MEMBERS PRESENT: Katherine Ambroziak, Austin Arrowood, Greg Baker, Richard Bayer, Richard Bennett, Kirsten Benson, Kevin Brown, Jacob Clark, Mary Beth Coleman, Jochen Denzler, George Drinnon, David Dupper, Jean Gauger, Joann Ng Hartmann (for Pia Wood), R.J. Hinde, Tim Hulsey, Lauren Leath, Jon Levin (Chair), Catherine Luther, Lane Morris, Taylor Odle, David Palmer, Missy Parker, Jonathan Pettigrew, Randal Pierce, Chris Pionke, Lois Presser, Amber Roessner, Harold Roth, Lisi Schoenbach, Richard Strange, Eric Sundstrom, Matthew Theriot (Past Chair), Dixie Thompson, Teresa Walker, Suzanne Wright

OTHER ATTENDEES: Mary Albrecht, Ruth Darling, Betsy Gullet, Amanda Luallen, Sally McMillan, Jennifer Morrow, Cheryl Norris, Rebekah Page, Doug Renalds, Joe Scogin, Gary Skolits

The meeting was called to order at 3:40pm by Jon Levin, Chair.

The minutes of the September 10, 2013 meeting of the Undergraduate Council were approved.

Ruth Darling, Jennifer Morrow, and Gary Skolits presented the findings from a recent academic advising audit and follow-up advisor assessment. The audit report, presentations, and executive summary are available on pages U2409-U2426.

R.J. Hinde introduced the following motion which was approved: “When the 8-semester sample plan for an undergraduate program is not intended to present a complete list of program or degree requirements, and those program or degree requirements are presented elsewhere in the UG Catalog, changes to the 8-sample semester plan can be submitted to the UG Council Curriculum Committee in March for publication in the following year’s UG Catalog.”

Committee Reports
- **Academic Policy** – see pages U2345-U2354
  - The revised definition of a transfer student was approved.
- **Advising (Parker)** – see page U2355
  - Missy Parker summarized the Advising Committee’s recent discussions which included uTrack, Grades First, and the new AIM coaching program.
- **Appeals (Schoenbach)** – see page U2356
  - Lisi Schoenbach and Doug Renalds reviewed the past year’s dismissal and readmission data, noting a significant decrease in total dismissals.
- **Associate Deans Group (McMillan)** – see pages U2357-U2358
  - Sally McMillan brought members up to speed on the last Associate Deans Group meeting which focused on uTrack.
• **Curriculum (Wright)** – see pages U2359-U2402
  o Suzanne Wright summarized the Curriculum Committee's work which included significant changes to introductory biological sciences courses. All proposed changes were approved.

• **General Education (Benson)** – see pages U2403-2406
  o Kirsten Benson submitted three course proposals which were approved and presented a revised general education petition form.

• **UG Strategic Planning Team (McMillan)** – see pages U2407-U2408
  o Sally McMillan discussed the transition from last year’s enrollment management “SWAT” team to a Tactics Committee and a Planning Committee that address enrollment management as well as broader student success issues. The last planning meeting focused on assessment, specifically making program improvements based on assessment findings.

Due to time constraints, reports from the Student Learning Outcomes Taskforce and the Curriculum Procedures Taskforce will be discussed at a future meeting.

The meeting adjourned at 5:10pm.
September 4, 2013 Meeting Minutes

Attendees: Monique Anderson, Kelly Ellenburg, Jean Gauger, Rob Hardin, Amanda Luallen, Norman Magden (chair), Cheryl Norris, Amber Roessner, Wendy Tate

Norman Magden (chair) welcomed new and returning members. Future meetings will be held as follows (Wednesdays, 1:30pm, 4th floor conference room, Andy Holt Tower):
- October 2, 2013
- November 6, 2013
- December 4, 2013
- January 15, 2014 (meeting in UC 237)
- February 5, 2014
- March 5, 2014

Kelly Ellenburg, the new coordinator for service learning, discussed current service learning initiatives on campus and ways to increase partnerships between faculty members and the community. A service learning steering committee has been established with representatives from the Tennessee Teaching and Learning Center, University Libraries, the Center for Leadership and Service, and each of the colleges. Ellenburg requested feedback on a potential, future proposal to attach an S to the end of course sections with a service learning component (ENGL 101S, POLS 102S, etc.). The courses would have to meet certain standards to carry the S designation (similar to the process for general education courses). The designation would assist in tracking faculty and students engaged in service learning and could potentially lead to some sort of certification or credential for students in the future. These and other efforts support UTK’s goal of earning the Carnegie Community Engagement Certification (part of the Top 25 initiative). Questions about service learning can be emailed to Ellenburg at kellenb@utk.edu. The service learning web address is: http://servicelearning.utk.edu/. The Steering Committee web address is: http://provost.utk.edu/committees/service-learning/. APC members noted that incentives would be key in gaining faculty and student support.

The only policy proposal (revised definition of a transfer student) was tabled until more information could be provided.
Undergraduate Policy Committee

Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content, thus enhancing academic learning, promoting civic responsiveness, and strengthening communities (Definition adapted from Learn and Serve America, www.learnandservice.gov).

Benefits to Students:

- Improves academic outcomes as demonstrated through complexity of understanding, problem analysis, critical thinking, and cognitive development (Eyler & Giles, 1999)
- Increased learning and motivation to work hard compared to traditionally taught classes (Brophy, 1986; Eyler & Giles, 1999)
- Reduces perceptions of stereotypes and enhances cultural and racial understanding (Eyler & Giles, 1999)
- Promotes interpersonal, community, and academic engagement (Gallini & Moely, 2003)
- Builds resiliency by improving interactions with others, prompting development of coping skills, and improving academic/social self-efficacy (Bean & Eaton, 2002; Kraft & Wheeler, 2003)
- Improves ability to connect content of course learning to challenge of real-world application (Astin et al., 2000; Eyler & Giles, 1999; Kolb, 1984; Steinke & Buresh, 2002)
- Contributes to increased student satisfaction with courses and curriculum (Gray et al., 1996)
- Strengthens faculty-student relationships (Eyler & Giles, 1999; Keup, 2005)
- Enhances personal development such as sense of personal efficacy, personal identity, spiritual growth, and moral development (Eyler & Giles, 1999)
- Increased interpersonal development, ability to work well with others, and leadership and communication skills (Eyler & Giles, 1999)
- Increases post-college civic leadership (Astin, 2000)

For service-learning to have an optimal impact upon retention it must be of high quality, collaborative, well placed, directly tied into the course content, structured, and consistently employing purposeful reflection (Eyler & Giles, 1999).
Service-Learning Steering Committee Meeting Summary and Next Actions  
University of Tennessee, Knoxville

June 12, 2013 1:00-2:00 pm

**Members Present:** Jessica Blanford, David Dupper, Kelly Ellenburg, RJ Hinde, Sally McMillan, Lane Morris, Dulcie Pecolo, Gary Ramsey, Annette Ranft, John Stier, Valorie Vojdik, Teresa Walker  

**Unable to Attend:** Sam Swan, Corinne Nicolas, Roger Parsons, George Dodds

**Agenda Items**
1. Introductions  
2. Role of the Steering Committee  
3. Role of Individual Members  
4. Priorities  
5. Next Actions  
6. Adjourn

**Next Meeting:** TBD

**Next Actions** | Email Kelly with additions and updates, including corrections to proposed deadlines

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline/Deadline</th>
</tr>
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| Individual Meetings with Committee Members  
Kelly to set up individual meetings with each committee member to: 1) follow up on Carnegie application and compile a course list for academic year 2012-13, 2) capture a list of questions (regarding issues such as intellectual property, etc.) that members would like addressed associated with service-learning across campus and 3) discuss possible course matches for existing service-learning requests | July, early August |
| Proposal for S Designation  
All members to review attached Proposal for Service-Learning S Designation and return to Kelly with feedback  
Kelly to revise document based on feedback and return in draft form to members | June 21, June 24 |

**Discussion Summary** Members introduced themselves. Kelly explained that the committee consists of one representative from each college, as well as representatives from the University Libraries, the Tennessee Teaching and Learning Center (Tenn TLC), and the Center for Leadership and Service (CLS).

Ideas for the role of the steering committee were shared. These included 1) to increase the level of consistency and alignment in our approach to service-learning across campus, and 2) to advance service-learning as a part of our academic culture here at UT.
Ideas for the roles of individual members were shared. These included the following:

- Representatives of academic colleges 1) serve as the service-learning point of contact for their colleges, 2) offer guidance to faculty in their colleges regarding service-learning, 3) work with the service-learning coordinator to collect data on courses in their colleges, and 4) channel information regarding service-learning opportunities, etc. to appropriate faculty in colleges.
- Libraries representative offers support, materials, equipment and spaces, TRACE repository space, “in house” service-learning opportunities as library peer mentors, and other services to advance the effort.
- CLS representative supports and advances community partnerships.
- Tenn TLC offers course design expertise.

Initial priorities of the committee were shared. These included the following:

1. Establishment of an institutional service-learning course designation for which faculty across disciplines will have the option of applying
2. Alignment of data collection metrics for service-learning across campus
3. Creation of opportunities to incentivize service-learning for faculty

Kelly distributed the draft of the Proposal for Service-Learning S Designation. Sally explained that initially this designation would apply to approved courses and would be listed only in the academic timetable, rather than the course catalog. The process for the S designation will be taken to undergraduate and graduate curriculum committees and councils in the fall. After receiving all approvals, including the Faculty Senate, the steering committee would begin the process of reviewing and approving creation of an alternate version of a course (e.g. ENG 220S) that would be listed in the catalogue. Departments could determine whether to offer the S version on a semester basis. The group discussed possible issues related to registration changes, and how these could be managed.

Opportunities to incentivize the designation were discussed. Ideas included 1) an email from the Provost to the course instructor at the end of the semester (copied to the department head) thanking him/her for the extra effort put into offering service-learning, 2) events such as an “Uncommon Learning” series featuring service-learning courses, and 3) spotlight efforts through the service-learning office.

Opportunities to educate faculty and department heads on service-learning and its value to the Top 25 effort were also discussed. Ideas included 1) dedicating time to this at the DDDH retreat (however it was decided it was too late for this) and 2) creating faculty development opportunities such as workshops and trainings addressing service-learning.

Kelly reviewed the next actions for the group, which are listed above. She will work with the group to schedule the next meeting for early Fall.
Proposal for Service-Learning “S” Designation (DRAFT)

In order to better allow the University to track and support service-learning across campus, the Service-Learning Curriculum Committee created the “S” designation process. [If approved: This process was approved by the UTK Undergraduate and Graduate Councils, Curriculum Committees, and the Faculty Senate] in [insert semester/year of approval]. For more information on the S designation process and the benefits of applying for the designation, see FAQs about the S Designation (hyperlink).

This proposal is intended to allow departments to demonstrate alignment of proposed academic service-learning courses with University of Tennessee, Knoxville standards for effectiveness. Departments will need to complete and submit this form in order to request the designation. It reflects three overarching standards, which have been adopted from Jeffrey Howard’s (2001) “Service-Learning Course Design Workbook,” published by the Michigan Journal for Community Service-Learning. They are as follows: 1) Relevant and Meaningful Service with the Community, 2) Enhanced Academic Learning, and 3) Purposeful Civic Learning. A link to the full text workbook can be found on the UT Service-Learning website, at http://servicelearning.utk.edu.¹

Concept Definitions

This section is intended to clarify concepts related to service-learning and the necessary standards for effectiveness. Additional information on effective service-learning course design, implementation, and project examples can be found at http://servicelearning.utk.edu.

Service-Learning

Service-learning is defined at UTK as “a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content, thus enhancing academic learning, promoting civic responsiveness, and strengthening communities.”

Relevant and Meaningful Service with the Community

For the community partner, relevant service entails service that clearly contributes to their ability to meet the needs those they serve. For the instructor and students, relevant service is clearly

¹ Howard’s workbook uses the term “academic service-learning” to describe what the University of Tennessee, Knoxville terms “service-learning.”
related to the advancement of the course’s learning outcomes. Meaningful service is service that is deemed by the community partner worthwhile and necessary for its purposes, by the instructor significant to the desired outcomes of the course, and by the students consequential to their intellectual growth and development. The instructor and the community partner should work together to define a service experience that is both meaningful and relevant to all involved. During the planning stage, this entails the instructor sharing his or her anticipated learning outcomes and the community partner sharing information about the organization’s mission and needs. The instructor and community partner should be prepared to communicate regularly to ensure that the service remains relevant and meaningful to all involved.

Enhanced Academic Learning

Enhanced academic learning refers to the “value add” the service experience brings to the students’ learning. Generally there are two ways that the integration of service can enhance learning: 1) through complementing more traditional classroom- and book-based pedagogies (e.g. students improving Spanish speaking abilities by serving in a Latino/a community organization), or 2) through enabling learning possibilities precluded in more traditional pedagogies (e.g. the same students learning about Latino/a culture as a complement to their language learning). The instructor should be purposeful to design the service experience and accompanying coursework in a way that enhances the students’ academic learning in one or both of these ways. The instructor should communicate these provisions to the community partner during the planning stage.

Purposeful Civic Learning

Purposeful civic learning involves the personalizing of the learning experience in light of the student’s role as a citizen, scholar, or professional. The civic knowledge, skills, values, or propensities to be advanced through the service-learning should be determined by the instructor, and should be reflected to some degree in course content. Civic learning can range in its level of intensity from a general focus on responsible citizenship (e.g. democratic preparedness) to an emphasis on change-making (e.g. political or social action). The instructor and community partner should collaborate to design a service experience that fosters civic learning, and the instructor should support this outcome in the content and design of the course.

Reflection

Reflection is the “intentional consideration of an experience in light of particular learning objectives” (Howard, 2001). It is often referred to as the hyphen in service-learning because of its use as a tool to connect the two components. Through ongoing reflection, the service should continually inform the learning and the learning should continually inform the service so that each adds value to the other. Reflection activities can include guided discussion, structured journals, blog entries, oral presentations, or written papers. It should be rooted in disciplinary or interdisciplinary theory, and should foster connections between course content, real-world application, and personal, interpersonal, and professional introspection. Instructors should structure reflection in the course in a way that continually supports and advances the intended learning outcomes throughout the duration of the service.
Please describe how the course will fulfill each of the below criteria.

*Relevant and Meaningful Service with the Community:* Service is relevant to the needs of the community and to the content of the academic course (as reflected in defined department, program, or course learning outcomes), meaningful to the community and to the students, and developed and formulated with the community.

*Enhanced Academic Learning:* The integration of service into the course enriches, rather than replaces or detracts from, the quality of student learning. Reflection is structured throughout the course to stimulate higher-level learning.
**Purposeful Civic Learning:** The content and design of the course prompts students to consider their roles and responsibilities as citizens, academics, and professionals in a complex and diverse society. Reflection is structured throughout the course to stimulate civic learning.

Thank you for completing the Proposal for Service-Learning “S” Designation. The Service-Learning [Curriculum] Committee will review your proposal and you will be contacted via email with the results of the review within [time frame]. Please direct all questions to Kelly Ellenburg at kellenb@utk.edu.
General Transfer Admission Policies
The University of Tennessee, Knoxville has a competitive admission process for transfer students. Students will be reviewed holistically on factors such as high school and transfer GPA, ACT/SAT scores, and intended major field of study. Some majors have capacity limits which result in very few transfer admissions into those majors – even for well-qualified students. Grades earned at other colleges and universities are used only for admission, course placement, and other academic decisions. They are not included in the UT Knoxville GPA. All courses attempted and grades earned, including repeated coursework, in college-level and non-remedial courses are considered in holistic review.

College academic credits earned in a country outside of the United States must be submitted for course-by-course evaluation by a company that is a member of the National Association of Credential Evaluation Services, and the evaluation report will be an important factor in the admission decision. For additional information, see the section on International Student Applicants.

Academic units play an important role in the holistic review of transfer students. Students should be aware that many UT Knoxville majors and/or colleges require additional coursework and enforce performance standards beyond what is required by other universities and colleges; this may include an intermediate level sequence of a foreign language, more advanced math and science requirements, and courses in non-U.S. history.

Details on majors and requirements are available from the Office of the University Registrar website: http://registrar.tennessee.edu/transfer/.

Prior to graduating from UT Knoxville, transfer students must have completed their last 30 semester hours of credit at UT Knoxville and at least 60 semester hours of credit at a four-year college or university. During the final 30 hours, up to two courses outside a student’s major may be taken at another institution as long as the student has 25% of coursework for the degree completed at UT Knoxville.

Starting in Fall of 2015, transfer students will have their progress tracked with uTrack – a tool that identifies milestones that are designed to keep students on track for timely graduation. Transfer students and counselors should review the UT Knoxville catalog (http://catalog.utk.edu/) to make sure that they are completing milestones that will facilitate transfer into specific majors.

Students Applying for Transfer Prior to Degree Completion
A transfer applicant is a student who has earned college-level credit at a postsecondary institution following high school graduation (excludes dual enrollment, advanced placement, CLEP, and similar credit). High school graduates who earn summer credit prior to their first fall term of enrollment are still considered first-time freshmen. At the time of application, a
Transfer applicant must have completed at least 15 credit hours of transferable college work.

Transfer applicants from institutions in the University of Tennessee (UT) or Tennessee Board of Regents (TBR) systems who have not earned an Associate of Arts or an Associate of Science degree but who have been certified by the institution from which they are transferring as having completed all the general education requirements of that institution will have completed general education requirements for the University of Tennessee, Knoxville. They will not be required to take any additional coursework to meet general education requirements at UT Knoxville. Similarly, transfer applicants from institutions in UT or TBR systems who have been certified by the institution from which they are transferring as having completed sub-section(s) of general education (e.g., Natural Sciences) at that institution will be credited for completing the same section (if it exists) at UT Knoxville. The acceptance of certified general education completion does not imply that the student has met any other admission or degree requirements at UT Knoxville.

Certification of general education completion must be provided by the institution at which the courses were taken. Certification must occur at the time the student transfers to UT Knoxville. No retroactive certification will be accepted. Acceptance of certified completion of general education began at UT Knoxville in Fall 2011.

Students Applying for Transfer with an Associate of Arts or Associate of Science Degree
Students who have completed an associate degree in Tennessee or a Tennessee Transfer Pathway will be given priority consideration. However, the admission process is still competitive and still holistic. Completion of an associate's degree or a pathway is not a guarantee of admission to the University of Tennessee, Knoxville or to a specific program. More information is available at: www.tntransferpathway.org.

Transfer applicants who have earned AA or AS degrees from institutions in the Tennessee Board of Regents (TBR) system will have fulfilled the general education requirement established by the faculty at UT Knoxville. Transfer of general education courses from TBR universities or colleges is guaranteed upon completion of the AA or AS degree. The requirements of general education will be complete and accepted by UT Knoxville in the transfer process without loss of credit. This policy began Fall Semester 2009 and applies to any student who completed their AA or AS Tennessee Board of Regents degree in 2009 and entered the University of Tennessee Fall Semester 2009 or later. This policy does not apply to completion of an Associate of Applied Science degree.
ADVISORY COMMITTEE REPORT

September 17, 2013 Meeting Minutes

1. Welcome and call to order
2. Advising Updates – Darling gave a brief overview of the UT System Advising Summit held last week and the Advising Audit conducted over the summer.
3. uTrack Report – Connor provided information on the first uTrack predictive assessment. Some of the students who are predicted off-track are actually on-track, but for a different major than the one they are in, so it seems these students have no intention of following the track for the major they originally applied for.
4. DARS and 2nd major and/or minor – Parker asked how 2nd majors and minors are attached to students in DARS. Most indicated that the department or college of the 2nd major/minor handle this. Parker will work on process for A&S.
5. AIM Program – Reece provided an overview of the new initiative. There are over 110 faculty/staff who volunteered to be AIM coaches. The students who were not invited to participate in AIM but still meet the criteria will be invited to participate in other outreach initiatives. First-Year Studies will review Early Alert reports to recruit students for special section of FYS 101 being offered during 2nd session.
6. TennACADA – Seidler announced the first event to be held September 18th. October won’t have an event, but there will be a newsletter. November event in planning stages.
7. Academic Success Workshops Update – Renalds spoke about Academic Success Workshops that are required for students who have earned less than 30 hours at UT and who are placed on Probation for the first time. Most of the students for fall have already attended workshops. The Action Plans will be attached to the student records in GradesFirst soon. SSC also follows up with contact to the students with specific suggestions based upon the Action Plan.
8. GradesFirst Update – Shey provided an update on timeline and communication plans as well as a handout on service based advising to be implemented soon.
9. Announcements/Other –
   a. Scogin asked advisors to complete student athlete academic plan forms to assist TAC staff working with student athletes. Advisors in advising centers already complete academic plans which are attached to student files in GradesFirst. Faculty advisors may be asked to complete the forms. Advisors asked for feedback from TAC on the academic plans already used – is there more information needed? If TAC staff need assistance with departmental advising, they are welcome to contact Advising Directors.
   b. Anderson distributed registration schedule for spring registration (attached).
   c. Jaggers distributed Vol Success Seminar schedule (attached) for fall.
   d. Reece announced Donald Asher event scheduled for October 2nd – Undergrad to Graduate School. They are asking Sophomores and Freshmen to attend.
   e. The Male Student Summit will be held on October 11th from 4:00-9:00 in the University Center.
   f. Congratulations to Dr. Anton Reece!

Upcoming Meetings: Advising Committee (3:30 BCC 102-104):
10/15/13
11/12/13
1/21/142/18/14
3/25/14
4/22/14
APPEALS COMMITTEE REPORT

Undergraduate Council
Appeals Committee Annual Report
Readmissions and Reinstatement Recap, Fall 2012 through Summer 2013

Dismissal Appeals
For the second year in a row, we witnessed a decrease in the number of dismissals. The 543 students dismissed this year represent a 19% decrease from two years ago. Nearly 12% of this year's students appealed their dismissal, in keeping with our average for the last five years.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total Dismissals</th>
<th># Appeals</th>
<th>% Dismissals Appealed</th>
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</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>543</td>
<td>83</td>
<td>12%</td>
</tr>
<tr>
<td>2011-12</td>
<td>613</td>
<td>66</td>
<td>11%</td>
</tr>
<tr>
<td>2010-11</td>
<td>672</td>
<td>72</td>
<td>11%</td>
</tr>
<tr>
<td>2009-10</td>
<td>638</td>
<td>84</td>
<td>13%</td>
</tr>
<tr>
<td>2008-09</td>
<td>824</td>
<td>92</td>
<td>11%</td>
</tr>
</tbody>
</table>

Again this year, the committee granted roughly a third of the dismissal appeals that it reviewed.

<table>
<thead>
<tr>
<th>School Year</th>
<th># Appeals</th>
<th># Granted</th>
<th># Denied</th>
<th>% Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>63</td>
<td>22</td>
<td>41</td>
<td>35%</td>
</tr>
<tr>
<td>2011-12</td>
<td>69</td>
<td>23</td>
<td>46</td>
<td>33%</td>
</tr>
<tr>
<td>2010-11</td>
<td>72</td>
<td>27</td>
<td>45</td>
<td>37%</td>
</tr>
<tr>
<td>2009-10</td>
<td>84</td>
<td>28</td>
<td>56</td>
<td>33%</td>
</tr>
<tr>
<td>2008-09</td>
<td>92</td>
<td>22</td>
<td>70</td>
<td>24%</td>
</tr>
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Appeals from Students Dismissed for the First Time

<table>
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<th>School Year</th>
<th># Appeals</th>
<th># Granted</th>
<th># Denied</th>
<th>% Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>40</td>
<td>13</td>
<td>27</td>
<td>33%</td>
</tr>
<tr>
<td>2011-12</td>
<td>54</td>
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<td>2010-11</td>
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<td>2009-10</td>
<td>59</td>
<td>22</td>
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<tr>
<td>2008-09</td>
<td>61</td>
<td>10</td>
<td>51</td>
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Appeals from Students Dismissed More than Once

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<th># Denied</th>
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<td>23</td>
<td>9</td>
<td>14</td>
<td>39%</td>
</tr>
<tr>
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<td>11</td>
<td>27%</td>
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<td>21</td>
<td>8</td>
<td>13</td>
<td>38%</td>
</tr>
<tr>
<td>2009-10</td>
<td>26</td>
<td>6</td>
<td>20</td>
<td>23%</td>
</tr>
<tr>
<td>2008-09</td>
<td>31</td>
<td>12</td>
<td>19</td>
<td>39%</td>
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Readmissions Appeals
This year we saw an increase in readmission applications from students previously dismissed more than once from UT. The committee granted roughly four-fifths of the applications it reviewed.

<table>
<thead>
<tr>
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<th># Granted</th>
<th># Denied</th>
<th>% Granted</th>
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<td>63%</td>
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<td>18</td>
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<td>81%</td>
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<td>20</td>
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<td>69%</td>
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<tr>
<td>2008-09</td>
<td>33</td>
<td>29</td>
<td>9</td>
<td>75%</td>
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ASSOCIATE DEANS GROUP

Minutes for Meeting 18 September 2013

Present: Sally McMillan (chair), Dave Dupper, George Dodds, Mary Gunther, RJ Hinde, Catherine Luther, Lane Morris, Masood Parang, Jason Smathers, Rita Smith, John Stier, and Dixie Thompson

Guests: Monique Anderson, Alison Connor and Tony Schubert

Notes taken by: Tachia Gay

Review and Approve Minutes
Lane Morris moved, Dixie Thompson second. Minutes approved.

Agenda: uTrack – Concerns from Project Team
Alison Connor from the Registrar’s office discussed uTrack related issues. She began by passing handouts to the group which listed the number of students predicted off track and their majors. She indicated biology and chemistry classes are the primary reason that students are predicted off track. Many of these students do not have the needed math requirements to start in these courses.

Connor also stated that a lot of students do not always receive the appropriate academic track information in regards to their major/concentration. GradesFirst could help out with sorting concentrations in the future.

Connor also shared information about the necessity of having concentrations coded in Banner at the start of the freshman year. This cannot be done at the point of admissions, but could be done at orientation. Most majors where this is a factor are in CASNR and A&S. Stier and Hinde may work with faculty determine if milestones can be made common regardless of concentration.

Thompson asked if it was possible to create a flag on the student in Banner when a concentration is not identified in the major. Connor stated that Banner is not set up to detect that issue.

Connor handed out two types of reports that are now available to advisors in Argos. Associate deans did not identify and other reporting needs at this time. They suggested that the advising community would be more aware of reporting needs than they are.

Agenda: uTrack – Concerns from Colleges
The group discussed the appropriate role of major guides, which are not in the catalog, and degree requirements, which are. The combination of uTrack and new catalog software has led to some problems and concerns. Problematic factors include:

1. Catalog restrictions
2. The need for flexibility in presentation
3. The need to make some changes that do not require Undergraduate Council action

The group agreed that the catalog does not have to match the major guide in terms of presentation style. The catalog should be the definitive place for major requirements (including milestones). The major guide should reflect the same requirements, but may
have additional information such as suggested courses for each semester. There should be links between the online versions of the catalog requirements for majors and the major guides.

Hinde distributed a list of additional questions and concerns. The group discussed several of these in brief, but will need to return to some of them. The transfer subcommittee of the enrollment management committee will be working with the uTrack team on issues related to setting tracking terms for transfer students. There was an agreement that when a student changes major, the new advisor should have some latitude to reset the student’s tracking term as appropriate. Part of the conversation between the student and the new advisor will be about the reality of how long it will take the student to complete the new major.

Hinde discussed the probability of students who are a double major and perhaps getting “off track” in one of them. If a student is doing fine in one major, but off track in another, would they be dismissed from the university? The group noted that information about second majors should be more definitive in the catalog and less vague. This and other issues on Hinde’s list need to be discussed in future meetings.

**Distributed Information**

Reports from Registrar’s office
Questions from RJ Hinde
CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on Tuesday, October 8, 2013, at 3:45pm.

Attendees: Katherine Ambroziak, Monique Anderson, Greg Baker, Betsy Gullet, R.J. Hinde, Sungkyu Lee, Jon Levin, Amanda Luallen, Catherine Luther, Chuck Maland, Cheryl Norris, David Palmer, Chris Pionke, Rachelle Scott

Curricular proposals from the following units were approved. The committee also reviewed the list of courses not taught in four or more years and approved the courses to be dropped and those to be archived.

- College of Arts and Sciences
- College of Engineering
- College of Nursing
- College of Social Work
- Chancellor’s Honors Program
- Haslam Scholars Program
COLLEGE OF ARTS AND SCIENCES

All changes effective Fall 2014

I. COURSE CHANGES

SCHOOL OF ART

(ARTC) Art Four-Dimensional Arts

REVISE TITLE, REVISE DESCRIPTION, REVISE REPEATABILITY, REVISE (RE) PREREQUISITE

$432 Advanced 4D Arts I (4) Advanced study and development of concepts and techniques for the creation of time-arts works as an art form with an emphasis on individual projects. Repeatability: May be repeated. Maximum 8 hours.
(RE) Prerequisite(s): 330.
Formerly: Performance as Art (4) Advanced study and development of concepts and techniques for the creation of performance as an art form. Repeatability: May be repeated. Maximum 16 hours.
(RE) Prerequisite(s): 232.
Rationale: Aligns course title and description with recent division of studio art areas into 2D, 3D and 4D and expands course content to include other areas of 4D time-arts. Prerequisite added to incorporate passing of portfolio review in 4D. Impact on other units: None. Financial impact: None.

REVISE TITLE, REVISE CREDIT HOURS, REVISE DESCRIPTION, REVISE REPEATABILITY, REVISE (RE) PREREQUISITE

$434 Advanced 4D Arts II (6) Advanced study in time-arts. Repeatability: May be repeated. Maximum 12 hours.
(RE) Prerequisite(s): 8 hours of Art Four-Dimensional Arts 432.
Formerly: Sound Art (4) Advanced study and development of concepts and techniques for the creation of sound art with a focus on multidisciplinary forms. Repeatability: May be repeated Maximum 16 hours.
(RE) Prerequisite(s): 234.
Rationale: Aligns course title and description with recent division of studio art areas into 2D, 3D and 4D. Expands course content to include other areas of 4D time-arts. Prerequisite added to incorporate material covered in ARTC 432. Change in credit hours reflects expanded content and studio time expected. Impact on other units: None. CNST majors and minors will only be required to complete ARTC 234, 235, or 236 as a prerequisite. Financial impact: None.

DIVISION OF BIOLOGY

(BIOL) Biology

ADD

$150 Organismal and Ecological Biology (3) Intended for science majors, an introduction to the major biological concepts emphasizing the organismal and ecological aspects of life. Organized along themes of evolution, structure and function, information flow, exchange and storage, pathways of energy and matter, and systems. Satisfies General Education Requirement: (NS)
Contact Hour Distribution: 2 hours lecture and one 1-hour discussion.
Credit Restriction: Students may not receive credit for both 150 and 158.
Comment(s): Although not required, it is recommended that 150 and 160 be taken in sequence.

$159 Skills of Biological Investigation (2) Intended for science majors, an exploration of the skills necessary to conduct research in biology. Emphasis will be on reading primary literature, designing and carrying out experiments, summarizing and analyzing data, coming to conclusions from data, and presenting investigations in oral and written forms. 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.
Recommended Background: 150, 158, 160, or 168.

$160 Cellular and Molecular Biology (3) Intended for science majors, an introduction to the major biological concepts emphasizing the cellular and molecular aspects of life. Organized along themes of evolution, structure and function, information flow, exchange and storage, pathways of energy and matter, and systems. Satisfies General Education Requirement: (NS)
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Contact Hour Distribution: 2 hours lecture and one 1-hour discussion.
Credit Restriction: Students may not receive credit for both 160 and 168.
(RE) Corequisite(s): CHEM 120.
Comment(s): Although not required, it is recommended that 150 and 160 be taken in sequence.

DROP

$130 Biodiversity (4)
$140 Organization and Function of the Cell (4)

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<tr>
<th>Current Courses</th>
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| BIOL 140 | **College of Agricultural Sciences and Natural Resources**  
CASNR Exploratory Program  
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Agricultural Leadership, Education & Communications—Agr Extension Education  
Agricultural Leadership, Education & Communications—Agr Leadership  
Agricultural Leadership, Education & Communications—Agr Science  
Animal Science—Animal Industries  
Animal Science—Bioscience  
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Animal Science—Pre-Vet Medicine 3+1  
Biosystems Engineering  
Biosystems Engineering—Pre=Professional  
Environmental & Soil Sciences—Environmental Science  
Environmental & Soil Sciences—Soil Science  
Food Science & Technology—Pre-Pharmacy  
Food Science & Technology—Pre-Pharmacy 3+1  
Food Science & Technology—Pre-Professional  
Food Science & Technology—Pre-Professional 3+1  
Forestry—Wildland Recreation  
Wildlife & Fisheries Science—Wildlife and Fisheries Management  
Wildlife & Fisheries Science—Wildlife Health  
**College of Arts and Sciences**  
Arts & Sciences Exploratory Program—Pre-Professional Track  
Biological Sciences—Biochemistry and Cellular and Molecular Biology  
Biological Sciences—Ecology and Evolutionary Biology  
Biological Sciences—Microbiology  
Biological Sciences minor  
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Pre-Professional Programs—Pre-Pharmacy  
Pre-Professional Programs—Pre-Veterinary Medicine  
Psychology  
**College of Communication and Information**  
Advertising  
Journalism & Electronic Media  
Public Relations  
**College of Education, Health and Human Sciences**  
Kinesiology  
Special Education—Education of the Deaf and Hard of Hearing  
**College of Engineering**  
Chemical Engineering  
Chemical Engineering—Biomolecular Engineering  
Civil Engineering  
Materials Science & Engineering |
ADD

**158 Honors Organismal and Ecological Biology (3)** Same as BIOL 150 but designed for high achieving students.
Satisfies General Education Requirement: (NS)
Contact Hour Distribution: 2 hours lecture and one 1-hour discussion.
Credit Restriction: Students may not receive credit for both 150 and 158.
Comment(s): Although not required, it is recommended that 158 and 168 be taken in sequence.

**168 Honors Cellular and Molecular Biology (3)** Same as BIOL 160 but designed for high-achieving students.
Satisfies General Education Requirement: (NS)
Contact Hour Distribution: 2 hours lecture and one 1-hour discussion.
Credit Restriction: Students may not receive credit for both 160 and 168.
(RE) Corequisite(s): CHEM 120.
Comment(s): Although not required, it is recommended that 158 and 168 be taken in sequence.

DROP

**$138 Honors Biodiversity (4)**
**$148 Honors Organization and Function of the Cell (4)**

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Equivalency Table

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**Pre-Professional Programs**
- Pre-Pharmacy
- Pre-Veterinary Medicine

**College of Communication and Information**
- Advertising
- Journalism & Electronic Media
- Public Relations

**College of Engineering**
- Civil Engineering
- Computer Science

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**Rationale:** The Division of Biology is revising its core curriculum, including a complete change to its 100-level offerings and a diversification of its 200-level options for students to better reflect national trends in desired biology concepts and competencies. See memo on next page for additional information. Impact on other units: Several other units will be affected by these changes. Those units are being informed of the changes. **Financial impact:** None.
Biology curricular changes for Fall 2014 and beyond

The faculties of the three biological sciences departments in the College of Arts & Sciences (Biochemistry and Cellular & Molecular Biology, Ecology & Evolutionary Biology, and Microbiology) are planning substantial changes to several undergraduate biology courses. These changes will affect a large number of academic programs across the University.

The changes are intended to improve biology pedagogy at the University by incorporating recommendations from the AAAS-NSF report “Vision and Change in Undergraduate Biology Education” and should help students in introductory biology courses develop strong process skills and a deeper conceptual understanding of modern biology. In some cases, the lecture and laboratory components of a current course will be separated into two courses, which will provide greater flexibility in the delivery of biology instruction and should increase the number of non-lab General Education Natural Science course options available for students.

The changes will become effective in Fall 2014. The courses that will be affected are:

BIOL 130  
BIOL 140  
BIOL 250  
EEB 460  
MICR 310  
MICR 319

This is a summary of the changes:

1. BIOL 130 and BIOL 140 are both 4-hour lecture/lab courses. Each of these will be converted to a 3-hour 100-level lecture/discussion course. A new 2-hour 100-level lab/discussion course will be added to the Undergraduate Catalog.

The topics treated in the lecture portion of BIOL 130 will now be taught in BIOL 150, “Organismal and Ecological Biology”. BIOL 150 will have two hours of lecture and one hour of discussion per week, and will bear three hours of credit. An honors version of BIOL 150 will be numbered BIOL 158. BIOL 150 and BIOL 158 will have no pre- or corequisites.

The topics treated in the lecture portion of BIOL 140 will now be taught in BIOL 160, “Cellular and Molecular Biology”. BIOL 160 will have two hours of lecture and one hour of discussion per week, and will bear three hours of credit. An honors version of BIOL 160 will be numbered BIOL 168. BIOL 160 and BIOL 168 will have CHEM 120 as a corequisite.

BIOL 150 and BIOL 160 represent a sequence, but students can take either course first.
A new lab course, BIOL 159, “Skills of Biological Investigation” will incorporate the lab material currently presented in BIOL 130 and BIOL 140. This course will have three hours of lab work and one hour of discussion per week, and will bear two hours of credit. It will have no pre- or corequisites, although it is recommended that students complete either BIOL 150 or BIOL 160 before registering for BIOL 159.

(2) BIOL 250 is a 4-hour lecture/lab course. It will be split into a 2-hour 200-level lecture course and a 2-hour 200-level lab course.

The lecture course will be BIOL 260, “Ecology”, and the lab course will be BIOL 269, “Ecology Field-Based Laboratory”. BIOL 260 will have two hours of lecture per week. BIOL 269 will have three hours of lab work and one hour of discussion per week. The prerequisites for BIOL 260 are BIOL 150, BIOL 160, and BIOL 159. The lecture course, BIOL 260, is a corequisite for the lab course, BIOL 269.

(3) EEB 460 is a 3-hour lecture course. It will be converted to a 3-hour 200-level course. A 1-hour companion discussion-based 200-level course will be added to the Undergraduate Catalog.

The 3-hour 200-level lecture course will be BIOL 280, “Evolution”. The 1-hour discussion-based course will be BIOL 281, “Evolution Discussion”. The prerequisites for BIOL 280 are BIOL 150, BIOL 160, and BIOL 159. The lecture course, BIOL 280, is a corequisite for the discussion course, BIOL 281.

(4) MICR 310 is a 2-hour lecture course, and MICR 319 is a 2-hour companion lab course. Both courses will be converted to 200-level courses.

The new 200-level lecture course will be BIOL 220, “General Microbiology”. The new 200-level lab course will be BIOL 229, “Introductory Microbiology Laboratory”. The lab course will have two 2-hour labs per week. The prerequisites for BIOL 220 are BIOL 150, BIOL 160, and BIOL 159. The lecture course, BIOL 220, is a corequisite for the lab course, BIOL 229.

prepared by Robert Hinde
1 April 2013
March 20, 2013

To: Natural Sciences Curriculum Committee

From: Elisabeth Schussler, Division of Biology

RE: Changes to Biology courses at UT

The Division of Biology is planning a major revision of its majors’ core curricula in Fall 2014.

There are several reasons for these changes:
1. Faculty want to create a more cohesive sequence of introductory courses, organized around the same learning outcomes
2. Faculty are heeding national trends in shifting the focus of introductory coursework from exclusively content to both content and process skills
3. Faculty want to re-examine how we are teaching the course information to find ways to enhance conceptual understanding that students will carry with them to higher-level coursework
4. Faculty wanted students in each Biology concentration to be able to take courses specific to their concentration earlier in the curriculum

We are submitting these changes early because of the complexity of the changes and their potential impacts, and knowing that we will likely need to submit additional forms (perhaps, revised forms) in fall 2013.

We thought it would be best to compile most of the Biology changes into one packet, so this packet contains:
1. The new BIOL courses being added / revised
2. The changes to the concentrations for each of the biology departments, and the minor
3. SOME of the departmental courses with changes (others will come as separate submissions from the department)

Page 2 gives an overview of the BIOL changes

Page 3 outlines efforts to coordinate these changes across campus
OVERVIEW OF CHANGES

100-level

No changes to Biology 101-102 (Gen Ed, non-majors) or 111-112 (Gen Ed, botany) sequences.

Our current intro majors sequence - Biology 130 (Biodiversity; 4 credits lecture + lab) and 140 (Organization and Function of the Cell; 4 credits lecture + lab) will change as follows (note that the sequence remains 8 credit hours):

- **ADD Biology 150 (organismal and ecological biology)**, a 3-credit course with lecture (2 hours) and discussion (1 hour). Biology 138 (Honors Biodiversity) will be replaced by 158 (Honors Organismal and Ecological Biology).
- **ADD Biology 160 (cellular and molecular biology)**, also a 3-credit, lecture-discussion. Biology 148 (Honors) will become 168 (Honors).
  - Biology 150-160 is intended to be a sequence, but students can take the courses in any order. Biology 160 has a co-requisite of Chemistry 120.
  - Both courses will focus on the same five “big ideas” in Biology that were articulated in the AAAS / NSF report “Vision and Change in Undergraduate Biology Education”; both will also focus on a common set of process skills.
- **ADD Biology 159 (skills of biological investigation; 2 credits)**. This course will include a 3 hour/lab each week (1 credit), as well as 1 hour of discussion. There is no prerequisite or co-requisite for this course, although it is recommended that students be in, or have completed, Biology 150 or 160 prior to registering for 159.
  - This course will focus explicitly on developing the skills to do science

200-level

Currently, all students seeking a degree in Biological Sciences have to take Biology 240 (General Genetics, 4 credits, lecture + discussion) and Biology 250 (General Ecology, 4 credits, lecture + lab). Each Biology concentration will now have slightly different options for students at the 200-level, thus each concentration is submitting changes to the requirements for the major (these are attached as well).

200-level changes:

- **ADD Biology 220 (2 credits, lecture) and 229 (2 credits, lab)** – General Microbiology lecture and General Microbiology lab. This course is a re-working of the current Microbiology 310 and 319 (Introduction to Microbiology).
- **REVISE Biology 240** (Genetics) to add new pre-requisites.
- **ADD Biology 260 (2 credits, lecture) and 269 (2 credits, lab)** which is a re-working of Biology 250 (Ecology; 4 credits lecture + lab).
- **ADD Biology 280 (Evolution lecture, 3 credits) and Biology 281 (Evolution discussion, 1 credit)**, which is a re-working of EEB 460 (Evolution; 3 credits).

*We are not dropping "old" courses yet because we are still working with departments on when they want to switch staffing of courses; there may be a staggered introduction of Bio 160 and Bio 220 / 229 in spring 2015 to allow current students one last chance to take the old courses. We will drop old courses (130, 138, 140, 148, 250, Microbiology 310 and 319 and EEB 460) as needed over the next two years.

*The paperwork for each concentration and the biology minor are being submitted now, but we are waiting to complete the changes to the "showcases" until after the new catalog changes are posted April 8.
COORDINATION OF CHANGES WITH OTHER UNITS
These changes have been discussed with Shanna Pendergrast, Biology Advisor, and Mary Anne Hoskins, Associate Director of Advising. We have already discussed the need for blanket petitions and we have created an equivalency table to guide the changes.

We will also be working with Mary Anne Hoskins and Kathy Warden in the registrar's office to interface with local community colleges to explain the changes.

Mary Anne will work with state professional schools to explain the changes to admissions committees.

Campus units who may be affected by these changes (see below) have been contacted and attended or will attend a meeting April 2 or April 24 to learn about the changes and submit any changes to their degree programs or courses in Fall 2013.

Courses / programs impacted by changes to Bio 130-140

Courses with Bio 130 or 140 as pre-reqs:

- ANSC 220
- BME 409
- CBE 235
- FWF 317
- NUTR 311

Programs where 130, 140, or 130-140 (or 250) are on list of options:

- Agricultural Leadership
- Agriculture and Resource Economics
- Animal Science
- Biosystems Engineering
- Environmental and Soil Sciences
- Food Science and Technology
- Forestry Wildlife and Fisheries
- Natural Resources and Environmental Economics
- Plant Sciences
- Pre-professional Arts and Sciences
- Earth and Planetary Sciences · Geology
- Environmental Studies
- Neuroscience
- Psychology?
- Kinesiology?
- Special Education
- Chemical and Biomolecular Engineering
- Electrical Engineering and Computer Science
- Materials Science and Engineering
Equivalency Table for BIOL / EEB / MICRO courses in old and new curriculum

Courses may be substituted in either direction

Students cannot receive credit for both courses

<table>
<thead>
<tr>
<th>Current Course</th>
<th>Equivalent Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130 and BIOL 140 (or BIOL 138 and 148)</td>
<td>BIOL 150 (or 158) and BIOL 160 (or 168) and BIOL 159</td>
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<tr>
<td>BIOL 130 (or 138)</td>
<td>BIOL 150 (or 158) and BIOL 159</td>
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<tr>
<td>BIOL 140 (or 148)</td>
<td>BIOL 160 (or 168) and BIOL 159</td>
</tr>
<tr>
<td>MICRO 310</td>
<td>*BIOL 220</td>
</tr>
<tr>
<td>MICRO 319</td>
<td>BIOL 229</td>
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<tr>
<td>EEB 450</td>
<td>BIOL 280</td>
</tr>
</tbody>
</table>

*NOTE – students on a prior catalog year taking Biology 220 / 229 to count as Micro 310 / 319 will have to petition to waive 1 credit of the major.
ADD

220 General Microbiology (2) Fundamental concepts in microbiology: evolution; structure and function of microbial cells; metabolic pathways; roles of microbes in nature and society; microbial diseases and immunity.
(RE) Prerequisite(s): 150 (or 158) and 160 (or 168) and 159.

$229 General Microbiology Laboratory (2) Basic techniques for the examination, cultivation, and identification of microorganisms.
Contact Hour Distribution: 2 hour lab twice weekly
(RE) Corequisite(s): 220.

Equivalency Table

<table>
<thead>
<tr>
<th>Current Course</th>
<th>Equivalent Courses Effective Fall 2014</th>
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<tbody>
<tr>
<td>Microbiology (MICR)*</td>
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<tr>
<td>310</td>
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</tr>
<tr>
<td>319</td>
<td>229</td>
</tr>
</tbody>
</table>

*See Department of Microbiology for MICR 310 and 319 drops. Students on a prior catalog year taking Biology 220/229 to count as Microbiology 310/319 will have to petition to waive one credit of the major.

Rationale: The Division of Biology is revising its core curriculum, including a complete change to its 100-level offerings and a diversification of its 200-level options for students to better reflect national trends in desired biology concepts and competencies. Impact on other units: Several other units will be affected by these changes. Those units are being informed of the changes. Financial impact: None.

ADD

260 Ecology (2) Relations between organisms and their environment, including human environmental problems. Topics include populations, communities, and ecosystems.
(RE) Prerequisite(s): 150 (or 158) and 160 (or 168) and 159.

$269 Ecology Field-Based Laboratory (2) Field-based activities that illustrate the relations between organisms and their environment, including human environmental problems.
Contact Hour Distribution: One hour of discussion and one three hour lab each week.
(RE) Corequisite(s): 260.

DROP

$250 General Ecology (4)

Equivalency Table

<table>
<thead>
<tr>
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<tr>
<td>Biology (BIOL)</td>
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<tr>
<td>250</td>
<td>260</td>
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<tr>
<td>269</td>
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</tbody>
</table>
Chemical Engineering—Biomolecular Engineering

Rationale: The Division of Biology is revising its core curriculum, including a complete change to its 100-level offerings and a diversification of its 200-level options for students to better reflect national trends in desired biology concepts and competencies. Impact on other units: Several other units will be affected by these changes. Those units are being informed of the changes. Financial impact: None.

ADD

280 Evolution (3) Survey of major topics in evolutionary biology, including elementary population genetics, concepts of fitness and adaptation, genetic and developmental bases of evolutionary change, modes of speciation, principles of systematic biology, paleontology and macroevolutionary trends in evolution.
(RE) Prerequisite(s): 150 (or 158) and 160 (or 168) and 159.

281 Evolution Discussion (1) Readings and discussion of the major topics underlying Evolution lecture.
(RE) Corequisite(s): 280.

Equivalency Table

<table>
<thead>
<tr>
<th>Current Course</th>
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<tbody>
<tr>
<td>Ecology and Evolutionary Biology (EEB)*</td>
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<td>280</td>
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<td></td>
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</table>

*See Department of Ecology and Evolutionary Biology for EEB 460 drop.

Rationale: The Division of Biology is revising its core curriculum, including a complete change to its 100-level offerings and a diversification of its 200-level options for students to better reflect national trends in desired biology concepts and competencies. Impact on other units: Several other units will be affected by these changes. Those units are being informed of the changes. Financial impact: None.

REVISE (RE) PREREQUISITE

$240 General Genetics (4)
(RE) Prerequisite(s): 150 (or 158) and 160 (or 168) and 159.
Formerly: 112 or 140 or 148.

Rationale: Changes to the Division of Biology 100-level courses have changed the prerequisites for this course. Impact on other units: None. Financial impact: None.

DEPARTMENT OF BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY

(BCMB) Biochemistry and Cellular and Molecular Biology

REVISE (RE) PREREQUISITE

$321 Introductory Plant Physiology (3)
(RE) Prerequisite(s): Biology 101-102 or 111-112 or 150-160-159 or equivalent; and Chemistry 130 or 138.
Formerly: Biology 101-102 or 111-112 or 130-140; Chemistry 130 or 138.

330 Mechanisms of Development (3)
(RE) Prerequisite(s): Biology 160-159 or equivalent; and Biology 240.
Formerly: Biology 140 and Biology 240.

440 General Physiology (3)
(RE) Prerequisite(s): Biology 160-159 or equivalent.
Formerly: Biology 140.

†471 Biophysical Chemistry (3)
(RE) Prerequisite(s): Biology 150-159 or equivalent or Biology 102; and Chemistry 350, 360, 369.
Formerly: Biology 102 or 130; and Chemistry 350, 360, 369.

†481 Biophysical Chemistry (3)
(RE) Prerequisite(s): Biology 102 or 150-159 or equivalent; and Chemistry 350, 360, 369.
Formerly: Biology 102 or 130; and Chemistry 350, 360, 369.

Rationale: Biology has made changes to its core curriculum. The changes of those course numbers is reflected in the changes in prerequisites here. Impact on other units: BCMB 471 and 481 are cross-listed with Chemistry but that catalog entry will not change. Financial impact: None.
REVISE (RE) PREREQUISITE, DROP COMMENT

415 Foundations in Neurobiology (3)
(RE) Prerequisite(s): Biology 160-159 or equivalent; and Physics 222.
Formerly: Biology 140.
Comment(s): It is recommended that students complete Physics 221-222 before enrolling in this course.
Rationale: Biology has made changes to its core curriculum. The changes of those course numbers is reflected in the change in prerequisite here. The comment is no longer needed since physics is now a prerequisite. Impact on other units: None. Financial impact: None.

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY

(EEB) Ecology and Evolutionary Biology

ADD

411 Biostatistics (3) Experimental design and hypothesis testing for ecology and evolutionary biology research. Parameter estimation, general linear models, generalized linear models, maximum likelihood, and permutation approaches, and their application to problems in ecology and evolutionary biology.
(RE) Prerequisite(s): Mathematics 141 or 151.
Rationale: EEB is changing the quantitative requirements for its concentration and needs a new course that will present statistical principles specific to the types of research scenarios present in ecology and evolution research. This course is modeled after one currently taught to graduate students and the instructor teaching that course will teach this one as well. Impact on other units: None. Financial impact: None.

ADD CREDIT RESTRICTION

309 Biology of Human Affairs (3)
Credit Restriction: May not be applied toward the ecology and evolutionary biology concentration.
Rationale: The department wants to make sure that it is clear that this course does not count toward the major. Impact on other units: None. Financial impact: None.

REVISE (RE) PREREQUISITE

$240 Human Anatomy (4)
(RE) Prerequisite(s): Biochemistry and Cellular and Molecular Biology 230 or Biology 101 or 102 or 150-159 or 160-159 or Microbiology 210.
Formerly: One of the following: Biology 101, 102, 130, or 140.

†305 Evolution and Society (3)
(RE) Prerequisite(s): Biology 150 or 158 or Biology 101-102 or Biology 111-112 or Anthropology 110.
Formerly: Biology 130 or Biology 101-102 or Biology 111-112 or Anthropology 110.

306 Ecology and Society (3)
(RE) Prerequisite(s): Biology 150 or 158 or Biology 101-102 or Biology 111-112.
Formerly: Biology 130 or Biology 101-102 or Biology 111-112.

330 Field Botany (3)
(RE) Prerequisite(s): Biology 150 or 158.
Formerly: Biology 140.

353 Comparative Vertebrate Biology (4)
(RE) Prerequisite(s): Biology 150 or 158.
Formerly: Biology 130 or Biology 101-102 or Biology 111-112.

404 Ecosystem Ecology (3)
(RE) Prerequisite(s): Biology 260.
Formerly: Biology 250.

414 Plant Anatomy (3)
(RE) Prerequisite(s): Biology 111-112 or Biology 150-160 or Biology 158-168.
Formerly: Biology 111-112 or Biology 130-140.

415 Field Ecology (4)
421 Community Ecology (3)
(RE) Prerequisite(s): Biology 260.
Formerly: Biology 250.

424 Plant Diversity of Evolution (3)
(RE) Prerequisite(s): Biology 280.
Formerly: Biology 102 or Biology 111 or Biology 130.

426 Plant-Animal Interactions (3)
(RE) Prerequisite(s): Biology 260.
Formerly: Biology 250.

433 Plant Ecology (3)
(RE) Prerequisite(s): Biology 260.
Formerly: Biology 250.

461 Special Topics in Organismal Biology (3)
(RE) Prerequisite(s): Biology 280.
Formerly: Biology 240.

470 Aquatic Ecology (3)
(RE) Prerequisite(s): Chemistry 130 and Biology 260.
Formerly: Chemistry 130 and Biology 250.

473 Herpetology (3)
(RE) Prerequisite(s): Biology 280.
Formerly: Biology 240.

495 Evolutionary Ecology (3)
(RE) Prerequisite(s): Biology 260 and 280.
Formerly: Biology 250.

REVISE (DE) PREREQUISITE

351 Biodiversity of Fungi (4)
(DE) Prerequisite(s): Biology 150 or 158.
Formerly: Biology 102 or 111 or 130.

462 Paleoecology (3)
(DE) Prerequisite(s): Biology 150 or 158 or Geology 102 or permission of instructor.
Formerly: Biology 102 or 111 or 130 or Geology 102 or permission of instructor.

463 Plant Ecophysiology (4)
(DE) Prerequisite(s): Biology 150 or 158 or permission of instructor.
Formerly: Chemistry 100 or 110 or 120; Biology 102 or 111 or 130 or permission of instructor.

REVISE RECOMMENDED BACKGROUND

464 Macroevolution (3)
Recommended Background: Biology 280.
Formerly: Biology 240.

474 Ichthyology (4)
Recommended Background: Biology 260.
Formerly: Biology 250.

484 Conservation Biology (3)
Recommended Background: Biology 260.
Formerly: Biology 250.

Rationale: These prerequisite and recommended background revisions are necessary because of the revisions to the Biology curriculum. Impact on other units: EEB 305 is cross-listed with Anthropology but that entry will not change. Financial impact: None.
DROP

460 Evolution (3)

Equivalency Table

<table>
<thead>
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<tbody>
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<td>460</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td>281</td>
</tr>
</tbody>
</table>

Course | Course Impact
---|------------------
EEB 460 | Biological Sciences—Biochemistry and Cellular and Molecular Biology
EEB 460 | Biological Sciences—Ecology and Evolutionary Biology

Rationale: Changes are being made to align with changes occurring at the 100-200 level Biology curriculum. Impact on other units: Revisions initiating from Biology. Financial impact: None.

DEPARTMENT OF HISTORY

(HIST) History

ADD

435 Science, Magic, and Religion in Early Modern Europe (3) This course examines the role of alchemy, natural magic, and the natural sciences in early modern European culture (1400-1700) with special attention to the social, religious, economic, and political developments that shaped these intellectual traditions. Writing-emphasis course.

Rationale: Reflects interest and strengths of current faculty. Impact on other units: None. Financial impact: None.

480 Studies in Middle Eastern History (3) Particular aspects of Middle Eastern history. Variable content.

Repeatability: May be repeated. Maximum 9 hours.

Rationale: With the creation of a distinct Middle East field in the non-UA, non-European requirements for the major the department wants to be able to offer a flexible topics course at the 400 level. Impact on other units: None. Financial impact: None.

REVISE DESCRIPTION

476 Studies in East Asian History (3) Particular aspects of East Asian history, such as revolution in China, Japanese feudalism, modernization, and others. Variable content.

Formerly: Particular aspects of Middle Eastern and East Asian history, such as modernization in the Middle East, revolution in China, Japanese Feudalism, and others. Variable content.

Rationale: With the creation of a distinct Studies in Middle Eastern History course, all references to the Middle East are removed from this course, which will now focus only on Asia. Impact on other units: None. Financial impact: None.

INTERDISCIPLINARY PROGRAMS

(AFST) Africana Studies

ADD SECONDARY CROSS-LIST

†413 Music and the African Diaspora (3) (See Musicology 413.)

DROP SECONDARY CROSS-LIST

†310 Music and the African Diaspora (3) (See Musicology 310.)

Equivalency Table

<table>
<thead>
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<th>Current Course</th>
<th>Equivalent Course Effective Fall 2014</th>
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<td>Africana Studies (AFST)</td>
<td>Africana Studies (AFST)</td>
</tr>
<tr>
<td>310</td>
<td>413</td>
</tr>
</tbody>
</table>
Course | Course Impact
--- | ---
AFST 310 | Arts and Sciences Divisional Distribution Requirements, Social Sciences, List B
 | Interdisciplinary Programs—Africana Studies, Select 3 hours and Select 12 hours headings
 | Africana Studies minor

Rationale: Music, the primary department, is changing this course from a 300-level to a 400-level where it is more appropriate. Impact on other units: Cross-listed Musicology course. Financial impact: None.

DROP

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
</table>
| AFST 432 | Interdisciplinary Programs—Africana Studies, Select 3 hours, Select 12 hours, and Complete headings
 | Africana Studies minor

Rationale: AFST has insufficient numbers of majors to justify the continuation of AFST 432 as a required course. Impact on other units: None. Financial impact: None.

(AMST) American Studies

ADD SECONDARY CROSS-LIST

†411 Music of Appalachia (3) *(See Musicology 411.)*

Rationale: This new Musicology course is appropriate for the American Studies program. Impact on other units: Cross-listed Musicology course. Financial impact: None.

(WOST) Women’s Studies

ADD SECONDARY CROSS-LIST

†412 Women, Performance Art, and the Avant Garde (3) *(See Musicology 412.)*

Rationale: This new Musicology course is appropriate for the Women's Studies program. Impact on other units: Cross-listed Musicology course. Financial impact: None.

DEPARTMENT OF MICROBIOLOGY

(MICR) Microbiology

ADD

330 Immunology (3) Principles of inflammation and immunity, immunoglobulin structure, and theories of formation and diversity. Complement, hypersensitivities, cell cooperation and recognitions in immune mechanisms; and soluble factors.

(Re) Prerequisite(s): Biology 160.

DROP

430 Immunology (3)

| Equivalency Table |
| --- | --- |
| Current Course Microbiology (MICR) | Equivalent Course Effective Fall 2014 Microbiology (MICR) |
| 430 | 330 |
Undergraduate Council Minutes

U2377

October 22, 2013

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<th>Course</th>
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<td>Food Science &amp; Technology—Pre-Pharmacy 3+1</td>
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<td></td>
<td>Pre-Professional Programs—Pre-Pharmacy</td>
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</table>

Rationale: Instructors are modifying the course content, learning objectives and expectations such that it is more appropriate as a 300-level course. Impact on other units: None. Financial impact: None.

DROP

310 Introduction to Microbiology (3)

$319 Introductory Microbiology Lab (2)

### Equivalency Table

<table>
<thead>
<tr>
<th>Current Courses Microbiology (MICR)</th>
<th>Equivalent Courses Effective Fall 2014 Biology (BIOL)</th>
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<tr>
<td>310</td>
<td>220*</td>
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<td>319</td>
<td>229</td>
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*NOTE: Students on a prior catalog year taking Biology 220/229 to count as Microbiology 310/319 will have to petition to waive one credit of the major.

<table>
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<tr>
<th>Course</th>
<th>Course Impact</th>
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<tr>
<td>MICR 310</td>
<td>College of Agricultural Sciences and Natural Resources</td>
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<td>Environmental &amp; Soil Sciences—Conservation Agr &amp; Environmental Sustainability</td>
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<td>Food Science &amp; Technology—Pre-Professional</td>
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<td>Wildlife &amp; Fisheries Science—Wildlife Health</td>
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<td>College of Arts and Sciences</td>
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<tr>
<td>Biological Sciences—Biochemistry and Cellular and Molecular Biology</td>
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<td>Biological Sciences—Ecology and Evolutionary Biology</td>
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<td>Biological Sciences—Microbiology</td>
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<td>Clinical Laboratory Science</td>
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<td>Chemical Engineering—Biomolecular Engineering</td>
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<td>MICR 319</td>
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</table>
Pre-Professional Programs—Pre-Pharmacy

Rationale: Changes are being made to align with changes occurring at the 100-200 level Biology curriculum. Impact on other units: Revisions initiating from Biology. Financial impact: None.

REVISE TITLE, REVISE DESCRIPTION, REVISE CONTACT HOUR DISTRIBUTION, REVISE CREDIT RESTRICTION

$210 Allied Health Microbiology (3) General properties of bacteria and viruses, including physiology, metabolism, genetics, applied bacteriology, pathogenesis, and immunity. This course is not intended for biological sciences majors.
Contact Hour Distribution: 2 hours lecture and one 3-hour lab.
Credit Restriction: May not be applied toward the Biological Sciences major.

Formerly: General Microbiology (3) General properties of bacteria and viruses, including physiology, metabolism, genetics, applied bacteriology, pathogenesis, and immunity.
Contact Hour Distribution: 3 hours lecture and one 2 hour lab.
Credit Restriction: May not be applied toward the microbiology concentration.

Rationale: The instructor for this course would like to edit the title and description to better reflect the course content as well as correct the contact hour distribution so that it is consistent with what is currently being taught. Impact on other units: None. Financial impact: None.

REVISE (RE) PREREQUISITE

$329 Advanced Microbiology Laboratory (2)
(RE) Prerequisite(s): Biology 229.
Formerly: 319.

410 Microbial Physiology (3)
(RE) Prerequisite(s): Biology 220.
Formerly: 310.

420 Microbial Pathogenesis (3)
(RE) Prerequisite(s): Biology 220.
Formerly: 310.

$429 Medical Microbiology Laboratory (2)
(RE) Prerequisite(s): Biology 229.
Formerly: 319.

470 Microbial Ecology (3)
(RE) Prerequisite(s): Biology 220.
Formerly: 310.

495 Senior Seminar: Perspectives in Microbiology (3)
(RE) Prerequisite(s): Biology 220.
Formerly: 310.

Rationale: Microbiology 310 and 319 are being replaced by Biology 220 and 229. Impact on other units: None. Financial impact: None.

SCHOOL OF MUSIC

(MUCO) Musicology

ADD PRIMARY CROSS-LIST

†413 Music and the African Diaspora (3) Introduces music and related cultural expressions of the African diaspora connecting Africa, the Americas (especially North America) and Europe. Introduces interdisciplinary social theories, evaluates critical debates, and explores several case studies of African and African American music and performance. (Same as Africana Studies 413.)
Comment(s): Students who have taken Musicology 310 cannot receive credit for Musicology 413.

DROP PRIMARY CROSS-LIST

†310 Music and the African Diaspora (3) (Same as Africana Studies 310.)
## Undergraduate Council Minutes

### Equivalent Table

<table>
<thead>
<tr>
<th>Current Course</th>
<th>Equivalent Course Effective Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musicology (MUCO)</td>
<td>Musicology (MUCO)</td>
</tr>
<tr>
<td>310</td>
<td>413</td>
</tr>
</tbody>
</table>

### Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUO 310</td>
<td>Arts and Sciences Divisional Distribution Requirements, Social Sciences, List B</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs—American Studies</td>
</tr>
<tr>
<td></td>
<td>Music (BA)—Music and Culture</td>
</tr>
<tr>
<td></td>
<td>Music minor—Music and Culture</td>
</tr>
</tbody>
</table>

Rationale: Currently this course is being offered as a 300-level course, however, the content of the class as it has been offered recently is more representative of the 400-level. Also, graduate students regularly wish to take this course. Changing the course to the 400-level will make the course eligible for graduate credit. Impact on other units: Cross listed with Africana Studies. Financial impact: None.

### ADD PRIMARY CROSS-LIST

**†411 Music of Appalachia (3)**

Explores the diverse, complex and frequently misunderstood music and culture of the Appalachian region. Topics include balladry, early fiddle and banjo styles, religious music, bluegrass, early country music, and Americana. (Same as American Studies 411.)

Rationale: This course has been taught every fall under a topics number and has been offered with enough frequency and has sufficient longevity to warrant its own number. With the cross listing American Studies can now include the class in its curricula. Impact on other units: Cross-listed with American Studies. Financial impact: None.

**†412 Woman, Performance Art, and the Avant Garde (3)**

Explores interdisciplinary 20th-century phenomena of performance and performativity with sexuality, feminisms, social constructions of gender, and identifications and presentations of the body. Consideration of ways in which performative expressions employ and encompass aspects of music, voice, and sound, drama, spoken word, film, visual arts, movement, and dance. (Same as Women’s Studies 412.)

Rationale: This course has been offered every other year as a topics course and is taken by students in several areas. Giving the course its own number will increase its visibility departmentally and interdepartmentally. The cross listing will allow the course to be used in the Women’s Studies program. Impact on other units: Cross-listed with Women’s Studies. Financial impact: None.

### ADD

**414 Music and Media (3)**

Explores the role of music and sound as they intersect with visual and aural media. Topics may include gramophone and radio, film, television, computer technologies, and others. Focus on changing perceptions about music through new media from the perspectives of historical musicology, ethnomusicology, media studies, cinema studies, and allied disciplines.

Rationale: This course represents the teaching interests of a new tenure-line faculty member in musicology who specializes in music and cinema, soundtracks, media, representation, etc. Impact on other units: None. Financial impact: None.

### DROP

**420 History of Opera (3)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUO 420</td>
<td>Modern Foreign Languages and Literatures—German Studies</td>
</tr>
<tr>
<td></td>
<td>Music (BA)—Music and Culture</td>
</tr>
<tr>
<td></td>
<td>Music minor—Music and Culture</td>
</tr>
</tbody>
</table>

Rationale: This course was taught by an opera specialist who is no longer on the faculty and it usually had a very small enrollment when offered. MUO 410 can be used to accommodate opera-related topics when needed. Impact on other units: None. Financial impact: None.

**450 Composer Seminar (3)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUO 450</td>
<td>Music (BA)—Music and Culture</td>
</tr>
<tr>
<td></td>
<td>Music minor—Music and Culture</td>
</tr>
</tbody>
</table>
Rationale: There are currently two 400-level musicology variable topics courses, one for topics in genre and one for a given composer. This is unnecessary as both genre and composer topics can be taught under a single variable topics course number. There is no longer a need for this course. Impact on other units: None. Financial impact: None.

REVISE TITLE, REVISE DESCRIPTION

**410 Special Topics in Musicology (3)** Topics vary, drawn from historical, cultural, analytical, or musicological issues related to a musical genre, style, repertory, composer, or other.

Formerly: Studies in Genre (3) Historical, cultural, analytical, and musicological issues related to a single musical genre, style, or repertory. Topics vary.

Rationale: This course is being revised to accommodate topics on given composers as well genre so that the topics course used for composers can be dropped. There is no need to keep both variable topics courses. Impact on other units: None. Financial impact: None.

II. PROGRAM CHANGES

REVISE COLLEGE TEXT (PART A: DIVISIONAL DISTRIBUTION REQUIREMENTS, NATURAL SCIENCES, LIST B)

ANTH 110, ANTH 117; ASTR 151; ASTR 152; BCMB 230; BIOL 150 130, BIOL 158 138, BIOL 160 140, BIOL 168 148; CHEM 150, CHEM 160; COSC 140, COSC 160; EEB 309, EEB 330, EEB 424; EPP 201; FWF 250; GEOL 201, GEOL 202, GEOL 203, GEOL 205, GEOL 206, GEOL 207, GEOL 208; MATH 231; MICR 210; NUTR 100; PHYS 101, PHYS 102.

Rationale: Reflects course number changes. Impact on other units: None. Financial impact: None.

REVISE COLLEGE TEXT (PART A: DIVISIONAL DISTRIBUTION REQUIREMENTS, SOCIAL SCIENCES, LIST B)

AFST 413 310; ANTH 120, ANTH 127, ANTH 362; AUSP 320; CMST 201, CMST 312, CMST 444; EEB 304; GEOG 320, GEOG 340; GLBS 250; LING 200; MUCO 413 310; PSYC 220, PSYC 360; SOCI 250, SOCI 260, SOCI 344, SOCI 370; WOST 220.

Rationale: Reflects course number change for cross-listed courses. Impact on other units: None. Financial impact: None.

DIVISION OF BIOLOGY

REVISE BIOLOGICAL SCIENCES MINOR

Minor Requirements

A minor in the biological sciences consists of **16 hours**.

Prerequisites

A minimum grade of C must be earned in all prerequisites.

Select:

- BIOL 111 – General Botany *
- BIOL 112 – General Botany *
- or
- BIOL 130 – Biodiversity *

Complete:

- BIOL 150 – Organismal and Ecological Biology* or BIOL 158 – Honors Organismal and Ecological Biology*
- BIOL 160 – Cellular and Molecular Biology* or BIOL 168 – Honors Cellular and Molecular Biology*
- BIOL 159 – Skills of Biological Investigation*
- BIOL 140 – Organization and Function of the Cell *
- CHEM 120 – General Chemistry I*
- CHEM 130 – General Chemistry II*

Required Courses

Select two of the following: Complete

- BIOL 220 – General Microbiology and BIOL 229 – General Microbiology Laboratory
- BIOL 240 – General Genetics
- BIOL 250 – General Ecology
- BIOL 260 – Ecology and BIOL 269 – Ecology Field-Based Laboratory
- BIOL 280 – Evolution and BIOL 281 – Evolution Discussion
Select 8 hours:

300-400 level BCMB, EEB, and MICR courses

Note:
Not more than 6 hours may be credited from any one biological sciences department, and not more than 3 hours of undergraduate research may be credited.

Rationale: The Division of Biology has made changes to its core curriculum (100 and 200 level courses) and now needs to align these course changes with its minor requirements. Impact on other departments: None. Financial impact: None.

DEPARTMENT OF BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY

REVISE BIOLOGICAL SCIENCES MAJOR—BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY CONCENTRATION

The biological sciences major offers concentrations in biochemistry and cellular and molecular biology; ecology and evolutionary biology; and microbiology.

Continuing, returning, and transfer students must meet progression requirements before declaring a major in biological sciences.

To declare biological sciences as a major, students must have an overall GPA of 2.0, be in good academic standing and have completed CHEM 120*–CHEM 130* and BIOL 150* or BIOL 158* BIOL 111 *–BIOL 112 * or BIOL 130 * with a minimum grade of C.

College Requirements
Arts and Sciences

Prerequisites Biological Sciences Major—Prerequisites to all Concentrations
A minimum grade of C must be earned in all prerequisites.

Select:
BIOL 111 – General Botany *
BIOL 112 – General Botany *

or
BIOL 130 – Biodiversity *

Complete:
BIOL 150 – Organismal and Ecological Biology* or BIOL 158 – Honors Organismal and Ecological Biology*
BIOL 160 – Cellular and Molecular Biology* or BIOL 168 – Honors Cellular and Molecular Biology*
BIOL 159 – Skills of Biological Investigation
BIOL 140 – Organization and Function of the Cell *

BIOL 240 – General Genetics
BIOL 250 – General Ecology
CHEM 120 – General Chemistry I*
CHEM 130 – General Chemistry II*
PHYS 221 – Elements of Physics*
PHYS 222 – Elements of Physics*

Select one course:
BIOL 220 – General Microbiology
BIOL 260 – Ecology
BIOL 280 – Evolution

Select one sequence:
MATH 141 – Calculus I*
MATH 142 – Calculus II*

or
MATH 151 – Mathematics for the Life Sciences I*
MATH 152 – Mathematics for the Life Sciences II*

BCMB Concentration
The concentration consists of 32 hours.

I. Complete:
CHEM 350 – Organic Chemistry I
CHEM 360 – Organic Chemistry II
CHEM 369 – Organic Chemistry Laboratory
BCMB 311 – Advanced Cellular Biology
BCMB 401 – Biochemistry I
II. Select one course:
   BCMB 402 – Biochemistry II
   BCMB 412 – Molecular Biology and Genomics

III. Select (13 total hours):
   A. Select one laboratory course:
      BCMB 322 – Plant Physiology and Molecular Biology Lab
      BCMB 403 – Advanced Genetics Laboratory
      BCMB 416 – Neurobiology Laboratory
      BCMB 419 – Cellular and Comparative Biochemistry Laboratory
      BCMB 452 – Independent Research in BCMB
   
   B. Select one physiology course:
      BCMB 321 – Introductory Plant Physiology
      BCMB 415 – Foundations in Neurobiology
      BCMB 440 – General Physiology
   
   C. Select remaining hours:
      BCMB courses numbered 300 and above
      EEB 460 – Evolution
      MICR 320 – Advanced Microbiology
      MICR 330 – Immunology
      MICR 310 – Introduction to Microbiology
      MICR 319 – Introductory Microbiology Laboratory
      MICR 410 – Microbial Physiology
      MICR 411 – Microbial Genetics
      MICR 420 – Microbial Pathogenesis
      MICR 429 – Medical Microbiology Laboratory
      MICR 430 – Immunology
      MICR 440 – Virology
   
   Note:
   At least 7 out of the 13 credit hours must be BCMB courses.

REVISE BIOLOGICAL SCIENCES MAJOR—HONORS BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY CONC

Honors Option
- An honors option is offered to students who have completed BIOL 150* 130* (or BIOL 158*) (or equivalent), BIOL 159*; BIOL 160* 140* (or BIOL 168*), and BIOL 240 with a cumulative GPA of 3.50 or above and an overall GPA of at least 3.25 at the time of electing to take the honors option.
- Complete 12 hours of upper-division (300-level or above) honors BCMB courses with a grade of B or higher in each course. These honors courses should include BCMB 457 and BCMB courses (except for BCMB 452) taken as honors-by-contract courses (BCMB 457 is automatically an honors course and cannot be taken as honors-by-contract.)
- Complete 12 hours of BCMB courses at the 300 level or above through honors by contract, including Honors Thesis (BCMB 457), with a minimum grade of B in each course.
- Participate in independent research (BCMB 452 or equivalent) with a minimum of 3 credit hours of BCMB 452 and 1 credit hour of BCMB 457 spread out over at least two semesters.
- Note: No more than 6 total credit hours combined from BCMB 452 and BCMB 457 may be applied toward the BCMB concentration.
- An overall GPA of 3.25 is required at graduation.

Rationale: The Division of Biology has made changes to its core curriculum (100 and 200 level courses) and now needs to align these course changes with its degree and concentration requirements in the departments. Impact on other units: Changes originate in Division of Biology.

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY

REVISE BIOLOGICAL SCIENCES MAJOR—ECOLOGY AND EVOLUTIONARY BIOLOGY CONCENTRATION

The biological sciences major offers concentrations in biochemistry and cellular and molecular biology; ecology and evolutionary biology; and microbiology.

Continuing, returning, and transfer students must meet progression requirements before declaring a major in biological sciences.

To declare biological sciences as a major, students must have an overall GPA of 2.0, be in good academic standing and have completed CHEM 120* CHEM 130* and BIOL 150* or BIOL 158* BIOL 411* BIOL 412* or BIOL 130* with a minimum grade of C.

College Requirements
Prerequisites: Biological Sciences Major – Prerequisites to all Concentrations
A minimum grade of C must be earned in all prerequisites.

Select:
- BIOL 111 – General Botany*
- BIOL 112 – General Botany*
- or
- BIOL 130 – Biodiversity*

Complete:
- BIOL 150 – Organismal and Ecological Biology* or BIOL 158 – Honors Organismal and Ecological Biology*
- BIOL 160 – Cellular and Molecular Biology* or BIOL 168 – Honors Cellular and Molecular Biology*
- BIOL 159 – Skills of Biological Investigation*
- BIOL 260 – Ecology
- BIOL 269 – Ecology Field-Based Laboratory
- BIOL 280 – Evolution
- BIOL 281 – Evolution Discussion
- BIOL 140 – Organization and Function of the Cell*
- BIOL 240 – General Genetics
- BIOL 250 – General Ecology
- CHEM 120 – General Chemistry I*
- CHEM 130 – General Chemistry II*
- PHYS 221 – Elements of Physics*
- PHYS 222 – Elements of Physics*

Select one sequence:
- MATH 141 – Calculus I*
- MATH 142 – Calculus II*
- or
- MATH 151 – Mathematics for the Life Sciences I*
- MATH 152 – Mathematics for the Life Sciences II*

Note:
MATH 141*-MATH 142* or MATH 151*-MATH 152* can be used to satisfy ecology and evolutionary biology requirements. However, MATH 141*-MATH 142* is recommended for students with a strong interest in quantitative ecology and is prerequisite to several courses that satisfy the ecology and evolutionary biology quantitative requirement.

EEB Concentration
The concentration consists of 32 hours.

I. Chemistry
Complete:
- CHEM 360 – Organic Chemistry I

Note:
While not required, CHEM 360 – CHEM 369 is recommended for students that plan to pursue medical professions and the following disciplines within ecology and evolutionary biology: physiological ecology, chemical ecology, environmental toxicology, and molecular evolution and systematics. CHEM 360 – CHEM 369 can be applied to the ecology and evolutionary biology upper-division requirements and are listed under the physiology/chemical ecology category below.

II. Quantitative Requirement
A. Select one course:
- EEB 406 – Models in Biology
- EEB 411 – Biostatistics

B. Select one course:
- MATH 231 – Differential Equations I
- MATH 251 – Matrix Algebra I
- STAT 201 – Introduction to Statistics*
- STAT 251 – Probability and Statistics for Scientists and Engineers
- STAT 320 – Regression Modeling
- STAT 330 – Experimental Methods

A. Statistics
- STAT 201 – Introduction to Statistics*
- or
- STAT 251 – Probability and Statistics for Scientists and Engineers

B. Select one course (note prerequisites in parentheses):
- MATH 231 – Differential Equations I (MATH 141*-MATH 142*)
- MATH 251 – Matrix Algebra I (MATH 141*-MATH 142*)
- MATH 405 – Models in Biology (MATH 141*-MATH 142* or MATH 151*-MATH 152*)
STAT 320 – Regression Modeling
STAT 330 – Experimental Methods

Note: MATH 141*–MATH 142* or MATH 151*–MATH 152* can be used to satisfy ecology and evolutionary biology requirements. However, MATH 141*–MATH 142* is recommended for students with a strong interest in quantitative ecology and is prerequisite to several courses that satisfy the ecology and evolutionary biology quantitative requirement.

II. III. Upper-Division Courses
A total of 26 hours is required from the courses listed below, and in section III. Fifteen of these hours must be EEB courses, including two field or lab emphasis courses (courses designated below with ^). Additionally, all majors must take EEB 409 or EEB 413. Up to two credit hours of EEB 490 can count toward the major. EEB 304, EEB 305, EEB 306, EEB 309, and EEB 413 are not allowed for credit in the concentration. Other courses, related to the student’s determined interests, may be approved by petition to the department and the division. Courses applied to the major must include at least 4 hours at the 400-level.

EEB 330 – Field Botany
EEB 351 – Biodiversity of Fungi
EEB 353 – Comparative Vertebrate Biology
EEB 370 – Ethology and Sociobiology
EEB 400 – Undergraduate Research
EEB 404 – Ecosystem Ecology
EEB 405 – Ecosystem Ecology Laboratory
EEB 406 – Models in Biology
EEB 407 – Senior Honors Thesis
EEB 409 – Perspectives in Ecology and Evolutionary Biology
EEB 411 – Biostatistics
EEB 414 – Plant Anatomy
EEB 415 – Field Ecology
EEB 421 – Community Ecology
EEB 424 – Plant Diversity and Evolution
EEB 426 – Plant Animal Interactions
EEB 433 – Plant Ecology
EEB 450 – Comparative Animal Behavior
EEB 454 – Animal Communication
EEB 459 – Comparative Animal Behavior Laboratory
EEB 460 – Evolution
EEB 462 – Paleoecology
EEB 463 – Plant Ecophysiology
EEB 464 – Macroevolution
EEB 470 – Aquatic Ecology
EEB 473 – Herpetology
EEB 474 – Ichthyology
EEB 477 – Ichthyology
EEB 484 – Conservation Biology
EEB 490 – Undergraduate Seminar
EEB 493 – Independent Study
EEB 495 – Evolutionary Ecology

A total of 24 hours is required at the 300 level or above. Fifteen of these hours must be EEB courses, (EEB 304, EEB 305, EEB 413 are not allowed for credit in the concentration) including one course from each of the following categories. Other courses, related to the student’s determined interests, may be approved by petition to the department and the division. Courses applied to the major must include at least 4 hours at the 400-level and one laboratory or field course. * indicates courses with lab or field component.

A. Evolution (select one):
   EEB 426 – Plant Animal Interactions
   EEB 480 – Evolution
   EEB 482 – Paleooecology
   EEB 495 – Evolutionary Ecology

B. Ecology (select one):
   EEB 421 – Community Ecology
   EEB 433 – Plant Ecology
   EEB 470 – Aquatic Ecology
   EEB 473 – Herpetology
   EEB 474 – Ichthyology
   MICR 470 – Microbial Ecology

C. Organismal Biology (select one):
   EEB 330 – Field Botany
   EEB 351 – Biodiversity of Fungi
   EEB 414 – Plant Anatomy
   EEB 450 – Comparative Animal Behavior
   EEB 459 – Comparative Animal Behavior Laboratory
   EEB 461 – Special Topics in Organismal Biology
   EEB 473 – Herpetology
   EEB 474 – Ichthyology

D. Physiology/Chemical Ecology (select one):
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BCMB 301 – Introductory Plant Physiology
BCMB 415 – Foundations in Neurobiology
BCMB 416 – Neurobiology Laboratory*
BCMB 419 – Cellular and Comparative Biochemistry Laboratory*
BCMB 440 – General Physiology
CHEM 360 – Organic Chemistry II
CHEM 369 – Organic Chemistry Laboratory*
EEB 404 – Ecosystem Ecology
EEB 405 – Ecosystem Ecology Laboratory
EEB 483 – Plant Ecophysiology*
MICR 310 – Introduction to Microbiology
MICR 319 – Introductory Microbiology Laboratory*
NUTR 311 – Physiological Chemistry*

III. IV. Remaining Hours

Besides the required EEB courses, students may count either BIOL 240 (General Genetics) or BIOL 220 (General Microbiology) toward the concentration, as well as any of the following courses:

any other upper-division EEB courses or
ANSC 340 – Animal Breeding and Genetics
ANTH 404 – Principles of Zooarchaeology
ANTH 490 – Primate Evolution
ANTH 494 – Primate Behavior
ANTH 496 – Biology of Human Variability
BCMB 311 – Advanced Cellular Biology
BCMB 401 – Biochemistry
BCMB 412 – Molecular Biology & Genomics
BCMB 423 – Neural Basis of Behavior
BCMB 330 – Mechanisms of Development
BCMB 419 – Cellular and Comparative Biochemistry Laboratory
CHEM 350 – Organic Chemistry I or CHEM 358 – Honors: Organic Chemistry I
CHEM 360 – Organic Chemistry II or CHEM 368 – Honors: Organic Chemistry II
CHEM 369 – Organic Chemistry Lab
FORS 414 – Tree Physiology
GEOG 334 – Meteorology
GEOG 411 – Introduction to Geographic Information Science
GEOG 430 – Global Environments of the Quaternary
GEOG 432 – Dendrochronology
GEOG 434 – Climatology
GEOG 435 – Biogeography
GEOG 436 – Water Resources
GEOG 439 – Plant Geography of North America
GEOL 320 – Paleobiology
GEOL 455 – Basic Environmental Geology
GEOL 459 – Introduction to Oceanography
MICR 320 – Advanced Microbiology
MICR 411 – Microbial Genetics
MICR 470 – Microbial Ecology
WFS 401 – Ecology and Management of Wildlife Health
WFS 433 – Amphibian Ecology and Conservation
WFS 440 – Wildlife Techniques
WFS 442 – Fisheries Techniques
WFS 443 – Fisheries Science
WFS 444 – Ecology and Management of Wild Mammals
WFS 445 – Ecology and Management of Wild Birds
WFS 450 – Fish Physiology

REVISE BIOLOGICAL SCIENCES MAJOR—HONORS ECOLOGY AND EVOLUTIONARY BIOLOGY CONCENTRATION

Honors Option
Requirements for the honors option are:

- fulfill all requirements for the major in biological sciences with a concentration in ecology and evolutionary biology
- complete 9 hours of honors-by-contract coursework from EEB 400, EEB 490, EEB 493 and other in upper division level ecology and evolutionary biology courses available for major credit in the concentration, including at least one course from EEB 400 and EEB 493.
• complete EEB 407 – Senior Honors Thesis with thesis to be approved by student’s committee, consisting of a thesis advisor and two additional ecology and evolutionary biology faculty members.

Rationale: The Division of Biology has made changes to its core curriculum (100 and 200 level courses) and now needs to align these course changes with its degree and concentration requirements in the departments. Impact on other units: Changes originate in Division of Biology. Financial impact: None.

DEPARTMENT OF HISTORY

REVISE HISTORY MAJOR

Major Requirements
Select one course in European History
Add:
HIST 435 – Science, Magic, and Religion in Early Modern Europe

Select two courses (from two different areas)
Africa
HIST 371 - African History
HIST 372 - African History
HIST 381 - History of South Africa
HIST 469 - Studies in African History
(HIST 373, HIST 385, HIST 482, HIST 485 when topic is appropriate)

Asia
HIST 369 - History of the Middle East
HIST 370 - History of the Middle East
HIST 382 - Archaeology of the Biblical World
HIST 383 - Early Jewish History
HIST 385 - Studies in World History
HIST 389 - History of China
HIST 390 - History of China
HIST 391 - Chinese Intellectual History
HIST 392 - History of Pre-Modern Japan
HIST 393 - History of Modern Japan
HIST 395 - The Crusades and Medieval Christian-Muslim Relations
HIST 400 - History and Archaeology of Mesopotamia
HIST 476 - Studies in Asian History
HIST 484 - Studies in Jewish History
HIST 486 - Studies in the Ancient Near East
HIST 494 - History of Tokyo, 1590-Present
HIST 496 - Modern China in Film
(HIST 373, HIST 385, HIST 482, HIST 485 when topic is appropriate)

Latin America
HIST 343 - History of Mexico
HIST 344 - History of Brazil
HIST 360 - History of Early Latin America to 1824
HIST 361 - History of Modern Latin America since 1810
HIST 464 - The Spanish Conquest
HIST 465 - Gender and Sexuality in Early Latin America
HIST 475 - Studies in Latin American and Caribbean History
(HIST 373, HIST 385, HIST 482, HIST 485 when topic is appropriate)

Middle East
HIST 369 – History of the Middle East
HIST 370 – History of the Middle East
HIST 382 – Archaeology of the Biblical World
HIST 383 – Early Jewish History
HIST 400 – History and Archaeology of Mesopotamia
HIST 480 – Studies in Middle Eastern History
HIST 484 – Studies in Jewish History
HIST 486 – Studies in the Ancient Near East
(HIST 373, HIST 385, HIST 395, HIST 482, HIST 485 when topic is appropriate)

Rationale: Added new course to count for requirements of the major. These changes take Middle Eastern history courses out of the Asia field and create a distinct Middle East field. With a new hire in Middle Eastern history having a distinct field for these courses makes sense. This will increase the students’ chances to fulfill the non-Us, non-European requirement in time for graduation. Added HIST 385 – Studies in World History as a
choice in the parenthetical comments to let students know they can choose the course when the topic is appropriate to those areas. Impact on other units: None. Financial impact: None.

REVISE HISTORY MAJOR—HONORS CONCENTRATION

Major Requirements
Select one course in European History
Add:
HIST 435 – Science, Magic, and Religion in Early Modern Europe

Select two courses (from two different areas)
Africa
HIST 371 - African History
HIST 372 - African History
HIST 381 - History of South Africa
HIST 469 - Studies in African History
(HIST 373, HIST 385, HIST 482, HIST 485 when topic is appropriate)

Asia
HIST 369 - History of the Middle East
HIST 370 - History of the Middle East
HIST 382 - Archaeology of the Biblical World
HIST 383 - Early Jewish History
HIST 485 - Studies in World History
HIST 389 - History of China
HIST 390 - History of China
HIST 391 - Chinese Intellectual History
HIST 392 - History of Pre-Modern Japan
HIST 393 - History of Modern Japan
HIST 395 - The Crusades and Medieval Christian-Muslim Relations
HIST 400 - History and Archaeology of Mesopotamia
HIST 476 - Studies in Jewish History
HIST 488 - Studies in the Ancient Near East
HIST 494 - History of Tokyo, 1590-Present
HIST 495 - Modern China in Film
(HIST 373, HIST 385, HIST 482, HIST 485 when topic is appropriate)

Latin America
HIST 343 - History of Mexico
HIST 344 - History of Brazil
HIST 360 - History of Early Latin America to 1824
HIST 361 - History of Modern Latin America since 1810
HIST 464 - The Spanish Conquest
HIST 465 - Gender and Sexuality in Early Latin America
HIST 475 - Studies in Latin American and Caribbean History
(HIST 373, HIST 385, HIST 482, HIST 485 when topic is appropriate)

Middle East
HIST 369 – History of the Middle East
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HIST 383 – Early Jewish History
HIST 400 – History and Archaeology of Mesopotamia
HIST 480 – Studies in Middle Eastern History
HIST 484 – Studies in Jewish History
HIST 486 – Studies in the Ancient Near East
(HIST 373, HIST 385, HIST 395, HIST 482, HIST 485 when topic is appropriate)

Rationale: Added new course to count for requirements of the major. These changes take Middle Eastern history courses out of the Asia field and create a distinct Middle East field. With a new hire in Middle Eastern history having a distinct field for these course makes sense. This will increase the students' chances to fulfill the non-US, non-European requirement in time for graduation. Added HIST 385 – Studies in World History as a choice in the parenthetical comments to let students know they can choose the course when the topic is appropriate to those areas. Impact on other units: None. Financial impact: None.
INTERDISCIPLINARY PROGRAMS

REVISE INTERDISCIPLINARY PROGRAMS MAJOR—AFRICANA STUDIES CONCENTRATION

Concentration Requirements
Select 3 hours:
Add:
- AFST 413 – Music and the African Diaspora
Drop:
- AFST 310 – Music and the African Diaspora
- AFST 432 – Senior Research Project

Select 15 42 hours:
Add:
- AFST 413 – Music and the African Diaspora
Drop:
- AFST 310 – Music and the African Diaspora
- AFST 432 – Senior Research Project

Complete:
- AFST 432 – Senior Research Project (preferably in the senior year)

Rationale: Music in changing their Music and the African Diaspora course from a 300-level to a 400-level course. Africana Studies is dropping 432 because they have insufficient numbers of majors to justify the continuation of 432 as a required course. Impact on other units: 310/413 is a cross listed Musicology course. Financial impact: None.

REVISE AFRICANA STUDIES MINOR

Minor Requirements
Select 9 hours:
Add:
- AFST 413 – Music and the African Diaspora
Drop:
- AFST 310 – Music and the African Diaspora
- AFST 432 – Senior Research Project

Rationale: Music in changing their Music and the African Diaspora course from a 300-level to a 400-level course. Africana Studies is dropping 432 because they have insufficient numbers of majors to justify the continuation of 432 as a required course. Impact on other units: 310/413 is a cross-listed Musicology/Africana Studies course. Financial impact: None.

REVISE INTERDISCIPLINARY PROGRAMS MAJOR—AMERICAN STUDIES CONCENTRATION

Concentration Requirements
Select 15 additional upper-division credit hours:
Add:
- MUCO 413 – Music and the African Diaspora
Drop:
- MUCO 310 – Music and the African Diaspora

Rationale: Music in changing their Music and the African Diaspora course from a 300-level to a 400-level course. Impact on other units: 310/413 is a cross-listed Musicology/Africana Studies course. Financial impact: None.

◆ ADD INTERDISCIPLINARY PROGRAMS MAJOR—CINEMA STUDIES CONCENTRATION

Chuck Maland, English, Chair

The Cinema Studies major includes both Cinema History/Theory/Aesthetics courses and Production courses in film and/or video. Students may choose a greater emphasis in cinema history and aesthetics or in moving image production, although all majors will take courses in both areas.

College Requirements
Arts and Sciences

Concentration Requirements
The concentration in Cinema Studies consists of **30 semester hours**.

**Complete:**
- CNST 281 – Introduction to Film Studies

**Select two courses:**
- CNST 235 – Introduction to Digital Media and 16mm Film as Art
- CNST 236 – Introduction to Video Art
- JREM 336 – Video Production

**Complete 21 additional hours:**
Students must complete at least two courses in the History/Theory/Aesthetics group and at least one course in the Production group.

**History/Theory/Aesthetics**
- CNST 312 – Popular Culture and American Politics
- CNST 315 – Asian Film
- CNST 323 – German Film
- CNST 325 – Russian Film
- CNST 326 – Brazilian Film
- CNST 334 – Film and American Culture
- CNST 400 – Special Topics in Cinema Studies
- CNST 420 – French Cinema
- CNST 422 – Topics in Italian Cinema
- CNST 433 – History of Film and Modern and Contemporary Art
- CNST 434 – Hispanic Culture through Film
- CNST 465 – Latin American Film and Culture
- CNST 469 – Sexuality and Film
- CNST 482 – Special Topics in Global Cinema
- CNST 489 – Special Topics in Film
- CNST 495 – Modern China in Film

**Production**
- ARTC 234 – Introduction to Sound Art
- ARTC 434 – Advanced 4D Arts II
- CNST 365 – Writing the Screenplay
- CNST 435 – Digital Media and 16mm Film as Art
- CNST 436 – Video Art
- JREM 436 – Video Art
- JREM 436 – Advanced Video Production
- JREM 446 – Documentary Video Production
- JREM 470 – Cable, Internet, and other Content Delivery Systems
- JREM 480 – Media Programming and Audience Research

**Other**
- CNST 491 – Foreign Study
- CNST 492 – Off-Campus Study
- CNST 493 – Independent Study

**Note:**
Majors are encouraged to take courses, or even minor or major, in related areas (e.g., Journalism and Electronic Media, Four-Dimensional Arts, English, History, Modern Foreign Languages and Literatures, Music, Theatre).

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**ADD INTERDISCIPLINARY PROGRAMS MAJOR—HONORS CINEMA STUDIES CONCENTRATION**

Candidates for the honors concentration must fulfill all the requirements for the Cinema Studies major and must satisfy the following stipulations:
- Complete 12 hours of honors CNST courses at the 300 level or above. Any 300- or 400-level courses approved for Cinema Studies credit, including CNST 493, may be taken through honors-by-contract with the permission of the instructor. Cinema Studies courses taken at the graduate level for undergraduate credit may be petitioned to count for honors credit in Cinema Studies.
- Complete 3 hours of CNST 493 – Independent Study
- Maintain a 3.5 GPA in all courses required for the Cinema Studies concentration
- Maintain an overall 3.25 GPA

Rationale: We have long had student interest in a major in Cinema Studies, and a good number of students have become College Scholars with a cinema focus or have developed individualized majors. This revision would offer the opportunity for these students to major in the area. The growing number of faculty and courses in cinema studies makes this major now possible in a way it was not in the past. Impact on other units: The major will use courses based in several units including School of Art, English, History, Modern Foreign Languages and Literatures, Political Science,
Woman’s Studies, and Journalism and Electronic Media. These units have all been contacted and have given permission for their courses to be used. Financial impact: No major impact anticipated.

DEPARTMENT OF MICROBIOLOGY

REVISE BIOLOGICAL SCIENCES MAJOR—MICROBIOLOGY CONCENTRATION

The biological sciences major offers concentrations in biochemistry and cellular and molecular biology; ecology and evolutionary biology; and microbiology.

Continuing, returning, and transfer students must meet progression requirements before declaring a major in biological sciences.

To declare biological sciences as a major, students must have an overall GPA of 2.0, be in good academic standing and have completed CHEM 120*-CHEM 130* and BIOL 150* or BIOL 158* BIOL 111*-BIOL 112* or BIOL 130* with a minimum grade of C.

College Requirements

Arts and Sciences

Prerequisites Biological Sciences Major—Prerequisites to all Concentrations

A minimum grade of C must be earned in all prerequisites.

Select:

- BIOL 111 – General Botany *
- BIOL 112 – General Botany *
- or
- BIOL 130 – Biodiversity *

Complete:

- BIOL 150 – Organismal and Ecological Biology* or BIOL 158 – Honors Organismal and Ecological Biology*
- BIOL 160 – Cellular and Molecular Biology* or BIOL 168 – Honors Cellular and Molecular Biology*
- BIOL 159 – Skills of Biological Investigation*
- BIOL 220 – General Microbiology
- BIOL 229 – General Microbiology Laboratory
- BIOL 140 – Organization and Function of the Cell *
- BIOL 240 – General Genetics
- BIOL 250 – General Ecology
- CHEM 120 – General Chemistry I*
- CHEM 130 – General Chemistry II*
- PHYS 221 – Elements of Physics*
- PHYS 222 – Elements of Physics*

Select one course:

- BIOL 240 – General Genetics
- BIOL 260 – Ecology
- BIOL 260 – Evolution

Select one sequence:

- MATH 141 – Calculus I*
- MATH 142 – Calculus II*
- or
- MATH 151 – Mathematics for the Life Sciences I*
- MATH 152 – Mathematics for the Life Sciences II*

Microbiology Concentration

The concentration consists of 32-34 hours.

I. Complete:

- CHEM 350 – Organic Chemistry I
- CHEM 360 – Organic Chemistry II
- CHEM 369 – Organic Chemistry Laboratory
- BCMB 401 – Biochemistry I
- MICR 310 – Introduction to Microbiology
- MICR 319 – Introductory Microbiology Laboratory
- MICR 320 – Advanced Microbiology
- MICR 329 – Advanced Microbiology Laboratory

Select 12 hours:

400-level MICR courses: (at least 6 hours must be satisfied by MICR 410, MICR 411, MICR 420, MICR 430, MICR 440, MICR 470, MICR 480)
II. Upper Division Courses

A. Select 9 hours:
   - MICR 330 – Immunology
   - MICR 410 – Microbial Physiology
   - MICR 411 – Microbial Genetics
   - MICR 420 – Microbial Pathogenesis
   - MICR 440 – Virology
   - MICR 470 – Microbial Ecology
   - MICR 480 – Genomics and Bioinformatics

B. Select 6 additional hours:
   - BCMB 311 – Advanced Cellular Biology
   - BCMB 321 – Introductory Plant Physiology
   - BCMB 330 – Mechanisms of Development
   - BCMB 402 – Biochemistry II
   - BCMB 412 – Molecular Biology and Genomics
   - BCMB 419 – Cellular and Comparative Biochemistry Laboratory
   - BCMB 420 – Advanced Topics in Biochemistry and Cellular and Molecular Biology
   - BCMB 422 – Computational Biology and Bioinformatics
   - BCMB 440 – General Physiology
   - BCMB 471 – Biophysical Chemistry
   - BIOL 240 – General Genetics
   - BIOL 260 – Ecology
   - BIOL 280 – Evolution
   - CBE 455 – Elements of Synthetic Biology and Metabolic Engineering
   - CBE 475 – Applied Microbiology and Bioengineering
   - EEB 404 – Ecosystem Ecology
   - EEB 405 – Ecosystem Ecology Laboratory
   - EEB 421 – Community Ecology
   - EEB 426 – Plant-Animal Interactions
   - EEB 470 – Aquatic Ecology
   - EEB 495 – Evolutionary Ecology
   - EPP 313 – Plant Pathology
   - EPP 410 – Diseases and Insects of Ornamental Plants
   - EPP 411 – Forest Insects and Diseases
   - ESS 454 – Environmental Soil Biology
   - FDST 429 – Food Microbiology Lab
   - GEOL 461 – Organic Geochemistry
   - MICR 330 – Immunology
   - MICR 401 – Undergraduate Research in Microbiology
   - MICR 402 – Advanced Undergraduate Research in Microbiology
   - MICR 410 – Microbial Physiology
   - MICR 411 – Microbial Genetics
   - MICR 420 – Microbial Pathogenesis
   - MICR 421 – Food Microbiology
   - MICR 429 – Medical Microbiology Laboratory
   - MICR 440 – Virology
   - MICR 459 – Introduction to Oceanography
   - MICR 470 – Microbial Ecology
   - MICR 480 – Genomics and Bioinformatics
   - MICR 493 – Independent Research
   - MICR 495 – Senior Seminar
   - PLSC 331 – Interpreting Research Findings
   - PUBH 305 – Disease Epidemiology, Prevention, and Control

REVISE BIOLOGICAL SCIENCES MAJOR—HONORS MICROBIOLOGY CONCENTRATION

Honors Option
An honors option is offered to selected students who have completed the required 300-level microbiology courses. In addition to the requirements for the biological sciences major – microbiology concentration, an honors option requires:

- A minimum GPA of 3.3 in microbiology courses in the major concentration and 3.25 for all courses.
- A minimum GPA of 3.25 for all UTK courses (this is a University requirement for an honors degree).
- Three additional hours of 400-level microbiology courses.
- Completion of two semesters of independent research taken as MICR 401 and MICR 402.
- An honors thesis based on the independent research project.
- Twelve hours of upper-division honors coursework which must include at least 6 hours of courses. This may be satisfied with 400-level microbiology honors courses via honors-by-contract. Neither MICR 401 nor MICR 402 can be taken as honors-by-contract.
Rationale: The Microbiology department has made changes to its concentration so that the requirements better align with the New Biological Sciences core curriculum. Impact on other units: Several elective courses have been added that are based in other units. Those units have agreed that their courses may be used. Financial impact: None.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

REVISE MODERN FOREIGN LANGUAGES AND LITERATURES MAJOR—GERMAN STUDIES CONCENTRATION

German Studies Concentration
Select four literature, culture, arts courses:
Drop:
  MUCO 420 – History of Opera

Rationale: Course is being dropped. Impact on other units: None. Financial impact: None.

SCHOOL OF MUSIC

REVISE MUSIC MAJOR (BA)—MUSIC AND CULTURE CONCENTRATION

Required Courses
Select 6 hours:
  MUCO 310 – Music and the African Diaspora
  MUCO 330 – Women in Music*
  MUCO 350 – History of Jazz
  MUCO 410 – Special Topics in Musicology
  MUCO 411 – Music of Appalachia
  MUCO 412 – Women, Performance Art, and the Avant-Garde
  MUCO 413 – Music and the African Diaspora
  MUCO 414 – Music and Media
  MUCO 420 – History of Opera
  MUCO 450 – Composer Seminar
  MUCO 460 – Music Aesthetics
  MUCO 493 – Independent Study

Rationale: These changes include newly proposed courses and adjusted courses in Musicology at the 400-level and remove courses that are never or rarely offered or that are being dropped. Impact on other units: None. Financial impact: None.

REVISE MUSIC MINOR—MUSIC AND CULTURE

Required Courses
Select 9 hours:
  MUCO 210 – History of Western Music, Ancient to the Baroque*
  MUCO 220 – History of Western Music, Classical to the Present*
  MUCO 310 – Music and the African Diaspora
  MUCO 330 – Women in Music*
  MUCO 350 – History of Jazz
  MUCO 380 – Music in World Cultures*
  MUCO 400 – Music History Survey
  MUCO 410 – Special Topics in Musicology
  MUCO 411 – Music of Appalachia
  MUCO 412 – Women, Performance Art, and the Avant-Garde
  MUCO 413 – Music and the African Diaspora
  MUCO 414 – Music and Media
  MUCO 420 – History of Opera
  MUCO 450 – Composer Seminar
  MUCO 460 – Music Aesthetics
  MUCO 480 – Music in Christian Worship
  MUCO 493 – Independent Study

Rationale: These changes include newly proposed courses and adjusted courses in Musicology at the 400-level and remove courses that are never or rarely offered or that are being dropped. Impact on other units: None. Financial impact: None.
DEPARTMENT OF THEATRE

REVISE THEATRE MAJOR

College Requirements
Arts and Sciences

Prerequisites
THEA 100 - Introduction to Theatre*

Major Requirements
The major consists of 36 hours. Three of the twelve hours of theatre electives may be in cognate areas approved by the department. At least half of the major must be at the 300 level or above.

Complete:
THEA 220 – Acting I
THEA 242 – Fundamentals of Costume Design and Technology
THEA 252 – Fundamentals of Scene Design and Technology
THEA 262 – Fundamentals of Lighting Design and Technology
THEA 300 – Play Analysis*
THEA 411 – Theatre History I
THEA 412 – Theatre History II
THEA 430 – Principles of Play Directing

Select two courses:
THEA 242 – Fundamentals of Costume Design and Technology
THEA 252 – Fundamentals of Scene Design and Technology
THEA 262 – Fundamentals of Lighting Design and Technology

Select one course:
THEA 330 – Stage Management
THEA 340 – Costume Design I
THEA 355 – Scenic Design I
THEA 362 – Lighting Design I
THEA 373 – Introduction to Sound Design

Select 6 hours:
200-level or above theatre courses

Select 6 hours:
300-level or above theatre courses

Rationale: Includes more design/technology options in the BA requirement. Also the department wants more of the major requirements to exist in upper division classes. Impact on other units: None. Financial impact: None.
REVISE COLLEGE TEXT

First-Year Courses for Honors Concentrations
Beginning students who wish to pursue an honors concentration in one of the engineering majors will normally be part of the Chancellor’s Honors Program or the Haslam Scholars Program. Requirements for first-year coursework are:

- Four 100- or 200-level departmental honors courses. For engineering students, these would normally be EF 157*, EF 158*, (PHYS 137*-PHYS 138*) and two courses chosen from MATH 147*, MATH 148*, MATH 247 or CHEM 128*, CHEM 138*.
- The combination of UNHO 101, UNHO 102, and a UNHO 200-level course may be used as an approved substitute for a single 200-level departmental honors course.
- Other departmental honors courses may be approved by the individual engineering departments upon entry to their honors concentration.
- Coursework requirements in the upper division are specific to the individual departments and the student is referred to those individual descriptions for explanation.

Rationale: UNHO 102 was dropped by the honors program. Impact on other units: None. Financial impact: None.
An intercollegiate/interdisciplinary undergraduate gerontology minor is coordinated through the Interdisciplinary Gerontology Colloquy Group members from the College of Nursing; College of Education, Health, and Human Sciences; and College of Social Work. Courses from these colleges are available under the gerontology minor.

**Minor Requirements**

**Complete:**
- ARCH 425 - Special Topics in Architecture
- CFS 312 - Families in Middle and Later Adulthood
- NURS 400 - Aging and Society

**Select 3 hours:**
- NURS 402 - Gerontology Practicum
- or a practicum experience within the home department

**Notes:**
- * Other courses may be approved through petition by the Interdisciplinary Gerontology Colloquy member coordinating the minor.
- ** Nursing students may use NURS 461 (4) to satisfy this requirement.

**REVISE COLLEGE TEXT**

**Intercollegiate/Interdisciplinary Minor in Gerontology**

An intercollegiate/interdisciplinary undergraduate gerontology minor is coordinated through the Interdisciplinary Gerontology Colloquy Group members from the College of Nursing, College of Education, Health, and Human Sciences, and College of Social Work. Courses from these colleges are available under the gerontology minor.

**Rationale:** Changing curricula, student enrollment patterns, and lack of faculty resources necessitate this change. Impact on other Units: This minor is currently an intercollegiate/interdisciplinary endeavor shared by the College of Nursing, the College of Social Work, and the College of Education, Health, and Human Sciences. All three colleges are submitting materials to drop the minor. Financial Impact: None.
COLLEGE OF SOCIAL WORK

All changes effective Fall 2014

REVISE COLLEGE TEXT

Intercollegiate/Interdisciplinary Minor in Gerontology
An intercollegiate/interdisciplinary undergraduate minor in gerontology is available. See College of Nursing for required courses.

Rationale: The College of Nursing informed us of their intent to relinquish their participation in the gerontology minor. It is no longer practical for our college to be involved in the gerontology programs. Impact on other Units: This minor is currently an intercollegiate/interdisciplinary endeavor shared by the College of Nursing, the College of Social Work, and the College of Education, Health, and Human Sciences. All three colleges are submitting materials to drop the minor. Financial Impact: None.

MEMORANDUM

TO: Undergraduate Council
FROM: Karen M. Sowers, Dean
DATE: July 30, 2013
SUBJECT: Dissolution of the Undergraduate Gerontology Minor

The College of Social Work supports the dissolution of the Undergraduate Gerontology Minor at this time. The lack of available relevant coursework and faculty resources for instruction prevents mounting a quality learning experience for this minor.

In addition, due to the withdrawal of the Colleges of Nursing and Education, Health and Human Sciences from participation in the Graduate Gerontology Certificate program, the College of Social Work will assume full responsibility for this certificate program.
I. COURSE CHANGES

CHANCELLOR’S HONORS PROGRAM

(UNHO) University Honors

DROP

102 Chancellor’s Honors First-Year Enrichment (0)

<table>
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<tr>
<th>Course</th>
<th>Course Impact</th>
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<td>UNHO 102</td>
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<td>Chancellor's Honors Program text, Requirements heading, 1st bullet</td>
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<tr>
<td></td>
<td>Haslam Scholars Program text, Required Courses heading</td>
</tr>
</tbody>
</table>

Rationale: Experimental course begun in 2012-2013 that did not deliver expected benefits to students. Will be replaced by student programming efforts. Impact on other units: College of Engineering honors text (they have been notified). Financial impact: None.

II. PROGRAM CHANGES

REVISE CHANCELLOR’S HONORS PROGRAM TEXT

The Chancellor's Honors Program is the University of Tennessee's principal honors program with serving approximately 10% of students and representing majors in all nine of the university's undergraduate colleges. The Chancellor's Honors Program is built on four cornerstones: course work, community, research, and participation in the Ready for the World Initiative. Featuring limited enrollments and dynamic faculty, enhanced and enriched honors course work is offered by the Chancellor's Honors Program, as well as by departments across the university. The Honors Living and Learning Community Based in Morrill and Volunteer Halls, the Honors Community, a living/learning community, welcomes first-year and returning students, while other specialized programs are geared primarily for returning students. Prominent among these are the Honors Council, which is the Chancellor's Honors Program student government, the Honors Ambassador Program, which provides liaison with program constituents and helps with program recruitment, the Honors Peer Advisor Program, through which advanced students advise their peers, and the Honors Peer Mentor Program, which connects advanced honors students with their first-year peers. Chancellor's Honors students may also benefit from exclusive grants in support of required Honors Thesis projects and required international and intercultural learning. In recognition of their exceptional academic achievement, Chancellor's Honors students receive special graduation recognitions.

The Chancellor's Honors Program anchors the University of Tennessee's uniquely decentralized system of honors programs and opportunities. Chancellor's Honors students are encouraged to participate in one or more of the University of Tennessee's many specialized college or departmental honors programs.

Eligibility

The Chancellor's Honors Program is available to entering first-year students, current first- and second-year students, and qualified transfer students. High school seniors with superior academic credentials are encouraged to apply. While there is no required minimum high school GPA or minimum ACT/SAT score, recent entering classes have had an average high school core GPA of above 4.0 and an average composite ACT of 32.

Requirements

To supplement the requirements in their respective colleges, Chancellor's Honors students complete:

- One Two University Honors seminars (UNHO 101 and UNHO 102).
- Seven 3-credit (or more) honors courses. These may include lower-level general education honors courses and upper-level honors courses. Only upper-level courses are eligible for the honors-by-contract option.
- One 3-credit Honors Thesis project (UNHO 498 or equivalent approved by CHP).

TOTAL: 25 credit hours of honors course work

Additionally, all Chancellor's Honors students are required to undertake approved international/intercultural learning to fulfill the Chancellor's Honors Program graduation requirements. The Ready for the World graduation requirement may be fulfilled through participation in an approved study-abroad program, an approved international research or service international/intercultural.
experience, an approved intercultural experience, or via the completion of an undergraduate major or minor in a modern foreign language.

Chancellor’s Honors students are also expected to engage and participate actively in the life of the campus and community. Chancellor’s Honors students are required to attend at least three honors-approved events each semester and complete 25 hours of documented community service each year.

Chancellor’s Honors students are expected to make timely progress towards honors graduation while maintaining a minimum cumulative GPA of 3.5. Students risk losing their place in the program if they fail to meet these requirements.

1. ENGL 118 - Honors: English Composition, is recommended for incoming students who do not have AP/DE English credit, but it does not fulfill one of the seven required courses.
2. Honors-by-Contract: Customized approach in an upper-division course through completion of a written contract delineating additional effort. The contract must be submitted to CHP by the third week of the semester; a completion form is also required at the end of the semester. Honors-by-Contract is available to Chancellor's Honors students, College Scholars, and students participating in a departmental or college-level honors program at UT Knoxville.

Rationale: UNHO 102 was dropped. Text better reflects current program requirements and activities. Impact on other Units: None. Financial Impact: None.
HASLAM SCHOLARS PROGRAM

All changes effective Fall 2014

REVISE HASLAM SCHOLARS PROGRAM TEXT

Required Courses

University Honors 101 First Year Seminar (1)
University Honors 102 First Year Enrichment (0)
English 118* (3); or AP or dual enrollment credit. See The Chancellor’s Honors description for more detail.
Haslam Scholars Program 195 Summer Leadership Program (1)
Haslam Scholars Program 197 Research for Nationally Competitive Scholarships (1)
Haslam Scholars Program 258* Foundations of Modernity (3) (AH)
Haslam Scholars Program 268* Perspectives on Globalization (3) (SS)
Haslam Scholars Program 288* Energy in the Modern World (3) (NS)
Haslam Scholars Program 348 Service Learning Project/Internship (3)
Haslam Scholars Program 491 Study Abroad Program (3)
Haslam Scholars Program 497 Honors Thesis I (3)
Haslam Scholars Program 498 Honors Thesis II (3)
Haslam Scholars Program 499 Senior Colloquium (1)

For more information on this program and the application process, please see the Haslam Scholars Program on the Chancellor’s Honors Program website (http://honors.utk.edu/).

Rationale: UNHO 102 was dropped. Impact on other Units: None. Financial Impact: None.
# Undergraduate Council Minutes

**U2400**

October 22, 2013

## Undergraduate Courses Not Taught in Four or More Years

**TO BE DROPPED OR Archived Fall 2014**

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

<table>
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<th>ACAD DISC</th>
<th>CRS #</th>
<th>TITLE</th>
<th>GRAD CREDIT</th>
<th>SECONDARY CROSS-LIST</th>
<th>COURSE IMPACT</th>
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**NURSING**
GENERAL EDUCATION COMMITTEE REPORT

Minutes, General Education Committee meeting, 9-11-13, 8:30 a.m., UC 237

Present: Kirsten Benson, Chuck Collins, Barb Murphy, Mary McAlpin, Suzanne Wright, Harold Roth, Richard Bennett, R.J. Hinde, George Drinnon, Dixie Thompson, Courtney Shaffer, Rachel Radom, Missy Parker, Jim Hall, Cheryl Norris, Kathy Warden, Monique Anderson, Michael McFall. Guest: Mary Albrecht

Announcements:
Thanks were expressed to Chuck Collins for his leadership as past chair. Cheryl Kojima from the College of Agricultural Sciences and Natural Resources has been appointed to serve as chair of the Natural Sciences subcommittee, replacing Dick Heitmann, who retired this year.

Subcommittee Reports:
There was one subcommittee report from Barb Murphy (AH), recommending approval for PHIL 200 for AH designation. The committee discussed the proposal and recommended a friendly amendment that the department or AH chair conduct administrative review of syllabi taught in the future to ensure the course continues to meet AH characteristics over time. This was agreed to by the AH chair.


Updating the General Education petition form and process: There are ongoing conversations on campus (Advising and Registrar) about an online process for petition submission and workflow tracking. We will get updates as that work continues. The committee discussed desirable features of the General Education Petition form. A draft will be circulated for discussion and possible approval at the October meeting.

Assessing General Education for SACS purposes: Mary Albrecht spoke about what the General Education Committee will need to do to assess general education student learning outcomes. Mary and Michael McFall are analyzing enrollments in gen ed courses and will inform us of the best courses to target. Assessment will include creation of student learning outcomes for each Gen Ed area, creation of appropriate rubrics, and rating a sampling of student work in the targeted areas. Mary and Michael will provide assistance with identifying courses, contacting faculty to gather student work, and locating sample rubrics to adapt. The chairs of the Gen Ed subcommittees will draft student learning outcomes based upon the descriptions of each area (see http://catalog.utk.edu/content.php?catoid=14&navoid=1307) and will circulate those to the committee for discussion at the October meeting.

The meeting adjourned at 9:40 a.m.

The next meeting will be on October 9, 2013, 8:30 am, UC 237.

Minutes, General Education Committee meeting, 10-9-13, 8:30 a.m., UC 237

Present: Monique Anderson, Richard Bennett, Kirsten Benson, Chuck Collins, Betsy Gullet, John Haas, Jim Hall, Rob Hardin, RJ Hinde, Mary McAlpin, Barbara Murphy, Cheryl Norris, Masood Parang, Missy Parker, Rachel Radom, Harold Roth, John Stier, Richard Strange, Kathy Warden, Suzanne Wright
Subcommittee Reports:

**Approved for WC status:**
- ENGLISH 261, Themes in Creative Writing
- MEDU/SCED 432, Knowing and Learning in Mathematics and Science

Requests were made for further information/clarification from the Geography 111 and PSI 491 courses. The committee will review the revised proposals for these courses at the next meeting.

The committee agreed that although 400-level courses are usually not approved for General Education except in the WC and OC areas, the special situation of the PSI 491 course as a study-abroad course merits an exemption from that rule, so we can consider the revised proposal when it comes back.

General Education Petition Form:
The committee approved a new General Education petition form (attached). This revised, 2-page form addresses the need for clearer guidelines for students and advisors to follow when submitting General Education petitions. A fillable pdf version of the form will be made available to advisors and on the website upon UG council approval.

Student Learning Outcomes for General Education Assessment:
The committee discussed drafts of student learning outcomes for the General Education areas. The subcommittee chairs will revise items to ensure that: (1) the stated outcomes could apply to any course taken in the particular Gen Ed area in which they are listed, and (2) the arrangement of lower- and higher-level skills is consistent across the outcomes lists.

Subcommittee chairs will get feedback from their subcommittee members and other colleagues about the outcomes for their areas. Members of the Gen Ed committee should send any suggestions for outcomes language to Kirsten Benson for distribution to the subcommittee chairs. New drafts of the outcomes will be discussed at the December meeting.

A small group was formed to review the existing Catalog language about Statement of Purpose and Outcomes (http://catalog.utk.edu/content.php?catoid=14&navoid=1307) in light of the proposed additions of area-specific outcomes (referred to above). A draft of that work will be presented at the December meeting.

Regarding the assessment process, clarification will be sought about additional details, such as when faculty will be contacted and when student work will be collected from the courses targeted for assessment (which have been identified by Mary Albrecht and Mike McFall), and what rubrics will be used. Clarification and discussion are needed, too, about who will conduct the actual assessments of student work; this is a significant workload issue.

The General Education Committee will aim to complete the statements of student learning outcomes so that they can be presented for approval at the January UG Council meeting.

There was no other business. The meeting concluded at 9:45.

The next meeting will be on December 11, 2013, 8:30 am, UC 237.
Guidelines and Checklist for Submitting General Education Petitions

Students: You are encouraged to complete petitions with your advisor present. If you wish to fill out some information beforehand, please read the guidelines and follow the checklist below.

Guidelines for petitions for General Education requirements:

- Include academic history (available via MyUTK) and syllabus with course description with each petition.
- Petitions must be reviewed and signed by an advisor before being submitted.
- Note what catalog year is being used. This is critical since the substitution is entered into DARS by catalog year.
- Transfer courses must be listed on the academic history before an approved petition can be entered into DARS.
- Petitions do not alter the transcript.
- ALL information on the petition must be completed. Petitions that are not completed (missing the catalog year, major, concentration, etc.) cannot be keyed into DARS.
- Please note: UTK courses that are not on list of designated General Education courses for the catalog year in which the course was taken will not be approved. See [http://web.utk.edu/~ugcouncil/genedrequirement.html](http://web.utk.edu/~ugcouncil/genedrequirement.html) for list of General Education courses according to catalog year or consult DARS for date ranges.
- Student and College Advising Center will be notified via UTK e-mail of the decision.

Checklist: Before submitting a petition, check that the following have been done:

- Is an academic history and syllabus with course description attached to the petition?
- Is ALL the information requested filled out?
- Is the full name of the course, as written on the academic history, included?

Once the above are done, the petition should go to the advisor or College advising center/office for required review.

Information for Advisors:

Include your printed name and email, plus your signature and the date.

Check the box about whether the course involved is a milestone, if applicable.

See next page for the General Education Petition form.
GENERAL EDUCATION PETITION FORM
THE UNIVERSITY OF TENNESSEE
(Print or type)

Student: ____________________________ Major & Concentration: __________________________
ID #: ____________________________
College: ____________________________ Minor: __________________________
Classification: ____________________________ Intended Graduation Date: __________________________
Cumulative GPA: ____________________________ UT E-mail Address: __________________________
Catalog (year): ____________________________ Phone Number: __________________________

Please check the General Education category for this request (only one category per request):

Broadened Perspectives          Basic Skills
____ Arts & Humanities (AH)      ____ Quantitative Reasoning (QR)
____ Natural Sciences (NS)       ____ Communicating through Writing (WC)
       Lab Non-Lab
____ Social Sciences (SS)        ____ 101 Other WC
____ Cultures & Civilizations (CC)
       Communicating Orally (OC)

To the General Education Committee:
I wish to have the following course(s) meet the General Education requirement:

<table>
<thead>
<tr>
<th>Course Name/Number*</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Where Taken (College/University)**</th>
<th>Term &amp; Year Taken</th>
</tr>
</thead>
</table>

* Use course number or LD/UD from UTK academic history.
** UTK courses that are not on list of designated General Education courses for the catalog year in which the course was taken will not be approved. See [http://web.utk.edu/~uscounsel/genedrequirement.html](http://web.utk.edu/~uscounsel/genedrequirement.html) for list of General Education courses according to catalog year or consult DARS for date ranges.

**Rationale for request:**

Advisor review and signature required. Include academic history and syllabus with course description. The General Education committee will not review the petition without this information.

Reviewed By: ____________________________ Date: ____________________________

Advisor (Print name and email)

Advisor (Signature)

Advisor use only:

Is this a milestone course?  __ Yes  __ No

Approved/Denied: ____________________________ Date: __________________________
(Circle) General Education Committee Designee

Committee Rationale:

Upon final approval copies are sent to: Student file; Office of the University Registrar-Original Student and college will be notified via UTK e-mail of the decision.

UG STRATEGIC PLANNING TEAM REPORT

October 7, 2013 Meeting Minutes

Present: Sally McMillan (chair), Betsy Adams, Kari Alldredge (on behalf of Richard Bayer), Mark Moon, Missy Parker (on behalf of RJ Hinde), Melissa Shivers and Jason Smathers
Not Present: Richard Bayer, Ruth Darling, Denise Gardner and RJ Hinde
Guests: Sally Parish and Jessica Blanford from the Center of Leadership and Service
Notes taken by and in attendance: Tachia Gay

Agenda Item: Planning for Assessment (a) Case Study - Ignite

Sally Parish and Jessica Blanford from the Center of Leadership and Service joined the group to discuss assessment of the Ignite program. They distributed a handout to the group that highlights certain aspects of the Ignite programs. Parish stated that the largest change to the Ignite Program has been the significant increase in the amount of participants who have been in Ignite over the past calendar year. Parish stated that there have been two new programs added, an expansion of the Ignite team leader base, and the hiring of an Administrative Assistant and an Assistant Director. Parish discussed ways that assessment has been used to help them make decisions about changes to the program.

For example, Ignite Teams were discontinued after Fall 2012 as a result of multiple assessments. Only 20% of students remained involved in the Ignite teams, and out of that number, only 21% actually engaged in meetings and events. Parish also mentioned that most of this information is just a “snapshot” of what they have so far. All of the assessment is still in progress.

Blanford summarized feedback from recent assessments. Those findings are provided in the handout that was distributed to the team. McMillan asked Parish if Banner could be used to measure retention, persistence, and graduation rates for Ignite participants. Participants are coded in Banner and these reports need to become part of a larger retention reporting project.

The group discussed recruitment methods for the Ignite program. Alldredge noted that there would be some changes in how admissions is communicating with accepted and confirmed students and she will meet individually with Parish to discuss new processes. The group also discussed ways that students with high financial need could be identified and targeted with messages about delayed payment. The CLS is already working on this and is also working on the possibility of an endowment that would allow them to offer scholarships for students with high financial need.

Agenda Item: (b) "Mapping Assessments"

Shivers mentioned to the group that previously, the division of student life was conducting 348 assessments surveys annually. All of them were different, therefore, difficult to track and use. Shivers distributed a handout that served as a template “map” to which various departments could state when they would conduct their surveys and also submit 2 plans each. All of these attributes could aid in surveys being applicable to various types of studies, programs and events at UT. Also, departments can partner with each other to add a few questions of their own to related surveys. McMillan discussed the possibility of developing a similar map for Top 25 assessment. This will be a discussion item at future meetings.
**Agenda Item: Retention and Graduation Plan**

McMillan discussed the follow-template from the recent BOT Workshop. McMillan stated that the process was very helpful in highlighting multiple ways to address the complex problems of retentions and graduation. The group briefly discussed several of the plans and noted that even if they are not funded, we may need to identify ways to move forward with some of these initiatives.

**Agenda Item: Enrollment Objectives for AY 2014-2015**

McMillan shared both the enrollment prediction model that has been developed out of OIRA and a classroom utilization model that Smathers had prepared earlier. Both of these need to inform discussions about enrollment goals for 2014.

Alldredge mentioned to the group the difficulty of recruiting a diverse cohort vs. a student with academic quality. Other factors for recruitment are out of state students and transfer students. Alldredge also mentioned that the common application process for students has had some nationwide technological errors that have negatively impacted those students who used that method to apply for college.

Parker asked if the university was equipped and prepared to manage an increased in students for AY 2014-2015. Parker suggested that we keep the transfer population modest and consider growing the freshman population more.

Alldredge suggested enhancing the Bridge program, but noted that this will not bring up the number of transfer students immediately. Parker suggested that if we increase the freshmen enrollment number to 4450, we could hold the transfer number steady at 1,425. Also, Parker noted that one of the largest problems in terms of adding capacity for these students will be Biology 130. Alldredge also mentioned that UTK scholarships and out-of-state waivers are not competitive with other states.
Audit & Consulting Services

The University of Tennessee, Knoxville
Undergraduate Academic Advising
August 30, 2013

Jay Taylor, CFE, CICA
Auditor

Douglas V. Hawks, CIA, CRMA
Senior Performance Auditor

Judith A. Burns
Associate Director

Sandy S. Jansen, CIA, CCSA, CRMA
Executive Director

Linda P. Marion
Editor
August 30, 2013

Dr. Ruth A. Darling
Assistant Provost for Student Success
The University of Tennessee
1817 Melrose Avenue
Knoxville, TN 37916

Dear Dr. Darling:

Enclosed is our review of undergraduate academic advising at the University of Tennessee, Knoxville. The Board of Trustees’ audit committee requested this engagement to assess the effectiveness of academic advising processes and practices at UTK.

We appreciate the feedback you have given us. We plan to conduct a follow-up review in six months but will provide any assistance needed as you develop and implement actions based on our recommendations. Thank you for the cooperation and courtesy extended by everyone involved in the process. If you have any questions about this report, please call.

Jay Taylor
Auditor
865-974-6118
vtaylor@utk.edu

C: Dr. Jimmy G. Cheek
   Mr. Chris Cimino
   Dr. Joseph A. DiPietro
   Dr. Katherine N. High
   Mr. James R. Maples
   Dr. Susan D. Martin
   Mr. Charles M. Peccolo Jr.
   Audit Committee
THE UNIVERSITY OF TENNESSEE, KNOXVILLE
UNDERGRADUATE ACADEMIC ADVISING

OBJECTIVES

The objectives of the engagement focused on assessing the effectiveness of undergraduate academic advising at the University of Tennessee, Knoxville (UTK). Specifically, our objectives were to:

1. Evaluate how each college/department assesses its advising program and advisors.

2. Evaluate the training opportunities for faculty advisors, professional advisors, and other potential student contacts (instructors, residence hall staff, student services staff, etc.) and determine how colleges and departments identify additional training needs.

3. Determine if each college has a written mission statement, objectives, and goals for its advising programs and evaluate the documents’ compliance with professional standards.

4. Review the process of updating and maintaining the degree audit tool (DARS) to identify the controls in place to ensure accuracy of information.

5. Collect and analyze enrollment and graduation data, such as graduating students’ total number of credit hours, to provide benchmarks to industry data and peer institutions.

This examination was conducted in conformance with the International Standards for the Professional Practice of Internal Auditing, published by The Institute of Internal Auditors, Inc.

SCOPE

The scope for this engagement included all undergraduate academic advising functions at the UT Knoxville campus.

METHODOLOGY

Our methodology for identifying objectives of this engagement included interviewing deans, advisors (professional and faculty), advising directors, and senior administrators. We also performed a gap analysis based on the interviews and used the self-assessment guide based on professional standards adopted by the National Academic Advising Association and set forth by the Council for the Advancement of Standards in Higher Education (CAS). This guide serves as a benchmarking tool for academic advising programs to use when assessing their compliance with CAS standards. We identified the sections we felt would have the most positive impact for UTK. To confirm the appropriateness of our objectives, we compared them to the results of the advisor survey conducted by the Office for Student Success in spring 2013.
BACKGROUND

The following background information was obtained from discussions with UTK administration, research on the UTK website, advising program materials, and past presentations given by advising personnel.

Academic advising at UTK is primarily a college-level responsibility. Centralized resources such as the Student Success Center, Career Counseling Center, Writing Center, Tutorial Center, and other such offices exist but rely on referrals from academic advisors in the colleges to raise awareness of the resources available to UTK students. Dr. Ruth Darling, assistant provost for student success, is also a valuable resource for the advising directors at each college. While she does not have supervisory authority over the colleges’ advising directors, she leads the Academic Advisors Leadership Group (AALG), consisting of a representative from each college. The AALG meets monthly to discuss current issues and any changes occurring campuswide.

UTK has established an academic advising policy and has invested resources to help advisors accomplish their objectives. Campus policy requires students with fewer than 30 hours to see an advisor each semester, and students who have earned over 30 hours must see an advisor at least annually. Students’ ability to register for the next term is restricted until they see the advisor, at which point the advisor can lift the restriction.

For over a decade, UTK has provided automated degree audit reports (DARS) that track the courses a student has taken and report the courses he or she has left to graduate. Our survey results and interviews indicated the reports have been very useful for students and advisors. Based on our discussions with advisors and a review of the process used to enter information in the system, it appears that adequate controls are in place to ensure accuracy.

Although DARS provides important information, it is limited to comparing a student’s academic history to his or her degree requirements. To help improve the communication among advisors, faculty, and other campus resources, in fall 2013 UTK will implement GradesFirst, an IT solution that allows users (advisors, faculty members, student resource staff) to enter notes, send references, and follow up on specific actions with students. GradesFirst will also contain advising appointments (fulfilled and not attended) and other information to help the advisor understand the students’ specific circumstances.

uTrack, an academic plan tracking system, is another significant investment and change coming to UTK this fall. Each college has determined each major’s curriculum requirements for a degree and milestones toward graduation. uTrack will help keep students on that predetermined path and, if the milestones are not met, advisors will be notified. When a milestone is missed, students are required to meet with their advisor and develop a plan to return to the right path. Students who miss too many milestones will be required to find a different major. Students will be required to select a major, thus assigning them to a uTrack path and advisor, before starting their freshman year.

Each college determines its own advising model. Some use only professional advisors; some use only faculty advisors; and some use both. Different models may be appropriate for different colleges, depending on the unique factors of that college. For instance, the College of Business Administration (CBA) has complex curriculum options with double majors, combined degrees, minors, specializations, and composite options. Because of that, and because CBA wants to ensure its faculty can focus on research and teaching, the college has adopted an advising model using only professional advisors. All CBA students receive advising from one of 14 professional advisors.
Another example highlights the differences among colleges and why differences in culture and discipline are an important consideration when developing an advising program. The College of Agricultural Sciences and Natural Resources (CASNR) relies solely on faculty advisors. Students in that college often spend much more out-of-class time with faculty members experiencing their curriculum. The relationships faculty develop with students and the amount of time they spend advising and mentoring can be labeled a faculty-based model. CASNR curricula are also more specific than CBA’s, so faculty members do not need to be experts on numerous disciplines.

Like the model of advising, program and individual assessment and training are generally at the discretion of the college. In spring 2013, Dr. Darling recruited the Evaluation and Assessment department in the College of Education, Health, and Human Sciences to develop and administer a survey to all advisors, faculty and professional, across all UTK colleges. She also coordinated with the Student Government Association to administer a survey to students on their experiences with academic advisors. The advisor survey results are discussed in more detail in Observations and Recommendations below. The student survey was administered in the summer when many students are gone, however, and the response rate was too low to provide generalizable results.

Dr. Darling’s office also provides online resources to advising directors to use or adapt for their colleges. While regular, structured training opportunities are not provided, if a college or other campus unit requests it, Dr. Darling will arrange for appropriate training. UTK does not require training for academic advisors.

As retention and graduation rates increase, the next single point of improvement becomes more difficult to achieve, but resources like uTrack and GradesFirst demonstrate that academic advising is a priority to the institution.

**CONCLUSION**

In our opinion, the academic advising processes and practices at UTK do a good job of retaining and graduating students, as demonstrated by the first-year freshman retention and six-year graduation rates. The table below compares UTK’s 2012 rates to the national average for four-year public institutions and our named peer group.

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<tr>
<th></th>
<th>Six-Year Graduation</th>
<th>First-Year Retention</th>
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<tr>
<td>University of Tennessee, Knoxville¹</td>
<td>66.1%</td>
<td>84.6%</td>
</tr>
<tr>
<td>National average, four-year public²</td>
<td>54.1%</td>
<td>75.2%</td>
</tr>
<tr>
<td>Designated peer institutions³</td>
<td>69.7%</td>
<td>89.4%</td>
</tr>
<tr>
<td>Top 25⁴</td>
<td>82.5%</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

¹ U1 system website
² The Chronicle of Higher Education
³ UTK Office of Institutional Research

UTK’s academic advising programs help sustain retention and graduation rates that exceed national averages and, in our assessment, fulfill their most important objectives; however, opportunities exist to strengthen these programs.

The observations and recommendations below apply to both individual colleges and the central advising program at UTK. When a recommendation includes action by an individual college, it may be helpful and most efficient for the assistant provost for student success, or another administrator designated by the chancellor or provost, to coordinate these efforts.
We feel the opportunities discussed can effectively improve the results of advising on the campus.

OBSERVATIONS AND RECOMMENDATIONS

1. Defined Advising Model, Mission, Objectives, Outcomes, and Policies at the College Level

The academic advising programs in UTK’s colleges vary not only in structure and size, but also in history and maturity. The degree to which each college has identified the best model for its students, including documenting its mission, objectives, and outcomes, varies considerably across campus.

In addition to a defined, student-centric advising model, developing an advising mission statement, objectives, and outcomes specific to each college’s advising program is an important part of setting expectations and accountability for administrators, advisors, and students. Identifying specific, quantifiable outcomes is difficult with academic advising, so having a clear understanding of purpose and desired outcomes is critical.

As discussed in the Background of this report, academic advising has developed into a skilled profession and requires a specific knowledge base and certain abilities to effectively help students plan and achieve their educational goals. While faculty members are incredibly important mentoring resources for students, employing professional advisors gives students the specialized attention they need for their academic plan and allows faculty to focus on research and teaching. Because of these advantages, we strongly encourage each college to assess whether its students could benefit from having at least one professional advisor. Three UTK colleges rely solely on professional advisors, and four others have both professional and faculty advisors.

Recommendation
In conjunction with the UT System Academic Advising Summit being held in September 2013, each college should perform an intentional and strategic analysis to determine the most appropriate academic advising model for its students. An ideal model, complete with a specific mission statement, stated objectives, and appropriate policies, should drive future advising decisions.

Management Action Plan

UT Knoxville is sending a team of faculty leaders, advising directors and other academic administrators to the UT System Academic Advising Summit. This team will be charged by the Provost to create a “college-based academic advising review” template that college deans can use as a departure point for an analysis of the colleges’ current advising model. The college review will include recommendations for changes based on best practices in academic advising already in place at UTK and as discussed at the Advising Summit. National best practices as presented in NACADA documents and the CAS Standards for Academic Advising will also provide a framework for the college level review. All reviews will be considered within the context of the VolVision Strategic Plan, Priority #1 - Undergraduate Recruitment, Retention and Graduation. The Assistant Provost for Student Success will coordinate this initiative along with college Deans (and/or Associate Deans) and college advising leadership.
2. Program and Advisor Assessment and Evaluation

Methods of evaluating the success of advising programs and the effectiveness of individual advisors are inconsistent. Six of the nine colleges administer exit surveys to their graduating students, a small section of which includes advising-related questions. While a good tool, it relies on students’ ability to remember distinct advising experiences, collects information when students may not be focused on the survey, and surveys only outgoing students.

Only two colleges survey students directly after an advising session. This practice can be an effective means of gathering information to help both the program and advisor better meet students’ needs. Like the other assessment tools, however, the use of such surveys is up to the department and is inconsistent across the college or campus. Five colleges base annual performance evaluations for professional advisors on generic academic advisor job descriptions provided by Human Resources, and two have used position description questionnaires in stating specific job duties. While these job descriptions and questionnaires generally describe the duties of an academic advisor, they do not include measurable or assessable expectations.

Professional standards require that academic advising programs use qualitative and quantitative methodologies to collect evidence that demonstrates the degree to which objectives are being met as effectively and efficiently as possible. This evidence should include input from students and other constituencies, such as instructors, advisors, and other student support personnel, and should be used to identify opportunities to improve the advising programs and professional development or training needs of individual advisors.

Recommendation
As part of the strategic analysis undertaken by each college, discussed in recommendation one, the role of assessment should be specifically addressed. Mechanisms should be developed that evaluate the performance of advisors and the success of the program in meeting desired outcomes. These evaluation tools should be part of a clearly documented assessment plan that includes frequency of data collection, target participants, and how the information will be used to improve the advising program.

Management Action Plan

A university advising assessment plan is in place and has been implemented for campus-wide assessment of advising as part of the Advising Action Plan in the VolVision Strategic Plan, Goal #1 - Undergraduate Recruitment, Retention and Graduation. This assessment focuses on learning outcomes and advisor needs assessment and does not include college-level assessment. Using the college outcomes developed in response to Recommendation One and in partnership with the Assistant Provost for Student Success, college leaders and advising directors will develop advising assessment plans that are in line with the VolVision assessment plan guidelines.

3. Advisor Training

UTK offers irregular campuswide training that tends to focus on regulations and/or technical skills (Banner, DARS, etc.) and is typically more available to professional advisors than faculty. Two colleges have funded advising conferences/workshops for their professional advisors.) Professional standards state that all academic advisors should “have access to training and resources to support the performance of their assignment responsibilities.” Clearly, professional advisors should have more training than faculty advisors since advising
is their primary responsibility, but faculty advisors need access to convenient, informative training opportunities.

Responses to our survey indicated the desire for advisors, both professional and faculty, but especially faculty, to receive training to help them understand their purpose, ensure they are using effective methods and tools, and generally help them improve as advisors. Other comments in the survey and interviews indicated that, when faculty members are designated as an advisor, often the only training they receive is instructions on how to lift registration restrictions in Banner, generate a DARS report, and find the most current degree requirements for the major.

**Recommendation**

UTK administration should consider additional options for campuswide training opportunities that focus on academic advising best practices and student development theories. Each college should assess its specific needs for training and develop a plan to ensure advisors receive the training they need.

**Management Action Plan**

The approach to advisor training and professional development will be two-fold:

1. To ensure the professional academic advisors in all college continue to advance their knowledge and skills, a career path has been developed with the following goals and anticipated results:
   - Recognize and reward excellence in academic advising, service to community, and professional development
   - Define job expectations and requirements
   - Establish and articulate advancement opportunities
   - Identify professional opportunities to enhance knowledge and skill development

   An academic advising career ladder for professional advisors has been submitted to Human Resources for review. After HR approval, the career path will be reviewed by the Provost and Deans for implementation. Since academic advising positions are situated within the context of the various colleges at UT, each career ladder level consists of a general set of university-wide requirements and a set of specific requirements that are developed by each college. The general set of requirements will reflect the university-wide goals and outcomes currently in place and vetted by the Faculty Senate and College Deans. This professional development will also include the theories and frameworks underlying academic advising within the context of higher education. The specific requirements will reflect the unique learning outcomes, advising models, curriculum, and student populations that exist in each college. Academic advisors seeking advancement will be required to complete both the general and college specific components of each level. The Academic Advising Career path includes the following academic advising position classifications: Academic Advisor, Associate Academic Advisor, Senior Academic Advisor, Coordinator III, Assistant Director, Associate Director, and Director. The Career Path Program will be coordinated by the Assistant Provost for Student Success in partnership with the colleges, the Provost and Human Resources.

2. Based on the findings of the campus-wide advisor needs assessment completed in Spring 2013 and the goals and outcomes developed in response to Recommendation #1 of this report, faculty advisor development will be created within both a university-wide and college specific context. College leadership and advising
administrators will develop appropriate training seminars for both new and continuing faculty advisors using best practice guidelines:

- Conceptual: Defining academic advising and its relationship to an institution’s mission of teaching and student learning
- Relational: Teaching the skills that enable the establishment of effective advising relationships
- Informational: Assisting advisors in becoming familiar with academic and co-curricular programs; policies and procedures, referral strategies, student information tools, support tools available, advising technology, FERPA, assessment

Colleges will partner with the Assistant Provost for Student Success and the TN Teaching Learning Center in the development and implementation of the training programs. Various formats will be explored to make training accessible for faculty (face-to-face, web-based, etc.).
UT Academic Advising Audit (Darling)

Academic Advising: UT Audit Recommendations and Academic Advisor Assessment Summary

- VolVision: Journey to the Top (Goal 1)
  - Professional and Faculty Advisor Survey
  - Student Survey (pilot)
  - Orientation Advising Survey
  - NSSE

Academic Advising Audit: UT Audit Services (Board of Trustees)

Purpose: To assess the effectiveness of undergraduate academic advising at the University of Tennessee

Methodology:
- Interviews
- Gap analysis (against national standards)
- Advisor Survey

Academic Advising Audit: UT Audit Recommendations and Academic Advisor Assessment Summary

Recommendations:
- Each college perform a strategic analysis to determine most appropriate advising model (mission, goals, outcomes)
- Each college develop a program of advising assessment that includes performance of advisors and the success of the program in meeting desired outcomes. Describe how assessment information will be used to improve advising
- University develop a campus-wide academic advisor training (best practices and student development theories) and each college develop training specific to their departments.

Academic Advising: UT Audit Recommendations and Academic Advisor Assessment Summary

UT System Advising Summit
- Learn best practices from national experts
- Work on campus plan to improve advising and respond to Advising Audit recommendations
- UT Team members: Jon Levin, Missy Parker, George Drimont, Brent Lamons, Jason Mastrogianni, David Golden, Ferlin McGaskey, Stephanie Kit

Academic Advising: UT Audit Recommendations and Academic Advisor Assessment Summary

Faculty and Staff Academic Advisor Assessment:
- Evaluation, Statistics and Measurement (ESM) Program
- College of Education, Health and Human Sciences
- Dr. Jennifer Morrow
- Dr. Gary Skolits
UT Advisor Assessment (Morrow, Skolits)

A Review of Undergraduate Advising: Perceptions of Professional and Faculty Advisors

Jennifer Ann Morrow, Ph.D.
Gary Skolits, Ed.D.
Evaluation, Statistics, & Measurement Program

Outline of Presentation
- Description of UT Advising
- Evaluation Methodology
- Response Rates
- Participant Characteristics
- Advisor Knowledge
- Advisor Perceptions
- Advisor Behavior
- Suggestions for Future

UT Advising
- Main Goals
  - Academic advising as a shared responsibility essential to student success
  - Assist students in becoming responsible, self-directed learners
  - Assist in development of educational plans
  - Encourage holistic engagement with the college experience
- Learning Outcomes
  - Knowledge of curricular requirements, policies, procedures, and resources
  - Ability to develop an academic plan and skills and strategies for academic success
  - Value the importance of academic planning and learning across the lifespan

Description of Evaluation
- Self-Report Survey
  - Anonymous and online
  - Knowledge about UT advising policies and national best practices
  - Attitudes towards UT advising
  - Frequency of specific advising behaviors
- Individual Interview
  - Follow-up to survey
  - On phone or in person
  - Audio-taped
  - Strengths and weaknesses of UT advising
  - Suggestions for improvement

Evaluation Questions
- Knowledge
  - University policies, college policies, national best practices
- Perceptions
  - Attitudes towards their role, perceptions of strengths and weaknesses, suggestions for improvement, attitudes towards work environment
- Behaviors
  - Frequency of specific behaviors during advising appointments

Response Rates
624 advisors solicited
46% response rate
285 advisors completed the survey
184 users
31 professional advisors
Survey Participants
- Member of NACADA
  - Professional advisors – 89%
  - Faculty advisors – 1%
- Attending NACADA meetings
  - Professional advisors – 37%
  - Faculty advisors – <1%
- # of advisees
  - Professional advisors – 61-70 (min) to 481-500 (max)
  - Faculty advisors – 0-10 (min) to 161-180 (max)

Advisor Knowledge
- Professional advisors reported significantly higher (p<.01) knowledge on nearly all questions

Advisor Perceptions
- Professional advisors more likely to agree:
  - Advising at UT is valued
  - EI opportunities are available
  - Effective schedules
  - Adequately compensated
  - Satisfied with their jobs
  - Access to administrators
  - College does a good job evaluating advising

College Participation
- Gender of advisor
  - Professional advisors – 89% female
  - Faculty advisors – 45% female
- Years of experience
  - Professional advisors – 20% >10 years
  - Faculty advisors – 43% >10 years
- Degree attainment
  - Professional advisors – 93% Masters
  - Faculty advisors – 88% Ph.D.
**Advising Strengths**
- Faculty advisors had fewer positive things to say about the strengths of advising.
  - New to get students through program.
  - Close relationship with students.
- Professional advisors had many positive things to say.
  - Connection to students.
  - Can advise any type of student.
  - Institutional knowledge.
  - Training opportunities.

**Advising Weaknesses**
- Faculty advisors:
  - Advising was not counted towards promotion and tenure or their annual review.
  - Need for more advisors.
  - Better way to track students.
- Professional advisors:
  - Need for more advisors.
  - Better way to track students.
  - Program information disseminated in a more timely fashion.

**Suggestions for Advising**
- Faculty advisors:
  - Value what we do.
  - Need more professional advisors.
  - Additional training.
  - Meetings with other advisors.
- Professional advisors:
  - Most said nothing.
  - More contact with other advisors.
  - Money for professional development and conferences.

**Advisor Behaviors**
- Professional advisors reported significantly higher frequencies on the majority of behaviors.
  - Faculty advisors reported spending more time discussing:
    - Courses and their policies.
    - Degree requirements.
    - Grades.
    - Internships.
    - Personal issues.
    - Student responsibilities.
    - Undergraduate research opportunities.

**Advising Modifications**
- Review of advisor training.
- Policies regarding value of advising should be reviewed.
- Advising policies and procedures need to be disseminated more widely and more frequently.

**Future Evaluation**
- Evaluative data from representative sample of students.
- Review of all 9 colleges policies and procedures.
- Comparison of UT’s practices to National Best Practices.
Any Questions?
Advising Evaluation Executive Summary

Brief Description of UT’s Undergraduate Advising Program

The University of Tennessee’s Undergraduate Advising Program is a comprehensive, technology-enhanced program whose main goals are to:

1) foster a campus culture that supports academic advising as a shared responsibility essential to the educational experience and student success,
2) assist students in becoming responsible, self-directed learners and skilled decision makers,
3) assist in the development of educational plans that are consistent with students’ personal values, goals, and career plans, and
4) encourage holistic engagement with the college experience (academically, socially, culturally, and professionally) preparing students for a life of learning in a global society.

The Advising Program has a variety of specific learning outcomes for students that are organized under three domains: knowledge, ability, and value. Students are advised by Professional Advisors and/or Faculty Advisors depending on which college they are enrolled in. The nine colleges have specific advising protocols, activities, and guidelines, however each college abides by UT’s Undergraduate Advising Program’s mission and goals.

Summary of Evaluation Methodology

We developed an anonymous survey that contained both closed-ended and open-ended questions on advisors’ knowledge about UT advising policies and national best practices, attitudes towards UT advising, opinions on their job as advisors, their perceptions of how others on campus viewed them and their work, and how frequently they performed specific behaviors during a typical advising appointment. We created these questions by reviewing national best practices in advising, published scales on college advising, and recently used advising surveys used at UT.

Those advisors who agree to participate in a follow-up interview were contacted and an interview time was set up. Interviews were contacted either on the phone or in person, depending on the wishes of the participant. Participants were first given a description of the interview and then asked a series of questions. Interviews were audiotaped and the recordings were destroyed once transcription was complete.

Participant Information

A total of 624 University of Tennessee employees who engage in undergraduate advising as all or part of their job were contacted by the Office of the Vice Provost of Student Success to complete a survey about their advising knowledge, attitudes, and behaviors. Out of the 330 individuals who clicked on the survey link and read the informed consent form, 285 (46% response rate) advisors filled out all or some of the survey. The majority of participants were faculty advisors (n=184; 86%) compared to professional advisors (n=31; 14%).

Of the 215 advisors who were either professional advisors or faculty advisors, 52 (24% agreed to be interviewed) expressed interest in participating in a follow-up interview after completing the survey. Of the advisors contacted, 13 individuals (7 Advising Professionals, 6 Faculty Advisors) completed interviews.
Of the 221 individuals who answered the question about which college they worked for, the majority of these were affiliated with the College of Arts and Sciences (53%), Education, Health, and Human Sciences (12%), and Agricultural Sciences and Natural Resources (10%). No advisors who completed this question were affiliated with Architecture & Design.

Faculty advisors were evenly split between females and males but professional advisors were mostly female (89%). Forty-three percent of faculty advisors had more than 10 years of experience advising whereas only 20% of professional advisors had more than 10 years of advising experience. The majority of faculty advisors had a Ph.D. (88%), whereas the majority (93%) of professional advisors had only a Master’s degree. Only 1% of faculty advisors reported being members of NACADA, whereas 83% of professional advisors were members. Significantly more professional advisors had an average of over 100 advisees each semester compared to faculty advisors.

Advisor Knowledge

We asked participants a series of questions about what they knew about UT’s advising policies, general information about UT programs and policies, and national policies on advising best practices. Professional advisors had significantly higher levels of agreement on nearly all of the knowledge questions except for four questions: knowledge of UT’s strategic plan, knowledge of opportunities for undergraduate research, knowledge of the graduate school application process, and knowledge of career opportunities for upcoming graduates. Faculty advisors reported knowing little about the following: national best practices regarding advising undergraduates, the student learning outcomes associated with academic advising at UT, the services provided by the Student Activities Office, the services provided by 974-help, the services provided by Multicultural Student Life, and what other colleges at UT do for academic advising.

Advisor Attitudes

Survey Findings. We asked participants a series of questions about how they felt about various advising policies, how advising was conducted in their college, and how they were treated by their colleagues. Professional advisors reported significantly higher levels of agreement compared to faculty advisors for many of the attitude statements. Professional advisors were more likely to agree that: advising at UT is valued, professional development opportunities are available to them, their college effectively schedules advising appointments, they are adequately compensated for their work, they are adequately trained to advise all types of students, they are satisfied with their job as an advisor, they have access to administrators in their college, and their college does a good job evaluating the effectiveness of academic advising. There were no significant differences between faculty advisors and professional advisors for the following: excellence in my field is rewarded, having a lot of autonomy as an advisor, having sufficient time in their advisee appointments to discuss what needs to be covered, participates in decision making in their college, their advisees take an active role when meeting with them, their advisees respect them, they have adequate office space for their job as an advisor, and there are opportunities for career advancement in their college.

Interview Findings. We asked advisors what they saw as strengths of the advising their college provides its students. Faculty had fewer positive things to say regarding the strengths of advising. Faculty felt their biggest strengths were that they know how to get students through their program and into a career and that they had close relationships with their advisees. Professional advisors had many positive things to say about the strengths of advising. They mentioned connection to students, that they could advise any type of student, many of them mentioned having a lot of institutional knowledge, and that
they had many opportunities for training in order for them to improve. Each group also mentioned positive aspects of the other group of advisors.

Next, we asked advisors what they saw as weaknesses in advising in their college. Nearly all the faculty mentioned that advising was not counted towards promotion and tenure or their annual review. Many felt that this aspect of their job was not valued. Faculty also mentioned the need for more advisors and a better way to track students. Professional advisors also mentioned the need for more professional advisors and a better way to track students. Some also mentioned wanting information on program changes disseminated to them in a more timely fashion.

We asked advisors how important it is for their college to evaluate the effectiveness of their advising. Faculty advisors were mostly unsure of any formal method of collecting feedback on their advising from students. Some mentioned that they get some feedback from their Department Heads and informal feedback from students. Most of the professional advisors were aware of formal surveys that students filled out. Though, many advisors were not sure who was in charge of collecting and disseminating this survey data.

We also asked advisors how any of that evaluative feedback was used by their departments. Faculty mentioned that either that they didn’t really receive any feedback or if they did it really wasn’t used or counted. Many expressed irritation that it wasn’t counted more for promotion or tenure. Some said they thought it was looked at as service, but many really didn’t see it counted at all. Advising professionals had a very different outlook here. Many expressed that it was used by their supervisors each year in their formal review. Many mentioned it being used for merit pay and for some promotion to Advisor II positions. Some mentioned that many advisors had their feedback used to decide on eligibility for nominations for college advising awards.

We asked advisors what resources/support could administrators at the University of Tennessee provide to help them do their job better. Faculty overwhelming mentioned valuing what they do. They referred to the fact that their roles as advisors needed to be counted. Some mentioned that we just need more professional advisors so they (faculty) didn’t have to do it. A few mentioned additional training and meetings with other advisors to discuss policies. Professional advisors had very different responses to this question. Most said nothing and said they had already asked for things and had received them. Some mentioned more contact with other advisors to discuss things and a couple mentioned having more contact hours with students, especially those new to a major. A few mentioned more money for conferences and professional development.

Advisor Behaviors

We asked participants a series of questions about how often they did 36 different activities during their advising appointments. There were no significant differences between faculty and professional advisors on any behaviors related to career goals/options, preparing for graduation, applying to graduate school, and reviewing DARS reports. Professional advisors reported significantly higher frequencies compared to faculty on the majority of behaviors in this list. Faculty reported spending more time discussing courses and their policies, degree requirements, grades, internships opportunities, personal issues, and the responsibilities of students in regards to advising. Faculty only reported spending significantly more time than professional advisors on just two behaviors. Faculty spent significantly more time dealing with residential issues and discussing undergraduate research opportunities. Very few of the advisors reported spending a lot of time on financial aid issues, residential life, personal values, or discussions on transferring to another institution.
Suggestions for Advising and Further Evaluation

**Suggestions for advising.** Based on the data obtained for this evaluation it is evident that a review of advisor training is needed. Both the content and the delivery (e.g., type of delivery, frequency of delivery) of the training should be reviewed and modified as needed to address both the lack of knowledge of some facets of advising as well as the discrepancy between advising professionals and faculty advisors knowledge of UT advising policies and procedures.

The faculty advisors who participated in this evaluation were very clear on their perceptions of the lack of respect and value their advising duties garnered, especially during their annual review and for promotion and tenure. The specific university and college policies regarding how advising activities are valued and counted should be disseminated to faculty advisors and their department chairs. These duties and how they fit into a faculty member’s role in their department should be made clear during the annual review process.

The results of this evaluation show that UT’s advising policy and procedure information needs to be disseminated more widely and more frequently to advisors, especially faculty advisors. Consider alternative methods of delivery of information such as enhanced websites, portable advising pamphlets, etc. that can easily be accessed by advisors before and during their advising appointments.

**Suggestions for further evaluation.** It is recommended that evaluative data be collected from a representative sample of students from each of the nine colleges. This data should include students’ knowledge of UT advising policies and procedures, their attitudes towards the advising program at UT, and information on how they prepare for advising meetings and how they use the information gleaned from these meetings.

It is suggested that a detailed review of each of the nine colleges written policies and procedures be conducted. Collection of all nine colleges’ materials and a comprehensive content analysis be conducted to assess for similarities, differences, and adherence to national best practices in advising.

It is recommended that a review of national best practices and undergraduate advising models be conducted every three-five years. Data from this review should be used to compare best practices to UT’s current advising procedures and policies.