbody>
</table>
LING ENGL 371  3  One additional foreign language course
LING 425  3
Indo-European or non Indo-European Language Sequence  3-5
2Connections  3

Term 6
LING ENGL 372  3  Completion of at least 9 upper-division (300-400 level) hours
Linguistics (major)  3
Indo-European or non Indo-European Language Sequence  3-5
2Connections  3
1Elective  0-3

Term 7
LING ENGL 471  3  Completion of at least 24 total upper-division (300-400 level) hours
LING 423  3
Linguistics (major)  3
2Connections  3
1Elective  3

Linguistics Minor

Select 6 hours (in consultation with advisor):
  • LING ENGL 471 - Sociolinguistics

Select 12 additional hours:
  • LING ENGL 371 - Foundations of the English Language or
  • LING ENGL 372 - The Structure of Modern English

Rationale: These courses are cross listed and use of the LING prefix is preferable in the Linguistics major and minor.

(MRST) Medieval and Renaissance Studies

ADD SECONDARY CROSS-LISTED COURSES

†MRST 310 – High Middle Ages (3)
(See History-Europe 312.)

†MRST 311 – Later Middle Ages (3)
(See History-Europe 313.)

REVISE TITLE, SECONDARY CROSS LISTING DROP SECONDARY CROSS LISTED COURSES:

†MRST 312 – High Middle Ages (3)
(See History-Europe 312.)
Formerly: Medieval History (3)
(See History 312)

†MRST 313 – Later Middle Ages (3)
(See History-Europe 313.)
Formerly: Medieval History (3)
(See History 313)

History-Europe is primary.
Formerly: History is primary.

(WOST) Women’s Studies

ADD SECONDARY CROSS-LISTED COURSE

†WOST 324 – Women in American History (3)
(See History – US 325.)

REVISE SECONDARY CROSS LISTING DROP SECONDARY CROSS-LISTED COURSE

†WOST 325 – Women in American History (3)
ADD SECONDARY CROSS-LISTED COURSE

†WOST 374 – African-American Women’s History from Slavery to the Present (3)  
(See History – US 374)

REVISE SECONDARY CROSS LISTING DROP SECONDARY CROSS-LISTED COURSE

†WOST 376 – African-American Women’s History from Slavery to the Present (3)  
(See History – US 376)  
Formerly: (See History 376)

History-US is primary.  
Formerly: History is primary.

Rationale: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

EDIT TEXT

(Main department page)

Placement Examination

Students who have had previous work (either two or more years in high school or one year in college) in Chinese, French, German, Italian, Japanese, Portuguese, Russian, Arabic, or Spanish must take a placement test to determine the appropriate level course for which to register. Placement tests are given for incoming students during summer orientation and throughout the year. Please contact the department for further details.

Study Abroad

Four summer study abroad opportunities are available to students through the department. The department sponsors programs in Costa Rica, France, Germany, Italy, and Spain. Students can earn up to 6 credit hours by participating in these programs. In most cases, the courses will fulfill part or all of the foreign language requirement (completion of the elementary or intermediate level). Upper-division classes in literature, culture, and language are also available for major and minor credit. Participation in these programs will satisfy the foreign study requirements for language and world business. A faculty member accompanies students in the program. In addition to formal classes held at a major university in the city, group excursions to cultural and historical sites are an integral part of the program. For more information concerning prerequisites, lodging arrangements, costs, and dates of an individual program, contact the Department of Modern Foreign Languages and Literatures, 701 McClung Tower.

Rationale: Update text to reflect approved changes in courses and programs.

DEPARTMENT OF PHYSICS AND ASTRONOMY

REVISE TEXT

(Main department page)

VolsTeach

Students pursuing a B.S. degree in the Department of Physics and Astronomy are eligible to participate in the University's VolsTeach program (http://volsteach.utk.edu/), which permits students to simultaneously complete a major in mathematics or science and receive secondary education teaching licensure within the 4-year undergraduate degree program through completion of a VolsTeach minor. For more information about VolsTeach, including advising associated with teaching licensure requirements, contact the Center for Enhancing Education in Mathematics and Science (120 404 Greve Hall).

Rationale: Revise to match CEEM's address on their website.

DEPARTMENT OF POLITICAL SCIENCE

REVISE TEXT

(Main department page)

Five-Year BA/MPPA Program

For qualified students, the Department of Political Science offers a five-year accelerated Five-Year BA-MPPA program with a BA major in Political Science and a non-thesis MPPA major in Public Policy and Administration. The primary component of the program is that a qualified student may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BA degree and the MPPA degree. Students are typically considered for conditional admission to the program during, or immediately following, their third year of undergraduate study at UT.

Rationale: Adding the word “accelerated” can aid in marketing this program.
DEPARTMENT OF RELIGIOUS STUDIES
(REST) Religious Studies

ADD

†REST 314 – Reformation Europe, 1500-1650 (3)
(See History – Europe 315.)

History – Europe is primary.

_Rationale_: This course is being dropped by the primary department and added back under a new code. Impact on other units: Cross listed History-Europe course. Financial impact: None.

REVISE SECONDARY CROSS LISTING DROP

†REST 315 – Reformation Europe, 1500-1650 (3)
(See History – Europe 315.)
Formerly: (See History 315)

History – Europe is primary.
Formerly: History is primary.

_Rationale_: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.

HASLAM COLLEGE OF BUSINESS
All changes effective fall 2016

REVISE TEXT

Faculty
(Paragraph 2)

In addition to challenging students in the classroom, faculty also devote their energies to professional growth and commitment to the community by participating in other Haslam College of Business programs, like the Global Business Institute, the Corporate Governance Center, the Center for Graduate and Executive Education, and the Center for Business and Economic Research.

_Rationale_: Revise to reflect change in name.

ACCOUNTING AND INFORMATION MANAGEMENT
BUSINESS ANALYTICS AND STATISTICS

REVISE FOOTNOTE NUMBERS

Requirements for the Bachelor of Science in Business Administration • Business Analytics Major • Dual Concentration with International Business

<table>
<thead>
<tr>
<th>Term 5</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>BUAD 331, BUAD 332</td>
<td>4</td>
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<tr>
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<tr>
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_Rationale_: Correct footnote numbers that are wrong or missing.

ECONOMICS (BUSINESS ADMINISTRATION)

REVISE FOOTNOTE NUMBERS

Requirements for the Bachelor of Science in Business Administration • Economics Major • Dual Concentration with International Business
Term 5

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Term 7

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**Rationale:** Correct footnote numbers that are wrong or missing.

**NOT IN CATALOG – FOR INFORMATIONAL PURPOSES ONLY**

(This is published online as part of the AP, CLEP, IB, and Cambridge page of the Registrar’s website; but this is not part of the academic catalog.)

- Completion of AP Microeconomics Exam with a score of 3 or above = ECON 211 - Principles of Microeconomics
- Completion of AP Macroeconomics Exam with a score of 3 or above = ECON 213 - Principles of Macroeconomics

**Rationale:** Because of the addition of ECON 211 and ECON 213, the evaluation of Advanced Placement (AP) credit needed to be updated. (Note: DARS will automatically pick up ECON 211 and 213 as satisfying the requirement for ECON 201 for any student whose major calls for ECON 201.)

**FINANCE**

**REVISE TEXT**
(Add text after paragraph 1)

In 2014, the department gained status as a CFA Recognized University (where CFA stands for Chartered Financial Analyst). Gaining CFA Recognized University status means that at least seventy percent of the curriculum offered to finance majors is consistent with the Common Body of Knowledge required by the CFA Institute. As such, students pursuing a major in finance are afforded the opportunity to gain valuable exposure to many of the topical areas required in obtaining professional certification as a CFA candidate.

Recognizing the importance of experiential learning as part of a comprehensive education, the department offers cutting edge resources through the Masters Investment Learning Center such as the ability to gain Bloomberg certification. Bloomberg is considered by finance professionals to be the gold standard for current market, economic, and financial information. Additionally, students majoring in finance are afforded real-world experiences through the management of real dollar portfolios (via FINC495) and participation in the CFA Global Investment Research Challenge, CME Commodities Challenge, UT Investment Group, and Financial Management Association.

**Rationale:** Update text to reflect new designation and to show how service learning corresponds to that designation. (Normally, text would not be revised at this point in the catalog update cycle, but this new designation will be an excellent marketing tool to attract new students.)

**REVISE FOOTNOTE NUMBERS**

**Requirements for the Bachelor of Science in Business Administration • Finance Major • Dual Concentration with International Business**

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</table>

**Rationale:** Correct footnote number that is wrong.

**MANAGEMENT**

**CORRECT TYPO**

Entrepreneurship Minor
Required Courses

Select one course:

- IE 457 - Engineering Entrepreneurship (Cross-listed with CBE 457, ME IE 457, MSE 457, and NE 457.)

  Rationale: Correct typographical error.

COLLEGE OF COMMUNICATION AND INFORMATION

All changes effective fall 2016

REVISE TEXT
(Main college page, paragraph 4)

Study Abroad programs are strongly encouraged in the College of Communication and Information. Students may select from a wide variety of faculty-led summer programs. CCI faculty members currently lead study abroad groups to Cyprus, London, Ireland, Italy, France, Australia, and Belgium. Future programs are planned for Australia and Spain. Students may also choose to participate in semester-long study abroad programs. Communication and Information courses are available at selected universities in Denmark, the Netherlands, the United Kingdom, and Australia. Students are encouraged to check the study abroad link on the college web site at www.cci.utk.edu.

Minors

Disciplinary minors are offered in communication studies, information studies and technology, and journalism and electronic media. Students interested in a disciplinary minor should contact the director of the appropriate school. At least six of the credit hours required for a minor must be completed at UT the University of Tennessee, Knoxville.

  Rationale: Revise to reflect new location and to abbreviate university name.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All changes effective fall 2016

REVISE TEXT
(Main college page)

Minors

The academic departments within the College of Education, Health and Human Sciences offer minors in art education, child and family studies, elementary education (for Arts and Sciences students only), English as a second language education, leadership studies, mathematics education grades 6-8 and science education grades 6-8 (for Arts and Sciences students only), nutrition, public health, restaurant and food service management, retail and consumer sciences, retail technology, secondary education (for Arts and Sciences students only), tourism and hospitality management, and world language education.

Advising

The CEHHS Office of Student Services houses the Advising Center, providing academic program planning and related services to students in the College of Education, Health, and Human Sciences. The center, located in the Jane and David Bailey Education Complex A332, maintains a full-time staff of academic advisors to respond to students’ concerns regarding progression to academic programs, uTrack milestones, courses of study, academic petitions (e.g., course substitutions, etc.), and referrals to other campus services.

Teacher Education at the University of Tennessee, Knoxville

The College of Education, Health, and Human Sciences is the administrative base for the university’s preparation programs for educators. As such the college has oversight responsibilities for licensure programs attached to other academic units. The Teacher Education Program at the University of Tennessee is accredited by the National Council for the Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers the initial teacher preparation programs and advanced educator preparation programs; however, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, licensure renewal relicensure, or other purposes.

  Rationale: Revise for clarity.

Admission to Teacher Education

3. Standardized test performance – minimum 22 ACT (enhanced version) composite score; 1020 SAT (revised version) total score; or State Board of Education determined passing scores on PRAXIS Core L (contact the college's Student Services Center for current PRAXIS Core L score requirements).

  Rationale: Revise to reflect change in exam name.

COLLEGE OF ENGINEERING

All changes effective fall 2016

REVISE TEXT
(Main college page)
Richard Bennett, Director, Engineering Fundamentals Program Division

Facilities
Most of the college’s facilities are on the southeastern corner of “The Hill.” Administration and Engineering Professional Practice are located in Perkins Hall, Civil Engineering, and Industrial Engineering are in the John D. Tickle Building; Electrical Engineering, Computer Engineering, and Computer Science are in the Min H. Kao Building; Mechanical Engineering, Aerospace Engineering, Biomedical Engineering, and Chemical Engineering are in Dougherty Hall; Materials Science and Engineering is in Ferris Hall; Nuclear Engineering is in the Pasqua Engineering Building. Interdisciplinary Engineering Research Centers are located in various campus buildings (http://www.engr.utk.edu/research/); Engineering Advising Services, the Engineering Fundamentals Program Division, Engineering Diversity, Engineering Outreach, and Engineering Honors Program offices are located in Perkins Hall.

ENGINEERING FUNDAMENTALS PROGRAM DIVISION

The Engineering Fundamentals Program Division is the academic home for all first-year engineering students (except Computer Science). Located in Perkins Estabrook Hall, the program division serves as a focus for all freshman student activities. The faculty of the program division teach the principal courses in Engineering Fundamentals. These courses are designed to prepare students for entry into the sophomore year of every major in the college (except Computer Science).

Rationale: Update area name.

CIVIL AND ENVIRONMENTAL ENGINEERING

REVISE TEXT

Environmental Engineering Minor

The College of Engineering offers a minor in environmental engineering to those undergraduate students whose academic history provides the prerequisites for the courses required by the minor. Some of the courses used in the minor may also satisfy a requirement for a major. Students are advised that the first professional degree in environmental engineering at the University of Tennessee, Knoxville, is the Master of Science with a major in environmental engineering which builds on the minor. Students are asked to file their intent to complete the minor with the Department of Civil and Environmental Engineering, 327 John D. Tickle Engineering Building, 223 Perkins Hall. The student’s home department advisor will then be supplied with the information about the minor requirements to assist with prerequisite sequencing.

Rationale: Update location.

MATERIALS SCIENCE AND ENGINEERING

REVISE TEX

(Paragraphs 3 and 6)

These educational objectives are consistent with the mission statement of the university. In particular, our objectives They particularly relate to “commitment to the development of individuals and society as a whole through the cultivation and enrichment of the human mind and spirit” and They are consistent with EAC/ABET General Criteria to assure quality and stimulate improvement.

A minimum of 18 semester-hours of general education courses are required by all engineering degree programs in order to meet the University of Tennessee, Knoxville, General Education goals. (See University General Education Requirement section.) The major in materials science and engineering requires any two approved courses under the Social Sciences cluster; any two approved courses under the Arts and Humanities cluster; and any two approved courses under the Cultures and Civilizations cluster. The requirement for three courses in writing communication may be filled by ENGL 101* and ENGL 102* plus MSE 405*(or other approved writing intensive course). The requirement for one course in communicating orally may be filled with MSE 489*(or other approved communicating orally course).

Requirements for the Bachelor of Science in Materials Science and Engineering

Chosen from ECE 301*(strongly recommended); BCMB 230; BIOL 160*, BIOL 168*; BME 409; CBE 475; CHEM 350; ECE 301; EF 333; ME 321; any MSE course; NE 305, NE 484; other 300- or 400-level science or engineering courses as approved by academic advisor and department head.

Rationale: Edit to add clarity.

OTHER

RESERVE OFFICERS TRAINING CORPS (ROTC)

REVISE TITLE, SECONDARY CROSS LISTING

MLSL 349 – United States Military History (3)
(See History-US 349.)
Formerly: (See History 349.)
History-US is primary.
Formerly: History is primary.

Rationale: The primary cross listed course, History 349, was revised to History-US 349 and the title was revised, as well. This secondary cross listed course was revised to match the primary course.

CENTER FOR INTERNATIONAL EDUCATION

(ELI) English Language Institute

ELI 110 - Fundamentals in Academic English (3-6 3)

Rationale: To correct misunderstanding about the number of hours for this course.

The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Special E-Vote
April 8, 2016

Call to Order: A special e-vote was held the week ending April 8, 2016, to address an issue concerning courses approved during the regularly scheduled meeting on January 12, 2016.

Members participating: Heidi Stolz, Chair-Elect, Richard Bennett, Chuck Collins, George Drinnon, David Dupper, Mary Holcomb, Masood Parang, Richard Strange, Shelia Swift, Aleydis Van de Moortel, Courtney Wright, and Suzanne Wright.

Others: Katherine Ambroziak, Bill Hardwig, Michael Palenchar, Missy Parker, and Molly Sullivan

Curricular proposals:
- The Consent Agenda items were approved without opposition.
- Main Agenda (none)

Next meeting: The next meeting of the Curriculum Committee will be held on Tuesday, August 30, 2016, in the Fourth Floor Conference Room of Andy Holt Tower beginning at 3:45 p.m.

CONSENT AGENDA

MEMORANDUM

TO: Curriculum Committees
FROM: Bill Hardwig, Director of Undergraduate Studies, Department of English
SUBJECT: catalog revisions
DATE: April 6, 2016

It has recently been called to my attention that the credit restrictions and gen ed requirements for some of our department’s new classes, ENGL 198 (Chancellor’s Honors Writing I) and ENGL 298 (Chancellor’s Honors Writing II), created some unintended consequences for students who come to UT with dual enrollment. For this reason, I am proposing a friendly amendment. This amendment follow the spirit of the course proposals that were approved in the AY 2015-2016 committee cycles, but will allow Chancellor’s Honors students with dual enrollment credit to take these courses as intended.

REVISE CREDIT RESTRICTION(S)

*English 198 – Chancellor’s Honors Writing I (3)
Credit Restriction: Students who receive a grade of C or better in 198 may not subsequently receive credit for 101, 131, or 118.
Previously: Credit Restriction: Students with credit for 101, 131 or 118 may not receive credit for 198.

*English 298 – Chancellor’s Honors Writing II (3)
Credit Restriction: Students who receive a grade of C or better in 298 may not subsequently receive credit for 102, 132, or 290.
Previously: Credit Restriction: Students with credit for 102, 132 or 290 may not receive credit for 298.
Rationale: As it currently stands, students who come to UT with dual enrollment credit for ENGL 101 and 102 would not be permitted to take 198 and 298, because they would be repeating the first-year writing requirement. Allowing students to take 198 and 298 after receiving dual enrollment credit would simply allow them to enter into the Chancellor’s Honors Program curriculum as intended. Since 198 and 298 are limited to CHP freshmen, this revision would only affect first-year students in this program.

GENERAL EDUCATION COMMITTEE

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
March 9, 2016

Call to order: A regular meeting of the General Education Committee was held in the Mary Greer Room (Room 258) of Hodges Library on March 9, 2016. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:30 a.m.

Members present: Barbara Murphy, Chair, Drew Paul, Harold Roth, Richard Strange, Suzanne Wright, Chuck Collins, Masood Parang, Joan Rentsch, Kirsten Benson, Megan Bryson, John Haas, Jeff Larsen, Monique Anderson, and Anna Sandelli

Others present: Alison Connor, R. J. Hinde, and Molly Sullivan

Approval of the Minutes: The minutes from the February 10, 2016, meeting were approved without opposition

Course Proposals: Courses were approved effective fall 2017 catalog as follows.
- WC: UNHO 278 – Honors: Nazi Medicine; POLS 311 – Contemporary Public Policy; POLS 312 – Popular Culture and American Politics
- QR: (none)
- OC: (none)
- NS: (none)
- CC: UNHO 278 - Honors: Nazi Medicine
- AH: (none)
- SS: UNHO 267 – The Age of Migration

Other
- Guidelines for phasing out a General Education course were edited after discussion. (See attached.)
- The General Education Taskforce and Roundtable has scheduled a meeting for Friday, April 8, 2016, and Committee members are encouraged to attend.
- Sub-chairs were reminded to work on revised rubrics for assessment, which are due in early September 2016.

Adjournment: Barbara Murphy adjourned the meeting at 9:14 a.m.

Next Meeting: The next meeting is scheduled for Wednesday, September 7, 2016, beginning at 8:30 a.m. in the Mary Greer Room (Room 258) of the Hodges Library.

Expectations for Phasing out a General Education Course - Proposal

A course that is on the General Education list has the following expectations:

Any course that is to fulfill a General Education requirement must be proposed to and approved by the General Education Committee and approved by the Undergraduate Council and Faculty Senate.

Courses on the General Education list in one year will be carried over to the next year’s catalog.

Once a course is approved for a General Education requirement, it must continue to be taught following the approved General Education characteristics anytime it is offered.

If a department wishes to drop the General Education designation for a course:
- The Coordinator of Curriculum and Catalog must be informed of the intent to drop the General Education designation by October 1.
- There will be a 6-year phase out period all courses dropped from the General Education list.
- If still offered during the 6-year phase out period, a course must be taught following the approved General Education characteristics.
- The department may choose not to offer a course if it does not wish to continue teaching it as a General Education course during the 6-year phase out period.
- The General Education designation for a dropped course will be date-ranged in the Undergraduate Catalog (both on the General Education list and in the course description), on the list maintained on the web, and on students’ DARS reports.
Courses dropped from the Undergraduate Catalog will be dropped from the General Education list.

Archived courses (i.e., not listed in the UG Catalog but not dropped) will be temporarily dropped from the General Education list but will be added back when the course is taught again. Once reinstated, the course must be taught following the originally approved General Education characteristics.

If a course is dropped from the UG Catalog but is reinstated with a new number through an equivalency table, it would need to be resubmitted to the General Education Committee for approval in order to retain the General Education designation.

If a department wants to change the General Education category(ies) for a course, the old course number must be dropped and a new course must be proposed to the UG Council and to the General Education Committee.

### 2016-2017 UG COUNCIL AND COMMITTEE MEETING SCHEDULE

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