MEMBERS PRESENT: Katherine Ambroziak, Dante Arnwine, Greg Baker, Richard Bayer, Richard Bennett, Mary Beth Coleman, Chuck Collins, Jochen Denzler, George Drinnon, Jean Gauger, R.J. Hinde, Greg Kaplan (Past Chair), Sungkyu Lee, Catherine Luther, Norman Magden, Clare Milner, Taylor Odle, Rebekah Page, Michael Palenchar, David Palmer, Masood Parang, Bill Park, Randal Pierce, Christian Powers, Gary Ramsey, Amber Roessner, Harold Roth, Lisi Schoenbach, John Stier, Richard Strange, Eric Sundstrom, Matthew Theriot (Chair), Dixie Thompson, Teresa Walker, Scott Wall, Suzanne Wright

OTHER ATTENDEES: Mary Albrecht, Monique Anderson, Alison Connor, Catherine Cox, Ruth Darling, Jennifer Hardy, Sally McMillan, Cheryl Norris, Kay Reed

The meeting was called to order at 3:40pm by Matthew Theriot, Chair.

The minutes of the September 4, 2012 meeting of the Undergraduate Council were approved.

Committee Reports

- **Academic Policy (Magden)** – see pages U2332-U2340
  o Norman Magden presented three new policies and four revised policies. The recently revised version of the credit hour definition (to match the Graduate APC’s policy) was approved. The transfer admission and UTracK policies were also approved after minor revisions. The remaining proposals were approved on first reading.

- **Advising (Darling)** – see pages U2341-U2342
  o Ruth Darling (for Missy Parker) summarized the Advising Committee’s recent discussions.

- **Appeals (Park)** – see page U2343
  o Bill Park reviewed this year’s dismissal and readmission data. He noted a gradual decline over the last five years in total dismissals as well as readmission appeals. He thanked Doug Renalds for his work in support of the committee.

- **Associate Deans Group (McMillan)** – see pages U2344-U2348
  o Sally McMillan brought members up to speed on recent topics of discussion at the Associate Deans Group including readmission procedures, strategic instructional funds, and student learning outcomes.

- **Curriculum (Wright)** – see pages U2349-U2369
  o Suzanne Wright summarized the Curriculum Committee's work. All proposed changes were approved.

- **General Education (Collins)** – see pages U2370-U2371
Chuck Collins noted a revision to the committee’s bylaws regarding committee chair appointments and terms. He submitted three course proposals for approval and reminded the committee that Friday, November 2, is the deadline for general education proposals (for inclusion in the 2013-14 Undergraduate Catalog).

The meeting adjourned at 4:55pm.
ACADEMIC POLICY COMMITTEE REPORT

September 5, 2012 Meeting Minutes

Attendees: Monique Anderson, Richard Bayer, Kristina Brantley, Alison Connor, Ruth Darling, Jean Gauger, Jennifer Hardy, Catherine Luther (for Amber Roessner), Clare Milner, Norman Magden (chair), Cheryl Norris, Taylor Odle, Missy Parker, Margie Russell (for Masood Parang), Wendy Tate

Norman Magden (chair) welcomed new and returning members. Two new policies and one revised policy were approved by the committee. Future meetings will be held as follows (Wednesdays, 1:30pm, 4th floor conference room, Andy Holt Tower):

- September 5, 2012
- October 3, 2012
- November 7, 2012
- December 5, 2012
- January 16, 2013
- February 6, 2013
- March 6, 2013

New Policy—Credit Hour Definition—APPROVED

The unit of credit is the semester hour, which reasonably approximates one hour (50 minutes) of class instruction in-class work per week and a minimum of two hours out-of-class student work each week for approximately 15 weeks. The time required in a laboratory, field, or studio varies with the nature of the subject and the aims of the course; typically, two or sometimes three hours of such work are considered the equivalent of one hour of class work. A minimum of 700 minutes of class instruction or the equivalent amount of other work over a different amount of time is required for each semester credit hour.

Revised Policy—General Transfer Admission—APPROVED

The University of Tennessee, Knoxville (UTK) 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. Grades earned at other colleges and universities are used only for admission, course placement, and other academic decisions. They are not included in the UTK GPA. The transfer admissibility GPA is calculated using all grades attempted, including repeated coursework, in college level or non-remedial courses. 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.

Students should be aware that many UTK majors and/or colleges require additional coursework beyond that required by other public universities and colleges in the state of.
Tennessee; 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 UTK, transfer students must have completed their last 30 semester hours of credit at UTK and at least 60 semester hours of credit at a four-year college or university.

**New Policy—Universal Tracking (UTracK)—APPROVED**

Universal Tracking (UTracK) is an academic monitoring system designed to help students stay on track for timely graduation. Tracking will begin with first-time, first-year, full-time, degree-seeking college students entering fall 2013.

**Policy**

1. Students must declare a major or exploratory track at the time they are admitted to the university. Some majors have a competitive admissions process.
2. All students must transition out of exploratory tracks into a major track no later than the tracking semester after which they have completed three tracking semesters at UTK.
3. Students who are off track must develop an advisor-approved plan for getting back on track before they will be allowed to register for future tracking semesters.
4. Students who are off track for two consecutive semesters will be placed on hold and required to select a new major that is better aligned with their abilities.

**Definitions**

**Exploratory Tracks**

- **College-Level Exploratory** - Students who are deciding among one or more majors that are all offered by the same college follow an exploratory track for that college (e.g., Arts and Sciences Exploratory, Business Exploratory, etc.)
- **University Exploratory** - Students who have no clear idea of which major to pursue and/or those who are trying to decide among majors that are not in a single college follow the University Exploratory track.

**Milestones** – In order to remain on track for a major or exploratory area, students must complete minimum requirements for each tracking semester known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA.

**Tracking Semesters** – Only fall and spring semesters are tracking semesters. Mini and summer semesters are not tracking semesters; they provide an opportunity for students to catch up on unmet milestones. Study abroad and co-op semesters are not tracking semesters. Students participating in study abroad and co-op are not required to complete milestones while they are away from campus.

**Tracking Audit** – Tracking audits will help students identify their milestone progress; audits are tied to a catalog year. Tracking audits will be used to notify students when they are off track.
Off Track for a Single Semester – Students who are off track at the end of a tracking semester must meet with an advisor as soon as possible but no later than before the end of the next tracking semester to develop a plan for getting back on track. Students who do not have an advisor-approved plan for getting back on track will not be allowed to register for future tracking semesters.

Off Track for Two Consecutive Semesters – Students who are off track for two consecutive semesters will have a hold placed on their registration and must meet with a new advisor in one of the advising centers no later than the end of the “add” period of the next tracking term to select a new major that is better aligned with the student’s abilities.

October 3, 2012 Meeting Minutes

Attendees: Monique Anderson, Rachel Bauer, Michelle Brown (for Lois Presser), Alison Connor, Marleen Davis, Jean Gauger, Jennifer Hardy, Catherine Luther, Norman Magden (chair), Sally McMillan, Clare Milner, Cheryl Norris, Taylor Odle, Missy Parker, Amber Roessner, Wendy Tate, Matthew Theriot

One new policy and three revised policies were approved by the committee.

New Policy Proposal—Five-Year BA/MPPA Program—APPROVED

For qualified students, the Department of Political Science offers a 5-Year BA/MPPA program. The primary component of the program is that a qualified student may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BA degree and the MPPA degree.

Students admitted to the program must have completed at least 15 hours of political science credit and 90 hours of the 120 hours of coursework required to earn a bachelor’s degree. Student must complete all requirements for a BA in Political Science as well as the courses required by the College of Arts and Sciences and the University of Tennessee for the BA degree.

Admission

Political Science majors with a minimum GPA of 3.4 may apply for the Five-Year BA/MPPA program during their junior year. A personal interview is required as well as three letters of recommendation. Students applying to this program are strongly encouraged to have completed the following classes: Economics 201, Political Science 340, and Political Science 401. In addition to GPA and letters of recommendation, the Department may consider other relevant factors such as work experience and level of maturity. Students will be informed of their admission status prior to the beginning of their senior year.

Students admitted to the Five-Year BA/MPPA program must seek permission from the UT Graduate School to take courses for graduate credit. All classes taken for graduate credit must also be approved by the Coordinator of the MPPA Program. Admitted students should complete the “Senior Requesting Graduate Credit Form” prior to beginning their graduate level coursework. The Senior Privilege limits an undergraduate student to a maximum of 9 graduate credits prior to formal admission to the Graduate School and completion of the undergraduate degree. If the 9 hours are taken during the senior year, upon completion of
the BA degree requirements, the 9 graduate credits can be accrued toward the MPPA degree.

Admission into the Five-Year BA/MPPA Program does not guarantee acceptance into the Graduate School or the MPPA Program. Students must apply for graduate admission during their senior year and follow the same procedures as all students seeking admission to the Graduate School. A GRE score must be submitted for admission into any graduate program within the Department of Political Science.

Once admitted to the MPPA program, students are required to complete the same curriculum as other students enrolled in the MPPA program.

**Revised Policy Proposal—Academic Advising—APPROVED**

The University of Tennessee recognizes academic advising to be a critical component of the educational experience and student success. Faculty, administrators, and professional staff promote academic advising as a shared responsibility with students. Academic advising serves to develop and enrich students’ educational plans in ways that are consistent with their personal values, goals, and career plans, preparing them for a life of learning in a global society. More information is available at: [http://www.utk.edu/advising/](http://www.utk.edu/advising/).

Students are assigned to advisors based on their major or exploratory track. Advising centers and designated offices in each college advise most freshmen and sophomores. Faculty advisors, working closely with the advising centers, guide most advanced students. At all levels, campus-wide guidelines for good advising are supplemented by specific college standards, guidelines, and evaluation.

**All students are encouraged to consult with their advisors at any time.**

The following groups of students are required to meet with an advisor during each tracking semester (fall and spring):

- All students with fewer than 30 hours at UTK.
- Students following exploratory tracks.
- Students identified as “off track” by UTracK.
- Students on Academic Probation.

All other students are required to consult with an advisor for a substantial conference during a designated semester each year.

- Students whose ID numbers end in an even digit are required to meet with an advisor during fall semester.
- Students whose ID numbers end in an odd digit are required to meet with an advisor during spring semester.

All students at the University should review carefully the prescribed curricula of the respective degree-granting units and should choose courses in accordance with the exploratory or major track that they are pursuing. More information is available at: [http://catalog.utk.edu/](http://catalog.utk.edu/). The student, not the advisor, bears the ultimate responsibility for educational planning, selecting courses, meeting course prerequisites, and adhering to
policies and procedures. Assistance to students with academic problems or questions is provided by professors, advisors, department heads, and college deans or advising centers. Numerous other sources of academic, career, and personal counseling exist on the UT Knoxville campus and are available to admitted students. These are described in this catalog under Student Affairs and Academic Services and detailed information is available on the Student Success Web site http://studentsuccess.tennessee.edu/.

Revised Policy Proposal—Repeating Courses—APPROVED

Course Repeat Policy
Students who are struggling with a class should talk with their advisor before deciding whether to withdraw from and/or plan to repeat a class.

- Courses may be repeated twice, for a total of three attempts per course.
- A grade of W does not count as one of the three attempts.
- Grades of C-, D+, D, D-, F, Incomplete, and NC are counted as one of the three attempts.
- No course may be repeated if a grade of C or better has already been earned.
- Each repeated course is counted only once in determining credit hours presented for graduation.
- With limited exceptions (see Grade Replacement Policy), all grades earned in repeated courses will count in calculating the GPA.
- Exceptions to the number of times a course may be repeated will be allowed only with prior written permission from the head of the department where the course is being offered and the student’s college dean or designee.

Grade Replacement Policy
- The first three lower-division (100-200 level) course grades may be replaced when a course is repeated. All other grades will be included in computing the cumulative grade point average.
- If the same course is repeated more than once, the additional repeat(s) will count toward the grade replacement total.
- Repeating a course in which an NC or a W grade has been earned does not count as one of the three grade replacements.
- The grade earned during the final attempt will be used in computing the cumulative GPA.
- All grades for all courses remain on the transcript.
- Transfer course grades cannot be replaced (see Transfer Admission policy).

Revised Policy Proposal—Withdrawing from the University—APPROVED

Total Withdrawal from the University
Undergraduate students who need to drop all of their courses and leave the university before a term is finished may withdraw by the deadline on the web (www.myutk.utk.edu/). The word "withdrawn” will be posted on the transcript.

- Three total withdrawals from the university are allowed. Fall and spring semesters will be included in the three total withdrawals; mini and summer will not be included.
- After three total withdrawals from the university, a student must sit out for both a fall and spring semester. After sitting out a student may apply for readmission. If readmission is granted, no additional total withdrawals will be allowed and earned grades will stand for all future terms.

- A total withdrawal from the university does not impact a student’s four allotted “course drops with a W” over his/her undergraduate career. More information on dropping a single course with a W is provided in the catalog section, Adds, Drops, and Withdrawals.

- It is the responsibility of a student who has registered for classes to attend them or, if that is impossible, to apply for a total withdrawal from the university. A student will receive final grades unless the student follows procedures for a total withdrawal from the university.

- A student who simply stops participating in classes, or fails to attend class, without officially withdrawing from the university will be assigned the grade of F in each course (or NC for S/NC graded coursework).

- Students who do officially totally withdraw from the university must apply for readmission in advance of their next term of anticipated enrollment, except for withdrawal from mini and summer terms.

- Enrolled students are liable for payment of fees. Any refunds that may be due upon a student’s total withdrawal from the university are issued by the Office of the Bursar, 211 Student Services Building.

- Students who are called to active military duty during a term of enrollment should contact the Office of the University Registrar for assistance with total withdrawal from the university and readmission procedures.
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097  

CREDIT HOURS

– Policy –

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution’s assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission’s expectations regarding credits and to set forth the federal regulations regarding the award of credit.

Federal Definition of the Credit Hour. For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Guidelines for Flexibility in Interpretation. An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes. The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

- The institution determines the amount of credit for student work.
A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education. The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour. The definition does not dictate particular amounts of classroom time versus out-of-class student work.

In determining the amount of work the institution’s learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels. To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.

Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

The intent of the above flexibility as provided by Federal guidance is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.

Commission Obligations in the Review of the Credit Hour. The Commission reviews the institution’s (1) policies and procedures for determining credit hours, including clock to credit hour conversions, that the institution awards for coursework, and (2) the application of its policies and procedures to its programs and coursework. Following the evaluation, the Commission’s Board of Trustees is obligated to make a reasonable determination regarding the institution’s assignment of credit hours and whether it conforms to commonly accepted practice in higher education. In doing so, the Commission may use sampling or other methods in its evaluation. As with the identification of non-compliance with other standards, the Board is obligated to take action in accord with that used in relation to other standards of non-compliance. If the Commission’s Board finds systemic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, the Commission is required to notify the U.S. Secretary of Education.

Procedures

1. Institutions preparing Compliance Certifications in anticipation of reaffirmation of accreditation (accredited institutions) or initial membership (candidate institutions). The institution will be required to document compliance with Federal Requirement 4.9 (Definition of Credit Hours) and Comprehensive Standard 3.13.1 (Policy Compliance) as relates to credit hours. If the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 and CS 3.13.1 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

2. Institutions undergoing substantive change review related to an academic program review in anticipation of continuing accreditation.

   The institution will be required to address Federal Requirement 4.9 (Definition of Credit Hours) as part of its prospectus (program expansion) or application (degree level change). Following review of the prospectus, Commission staff will refer the substantive change case to the
Commission’s Board of Trustees if there is evidence of non-compliance with FR 4.9. For substantive change cases involving level change, the application will automatically be forwarded to the Commission’s Board of Trustees.

As a result of Board review that may include a site visit, if the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 and CS 3.13.1 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

3. The Commission is not responsible for reviewing every course and related documentation of learning outcomes; rather, the Commission will review the policies and procedures that the institution uses to assign credit hours, with the application verified by a sampling of the institution’s degrees and nondegree programs to include a variety of academic activities, disciplines, and delivery modes. The review process for sampling encompasses a varied sample of the institution’s degree and nondegree programs in terms of academic discipline, level, delivery modes, and types of academic activities. In reviewing academic activities other than classroom or direct faculty instruction accompanied by out-of-class work, the Commission will determine whether an institution’s processes and procedures result in the establishment of reasonable equivalencies for the amount of academic work described in paragraph one of the credit hour definition within the framework of acceptable institutional practices at comparable institutions of higher education for similar programs.

4. The Commission will notify the U.S. Secretary of Education of its findings of systemic non-compliance with this policy or FR 4.9 or of significant non-compliance regarding one or more programs at the institution only after the Commission follows its review process that includes notification to the institution of non-compliance and a reasonable time period for the institution to respond to the citations and provide documentation of compliance.

5. Comprehensive Standard 3.4.6 reads as follows: “The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.” It is to be reviewed in conjunction with FR 4.9.

Document History
Approved: Board of Trustees, June 2011
ADVISING COMMITTEE REPORT

Meeting Minutes for September 11, 2012

1. Welcome, Introductions, and Call to Order – Missy Parker

2. Provost’s priorities for advising – Ruth Darling outlined the priorities for the coming year. Good news is that our 6 year graduation rate has increased from 63% to 65%. Academic Advising related programs/initiatives/issues such as assessment, professional development, career ladder, UTrack, etc. appeared throughout the talks given by the Chancellor and the Provost at the Deans, Directors, and Department Heads retreat.

3. TennACADA – Mark Willoughby announced upcoming events for TennACADA.

4. Office of National Scholarships and Fellowships – Nichole Fazio introduced herself and asked for contact information for students who would be good candidates for prestigious awards. She would like to begin working with students as soon as possible because they really need to begin strategizing as soon as freshman year.

5. Chancellor’s Honors – Rebekah Page provided information on the Haslam Scholars Program selection process and the requirements for the honors curriculum. New this year is the requirement for UNHO 102 in spring of freshman year. See attachment. Bruce Wheeler is the interim Director of CHP until a new Director is hired.

6. Supplemental Instruction – Tiffany Hedges provided postcards with information about SI, however the most up-to-date information can always be found at http://studentsuccess.utk.edu/si. New this year is SI for Math 115, Chemistry 350, Chemistry 360 in spring. She is currently hiring for Chemistry 100 and Astronomy 151 and hopes to begin offering SI sessions in October.

7. Registration dates for spring – Monique Anderson announced a reorganization of the Registrar’s Office. Caroline Mann is an Associate Registrar and leads the reporting group. Students who are veterans are now included in priority registration group. Jennifer Hardy disseminated the registration dates for spring 2013. See attached. Advising flags are still in process, but will be able to begin lifting flags in the near future. Kathy Warden indicated that AP credits had to be added manually and will be completed before September 24th. Students with assigned advisor in Banner when the advisor has left UTK cannot be accessed by others. Students with that advisor must be reassigned to another current advisor.

8. Orientation – Maxine Thompson-Davis distributed proposed dates for 2013 Orientation. She requests feedback as soon as possible on issues with dates. Contact her at mthomps2@utk.edu with feedback. Maureen Cathey is temporarily assisting the Orientation office until a new Director can be hired. Interviews will be conducted in October/November.

9. Tutoring at BCC – Multicultural Student Life - Dametraus Jaggers announced they are still in the process of hiring tutors. High need areas are Math, Biology,
Chemistry and Spanish. In addition, we are in need of BCMB tutors. The hourly rate for undergraduate tutors is $9.00 and $10.00 for graduate tutors. See attachment for application. Link to website where tutees can log-in to request an appointment with a tutor. Students should use their net ID and password. [http://multicultural.utk.edu/as_tutoring.php](http://multicultural.utk.edu/as_tutoring.php) Tuesday and Thursday, are open tutoring sessions, between the hours of 5-8pm.

10. **Announcements** – George Drinnon announced the hiring of 3 new Assistant Directors for Business: Penny Beasley for technology/DARS, Andrew Seidler for Honors, Global initiatives, and Mark Willoughby for first-year and Orientation. Phyliss Shey announced the upcoming seminar OUTstanding 2012 to be held on Saturday, October 13 from 10-5, lunch included, at the UC. OUTstanding is an annual, public and free seminar for all identities and backgrounds. See attached flyer.

11. **Other Upcoming Meetings**

<table>
<thead>
<tr>
<th>Advising Committee</th>
<th>AALG</th>
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<tr>
<td><em>(3:30 BCC 102-104 except as noted)</em></td>
<td><em>(3:30 BCC 216)</em></td>
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APPEALS COMMITTEE ANNUAL REPORT

Readmissions and Reinstatement Recap, Fall 2011 through Summer 2012

Dismissal Appeals
In the 2011-12 school year, we witnessed the lowest number of academic dismissals in recent years. The percentage of dismissals appealed this year was 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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<tbody>
<tr>
<td>2011-12</td>
<td>613</td>
<td>69</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>
<tr>
<td>2007-08</td>
<td>757</td>
<td>65</td>
<td>9%</td>
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For the third consecutive 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>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>
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<tr>
<td>2007-08</td>
<td>65</td>
<td>18</td>
<td>47</td>
<td>28%</td>
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Appeals from Students Dismissed for the First Time

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<th># Granted</th>
<th># Denied</th>
<th>% Granted</th>
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<tr>
<td>2011-12</td>
<td>54</td>
<td>19</td>
<td>35</td>
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<td>51</td>
<td>19</td>
<td>32</td>
<td>37%</td>
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<tr>
<td>2009-10</td>
<td>58</td>
<td>22</td>
<td>36</td>
<td>38%</td>
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<td>61</td>
<td>10</td>
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</tr>
<tr>
<td>2007-08</td>
<td>48</td>
<td>11</td>
<td>37</td>
<td>23%</td>
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Appeals from Students Dismissed More than Once

<table>
<thead>
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<th>School Year</th>
<th># Appeals</th>
<th># Granted</th>
<th># Denied</th>
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Readmissions Appeals
Since the 2008 dismissal policy changes, we have seen a decrease in qualified applicants. The committee granted roughly two thirds of the appeals it reviewed, in keeping with percentages from the last few years.

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ASSOCIATE DEANS GROUP REPORT

Meeting Minutes for August 22, 2012

Present: Sally McMillan (chair), Jan Lee, Catherine Luther, Masood Parang, Cynthia Peterson (on behalf of RJ Hinde), Annette Ranft, Rita Smith, Matthew Theriot, and Dixie Thompson
Guests: Richard Bayer, Kristina Brantley, Thomas Broadhead, Norma Harrington, Mindy Koon, and Tony Schubert
Absent: RJ Hinde, John Stier, and Scott Wall


Readmission Procedures
Introduction of Topic
Norma Harrington and Thomas Broadhead from Admissions talked about readmission procedures. They distributed a readmission report from last year that showed overall statistics and statistics by major. The vast majority of these readmitted students were in good standing when they left UTK. The admissions office needs a more streamlined process for admissions that does not require them to make academic decisions.

Discussion
In most cases students should be re-admitted to the exploratory program in the college that they left but they should be required to meet with an academic advisor upon their return. The advisor will then get them placed appropriately. For colleges that do not have an exploratory option, such as nursing or social work, students would be admitted to majors but also pending a discussion with the advisor. If the student is no longer eligible to be in the college they left, they would THEN be moved to university exploratory status. McMillan noted that the academic advisor could help students get into a major for which they would be “on track” from a UTracK perspective.

Actions:
- Broadhead said that he and Harrington would draft some general letters that can be used across the board for readmitted students. They acknowledge that they would need at least two drafts, one for colleges with an exploratory track and one for colleges without an exploratory track. McMillan asked for them to draft these letters in the next week or two so that they can be distributed to associate deans before the next meeting.
- Withdrawal forms should have a note added, such as, “Please note that upon readmission, you are not automatically readmitted to the major. Some colleges readmit to College Exploratory.”
- Bayer mentioned that we will need to strengthen our language on the UTK online admissions forms regarding this matter and also in the catalog.

UTracK
Introduction/Updates
Brantley and Schubert from UTracK joined the Associate Deans Meeting to discuss UTracK, which is scheduled to begin Fall 2013. Kristina noted that the only change to the proposed policy since the last meeting was clarification that implementation
will begin with “first-time, first-year, full-time, degree-seeking college students.” This first year will be a Beta year and give us an opportunity to learn the system and improve what we are doing to help students be more successful at UTK. Transfer students will not be a part of this initial group. UTracK is being implemented with the primary goal of student success with a sub-goal of capacity management.

Discussion
Study Abroad/Co-op. Ranft inquired about study abroad and co-op students and how UTracK would impact them. Brantley said these students would not be tracked during study abroad or co-op time and that if they advanced in there academics/requirements then they would simply be ahead when they returned to UTK. Brantley noted that the IT department and CIE may be able to assist so that students pursuing these experiences are automatically removed from tracking while they are away.

Off-Track. Ranft asked if a student gets off track with a class and makes the class up over the summer, will they be back in good standing. McMillan said yes and clarified that a student can even make up a second violation over the summer and get “back on track.” Successful completion of “off-track” classes during the summer is like the Monopoly “get out of jail free” card as the student will be back “on-track” in the fall semester. Students will be notified that they are off track with a warning letter which will let them know they can take summer classes. Students who become “off track” for the second time in the spring, will not receive notice that they must change majors until the END of the summer term.

Milestones. Luther asked about whether or not departments must have 1st semester milestones. McMillan said yes and several things were clarified about milestones during the meeting:

1. A milestone can be a required GPA (2.0 or higher), a specific class (English 102), or even a series of classes (have taken 3 of the following 5 classes)
2. Departments should have at least one milestone for each of the first five semesters. There is no maximum limit on how many milestones may be set
3. Milestones are not necessary for semesters 6-8, although many departments may want to them through all 8 semesters.
4. Milestones are not needed for minors or second major students
5. You can build up to a minimum GPA on milestones. For example, 1st semester-2.0 GPA, 2nd semester-2.5 GPA, etc...
6. Requirements that used to be used for determining “progression” into a major (e.g., review of an essay) can still be used if they are relevant. However, it is important to remember that we are trying to separate issues of “capacity” management from issues of student progress toward a degree.
7. The faculty own the milestones. If they don’t work, they can be changed.

How to obtain feedback on milestones. Preliminary milestones can be sent to Brantley before they are shared with all department faculty; please note when sending these to Brantley that they should be marked as preliminary. Brantley can have Peiling Wang complete a data mining analysis for preliminary milestones. Wang’s data mining may help faculty identify appropriate milestones. McMillan is willing to speak with faculty if needed to help them understand the benefits of UTracK for students and also to understand the importance of setting appropriate milestones.
What about students who change majors? McMillan mentioned that UTracK should help students to decide earlier on declaring majors or changing majors. Milestones will hopefully make it clear if a student will find success within a given major. “Found majors” should benefit from the system because students will be encouraged to find new majors earlier if they are not succeeding in a major that is not suited to their interests and abilities.

What about transfer students? Won’t this hurt them? Not if we set milestones accordingly. Please check with Tennessee Transfer Pathways, http://www.tntransferpathway.org/transfer-major. It is important for milestones to coincide with Tennessee Transfer Pathways so that students following these will be on track with milestones when they transfer to UTK. Transfer course equivalency tables are available at: http://registrar.tennessee.edu/transfer/agreements.shtml#equiv.

Actions:
- All agree to have a minimum of one milestone for the first five semesters
- The Apply for Graduation milestone will be removed because that is a reminder and not a milestone
- Work on preliminary milestones and send to Brantley for refining and/or data mining via Wang
- Milestones need approved by faculty and then final milestones will need to be submitted to Brantley

Distributed Information:
Readmissions Statistics: Overall and By Major
UTracK Policy and UTracK Milestone FAQs

Meeting Minutes for September 26, 2012

Present: Sally McMillan (chair), RJ Hinde, Jan Lee, Catherine Luther, Masood Parang, Annette Ranft, John Stier, Matthew Theriot, Dixie Thompson, and Scott Wall
Absent: Rita Smith

Notes taken by and in attendance: Mindy Koon


Agenda: Readmission Letters
Introduction & Discussion
The group reviewed the readmission letters that Tom Broadhead created since our last meeting. Not all colleges have an exploratory option, so these letters will not work universally. Arts and Sciences would like to allow students to be able to return to their major if they left in good standing. The idea of having a decision tree for the admissions department to help with the readmission process was noted and supported within the group. There is some uncertainty on the status of students when they are readmitted into the university, so more clarification will need to come from admissions. The group would like to have readmitted students meet with an advisor prior to scheduling if that is not something that is already in place. Several
Undergraduate Council Minutes

October 30, 2012

Colleges noted that if a student was dismissed from their college that they would not be welcome back and that they should be placed in the university exploratory track. Other important items regarding readmission:

1. The majority of readmitted students left the university in good standing.
2. Dismissed students must appeal to a committee prior to being readmitted into the university.
3. Students can repair GPA while away as outlined in the Grade Replacement Policy.
4. Some colleges have stricter requirements for good standing than the overall university policy.
5. Colleges will be able to personalize readmission letters for their college if they specify with admissions.

Actions:
- Clarify with admissions if readmitted students return with holds and if they are able to request a specific major.
- Collect data-how long is typical gap from when students leave to when they return? What percentage of readmitted students were in good standing? Why did students leave and/or return? Data should be by colleges.
- Look into the possibility of formally tracking readmitted students.

Agenda: Strategic Instruction Funds (SIF)
Introduction & Discussion
Colleges need to submit a completed form to obtain money committed from SIF funds. The form was shown in the meeting and is also posted on the Associate Deans SharePoint site. The only column on the form that should be left blank is the “amount received from SIF.” Grad Assistant and Benefits columns can be answered with a yes or no. The SIF taskforce is still trying to determine where additional classes are needed to help with bottlenecks. Next year, there will also be a high demand for students to take 15 credit hours each semester which may create a capacity issue, although students only need to have 12 credit hours scheduled to qualify for financial aid. Students will need to focus on obtaining 30 credits each academic year (to graduate in 4 years), although it will not be important how many credits per semester. For example, a student may take 14 credits in the fall and 16 credits in the spring.

Actions:
- Send McMillan and Koon a list of courses that should not be included on bottleneck analysis (classes that may seem like there is no demand, such as honors anthropology – no need to include 500 or 600 level classes)
- Implement waitlists if not in place so that data will accurately reflect the need for the course

Agenda: First Year Retention
Introduction & Discussion
Our numbers have become stagnant for retention between first and second years. UT Knoxville is currently at 85% and our goal is 90%. Retention factors for the Fall 2011 Cohort were shared with the group. This information has also been shared with Advising Directors. The Advising departments have been asked to come up with strategies they can use to address the groups of students we are not retaining well (e.g. out-of-state students). The data for our current year is not available yet, but will be shared in the future.

Action: Advisors working on strategies to help with retention issues
Agenda: UTracK
Discussion & Actions:
UTracK was briefly discussed to address the following points:
- We need to have exploratory tracks in each college (few exceptions, e.g. Nursing).
- Send milestones to Jennifer Hardy for coding as soon as possible.

Agenda: Student Learner Outcomes (SLO)
Introduction & Discussion
Every department needs to work on student learner outcomes for SACS requirements, but also to ensure that student needs are being met. Some departments already have SLOs. The SACS database is no longer in use and new options are being considered, such as Curriculog. Luther recommended the “Clear and Simple Assessment” book to help departments that do not have any current SLOs. Ranft also noted that less is more; in her college they use 4 general outcomes that all students should achieve and 2 specific outcomes per department. The following are updates on SLOs by college:
- Ranft-Business-there is an upcoming meeting to address this topic
- Parang-Engineering-SLOs exist already due to accreditation
- Wall-Architecture-SLOs exist already due to accreditation
- Stier-Agriculture-No SLOs at this point, could use some guidance and support
- Luther-Communications-each department has an assessment committee and is working on SLOs
- Thompson-Education-department heads are aware they will need to provide data for SLOs
- Hinde-Arts & Sciences-all programs have SLOs in SACS database and have been told they need to choose outcomes they want to assess
- Theriot-Social Work-SLOs are already in place and have been ongoing
- Lee-Nursing-SLOs are already in place and have been ongoing

Actions:
- Koon to send Curriculog demo to group
- Mary Albrecht will attend the next meeting to discuss SACS database and provide timeline.
- Work on developing and/or improving Student Learner Outcomes to close loops.

Distributed Information:
Readmissions Letters:
- Good Standing: College or University
- Probation: College or University
- Dismissal: College or University
- SIF Funding Form (Must be submitted to receive payment)
- Retention Factors for Fall 2011 Cohort
CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on Tuesday, October 16, 2012, at 3:40pm.

Attendees: Mary Albrecht, Monique Anderson, Greg Baker, Mari Beth Coleman, Alison Connor, George Drinnon, Jim Hall, Jennifer Hardy, R.J. Hinde, Amber Roessner, Cheryl Norris, Michael Palenchar, David Palmer, Chris Pionke, Alicia Purcell, Gary Ramsey, John Stier, Richard Strange, Matthew Theriot, Dixie Thompson, Suzanne Wright (chair)

Curricular proposals from the College of Arts and Sciences and the College of Social Work were approved. The committee also reviewed the list of courses not taught in four or more years and approved the courses to be dropped.

COLLEGE OF ARTS & SCIENCES
All changes effective Fall 2013

PART I. COURSE CHANGES

DEPARTMENT OF ANTHROPOLOGY
(ANTH) Anthropology

ADD

420 Disasters (3) Examines how anthropological approaches and research can play a vital role in disaster prevention, preparedness, and response using communities in crisis as our foci of discussion. Will examine the topic of disasters from both an analytical and case studies approach.
(RE) Prerequisite(s): 130 or 137.

421 Refugee and Migrant Children (3) Examines the most relevant issues facing refugee and migrant children worldwide from socio-cultural and human rights perspectives. Topics to be discussed include the theory, methods and ethics of research with refugee and migrant children, the international legal framework, the role of culture, refugee movements and internal displacement, children as labor migrants, child soldiers, unaccompanied minors, children in disasters, and human trafficking.
(RE) Prerequisite(s): 110 or 117; 419.

489 Forensic Science and Human Rights (3) Overview of the intersection of forensic science and human rights, emphasizing forensic anthropologists’ role in human rights investigations. Practical, ethical, and theoretical implications of scientific work in the human rights arena. Special topics and in-depth case studies illustrating the complexity of human rights oriented forensic science work.
(RE) Prerequisite(s): 110 or 117; 419.

SCHOOL OF ART

(ARTC) Art Four-Dimensional Arts

REVISE TITLE (PRIMARY CROSS-LIST)

†$235 Introduction to Digital Media and 16mm Film as Art (3)
Formerly: Introduction to Cinematography as Art

†$435 Digital Media and 16mm Film as Art (4)
Formerly: Cinematography as Art
(ARTD) Art Design/Graphic

ADD (RE) COREQUISITE

$251 Beginning Graphic Design I (3)
(RE) Corequisite(s): 255.

REVISE (RE) PREREQUISITE

$405 Computer Enhanced Graphic Design (3)
(RE) Prerequisite(s): 251 and 350.
Formerly: (RE) Prerequisite(s): 251 or permission of instructor.

$456 Graphic Design Practicum (1-12)
(RE) Prerequisite(s): 351 and 400.
Formerly: (RE) Prerequisite(s): 351 and 356.

DEPARTMENT OF BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY

(BCMB) Biochemistry and Cellular and Molecular Biology

REVISE TITLE, DROP (RE) COREQUISITE, ADD RECOMMENDED BACKGROUND

$322 Plant Physiology and Molecular Biology Lab (2)
Recommended Background: 321 or equivalent with consent of instructor.
Formerly: Introduction to Plant Physiology Laboratory (2)
(RE) Corequisite(s): 321.

DEPARTMENT OF HISTORY

(HIST) History

ADD

326 Gay American History (3) History of same-sex desires, behaviors, relations, and politics from colonial America to the present. Writing-emphasis course.

ADD AND REQUEST VARIABLE TITLE (PRIMARY CROSS-LIST)

†329 Native American History (3) Histories of Native Americans East and West of the Mississippi. Political, economic, social, cultural issues. Variable content. Writing-emphasis course. (Same as American Studies 329.)
Repeatability: May be repeated. Maximum 9 hours.

†456 Topics in Cherokee History (3) Variable content. Writing-emphasis course. (Same as American Studies 456.)
Repeatability: May be repeated. Maximum 6 hours.

ADD (PRIMARY CROSS-LIST)

†495 Modern China in Film (3) Changing conceptions of gender, class, race, identity, and the nation in modern China as seen through film. Writing-emphasis course. (Same as Cinema Studies 495.)

DROP CREDIT RESTRICTION

392 History of Pre-Modern Japan (3)
Formerly: Credit Restriction: Students who have received credit for 365 may not receive credit for 392.

REVISE DESCRIPTION (PRIMARY CROSS-LIST)

†395 The Crusades and Medieval Christian-Muslim Relations (3) The major wars of European Christian armies against Muslim societies, 1050 to 1500, considered from political, military, cultural, religious, intellectual, and diplomatic perspectives. Writing-emphasis course. (Same as Judaic Studies 395.)
Formerly: The major Christian crusades in the Middle East and Spain, 1050 to 1500; their political and military history; and the larger context of the medieval religious, cultural, intellectual, and diplomatic confrontation between Christians and Muslims. Writing-emphasis course. (Same as Judaic Studies 395.)

INTERDISCIPLINARY PROGRAMS
(INPG) Interdisciplinary Programs

ADD AND REQUEST VARIABLE TITLE

200 Introductory Interdisciplinary Topics (1-3) Selected topics related to the Interdisciplinary Programs in the College of Arts and Sciences. Acceptable for major or minor credit in any Interdisciplinary Program with the consent of the Director of Interdisciplinary Programs and the respective chairperson.
Repeatability: May be repeated. Maximum 6 hours.

REVISE AND REQUEST VARIABLE TITLE, REVISE DESCRIPTION

400 Advanced Interdisciplinary Topics (1-12) Selected topics related to the Interdisciplinary Programs in the College of Arts and Sciences. Acceptable for major or minor credit in any Interdisciplinary Program with the consent of the Director of Interdisciplinary Programs and the respective chairperson.
Repeatability: May be repeated. Maximum 12 hours.
Formerly: Selected Interdisciplinary Topics (1-12) Acceptable for major or minor credit in any Interdisciplinary Program with the consent of the Director of Interdisciplinary Programs and the respective chairperson.

(AMST) American Studies

ADD (SECONDARY CROSS-LIST)

†329 Native American History (3) (See History 329.)
†456 Topics in Cherokee History (3) (See History 456.)

(CNST) Cinema Studies

ADD (SECONDARY CROSS-LIST)

†495 Modern China in Film (3) (See History 495.)

REVISE TITLE (SECONDARY CROSS-LIST)

†235 Introduction to Digital Media and 16mm Film as Art (3) (See Art Four-Dimensional Arts 235.)
Formerly: Introduction to Cinematography as Art

†435 Digital Media and 16mm Film as Art (4) (See Art Four-Dimensional Arts 435.)
Formerly: Cinematography as Art

DEPARTMENT OF MICROBIOLOGY

(MICR) Microbiology

DROP (DE) COREQUISITE

430 Immunology (3)
Formerly: (DE) Corequisite(s): 310.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

(Span) Spanish
345 Language and Culture of the Hispanic Business World (3)

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DEPARTMENT OF RELIGIOUS STUDIES

(REST) Religious Studies

ADD AND REQUEST VARIABLE TITLE

304 Topics in Religious Studies (3) Variable content. Selected figures, themes, movements, and problems in Religious Studies.

Repeatability: May be repeated. Maximum 6 hours.

PART II. PROGRAM CHANGES

REVISE COLLEGE TEXT (PART B: UPPER LEVEL DISTRIBUTION REQUIREMENTS)

List A – United States Studies
- Add HIST 326

List B – Foreign Studies – Asia
- Add CNST 495
- Add HIST 495

DEPARTMENT OF ANTHROPOLOGY

REVISE ANTHROPOLOGY MAJOR

Cultural Method and Theory
Add:
- ANTH 420 - Disasters
- ANTH 421 - Refugee and Migrant Children

Biological Anthropology
Add:
- ANTH 489 - Forensic Science and Human Rights

ADD ANTHROPOLOGY MAJOR, BA, DISASTERS, DISPLACEMENT AND HUMAN RIGHTS (DDHR) CONCENTRATION

Progression into the anthropology major is based on performance in the three prerequisite courses – ANTH 110* or ANTH 117*, ANTH 120* or ANTH 127*, and ANTH 130* or ANTH 137*. Students must maintain a grade point average of at least 3.0 for the three introductory courses with none of the three grades below a C. Upon satisfactory completion of the prerequisites, the student may apply for progression into the anthropology major by completing a formal application for progression in the Anthropology Department and including with that application an academic history demonstrating satisfactory completion of the progression requirements. Progression applications are reviewed upon receipt. Upon progression to the major, a department advisor will be assigned in consultation with the student.

The concentration in Disasters, Displacement and Human Rights is intended for current Anthropology majors wishing to develop specialized knowledge and research skills in the anthropological study of natural and unnatural disasters and
humanitarian crises, forced migration, and human rights investigations, policies, practices, and norms. All prerequisites and requirements for the Anthropology major are required for the concentration. Credits earned toward the concentration may also count for departmental distribution requirements for the major.

Students pursuing a DDHR concentration must submit a form to the department and complete the following courses among the 30 required upper-division credits for the major. Special topics courses, and independent or foreign study courses, where appropriate, may be petitioned for the DDHR concentration.

College Requirements
- Arts and Sciences

Major Requirements
The major consists of 30 hours.

Concentration Requirements
Complete:
- ANTH 419 - Anthropology of Human Rights
- ANTH 420 - Disasters
- ANTH 489 - Forensic Science and Human Rights

Select one course:
- ANTH 357 - Junior Honors in Anthropology
- ANTH 450 - Current Trends in Anthropology

Select one course:
- ANTH 325 - Migration and Transnationalism
- ANTH 414 - Political Anthropology
- ANTH 415 - Environmental Anthropology
- ANTH 421 - Refugee and Migrant Children
- ANTH 432 - Anthropology of Warfare and Violence
- ANTH 454 - Archaeology of the African Diaspora
- ANTH 486 - Introduction to Forensic Anthropology

Select 15 additional upper-division hours in Anthropology courses including at least one course from each of the following lists.

Archaeological Method and Theory:
- ANTH 361 - Historical Archaeology
- ANTH 362 - Principles of Archaeology
- ANTH 461 - Archaeological Resource Management
- ANTH 464 - Principles of Zooarchaeology

Archaeological Area (If ANTH 454 is selected above, students may substitute any upper-division anthropology course.):
- ANTH 360 - North American Prehistory
- ANTH 363 - Prehistory of Tennessee
- ANTH 454 - Archaeology of the African Diaspora
- ANTH 462 - Early European Prehistory
- ANTH 463 - Rise of Complex Civilizations
- ANTH 466 - Archaeology of Southeastern United States

Cultural Area (If ANTH 325 is selected above, students may substitute any upper-division anthropology course.):
- ANTH 310 - North American Indians
- ANTH 311 - Southeastern Indians
- ANTH 313 - Peoples and Cultures of Mesoamerica
- ANTH 315 - The African Diaspora
- ANTH 316 - Peoples and Cultures of South America
- ANTH 319 - Caribbean Cultures and Societies
- ANTH 320 - American Cultures
- ANTH 322 - Topics in U.S. Ethnography
- ANTH 323 - Topics in Latin American Ethnography
- ANTH 324 - Topics in African Ethnography
- ANTH 325 - Migration and Transnationalism

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- ANTH 480 - Human Osteology  
- ANTH 485 - Oral Biology  
- ANTH 486 - Introduction to Forensic Anthropology  
- ANTH 490 - Primate Evolution  
- ANTH 494 - Primate Behavior  
- ANTH 495 - Human Paleontology  
- ANTH 496 - Biology of Human Variability

Note
- Students with senior standing are encouraged to substitute appropriate 500-level courses (with permission of the instructor of the course and approval of the department head) for any portion of the above requirements.

SCHOOL OF ART
REVISE PROGRAM TEXT (GRAPHIC DESIGN MAJOR, 5TH PARAGRAPH)

Students must complete ARTD 351 ARTD 252 with a grade of C or better following successful completion of Portfolio Review (ARTD 350). If ARTD 351 ARTD 252 is not successfully completed, the student must resubmit a portfolio to regain entrance into the junior program. Resubmission of the portfolio must occur during the scheduled Portfolio Review.

DEPARTMENT OF BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY
REVISE PROGRAM TEXT (BIOLOGICAL SCIENCES MAJOR—BCMB CONCENTRATION)

The biological sciences major offers concentrations in biochemistry and cellular and molecular biology; ecology and evolutionary biology; and microbiology, and plant biology. To declare biology 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 111*-BIOL 112* or BIOL 130* must be completed with a minimum grade of C.

DIVISION OF BIOLOGY

DROP BIOLOGICAL SCIENCES MAJOR, BS – PLANT BIOLOGY CONCENTRATION

REVISE DEPARTMENT TEXT (1ST PARAGRAPH)

The Division of Biology consists of the following departments: Biochemistry and Cellular and Molecular Biology (BCMB), Ecology and Evolutionary Biology (EEB), and Microbiology. Each offers a separate concentration within a common Bachelor of Science major, Biological Sciences, followed by the concentration name. (Honors options are described after each concentration.) See departments for catalog information.

- Biochemistry and Cellular and Molecular Biology Concentration
- Ecology and Evolutionary Biology Concentration
- Microbiology Concentration
- Plant Biology Concentration

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY
REVISE PROGRAM TEXT (BIOLOGICAL SCIENCES MAJOR—ECOLOGY & EVOLUTIONARY BIOLOGY CONCENTRATION)

The biological sciences major offers concentrations in biochemistry and cellular and molecular biology; ecology and evolutionary biology; and microbiology, and plant biology. To declare biology 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 111*-BIOL 112* or BIOL 130* must be completed with a minimum grade of C.
DEPARTMENT OF HISTORY

REVISE HISTORY MAJOR

Select one course in United States History:
Add:
- HIST 326 Gay American History
- HIST 329 Native American History
- HIST 456 Topics in Cherokee History

Select two courses (from two different areas)—Asia
Add:
- HIST 495 Modern China in Film

REVISE HISTORY MAJOR—HONORS CONCENTRATION

Select one course in United States History:
Add:
- HIST 326 Gay American History
- HIST 329 Native American History
- HIST 456 Topics in Cherokee History

Select two courses (from two different areas)—Asia
Add:
- HIST 495 Modern China in Film

INTERDISCIPLINARY PROGRAMS

REVISE INTERDISCIPLINARY PROGRAMS MAJOR—AMERICAN STUDIES CONCENTRATION

Mark Hulsether, Religious Studies, Chair

American Studies is a shorthand term for the cross-disciplinary study of culture and society in North America. Students in the field explore issues of racial and ethnic difference, structures of power, the arts, historical change, media and politics, sexuality and gender, social movements, material culture, and the role of the United States in larger global contexts. They do so drawing creatively on methods and approaches from several disciplines. UTK's American Studies faculty represents more than a dozen different departments. Majors and minors take our introductory course (AMST 310) and then select from a long list of approved classes to develop a breadth of knowledge and depth of focus in their specific area of interest. Courses in the concentration will be chosen in consultation with an American studies advisor, from a list approved by the program, in such a way that at least three courses help the student achieve a focus within the field. An additional 3 to 6 hours of AMST 493 Independent Study are recommended for majors in their senior year. All majors and prospective majors should contact the chair of the program.

College Requirements
Arts and Sciences

Prerequisites
Complete:
- ENGL 231 - American Literature I: Colonial Era to the Civil War

Select one course:
- ENGL 232 - American Literature II: Civil War to the Present
- ENGL 233 - Major Black Writers

Concentration Requirements
The concentration requires 33 credit hours chosen in consultation with an American Studies advisor in a way that achieves a coherent focus within the field while broadly engaging with differences within North American culture based on race, ethnicity, gender, and sexuality. Students are encouraged to count other relevant courses (especially variable topics courses) toward the major by petition.

Complete:
- AMST 310 - Introduction to American Studies
Select two courses:

- ENGL 231 - American Literature I: Colonial Era to the Civil War
- ENGL 232 - American Literature II: Civil War to the Present
- ENGL 233 - Major Black Writers
- HIST 221 - History of the United States
- HIST 222 - History of the United States
- REST 233 - Religion and Society in North America

Select one upper-division United States history course:

- AMST 329 - Native American History
- AMST 356 - The 1960s in America
- AMST 456 - Topics in Cherokee History
- HIST 325 - Women in American History
- HIST 350 - Colonial America to 1763
- HIST 351 - The American Revolution, 1763-1789
- HIST 352 - The Early American Republic, 1800-1860
- HIST 353 - The Civil War and Reconstruction Eras, 1860-1877
- HIST 354 - United States, 1877-1933
- HIST 355 - United States, 1933 to the Present
- HIST 356 - US Economic History to 1865
- HIST 357 - The African-American Experience from the Colonial Period to the Civil War
- HIST 358 - The African-American Experience from the Civil War to the Present
- HIST 417 - Honors: Seminar in US History
- HIST 436 - History of Gender and Sexuality in the US
- HIST 440 - War and Truth in America
- HIST 441 - The American West
- HIST 444 - History of the South
- HIST 449 - History of Tennessee
- HIST 450 - History of United States Foreign Relations
- HIST 452 - The American Experience in World War II
- HIST 479 - Studies in United States History
- HIST 490 - Internship in the Center for the Study of War and Society

Select one upper-division American literature course:

- AMST 334 - Film and American Culture
- AMST 381 - American Tales, Songs, and Material Culture: An Introduction to Folklore
- AMST 442 - American Humor
- ENGL 331 - Race and Ethnicity in American Literature
- ENGL 332 - Women in American Literature
- ENGL 333 - Black American Literature and Aesthetics
- ENGL 431 - Early American Literature
- ENGL 432 - American Romanticism and Transcendentalism
- ENGL 433 - American Realism and Naturalism
- ENGL 434 - Modern American Literature
- ENGL 435 - American Novel before 1900
- ENGL 436 - Modern American Novel
- ENGL 441 - Southern Literature
- ENGL 443 - Topics in Black Literature
- ENGL 444 - Appalachian Literature and Culture
- ENGL 451 - Modern British and American Poetry
- ENGL 459 - Contemporary Poetry
- ENGL 472 - American English
- ENGL 489 - Special Topics in Film
- ENGL 490 - Language and Law

Select one upper-division anthropology, economics, political science, or sociology course:

- AMST 312 - Popular Culture and American Politics
- AMST 320 - American Cultures
- AMST 343 - Race and Ethnicity
- AMST 345 - Social Movements
- AMST 420 - Political Attitudes and Behavior
- ANTH 310 - North American Indians
- ANTH 311 - Southeastern Indians
- ANTH 315 - The African Diaspora
- ANTH 322 - Topics in U.S. Ethnography
- ANTH 360 - North American Prehistory
- ANTH 361 - Historical Archaeology
- ANTH 363 - Prehistory of Tennessee
Select 15 additional upper-division credit hours from the above categories, the following list, or variable topics courses with American Studies content approved by petition. Include courses from at least two other departments beyond those chosen above, so that your total set of upper-division courses (beyond AMST 310) draws from at least five departments and/or interdisciplinary programs.

- AFST 421 - Comparative Studies in African and African-American Societies
- AFST 429 - History and Philosophy of African-American Education
- AFST 450 - Issues and Topics in African-American Studies
- AFST 473 - Black Male in American Society
- AFST 480 - African-American Communities in Urban America
- AFST 484 - African-American Women in American Society
- AMST 354 - Religion and Popular Culture in the United States
- AMST 355 - Topics in North American Religion
- AMST 490 - Seminar in American Studies
- AMST 491 - Foreign Study
- AMST 492 - Off-Campus Study
- AMST 493 - Independent Study
- ARTH 470 - African-American Art
- ARTH 472 - History of 20th-Century American Art
- ARTH 473 - 19th-Century American Art
- CMST 449 - Political Persuasion
- GEOG 361 - Regional Geography of the United States and Canada
- GEOG 363 - Geography of the American South
- GEOG 365 - Geography of Appalachia
- GEOG 366 - Geography of Tennessee
- GEOG 441 - Urban Geography of the United States
- GEOG 442 - Urban Social Geography
- GEOG 443 - Rural Geography of the United States
- JREM 367 - Mass Communication History
- JREM 430 - Public Affairs Reporting
- MUCO 310 - Music of the African Diaspora
- REST 351 - Religion in the United States
- REST 352 - African-American Religion in United States
- REST 353 - Religion, Race, and Ethnicity in North America
- REST 430 - Seminar in North American Religions
- RSM 335 - Socio-Cultural Foundations of Sport and Recreation
- SOCI 455 - Law and Society
- WOST 310 - Emergence of the Modern American Woman
- WOST 340 - Women, Politics, and the Law
- WOST 469 - Sexuality and Cinema
Undergraduate Council Minutes  

[93x747]October 30, 2012

Formerly:
College Requirements
Arts and Sciences
Prerequisites
Complete:
ENGL 231 - American Literature I: Colonial Era to the Civil War *
ENGL 232 - American Literature II: Civil War to the Present *
ENGL 233 - Major Black Writers *

Concentration Requirements
The concentration in American studies consists of 27 upper-division hours including:
Complete:
AMST 310 - Introduction to American Studies

Select at least two American history courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 350</td>
<td>Colonial America to 1763</td>
</tr>
<tr>
<td>HIST 351</td>
<td>The American Revolution, 1763-1789</td>
</tr>
<tr>
<td>HIST 352</td>
<td>The Early American Republic, 1800-1860</td>
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<tr>
<td>HIST 353</td>
<td>The Civil War and Reconstruction Eras, 1860-1877</td>
</tr>
<tr>
<td>HIST 354</td>
<td>United States, 1877-1933</td>
</tr>
<tr>
<td>HIST 355</td>
<td>United States, 1933 to the Present</td>
</tr>
<tr>
<td>HIST 356</td>
<td>The 1960s in America</td>
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</tbody>
</table>

Select two approved courses (from anthropology, economics, political science, or sociology):

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ANTH 310</td>
<td>North American Indians</td>
</tr>
<tr>
<td>ANTH 311</td>
<td>Southeastern Indians</td>
</tr>
<tr>
<td>ANTH 322</td>
<td>Topics in U.S. Ethnography</td>
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<tr>
<td>ANTH 360</td>
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<td>ANTH 361</td>
<td>Historical Archaeology</td>
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<td>ANTH 363</td>
<td>Prehistory of Tennessee</td>
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<tr>
<td>ANTH 459</td>
<td>Selected Topics in Anthropology</td>
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<td>ANTH 465</td>
<td>Urban Archaeology</td>
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<tr>
<td>ANTH 466</td>
<td>Archaeology of Southeastern United States</td>
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<tr>
<td>ECON 300</td>
<td>Special Topics I</td>
</tr>
<tr>
<td>ECON 331</td>
<td>Government and Business</td>
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<tr>
<td>ECON 333</td>
<td>Law and Economics</td>
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<tr>
<td>CON 351</td>
<td>Monetary Economics</td>
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<tr>
<td>ECON 361</td>
<td>Regional and Urban Economics</td>
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<tr>
<td>ECON 400</td>
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<tr>
<td>ECON 435</td>
<td>Industrial Organization</td>
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<tr>
<td>ECON 472</td>
<td>Public Finance: Taxation and Fiscal</td>
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<tr>
<td>ECON 493</td>
<td>Independent Study</td>
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<tr>
<td>ECON 511</td>
<td>Public Policy</td>
</tr>
<tr>
<td>POLS 321</td>
<td>Urban Politics and Process</td>
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<td>POLS 330</td>
<td>Law in American Society</td>
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<tr>
<td>POLS 341</td>
<td>Judicial Process and Policymaking</td>
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<td>Special Topics in Political Science</td>
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<td>Media and Politics</td>
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<tr>
<td>POLS 430</td>
<td>United States Constitutional Law: Sources of Power and Restraint</td>
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<tr>
<td>POLS 431</td>
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<td>Law and Society</td>
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</table>

Select one course (American ethnic minority cultures):

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<tbody>
<tr>
<td>AFST 310</td>
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</tr>
<tr>
<td>AFST 311</td>
<td>Race and Ethnicity in American Literature</td>
</tr>
<tr>
<td>AFST 333</td>
<td>Black American Literature and Aesthetics</td>
</tr>
<tr>
<td>AFST 343</td>
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</tr>
<tr>
<td>AFST 352</td>
<td>African-American Religion in the United States</td>
</tr>
<tr>
<td>AFST 353</td>
<td>Religion, Race, and Ethnicity in North America</td>
</tr>
<tr>
<td>AFST 376</td>
<td>The African-American Experience from the</td>
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<tr>
<td>AFST 380</td>
<td>The African-American Experience from the</td>
</tr>
<tr>
<td>AFST 421</td>
<td>Comparative Studies in African and African-</td>
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<tr>
<td>AFST 500</td>
<td>American Societies</td>
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</table>

Select three courses:

<table>
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<td>AFST 310</td>
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<tr>
<td>GEOG 363</td>
<td>Geography of the American South</td>
</tr>
<tr>
<td>GEOG 365</td>
<td>Geography of Appalachia</td>
</tr>
<tr>
<td>GEOG 366</td>
<td>Geography of Tennessee</td>
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<tr>
<td>GEOG 411</td>
<td>Urban Geography of the United States</td>
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<tr>
<td>GEOG 442</td>
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</tr>
<tr>
<td>GEOG 493</td>
<td>Independent Study</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>Special Topics in Geography</td>
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</table>
Undergraduate Council Minutes

| ENGL 443 | Topics in Black Literature |
| ENGL 451 | Modern British and American Poetry |
| ENGL 472 | American English |
| ENGL 482 | Major Authors |
| ENGL 483 | Special Topics in Literature |
| ENGL 489 | Special Topics in Film |
| ENGL 490 | Language and Law |
| ENGL 493 | Independent Study |
| GEOG 309 | Special Topics |
| GEOG 361 | Regional Geography of the United States and Canada |

WOST 400 - Topics in Women's Studies
WOST 454 - Gender and Crime
WOST 484 - African-American Women in American Society
WOST 493 - Independent Study

REVISE AMERICAN STUDIES MINOR

**Minor Requirements**

The American Studies minor consists of at least requires 15 credit hours of course work chosen from the program’s list of electives. No more than 3 credit hours may be taken at the 200 level, and no more than 6 credit hours may be taken in any single department and/or interdisciplinary program.

**Complete:**
- AMST 310 - Introduction to American Studies

**Select 12 additional credit hours (from at least two different disciplines):**
- Choose any courses approved for the Interdisciplinary Programs Major, American Studies Concentration or other relevant offerings (especially variable topics courses) with strong American Studies content, approved by petition.

Formerly:
- AMST 310 - Introduction to American Studies

**Complete:**
Select 12 hours (from at least two different disciplines):

| AFST 310 | Music and the African Diaspora |
| AFST 331 | Race and Ethnicity in American Literature |
| AFST 333 | Black American Literature and Aesthetics |
| AFST 343 | Race and Ethnicity |
| AFST 352 | African-American Religion in the United States |
| AFST 353 | Religion, Race, and Ethnicity in North America |
| AFST 376 | The African-American Experience from the Colonial Period to the Civil War |
| AFST 380 | The African-American Experience from the Civil War to the Present |
| AFST 421 | Comparative Studies in African and African-American Societies |
| AFST 429 | History and Philosophy of African-American Education |
| AFST 443 | Topics in Black Literature |
| AFST 450 | Issues and Topics in African-American Studies |
| AFST 471 | African-American Art |
| AFST 473 | Black Male in American Society |
| AFST 480 | African-American Communities in Urban America |
| AFST 484 | African-American Women in American Society |
| AFST 493 | Independent Study |
| AMST 310 | Introduction to American Studies |
| AMST 312 | Popular Culture and American Politics |
| AMST 320 | American Cultures |
| AMST 334 | Film and American Culture |
| AMST 343 | Race and Ethnicity |
| AMST 345 | Social Movements |
| AMST 355 | Topics in North American Religion |
| AMST 356 | The 1960s in America |
| AMST 381 | American Tales, Songs, and Material Culture: An Introduction to Folklore |
| AMST 410 | Topics in American Culture |
| AMST 420 | Political Attitudes and Behavior |
| WOST 400 | Topics in Women's Studies |
| WOST 454 | Gender and Crime |
| WOST 484 | African-American Women in American Society |
| WOST 493 | Independent Study |

| GEOG 363 | Geography of the American South |
| GEOG 365 | Geography of Appalachia |
| GEOG 366 | Geography of Tennessee |
| GEOG 441 | Urban Geography of the United States |
| GEOG 442 | Urban Social Geography |
| GEOG 493 | Independent Study |
| GEOG 495 | Special Topics in Geography |
| HIST 325 | Women in American History |
| HIST 349 | United States Military History, 1754 to the Present |
| HIST 350 | Colonial America to 1763 |
| HIST 351 | The American Revolution, 1763-1789 |
| HIST 352 | The Early American Republic, 1800-1860 |
| HIST 353 | The Civil War and Reconstruction Eras, 1860-1877 |
| HIST 354 | United States, 1877-1933 |
| HIST 355 | United States, 1933 to the Present |
| HIST 373 | Historical Issues |
| HIST 379 | The African-American Experience from the Colonial Period to the Civil War |
| HIST 380 | The African-American Experience from the Civil War to the Present |
| HIST 441 | The American West |
| HIST 444 | History of the South |
| HIST 449 | History of Tennessee |
| HIST 450 | History of United States Foreign Relations |
| HIST 452 | The American Experience in World War II |
| HIST 479 | Studies in United States History |
| HIST 490 | Internship in the Center for the Study of War and Society |
| INPG 400 | Selected Interdisciplinary Topics |
| INPG 493 | Independent Study |
AMST 423 - Geography of American Popular Culture  
JREM 367 - Mass Communication History  
AMST 442 - American Humor  
JREM 430 - Public Affairs Reporting  
AMST 450 - Seminar in American Studies  
JREM 493 - Independent Study  
AMST 491 - Foreign Study  
JREM 494 - Special Topics  
AMST 492 - Off-Campus Study  
LING 472 - American English  
AMST 493 - Independent Study  
LING 485 - Special Topics in Language  
ANTH 410 - North American Indians  
LING 490 - Language and Law  
ANTH 411 - Southeastern Indians  
LING 493 - Independent Study  
ANTH 422 - Topics in U.S. Ethnography  
POLS 311 - Contemporary Issues in American Public Policy  
ANTH 430 - North American Prehistory  
POLS 315 - Tennessee Government and Politics  
ANTH 431 - Historical Archaeology  
POLS 320 - State Government and Politics  
ANTH 433 - Prehistory of Tennessee  
POLS 321 - Urban Politics and Process  
ANTH 459 - Selected Topics in Anthropology  
POLS 330 - Law in American Society  
ANTH 465 - Urban Archaeology  
POLS 341 - Judicial Process and Policymaking  
ANTH 466 - Archaeology of Southeastern United States  
POLS 366 - United States Foreign Policy Process  
ARTH 470 - African-American Art  
POLS 374 - American Political Thought  
ARTH 472 - History of 20th-Century American Art  
POLS 410 - Special Topics in Political Science  
ARTH 473 - 19th-Century American Art  
POLS 411 - Presidency  
CMST 449 - Political Persuasion  
POLS 412 - Congress  
CMST 493 - Independent Study  
POLS 421 - Political Parties and Interest Groups  
CNST 400 - Special Topics  
POLS 425 - Media and Politics  
CNST 489 - Special Topics in Film  
POLS 430 - United States Constitutional Law: Sources of Power and Restraint  
ECON 300 - Special Topics I  
POLS 431 - United States Constitutional Law: Civil Rights and Liberties  
ECON 331 - Government and Business  
POLS 493 - Independent Study  
ECON 333 - Law and Economics  
POLS 494 - Internship  
ECON 351 - Monetary Economics  
REST 351 - Religion in the United States  
ECON 361 - Regional and Urban Economics  
REST 352 - African-American Religion in United States  
ECON 400 - Special Topics II  
REST 353 - Religion, Race, and Ethnicity in North America  
ECON 435 - Industrial Organization  
REST 355 - Topics in North American Religion  
ECON 472 - Public Finance: Taxation and Fiscal Federalism  
REST 430 - Seminar in North American Religions  
ECON 493 - Independent Study  
REST 490 - Readings and Research in Religious Studies  
ENGL 331 - Race and Ethnicity in American Literature  
RSM 335 - Socio-Cultural Foundations of Sport and Recreation  
ENGL 332 - Women in American Literature  
SOCI 310 - American Society  
ENGL 333 - Black American Literature and Aesthetics  
SOCI 341 - Social Inequalities  
ENGL 431 - Early American Literature  
SOCI 343 - Race and Ethnicity  
ENGL 432 - American Romanticism and Transcendentalism  
SOCI 400 - Special Topics  
ENGL 433 - American Realism and Naturalism  
SOCI 452 - Race, Ethnicity, Crime, and Justice  
ENGL 434 - Modern American Literature  
SOCI 453 - Gender and Crime  
ENGL 435 - American Novel before 1900  
SOCI 455 - Law and Society  
ENGL 436 - Modern American Novel  
WOST 310 - Emergence of the Modern American Woman  
ENGL 441 - Southern Literature  
WOST 332 - Women in American Literature  
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WOST 340 - Women, Politics, and the Law  
ENGL 443 - Topics in Black Literature  
WOST 400 - Topics in Women's Studies  
ENGL 451 - Modern British and American Poetry  
WOST 454 - Gender and Crime  
ENGL 472 - American English  
WOST 484 - African-American Women in American Society  
ENGL 482 - Major Authors  
WOST 493 - Independent Study  
ENGL 483 - Special Topics in Literature  
ENGL 484 - Special Topics in Film  
ENGL 490 - Language and Law  
ENGL 493 - Independent Study  
GEOG 309 - Special Topics  
GEOG 361 - Regional Geography of the United States and Canada

⚠️DROP (MOVING TO MODERN FOREIGN LANGUAGES & LITERATURES DEPARTMENT):
- INTERDISCIPLINARY PROGRAMS MAJOR, BA—LANGUAGE & WORLD BUSINESS – CHINESE CONC
- INTERDISCIPLINARY PROGRAMS MAJOR, BA—LANGUAGE & WORLD BUSINESS – JAPANESE CONC
- INTERDISCIPLINARY PROGRAMS MAJOR, BA—LANGUAGE & WORLD BUSINESS – PORTUGUESE CONC

⚠️ADD INTERDISCIPLINARY PROGRAMS MAJOR, BA – NEUROSCIENCE CONCENTRATION

Rebecca Prosser, Biochemistry and Cellular and Molecular Biology, Chair

College Requirements
Prerequisites
Complete:
- BIOL 130 - Biodiversity
- BIOL 140 - Organization and Function of the Cell
- PSYC 110 - General Psychology
- PSYC 210 - Biological Basis of Behavior
- CHEM 120 - General Chemistry I
- CHEM 130 - General Chemistry II
- CHEM 350 - Organic Chemistry I
- CHEM 360 - Organic Chemistry II
- CHEM 369 - Organic Chemistry Laboratory
- PHYS 221 - Elements of Physics
- PHYS 222 - Elements of Physics

Select one sequence:
- MATH 125 - Basic Calculus
- STAT 201 - Introduction to Statistics
- MATH 141 - Calculus I
- MATH 142 - Calculus II
- MATH 151 - Mathematics for the Life Sciences I
- MATH 152 - Mathematics for the Life Sciences II

Select one course:
- BCMB 311 - Advanced Cellular Biology
- BCMB 401 - Biochemistry I

Neuroscience Concentration
The concentration consists of 30 hours. Some courses may require prerequisites or corequisites that are not part of the neuroscience concentration.

I. Core courses
Complete:
- BCMB 415 - Foundations in Neurobiology
- INPG 200 - Introductory Interdisciplinary Topics (complete one offering of 1 hour)
- INPG 400 - Advanced Interdisciplinary Topics (complete one offering of 2 hours)
- INPG 400 - Advanced Interdisciplinary Topics (complete one offering of 2 additional hours)
- PHIL 345 – Bioethics

II. Laboratory experience
Complete 4 hours chosen from this list:
- BCMB 416 - Neurobiology Laboratory
- BCMB 452 - Independent Research in BCMB
- COSC 493 - Independent Study
- EEB 400 - Undergraduate Research
- EEB 459 - Comparative Animal Behavior Laboratory
- INPG 493 - Independent Study
- MSE 494 - Special Projects Laboratory
- PSYC 493 - Independent Study
- or other independent research course with approval of Program Chair

III. Select 15 hours from the courses below:
At most 9 hours may be taken from a single list. Courses must be distributed across 2 or more departments.

A. Behavioral and Cognitive Neuroscience:
- ANTH 494 - Primate Behavior
- EEB 370 - Ethology and Sociobiology
- EEB 450 - Comparative Animal Behavior
- EEB 454 - Animal Communication
- PSYC 310 – Learning and Thinking
- PSYC 320 - Motivation
- PSYC 400 - Cognitive Psychology: Language and Symbolic Processes

B. Integrative Neuroscience:
- AUSP 302 - Acoustics and Perception
- AUSP 303 - Introduction to Hearing Science
- AUSP 306 - Anatomy and Physiology of Speech
- BCMB 423 - Neural Basis of Behavior
- PSYC 410 - Sensory Processes and Perception
DEPARTMENT OF MICROBIOLOGY

REVISE PROGRAM TEXT (BIOLOGICAL SCIENCES MAJOR—MICROBIOLOGY CONCENTRATION)

The biological sciences major offers concentrations in biochemistry and cellular and molecular biology; ecology and evolutionary biology; and microbiology and plant biology. To declare biology 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 111*-BIOL 112* or BIOL 130* must be completed with a minimum grade of C.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

DROP:

- FRENCH & FRANCOPHONE STUDIES MAJOR, BA
- FRENCH & FRANCOPHONE STUDIES MAJOR, BA — HONORS CONC
- FRENCH & FRANCOPHONE STUDIES MAJOR, BA — LANGUAGE & WORLD BUS CONC
- FRENCH & FRANCOPHONE STUDIES MAJOR, BA — 5-YEAR BA/MA PROGRAM

- GERMAN MAJOR, BA — GERMAN STUDIES CONC
- GERMAN MAJOR, BA — HONORS CONC
- GERMAN MAJOR, BA — LANGUAGE & LITERATURE CONC
- GERMAN MAJOR, BA — LANGUAGE & WORLD BUS CONC
- GERMAN MAJOR, BA — 5-YEAR BA/MA PROGRAM

- HISPANIC STUDIES MAJOR, BA
- HISPANIC STUDIES MAJOR, BA — LANGUAGE & WORLD BUS CONC

- ITALIAN MAJOR, BA
- ITALIAN MAJOR, BA — LANGUAGE & WORLD BUS CONC

- RUSSIAN STUDIES MAJOR, BA
- RUSSIAN STUDIES MAJOR, BA — HONORS CONC
- RUSSIAN STUDIES MAJOR, BA — LANGUAGE & WORLD BUS CONC

ADD:

- MODERN FOREIGN LANG & LITERAT MAJOR, BA — FRENCH & FRANCOPHONE STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — HONORS FRENCH & FRANCOPHONE STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS — FRENCH & FRANCOPHONE STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — 5-YEAR BA/MA PROGRAM — FRENCH & FRANCOPHONE STUDIES CONC

- MODERN FOREIGN LANG & LITERAT MAJOR, BA — GERMAN STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — HONORS GERMAN CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — GERMAN LANGUAGE & LITERATURE CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS — GERMAN CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — 5-YEAR BA/MA PROGRAM — GERMAN CONC
MODERN FOREIGN LANG & LITERAT MAJOR, BA — HISPANIC STUDIES CONCENTRATION
MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS — HISPANIC STUDIES CONC

MODERN FOREIGN LANG & LITERAT MAJOR, BA—ITALIAN CONC
MODERN FOREIGN LANG & LITERAT MAJOR, BA—LANGUAGE & WORLD BUS—ITALIAN CONC

MODERN FOREIGN LANG & LITERAT MAJOR, BA—RUSSIAN STUDIES CONC
MODERN FOREIGN LANG & LITERAT MAJOR, BA—HONORS RUSSIAN STUDIES CONC
MODERN FOREIGN LANG & LITERAT MAJOR, BA—LANGUAGE & WORLD BUS—RUSSIAN STUDIES CONC

ADD (MOVING FROM INTERDISCIPLINARY PROGRAMS UNIT):
MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS — CHINESE CONC
MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS— JAPANESE CONC
MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS— PORTUGUESE CONC

REVISE PROGRAM TEXT (ALL MODERN FOREIGN LANG & LITERAT MAJORS, BA—LANGUAGE & WORLD BUS CONC)

Students who wish to prepare for careers in international business may complete a special concentration major in Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese, or Russian Studies; a professional emphasis in international business, international retail merchandising, or international agricultural economics; and some form of practical experience related to the concentration. Admission is by permission of the program director.

Due to extensive and multidisciplinary coursework required by the language and world business concentration major, students are permitted to use three courses from the concentration major to fulfill College of Arts and Sciences Basic Skills and Distribution requirements. These courses include STAT 201* (toward fulfilling the quantitative reasoning requirement), ECON 201* (toward fulfilling the Social Science requirement), and one course toward fulfilling the Humanities List A—Literature requirement or the Upper Level Distribution List B—Foreign Studies requirement.

Students interested in the language and world business program should contact the director of advising as early as possible in their college careers. The academic record presented will be assessed by the Director of Language and World Business. Minimum requirements for entrance and progression to the major are a 2.7 cumulative average in all courses and a 3.0 average in language courses. Students must meet these requirements for progression prior to the completion of 75 hours. MFLL 199 is a requirement for the program. Program standards are adjusted periodically, and current requirements are available from the Director of the Language and World Business Program.

For further information, inquire at 701 McClung Tower.

REVISE MODERN FOREIGN LANG & LITERAT MAJOR, BA—FRENCH & FRANCOPHONE STUDIES CONC

- Add FREN 421 (Phonetics) to the “Select 12 hours” heading

DEPARTMENT OF SOCIOLOGY

REVISE SOCIOLOGY MAJOR—HONORS CONCENTRATION

The Honors concentration in Sociology requires a 3.3 overall GPA and a 3.5 GPA in Sociology coursework, with no grade of less than B+ in any Sociology course. Requirements are SOCI 127* (or approval of Director of Undergraduate Studies); SOCI 431 or SOCI 531, either one Honors-by-Contract course in Sociology or one graduate level course in Sociology; an Honors Thesis in Sociology (SOCI 457); and all other requirements for the major. The Honors Thesis may be original research or an in-depth theoretical exploration of an area within Sociology, to be decided with the faculty member who agrees to direct the thesis. Students may obtain the Honors concentration in addition to other concentrations available in Sociology. Formal application must be made to the Director of Undergraduate Studies for admission to the Honors concentration.
STATISTICS PROGRAM (ARTS AND SCIENCES)

REVISE PROGRAM TEXT (STATISTICS MAJOR—ARTS AND SCIENCES)

Arts and Sciences students may major or minor in statistics under the supervision of the faculty of the Statistics, Operations, and Management Science (SOMS) Department in the College of Business Administration. The major is designed to prepare students for graduate studies in statistics or for professional work in various applications of statistical methods, including applications in the natural and social sciences, business and industry. Contact the Statistics SOMS Department for further information on careers in statistics and appropriate courses to take. It is highly recommended that a student majoring in statistics have a minor in an area of application.

REVISE STATISTICS MAJOR (ARTS AND SCIENCES)

The major requires 30-33 semester hours including the following:

College Requirements

Arts and Sciences

Prerequisites

MATH 141 - Calculus I
MATH 142 - Calculus II

Major Requirements

Select one course:

- STAT 201 - Introduction to Statistics
- STAT 251 - Probability and Statistics for Scientists and Engineers

Complete:

- STAT 320 - Regression Modeling
- STAT 340 - Experimental Methods and Process Improvement
- STAT 330 - Experimental Methods
- STAT 335 - Statistical Process Control
- STAT 471 - Business Analytics Capstone

Complete:

- MATH 241 - Calculus III
- MATH 251 - Matrix Algebra I
or upper-division mathematics courses

Select two courses:

- MATH 423 - Probability
- MATH 424 - Stochastic Processes
- MATH 425 - Statistics
- STAT 474 - Data Mining and Business Analytics
- STAT 475 - Applied Time Series and Forecasting

Select two technical electives:

- any upper-division courses in:
  - chemistry
  - computer science
  - engineering
  - mathematics
  - physics
  (with approval from the student's departmental advisor)

REVISE STATISTICS MINOR (ARTS AND SCIENCES)

Minor Requirements

The minor consists of 15 hours.

Select one course:

- STAT 201 - Introduction to Statistics
- STAT 251 - Probability and Statistics for Scientists and Engineers

Select 12 hours:

- MATH 423 - Probability
- MATH 424 - Stochastic Processes
- MATH 425 - Statistics
STAT 320 - Regression Modeling
STAT 340 - Experimental Methods and Process Improvement
STAT 330 - Experimental Methods
STAT 365 - Statistical Process Control
STAT 471 - Business Analytics Capstone
STAT 474 - Data Mining and Business Analytics
STAT 475 - Applied Time Series and Forecasting
COLLEGE OF SOCIAL WORK

All changes effective Fall 2013

PART I. COURSE CHANGES

(SOWK) Social Work

ADD

323 Case management with Military Personnel and Veterans (3) Study of social work practice with military veterans. Specific focus on case management with veterans and military personnel involved with the United States Department of Veterans Affairs.

(RE) Prerequisite(s): 312 and 314 or 317.

Comment(s): Students in majors other than social work may register for course with consent of instructor.

Registration Restriction(s): Social work majors only.

REVISE DESCRIPTION

380 Field Practice in Social Work I (3) Supervised field experience with practice situations for developing professional skills, values, and attitudes. Concurrent seminar focuses on integration of knowledge with practice experiences.

Formerly: Eight-hour-per-week, supervised field experience with practice situations for developing professional skills, values, and attitudes. Concurrent seminar focuses on integration of knowledge with practice experiences.

480 Field Practice in Social Work II (6) Supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

Formerly: Sixteen-hour-per-week supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

481 Field Practice in Social Work III (6) Supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

Formerly: Sixteen-hour-per-week supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

PART II. PROGRAM CHANGES

REVISE SOCIAL WORK MAJOR (UTRACK FORMAT AND MILESTONES)

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Showcase</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Work 200 or 207</td>
<td>3</td>
<td>Term 1</td>
</tr>
<tr>
<td></td>
<td>English 101</td>
<td>3</td>
<td>Cumulative GPA at 2.0 or above</td>
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<tr>
<td></td>
<td>Foreign Language (Intermediate level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 113</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>Biology 101</td>
<td>4</td>
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</tr>
<tr>
<td>Term 2</td>
<td>English 102</td>
<td>3</td>
<td>Term 2</td>
</tr>
<tr>
<td></td>
<td>Foreign Language (Intermediate level)</td>
<td>3</td>
<td>English 102</td>
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<tr>
<td></td>
<td>Communication Studies 210</td>
<td>3</td>
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<tr>
<td></td>
<td>Psychology 110</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>Biology 102</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Arts &amp; Humanities</td>
<td>3</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Humanities</td>
<td>3</td>
<td>Complete 45 credit hours</td>
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<tr>
<td></td>
<td>History Sequence</td>
<td>3</td>
<td>Cumulative GPA at 2.5 or above to</td>
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<tr>
<td></td>
<td>Anthropology 130</td>
<td>3</td>
<td>begin upper-division Social Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>courses</td>
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**Undergraduate Council Minutes**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td><strong>Term 4</strong></td>
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<tr>
<td>Elective</td>
<td></td>
<td>3</td>
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<tr>
<td>Social Work 250</td>
<td></td>
<td>3</td>
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<tr>
<td>Psychology 220</td>
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<td>3</td>
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<tr>
<td>Economics 201</td>
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<tr>
<td>Political Science 101</td>
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<tr>
<td>History Sequence</td>
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<td>3</td>
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<tr>
<td><strong>Term 5</strong></td>
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<tr>
<td>Social Work 314 or 317</td>
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<tr>
<td>Social Work 312</td>
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<td>3</td>
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<tr>
<td>Math 115</td>
<td></td>
<td>3</td>
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<tr>
<td>Child &amp; Family Studies 220</td>
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<tr>
<td>Elective</td>
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<td>3</td>
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<tr>
<td><strong>Term 6</strong></td>
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<tr>
<td>Social Work 313</td>
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<tr>
<td>Social Work 316 or 318</td>
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<td>Social Work 315</td>
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<td>Social Work 380</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>Term 7</strong></td>
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<td>Social Work 410 or 417</td>
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<td>Social Work 416</td>
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<td>3</td>
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<tr>
<td>Social Work 480</td>
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<td>6</td>
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<tr>
<td>Elective</td>
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<td>3</td>
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<tr>
<td><strong>Term 8</strong></td>
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<tr>
<td>Social Work 481 (if 480 in Term 7) or 483</td>
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<td>6 or 12</td>
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<td>Social Work 460 or 467</td>
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<tr>
<td>Elective</td>
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<td><strong>TOTAL</strong></td>
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<td></td>
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</table>
## Undergraduate Courses Not Taught in Four or More Years
### TO BE DROPPED FALL 2013

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

<table>
<thead>
<tr>
<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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<tbody>
<tr>
<td>ARCH</td>
<td>404</td>
<td>Preservation Technology</td>
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<td>ARCH</td>
<td>433</td>
<td>Computer Applications in Design III</td>
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<td>IDS</td>
<td>433</td>
<td>Digital Graphics for Interior Design</td>
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<tr>
<td>BCMB</td>
<td>404</td>
<td>Plant Molecular Biology</td>
<td>Y</td>
<td></td>
<td>Envir Soil Sci major, Conserv Agr Envir Sustain conc (technical elective option)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Envir Soil Sci major, Envir Sci conc (technical elective option)</td>
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<td>Envir Soil Sci major, Soil Sci conc (technical elective option)</td>
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<td>Plant Sci major, Bioenergy conc (specialty area elective)</td>
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<td></td>
<td>Plant Sci major, Biotechnology conc (specialty area elective)</td>
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<td></td>
<td></td>
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<td>Plant Sci dept text (specialty areas)</td>
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<td>CLAS</td>
<td>301</td>
<td>History of Early Greece</td>
<td>HIST 301</td>
<td>Classics major</td>
<td>Classics major, Class Arch conc</td>
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<td>Class Arch conc</td>
<td>Classics major, Hon Class Arch conc</td>
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<tr>
<td>HIST</td>
<td>303</td>
<td>History of the Roman Republic</td>
<td>CLAS 303</td>
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<td>Classics major, Class Arch conc</td>
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<td>Class Arch conc</td>
<td>Classics major, Hon Class Arch conc</td>
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<td></td>
<td></td>
<td>Class Arch conc</td>
<td>Classics major, Hon Class Arch conc</td>
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<tr>
<td>MICR</td>
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<td>Advanced Microbiology</td>
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<td>No catalog links</td>
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<tr>
<td>MUTH</td>
<td>440</td>
<td>Counterpoint II</td>
<td></td>
<td>Music major</td>
<td>Music major, Theory/Composition conc</td>
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<tr>
<td>PHYS</td>
<td>462</td>
<td>Modern Physics Laboratory</td>
<td>Y</td>
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<tr>
<td>CSE</td>
<td>400</td>
<td>Professional Studies: Teachers, School, and Society</td>
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<tr>
<td>TPTE</td>
<td>353</td>
<td>Field Experience in Teaching: Secondary II</td>
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<td>No catalog links</td>
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<tr>
<td>CE</td>
<td>451</td>
<td>Highway Engineering</td>
<td>Y</td>
<td>No catalog links</td>
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<td>AUSP</td>
<td>434</td>
<td>Clinical Practice in Speech-Language Pathology II</td>
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<td>No catalog links</td>
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</tr>
</tbody>
</table>
GENERAL EDUCATION COMMITTEE REPORT

September 12, 2012 Meeting Minutes

Subcommittee Reports
- Communicating through Writing (Benson)—Two courses were approved:
  - History 408 – Honors: Senior Paper
  - History 499 – Senior Research Seminar
- Communicating Orally (Haas) – no proposals
- Quantitative Reasoning (Collins) – no proposals
- Cultures and Civilizations (McAlpin) – no proposals
- Social Sciences – no proposals
- Arts and Humanities (Murphy) – no proposals
- Natural Sciences (Heitmann) – no proposals

Other Business
- The committee heard from Sally McMillan about the draft report from the General Education Taskforce with possible actions to be considered with the final version. McMillan also discussed some policy issues related to the Complete College TN Act and petitioning.
- The deadline for general education proposals (for the 2013-14 Undergraduate Catalog) is Friday, November 2nd.

October 10, 2012 Meeting Minutes

Subcommittee Reports
- Communicating through Writing (Benson) – no proposals
- Communicating Orally (Haas) – no proposals
- Quantitative Reasoning (Collins) – no proposals
- Cultures and Civilizations (McAlpin) – A proposal will be reviewed by the full committee at its next meeting.
- Social Sciences – no proposals
- Arts and Humanities (Murphy)—One course and its cross-list were approved:
  - English 281 – Introduction to Film Studies
  - Cinema Studies 281 – Introduction to Film Studies
- Natural Sciences (Heitmann) – no proposals

Other Business
- The committee approved the following change to its bylaws:
  From:
  "The chair of the committee is selected from among the faculty members of the committee at the last meeting of the spring semester.
  "To:
  "In the last year of the term of the current chair, at the last meeting of the fall semester, a chair-elect is selected from among the faculty members of the committee. He or she will serve the remainder of the year as chair-elect, and then for two years as chair starting the following fall. Ordinarily the chair will serve one two-year term."
The Committee reviewed the General Education Taskforce report and set tasks for the year including:
  o Linking general education courses to the catalog rather than the academic year
  o Updating the petition process, possibly moving to an online system
  o Clarifying and communicating the learner outcomes for gen ed courses
  o Matching learner outcomes with assessments

Next Meeting: December 12, 2012 8:30 AM AHT 4th Floor Conference Room