The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
April 14, 2015

Elected Members present: Michael Palenchar, Chair; and Richard Bennett, Vice Chair. Richard Strange, Katherine Ambroziak, Harriet Bowden, Jochen Denzler, Jim Hall, Yingkui Li, Eric Sundstrom, Suzanne Wright, Jean Gauger, Mary Holcomb, Harold Roth, Rob Hardin, Heidi Stolz, Paul Frymier, Belle Upadhyaya, and David Dupper

Ex-Officio Members present: Mary Anne Hoskins, Kirsten Benson, Richard Bayer, Taimi Olsen, Ingrid Ruffin (for Teresa Walker), John Stier, R. J. Hinde, Dixie Thompson, and Rebekah Page (for Timothy Hulsey)

Others present: Sally McMillan, Mary Albrecht, Betsy Gullett, Robin Hardin, Missy Parker, Jennifer Hardy (for Monique Anderson), and Molly Sullivan

Call to order: A regular meeting of the Undergraduate Council (UGC) was held in the Multipurpose Room of Black Cultural Center on April 14, 2015. The meeting was called to order by Michael Palenchar, UG Council Chair, at 3:40 p.m.

Minutes of the previous meeting: No one requested corrections to the minutes of the meeting held on January 27, 2015; therefore, the minutes stand as published.

Committee Reports (See attached reports)

- The Academic Policy report was presented by Paul Frymier, proxy for Roxanne Hovland, Chair. The report covered both the November 2014 and the April 2015 meetings. Action items included a change in the residency hours required for graduation honors, the addition of two 4+1 programs in the College of Agricultural Sciences and Natural Resources, a change in the credit awarded for the Literature and Language Advanced Placement (AP) Exam, and a change in the minimum score required for the Government and Politics – US AP Exam. All items in the report were approved by the Council without opposition.
- The Advising report was presented by Jennifer Morrow and covered the executive summary and final evaluation for Undergraduate Advising. The report was informational and no action was needed.
- There was no report from the Appeals Committee.
- The Associate Deans report was presented by Sally McMillan, Chair, and covered both the January and March meetings. The report was informational and no action was needed.
- The Undergraduate Planning report presented by Sally McMillan, Chair, and covered the January, February, March, and April meetings. The report was informational and no action was needed.
- The Curriculum Committee report was presented by Katherine Ambroziak, Chair, and covered the April meeting. All items were consent agenda items and covered mainly faculty/staff changes, minor edits to clarify texts, and edits to remove or replace courses that had been dropped earlier in the academic year. All items in the report were approved by the Council without opposition. Gary Ramsey of the College of Nursing was elected Curriculum Committee Chair for the 2015-2016 academic year.
- The General Education Committee report was presented by Kirsten Benson, Chair, and covered the February, March, and April meetings. Action items included a minor change to the General Education Committee Bylaws and the revision of text for the General Education section of the undergraduate catalog for the 2016-2017 academic year. All items in the report were approved by the Council without opposition. Barbara Murphy of the School of Music in the College of Arts and Sciences has been elected General Education Committee Chair for a two-year term beginning fall 2015.

New Business

- Taimi Olsen presented a report from the Student Assessment of Instruction (SAIS) Working Committee. The report is published online at https://oira.utk.edu/sais/task-force.
- Michael Palenchar explained that feedback regarding the review of the Faculty Senate Standing Committees included questions regarding responsibilities, size, length of terms and continuity, composition (especially in regard ex-officio members), and use of technology to increase attendance. A task force will be formed to gather information and to make specific recommendations at a later date.
- The schedule of meetings for the Undergraduate Council and its subcommittees was approved without opposition. Meeting locations will be determined at a later date, based on the availability of venues.
- Katherine Ambroziak of the College of Architecture and Design was unanimously elected to serve as the Vice Chair of the Undergraduate Council for the 2015-2016 academic year and then as Chair for the 2016-2017 academic year.
- Mary Albrecht reported that SACS gave us a positive review and noted only one item that needed additional clarification.

Adjournment: Michael Palenchar adjourned the meeting at 5:00 PM.

Next meeting: Tuesday, September 8, 2015, at 3:40 p.m. in a venue to be determined

Minutes submitted by: Molly Sullivan

ACADEMIC POLICY

The University of Tennessee, Knoxville
Academic Policy Committee
Minutes of the Meeting
November 5, 2014

Call to order: A regular meeting of the Academic Policy Committee was held in the Arena Dining Room A on November 5, 2014. The meeting was called to order by Roxanne Hovland, Chair, at 1:30 p.m.

Members present: Wendy Tate for Jean Gauger, Roxanne Hovland, Yingkui Li, John Scheb, Monique Anderson, Ruth Darling, and Mary Anne Hoskins

Others present: Mary Albrecht, Sally McMillan, Tammy Murphy, Svatlana Zivanovic for John Stier, and Molly Sullivan

Approval of minutes: John Scheb moved that the minutes of the October 1, 2014 meeting were approved. The motion was seconded and passed without opposition.

New business:

Proposal to Change Honors Categories for Graduation: Monique Anderson presented a motion that the sentence "Students must have earned at least 60 hours at UT Knoxville in order to qualify for honors categories" be deleted from the catalog effective with the 2015-2016 academic year. (See attached for complete proposal.) John Scheb moved that the proposal be approved. The motion was seconded and passed without opposition.

CASNR 4+1 Degree Programs: Svetlana Zivanovic presented a proposal on behalf of John Stier and the College of Agricultural Sciences and Natural Resources to add a five year BS-MS in Animal Science and a five year BS-MS in Food Science. Mary Albrecht noted that the total number of hours for these programs may have to be revised to meet SACS policy due to a new interpretation of SACS Core Requirement 2.7.1. John Scheb moved that these programs be approved "as is or as amended to meet SACS CR 2.7.1." The motion was seconded and passed without opposition.

Items from the Floor:

Appeals: Ruth Darling mentioned that students have 90 days to begin an appeal process; however, there is no deadline for resolving an appeal. Some appeals tend to drag on for several months. The Appeals Committee is beginning to discuss whether additional deadlines need to be put in place to speed up the process.

Minimum number of hours for a major or minor and minimum number of upper-division hours for a Bachelor's degree: Sally McMillan explained that the Associate Deans will be looking at data regarding the number of hours required for a major or minor and at the minimum number of upper-division hours that are required for a degree at the University. Mary Albrecht noted that SACS guidelines call for a minimum of 120 hours for a Bachelor's degree but does not address the number of upper-division hours or the number of hours that constitute a major or a minor.

Adjournment: Roxanne Hovland adjourned the meeting at 1:54 PM.

Next meeting: Wednesday, December 3, 2014, at 1:30 p.m. in Arena Dining Room A

Minutes submitted by: Molly Sullivan

PROPOSAL TO CHANGE REQUIREMENTS FOR HONORS CATEGORIES FOR GRADUATION

The policy currently reads as follows:

Honors Categories for Graduation
Honors are conferred upon graduating undergraduate students who have displayed a high level of achievement during their university career.

Recipients of honors receive their degree with

- cum laude 3.5 through 3.64
- magna cum laude 3.65 through 3.79
- summa cum laude 3.8 through 4.0

These honors categories are based on a student's cumulative average at the end of the semester preceding the graduation semester. Students must have earned at least 60 hours at UT Knoxville in order to qualify for honors categories.

If, at graduation, a student's grade point average would allow a higher honors category than that determined at the end of the semester preceding the graduation semester, the student will receive a substitute diploma indicating the higher category.

Chancellor's Honors are conferred upon graduating students who have completed the Chancellor's Honors Program.

The proposed change is to remove one sentence, which will allow any student who meets the University's residency requirement and all other degree requirements to qualify for Latin Honors.

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- cum laude 3.5 through 3.64
- magna cum laude 3.65 through 3.79
- summa cum laude 3.8 through 4.0

These honors categories are based on a student's cumulative average at the end of the semester preceding the graduation semester. ~~Students must have earned at least 60 hours at UT Knoxville in order to qualify for honors categories.~~

If, at graduation, a student's grade point average would allow a higher honors category than that determined at the end of the semester preceding the graduation semester, the student will receive a substitute diploma indicating the higher category.

Chancellor's Honors are conferred upon graduating students who have completed the Chancellor's Honors Program.

PROPOSAL TO ADD TWO 4+1 PROGRAMS IN THE COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

Two departments in the College of Agricultural Sciences and Natural Resources wish to initiate 4+1 BS-MS programs to facilitate the entrance of additional students into graduate programs at the University in accord with the VolVision initiative of increasing the university's graduate student numbers. My understanding, based largely on communication with Catherine Cox and the curriculum submission guidelines, is that such proposals need first to be reviewed and approved by both the Graduate and the Undergraduate Academic Policy Committees and do not need THEC approval. We would like to have these proposals reviewed in time for inclusion in the curriculum proposals for AY15-16 catalog. Both departments understand that SACS requires a minimum of 150 credits (without "double-dipping") for a BS-MS program. A catalog showcase for the undergraduate curriculum proposal will be forthcoming.

DEPARTMENT OF ANIMAL SCIENCE
(ANSC) ANIMAL SCIENCE

ADD FIVE YEAR BS-MS ANIMAL SCIENCE MAJOR

For qualified students, the Department of Animal Science offers a 5-year BS-MS program with a BS major in Animal Science and a thesis-based MS major in Animal Science. Students will complete 150 hours in the combined program, with courses applied to the graduate degree being progressively more rigorous in order to warrant graduate credit. Students are typically considered for conditional admission to the program during, or immediately following, their third year of undergraduate study at UT. Because the MS program requires that a student write a thesis based on original research, efforts related to developing and starting a research-based project in consultation with a graduate advisory committee (that meets MS committee requirements) are required immediately following their third year of undergraduate studies.

To be considered for conditional admission to the program:

- A student must be a declared Animal Science major with a minimum GPA of 3.4, must have completed at least 15 hours of credit in Animal Science (including LD courses), and must have completed at least 90 hours of the 120 hours of coursework required for the BS degree with a major in Animal Science.
- A student must provide three letters of recommendation and complete a personal interview with individuals comprising the Graduate and Undergraduate Committees in the Department of Animal Science.
- A student must obtain a commitment from an Animal Science graduate research faculty member to serve as their graduate mentor-advisor (i.e., major professor) and at least two other graduate research faculty members to serve on their graduate advisory committee.

Applicants are required to have completed at least 6 credit hours from the following Animal Science core courses (i.e., ANSC 320, ANSC 330, ANSC 340, ANSC 380). The Department may consider other relevant factors such as an applicant's work experience and level of maturity before conditionally admitting a student to the BS-MS program. Conditional admission of a student into the 5-year BS-MS program must be approved by both the Department of Animal Science and the Graduate School. Students will be typically informed of the outcome of their application before the beginning of their fourth year of undergraduate study.

Any course taken for graduate credit before satisfying all requirements for the BS degree must be approved both by the Graduate Director and by the Graduate School. These courses must be identified in advance, in consultation with the graduate advisory committee members.

UT's Senior Privilege rule imposes a maximum limit of 9 hours on the number of graduate-level hours that an undergraduate student may complete before completing an undergraduate degree and being formally admitted to the Graduate School. A student who is conditionally admitted to the BS-MS program may complete up to 9 hours of graduate credit, beyond the minimum required for the BS degree, during the student's fourth year of undergraduate study to be applied towards MS degree requirements.

Conditional admission into the BS-MS program does not guarantee acceptance into either the Graduate School or the MS program. Students in the BS-MS program must apply for admission to the Graduate School and to the MS program during their fourth year of undergraduate study, following the same procedures that all other student applicants follow. A GRE score must be submitted as part of the application for admission into any graduate program in the Department of Animal Science. Students will be fully admitted to the MS program after they have been accepted both by the Graduate School and by the Animal Science MS program. Students will not be eligible for graduate assistantships until they are enrolled as graduate students in the Graduate School.

DEPARTMENT OF FOOD SCIENCE AND TECHNOLOGY
(FDST) FOOD SCIENCE AND TECHNOLOGY

ADD FIVE YEAR BS/MS FOOD SCIENCE MAJOR

For qualified students, the Department of Food Science and Technology offers a 5-year BS/MS program with a BS major in Food Science and Technology and a thesis-based MS major in Food Science and Technology. Students will complete 150 hours in the combined program, with courses applied to the graduate degree being progressively more rigorous in order to warrant graduate credit. Students will be considered for conditional admission to the program during, or immediately following junior year of undergraduate study at UT. Because the MS program requires that students write a thesis based on their original research, students in BS/MS program must start working on their research project not later than immediately following junior year of undergraduate studies. For each student in the program, a graduate advisory committee composed of a minimum of three faculty members must be established before completion of BS degree.

To be considered for conditional admission to the program:
- A student must be a declared Food Science and Technology major with a minimum GPA of 3.4, must have completed at least 15 hours of credit in Food Science and Technology (including LD courses), and must have completed at least 90 hours of the 120 hours of coursework required for the BS degree with a major in Food Science and Technology.
- A student must provide three letters of recommendation and complete a personal interview with individuals comprising the Graduate and Undergraduate Committees in the Department of Food Science and Technology.
- A student must obtain a commitment from a Food Science and Technology graduate research faculty member to serve as their graduate mentor-advisor (i.e., major professor) and at least two other graduate research faculty members to serve on their graduate advisory committee.

Applicants are required to have completed FDST 241 Food Preservation and Packaging. The Department may consider other relevant factors such as an applicant's work experience and level of maturity before conditionally admitting a student to the BS/MS program. Conditional admission of a student into the 5-year BS/MS program must be approved by both the Department of Food Science and Technology and the Graduate School. Students will be typically informed of the outcome of their application before the beginning of their senior year of undergraduate study.

Any course taken for graduate credit before satisfying all requirements for the BS degree must be approved both by the Graduate Director and by the Graduate School. These courses must be identified in advance, in consultation with the undergraduate advisor, proposed master's graduate advisor, and advisory committee members. UT's Senior Privilege rule imposes a maximum limit of 9 hours on the number of graduate-level hours that an undergraduate student may complete before completing an undergraduate degree and being formally admitted to the Graduate School. A student who is conditionally admitted to the BS-MS program may complete up to 9 hours of graduate credit, beyond the minimum required for the BS degree, during the student's fourth year of undergraduate study to be applied towards MS degree requirements.

Conditional admission into the BS/MS program does not guarantee acceptance into either the Graduate School or the MS program. Students in the BS/MS program must apply for admission to the Graduate School and to the MS program during their senior year of undergraduate study, following the same procedures that all other student applicants follow. A GRE score must be submitted as part of the application for admission into any graduate program in the Department of Food Science and Technology. Students will be fully admitted to the MS program after they have been accepted both by the Graduate School and by the Food Science and Technology Science. Students will not be eligible for graduate assistantships until they are enrolled as graduate-level students in the Graduate School.

The University of Tennessee, Knoxville
Academic Policy Committee
Minutes of the Meeting
April 8, 2015

Call to order: A special meeting of the Academic Policy Committee was held in the Arena Dining Rooms C and D on April 8, 2015. The meeting was called to order by Roxanne Hovland, Chair, at 1:33 p.m.

Members present: Roxanne Hovland, Chair and proxy for Jean Gauger, Paul Frymier, Yingkui Li, John Scheb, Monique Anderson, Ruth Darling, and Mary Anne Hoskins

Others present: Mary Albrecht, R. J. Hinde, Mary Beth Burlison, Sally McMillan, Kirsten Benson, Robin Hardin, Tom Broadhead, Michael Palenchar, and Molly Sullivan

Approval of minutes: Paul Frymier moved that the minutes of the January 14, 2015, meeting be approved. The motion was seconded and passed without opposition.

New business:

1. Kirsten Benson presented a proposal from the Department of English, which has been approved by Arts and Humanities, the College of Arts and Sciences, and the General Education Committee. The Department of English proposed that credit awarded for the Advanced Placement (AP) Literature and Composition exam be changed based on extensive research completed by the Department during the past academic year. Students who earn a score of 4 or 5 on the AP Literature and Composition exam will receive credit for ENGL 101. The change is to take effect in fall 2016. (Please see attached for detailed information.)

   Discussion included the acknowledgement that students who take AP Language and Composition also receive credit for ENGL 101, so the suggestion was made to consider awarding a three-hour lower-division English elective credit if students take both the AP Language and Composition and the AP Literature and Composition exams. This suggestion was received favorably, but the consensus is that the decision regarding this elective will be made by the English Department and does not need to be addressed by the Academic Policy Committee. John Scheb moved that the proposal be approved. The motion was seconded and passed without opposition.

2. John Scheb presented a proposal from the Department of Political Science that the minimum acceptable score on the Advanced Placement (AP) Government and Politics – US exam be raised to 4. This would allow students to receive credit for POLS 101 Introduction to American Government and Politics provided they scored 4 or 5 on the AP exam. We would no longer award credit for a score of 3. The proposal was based on (1) analysis of student outcomes in higher-level political science courses and (2) a review of the policies of 33 peer and aspirational schools. (Please see attached for detailed information.)

   Discussion focused on when the change would take effect. The consensus is that the date would be determined by test date and should not adversely affect students who have already completed the exam; therefore, the new minimum score will be required of any student who takes the AP Government and Politics – US exam in 2015 or thereafter. Students who took the exam in 2014 or before would not be affected by the new minimum score. John Scheb moved that the proposal be accepted with the effective date as described herein. The motion was seconded and passed without opposition.

3. Sally McMillian pointed out that there were two issues being addressed through these proposals: one of policy (i.e., when changes to AP scores will take effect) and one of procedure (i.e., who approves changes to the way credit is awarded). The ensuing discussion suggested that the Academic Policy Committee would determine the question regarding the date of changes and that the Curriculum Committee would determine changes in the way credit is awarded for AP exams. The Committee agreed to take up this part of the conversation at the next regular meeting, which will be held in September 2015.

Items from the floor: Two informational items were mentioned.

1. Mary Anne Hoskins stated that the College of Arts and Sciences is moving toward requiring that all minors in the College have a minimum of nine credit hours that are distinct from the major, concentration, or additional minor.
2. Sally McMillan mentioned that, in addition to the Arts and Sciences policy mentioned by Mary Anne Hoskins, research has been initiated by her office in cooperation with the Registrar's Office into the possibility of setting a university-wide policy on the (1) minimum number of upper-division hours required for a degree and (2) the minimum number of hours and the minimum number of upper-division hours required for a minor. Even though individual colleges have policies of this nature, the university as a whole does not currently have a policy. More information should be available in the next academic year.

Adjournment: Roxanne Hovland adjourned the meeting at 2:43 PM.

Minutes submitted by: Molly Sullivan

Proposal to change AP exemption for English 102 credit
March 20, 2015

Currently, students who enter UT receive the following English course credit for AP exam scores: Credit for English 101 is given to students with the score of 4 or 5 on the AP Language and Composition exam, and credit for both English 101 and 102 is given to students with the score of 4 or 5 on the AP Literature and Composition exam.

The English Department proposes the following policy change concerning granting English course credit for students who take the AP Literature and Composition exam: Students with the score of 4 or 5 on the AP Literature and Composition exam will receive credit for English 101 only, not English 101 and 102.

No change is recommended to the current policy involving the AP Language and Composition exam; that is, students with the score of 4 or 5 on the AP Language and Composition exam will still earn credit for English 101.

The *Undergraduate Catalog* should be revised as follows:

To satisfy this requirement, students take the first-year composition sequence, which may be met in ~~one of two ways~~ the following way:

> By completing 6 hours in English writing courses – either ENGL 101 and ENGL 102; or ENGL 118 and ENGL 102; or ENGL 131 and ENGL 132. Eligibility for ENGL 118 will be determined by ACT or SAT scores. Students who obtain a grade of A or B in 118 may complete their first-year composition requirement with ENGL 102, or with a sophomore-level course in the English department, or ENGL 355. The sophomore course, if designated AH, may also be used toward the Arts and Humanities General Education requirement.
>
> ~~By earning a score of 4 or 5 on the College Board Advanced Placement Test in Literature and Composition. Credit in ENGL 101 is earned with a score of 4 or 5 on the Advanced Placement Test in Language and Composition.~~

Rationale: The policy for awarding English course credit for AP exam performance has not been reviewed for at least 20 years; such review was overdue, as major changes were made to our First-Year Composition courses, especially to English 102, in 2008. The current AP exemption policy was put into effect when English 102 emphasized literary analysis; however, the 102 course design no longer includes such analysis. The skills assessed by the AP Literature and Composition exam are no longer parallel to or consistent with what is taught in our English 102 course, which now emphasizes multi-disciplinary research and writing—in 102, students now conduct archival, qualitative, and secondary-source research, and there is minimal use of literary texts. After comparing the content of the AP Literature and Composition exam and the high school courses that prepare students for it to the learning objectives of our current English 102 course, it is clear there is little match.

The English Department's Composition Committee also reviewed the policies for granting exemptions from First-Year Composition (FYC) on the basis of AP exam scores at most of our peer, target, and aspirational institutions[1] and, as the table below shows, for most schools that give FYC credit for the AP Literature and Composition exam, a match exists between their literature-based FYC course(s) and what that exam assesses.

The following table summarizes First-Year Composition and other credit given at our peer, target, and aspirational schools to students with scores of 4-5 on the AP Literature and Composition exam:

Number	**Credit Given for Score of 4-5 on AP Literature and Composition Exam of Schools**
0 schools:	Credit for 2 FYC courses, with both courses similar to UT's FYC
1 school:	Credit for 1 FYC literature-based course
1 school:	Credit for 1 FYC composition course and 1 non-FYC literature course
3 schools:	Credit for 1 FYC composition course [Auburn and CA: must get score of 4 for this credit; Clemson: must get score of 5]
5 schools:	Credit hours given but no FYC exemption or literature course credit
6 schools:	Credit for 1 non-FYC literature course
7 schools:	Credit for 1 FYC comp course and 1 lit-based FYC comp course [Auburn and CA: must get score of 5 for this]

Several schools have a policy that gives credit for a literature course beyond the first year or one that awards credit hours not associated with any particular course. The English Department does not support giving credit for any specific English Department literature course.

A new AP program was put into effect in 2014, the AP Capstone, and there is a compelling match between its content and UT's English 101 and 102 courses. Few high schools currently offer the AP Capstone program, so the Composition Committee agrees we should review research about students who complete it once it has been offered for a few years and then consider accepting it for English 101 and 102 credit.

Some may wonder whether the proposed policy change could delay some students' path toward on-time graduation. However, we could find no clear research showing a correlation between AP credits and on- time graduation[2], nor any to support the idea that eliminating an exemption for a single course would affect on-time graduation. Most importantly, we believe that the training in multi-disciplinary research and writing that our English 102 course offers provides a significant benefit that helps all students perform better in their subsequent college coursework.

AP courses offer broad benefits to college-bound students. However, when determining whether particular course credit should be offered to students who take particular exams, there should be a strong match between the learning objectives of the course for which credit is given and the learning objectives assessed by that particular AP exam. In the case of the AP Literature and Composition exam and UT's English 102 course, that match does not exist.

[1] See attached spreadsheet for more detailed information regarding AP exemption policies at peer, target, and aspirational institutions.

[2] See, for example, Dougherty, Chrys, Lynn Mellor, and Shuling Jian. "The Relationship between Advanced Placement and College Graduation. 2005 AP Study Series, Report 1." *National Center for Educational Accountability* (2006).

PEER INSTITUTIONS				
University / # of FYC Courses Required	**1st FYC course equiv. to UT's English 101**	**2nd FYC course equiv. to UT's English 102**	**Language and Composition Exam**	**Literature and Composition Exam**
Iowa State (2 courses, but most should earn exemption for 1st course, which appears remedial--students test out of it with 24 ACT	Y	N	Score of 3+: exempt from 1st course in sequence	Score of 4 or 5: credit for 1st course in sequence
Auburn (2-course sequence)	Y	N	Does not accept scores from this exam	Score of 4: credit for 1st course in sequence; Score of 5: credit for entire 2-course FYC sequence
TARGET INSTITUTIONS				
University / # of FYC Courses Required	**1st FYC course equiv. to UT's English 101**	**2nd FYC course equiv. to UT's English 102**	**Language and Composition Exam**	**Literature and Composition Exam**
Rutgers (1 expository writing course required for all; 2nd writing course required by different	Y	NA	Score of 4+: exempt from 1st course in sequence; everyone must take the 2nd course	Score of 3+: credit for Composition and Intro to Literature (351:201)
Purdue U (2-course sequence, but 2nd is service-learning—no exemption for 2nd course)	Y	N	Score of 3: earns credit hours but no exemption; Score of 4+: exempt from 1st course in sequence	Score of 3: earns credit hours but no FYC exemption; Score of 4+: credit for non-FYC literature course
Clemson (1 course--English 1030, rhetoric and argument)	Y	NA	Score of 3 or 4: earns credit hours but no exemption; Score of 5: earns credit hours PLUS exemption from English 1030	Score of 3 or 4: earns credit hours but no exemption; Score of 5: earns credit hours PLUS credit for English 1030
U of Georgia (2-course sequence; second is lit based)	Y	N	Score of 3: exempt from 1st course in sequence; Score of 4+: exempt from entire FYC sequence	Score of 3: credit for 1st course in sequence; Score of 4+: credit for entire 2-course FYC sequence (Comp + lit-based comp)
Texas A & M U (1 course for FYC, but must take a 2nd course at 200-level that could be comp or lit)	Y	N	Score of 3: exempt from 1st course in sequence; Score of 4+: exempt from entire FYC sequence	Score of 3: credit for 1st course in sequence; Score of 4+: credit for entire 2-course requirement (2nd course = most are lit-based)
Indiana U (1 course; has a remedial course also from which almost everyone should be	Y	NA	Score of 3: earns credit hours but no exemption; Score of 4+: exempt from entire FYC sequence	Score of 3: earns credit hours but no exemption; Score of 4+:credit for literature course (not FYC)
Michigan SU (1 course)	N	NA	Score of 4+: exempt from FYC course	Score of 3+: credit for 1 FYC course plus English 210 (literature course, not FYC)
ASPIRATIONAL INSTITUTIONS				
University / # of FYC Courses Required	**1st FYC course equiv. to UT's English 101**	**2nd FYC course equiv. to UT's English 102**	**Language and Composition Exam**	**Literature and Composition Exam**
U of TX-Austin (2-course sequence; 2nd course is LIT)	Y	N	Score of 3+: exempt from entire FYC sequence	Score of 4+: credit for 2nd course in FYC sequence (literature-based
U of Illinois—Urbana-Champagne (1- or 2- course options available for satisfying	Y	NA	Score of 4+: exempt from 1 FYC course (4 credit hours)	Score of 4+: credit for 1 FYC (4 credit hours), plus credit for English 110 (3 credit hours)
UNC-Chapel Hill-1 FYC course	Y	NA	Score of 4+: credit for English 110-- not part of FYC requirement	Score of 5: credit for English 191--literature course (not part of FYC requirement)
U of Maryland--College Park (1 FYC course, but everyone must take a 200-level [like one of UT's	Y	NA	Score of 4+: credit for 1 FYC course	Score of 4+: 3 lower-level elective hours and credit for English 240

U of California System (2-course sequence-- Reading and Composition A and B).	Y	N	Score of 4+: exempt from 1st course -- Reading and Composition A	Score of 4: credit for Reading & Composition A; Score of 5: credit for Reading and Composition A and B (B is a literature-focused
The Ohio State (1 FYC course; 2nd-year writing course also required)	N	NA	No credit given	Score of 4+: credit for English 1110.01 (FYC course) and English 1167H (Gen Ed "Cultures and Ideas")
UVA (2 courses for students with <490 on SAT writing; otherwise 1 course)	N	N	Score of 5: exempt from FYC	Score of 4+: credit hours but no exemptions
University of Florida (1 FYC required for General Education credit; additional 3 credits of "Composition" credit required for graduation; satisfied with variety	Y	Y	Score of 3: exempt from 1st course in sequence; Score of 4+: exempt from entire FYC sequence	Score of 3: credit for AML 2070; Score of 4-5= credit for AML 2070 and LIT 2120 (No FYC credit.)
U. of Pittsburgh (2-course sequence, but 1st is remedial & almost everyone should be exempt) **If students earn a 5 on AP exam AND ≥600 on SAT critical reading, they earn credit	N	NA	Score of 4+: credit hours but no exemptions	Score of 4+: credit hours but no exemptions
U of Washington-Seattle (several options to meet FYC req)	N	N	Score of 4+: credit hours but no exemptions	Score of 4+: credit hours but no exemptions
U of Michigan-Ann Arbor (2-course sequence, but range of courses can fill either)	N	N	Score of 4+: credit hours but no exemptions	Score of 4+: credit hours but no exemptions
Penn State (2-course sequence w/ 2nd course at 200-level as a discipline-specific writing course)	N	NA	Score of 4+: enroll in honors version of FYC	Score of 4+: credit for literature course (not FYC)
For 101/102 equivalents Y = at least some similarities to our curriculum N = no similarity to our curriculum NA = no 2nd semester req				

Petition to Raise the Standards for AP Credit
Department of Political Science
April 1, 2015

The Department of Political Science feels that the score of 3 on the Advanced Placement tests does not demonstrate the level of mastery of our learning objectives that we wish to see of our undergraduate students. As a result, we seek to change the AP exam score cutoffs above which students can earn credit for the corresponding course (Introduction to American Government and Politics, POLS 101).

The primary learning objective that we apply in our American Government classes is the following: “Students will gain basic knowledge of, understanding of, and the ability to apply political science principles.” It is difficult for the Department to assess whether students meet those objectives through the Advanced Placement test if the student earns a score of 3. The AP examination consists of multiple choice questions and open ended essay type questions. Each of these components is half of the final AP score. Thus, Advanced Placement exam scores are a composite that measures both performance on multiple-choice "factual" questions as well as performance on open ended "analytical" questions. The latter are a better reflection of the ability to apply concepts. The questions, particularly the multiple choice questions, test specific knowledge. These questions provide evidence of whether students have gained “basic knowledge” but they do not give us adequate purchase on whether students can actually apply the concepts that they have learned.

With the requirement of a score of 3, students could do well enough on the multiple choice questions to off-set the short essay questions that require the students to apply the concepts that would make it clear that students had mastered the material. As a consequence of the grading schema, a score of 3 could represent mastery of fact-based content without mastery of the ability to analyze questions in the field and apply fact-based knowledge to answering complicated questions. By contrast, a score of 4 or 5 would insure that students had demonstrated the ability to answer both the factual questions and apply the relevant concepts, which would meet our assessment criteria. Students would need to achieve strong scores on both components to earn the score of four and satisfy the scope of our learning objectives.

We surveyed 33 peer and aspirational schools, most of which are in or near the top 25 public institutions. We looked at public schools from the Southeastern Conference, the Atlantic Coast Conference, and the Big Ten. Fully 27 of the 33 schools require students to earn a score of 4 or 5 to obtain credit for American Government. Only one of the schools in the top 25, the University of Wisconsin-Madison, found a score of 3 sufficient for credit. The remaining schools that did not require a 4 or higher were Alabama, Florida, Kentucky, South Carolina, and Ole Miss. As the quality of our students increase by every objective measure, our expectations should also.

ADVISING

UNIVERSITY OF TENNESSEE'S UNDERGRADUATE ADVISING
FINAL EVALUATION REPORT

Submitted by
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Evaluation, Statistics, and Measurement (ESM) Program Lab Group

Executive Summary

Description of Evaluation Methodology
We developed an anonymous survey that contained both closed-ended and open-ended questions on students' primary source of advising, experience with advising at UT, and their perceptions of advising. We created these questions by reviewing national best practices in advising, published scales on college advising, and recently used advising surveys used at UT. Students were emailed by the Provost's office a link to the survey and the link was also posted on Blackboard during the survey recruitment period. We focused the needs assessment on two main evaluation questions: 1) What are students' perceptions regarding their advising experience at UT? and 2) Overall, what are students' perceptions regarding undergraduate advising at UT?.

Needs Assessment Participant Information
There were 1704 students who clicked on the survey link and completed part or all of the survey. Response rates for survey items ranged from 1688 to 1444 students. Significantly more females (69%) participated in the needs assessment compared to male (29%) students. Approximately 82% of survey respondents were Caucasian, followed by 6% Black/African-American and 4% Asian, which is similar to the racial makeup of UT undergraduates. The majority of students who participated in the needs assessment were Seniors (35%), followed by Juniors (24%), First-Year students (21%), and Sophomores (19%).

Academic Advisor Information
The majority of students who completed the needs assessment reported having an advisor in Arts & Sciences (33.5%), Business Administration (16.5%), or Education, Health, and Human Sciences (13%). Most students (70%) reported going to their assigned advisor for advising information, and just under 8% reported going to another professor that was not their assigned advisor. Other students (all under 5% each) stated getting their advising information from a variety of sources such as family members, other students, themselves, the UT catalog, and other resources on campus.

About half of the needs assessment participants meet with their advisor twice a year and only about 9% were heavy users of their advisors by going more than three times per year. Only about 1% reported never going to their advisor for assistance. The majority of students (64%) made appointments before meeting with their advisor, and about 24% used the internet to make their appointment. Students reported a variety of reasons for their most recent visit with their advisor. The majority of students stated that it was required (52%) or they needed to create an academic plan (41%). Other common reasons were getting help with their major, general education questions, and discussing future career plans. Students reported preparing in a variety of ways for their advising appointments. Many students made a list of questions (44%) or reviewed their major guide (41%). Others reviewed their DARs report (39.6%) or brought along a planned schedule (38%). Only about 6% of students were not sure how to prepare for their advising appointment.

Those students who had advisors in Nursing had the highest percentage (90%) of students who consistently used their primary advisor versus other sources for advising. Students in Agriculture Sciences and Natural Resources and Education Health and Human Sciences had about 70% of their students reporting using their primary advisor for advising advice. Students in Engineering had the lowest percentage (only 55%) that reported utilizing their assigned advisor for advising information. A larger percentage of students who didn't know where their primary advisor was housed (6.7%) and students who have advisors in Social Work (5.0%) reported never visiting their primary academic advisor for advising information. A much larger percentage of students in Architecture and Design (22%) and Engineering (29%) reported only meeting with their advisor once per year compared to students in other disciplines.

Perceptions Regarding Quality of Advising Activities
We asked participants a series of questions about how they felt about the advising process, how information was distributed by advisors and types of resources referred to them, and what other types of assistance their advisor could provide them. Characteristics that were most important to the students were: understanding what to do in order to graduate on time, gives me accurate information about course requirements, understands how to navigate the catalog, and listens effectively. Characteristics that were not of much concern to the students were: connecting them to campus resources, making an effort to contact them, provides career guidance, and asks me about my academic progress.

Students were asked what campus resources their primary advisor referred them to. The largest percentage of students (58%) reported that their advisor had referred them to the undergraduate catalog. More than half the students (54%) also reported their advisor referred them to the academic major guides. For all the rest of the campus resources the referral rates were much lower (all

lower than 30%). Approximately 12% of respondents reported that their primary advisor had not referred them to any of the resources listed below. Students were also asked what online resources their primary advisor had referred them to. Over 50% of students reported being referred to the MyUTK website. Approximately 40% were referred to major guidelines. Almost 16% of students reported being referred to none of these resources.

We conducted group difference analyses to assess for differences between the location of students' primary advisor and importance of these advisor characteristics. For many of the questions students whose advisor was located in Engineering rated these experiences as far less important compared to students in many of the other departments. Students in Engineering rated activities/attributes such as 'easy for me to talk to', 'understands how to navigate the University's undergraduate catalog', 'has assisted me in developing a long-term educational plan', 'helps me make important educational decisions', and 'asks me about my academic progress' as far less important that their primary advisor have these attributes/do these things compared to students in most of the other colleges.

We conducted group difference analyses to assess for differences between the year in school (first year, sophomore, junior, or senior) students are in and importance of these advisor characteristics. There were very few statistically significant differences between class years on these activities/attributes. First-year students were less likely to rate understanding how to generate and read a DARS report as important compared to Juniors or Seniors. Also, First-Year students rated helps me connect to campus resources as more important compared to Sophomores and Seniors.

Additional Assistance Desired by Students
We asked students what other kinds of assistance could their primary advisor provide that would be helpful for their success. The two themes that had the most responses from students were *No Changes* and *Information on Resources*. Many of the students responded that they didn't want anything else from their current advisor or they didn't know what else their advisor could give them. Others reported the exact opposite, they wanted much more in additional information on campus resources from their advisors. Students asked for information on all of the different opportunities and organizations that could help them succeed while here at UT and beyond. They expected their advisor to be a 'resource of knowledge', they should know where to send student to better prepare for their planned career. Two other common themes were *Guidance* and *Better Connections*. Students want more information on how to plan for their future careers and they expect their advisors to be more personable and to try to better connect with them.

What Students Learn After Advising Appointments
We asked students about the knowledge they gained through the advising process. After meeting with their advisor students most strongly agreed that they understand the basic degree requirements for their intended major but did not display a lot of agreement with knowing about service learning as a part of the curriculum at UT.

Perceptions of Strengths of UT Advising
We asked students about their perceptions of the strengths of undergraduate advising at UT. The two themes that had the most responses from students were *Knowledgeable* and *Connection with Student*. Many of the students felt that most of the advisors could answer their questions and understood undergraduate requirements. They were able to refer them to the appropriate resources and they saw them as competent. Many students felt that their advisor was concerned about their general well-being and they like that they had someone that they could talk to about their academic and career goals. Two other common themes were *Help Stay on Track* and *Availability*. Students appreciated that their advisor helped keep them on track to graduate on time and made it clear to them what requirements they had to fulfill in order to graduate. Many students also reported that their advisor was available to them and it was easy to schedule an appointment, especially using the online system.

Perceptions of Weaknesses of Advising
We asked students about their perceptions of the weaknesses of undergraduate advising at UT. The most common theme was *Availability*. Students here reported issues with not be able to get a hold of their advisor and/or their advisor not returning calls/emails. Students also reported feelings rushed in appointments and suggested that there should be longer meeting times. Two other themes that were common among students were *Lack of Care* and *Lack of Structure*. Here students complained that some advisors do not care or are too busy to talk to you. Some reported that their advisors just aren't that personable or helpful. With structure, students reported that they had been bounced around to advisor to advisor so they weren't able to form connections with one advisor. Others complained that there wasn't a structured, stand-alone advising department.

Suggestions for Improvement
We asked students what their suggestions were for improvement to UT's undergraduate advising. The most common theme reported by students was *Nothing*. Many students either said that they didn't have any suggestions for improvement or that there didn't need to be any changes because they were satisfied with the advising that they received. The next most popular theme was *More Structure*. Here students suggested a variety of ways to improve the structure of the advising system at UT. Some suggested hiring more advisors, giving advisors more authority, improving the appointment system, and making the advisors be more proactive. Another common theme was *Better Connections*. Here students suggested that advisors do a better job forming a relationship with their students and getting to know them on a personal level. They suggested that advisors take the time to understand what the student is good at and passionate about and tailor their advising towards that.

Suggestions for Advising and Further Evaluation
Based on student feedback regarding weaknesses of advising and their suggestions for improvement to the UT advising system the following suggestions are made in regards to the UT Undergraduate Advising Program:

- Increase availability of advisors
- Improve the structure of the UT Advising Program
- Improve the connections between advisors and students

In order to continue to monitor and assess students' experiences with undergraduate advising it is recommended that additional assessment and evaluation activities be conducted:

- Standardized assessment tool to evaluate students advising experience
- In-depth evaluation of students' use of advising services

APPEALS

No report

ASSOCIATE DEANS GROUP

January 14, 2015
Minutes

In Attendance: Sally McMillan (chair), Julie Beckman (for Lisa Mullikin), Sherry Cummings, Mary Gunther, RJ Hinde, Catherine Luther, Lane Morris, Masood Parang, John Stier, Dixie Thompson, and Teresa Walker.

Absent: Lisa Mullikin

Guests in attendance: Ruth Darling

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review and approve minutes
Motion by Thompson. Second by Morris. Minutes approved.

Agenda Item 2: Fall 2014 Academic Standing Information – Darling
Darling shared that the information in this report concerns students who are on academic probation as a result of their fall term performance and these are first time freshmen students. In that cohort for 2014 we also include students who enrolled in the summer. When looking at the data it became evident that we have a higher number of students on academic probation than in previous years.

- The first chart includes the R1-4 buckets and these include students that fall into the risk indices. If you look at the total enrollment and compare the fall 2013 class to the fall 2014 class you can see the difference in admitted and enrolled students in the no-risk category. The concern seems to be that we enrolled more students who were at risk than students enrolled who were not at risk. McMillan pointed out that one interesting take away is when looking at the two numbers one is the total in with the class and then the second is the end that is on probation and if you run a percentage on those it is clear that the retention index is predicting academic success because the numbers are aligned with expectations.
- Hinde asked that if we think about the top number and compare it with the buckets can we say anything more about which risk factors were more prevalent in the fall 2014 class. For example, did we enroll more men, more students with parents who do not have a college education, etc.? Darling explained that we have not had time to pull the data down in this way, but the silver lining to all of this is that we can get this data at a much earlier date. We may not like what the data is telling us, but we are getting it prior to the midway point of the spring term.
- The second page of the report was compiled by Doug Renalds in the Student Success Center. Every first time student who falls into academic probation status is required to take an academic success workshop. In this workshop Renalds got through a process of defining the conditions the student is in and what they need to do to get out of academic probation status. The advising directors have also been doing a very good job with contacting these students early and helping them figure out what they will need to do to for their next steps.
- The third page breaks down the data by college and then by gender. You can see that Arts & Sciences and CEHHS have a higher number of women on academic probation. With Business and Engineering there are a higher number of males on academic probation, but these are also more men in those programs.
- The fifth page concerns students on academic probation by first generation and whether they enrolled for spring 2015. The first chart includes students whose parents have not earned a college degree and the second includes students whose parents with no college education at all. The students without schedules at this point will most likely not return to UT this semester.
- Darling shared that compared to last year we have retained fewer students for the spring term which means that we have already lost around 5% of our first year class. We have also lost 3.5% of the students who were in good standing. One-stop will be working with this population and contacting them. If they do come back the message will be that we have a plan for their success. All of these students are eligible to return immediately. They are just on academic probation and have not been dismissed.
- Darling shared that Plaut looked at the performance for Math Camo students on their final exam. He was concerned because the fall 2014 scores were so much lower than the fall 2013 scores. There was no change in pedagogy and many of the same instructors taught Math 119. There were also about 200 more students enrolled in Math 119. For students who do not succeed in Math 119 their ability to persist reduces. This issue calls for decision making and resource allocation. If we are growing and bringing in students who have the opportunity to be successful we will have to fully staff the best practice programs that we have on campus. Even though we are bringing in students with composite ACT scores of 30 they are still scoring very low on their Math scores. Luther asked if there was a Math placement exam that students could take. Parang shared that there is one that engineering students take.
- Stier shared that CASNR has seen many out of state students leave due to financial stresses. Would it be possible at some point to build an algorithm that if a student is out of state and combine that with their ability to pay to identify

financial stress in the first place so that we will not end up losing those students? Depending how things go with the TN Promise we may be more likely to bring in more out of state students. McMillan shared that from the moment that we have had the retention index the question has been what we are going to do with it. If we know that a student has less than a 60% chance of staying should we be admitting them, but also since we are a land grant institution can we just categorically deny these students? We will need to start having conversations on being more nuanced in our admissions decisions. We do not have enough data to run the retention indices during the admissions process.

Agenda Item 3: Summer School 30% model – McMillan

McMillan shared that when we went to the 30% tuition model it was decided that we would try this for 3 years and then examine what should happen next. This year will be the third summer and we will need to make a decision.

- Thompson explained that the department heads in CEHHS like the 30% model because it allows them to plan and gives them the latitude to make decisions as long as they stay in the black. There were some across the board decisions. For instance there was an across the board cap that no one could make over a certain amount. These decisions allowed for department heads to be able to make some difficult decisions because the college was enforcing the decision.
- Hinde explained that the A&S department heads like the model because it is a way to get some operating revenue. The department heads have wide latitude in setting salaries within certain limits. One possible negative and unintended consequence is that faculty want to teach more and are encouraged to teach more because it brings the department money and they all want to teach at the same time slot. McMillan asked if it would help from either the college level or centrally to have some rules that department schedules should be mixed in some way.
- Luther shared that one negative side for the College of Communication and Information is that they are having to rely on doctoral students and lecturers to teach summer courses because full professors do not want to teach at a reduced salary.
- Morris shared that the 30% model has worked for the Haslam Business College particularly in dealing with enrollment management and being more efficient. It has also helped them to think out of the box on the traditional delivery and the college has been using more online technologies. Hinde shared that A&S will most likely be offering incentives to faculty to teach online courses. A&S provided incentives by taking some of the money that the entire college generates for summer courses and put in the fund for new online courses and this was offered as additional pay upon successful completion of an online course. They were also provided with central support for developing those courses.
- Gunther shared that Nursing is doing ok with the 30% model. They have 3 distance programs that re taught year round. Nursing does not have their traditional undergraduate students during the summer, but do have their accelerated students. They also offer some Masters courses. The only problem is faculty not feeling that they are being compensated well enough. This past year Nursing also implemented a salary cap. This year will also be the first time that Nursing is not admitting doctoral students during the summer, but instead admitting them in the fall.
- Cummings shared that that Social Work used to have faculty that taught a number of courses during the summer. Social Work does not have a cap, but has limited the number of courses a faculty number can teach during the summer. This has led to more adjunct professors teaching in the summer. Hinde explained that when we limit the number of courses a faculty member can teach it is counterintuitive because it effects enrollment especially if students want to take those courses.
- Beckman explained that the College of Architecture and Design has a standing set of classes that are offered to transfer students as a bridge to catch them up. Architecture and Design also tries to add electives to help get students ahead.
- Gunther shared that a lot of the doctoral students do their dissertation hours during the summer. A lot of money was being spent for people making 12 hours of dissertation with a full professor. McMillan explained that from a central perspective that is a challenge because there is not any revenue from that student. We are giving 30% of what their revenue would be, but from our perspective it is zero. Gunther shared that Masters students do their applied research during the summer. Luther explained that the College of Communication and Information does not pay faculty for dissertation hours during the summer. Gunther shared that faculty will refuse to serve on dissertation committees because of this. The problem in Nursing is that many of the doctoral students are educators and the summer is the best time for them to work on their dissertation hours and no one is willing to work with them. Cummings explained that Social Work has never paid faculty to serve on dissertation committees during the summer so the expectation is not there. Hinde shared that some of the departments in A&S have used some of the 30% to create research incentive funds for faculty members who direct dissertations during the summer.
- Parang shared that the College of Engineering has actually increased the salary cap for faculty that teach during the summer. Faculty is not paid for dissertation hours. Engineering also does not offer graduate courses during the summer which is something they would like to offer if revenue increased.
- Stier explained that CASNR have relatively few 9 month appointments because Ag research buys out the rest of the time. The 30% model has benefited some of the departments. A lot of the students in CASNR are encouraged to do internships and/or jobs during the summer. Also a lot of the CASNR students transfer from other college (8 to 1 transfer rate) so they are coming in as juniors and have one summer with CASNR so these students are strongly encouraged to take part in an internship during the summer. Stier shared that CASNR could help more if they encouraged students to take more general education courses during the summer.
- McMillan explained that when compared to ours peers we are in the top quartile when it comes to summer school credit hour generation as a percentage of fall credit hour generation. We are not doing terribly, but we are not growing summer school either. There is a large population of students who do not want to go to summer school. From a student perspective there are some financial barriers. McMillan shared that it seems that the 30% model has provided some predictability and some ability for the units to manage their own destiny. The units may not have seen an increase yet, but the model is helping them to think about ways to increase enrollment. Hinde explained that there could be a risk of decreasing enrollment if they went off of the 30% model.

Agenda Item 4: Transfer Students and Learning Outcomes – McMillan

McMillan shared the list of the top 10 courses taken by students at other institutions during the summer and transferred into UT.

- Hinde explained that if a large number of certain courses are transferring in from PSCC or other institutions than it may be best for A&S not to offer those courses during the summer.
- McMillan shared that with the Spanish and other courses it is partly a cost issue, but also a structural issue. PSCC lets students into the courses at a much lower placement level than UT does. This is a way of bypassing the 110 and 111 courses. Hinde explained that the learning outcomes differ for the courses taught at PSCC. McMillan pointed out that we have never had conversations with the community colleges concerning the learning outcomes for these courses. If we move to an era where we have a lot of students transferring in with an Associate's we need to start having these conversations.
- Thompson asked if there was a way to find out how students who transferred in A and P 1 and 2 courses do in upper division science courses at UT. The BCMB courses have very different learning outcomes. McMillan shared that Smethers had run a study a few years ago that compared the performance of transfer students and native students who took paired courses and the study was not completely conclusive. The History department has been working on getting together with colleagues at PSCC to discuss expectations and outcomes. What can be done to help facilitate these conversations for other departments? Some departments would probably want to have this organized centrally.

Agenda Item 5: Documenting unfunded mandates on transfer pathways – McMillan
McMillan asked the Associate Deans to turn in their financial totals for unfunded mandates on transfer pathways at their earliest convenience. (All college totals have been turned into Lindstrom as of 01/22/2015).

Undergraduate Associate Deans Meeting
March 18, 2015
Minutes

In Attendance: Sally McMillan (chair), Sherry Cummings, Mary Gunther, RJ Hinde, Catherine Luther, Lane Morris, Masood Parang, John Stier, Dixie Thompson, and Teresa Walker.

Absent: Lisa Mullikin,

Guests in attendance: Mary Albrecht, Denise Gardner, Jennifer Gramling, and Taimi Olsen.

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review and approve minutes
Motion by Thompson. Second by Morris. Minutes approved.

Agenda Item 2: Summer Online/Hybrid Course Development and Faculty Support - Gramling
Gramling shared that we are staring a new program this summer called the Summer Program for Hybrid and Flipped teaching. This program will be facilitated by staff from OIT Instructional Development, as well as TTLC and Online Programs.

- Gramling explained that they are really interested in working with instructors who are willing to learn about designing and teaching a hybrid or flipped course. We would also like for the courses to be delivered during the 2015-2016 academic year. Hybrid courses reduce in class seat time and 33-79% of the time is replaced with online elements. Flipped courses are a model where typically the lecture and homework elements of a course are reversed.
- Concerning the schedule overview, by May 11th-20th we are trying to model the kind of delivery that we are promoting. There will be three face to face meeting, but the majority of the development work will be done online asynchronously and this will provide us with some flexibility for faculty that may be traveling. OIT workshop participation may also be recommended. We would also really like instructors who can commit to evaluating the re-design course at some point. The hope is to have 10-15 faculty members from departments that would benefit from a small scale hybrid course re-design. Gramling suggested that if any of the Associate Deans know of faulty or departments that could benefit from a hybrid or flipped class to please let her know by March 27th (this is not a hard deadline, but as soon as recommendations can be made would be ideal).
- McMillan shared that we have been doing the Summer Teaching Institutes for a couple of years now and we have seen participation start to decline. We have also seen that when we put out a general call for anyone to participate we get a wide variety of people from different areas. The problem with having a general call is that we do not have a lot of resources to invest in this program. We do however want to provide support in a more focused way and be much more intentional about the process.
- Thompson asked if all of these courses would be undergraduate courses or could this also include graduate courses. Gramling shared that the course development could be for both undergraduate and graduate courses. Thompson explained that one of the issues that CEHHS is dealing with is that some of the departments have courses that are getting really big in class size. Would the larger courses be ideal for a hybrid or flipped course or would it be better for a typical 20-40 classroom size? Gramling pointed out that hybrid courses are somewhat better for larger courses. We can really streamline the processes done every semester and take advantage of the technology. Olsen explained that the flipped re-design is working really well in large Math classes. In flipped courses the lecture is videotaped and the entire class never meets together in one room. The students meet with a GTA three times a week for an hour and the instructor meets with the GTA's. The flipped model does not reduce class time.

Agenda Item 3: Sustaining the Assessment Process into the Future – Albrecht
Albrecht explained that we are on the new cycle for assessment of student learning outcomes.

- Over the last couple of years we have been pushing to get everything done so we can get reports written and submitted. Departments were given a May deadline and Colleges were given a June deadline. We are now transitioning into the normal life of assessment. For programs and departments the reports will be due the end of September and the college level review will need time to allow that to happen. We are also concerned with being able to provide summative data at the institutional and college level so we can see where we are in the quality of the work. We also need to be able to understand the type of training that people need to move to the next level.
- Albrecht shared that Charsha, McFall, Nicholas, and Olsen worked on applying the tools that we had developed to make the Compliance Assist tool less cumbersome. It is anticipated that the form that is online can be used at the college level to provide feedback and we can use that to run reports off of. The old form had a box in the bottom that was for feedback and what was proposed was taking that box out because people found it uncomfortable because the box could be included in very public reports. The hope is to also be able to archive the feedback so we can go back to previous years to see what was said last year and what needs to be done in following years.
- The new form has some simple check boxes and areas where additional comments can be made. Files can also be uploaded into the form. The first box would be the overall assessment of the entire department plan. If there are specific areas for improvement you can select more than one option from the check boxes. We can also run a report from this section to see how many people, for example, are saying they still need help figuring out what direct methods are.
- Albrecht explained that if anyone had any questions or comments about the form (including wording and definitions, etc.) to send them to her to address. The goal is for the form to work for the colleges and whoever is doing the assessments at the college level. Hinde asked if someone can be rated as advanced if they have any check box indicating that they have room to improve. Albrecht shared that she thinks they can be rated as advanced, but still have room for improvement. We are trying to do an assessment of the assessment so that we can understand where people need help, but also have a better place to get feedback for a program. Hinde asked if it was permissible to assess one outcome because the message that he gave to departments based on what happened in previous years was that if they had 3 outcomes for their Bachelor's degree and 3 outcomes for the Masters and PhD they could pick one outcome for each for the first year and then the second outcome for the second year, etc. Albrecht explained that she had always been philosophically opposed to this, but since this is a new process she would not be opposed to continuing this way of assessment for the time being. Gardner asked that if we are only looking at one outcome for each year then are we looking at enough. The ideal would be to have 4 or 5 things to look at with a program and do the assessment as frequently as makes sense so that we have string assessment output.
- McMillan pointed out that what this tool does is allow someone at the administrative level to make the judgement about whether or not the department is using assessment in a mature or immature way to determine whether students are learning as the faculty wants them to learn. Sometimes an assessment once every 3 years could be enough. It may not make sense to have a policy around this.
- Gardner explained that the idea is to take stock of what was done the previous year and compare to whatever process makes sense with some deadlines so that whatever is being done this current year can be followed up on and improved upon or changed. Albrecht shared that the department can change the report at any time. When we tell Compliance Assist to do the roll over and tell them which fields to roll over if a department decides to change an outcome after the roll over it will not appear in the rollover. They can edit the 2014-2015 report after the college has provided the feedback, but realize that probably by Oct. 1st – Nov. 1st we will have to tell Campus Labs to roll the outcomes and methods into the 2015-2016 year.
- Thompson asked if the purpose of the report was to make this year's report better or last year's report better. Gardner explained that it is really more about keeping the process going. It would be nice to fix things from last year's report because we will have to do 5 year reports and we need to be able to look at reports over a time period at the department, college, or institutional level.
- Morris asked if departments could view assessment reports for other departments. Albrecht explained that permissions have not been set up yet. Morris explained that if departments can view each other's assessment reports there will be a lot of comparing and contrasting going on.

Agenda Item 4: Minor/Major Upper Division Hours from Top 25 Schools – McMillan

McMillan shared that this is an issue that came from the Registrar's Office. The reality is that as a university we do not have a policy on minimums for upper division hours for minors and majors.

- The Registrar's Office looked to our Top 25 peers to see what kind of policies they have and also looked at our programs to see what is going on. The goal is to think about what expectations do we have for how many hours students should take so we can say that they have some level of mastery. For example, could we say that it is acceptable for a minor to include all lower division hours or do there need to be upper division hours and if so how many?
- Stier shared that some of the degree programs in CASNR are allowing students to graduate with significantly fewer upper division hours. After talking to the Undergraduate Council and some department heads it seems that people are very receptive to increasing the number of upper division requirements. Some areas thought that their programs were designed to help students with getting to graduate school and it turns out that they have fewer upper division hours so it is not really designed to help students get to graduate school. Stier explained that he has tentatively been using Arts & Sciences as an example where 42 of a student's degree hours must be upper division. CASNR has an upper division requirement of 18 hours for a major which still seems low.
- Hinde explained that A&S has had the requirement of 42 upper division hours for a long time and this year required that a student have 30 major hours (upper and lower division) and a minor must have 15 hours. There is also a rule that no 100 level courses can be applied to a minor or a major.
- Thompson shared that for the majors in CEHHS there is some level of choice between lower and upper division hours. McMillan explained that the Registrar's Office looked into this because, for instance, if an advisor was trying to help a student get through a major with the least amount of work what majors could they take that they would have the least challenging courses.

- McMillan asked if there was anything that we would like to take to the Policy Committee for a university wide policy or is this just something that we want to leave with the colleges. Stier proposed that the minor hours be a separate discussion from the major hours. The main takeaway that we want to have is that each student at UT has had a rich and rigorous experience. There is some public concern that as we start focusing on 4 year graduation rates are we pushing some students through with the easiest courses possible or are we actually expecting them to learn.
- Stier shared that there is no codified process for changing a lower division to an upper division course and vice versa. There have been changes to division level with no real change in content. Hinde explained that there was a department in A&S that had a course 360 and a course 330 and the department wanted students to take the 360 course prior to the 330 course. The department wanted to change the 360 course number to 260 rather than make the 360 course a pre-requisite for the 330 course. The felt that students would not understand.
- Stier recommended having a broader conversation at the university level to determine whether it is worthwhile to have a very generic statement about the meaningfulness about the levels of the course numbers. Gunther shared that in Nursing they fortunate to be accredited and have to show in tables how one progresses according to the Bloom hierarchy. If we can frame the conversation to something close to Bloom's taxonomy we can explain the 100 level courses are meant for novices learners and so on. Then it is a question of making sure that this actually takes place. We need to consider whether this needs to be a policy change or change in the catalog. Parang suggested bringing this issue to the Curriculum Committee first.

Agenda Item 5: EAB Student Success Collaborative – McMillan
McMillan asked for the Associate Deans to watch the linked EAB webinar at their convenience.

Agenda Item 6: Standardized reporting – McMillan
- **a.** Enrollment Management
- **b.** College Level Retention/Graduation
- **c.** Waitlists
- **d.** Placement Data
- **e.** Other

Not discussed.

UNDERGRADUATE PLANNING GROUP

Minutes
January 5, 2014

In Attendance: Sally McMillan (chair), Betsy Adams, Richard Bayer, Erik Bledsoe, Ruth Darling, RJ Hinde, Denise Gardner, Jonee Lindstrom, Mark Moon, and Melissa Shivers

Not in attendance: none

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review minutes of last meeting.
Motion by Bayer. Second by Lindstrom. Minutes approved.

Agenda Item 2: NSSE Report – Gardner
Gardner shared that this is the first of possibly several reports on NSEE and this was the administration done last spring.
- This is the first report on the new way of reporting. NSSE is a survey that is intended to be done every three years. It is harder to compare to previous years because they no longer do the benchmarks. The overall takeaway on this report is that we still need to do surveys on initiatives that we may have been doing three years ago to help with engagement. These initiatives may or may not have started to take hold yet.
- Gardner shared that her office would like to take the NSSE data and build it into the retention data. Also, before we conduct this study again in 3 years we need to find ways to increase the response rate. McMillan asked Lindstrom if there was a way to offer incentives to students for participating in surveys. Lindstrom explained that we need to be careful because of the way the state statute reads that if you require certain things in order to do something's it could be considered an illegal lottery. We have to be careful in how we say who is eligible to win.
- Hinde asked that based on the differential participation rate of women and men is there any way to correct the results for that to say if men had responded more in proportion to the numbers this is how our scores might change. There might be correlations with others responses and women might answer differently than men and then with the women being more highly represented it would skew the data. Gardner explained that often when we do these kinds of surveys we try to generalize by broad college categories or things like that and we can do the same thing with male and female participants.
- McMillan explained that it would be interesting to know when comparing advising centers versus faculty advising whether some areas where there is high level of faculty advising what is the impact of that on the students. You could compare the faculty to student ratios to see what the impact is.
- Darling shared that we are more in line than we have been in previous years.

Agenda Item 3: Development Opportunities – McMillan
McMillan shared that she would be meeting with Rabenold office to discuss potential development opportunities and would like for the Planning Team to review the Power Point and share recommendations. Planning team members accepted "assignments" for fleshing out development opportunities.

Agenda Item 4: Individualized Success Plan – McMillan

McMillan explained that this PowerPoint has been a work in progress for the past couple of months to help us think of how we can use what we know about our students and their potential for success and customize their success plans.

- Darling shared that it is very hard to think of success plans in a general way because every student has unique situations and experiences. When you look at the Meta picture you can see that certain of our programs and support services you can begin to see a pattern of what can be most helpful. Darling explained that this also came from think about Mastrogiovanni's presentation on the impact on risk students who participate in 2 or more activities tended to have a higher retention rate than the students who did not participate.
- Darling's focus was on how we shape our conversations with students from the get go about the first year experience and what it means and what is expected. At this point we cannot describe our first year experience. At other institutions everyone knows what the first year experience means and what every student will be doing. We do not require this of our students. How can we communicate the first year experience and build the infrastructure to show we have a first year experience? We need to communicate the first year plan before the students even get here. This will send a message of success and what the student's responsibility is in order to succeed. The goal is not to create another program, but to instead it is an idea of communication.
- McMillan shared that at the same time that we started thinking about the idea of individualized success plans Jacob Rudolph's team reported out on communications with first year students. These two issues relate to each other. It has also come up during discussions that MyUTK would be a tool to help manage both of these issues. If we decide to move forward we will probably need to put together some sort of an implementation team to figure out to make this happen.
- McMillan explained that the objective is to develop a set of data driven tolls and early alert to address the major challenges that we know effect retention, get students connected to the right programs, and provide students with an easy-to-understand reference tool. We do not want to be prescribing to students what they should do because part of the college experience is finding that thing that they would have never thought of. This also gets to the first generation issue. If we know that there are specific programs that are particularly impactful for first generation students we want to try to get them connected with those programs as appropriate.
- Shivers shared that making sure that students are able to find their own way and giving them the menu of options helps students find a way to connect with campus. We do not what to prescribe what they should do, but instead offer them the tools to find their own experience. If we tell them to visit a site with over 460 student organizations it will be very overwhelming to the students, but if we instead help them narrow their choices based on interests we can better help the first year students.
- McMillan explained that we have discussed the possibility of uTrack for financial aid in past meetings. If we could build in a system of alerts that would let students know something could potentially be affecting their financial aid it would help students become aware earlier. Shivers shared that one of the most asked questions this past fall was the impact of dropping courses on student's financial aid. Adams shared the Reeves is currently working on a meter for the Hope scholarship that would show a student how many hours they have and what they have left to go for their Hope Scholarship. However, this would not tell them what would happen if they drop 3 classes they would still need to contact the financial aid office to discuss this.
- McMillan explained that the hope is that when a student first logs into MyUTK that this screen is the page that lets them know everything they need to do. They would have a list of things to do before they even come to campus. This also leads to the issue of letting parents having access until FERPA kicks in so they can help students with their FAFSA forms. Something else that could show on the screen for first year students would be their network of success including their advisor, student life contact, etc. Savage explained that they could rebuild the framework of MyUTK to handle these specific things. Whole blocks can be removed and added based on who you are. For instance. The whole announcement section can be removed and replaced with their success network for first year students.
- McMillan shared that the first year experience will be where we get into the recommendation where we get them to choose 2 academic prep programs and 2 volunteer prep programs. Then the financial support piece and notifications would help as well. Going forward with implementing this process we will also need to keep in mind the issue of capacity if we continue to recommend 2 programs for each first year student for the 2015/2016 academic year. McMillan explained that we will need to move forward with implementing this process and start this as a pilot. The team should include Alldredge, Gardner, Mastrogiovanni, Parrish, Rudolph, and Savage.

Action Item:

- The possible members of the implementation team for individualized success plans will be further discussed at the January 26th Tactics meeting.

Agenda Item 5: VolVision Refresh (pg. 17) – McMillan

Not discussed.

Agenda Item 6: Review task list

Not discussed.

UG Planning/Tactics Committee Meeting Minutes
February 9, 2014

In Attendance: Sally McMillan (chair), Betsy Adams, Kari Alldredge (for Richard Bayer), Erik Bledsoe, Ruth Darling, Denise Gardner, Jonee Lindstrom, Mark Moon, Emily Parker (for Melissa Shivers), Missy Parker, and Anton Reece (for Ruth Darling).

Not in attendance: Richard Bayer, RJ Hinde, and Melissa Shivers

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review minutes of last meeting.
Motion by Lindstrom. Second by Gardner. Minutes approved.

Agenda Item 2: VolVision Refresh - McMillan
McMillan shared that we have begun the formal process of reviewing the Top 25 move toward the 2nd five years of the plan. There is a committee chaired by Steve Smith and it is a broadly represented committee including faculty and all of the Vice Chancellor units. In the first meeting the committee went through where we have been and where we going. For the next meeting the committee will be looking specifically at undergraduate and graduate portions of the plan. The PowerPoint shared today primarily focuses on the undergraduate portion of the plan. McMillan asked for the UG Tactics and Planning group to think about high level suggestions about things that might need to be changed.

- McMillan explained that in regards to the peer set there are three subgroups. First, there is the current peer group that is roughly at the same point as we are. Second, is the target group that includes schools in the next range and if we can get to where they are we are likely to see a jump in rankings. The third subgroup includes schools that are great schools, but we do not have the resources that some of these schools have.
- Concerning incoming student quality, we remain competitive but out peers have made progress. We are not falling behind, but we are not quite where we were. We have also narrowed the gap for our first-to-second year retention. The big success story is our 6 year graduation rate. Over the five year period we have stayed at the incoming 29/24 ACT characteristic, but now the top has improved resulting in a gap. Alldredge shared that we should expect to see a slight improvement in quality for the next incoming class.
- Our ACT range remains comparable to our top 25 peers. Moon asked if there has been any effort to stratify these groups to land-grant institutions versus non land-grant institutions. There are two very different missions for these types of institutions. McMillan explained that many of our target institutions are land-grant institutions. The target group is more like UT so those are the schools that we aspire to.
- In regards to distribution of UG student credit loads we have seen that in every instance we are seeing more students with a full load than not. M. Parker asked if we had this broken down in 2013 for first year students versus returning students because this really only applies to the first year students. Gardner explained that the data shown in slide 13 comes from the Fact Book and the last page has student credit loads broken down by class. Moon asked if we know how many students come in with AP credits. Some of these students may not need to take a 15 hour credit load. Alldredge shared that AP credits are currently not being tracked effectively. It is something that the Admissions Office feels is of high interest because those AP courses also have a high predictive factor for success. McMillan pointed out that with the new tuition model there is an incentive for students to take 15 hours which is a manageable load.
- McMillan explained that there are three primary reasons that lead to challenges for our students. First is academic preparation, second is finances, and the third is student experience. Alldredge asked if we are looking at UT's core GPA or the high school GPA. Alldredge explained that the Admissions office is currently re-calculating every GPA and is interested in getting away from this practice. There have been studies at the national level done and they have found very little difference between the predictive value for the core and the overall GPA. Both are captured in our system and it would be good to see if there is a huge difference between the predictive value of when we sue core and when we use what the high school provides. Both South Carolina and Iowa State are admitting off of a self-reported GPA. If we did this it would mean that we would not have to recalculate a core until they sign up for orientation which would save thousands of processing documents and would streamline the effectiveness of what could be done on the operational side. We can also specify which courses students can enter.
- McMillan shared that there are some specific things that we need to be aware of as we move into our next five years of the Top 25 plan. In terms of enrollment we are lower in total undergraduate enrollment, higher in financial need, higher in in-state percentages and lower in racial and ethnic diversity.
- Moon asked what it was the Clemson did to get into the Top 25. McMillan shared that they very intentionally focused on undergraduate education because that is what US News and World Report focuses on. They also very intentionally narrowed their offerings and decided to not to be comprehensive. Gardner explained that on the undergrad rankings the two biggest pieces are retention and graduation averages and their peer ratings. It turns out that the president at Clemson had ranked them in the top for years. They did not fudge any of the numbers, but did make targeted efforts concerning SAT scores and who they were admitting, as well as, targeting faculty salaries to bring those up. M. Parker shared that Clemson's ability to give in-state tuition to top out of state students has really helped with creating a more diverse student body.
- In terms of geographical mix, we are 3rd highest for percentage of in-state students. E. Parker asked how we talk about this compared with attrition data when one of the reasons was distance from home. Some of our out of state students are actually regionally closer to Knoxville than our Shelby County students. Alldredge shared that one thing we will probably want to drill down and look at is the profile of these students. We have not been attracting super high quality out of state students until this year. M. Parker explained that we also need a critical mass of out of state students. When a student is one in ten and everyone knows each other from high school these students tend to feel far more isolated.
- Moon asked what was so bad about our in-state numbers being so high. McMillan explained that it is partly a diversity issue not only in terms of racial and ethnic diversity but also in regional diversity. Also, it comes down to money and full paying out of state students.
- One thing to note concerning academic preparation are that TN is a state in which all high school students are required to take the ACT and this will by definition lower our rates. Another issue is that we are lower than the nation on all ACT sub scores. TN students' math and science scores are the lowest of the sub scores compared to the national average. The problem is that many of our students want to study in fields with high math or science requirements.

- Alldredge shared that we have seen an increase of one transfer application as of last week. We are hoping to at least be flat in transfer numbers or even see a slight increase due to more targeted efforts. It is unclear what the effect of the TN Promise will be.
- McMillan asked if there was anything that will need to be shared with the Top25 benchmarking committee to better understand progress, challenges, and the distinctive educational experience at UT. Darling shared that since the strategic plan was put into place we have really made wonderful additions in programs that are considered best practices. What is concerning is that very few of these programs are fully funded so we do not just want to check them off as things being done. These programs are skeletal and if we had stayed at the 2012 levels we could have kept going, but now with the growth and other challenges we need to make sure that people are not moving on from this or discount the programs at not working. We need to carefully look at the data and numbers.
- Darling explained that the focus on tutoring among the multiple offices and departments has really had a positive effect on the student experience. It is becoming more of a part of the culture on campus and students seek tutoring more often.
- Moon shared that if we are focusing on quality of incoming students, retention for the first-to second year, and 6 year graduation the one that is most problematic is the first-to-second year retention. It seems that the strategic gap is the first year retention which is highly correlated with the quality of incoming students. McMillan explained that it is a really a combination of the academic preparedness and financial needs. It is possible to be in good standing at this university, but not qualify for any financial aid. Also, the HOPE scholarship is half of what it used to be to cover tuition.
- McMillan shared that the experiential piece is huge. How do we make sure that the students who most need it are actually getting engaged in programs? E. Parker explained that her office often struggles with telling students that they need to get involved with programs. Alldredge pointed out that part of this conversation needs to happen at the point of admission. If we can sit down with families and explain what it will take for their student to succeed at UT. We need to decide what the defining features are that lead to success and how do we make sure that students do them. There is no reason to not have these conversations in the beginning. M. Parker shared that uTrack has also helped with having conversation much earlier with students.
- Adams pointed out that students who have the drive to be here are going to make sure to find financial aid and other offices, but the ones without that strong desire (particularly students not from Knoxville) might leave much quicker and we need to make sure that we are getting services to these students quicker. We do not want to wait for them to come to us we need to get the connected early. All of the offices need to work together to know when they need to step in. E. Parker shared that part of the orientation experience for students is emphasizing what it means to be a Vol and the Vol experience. The issue is whether or not this conversation is continuing with students after orientation and welcome week.
- Reece explained that we need to increase broader mentorship opportunities beyond the first year. Also, we really need to rethink the sensitivity around making things mandatory. There are certainly things that we need to make mandatory. When we identify the highest risk students that communication needs to take on a mandatory message. The last piece is the academic workshops. Even though they are required only 7% of the students that are required to attend actually show up and the 40% bottom-line who are on probation are dismissed. If we switch to a course based approach as opposed to the onetime event out of the Student Success Workshop it will provide continuity for these students who have the most challenges.
- McMillan shared that if we can really take our QEP and get the whole campus bought in we can explain to students that this is what it means to be a Volunteer. When a student comes here they will be a Volunteer. This will help to build both our brand and the student experience.

Agenda Item 3: Task List Summary - McMillan
McMillan asked the group to review the task list and determine the level of priority for each task. *Survey was sent to UG Planning and Tactics group on 2/10/2015. Will be reviewed during the 2/16/2015Tactics meeting.*

UG Planning Committee Meeting Minutes
March 2, 2014

In Attendance: Sally McMillan (chair), Betsy Adams, Richard Bayer, Erik Bledsoe, Ruth Darling, Denise Gardner, RJ Hinde, Jonee Lindstrom, Mark Moon, and Emily Parker

Guests in attendance: Caroline Mann

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review minutes of last meeting.
Motion by Bayer. Second by Gardner. Minutes approved.

Agenda Item 2: Enrollment Modeling Tool - Mann
Mann shared that the enrollment modeling tool is a dashboard version of the degree credit enrollment report (DCE).

- One of the benefits of the new tool is that it gives you the ability to slice data once you have your population information selected. We can drill down into the DCE buckets by college, major, residency, etc. This new tool will give anyone with access to the Argos report the ability to run a report based on any term selected and it will select the year prior to the comparable term.
- The initial version of the tool did not give you the ability to compare specific days of a term, but now you can change this on the fly and look at the head count. Currently the enrollment calendar that data services built for the tool only goes to 90 days prior to them term. This will be doubled and we will be able to go back to 180 days. The trigger to start the calendar will be when registration starts.

- Bayer asked if the fee status out of state was accurate and up to date to show actual out of state fee paying students. Mann explained that the fee paying status and residency are two different terms. Only two of the buckets listed in the tool pay out of state and those are the 'out of state' and 'international' categories.
- Hinde asked if it is possible to have multiple slicers on the bottom. Mann confirmed that this is possible to do. Mann explained that the ACT scores listed are not broken down by sub-score. McMillan explained that we should add the Math ACT score and total GPA. Lindstrom pointed out that as we provide higher level reports we will need to make it clear what is meant by residency and fee status. Mann shared that they hoped to have a link to the data dictionary so if there were questions about terms someone can hover over that term for a definition.
- Bayer asked why 'undocumented alien' was listed in the residency classification. Mann explained the citizenship categories are coming from the validation tables where anyone who is currently enrolled is listed. The issue is that the student has been in the system for a long time under the College of Human Ecology.
- Mann explained that you can run your report and convert it to a csv file to look at additional data. The plan is to develop a banded report that will look a lot like the current DCE and that report can be scheduled or even run every day. Mann asked the Tactics Team to test out the EMM tool to see if there are any problems that come up. Gardner pointed out that there is identifiable information in these reports so we will need to be careful who has access and who can see which reports/data.

Agenda Item 3: Task List Summary – McMillan

- Standard Reports Section – input from Mann
    - McMillan shared that we have identified some standard reports that need to be run, but we are not really sure which reports are being done and who is running the reports. Mann explained that her office runs reports on retention and graduation for some colleges and departments when they make a request. Also, they have set up a system for Student Success to independently run a lot of their reports on retention and graduation.
    - Mann shared that specific retention reports have not been done for student life, but at the end of term an academic standing report is run for anyone who has an activity. There are 95 different activity codes that are being tracked.
    - McMillan pointed out that we have the tools to run reports on retention graduation any way we want. Shey also has access to slice the data and run reports. We need to make sure that for the more ad hoc requests these groups (whether they be colleges or departments) are receiving standard reports and we know where they are getting their data from.
    - Gardner explained that ideally we could include graduation and retention data in the AUS reports. Hinde asked how we would define retention and graduation rates by colleges. That would be the start point question and typically we could do a few different things including agreeing that when a freshmen comes in whatever they major in is their start point and did they stay in that major, college, and university. McMillan pointed out that we need the definitions first. We do not want to penalize a major because it happens to be an in or out migration major, but we need to have a realistic understanding of how students are migrating. Mann shared that if her office could get an agreement on the metrics that offices would like for them to track it would be much easier.

- Financial aid section – input from Gerkin
    - Bayer suggested that items 30-32 be folded into one under the financial aid UTrack. We should have a retreat to discuss the possibility of developing a financial aid UTrack. Adams, Bayer, Gerkin, Curry, Selena, Renalds, and Savage will meet for the retreat and build a business case for a financial aid UTrack.

Action Items:

- Bring the issue of retention and graduation reports to the Associate Deans to discuss what is important for them to know about both retention and migration. Share the EAB report as well.
- Darling, Gardner, Hinde, Mann, McMillan, and E. Parker will work on specific recommendations on reports.
- Mann will produce a list of students who have not registered yet and share it with Curry so One Stop can contact the students. Mann, Curry, and Bledsoe will work together to make sure that this message goes out at the correct time and includes the correct messaging.
- Adams, Bayer, Gerkin, Curry, Selena, Renalds, and Savage will meet for the retreat and build a business case for a financial aid UTrack. And the possibility of a work flow process for financial appeals.

Agenda Item 4: Determine the Magnitude of the Student Hold Problem – McMillan

Not discussed.

UG Planning Committee Meeting Minutes
April 6, 2014

In Attendance: Sally McMillan (chair), Betsy Adams, Erik Bledsoe, Ruth Darling, Denise Gardner, RJ Hinde, Jonee Lindstrom, and Emily Parker

Not in Attendance: Richard Bayer and Mark Moon

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review minutes of last meeting.

Motion by Hinde. Second by Darling. Minutes approved.

Agenda Item 2: Institutional effectiveness model – Please review linked PowerPoint prior to the meeting and be prepared to discuss:

a. Does the basic model presented here reflect reality as you know it at UT?
b. What other elements need to be added to clarify the ways that we ALREADY monitor IE?
c. What other things do we need to ADD to an ideal model to ensure a rigorous IE process?
d. How can the planning team use this model to refine its role in monitoring the Top 25 plan?

McMillan shared that just before the SACSCOC visit one of the visitors Mia Alexander-Snow sent a request for information to better understand institutional effectiveness and assessment at UT. We did not have a finding for our institutional effectiveness and we did hear many good things on how our assessment is helping us to improve what we do. The linked presentation was developed to satisfy the SACSCOC teams request for information on assessment.

- McMillan explained that there are some processes that happen annually as part of the budget process and we think this is happening across the university. Then we have the more intensive review every 5 years that happens on the academic side. Within the departments we have the academic program reviews, but there is also Student Life who has a review every 5 years and we conduct reviews on an as needed basis in other departments.
- Going forward we need to determine whether we need a more formalized process of review for all departments. We tend to have reviews when there is a leadership change or the perceived need for change, but if we conducted reviews more regularly would it help us to think in a more consistent way? There also needs to be a clearer process to explain what the expectations are for units that are found to be in significant need at the end of a review. For example, sometimes we find some issues during academic program reviews that are very bad. Should there be more of a pass/fail and if a department fails should they have a 2 or 3 year follow-up rather than a 5 year follow-up?
- McMillan shared that the process of prioritization really is both a top-down and bottom-up process. Campus priorities drive some of the prioritization, but there is an opportunity for units to identify things that are specific to their functional areas that could be of benefit to the university at large. Bledsoe asked if there is some measure for correcting when departmental priorities do not necessarily correspond with campus priorities. McMillan explained that they probably do not get resourced. Gardner pointed out that institutional effectiveness is not just assessment, but also ties back to the strategic plan and making sure that it is a quality plan.
- McMillan shared that as a university we have started doing a better job of thinking about reallocation of resources as a strategy. A&S, CEHHS, and Business have all pulled their faculty lines back centrally which is one of the only ways to reallocate resources at the academic level. We have also become much more aggressive concerning external sources of funding by partnering with the Development Offices.
- There was a question about how mature our assessment process is and at this point it is not a mature process. However, we do have the framework in place.
- Darling shared that there was a discussion after the SACSCOC meeting and one of the team members asked about the flow of learning outcome assessments approved at the department level and once it went to the college level who in the office gave approval. There was a suggestion that we needed one more slide that shows the flow of how the circle process applies at the college and departmental levels. We need something that shows the connection.
- Bledsoe shared that the Office of Communications and Marketing does conduct assessments, but not at such a formalized level as the academic units do. In theory a program review would work within the unit, but it would need to be more formalized. The institutional effectiveness model is broad enough that it could be applied.
- Parker shared that Student Life has their 2012 Division of Student Life Strategic Plan that will be re-evaluated in 2017. There are 5 goals with objectives within each goal. There will be an opportunity to have discussions on assessment because 3 or 4 units have structurally changed. Parker explained that they could also use Campus Labs more to help with assessment. Also, there are the national CAS standards which tell us what we need to include in orientation and welcome week programs. We have to hope that our strategic plan and the CAS standards align, but sometimes we have to do what CAS says because that is our program review. Gardner shared that this is where the Campus Labs software can come into play. The module is called planning and we can put in the strategic plan and objectives and then we can run reports.
- Lindstrom shared that Finance & Administration when assessing effectiveness looks at where they are able to reduce cost. Currently Finance & Administration is not documenting this well, but going forward will be doing a better job of documenting savings and efficiency. Also, the president will want to discuss reallocating funds for next year. We have already been doing this to increase efficiency it just has not been well documented.
- McMillan pointed out that we need to flesh out the efficiencies that we are working on and we need to discuss the lack of investment in things that are not priorities. We are showing that we give investment to things with high priority, but what we are not sharing how we de-invest in areas that are not priorities. For example, there have been somethings on the IT side that we have decided not to continue because they were not being utilized at a level that was cost efficient. We need to be able to track this at both a system and college level in a more efficient manner. Gardner shared that she would look into whether or not this could be done through Campus Labs.
- McMillan asked if we need to add another step to the IE model that identifies efficiencies and effectiveness. Bledsoe shared that this could fall under the 'prioritize' slide. Another issue is that the university operates like fiefdoms. Over the last several years the Office of Communications has made some strategic decisions about where to focus their work. They hardly do any posters for speakers anymore. They are still being produced by colleges. A&S and the Haslam College of Business have beefed up their communication offices. Things the Office of Communications has done to increase efficiencies have had impacts on the colleges. These changes may or may not be efficient for them.
- Hinde advocated addressing the question of identifying efficiencies as part of the 'planning' slide. It is part of a review of what you are currently doing and maybe it could be an outcome of completing the cycle. We should still show efficiencies on the resource side as well to show effectiveness. IE is about ensuring quality and part of quality is being effective with your resources and the things that you do.

- McMillan asked if there are ways that we need to gather up what we are doing centrally to show what we are doing to improve efficiencies. Lindstrom explained that Cimino is working with Burman to gather this information. McMillan pointed out that efficiencies could be something that we ask the units to report on when we are having their planning meetings.
- Darling pointed out that through the various SACSCOC reviews we hear a lot about the Vol Vision, but then we do not hear anything for a while once the review is over. Gardner shared that they have sent messages to the academic units to make sure that they are doing their assessments this year and we have received a lot of feedback from the council about ways to improve the process. There have also been discussions for tweaking reviews for non-academic units. Concerning big data, we are reaching a point where we can produce more and more out there and provide more structure to the data that is available.
- Hinde shared that in regard to the 'prioritize' slide that shows at the bottom the Unit/ Department priorities are relevant to Unit/Department performance, when considering academic program review, departments often say that if they had two more faculty members they would be outstanding in certain areas. To be recognized by their peers as outstanding in something is a really high priority for the unit, but this does not connect well with the Top 25 metrics except in a loose way with graduate and professional education and research activity. Most importantly what the unit finds of high importance does not connect very well with the undergraduate plan because those metrics (ACT, first year retention, and 6 year graduation) do not talk specifically about the types of educational experiences students have and the quality of the graduates who leave the institution. The academic departments then see no way to bridge the disconnect because departments are evaluated by disciplinary peers based on, for example, faculty scholarship and graduate student scholarship, but they are not evaluating them based on first year retention rate or 6 year graduation rate. It is really hard to draw any connection between a particular department and a 6 year graduation rate.
- McMillan explained that this gets back to the fiefdom issue. It is not just internal, but it is also the fact that academic units operate within their discipline and they see their rewards within their discipline perhaps more than they see it at the campus level. Getting recognition means being known for research. Some department heads see absolutely no disconnect between a reduction in credit hours and asking for more faculty. McMillan pointed out that we are not asking the faculty to do much in terms of the Top 25 plan, but we instead focused on structural things like uTrack and One-stop. We need to try to get faculty commitment to understanding the need for a great undergraduate program.
- Parker asked if there is a place for units and departments to report when they have collaborated together. Some Student Life units and academic support units have collaborated in ways that have saved money and staff time over the years. McMillan shared that this may be something that we need to think about in the planning and resource cycle.
- Adams explained that we need for departments to not think about how they will be the best, for example, Classics Department in the world but to instead think about what role does Classics play in the general liberal arts education and how they can be the past piece of the liberal arts education at UT. They need to think outside of just the department's silo. As our undergraduate population grows there could be a chance of financial investment for a department. Also, the more a department teams with other related units there will be more of a chance of growth.

Agenda Item 3: Upcoming "retreats" – McMillan

e. Transfer Processing
f. "uTrack" for Financial Aid
g. Communicating "bad news" and mistakes through One Stop

McMillan shared that there will be 3 upcoming retreats during the next couple of months to address the issues listed above.

- The transfer retreat will be focused on transcript issues and getting them processed more efficiently.
- The uTrack for financial aid retreat will focus on what the particular markers for identifying potential problems and how to best address those problems to help students and catch them early with interventions.
- The communicating bad news retreat will focus on how to use One-stop to address registrar and bursar issues.

Agenda Item 4: Review the Task List

- Item 1: Add Mastrogiovanni. Gardner will work on gathering the group together.
- Item 2: Mann will be giving a demonstration on Friday, April 10th for the new build a class and DCE. The hope is to have the tool live by the following Monday.

CURRICULUM COMMITTEE

The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Meeting
March 24, 2015

Call to order: A regular meeting of the Curriculum Committee was held in the Fourth Floor Conference Room of Andy Holt Tower on March 24, 2015. The meeting was called to order at 3:45 p.m. by Katherine Ambroziak, Chair.

Members present: Katherine Ambroziak, Mary Holcomb, Gary Ramsey, Heidi Stolz, Suzanne Wright, R. J. Hinde, Catherine Luther, Masood Parang, and Dixie Thompson

Others present: Betsy Gullett, Monique Anderson, and Molly Sullivan

Approval of minutes: Mary Holcomb moved that the minutes of the January 13, 2015, meeting of the Curriculum Committee be approved. The motion was seconded and passed without opposition.

Election of Chair for the 2015-2016 Academic Year: Katherine Ambroziak explained that she would not be able to serve as chair of the Curriculum Committee for the next academic year. After discussion, Gary Ramsey volunteered to serve in this role. His willingness to serve was the motion, and the motion passed without opposition.

Curricular Proposals: The attached administrative edits were presented, reviewed, and corrected. These consent agenda items were approved without opposition.

Adjournment: Katherine Ambroziak adjourned the meeting at 4:01 p.m.

Next meeting: The next meeting of the Curriculum Committee will be in September of 2015, at a time and place to be determined.

Minutes submitted by: Molly Sullivan

Consent Agenda Items
March 24, 2015

✳ General education course
† Cross-listed course
$ Course with fees
◈ Add or drop of major, concentration, minor

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

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

REVISE TEXT

Majors, Concentrations, and Departments

Environmental and soil sciences with concentrations in agricultural systems technology, conservation agriculture and environmental sustainability, construction science, environmental science, ~~land surveying,~~ off-road vehicle technology, and soil science (Department of Biosystems Engineering and Soil Science).

Forestry with concentrations in forest resources management, wildland recreation, ~~and~~ urban forestry, and restoration and conservation science (Department of Forestry, Wildlife and Fisheries).

Rationale: (1) Remove program that was dropped in 2014-2015 and (2) add a program that was added in 2014-2015.

AGRICULTURAL AND RESOURCE ECONOMICS

ADD OR DROP NAMES

Professors
Hughes, D.W., PhD – Washington State

Associate Professors
~~Fewell, J.E., PhD – Kansas State~~

Assistant Professors
Lewis, K., PhD – Arizona State

Rationale: Update to reflect faculty changes.

AGRICULTURAL LEADERSHIP, EDUCATION, AND COMMUNICATIONS

ADD, DROP, OR CORRECT NAMES AND ADD OR DROP HEADINGS

Richard Clark ~~Stephen Sutton, Interim~~, Head

Professor
Clark, R., PhD – Ohio State
Stephens, C.A., PhD – Iowa State

~~Associate Professor~~
~~Stephens, C.A., PhD – Iowa State~~

Assistant Professor
Stripling, C.T., PhD – Florida

Lecturer
~~oore, J., MS – Tennessee~~.
Hilby, A., MS-Tennessee.

Rationale: Update to reflect faculty changes.

REVISE TEXT

Watershed Minor, Minor Requirements

The minor consists of **18 hours** selected from at least two departments. Note that some courses may have prerequisites. At least one course from the Watershed Core must be selected.

Rationale: After reading the catalog proof, we realized that students could misunderstand the requirements. This should resolve that problem.

ANIMAL SCIENCE

ADD OR DROP NAMES AND ADD HEADING

Professors
~~Godkin, J.D., PhD – Massachusetts~~

Assistant Professors
Pohler, K., PhD –Missouri
~~Prado, M.E., DVM, PhD – Oklahoma State~~

After Research Assistant Professors, add heading and name
Research Assistant Professor of Practice
Prado, M.E., DVM, PhD – Oklahoma State

Lecturers
~~Parks, A.G., MS – Kentucky~~

Advisors
Edwards, ~~Godkin,~~ Kattesh, Kojima, ~~Parks,~~ Pighetti, Prado, Rius, Roper, Schrick, Shanks, Smith.

Rationale: Update to reflect faculty changes.

REVISE TEXT

Requirements for the Bachelor of Science in Animal Science, Animal Science Major, Animal Industries Concentration, Footnote Three

STEM elective chosen from ~~ANSC 385,~~ ANSC 420, ANSC 431, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, or ANSC 489 (after major requirements have been met and a maximum of two 48x classes may be taken to satisfy the STEM requirement); ANTH 110*, ANTH 117*; ASTR 151*, ASTR 152*, ASTR 153*, ASTR 154*, ASTR 217*, ASTR 218*; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); BSET (any); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334, ESS 424, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462; FDST 241, FDST 410, FDST 415, FDST 418, FDST 419, FDST 421, FDST 428, FDST 429, FDST 441, FDST 445, FDST 461; FORS 214, FORS 215, FORS 217, FORS 331, FORS 333, FORS 337, FORS 414; FWF 212, FWF 250*, FWF 313, FWF 317, FWF 320; GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); ~~HSP 288*;~~ IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any); MICR (any); MSE (201 and above); NE (any); NUTR 100*, NUTR 302, NUTR 311, NUTR 313, NUTR 314; PHYS (any); PLSC 210, PLSC 220, PLSC 250*, PLSC 330, PLSC 331~~, PLSC 341, PLSC 343~~, PLSC 348, PLSC 370, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 420; STAT (any); UNHO 287*, UNHO 288*; WFS (340 and above).

Requirements for the Bachelor of Science in Animal Science, Animal Science Major, Bioscience Concentration, Footnote Two

At least eight hours of STEM electives must be upper division (300-400 level) courses. Choose from ~~ANSC 385,~~ ANSC 420, ANSC 431, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, or ANSC 489 (after major requirement has been met, and a maximum of two 48x classes may be taken to satisfy the STEM elective requirement); ANTH 110*, ANTH 117*; ASTR 151*, ASTR 152*, ASTR 153*, ASTR 154*, ASTR 217*, ASTR 218*; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); BSET (any); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334,

ESS 424, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462; FDST 241, FDST 410, FDST 415, FDST 418, FDST 419, FDST 421, FDST 428, FDST 429, FDST 441, FDST 445, FDST 461; FORS 214, FORS 215, FORS 217, FORS 331, FORS 333, FORS 337, FORS 414; FWF 212, FWF 250*, FWF 313, FWF 317, FWF 320; GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); ~~HSP 288*;~~ IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any) MICR (any); MSE (201 and above); NE (any); NUTR 100*, NUTR 302, NUTR 311, NUTR 313, NUTR 314; PHYS (any); PLSC 210, PLSC 220, PLSC 250*, PLSC 330, PLSC 331, ~~PLSC 341, PLSC 343,~~ PLSC 348, PLSC 370, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 420; STAT (any); UNHO 287*, UNHO 288*; WFS (340 and above).

Requirements for the Bachelor of Science in Animal Science, Animal Science Major, Bioscience Concentration, Footnote Three

Business Electives chosen from ACCT 200, ACCT 207; AGNR 291, AGNR 292; ANSC 361; AREC 212, AREC 315 and above; BULW 301; ECON (any course above 201); FDST 390; FINC 300; MARK 300; MGT 201, MGT 300; ~~WFS 341~~.

Rationale: Revise text to remove courses that were dropped.

CORRECT TYPO

Requirements for the Bachelor of Science in Animal Science, Animal Science Major, Five-Year BS/MS Program, Term Seven

ANSC ~~483~~ 493 or ANSC 499

Rationale: Original submission contained a typographical error that was discovered during proofing.

REVISE TEXT

Requirements for the Bachelor of Science in Animal Science, Animal Science Major, Five-Year BS/MS Program, Footnote Two

Science/Technology/Engineering/Mathematics (STEM) Electives. At least 8 hours upper division (300-400 level) courses. ~~ANSC 385~~, ANSC 420, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, or ANSC 489 (after major requirements have been met, and a maximum of two 48x classes may be taken to satisfy the STEM requirement); ANTH 110*, ANTH 117*; ASTR 151*, ASTR 152*, ASTR 153*, ASTR 154*, ASTR 217*, ASTR 218*; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); BSET (any); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334, ESS 424, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462; FDST 241, FDST 410, FDST 415, FDST 418, FDST 419, FDST 421, FDST 428, FDST 429, FDST 441, FDST 445, FDST 461; FORS 214, FORS 215, FORS 217, FORS 331, FORS 333, FORS 337, FORS 414; FWF 212, FWF 250*, FWF 313, FWF 317, FWF 320; GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); ~~HSP 288*;~~ IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any) MICR (any); MSE (201 and above); NE (any); NUTR 100*, NUTR 302, NUTR 311, NUTR 313, NUTR 314; PHYS (any); PLSC 210, PLSC 220, PLSC 250*, PLSC 330, PLSC 331, ~~PLSC 341, PLSC 343~~, PLSC 348, PLSC 370, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSYC 370, PSYC 385, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 420; STAT (any); UNHO 287*, UNHO 288*; WFS (340 and above).

Requirements for the Bachelor of Science in Animal Science, Animal Science Major, Five-Year BS/MS Program, Footnote Three

Business Electives: ACCT 200, ACCT 207; AGNR 291, AGNR 292; ANSC 361; AREC 212, AREC 315 and above; BULW 301; ECON (any course above 201); FDST 390; FINC 300; MARK 300; MGT 201, MGT 300; ~~WFS 341~~.

Requirements for the Bachelor of Science in Animal Science, Animal Science Major, Pre-Veterinary Medicine Concentration, Footnote Two

At least four hours of STEM electives must be from BIOL, EEB, BCMB or MICRO. Other STEM electives chosen from ~~ANSC 385~~, ANSC 420, ANSC 431 (after major requirements have been met), ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, or ANSC 489 (after major requirement has been met and a maximum of two 48x classes may be taken to satisfy the STEM requirement); ANTH 110*, ANTH 117*; ASTR 151*, ASTR 152*, ASTR 153*, ASTR 154*, ASTR 217*, ASTR 218*; BAS (any); BCMB (any except BCMB 320 after major requirements are met); BIOL (any after major requirements are met); BME (any); BSE (221 and above); BSET (any); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334, ESS 424, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462; FDST 241, FDST 410, FDST 415, FDST 418, FDST 419, FDST 421, FDST 428, FDST 429, FDST 441, FDST 445, FDST 461; FORS 214, FORS 215, FORS 217, FORS 331, FORS 333, FORS 337, FORS 414; FWF 212, FWF 250*, FWF 313, FWF 317, FWF 320; GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); ~~HSP 288*;~~ IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any); MICR (any); MSE (201 and above); NE (any); NUTR 100*, NUTR 302, NUTR 311, NUTR 313, NUTR 314; PHYS (any after major requirements are met); PLSC 210, PLSC 220, PLSC 250*, PLSC 330, PLSC 331, ~~PLSC 341, PLSC 343~~, PLSC 348, PLSC 370, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 420; STAT (any); UNHO 287*, UNHO 288*; WFS (340 and above).

Requirements for the Bachelor of Science in Animal Science, Animal Science Major, Pre-Veterinary Medicine Concentration, Footnote Three

Business Electives chosen from ACCT 200, ACCT 207; AGNR 291, AGNR 292; ANSC 361; AREC 212, AREC 315 and above; BULW 301; FDST 390; FINC 300; ECON (any course above 201); MARK 300; MGT 201, MGT 300; STAT 201* (if not used to satisfy Quantitative Reasoning or STEM requirement); ~~WFS 341~~.

Rationale: Revise text to remove courses that were dropped.

BIOSYSTEMS ENGINEERING AND SOIL SCIENCE

ADD OR REVISE HEADINGS AND ADD, DROP, OR MOVE NAMES

Eric Drumm, Head

Professors
Ayers, P.D., PhD, PE – North Carolina State
Buschermohle, M.J., PhD – Clemson
Drumm, E.C., PhD, PE – Arizona
Essington, M.E., PhD – California (Riverside)
Freeland, R.S., PhD, PE – Tennessee
Gu, B. (Joint ORNL Faculty), PhD – California (Berkeley)
Hayes, D.G., PhD – Michigan
~~Jardine, P.M. (Research), PhD – Virginia Tech~~
McNeany, S.R. (Research), MS – Tennessee
Radosevich, M.A., PhD – Ohio State
Simpson, J.T. (Research), PhD – Arizona
Tompkins, F.D. (Distinguished Professor), PhD, PE – Tennessee
Tyler, D.D., PhD – Kentucky
Wilkerson, J.B., PhD – Purdue
Womac, A.R., PhD, PE – Tennessee
Yoder, D.C., PhD, PE – Purdue
Zhuang, J. (Research), PhD – Shenyang Agricultural (China)

Associate Professors
Buchanan, J.R., PhD, PE – Tennessee
Eash, N.S., PhD – Iowa State
Hart, W.E., PhD – Purdue
Hawkins, S.A., PhD – Tennessee
Lee, J., PhD – Iowa State
Leib, B.G., PhD – Penn State
Logan, J., PhD – Nebraska
Savoy Jr, H.J., PhD – Louisiana State
Tyner, J.S., PhD – Oklahoma State
Walker, F.R., PhD – North Carolina State
Ye, X.P., PhD – Minnesota

Assistant Professors
Abdoulmoumine, N., PhD - Auburn
DeBruyn, J.M., PhD – Tennessee
Ludwig, A.L., PhD – Virginia Tech
Schaeffer, S.M., PhD – Arkansas

Lecturers
Parker, C.D., MS – Murray State
Sherfy, A.C., MS – Tennessee
*Extension Specialist*s
Duncan, L.A., MS – Tennessee
Gall, E.A., MS – Purdue
Prather, T.G., MS – Georgia

Emeriti Faculty
Grandle, G.F., PhD – Tennessee
Wilhelm, L.R., PhD – Tennessee (Space Institute)
Wills, J.B, MS – Tennessee

Rationale: Update to reflect faculty changes.

REVISE TEXT

The Department of Biosystems Engineering and Soil Science offers two undergraduate degree programs – Bachelor of Science in Biosystems Engineering and Bachelor of Science in Environmental and Soil Sciences. Biosystems engineering is a four-year program, accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org, emphasizing engineering applications to biological systems. Environmental and soil sciences is a strong science-based program for students interested in environmental science, soil science, or biosystems engineering technology. The biosystems engineering technology concentrations include agricultural systems technology, conservation agriculture and environmental sustainability, construction science~~, land surveying,~~ and off-road vehicle technology. ~~Students in the land surveying concentration are eligible to sit for the Tennessee Professional Land Surveyor-In-Training exam (see for more details).~~ Minors in either environmental and soil sciences or in biosystems engineering technology are also available. More detailed descriptions of each program are included with the curricular material that follows.

Rationale: Revise text to remove program that was dropped.

REVISE TEXT

Requirements for the Bachelor of Science in Biosystems Engineering, Biosystems Engineering Major, Footnote Two

Note that some electives have required prerequisites. See individual course descriptions for specific information. ~~BSET 412~~, BSET 414, BSET 432, BSET 434, BSET 452, BSET 462, BSET 474; CE 485; CHEM 230, CHEM 310, CHEM 350, CHEM 360; ESS 334, ESS 434, ESS 442, ESS 444, ESS 454; GEOG 411; GEOL 485; IE 304; MATH 403, MATH 405, MATH 411, MATH 431; ME 363, ME 365, ME 366, ME 391, ME 405, ME 451, ME 466; PHYS 232*.

Biosystems Engineering Technology Minor, Minor Requirements

Required Courses
Select one course:
- ~~BSET 412 - Surveying~~

Select three additional courses:
- ~~BSET 412 - Surveying~~

Rationale: Revise text to remove courses that were dropped.

REVISE TEXT

Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences, Agricultural Systems Technology Concentration, Paragraph Three

The engineering technology thrust has three ~~four~~ concentration options: Agricultural Systems Technology, Construction Science Technology, ~~Land Surveying,~~ and Off-Road Vehicle Technology. These engineering technology concentrations are applied programs highly focused on specific technical areas, and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three ~~four~~ concentrations all provide a strong basic science foundation, and add coursework designed to create programs of study emphasizing the application of technology in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. The construction technology concentration leads to a Minor in Business Administration. While these programs provide a rigorous background in math and science and include courses in engineering, they differ from programs offered in the College of Engineering and College of Agricultural Sciences and Natural Resources (Biosystems Engineering) leading to B.S. in Engineering, and ultimately to registration as a Professional Engineer. The engineering technology concentrations are less theoretical, more applied, and more focused towards specific industries.

REVISE HEADINGS, ADD NAME, AND REVISE TEXT

Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences, Conservation Agriculture and Environmental Sustainability Concentration, Paragraph Three

Advisors
Eash, Logan

The engineering technology thrust has three ~~four~~ concentration options: Agricultural Systems Technology, Construction Science Technology, ~~Land Surveying,~~ and Off-Road Vehicle Technology. These engineering technology concentrations are applied programs highly focused on specific technical areas, and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three ~~four~~ concentrations all provide a strong basic science foundation, and add coursework designed to create programs of study emphasizing the application of technology in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. The construction science concentration leads to a Minor in Business Administration. While these programs provide a rigorous background in math and science and include courses in engineering, they differ from programs offered in the College of Engineering and College of Agricultural Sciences and Natural Resources (Biosystems Engineering) leading to B.S. in Engineering, and ultimately to registration as a Professional Engineer. The engineering technology concentrations are less theoretical, more applied, and more focused towards specific industries.

Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences, Construction Science Concentration

Advisors

Requirements for the Bachelor of Science in Environmental and Soil Sciences, Environmental and Soil Sciences Major, Construction Science Concentration, Footnote Three

Select from following list: BSET 326, BSET 434, ~~BSET 442~~, BSET 452, BSET 474; ESS 442, ESS 462; IE 304, IE 405, IE 423, IE 427; GEOG 411.

Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences, Environmental Science Concentration, Paragraph Three

The engineering technology thrust has three ~~four~~ concentration options: Agricultural Systems Technology, Construction Science Technology, ~~Land Surveying,~~ and Off-Road Vehicle Technology. These engineering technology concentrations are applied programs highly focused on specific technical areas, and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three ~~four~~ concentrations all provide a strong basic science foundation, and add coursework designed to create programs of study emphasizing the application of technology in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. The construction technology concentration leads to a Minor in Business Administration. While these programs provide a rigorous background in math and science and include courses in engineering, they differ from programs offered in the College of Engineering and College of Agricultural Sciences and Natural Resources (Biosystems Engineering) leading to B.S. in Engineering, and ultimately to registration as a Professional Engineer. The engineering technology concentrations are less theoretical, more applied, and more focused towards specific industries.

Rationale: Revise to (1) correct the heading, (2) reflect staff changes and (3) remove programs and courses that were dropped.

REVISE REQUIREMENTS

Requirements for Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences, Environmental Science Concentration

Term 6		
BSET 326	3	No milestones
CHEM 110* or CHEM 350	3-4	
~~ESS 424,~~ ESS 454	~~6~~ 3	
[2]Technical Elective	~~3~~ 6	
Term 7		
AREC 445 or AREC 470 or AREC 472 or ECON 362	3	Apply to graduate
~~BSET 474~~	~~3~~	
ESS 424, ESS 434, ESS 462	~~6~~ 9	
ESS 495	1	
[2]Technical Elective	3	
Term 8		
EEB 474	3	
EEB 404 or EEB 470	3	No milestones
ESS 301*, ESS 444	4	
[2]Technical Electives	~~7 8~~ 5	
TOTAL	**120-121**	

Rationale: Change the sequence of the courses to reflect the semesters in which some classes will be taught.

REVISE TEXT

Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences, Environmental Science Concentration, Paragraph Three

The engineering technology thrust has three ~~four~~ concentration options: Agricultural Systems Technology, Construction Science Technology, ~~Land Surveying,~~ and Off-Road Vehicle Technology. These engineering technology concentrations are applied programs highly focused on specific technical areas, and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three ~~four~~ concentrations all provide a strong basic science foundation, and add coursework designed to create programs of study emphasizing the application of technology in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. The construction technology concentration leads to a Minor in Business Administration. While these programs provide a rigorous background in math and science and include courses in engineering, they differ from programs offered in the College of Engineering and College of Agricultural Sciences and Natural Resources (Biosystems Engineering)

leading to B.S. in Engineering, and ultimately to registration as a Professional Engineer. The engineering technology concentrations are less theoretical, more applied, and more focused towards specific industries.

Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences, Soil Science Concentration, Paragraph Three

The engineering technology thrust has three ~~four~~ concentration options: Agricultural Systems Technology, Construction Science Technology, ~~Land Surveying,~~ and Off-Road Vehicle Technology. These engineering technology concentrations are applied programs highly focused on specific technical areas, and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three ~~four~~ concentrations all provide a strong basic science foundation, and add coursework designed to create programs of study emphasizing the application of technology in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. The construction technology concentration leads to a Minor in Business Administration. While these programs provide a rigorous background in math and science and include courses in engineering, they differ from programs offered in the College of Engineering and College of Agricultural Sciences and Natural Resources (Biosystems Engineering) leading to B.S. in Engineering, and ultimately to registration as a Professional Engineer. The engineering technology concentrations are less theoretical, more applied, and more focused towards specific industries.

Rationale: Revise text to remove program that was dropped.

REVISE REQUIREMENTS

Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences, Soil Science Concentration

Term 6		
BSET 326 ~~or BSET 412~~	3	No milestones
CHEM 310, CHEM 319	4	
~~ESS 424,~~ ESS 454	~~6~~ 3	
PLSC 250*	3	
[2]Technical Elective	3	
Term 7		
AREC 470 or ECON 362	3	Apply to graduate
ESS 424, ESS 434, ESS 442, ESS 462	~~9~~ 12	
ESS 495	1	
~~[2]Technical Elective~~	~~3~~	
Term 8		
ESS 301*, ESS 444	4	No milestones
[2]Technical Electives	9	
[3]Unrestricted Elective	3	
TOTAL	**120-123**	

Rationale: Remove dropped course. Change the sequence of the courses to reflect the semesters in which some classes will be taught.

ENTOMOLOGY AND PLANT PATHOLOGY

REVISE HEADING AND ADD NAME

Assistant Professors
Staton, M., PhD – Clemson

Rationale: Update to reflect faculty changes.

FOOD SCIENCE AND TECHNOLOGY DEPARTMENT PAGE

ADD, DROP, OR MOVE NAMES

Professors
D'Souza, D., PhD - Georgia
Zhong, Q., PhD – North Carolina State

Associate Professors
~~Burden, R., PhD – Tennessee~~
~~D'Souza, D., PhD – Georgia~~
~~Harte, F.M., PhD – Washington State~~
~~Zhong, Q., PhD – North Carolina State~~

Advisors
~~Critzer,~~ Davidson, Golden, ~~Harte,~~ Hanning, Hollis, Jones, ~~Loveday,~~ Richards~~, Zivanovic~~

Rationale: Update to reflect faculty changes.

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Food Science and Technology, Food Science and Technology Major, Five-Year BS/MS Program

Term 3		
[4]Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective	3	2.0 cumulative GPA
CHEM 130* or CHEM 138*	4	CHEM 100* or CHEM 120*
FDST 241	3	One Quantitative Reasoning Elective*
MATH 115*, MATH 152*, STAT 201*, or STAT 207*	3	
MICR 210* ~~or MICR 310~~	3	

Rationale: Remove dropped course.

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Food Science and Technology, Food Science and Technology Major, Pre-Professional Concentration

Term 8		
[4]Directed Pre-Professional Elective	3	No milestones
[5]FDST Electives	6	
[2]Unrestricted Electives	~~5~~ 7	
TOTAL	**~~118-121~~ 120-121**	

Rationale: Revise unrestricted electives to make 120 the minimum hours for the degree.

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Food Science and Technology, Food Science and Technology Major, Science Concentration

Term 7		
FDST 401, FDST 415, FDST 441	~~18~~ 9	Apply to graduate
FDST 421 or FDST 428; and FDST 429	5	
Term 8		
FDST 430	3	
FDST 445, FDST 493, FDST 495	9	No milestones
FDST 490	3	
~~[3]Unrestricted Elective~~	~~3~~	
TOTAL	**~~132-136~~ 120-124**	

Rationale: Revise (1) line item to correct sum and (2) unrestricted electives to make 120 the minimum hours for the degree.

FORESTRY, WILDLIFE, AND FISHERIES

DROP NAME

Professors
~~Ostermeier, D.M., PhD – Syracuse~~

Rationale: Update to reflect faculty changes.

REVISE TEXT

The department offers two majors. The major in forestry leads to the Bachelor of Science in Forestry and the major in wildlife and fisheries science leads to the Bachelor of Science in Wildlife and Fisheries Science. The forestry major has concentrations in forest resources management, restoration and conservation science, urban forestry and wildland recreation. The wildlife and fisheries science major has concentrations in wildlife and fisheries management and wildlife health.

Rationale: Revise text to add new program.

REVISE TEXT

Forestry Major, BS in Forestry, Forest Resources Management Concentration

> The forest resources management concentration provides an opportunity to obtain an education related to the management of the broad spectrum of wildland resources. In addition to the core of required courses, there are about ~~18~~ 6 elective credit hours for broad studies or specialized training in one or more areas of forestry. These areas and examples of related fields of study are forest biology including plant physiology and morphology, ecology, genetics, tree nutrition, forest soils; forest business management including economics, accounting, finance, marketing, management science; forest economics including economics, business administration, social science; forest inventory including mathematics, statistics, computer science; wildland recreation including natural and social sciences; and wildlife management including ecology and botany.

Rationale; Revise text to match corresponding showcase.

REVISE REQUIREMENTS, TEXT

Requirements for the Bachelor of Science in Forestry, Forestry Major, Restoration and Conservation Science Concentration

Term 8		
[3,4]Technical Elective	~~1-3~~ 2	No milestones
BSET 326 or GEOG 411	3	
FORS 422	3	
FWF 416	3	
[5]Communications Elective	3	
TOTAL	**~~119-123~~ 120-122**	

Requirements for the Bachelor of Science in Forestry, Forestry Major, Restoration and Conservation Science Concentration, Footnote 5

> Communications elective chosen from ALEC 440; ENGL 295*, ENGL 355*, ENGL 360*, ENGL 363, ENGL 364, ENGL 455*, ENGL 456, ENGL 460, ENGL 463, ENGL 464; ~~JREM 412~~, JREM 414, JREM 450, JREM 451.

Requirements for the Bachelor of Science in Wildlife and Fisheries Science, Wildlife and Fisheries Science Major, Wildlife Health Concentration

Term 3		
BIOL 240 or ANSC 340	~~4~~ 3-4	2.0 cumulative GPA
CHEM 350	3	One additional general education elective*
FWF 317	3	
[1]Arts and Humanities or Cultures and Civilizations Electives*	3	
MATH 125*	3	15-16
Term 6		
AREC 201* or ECON 201* or ECON 207*	4	No milestones
[1]Arts and Humanities or Cultures and Civilizations Electives*	3	
PHYS 222*	4	
WFS 444 or WFS 445	3	
Unrestricted Elective	1-2	15-16
TOTAL	**~~120~~ 120-121**	

Rationale: Revise to (1) remove dropped course, and (2) correct line item sum, and (3) change technical or unrestricted electives to make 120 the minimum hours for the degree.

PLANT SCIENCES

ADD OR DROP NAMES

Associate Professors
Horvath, B., PhD – Michigan State

Assistant Professors
~~Horvath, B., PhD – Michigan State~~

Rationale: Update to reflect faculty changes.

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Plant Sciences, Plant Sciences Major, Bioenergy Concentration

Term 8		
PLSC 475, PLSC 499 ~~PLSC 497~~	4-6	No milestones
[7]Specialty Area	3-5	
[5]Technical Elective	3	
[8]Unrestricted Electives	3-4	

Requirements for the Bachelor of Science in Plant Sciences, Plant Sciences Major, Biotechnology Concentration

Term 7		
PLSC 452, PLSC 461, PLSC 470	9	Apply to graduate
PLSC 492 or PLSC 499 ~~PLSC 497~~	3	
[6]Technical Elective	3	

Requirements for the Bachelor of Science in Plant Sciences, Plant Sciences Major, Horticulture Science and Production Concentration

Term 7		
PLSC 331, PLSC 452, PLSC 410*(WC), PLSC 430, PLSC 470	13	Apply to graduate
PLSC 492 or PLSC 499 ~~PLSC 497~~	3	

Under Requirements for the Bachelor of Science in Plant Sciences, Plant Sciences Major, Landscape Design Concentration

Term 8		
PLSC 480, PLSC 485	7	No milestones
Select from: PLSC 348, PLSC 410*, PLSC 429, PLSC 430, PLSC 434, PLSC 436, PLSC 437, PLSC 441, PLSC 450, PLSC 469, PLSC 470, PLSC 493, PLSC 499 ~~PLSC 497~~	5-6	
[4]Technical Elective	1-2	

Requirements for the Bachelor of Science in Plant Sciences, Plant Sciences Major, Landscape Design Concentration, Footnote Four

Chosen from any Advertising, Business Administration; Business Analytics and Statistics; Entomology and Plant Pathology; Plant Sciences; Statistics; ACCT 200, ACCT 207; AGNR 291, AGNR 292; ARCH 111*, ARCH 211*, ARCH 232, ARCH 271; ART 101, ART 103; ARTA 211, ARTA 212, ARTA 213, ARTA 214, ARTA 215, ARTA 216, ARTA 231, ARTA 331; BIOL 260-BIOL 269; BSET 202, ~~BSET 412~~; BULW 301; CMST 414; EEB 304, EEB 330, EEB 433; ENGL 295*, ENGL 360*; ESS 334; FINC 300; FORS 321*; FWF 212, FWF 250*, FWF 312*, FWF 317; GEOG 131*, GEOG 365, GEOG 366; GEOL 201*, GEOL 202*, GEOL 203*; LAR 541, LAR 542; MARK 300; MGT 201, MGT 300; PHIL 244*, PHIL 346*; SPAN 111, SPAN 112, SPAN 211*, SPAN 212*; UNST 413.

Requirements for the Bachelor of Science in Plant Sciences, Plant Sciences Major, Organic Production Concentration

Term 5		
Select from: BCMB 321; BIOL 260-BIOL 269; FORS 414; EEB 330, EEB 413, EEB 414, EEB 424, EEB 463; GEOG 439; PLSC 348	3-4	Any CASNR course with grade of C or better
ESS 334	3	Any two Arts and Humanities*, Cultures and Civilizations*, Quantitative Reasoning*, or Social Sciences* Electives
Select from: PLSC 220, PLSC 221, PLSC 250*, PLSC 331, PLSC 410*, PLSC 430, PLSC 435, PLSC 452,	6	

PLSC 453, PLSC 457, PLSC 491*, PLSC 499 ~~PLSC 497~~		

Rationale: While proofing, we realized we had failed to (1) replace a dropped course on these showcases and (2) remove a dropped course from footnotes.

COLLEGE OF ARCHITECTURE AND DESIGN

REVISE TEXT

Minors in College of Architecture and Design
The College offers a series of different minors that are intended to promote interdisciplinary involvement within the College and University~~. Faculty in professional courses will make provisions for students with declared Interior Design Studies Minor when necessary. Students will gain basic knowledge in interior design with exposure to aesthetics, technology, professional practices, and history.~~

Rationale: Administrative change: this should not have been added to this paragraph. The note is specific to the Minor in Interior Design Studies.

Interior Design Program

REVISE HEADING

Associate Professors

Rationale: List includes more than one name, so the heading should be plural.

REVISE TEXT AND HEADINGS

Select One of Two Professional Tracks
Students may choose one of two tracks to complete the Bachelor of Science in Interior Design program. The Traditional Track is for students who wish to complete the program with the maximum emphasis in interior design and greatest flexibility with professional electives. The Master of Architecture ~~Masters~~ Preparatory Track is created for students who desire to earn a Bachelor of Science in Interior Design and qualify to apply to the Master of Architecture program at the University of Tennessee with advanced standing.

Interior Design Major, BS in Interior Design – Master of Architecture ~~Masters~~ Preparatory Track

Requirements for the Interior Design Major, BS in Interior Design – Master of Architecture ~~Masters~~ Preparatory Track

Rationale: Edit for clarity.

COLLEGE OF ARTS AND SCIENCES

REVISE TEXT

Pre-Professional Programs, revise text to include new program added 2015-2016:

The college offers pre-professional undergraduate programs for students who wish to participate in the cooperative 3+1 curricula in the health sciences (medicine, dentistry, pharmacy, or veterinary medicine) and in pre-law. Students taking one of the health sciences or pre-law curricula proceed directly to specialized training in the chosen area after the third year of Arts and Sciences study. These students complete the first year of professional study in lieu of satisfying the requirements for a traditional major in the college.

Rationale: Edit to include new program.

First Year English Placement Information

Eligibility for ENGL 118 (Honors English Composition) will be determined by ACT or SAT scores ~~and a placement exam~~. Placement in English 131 (Composition for Non-Native Speakers of English I) will be determined by TOEFL (or equivalent standardized test) scores. ~~Selected~~ All students enrolled in either ENGL 101 or ENGL 131 ~~will also be placed~~ may simultaneously enroll in ENGL 103 (Writing Workshop I) to receive additional instruction in writing. Selected students enrolled in either ENGL 101 or ENGL 131 will be placed in ENGL 103 based on ACT or SAT scores~~,~~; these students ~~and~~ may not drop ENGL 103 without departmental approval. Details are available from the English Department.

Rationale: Edit (1) for clarity and (2) to expand on information mentioned in course descriptions.

Foreign Language, Paragraph 2

Completion of one of the following intermediate-level foreign language sequences: ARAB 221-222 ~~ASST 221-222~~, ASST 241-ASST 242, ASST 261-ASST 262; CHIN 231-CHIN 232; FREN 211-FREN 212, FREN 217-FREN 218; GERM 211-GERM 212; (Greek) CLAS 261-CLAS 264; (Latin) CLAS 251-CLAS 252; ITAL 211-ITAL 212; JAPA 251-JAPA 252; PORT 211-PORT 212; REST 221-REST 222; RUSS 201-RUSS 202; SPAN 211-SPAN 212, or SPAN 217-SPAN 218.

Rationale: When proofing, we noticed that a course sequence was missing.

ADD TEXT AND REMOVE DROPPED COURSE

Global Challenges
With recent advances in transportation and communication technologies and changes in the nature of global economic forces, many environmental, political, and social concerns have acquired distinctive international or transnational dimensions. Courses that satisfy the Global Challenges requirement provide students with the opportunity for focused inquiry into the historical origins of, or contemporary thought regarding, one of the critical international or transnational issues facing today's world.

Students satisfy this component of the Perspectives requirement by completing one of the following courses.
BIOL 105, BIOL 150; ENGL 225, ENGL 226, ENGL 335, ENGL 336, ENGL 423; GEOG 101, GEOG 111, GEOG 131, GEOG 132, GEOG 137, ~~GEOG 201~~, GEOG 320, GEOG 331, GEOG 340, GEOG 343, GEOG 344, GEOG 371, GEOG 374, GEOG 375, GEOG 413, GEOG 430, GEOG 435, GEOG 442, GEOG 445, GEOG 449, GEOG 451; MFLL 300; PHIL 346, PHIL 441; POLS 453, POLS 461, POLS 463, POLS 471, POLS 474; REST 101, REST 102, REST 386, REST 476; SOCI 341, SOCI 342, SOCI 375, SOCI 442, SOCI 446.

Rationale: Add paragraph for clarification and remove dropped course.

Connections Packages

Biodiversity and Humans, Paragraph Two

Students who complete the Biodiversity and Humans connections package will be able to: (1) identify methods used to document and study biodiversity; (2) describe patterns in biodiversity across different wild or managed ecosystems; (3) explain the importance of biodiversity for humans; and (4) give examples of natural and anthropogenic forces that cause changes in biodiversity.
ANTH 303; EEB 304, EEB 305, EEB 306, EEB 330, EEB 351, EEB 424, EEB 484; GEOG 413, ~~GEOG 432,~~ GEOG 435, GEOG 439; GEOL 320; SOCI 363.

New Geographies of the Global Economy, Paragraph Two

Students completing this package will be able to: (1) recognize patterns of trade and economic development; (2) analyze the impacts of trade on economic development and labor; and (3) recognize and evaluate disparities in development, trade policies, wealth, and economic growth.
GEOG 340, GEOG 445, GEOG 451; POLS 350, ~~365,~~ POLS 471, POLS 479; SOCI 342, SOCI 442, SOCI 446.

Shifting Borders and Cultures in Europe, Paragraph One

With the growing importance of the European Union, both the cultures of Europe and its very borders have become more dynamic and contested. This connections package offers students a multifaceted set of lenses through which to investigate broad themes and issues in European history from the medieval period up until the present day. The varied approaches of courses on political and economic history, literature and film, history of science and conceptions of gender, sexuality, and ethnic identity allows students to piece together a comprehensive overview of the changing physical, cultural, religious, and economic characteristics of Europe from the Middle Ages to today.

Visual Cultures and Media Studies, Paragraph Two

Students completing this package will be able to: (1) critically analyze their own culture; (2) demonstrate knowledge of foreign cultures other than their own; (3) demonstrate insight into aspects of world geography, global economics, international politics, various religions, philosophies, histories, languages, literatures, or arts; (4) demonstrate intercultural communication concepts; (5) evaluate the impact of historical forces on the modern world; (6) explain the causes of domestic and global social problems; (7) identify and summarize concepts of interdependence; and (8) recognize global systems, processes, social constructs, trends, and issues.
ENGL 334; FREN 420; GEOG 423; GERM 323; ITAL 422; JAPA 315; ~~MFLL 465~~; PHIL 350; POLS 312; PORT 326; SOCI 410; SPAN 434; ~~WOST 369~~.

Rationale: Edit text to (1) correct grammar and (2) remove dropped courses.

ANTHROPOLOGY

ADD, DROP, MOVE, OR CORRECT NAMES; ADD POSITION TITLES; ADD OR REVISE HEADINGS

Jan Simek, Interim Head ~~Andrew Kramer, Head~~

~~Interim~~ Research Director (ARL); Research Associate Professor

Research Associate Professors
Baumann ~~Bowmann~~, T.E. (Curator, F.H. McClung Museum), PhD – Tennessee

Research Assistant Professors
~~Vass, A.A., PhD – Tennessee~~
Vidoli, ~~L~~ G.M., PhD – Binghamton (Assistant Director, Forensic Center)

Senior Lecturer and ~~Coordinator~~ Associate Director, Forensic Center

Senior Lecturers
Devlin, J.L., PhD – Tennessee (Assistant Director, Forensic Center)

(Add between Senior Lecturers and Adjunct Professors)
Lecturers
Carmody, S.B., PhD – Tennessee
Kidder, J.H., PhD – Tennessee
VanWinkle, T.N., PhD – Tennessee

Post-Doc Teaching Associate
Choi, V.Y., PhD – UC (Davis)

Post-Doc Research Associate
Kenyhercz, M.W., PhD - Alaska

Adjunct Professors
Konigsberg, L.W., PhD – Northwestern

Adjunct Associate Professors
Franklin, J.D., PhD – Tennessee.
~~Tung, T.A., PhD – North Carolina~~.

Adjunct Assistant Professors
Algee-Hewitt, B.F.B., PhD – Tennessee
Collins-Elliott, S.A., PhD – Florida State
~~Franklin, J.D., PhD – Tennessee~~
Kellar, E.J., PhD - Syracuse

Rationale: Update to reflect faculty changes.

SCHOOL OF ART

ADD, DROP, OR MOVE NAMES

Professors
~~Magden, N., PhD – Case Western Reserve~~
Neff, A.L., PhD – Pennsylvania

Associate Professors
Murphy-Price, A., MFA – Tyler School of Art (Temple)
~~Neff, A.L., PhD – Pennsylvania~~

Assistant Professors
~~Murphy-Price, A., MFA – Tyler School of Art (Temple)~~
Stigliani, Claire, MFA – Wisconsin

Rationale: Update to reflect faculty changes.

BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY

UPDATE WEB ADDRESS

http://bcmb.utk.edu/ ~~http://web.bio.utk.edu/bcmb/~~

Rationale: Update to reflect changes to web address.

ADD, DROP, OR MOVE NAMES

Professors
Park, J., PhD – Texas A&M.

Associate Professors
Baudry, J., PhD – (UPMC) France
Binder, B., PhD – Wisconsin (Madison)
~~Park, J., PhD – Texas A&M~~

Adjunct and Research Faculty
Labbé, J., PhD – Nancy-University (France)
Langan, P., PhD – Keele (England)
Peterson, C., PhD – Louisiana State

Rationale: Update to reflect faculty changes.

DIVISION OF BIOLOGY

ADD HEADINGS AND NAMES

Senior Lecturers
Brewton, R., PhD – Tennessee
Guffey, S., PhD – Tennessee
McFarland, K., PhD – Tennessee
Weinstein, R., PhD – Cambridge (UK)

Lecturers
Keck, B., PhD – Tennessee
Madison, S., PhD – Tennessee
McAlvin, C., PhD - Tennessee

Rationale: Add staff to conform to other pages.

ADD COMMENT

EEB Concentration, Upper-Division Courses
EEB 406 - Models in Biology (may be used to satisfy either Quantitative Requirement or Upper-Division course hours)

Rationale: Add comment for clarification.

REMOVE COREQUISITE(S), REVISE COMMENT

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

Rationale: These changes were made in 160, but we forgot to do the same for 168, which is the honors version of 160.

CHEMISTRY

ADD, DROP, MOVE, OR CORRECT NAMES OR POSITION TITLES

Professors
Baker, D.C. (~~Zeigler~~ Ziegler Professor), PhD – Ohio State
~~Bursten, B.E. (Distinguished Professor), PhD – Wisconsin~~
~~Compton, R.N. (Zeigler Professor), PhD – Tennessee~~
Dai, S (Joint Faculty), PhD – Tennessee
~~Guiochon, G.A. (Distinguished Scientist, Science Alliance Center of Excellence), PhD – Paris (France)~~
Kabalka G.W. (~~Robert H. Cole Professor,~~ Alumni Distinguished Service Professor), PhD – Purdue
Musfeldt, J.L. (~~Zeigler~~ Ziegler Professor), PhD – Florida
Sepaniak, M.J. (~~Zeigler~~ Ziegler Professor), PhD – Iowa State
Xue, Z. (~~Zeigler~~ Ziegler Professor), PhD – California (Los Angeles)
Zhao, B. (~~Zeigler~~ Ziegler Professor), PhD – Akron

Associate Professors
~~Camden, J.P. (Mamantov Professor), PhD – Stanford~~
Jenkins, D.M. (Mamantov Professor), PhD – California Institute of Technology

Assistant Professors
Baker, C.A., PhD – Florida State
Sharma, B., PhD – Pittsburgh

Lecturers
Bass, H.M., PhD – Tennessee

Laboratory Directors
~~Hazari, A.A., PhD – Tennessee~~

Rationale: Update to reflect faculty changes.

CLASSICS

ADD OR DROP NAMES

Lecturers
Moore, D.W., PhD - Virginia
~~Thorne, N.R., PhD – Pittsburgh~~

Rationale: Update to reflect faculty changes.

COLLEGE SCHOLARS PROGRAM

REVISE TEXT

Further information and applications may be obtained from the College Scholars Office, Alumni Memorial Building 138 ~~Howard H. Baker Center~~, or at http://scholars.utk.edu ~~http://web.utk.edu/~scholars/~~.

Rationale: Update contact information.

EARTH AND PLANETARY SCIENCES

ADD, DROP, OR MOVE NAMES

Professors
Kah, L.C. (Walker Professor), PhD – Harvard
~~Labotka, T.C., PhD – California Institute of Technology~~

Associate Professors
~~Kah, L.C. (Walker Professor), PhD – Harvard~~

Assistant Professors
Steen, A., PhD – UNC (Chapel Hill)

Rationale: Update to reflect faculty changes.

ECOLOGY AND EVOLUTIONARY BIOLOGY

ADD, DROP, OR MOVE NAMES

Associate Professors
Bailey, J.K., PhD – Northern Arizona
Matheny, P.B., PhD – Washington

Schussler, E., PhD – Louisiana State
Schweitzer, J.A., PhD – Northern Arizona

Assistant Professors
~~Bailey, J.K., PhD – Northern Arizona~~
~~Hulsey, C.D., PhD – California (Davis)~~
~~Matheny, P.B., PhD – Washington~~
~~Schussler, E., PhD – Louisiana State~~

Rationale: Update to reflect faculty changes.

ENGLISH

ADD, DROP, MOVE, OR CORRECT NAMES

Professors
~~Bellamy, E.J. (Chair of Excellence), PhD – Duke~~
Howes, L.L., PhD – Columbia
~~Keene, M.L., PhD – Texas~~
~~Luprecht, M.A., PhD – Florida State~~
~~Wier, A., MFA – Bowling Green~~

Associate Professors
Chiles, K.L., PhD – Northwestern
Dean, M.L., MFA – Michigan
~~Howes, L.L., PhD – Columbia~~

Assistant Professors
~~Chiles, K.L., PhD – Northwestern~~
~~Dean, M.L., MFA – Michigan~~

Senior Lecturers
McCue, K., MA – Tennessee

Lecturers
~~Brawn~~ Braun, W.A., PhD – Louisiana State
Greene, T., PhD – Tennessee
~~McCue, K., MA – Tennessee~~
Noonan, T.A., PhD – Southern Mississippi

Rationale: Update to reflect faculty changes.

REVISE TEXT

English Major

The major consists of **30 hours** of 300- and 400-level coursework. Courses may not count in more than one category. Depending on the course content, Special Topics, Major Authors, ~~Senior Seminar,~~ Junior - Senior Honors Seminar, and any other course with variable content may be petitioned to count in a category where it is not listed.

Rationale: Revise text to reflect program changes.

GEOGRAPHY

ADD, DROP, MOVE, OR CORRECT NAMES

Professors
~~Harden, C.P., PhD – Colorado~~

Associate Professors
Inwood, J.F.J., PhD – Georgia

Assistant Professors
~~Inwood, J.F.J., PhD – Georgia~~
Kim, H. ~~Hyun~~, PhD – Ohio State
Muñoz, I.S., PhD – Texas (Austin)
~~Van Riemsdijk, F.M., PhD – Colorado~~

Adjunct Faculty
~~Guttman, N., PhD – North Carolina State~~

Wilbanks, T., PhD - Syracuse

Rationale: Update to reflect faculty changes.

REVISE TEXT

The Department of Geography provides a comprehensive program that reflects the discipline's three main areas – human geography, physical geography, and geospatial analysis. The department's courses allow students to explore the linkages between human activities and natural systems. Students taking geography courses should develop factual knowledge, critical thinking, and analytic skills. Training in geography allows students to know where things are located, why they are located where they are, how and why places differ, how human activity shapes and is shaped by the natural environment, and how to analyze human-environment interactions.

Rationale: Revise to correct error in term.

INTERDISCIPLINARY PROGRAMS

Linguistics Concentration, BA (Interdisciplinary Programs Major)

ADD AND DROP NAME, REVISE TEXT

Bethany K. Dumas, English, Chair ~~Dolly Young, Modern Foreign Languages and Literatures, Chair~~

Students should consult program advisors early in planning a linguistics major or minor. LING 200 is highly recommended and~~.~~ ~~AUSP 305 should be taken as soon as possible. Other~~ 300-level courses should, if possible, be completed before 400-level courses are begun.

Rationale: Update to reflect faculty changes and to clarify recommended order of coursework to match showcase.

Neuroscience Concentration, BA (Interdisciplinary Programs Major)

ADD AND DROP NAMES

Jim Hall ~~Rebecca Prosser~~, Biochemistry and Cellular and Molecular Biology, Chair

Rationale: Update to reflect faculty changes.

ADD REQUIREMENT

Neuroscience Concentration, BA (Interdisciplinary Programs Major), Prerequisites

Complete:
PSYC 110 – General Psychology*

Neuroscience Concentration

II. Laboratory Experience
Complete a minimum of 2 hours:
BCMB 452 – Independent Research in BCMB
EEB 400 – Undergraduate Research

Rationale: Revise text to match showcase.

Women's Studies Concentration, BA (Interdisciplinary Programs Major)

ADD AND DROP NAMES

Patricia Freeland, Political Science ~~Cheryl Brown Travis, Psychology~~, Chair

Rationale: Update to reflect faculty changes.

REVISE REQUIREMENTS

Requirements for Interdisciplinary Programs Major, Women's Studies Concentration

Term 3		
Communicating Orally Elective*	3	Completion of at least 12 credit hours
Foreign Language or Elective	3	
Social Sciences*	3	

WOST 220* ~~210~~ or WOST 310 ~~215~~	3	
Elective	3	
Term 4		
Arts and Humanities (List A)*	3	ENGL 102*
Communicating through Writing Elective*	3	WOST 235* ~~210~~ or WOST 240* ~~215~~ with a grade of C or better
Foreign Language or Elective	3	
Non-U.S. History*	3	
WOST 220* or WOST 310	3	

*WOST 220, WOST 235, WOST 240, WOST 330, and WOST 382 satisfy the General Education Communicating through Writing requirement and can be simultaneously applied to the major. Students who complete any ~~either~~ of these courses may replace 3 hours of major courses with general electives in term 8.

Rationale: Replace course that were dropped and edit footnote to reflect those changes and to clarify.

(WOST) Women's Studies

REVISE COURSE NUMBER

WOST 235 ~~WOST 230~~ Women in the Media (3) The ways in which media content (film, television, gaming, social media, advertising) constructs and challenges the perceptions of women and gender.

Rationale: WOST 230 is already in use as Marriage and Family: Roles and Relationships, so a new number was assigned to Women in the Media.

MATHEMATICS

ADD, DROP, OR MOVE NAMES

Professors
~~Dobbs, D.E., PhD – Cornell~~
~~Xiong, J., PhD – North Carolina~~

Assistant Professors
Cartwright, D., PhD – California (Berkeley)
Jameson, M., PhD - Emory
Mengesha, T., PhD - Temple

Adjunct Assistant Professor and Visiting Assistant Professor
~~Day, J., PhD – Pittsburgh~~

Senior Lecturers
Gilbert, M., MS – Tennessee
~~Reagan, R.D., MM – Tennessee~~
~~Stevens, G., MS – Tennessee~~

Lecturers
~~Gilbert, M., MS – Tennessee~~
~~McAmis, C., MS – Tennessee~~
~~White, J., PhD – Tennessee~~

Rationale: Update to reflect faculty changes.

DROP TEXT

~~All entering freshmen and all other students who have not completed a college level mathematics course, except students who have received AP calculus credit, must take UT Knoxville's Mathematics Placement Exam before enrolling in a mathematics course. Placement in the appropriate course will be determined by the score on the exam. Ordinarily, a student will not be allowed to enroll in a course at a level above that determined by his or her placement exam score. In exceptional circumstances, students will have the right to appeal their placement to the Mathematics Department. The exam will be administered during summer orientation and at designated times during the fall, spring, and summer registration.~~

Rationale: When proofing catalog entry, we noticed that this paragraph is no longer needed.

Mathematics Major, BS, Honors Concentration

REVISE TEXT

(Paragraph Two) In addition to a more rapid curriculum, the honors program offers enhanced academic advising and opportunities for students to interact with their peers through the Honors Seminar (MATH 397 and MATH 497), in which honors students ~~will~~ discuss ~~their theses and other~~ undergraduate research projects and prepare for graduate school in mathematics and related fields.

(Paragraph Four) The Math Honors Concentration is open to students who finish at or near the top of the Math 300/307 class. The students are nominated by their Math 300/307 teachers, then they are selected by the Math Honors Committee to join the Math Honors Concentration. ~~Any student may declare the Math Honors Concentration after having earned a grade of A- or better in MATH 300 or MATH 307, as long as his/her MGPA is at least 3.4 and overall GPA is at least 3.25.~~ The mathematics honors concentration must be declared prior to the last 60 hours of undergraduate enrollment (usually this means prior to the beginning of the junior year). The 60 hours requirement may be waived for students having a large number of transfer, AP, or other credits not earned at the University of Tennessee.

Rationale: Edit text to clarify and to conform to current practices.

MEDICAL LABORATORY SCIENCE

Medical Laboratory Science Major, BS

REVISE TEXT

Students who complete the medical laboratory science curriculum receive the Bachelor of Science degree with a major in medical laboratory science from the College of Arts and Sciences. The curriculum requires a minimum of 90 hours of credit which includes the foundations, perspectives, and connections ~~Basic Skills and Distribution~~ requirements of the college and the University General Education Requirement prior to application for admission to a final year of study at the University of Tennessee Medical Center, Knoxville (UTMCK). A grade of at least a C must be earned in each of the required chemistry, biology, and math courses. A bulletin describing the medical laboratory science program in detail may be obtained from Arts and Sciences Advising Services.

Rationale: Edit text to reflect terms currently in use by the College of Arts and Sciences and to include a note about requesting additional information about the program.

DROP DEGREE PLAN CHART ON MAJOR PAGE

Rationale: This is the same information as that on the uTrack showcase and can be included once rather than duplicated.

Medical Laboratory Science Major, BS (uTrack Requirements)

EDIT TEXT

Following the sample academic plan and its uTrack milestones will help students stay on track to graduate in four years. For specific course requirements, refer to ~~the description of the major and~~ the Arts and Sciences requirements listed in the Catalog, and consult an academic advisor.

Rationale: Edit text to reflect that the descriptive chart on the major page has been deleted.

MICROBIOLOGY

ADD, DROP, OR MOVE NAMES

Assistant Professors
~~Schmidt, N.W., PhD – Indiana~~

Research Faculty
~~Layton, A.C., PhD – Purdue~~
LeCleir, G.R., PhD - Georgia
~~Ritalahti, K., PhD – Michigan State~~

Joint Faculty
Elkins, J.G., PhD – Regensburg (Germany)

Adjunct Faculty
Briggs, L., MPH - Tennessee

Rationale: Update to reflect faculty changes.

REVISE TEXT

Microbiology is one of the fastest growing areas of science. It is the study of organisms so small that they must be viewed with a microscope. These organisms include bacteria, yeasts, molds, protozoa and viruses. Many important scientific discoveries of

recent years have been made by microbiologists: since 1910, one-third of the Nobel Prizes in medicine and physiology have been awarded to microbiologists. Microbiology is a broad field which includes 1) Pathogenic microbiology—the study of microbial-host interactions which influence disease and immunity 2) Environmental microbiology— the role of micro-organisms in nature and relationships between organisms, including microbiomes 3) Environmental biotechnology—the use of micro-organisms to address environmental problems 4) Food microbiology—the use of micro-organisms in food production 5) Virology—the study of viruses of both eukaryotes (higher organisms like humans, plants, and fungi) and prokaryotes (bacteria) 6) Immunology – the study of how the human immune system responds to and eliminates pathogens. ~~Microbiology is the study of organisms so small that they must be viewed with a microscope. These organisms include bacteria, yeasts, molds, protozoa and viruses. Microbiology is one of the fastest growing areas of science. The concentration in microbiology is designed to furnish necessary experience in academic and practical skills to prepare graduates for immediate entry into the job market or for continuing graduate education in pure or applied biological sciences. Graduates with a concentration in microbiology find positions in the areas of medical, agricultural, food, industrial, or pharmaceutical microbiology. In addition, many microbiologists pursue careers in environmental microbiology and bioremediation. Other students become teachers, science writers, technical librarians, or managers of scientific companies. The microbiology concentration also provides an excellent background for students who plan to enter medical school, veterinary school or other health science graduate programs.~~

Rationale: Edit text for clarity and to attract prospective students.

MODERN FOREIGN LANGUAGES AND LITERATURES

ADD, DROP, OR MOVE NAMES

Associate Professors
~~LaCure, J., PhD – Indiana~~
Stehle, M., PhD – Massachusetts

Assistant Professors
Miller, A.H., PhD - Washington
~~Stehle, M., PhD – Massachusetts~~

Adjunct Faculty
~~Kong, K., PhD – Michigan~~

Rationale: Update to reflect faculty changes.

ADD AND DROP NAME, REVISE TITLE

Modern Foreign Languages and Literatures Major, BA – Language and World Business/Chinese Concentration

Sébastien Dubreil ~~Gregory B. Kaplan~~, Modern Foreign Languages and Literatures, Director ~~Chair~~

Modern Foreign Languages and Literatures Major, BA – Language and World Business/French and Francophone Studies Concentration

Sébastien Dubreil ~~Gregory B. Kaplan~~, Modern Foreign Languages and Literatures, Director ~~Chair~~

Modern Foreign Languages and Literatures Major, BA – Language and World Business/German Concentration

Sébastien Dubreil ~~Gregory B. Kaplan~~, Modern Foreign Languages and Literatures, Director ~~Chair~~

Modern Foreign Languages and Literatures Major, BA – Language and World Business/Hispanic Studies Concentration

Sébastien Dubreil ~~Gregory B. Kaplan~~, Modern Foreign Languages and Literatures, Director ~~Chair~~

Modern Foreign Languages and Literatures Major, BA – Language and World Business/Italian Concentration

Sébastien Dubreil ~~Gregory B. Kaplan~~, Modern Foreign Languages and Literatures, Director ~~Chair~~

Modern Foreign Languages and Literatures Major, BA – Language and World Business/Japanese Concentration

Sébastien Dubreil ~~Gregory B. Kaplan~~, Modern Foreign Languages and Literatures, Director ~~Chair~~

Modern Foreign Languages and Literatures Major, BA – Language and World Business/Portuguese Concentration

Sébastien Dubreil ~~Gregory B. Kaplan~~, Modern Foreign Languages and Literatures, Director ~~Chair~~

Modern Foreign Languages and Literatures Major, BA – Language and World Business/Russian Studies Concentration

Sébastien Dubreil ~~Gregory B. Kaplan~~ Sébastien Dubreil, Modern Foreign Languages and Literatures, Director ~~Chair~~

Rationale: Update to reflect faculty changes.

Russian Literature in Translation Minor

Revise Requirements

Select 18 hours:
~~RUSS 371 – Martyrs, Mobs, and Madmen in Russian Culture: 988-1861~~
RUSS 373 – Despotic Family, Despotic State: Despotism as a Cultural Phenomenon in Russia

Rationale: Edit to replace dropped course.

SCHOOL OF MUSIC

ADD, DROP, OR MOVE NAMES, UPDATE OR CORRECT DEGREES AND EDUCATIONAL INSTITUTIONS

Professors
~~Jacobs, K.A., DMA – Texas~~

Associate Professors
~~Carter, P.Z., MM – Colorado~~
Class, K., ~~MM~~ DMA – ~~Michigan State~~ Illinois
DiSimone, L., MM – New England Conservatory ~~of Music~~
Hristov, M., DMA – Kentucky
McConville, B., PhD – Rutgers
Stewart, M., PhD – Ohio State

Assistant Professors
Chavez, V., DMA – Eastman School of Music
~~Hristov, M., DMA – Kentucky~~
~~McConville, B., PhD – Rutgers~~
~~Peterson, G., DMA – Washington~~
~~Stewart, M., PhD – Ohio State~~
Thomas, K., DMA – Arizona State

Senior Lecturers
~~Holloway, H., BM – Tennessee~~

Lecturers
~~Chavez, V., DMA – Eastman School of Music~~
Hamar, J., MM – Eastman
Jung, E., DMA – West Virginia
~~McCormack, R., PhD – Texas (Austin)~~
Nall, C., MM – Cincinnati
Sigler, A., DMA – Texas
Stephenson, K., PhD – Iowa
~~Thomas, K., DMA – Arizona State~~
Thompson, D.V., MM – DePaul
Van Duuren, A., DMA, Arizona
Variego, J., PhD – Florida
Wilkinson, L, PhD – Louisiana State

Part-time Lecturers
Erickson, T., MM – McNeese State
Hart, K., BM – Tennessee
Johnson, E., DM – Indiana
Lee, A., MA - Ohio
~~Nall, C., MM – Cincinnati~~
Pappas, Joni, MM - Iowa
~~Thompson, D.V., MM – DePaul~~
Vincent, L., MM - Tennessee
~~Werner, W., MM – Tennessee~~

Rationale: Update to reflect faculty changes.
REVISE REQUIREMENTS

Requirements for Music Major – Sacred Music Concentration – Organ Track

Fourth Year

MUPF 489, MUPF 490 (2,2)	4
MUSC 495	3
MUKB 410 (1,1)	2
MUKB 460, MUKB 470	6
[1]Music Ensemble (1,1)	2
MUSC 200 (0,0)	0
MUSC 401	0
[2]Natural Sciences Electives*	7
[2]Social Sciences Elective*	3
~~Electives~~ MUTH 450	2

Term 8		
MUKB 410	1	No milestones
MUKB 470	3	
MUPF 490	2	
MUSC 200	0	
MUSC 401	0	
Music Ensemble	1	
Natural Sciences Elective*	3	
Social Sciences Elective*	3	
~~Electives~~ MUTH 450	2	

Rationale: When proofing, we discovered we had inadvertently omitted MUTH 450 from the showcase.

REVISE MILESTONES, CORRECT TYPO ON COURSE PREFIX

Requirements for Music Major – Theory/Composition Concentration – Theory Track

Term 4		
Quantitative Reasoning Elective*	3	ENGL 102*
MUCO 220*	3	~~MUPF 294~~
MUKB 220	1	MUSC 200 (4th time)
MUPF 295	2	Fourth MUEN course – MUEN 303, MUEN 304, MUEN 305, MUEN 306, MUEN 330, MUEN 350, MUEN 352, MUEN 353, MUEN 370, MUEN 380, MUEN 383, or MUEN 389
MUSC 200	0	One course from MUCO 210* or MUCO 220*
MUTH 220	3	
MUTH 240	1	
Music Ensemble	1	
Music Performance	1	
Term 6		
MUSC 200	0	No milestones
MUTH 420	3	
MUTH 451: Special Topics	3	
Music Ensemble	1	
Natural Sciences Elective*	4	
~~MUTH~~ MUTC 450	3	

Rationale: Remove milestone that is no longer valid. Edit typo of course prefix to match the chart on the major's page.

Philosophy
(PHIL) Philosophy

REVISE COURSE NUMBER

PHIL 375 ~~PHIL 374~~ Philosophy of Action (3) An introduction to central debates in the philosophy of action. Specific topics may include the nature of action; knowledge of action; acting intentionally; reasons for action; moral responsibility; free will and determinism. Writing emphasis course.

Rationale: PHIL 374 Hindu Traditions was dropped in 2014-2015 and the number cannot be reused until 2020-2021, so a new number was assigned to Philosophy of Action.

Physics and Astronomy

ADD, DROP, MOVE, OR CORRECT NAMES

Professors
Kamyschkov ~~Kamychkov~~, I., PhD – ITEP (Russia)
~~Quinn, J.J. (Lincoln Chair), PhD – Maryland~~

Assistant Professors
Platter, L. (Joint Faculty), PhD – Bonn (Germany)
Steiner, A. (Joint Faculty), PhD – Stony Brook

Rationale: Update to reflect faculty changes.

Edit Text

Physics Major, BS – General Concentration

The physics major consists of **38 hours**. Students who wish to apply physics to other career goals such as chemistry, mathematics, education, law, medicine, or journalism should consult with the department curriculum chair about appropriate alternate courses.

Rationale: Edit grammar.

Political Science

ADD, DROP, OR MOVE NAMES

Richard Pacelle ~~John Scheb~~, Head

Professors
Scheb, J., PhD - Florida

Associate Professors
Wiegand, K., PhD - Duke

Assistant Professors
~~Wiegand, K., PhD – Duke~~

Rationale: Update to reflect faculty changes.

REVISE TEXT

Political Science Major, BA

Major Requirements

The major consists of **31 hours** in ~~of~~ courses numbered 200 or above. At least 19 hours of credit in courses numbered 300 or above must be completed.

Complete 18 hours ~~Select six courses~~:
Upper division ~~any~~ (300-400 level) political science credits ~~courses~~ (Note: POLS 480 does not count toward this requirement.)

Political Science Major, BA – Honors Concentration

Complete 15 hours ~~Select five courses~~:
Upper division ~~any~~ (300-400 level) POLS courses (Note: POLS 480 – Capstone does not count toward this requirement.)

Political Science Major, BA – International Affairs Concentration

International Affairs Concentration

Students majoring in political science who wish to emphasize transnational politics in their study may select the concentration in international affairs. The concentration consists of **31 hours** of coursework in political science beyond the 100-level ~~coursework~~.

B. Complete 9 hours ~~Select three courses~~:
Upper division ~~any~~ (300-400 level) political science courses (Note: POLS 480 does not count toward this requirement.)

Political Science Major, BA – Public Administration Concentration

~~Select three courses~~ Complete 9 hours:
Upper division ~~any~~ (300-400 level) political science courses (Note: POLS 480 does not count toward this requirement.)

Political Science Minor

Complete ~~Select~~ 12 hours:
Upper division (300-400 level) political science courses (Note: POLS 480 does not count toward this requirement). ~~POLS courses numbered 300 and above~~

Rationale: Edit for clarity.

Pre-Professional Programs Major, BS – Pre-Dentistry Concentration

REVISE TEXT

(Paragraph Two) The three-year program leading to a Bachelor of Science degree with a major in pre-professional programs from the University of Tennessee, Knoxville, is based upon the program outlined below. In the three-year program, the student must complete at least 90 prescribed credit hours while enrolled in the College of Arts and Sciences, and the Bachelor of Science degree is granted upon satisfactory completion of the first year of study in Memphis. The requirement for a major is waived for those taking their fourth year at the University of Tennessee Health Science Center, Memphis. Students must complete the last 30 hours of credit in residence at the University of Tennessee, Knoxville, before enrolling in the College of Dentistry. Admission to the College of Dentistry is at the discretion of that college; admission to and successful completion of the program below ~~does~~ do not assure admission to the College of Dentistry. Although the Bachelor of Arts/Bachelor of Science is not required for admission to the College of Dentistry, most students accepted into the study of dentistry have the baccalaureate degree before admission. Therefore, pre-dental students are encouraged to plan to complete all requirements for the degree before enrolling in the College of Dentistry.

Rationale: Edit to correct subject/verb agreement.

DROP DEGREE PLAN CHART ON MAJOR PAGE

Rationale: This is the same information as that on the uTrack showcase and can be included once rather than duplicated.

REVISE TEXT

Pre-Professional Programs Major, BS – Pre-Dentistry Concentration (uTrack Requirements)

(Paragraph Two) Following the sample academic plan and its uTrack milestones will help students stay on track to graduate in four years. For specific course requirements, refer to the ~~description of the major and the~~ Arts and Sciences requirements listed in the Catalog, and consult an academic advisor.

Rationale: Edit to be more concise.

Pre-Professional Programs Major, BS – Pre-Law Concentration

REVISE TEXT

(Paragraph Two) Students pursing this program complete their first three years of coursework in the College of Arts and Sciences,[delete comma] and their last three years of coursework in the College of Law. During their first three years, students will fulfill all University General Education requirements and all College of Arts and Sciences requirements for a B.S. degree, will complete a minor in the College of Arts and Sciences, will complete 13 hours of pre-law professional electives, and will complete a total of at least 90 hours of undergraduate coursework.

(Paragraph Three) Students interested in pursuing the accelerated B.S./J.D. program are counseled initially in Arts and Sciences Advising Services (313 Ayres Hall) regarding both College of Law admissions standards and undergraduate degree requirements for the College of Arts and Sciences. If the student is a likely candidate for admission into the J.D. program, she or he should consult with the College of Law Admissions Office, take the LSAT, and submit an application to the College of Law. Upon admission to the joint B.S./J.D. program, a student will begin College of Law coursework in the fourth year and, upon successful completion of 30 hours of College of Law coursework, will be awarded a B.S. degree in Pre-Professional Programs with a concentration in Pre-Law at the end of that year. The student will receive the J.D. degree upon successful completion of the graduation requirements for that degree.

Rationale: Edit to correct punctuation and omission in program's abbreviated name.

REVISE TEXT, DROP COURSE FROM LIST

Professional Electives
Complete:

- INPG 220 - Introduction to Law and the Legal Profession ~~**and**~~
  and 12 hours from the courses listed below, at least 9 hours must be chosen from List A.

A. Writing-emphasis and writing-intensive courses

- ~~REST 351 – Religion in the United States~~

Pre-Professional Programs Major, BS – Pre-Medicine Concentration

REVISE TEXT

(Paragraph Two) The three-year program leading to a Bachelor of Science degree with a major in pre-professional programs from the University of Tennessee, Knoxville, is based upon the program outlined below. In the three-year program, the student must complete at least 90 prescribed credit hours while enrolled in the College of Arts and Sciences, and the Bachelor of Science degree is granted upon satisfactory completion of the first year of study in Memphis. The requirement for a major is waived for those taking their fourth year at the University of Tennessee Health Science Center, Memphis. Students must complete the last 30 hours of credit in residence at the University of Tennessee, Knoxville, before enrolling in the College of Medicine. Admission to the College of Medicine is at the discretion of that college; admission to and successful completion of the program below ~~does~~ do not assure admission to the College of Medicine. Although the Bachelor of Arts/Bachelor of Science is not required for admission to the College of Medicine, most students accepted into the study of medicine have the baccalaureate degree before admission. Therefore, pre-medical students are encouraged to plan to complete all requirements for the degree before enrolling in the College of Medicine.

Rationale: Edit to correct subject/verb agreement.

DROP DEGREE PLAN CHART ON MAJOR PAGE

Rationale: This is the same information as that on the uTrack showcase and can be included once rather than duplicated.

REVISE TEXT

Pre-Professional Programs Major, BS – Pre-Medicine Concentration (uTrack Requirements)

(Paragraph Two) Following the sample academic plan and its uTrack milestones will help students stay on track to graduate in four years. For specific course requirements, refer to ~~the description of the major and~~ the Arts and Sciences requirements listed in the Catalog, and consult an academic advisor.

Rationale: Edit to be more concise.

DROP DEGREE PLAN CHART ON MAJOR PAGE

Rationale: This is the same information as that on the uTrack showcase and can be included once rather than duplicated.

REVISE TEXT

Pre-Professional Programs Major, BS – Pre-Pharmacy Concentration (uTrack Requirements)

Following the sample academic plan and its uTrack milestones will help students stay on track to graduate in four years. For specific course requirements, refer to ~~the description of the major and~~ the Arts and Sciences requirements listed in the Catalog, and consult an academic advisor.

Rationale: Edit to be more concise.

PSYCHOLOGY
ADD OR DROP NAMES, CORRECT NAME OF EDUCATIONAL INSTITUTUION

Professors
Datta, S., PhD – All India Inst. Med. Sci. (New Delhi)
~~Hector, M., PhD – Michigan State~~
~~Travis, C.B., PhD – California (Davis)~~

Associate Professors
Hardin, E., PhD – Ohio State
Larsen, J., PhD – Ohio State

Laurence, L., PhD - Tennessee

Lecturers
Elledge, A., PhD - Kansas
~~Landon, W., PhD – Oklahoma~~
Tas, C., PhD – Iowa
Winford, E., PhD – North Carolina

Rationale: Update to reflect faculty changes.

REVISE TEXT

Psychology studies the array of biological, environmental, and social influences on normal and abnormal behavior. Psychology studies behavior using both basic and applied scientific research strategies. The psychology major offers students the opportunity to learn about behavior as part of a general liberal arts degree applicable to a wide variety of careers ~~or~~ and as preparation for an advanced degree in professional and graduate programs.

Rationale: Edit for clarity.

Psychology Major, BA

REVISE TEXT

Core Courses (21 Hours)
To ensure that all psychology majors are exposed to the breadth of psychology as a hub science, including the diversity of human experience, all psychology majors are required to ~~take seven courses~~ complete coursework in seven core areas.

Rationale: Edit for clarity.

ADD OR DROP COURSES FROM LIST

7. Individual Differences and Human Diversity
Select one course:
- ~~PSYC 482 - Topics in Psychology (Psychology of Prejudice or African-American Psychology)~~
- PSYC 471 – Psychology of Prejudice
- PSYC 476 – African American Psychology

Rationale: Edit to replace dropped course with the courses that replaced it.

RELIGIOUS STUDIES

ADD OR DROP NAMES, REVISE HEADING, UPDATE DEGREE AND EDUCATIONAL INSTITUTION

Assistant Professors
Ceballos, M., ~~MA – Bryn Mawr~~ PhD – Emory

Lecturer~~s~~
Dees, S., PhD - Indiana
Johnson, E., PhD – Yale
Love, J., MA – California (Berkeley)
Panitz, R., PhD - Pennsylvania

Rationale: Update to reflect faculty changes.

Religious Studies Major, BA

REVISE TEXT

~~The major shall not include related language courses.~~ Details regarding the major and religious studies courses are available in the departmental office, located in 501 McClung Tower, or from any member of the religious studies faculty.

Major Requirements
Majors will be required to take a total of **33** ~~**30**~~ **hours** of courses

Honors Concentration
The honors concentration consists of **33** ~~**30**~~ **hours**. Students must have an overall GPA of 3.25 to be accepted to the honors concentration. To graduate with honors the student must maintain an overall GPA of at least 3.25 and pass 407 and 408 with at least a 3.3 in each class. Students interested in the honors concentration should consult the department's honors coordinator.

Rationale: Revise to reflect approved changes in requirements.

THEATRE

ADD OR MOVE NAMES

Professors
Weber, T., MFA – Alabama

Associate Professors
~~Weber, T., MFA – Alabama~~

Assistant Professor
Langham, A., MFA – Royal Central School of Speech and Drama

Rationale: Update to reflect faculty changes.

HASLAM COLLEGE OF BUSINESS

ADD, DROP, MOVE, OR CORRECT NAMES; ADD OR REVISE TITLES; ADD HEADING; REVISE WEB ADDRESS

COLLEGE PAGE

~~*Robert T. Ladd, Associate Dean, Research and Technology*~~
Annette Ranft, Senior Associate Dean, Academic ~~Programs~~ Affairs
Bruce K. Behn, Associate Dean, Graduate and Executive Education
M. Lane Morris, Associate Dean, Undergraduate ~~Studies~~ Programs and Student Affairs
Douglas Hawks, Assistant Dean, Finance and Administration

ACCOUNTING AND INFORMATION MANAGEMENT

Joseph V. Carcello, Head
Anita S. Hollander, Assistant Head and Director of Information Management

Professors
Luna, L., PhD, CPA – Tennessee
~~Stanga, K.G. (Andersen Professor), PhD, CPA – Louisiana State~~

Associate Professors
~~Luna, L., PhD, CPA – Tennessee~~

Assistant Professors
Chyz, J.A., PhD, CPA – Arizona
~~Dreher~~Cunningham, L.M., PhD, CPA – Arkansas
Summers, J., PhD – Oklahoma
~~Yu, V., PhD – Georgia Tech~~

Lecturers
Crook, T.A., PhD, CPA – Florida State
Farley, M., PhD – Tennessee
~~Hughes, H.N., BS – Tennessee~~
~~Martin, E.A., MAcc, CPA – Tennessee~~

Emeriti Faculty
Kiger, J.E., PhD, CPA -- Missouri
Reeve, J., PhD – Oklahoma State
Stanga, K., PhD, CPA – Louisiana State
Townsend, R.L., PhD, CPA - Texas
Williams, J.R., PhD, CPA – Arkansas

BUSINESS ANALYTICS AND STATISTICS

http://bus.utk.edu/bas ~~http://www.bus.utk.edu/soms~~

~~*Kenneth C. Gilbert, Head*~~
Charles E. Noon, Head
Christine Vossler, Assistant Head

Professors
~~Edirisinghe, C.P., PhD – British Columbia (Canada)~~

~~Gilbert, K.C. (Ralph and Janet Heath Professor of Business), PhD – Tennessee~~
Noon, C.E. (Regal Entertainment Group Professor in Business), PhD – Michigan

Associate Professors
~~Leon, R.V., PhD – Florida State~~
~~Younger, M.S., PhD – Virginia Tech~~

Assistant Professors
~~Petrie, A., PhD – Rensselaer Polytechnic~~

Lecturers
Petrie, A., PhD – Rensselaer Polytechnic
Stevens, B.J., MS – Tennessee
Stevens, D.R., MBA - Chicago

Adjunct Faculty
~~Stevens, R., MBA – Chicago~~

Emeriti Faculty
Gilbert, K.C., PhD – Tennessee
Leon, R.V., PhD – Florida State

ECONOMICS (BUSINESS ADMINISTRATION)

William S. Neilson, Head
Benjamin H. Compton, Assistant Head

Associate Professors
Gilpatric, S. (John and Shirley Moor Scholar), PhD – Texas A&M
Lima, L.R., PhD – Illinois
Mohsin, M. ~~(Reagan Scholar)~~, PhD – York (Canada)
Schaur, G. (G.A. Spiva Scholar), PhD – Purdue
Vossler, C. (~~Stokely~~ Robert Bohm Scholar), PhD – Cornell

Assistant Professors
~~Lima, L.R., PhD – Illinois~~
~~Schaur, G., PhD – Purdue~~

Research Professors
~~McKee, M., PhD – Carlton (Canada)~~

Research Assistant Professors
Kessler, L.M., PhD – South Florida

Lecturers
Baker, K. (Senior Lecturer), PhD – New Mexico
Compton, B.H, PhD – Clemson
Sims, K.A., MS - Wyoming

Adjunct Faculty
Carter, S.R., PhD – Tennessee
~~Curlee, T.R., PhD – Purdue~~

Emeriti Faculty
~~Spiva, Jr., G.A., PhD – Texas~~

FINANCE

http://finance.haslam.utk.edu ~~http://bus.utk.edu/finance~~

James W. Wansley, Head
Suzan P. Murphy, Assistant Department Head

Professors
Boehm, T.P. (~~SunTrust~~ Goodner Professor of Banking), PhD – Washington (St. Louis)
DeGennaro, R.P. (~~CBA~~ HCB Professor of Banking and Finance), PhD – Ohio State
~~Ehrhardt, M.C. (Paul and Beverly Castagna Professor), PhD – Georgia Tech~~

Associate Professors
Harrell, D.L. (~~CBA~~ HCB Investments Professor), PhD – Florida

Assistant Professor
Maslar, D., PhD – Missouri
Serfling, M., PhD - Arizona

Lecturers
Cole, L.S. (Senior Lecturer and Director, Masters Investment Learning Center), PhD – Tennessee
Murphy, S.P. (~~Senior~~ Distinguished Lecturer and Assistant to the Department Head), MBA – Loyola

Emeriti Faculty
Auxier, A.L., PhD – Iowa
Black, H.A., PhD – Ohio State
Philippatos, G., PhD – New York University
Shrieves, R., PhD – California (Los Angeles)

MANAGEMENT

Professors
~~Ladd, R. (Associate Dean and William B. Stokely Professor), PhD – Georgia~~

Lecturers
Anderson, J.C. (Senior Lecturer), MIM – Thunderbird
Hoffman, J.G. (Senior Lecturer), MBA – Notre Dame
~~Lyle, L.G., PhD – Tennessee~~
Mackey, D.L. (Senior Lecturer and McKamey Scholar), PhD – Tennessee

Emeriti Faculty
Ladd, R.T., PhD – Georgia

MARKETING AND SUPPLY CHAIN MANAGEMENT

Mark Moon, Head
Lisa Murray, Assistant Department Head

Professors
Autry, C. (William J. Taylor Professor of Supply Chain Management), PhD – Oklahoma
Craighead, C. (John H. "Red" Dove Professor in Logistics), PhD – Clemson
Noble, S., PhD – Massachusetts
~~Petersen, K.J. (John H. "Red" Dove Professor in Logistics), PhD – Michigan State~~
~~Schumann, D.W. (Taylor Professor in Business), PhD – Missouri~~

Associate Professors
~~Autry, C. (Taylor Professor in Supply Chain Management), PhD – Oklahoma~~
Holcomb, M.C. (Gerald T. Niedert Supply Chain Fellow), PhD – Tennessee
~~Noble, S., PhD – Massachusetts~~

Assistant Professors
Bradley, R., PhD – Auburn
Eckerd, S., PhD – Ohio State
~~Xu, S., PhD – Michigan State~~

Lecturers
Collins, M.E. (Distinguished Lecturer), PhD, ~~MBA~~ – ~~Middle Tennessee State~~ Tennessee
Murray, L. (Senior Lecturer, Assistant Department Head), MA – Boston College
Scott, S.D. (Senior Lecturer, Director – Global Supply Chain Executive MBA), PhD – Tennessee

Emeriti Faculty
Schumann, D.W., PhD – Missouri

Rationale: Update to reflect faculty changes and changes to web addresses.

COLLEGE OF COMMUNICATION AND INFORMATION

CHANGE NAME

TBD ~~Catherine A. Luther~~*, Associate Dean for Academic Programs*

Rationale: Update to reflect faculty changes.

REVISE TEXT

Satisfactory/No Credit Option
No course that is part of the specific requirements of the college or of a student's major can be taken under this option. With the exception of field experience courses or practica, this option applies only to general or unrestricted electives.

Rationale: Edit for clarity.

REVISE TEXT

Students in the advertising or public relations major must complete a minimum of 15 credit hours at UT Knoxville, with a minimum 2.5 UT cumulative GPA, and have completed

- ENGL 102 - English Composition II,
- ADVT 250 - Advertising Principles **or** PBRL 270 - Public Relations Principles,
- CCI 150 - Communication in an Information Age,
- ANTH 130 - Cultural Anthropology **or** ANTH 137 - Honors: Cultural Anthropology,
- MATH 125 - Basic Calculus **or** MATH 141 - Calculus I **or** MATH 147 - Honors: Calculus I, **and**
- STAT 201 - Introduction to Statistics **or** STAT 207 - Honors: Introduction to Statistics

no later than the end of their third semester at UT Knoxville. All courses in the core Advertising progression

- ADVT 310 - Advertising and Public Relations Design,
- ADVT 340 - Advertising and Public Relations Research Methods,
- ADVT 350 - Advertising Creative Strategy,
- ADVT 360 - Advertising Media Strategy,
- ADVT 380 - Advertising Professional Seminar,
- ADVT 450 - Advertising Management,
- ADVT 470 - Advertising Campaigns, **and**
- ADVT 480 - Advertising Issues

must be taken at UT Knoxville.

Rationale: Administrative edit: add missing bullet points.

Transfer students in other UT colleges interested in a major in the College of Communication and Information will be required to meet the progression requirement or milestones for their intended major. Students should contact an advisor in the CCI Center for Undergraduate Studies and Advising regarding their eligibility for the major.

Until a student has met the progression requirement or milestones for their major, they may not enroll in College courses numbered 300 or above.

Rationale: Edit for clarity.

SCHOOL OF ADVERTISING AND PUBLIC RELATIONS

ADD OR DROP NAMES, DROP TITLE

Maureen Taylor, Director ~~John Haas, Interim Director~~

Professors
Kent, M. – PhD - Purdue
McMillan, S. ~~(Vice Provost),~~ PhD – Oregon
Taylor, M., PhD - Purdue

Assistant Professors
~~Park, J.S., PhD – Florida~~

Rationale: Update to reflect faculty changes.

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Communication, Advertising Major

Term 2		
ANTH 130* or ANTH 137*	3	ENGL 101* or ENGL 118*
ENGL 102*	3	
[2]Intermediate Foreign Language*	3	

MATH 125*, MATH 141*, or MATH 147*	3-4	
[3]Natural Sciences Electives*	4	

Requirements for the Bachelor of Science in Communication, Public Relations Major

Term 2		
ANTH 130* or ANTH 137*	3	ENGL 101* or ENGL 118*
ENGL 102*	3	
[2]Intermediate Foreign Language*	3	
MATH 125*, MATH 141*, or MATH 147*	3-4	
[3]Natural Sciences Electives*	4	

Rationale: Edit milestone to include honors version of the course.

SCHOOL OF COMMUNICATION STUDIES
ADD, DROP, OR MOVE NAMES

John Haas, Director ~~Virginia Kupritz, Acting Director~~

Associate Professors
Wright, C., PhD – Northwestern

Assistant Professors
~~Wright, C., PhD – Northwestern~~
Paskewitz, E. - North Dakota State

Rationale: Update to reflect faculty changes.

DROP FOOTNOTES AND RENUMBER REMAINING FOOTNOTES

Honors Program in Communication Studies

Term 5		
[6]Advanced Composition Elective*	3	CMST 312 or CMST 342 with a grade of C– or better
CMST 352, CMST 487	6	
[7 ~~8~~]College Elective	3	
[8 ~~9~~]Concentration Elective	3	
Term 6		
CMST 354, CMST 356, CMST 360, CMST 487	9	No milestones
[8 ~~9~~]Concentration Elective	3	
[3]Unrestricted Elective	3	
Term 7		
CMST 487, CMST 497, CMST 499	9	No milestones
[7 ~~8~~]College Elective	3	
[3]Unrestricted Elective	3	
Term 8		
CMST 498	3	No milestones
[8 ~~9~~]Concentration Electives	6	
[3]Unrestricted Electives	6	
TOTAL	**120**	

* Meets University General Education Requirement.
1 Select two 4-credit lab sciences (8 hours) from the University General Education list.
2 Chosen from the University General Education list.
3 Any courses not already required for the major.
4 Select sequence from HIST 247*-HIST 248* or HIST 267*-HIST 268*.
5 Six hours of the same intermediate foreign language.
6 Chosen from ENGL 257*, ENGL 295*, ENGL 357*, ENGL 360*, ENGL 455*; JREM 200*.
~~7~~ ~~Select two of the three speaking emphasis classes listed.~~
7 ~~8~~ Two courses (6 hours) chosen from advertising, communication and information, communication studies, information sciences, journalism and electronic media, or public relations. CMST 492 may not be counted toward this requirement.
8 ~~9~~ Four courses (12 hours, at least 6 hours must be at the 300-400 level). These courses may be used to complete a minor or may be a combination of classes from all departments except Advertising, Communication and Information, Communication Studies, Counselor Education, First Year Studies, Information Sciences, Journalism and Electronic Media, Physical Education, Public Relations.

~~[10] Select three courses from CMST 400, CMST 410, CMST 412, CMST 414, CMST 416, CMST 419, CMST 442, CMST 444, CMST 446, CMST 449, CMST 491, and CMST 493. CMST 492 may not be counted toward this requirement. No more than 3 hours each of CMST 491 and CMST 493 may be counted toward the major; additional hours for these courses may be counted as College Electives.~~

Rationale: Footnote is no longer needed.

ADD, DROP, OR MOVE NAME, ADD OR DROP TITLES

SCHOOL OF INFORMATION SCIENCES

TBD ~~Edwin M. Cortez~~, Director

Associate Professors
Allard, S.L. (Associate Dean for Research), PhD – Kentucky
Singh, V., PhD – Illinois

Assistant Professors
~~Singh, V., PhD – Illinois~~

School of Journalism and Electronic Media

Professors
Andsager, J. – Tennessee
Luther, C.A. ~~(Associate Dean)~~, PhD – Minnesota
~~Teeter, Jr., D.L., PhD – Wisconsin~~

Rationale: Update to reflect faculty changes.

ADD COURSE TO LIST

Requirements for the Bachelor of Science in Communication • Journalism and Electronic Media Major

(Footnote One) Chosen from ANTH 110* or ANTH 117*; ASTR 151* (with or without lab – ASTR 153) or ASTR 217*, ASTR 152* (with or without lab – ASTR 154) or ASTR 218*; BIOL 101*, BIOL 102*, BIOL 105*, BIOL 111*, BIOL 112*, BIOL 150* or BIOL 158* (with or without lab – BIOL 159 or BIOL 167), BIOL 160* or BIOL 168* (with or without lab – BIOL 159 or BIOL 167); CHEM 100*, CHEM 110*, CHEM 120* or CHEM 128*, CHEM 130* or CHEM 138*; GEOG 131* or GEOG 137*, GEOG 132*; GEOL 101* or GEOL 107*, GEOL 102* or GEOL 108*, GEOL 103*, GEOL 104*, GEOL 201*, GEOL 202* or GEOL 208*, GEOL 203*, GEOL 205* or GEOL 207*; MICR 210*; PHYS 101*, PHYS 102*. At least one of the courses must have a laboratory.

Rationale: Administrative change: course was inadvertently left out.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

ADD AND DROP NAMES, REVISE TITLE

Jamia Stokes ~~Dulcie L. Peccolo~~, Director of Student Services

REVISE TEXT

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

Rationale: Edit to include approved minor.

Readmission
Students who return in good standing are eligible for readmission to the College of Education, Health, and Human Sciences. College advisors are available at A332 Bailey Education Complex (865-974-8194) to meet with students interested in EHHS academic programs and to discuss GPA and progression requirements.

Admission Requirements

- Admitted or applicant to one of the college's undergraduate majors.
- Attainment of a minimum cumulative 3.25 GPA (based on the completion of at least 15 semester credit hours).

- Submission of a Service Learning Honors Program application. Application available in CEHHS Office of Student Services, A332 Bailey Education Complex.
- Individual meeting with departmental coordinator.

Rationale: Edit to correct the room number.

Program Requirements

- Two lower-division honors courses. Examples include but are not limited to PSYC 117*; SOCI 127*; SPAN 217*, SPAN 218*; UNHO 257*, UNHO 267*, UNHO 277*, UNHO 287*. It is also possible to satisfy this requirement through lower-division honors course work in the major and/or through Honors-by-Contract*.
- One 3 credit hour course with a service learning component as approved by the department. This requirement may be met through Honors-by-Contract*.
- One upper-division 3 credit hour honors course in the student's academic major (e.g., CFS 497, KNS 497, RCS 497, etc.) through which the student will develop and present a capstone project at the university's annual Exhibition of Undergraduate Research and Creative Achievement ~~achievement~~ or at an approved similar professional venue. This requirement may be met through Honors-by-Contract*.

**Honors-by-Contract requires completion of a written contract (available in the CEHHS Student Services Office, BEC A332) delineating additional effort and is submitted to the College's honors coordinator/director by the third week of the semester.*

Rationale: Edit to correct capitalization of title and the room number.

Application Process
An application to the Service Learning Honors Program is available by appointment through Ms. Jamia Stokes, ~~Associate Interim~~ Director, College of Education, Health, and Human Sciences Office of Student Services, A332 Bailey Education Complex.

Further Information
Students interested in further information regarding the College of Education, Health and Human Sciences' Service Learning Honors Program should contact the CEHHS Office of Student Services in A332 Bailey Education Complex or call 865-974-8194.

Rationale: Edit to correct title of contact person and the room number.

Course Load
Undergraduate students may enroll in a maximum of 19 credit hours during fall and spring semesters and for no more than 12 credit hours during summer term. Appeals to exceed these maximums should be directed to the college's Office of Student Services ~~Director of Student Services or to the Director of Undergraduate Advising Services;~~ decisions to approve overloads are based on a review of each student's academic record but, typically, will not be granted to students with less than a 3.0 GPA.

Rationale: Edit to change office for contact information.

Grading
Students enrolled in the College of Education, Health, and Human Sciences may take courses graded on a Satisfactory/No Credit (S/NC) basis when letter grading (i.e., A-F) is not an option or in non-specified (i.e., ~~free~~ unrestricted electives) courses. Additionally, students must earn at least a C in major prefix courses and in any other course so identified by the major area faculty (see departmental sections for specific progression requirements for each major).

Rationale: Edit for clarity.

Admission to Teacher Education
A student desiring to become a teacher, regardless of college affiliation or academic major must be formally admitted to the Teacher Education Program. Admission to Teacher Education allows a student to enroll in upper-division professional education courses. Admission requirements include, but are not limited to the following:

1. Academic achievement – minimum 2.7 cumulative GPA including transfer courses.
2. Minimum number of hours completed and required courses for Admissions Board Interviews:
    a. 45 credit hours for agriculture education, art education, music education, special education, and VolsTeach math and science secondary education; 60 credit hours for PreK-K education, early childhood education, elementary education, ~~and middle grades education~~; 75 credit hours for secondary education (English, social sciences), English as a Second Language education, and world language education.
    b. completion of specific courses prior to admission to the following teaching areas: mathematics education grades 6-8 – MATH 141*-MATH 142*, plus at least six hours 200-level mathematics; science education grades 6-8 – at least eight hours of laboratory natural science; music education – MUTH 210 and at least one semester 200-level (applied) music; English education, English as a second language education, and world language education – minimum nine hours 300-level in respective fields with minimum 3.0 GPA (to include all courses in the target subject); and early childhood education – CFS 350 completed or currently enrolled.

Rationale: Edit to reflect approved changes in programs.

University-Wide Involvement in Teacher Education
(Paragraph Three) Information regarding general teacher preparation is described in the College of Education, Health, and Human Sciences section of this catalog and is available through the college's Student Services Center, A332 Bailey Education Complex.

Education, Health, and Human Sciences Exploratory Program

The College of Education, Health, and Human Sciences Exploratory program is for students who are considering transitioning into one of the majors in the College. Students are assigned to advisors based on program of interest. While following this track, students will be advised in the College's Advising Center located in A332 Bailey Education Complex. Because this track is designed to help one transition into a major, it is imperative that students work closely with advisors to ensure that students select the appropriate courses. Exploratory students are required to meet with their advisor every semester.

Rationale: Edit to correct the room number.

CHILD AND FAMILY STUDIES

ADD, DROP, MOVE, OR CORRECT NAMES; ADD OR REVISE HEADINGS

Assistant Professors
Djonko-Moore, C., PhD – Temple
Thiel, J., PhD – University of Georgia

Emeriti Faculty
Fox, G. PhD – Michigan
Nordquist, V. PhD –Tennessee
Twardosz, S. PhD – Kansas

ECE Internship Coordinators
Adkins, J., MS, EdS – Tennessee, Lincoln Memorial
Stott, A., MS – Tennessee

Advising Coordinator for Community Outreach
Hunter, S**.,** PhD - Tennessee

Director of the Early Learning Center/Clinical Assistant Professor
Brookshire, R., ~~MS~~PhD – ~~Kentucky~~ Tennessee

~~(Interim)~~ Community Practicum Coordinator
Sams, J., PhD – Tennessee

Rationale: Update to reflect faculty changes.

REVISE TEXT

Progression Requirements
Students are expected to know the criteria they must meet in order to progress into a practicum (CFS 470, CFS 472, CFS 480, or CFS 490) and to regularly monitor their progress in meeting these criteria. Students will not be allowed to progress into the practicum until these criteria are met. If students do not appear able to meet these criteria, they are encouraged to work closely with their advisor to plan an alternative educational program. Specific information on how to apply for the practicum is available from the ~~student's advisor~~ Practicum Coordinator. Students must work closely with their advisor to ensure that they understand the requirements for progression and that they strictly follow the application process for the practicum experience of their choice.

Rationale: Edit to change the title of the contact person.

Educational Leadership and Policy Studies

Leadership Studies Minor

Minor Requirements:

Core Requirements
Complete 9 hours:

- ELPS 201 - Foundations of Leadership Studies
  and
- ELPS 350 - Leadership Skill Development & Application
  and ELPS 450 - Leadership in Transition

or

- ELPS 451 - Leadership in Transition Seminar
  and ELPS 411 - Leadership Knoxville Scholars Capstone Seminar

Rationale: Edit for clarity.

Add, drop, move, or correct names; add or revise headings; add titles; revise web address

EDUCATIONAL PSYCHOLOGY AND COUNSELING

http://epc.utk.edu/ ~~http://web.utk.edu/~edpysch/~~

Ralph G. Brockett, Interim Head
Joel Diambra ~~TBA~~, Associate Head

Professors
Huck, S., (Emeritus) PhD – Northwestern
Peters, J., (Emeritus) EdD – North Carolina State
~~Studer, J., EdD – Toledo~~ Retired
~~Woodside, M., EdD – Virginia Tech~~ Retired

Associate Professors
McCurdy, M., PhD – Mississippi State

Assistant Professors
Howard, C., PHD – Indiana
Moret, L., PhD – Georgia
Wheat, L. PhD - Virginia

Research Assistant Professor
Ciancio, D., PhD – Notre Dame

Clinical Professors
Mulkey, S.W., PhD – Florida State
Wilhoit, B., PhD – Tennessee

Clinical Assistant Professor
Hammon, M.C., PhD – Tennessee

Clinical Instructor
Rimmell, L., MS – Tennessee

Lecturer
Anderson, A., PhD – Tennessee

KINESIOLOGY, RECREATION, AND SPORT STUDIES

Professors
Hardin, R.L., PhD – Tennessee
~~DeSensi, J.T. (Associate Dean of the Graduate School), EdD – North Carolina (Greensboro)~~
~~Hayes, G.A., PhD – North Texas State~~

Associate Professors
Fairbrother, J.T., PhD – Florida State
~~Hardin, R.L., PhD – Tennessee~~ Promoted to Full Professor

Assistant Professors
Weinhandl, J.T., PhD – Wisconsin (Milwaukee)

Assistant Professor of Practice (add after Clinical Assistant Professors)
Sullivan, J.J., PhD – Southern Illinois

Rationale: Update to reflect faculty and web address changes.

REVISE REQUIREMENTS for the Bachelor of Science in Education, Kinesiology Major, Footnote Six

[6] Select courses from ACCT 200; ANTH 480; any BCMB course; BIOL 101*, BIOL 102*, BIOL 150*, BIOL 160*, BIOL 159*, BIOL 220, BIOL 229, BIOL 240, BIOL 260, BIOL 269; CFS 210*; CHEM 350, CHEM 358, CHEM 360, CHEM 368, CHEM 369; CLAS 273; COSC 100*; ECON 201*; EEB 240; FINC 300; KNS 231, KNS 290, KNS 365, KNS 370, KNS 380, KNS 426, KNS 440, KNS 450, KNS 490, KNS 493, KNS 497; MARK 300; MGT 201, MGT 300; MICR 210*; NURS 351; NUTR 302; PHIL 244*,

PHIL 252*; PSYC 220, PSYC 300, PSYC 301, PSYC 310, PSYC 320, PSYC 330, PSYC 360, PSYC 382, PSYC 400, PSYC 410, PSYC 430, PSYC 431, PSYC 434, PSYC 435, PSYC 440, PSYC 461, PSYC 470, PSYC 475, PSYC 480, PSYC 482, PSYC 496; PUBH 201, ~~PUBH 311;~~ RSM 226, RSM 326, RSM 335, RSM 336, RSM 337, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450; STAT 201*. Professional electives must be passed with a minimum grade of "C." Other courses not listed here may be petitioned to count as kinesiology professional electives with approval of the assigned kinesiology faculty advisor. Check with advisor prior to taking the course. Courses selected as professional electives cannot be used to fulfill additional requirements in the program.

Rationale: Edit to remove dropped course.

Add, drop, or move names

PUBLIC HEALTH

Professors
~~Petty, G., PhD – Missouri (Columbia)~~ Move to Emeriti

Associate Professors
Barroso, C, DrPH – University of Texas (Houston)

Clinical Associate Professor
Brown, K.C., PhD – Tennessee

Assistant Professors
Ehrlich, S., PhD - University of California (Berkeley)
~~Knight, M., PhD – Texas (Dallas)~~

Adjunct Faculty
~~Brown, K.C., PhD – Tennessee~~ Now Associate Professor
Decker, J., DHA - South Carolina (Charleston)
Sayre, W., MD - Marshall (Huntington)

Emeriti Faculty
Petty, G., PhD – Missouri (Columbia)

RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

Assistant Professors
Whaley, J., PhD – Auburn
Williams, J., PhD – Iowa State University

Internship Coordinators
~~Whaley, J., PhD – Auburn~~

Rationale: Update to reflect faculty changes.

THEORY AND PRACTICE IN TEACHER EDUCATION

REVISE TEXT

Mathematics Education Grades 6-8 Minor

(Paragraph One) Students interested in teaching mathematics (grades 6-8) OR science (grades 6-8) earn a Bachelor's degree in the College of Arts and Sciences in either mathematics OR an area of science (e.g., astronomy, biology, chemistry, geology with an environmental studies concentration, or physics). Students earning a geology major with an environmental studies concentration degree have the required course work for licensing in both mathematics and science grades 6-8. Students who have pursued programs in the other sciences, engineering, or forestry may have some or all required course work for licensing in either mathematics, science, or both.

Science Education Grades 6-8 Minor

(Paragraph One) Students interested in teaching mathematics (grades 6-8) OR science (grades 6-8) earn a BA or BS in the College of Arts and Sciences in either mathematics OR an area of science (e.g., astronomy, biology, chemistry, geology with an environmental studies concentration, or physics). Students earning a geology major with an environmental studies concentration degree have the required course work for licensing in both mathematics and science grades 6-8. Students who have pursued programs in the other sciences, engineering, or forestry may have some or all required course work for licensing in either mathematics, science, or both.

Rationale: Administrative correction: Add missing word for clarity.

AUDIOLOGY AND SPEECH PATHOLOGY

REVISE TEXT

(Paragraph Two) The joint degree undergraduate major is preparatory to graduate work and to professional certification in some aspect of speech, language, and hearing disorders. A master's degree in Speech Pathology or Doctor of Audiology degree is required for professional certificates and employment. Admission to the joint UT/UTHSC undergraduate program does not guarantee admission to the graduate program at UTHSC. Detailed information about the joint degree program may be obtained from the departmental office in Audiology and Speech Pathology, 578 South Stadium Hall or through the CEHHS Student Services advisors, A332 Bailey Education Complex. Students are strongly encouraged to consult with the undergraduate advisors in the department as early as possible in their programs.

Rationale: Edit to correct room number.

Progression Requirements
Once 60 credit hours have been completed with an overall GPA of 3.0 or above, students in the joint degree program will seek conditional admission to UTHSC. An application fee will be assessed. Full admission will be granted for those students who have completed 90 hours with a GPA of 3.0 or better and have completed the course, AUSP 300 Introduction to Communication Disorders with a grade of B or better. If admitted to the UT/UTHSC joint degree program, the final year of the undergraduate program will be completed as an Audiology and Speech Pathology major. An application fee will be assessed. The admitted students will remain in Knoxville, where the Audiology and Speech Pathology Department is located. Tuition will be assessed based on UT Knoxville tuition rates.

Rationale: Edit to conform to the TPTE listing.

COLLEGE OF ENGINEERING

Edit Text

The Voluntary ROTC Program
Engineering students may participate in the ROTC Program. Subject to approval by the student's academic advisor, advanced ~~Advanced~~ ROTC courses (300- and 400-series) may be counted as technical elective credit toward an engineering degree up to a total of 6 hours.

Rationale: Edit to include clarity.

Add, drop, or move names; drop or revise titles; add or revise headings

ENGINEERING FUNDAMENTALS DIVISION

Senior Lecturer ~~Instructors~~
Schleter, W.R., Engineering Fundamentals
~~Swinson, K., Engineering Fundamentals~~
~~White, B., Engineering Fundamentals~~

Lecturers
Biegalski, A., Engineering Fundamentals
Jeldes, I., Engineering Fundamentals
McCord, R. Engineering Fundamentals

CHEMICAL AND BIOMOLECULAR ENGINEERING

Professors
Kalyanaraman, R., PhD – NC State
Ragauskas, A.J., PhD – Western Ontario (Canada)

Associate Professors
Guo, Z., PhD – Louisiana State
~~Kalyanaraman, R., PhD – NC State~~
Papandrew, A. (Research), PhD – California Institute of Technology

Assistant Professors
~~Papandrew, A. (Research), PhD – California Institute of Technology~~

CIVIL AND ENVIRONMENTAL ENGINEERING

Chris D. Cox ~~Dayakar Penumadu,~~ Head
~~Chris Cox, Undergraduate Liaison and Associate Head~~

Professors

Cox, C.D. (~~Associate~~ Head ~~and Director of the Institute for a Secure and Sustainable Environment~~), PhD, PE – Penn State
Fu, J., PhD – NC State
Penumadu, D. ~~(Head)~~, (Fred N. Peebles Professor), (JIAM Chair of Excellence), PhD – Georgia Tech

Associate Professors
El-adaway, I. PhD – Iowa State
~~Fu, J., PhD – NC State~~

Assistant Professors
Rashidi, A., PhD, Georgia Tech
~~Termaath, S.C., PhD, PE – Cornell~~

Rationale: Update to reflect faculty changes.

REVISE REQUIREMENTS for the Bachelor of Science in Civil Engineering

Term 7		
CE 440 or CE 447 ~~CE 442~~	3	No milestones
[1]CE Concentration Elective	3	
[1]CE Concentration Lab	1	
Social Sciences Elective*	3	
[3]Technical Electives	6	

[1] Select two of the following concentration sequences: construction sequence (CE 441 or CE 448, and CE 432 or CE 463 ~~CE 462~~), environmental sequence (CE 481 or CE 487, and CE 482), geotechnical sequence (CE 430 or CE 437, and CE 432), structural sequence (CE 461 or CE 467, and CE 463), transportation sequence (CE 455 or CE 458, and CE 456), water resources sequence (CE 494 or CE 497, and CE 496).

Rationale: Edit to remove dropped course and to correct typo in original submission.

ADD, DROP, MOVE, OR CORRECT NAMES; ADD OR REVISE TITLES; ADD HEADINGS

ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

Professors
Abidi, M. A. (Cook-Eversole Professor), PhD – Tennessee
~~Birdwell, J.D., PhD – Massachusetts Institute of Technology~~
Blalock, B.J. (Blalock-Kennedy-Pierce Professor), PhD – Georgia Tech
~~Bomar, B.W. (UTSI), PhD – Tennessee~~
Dean, M. E. (Fisher Distinguished Professor), PhD – Stanford
Dongarra, J.J. (University Distinguished Professor), PhD – New Mexico
Fathy, A. E. (James W. McConnell Professor), PhD – Polytechnic Institute of New York
Islam, S.K. (James W. McConnell Professor), PhD – Connecticut
Mockus, A. (Ericsson-Harlan Mills Chair Professor), PhD – Carnegie Mellon
~~Pujol, S.A., (UTSI), PhD – Vanderbilt~~
Qi, H. (Gonzalez Family Professor), PhD – North Carolina State
~~Roberts, M.J., PhD – Tennessee~~
Tolbert, L.M. (Head, Min H. Kao Professor), PhD, PE – Georgia Tech
Tomsovic, K. (CTI Professor), PhD – Washington
Wang, F. (Condra Chair of Excellence), PhD – Southern California

Associate Professors
Rose, G. S., PhD – Virginia
~~Smith, L.M. (UTSI), PhD – Tennessee~~
Tian, C., PhD - Cornell

Assistant Professors
Costinett, D.J., PhD – Colorado
Day, J. D., PhD – Pittsburgh
Holleman, J. H., PhD – Washington
Jantz, M.R., PhD - Kansas
Materassi, D., PhD – (Italy)
Pulgar, H.A., PhD - Illinois

Professors of Practice
Icove, D.J., (UL Professor of Practice) PhD – Tennessee
Koschan, A.F., PhD – Technical University Berlin (Germany)
Xu, Y., (Eastman Professor of Practice) PhD – Tennessee

Senior Lecturer

Arel, O., PhD - Tennessee

Emeriti Faculty
Birdwell, J.D., PhD – Massachusetts Institute of Technology
Bose, B.K., PhD – Calcutta (India)
Roberts, M.J., PhD – Tennessee

Rationale: Update to reflect faculty changes.

REVISE HEADING

Computer Engineering, Computer Science, and Electrical Engineering Honors Concentrations ~~Honors Concentrations~~

Rationale: Edit for clarity.

DROP HEADING AND TEXT

Computer Engineering Major, BS in Computer Engineering

~~**Computer Engineering, Computer Science, and Electrical Engineering Honors Concentrations**~~

~~Students who wish to pursue the honors electrical engineering concentration, honors computer engineering concentration, and honors computer science concentration will normally be part of the Chancellor's Honors Program.~~

~~Candidates for the honors electrical engineering concentration and honors computer engineering concentration must complete the first year courses for honors concentration in the engineering majors. Candidates for the honors computer science concentration must meet the first year requirements for the Chancellor's Honors Program.~~

~~In addition to satisfying the requirements described above, candidates for these three honors concentrations must also satisfy the following requirements.~~

- ~~Complete two upper-division honors courses in computer science (COSC 307, COSC 317, COSC 367, COSC 377, COSC 427) or electrical and computer engineering (ECE 317, ECE 347, ECE 357, ECE 417, ECE 427, ECE 457, ECE 477, ECE 478, ECE 487).~~
- ~~Complete a 3-credit hour senior project course. This can normally be completed as part of the capstone design course, ECE 402* for computer engineering and electrical engineering majors or COSC 402* for computer science majors.~~

Computer Science Major, BS in Computer Science

~~**Computer Engineering, Computer Science, and Electrical Engineering Honors Concentrations**~~
~~Students who wish to pursue the honors electrical engineering concentration, honors computer engineering concentration, and honors computer science concentration will normally be part of the Chancellor's Honors Program.~~

~~Candidates for the honors electrical engineering concentration and honors computer engineering concentration must complete the first year courses for honors concentration in the engineering majors. Candidates for the honors computer science concentration must meet the first year requirements for the Chancellor's Honors Program.~~

~~In addition to satisfying the requirements described above, candidates for these three honors concentrations must also satisfy the following requirements.~~

- ~~Complete two upper-division honors courses in computer science (COSC 307, COSC 317, COSC 367, COSC 377, COSC 427) or electrical and computer engineering (ECE 317, ECE 347, ECE 357, ECE 417, ECE 427, ECE 457, ECE 477, ECE 478, ECE 487).~~
- ~~Complete a 3-credit hour senior project course. This can normally be completed as part of the capstone design course, ECE 402* for computer engineering and electrical engineering majors or COSC 402* for computer science majors.~~

Electrical Engineering Major, BS in Electrical Engineering

~~**Computer Engineering, Computer Science, and Electrical Engineering Honors Concentrations**~~
~~Students who wish to pursue the honors electrical engineering concentration, honors computer engineering concentration, and honors computer science concentration will normally be part of the Chancellor's Honors Program.~~

~~Candidates for the honors electrical engineering concentration and honors computer engineering concentration must complete the first year courses for honors concentration in the engineering majors. Candidates for the honors computer science concentration must meet the first year requirements for the Chancellor's Honors Program.~~

~~In addition to satisfying the requirements described above, candidates for these three honors concentrations must also satisfy the following requirements.~~

- ~~Complete two upper-division honors courses in computer science (COSC 307, COSC 317, COSC 367, COSC 377, COSC 427) or electrical and computer engineering (ECE 317, ECE 347, ECE 357, ECE 417, ECE 427, ECE 457, ECE 477, ECE 478, ECE 487).~~
- ~~Complete a 3-credit hour senior project course. This can normally be completed as part of the capstone design course, ECE 402* for computer engineering and electrical engineering majors or COSC 402* for computer science majors.~~

Electrical Engineering Major, BS in Electrical Engineering – Power and Energy Systems Concentration

~~Computer Engineering, Computer Science, and Electrical Engineering Honors Concentrations~~
~~Students who wish to pursue the honors electrical engineering concentration, honors computer engineering concentration, and honors computer science concentration will normally be part of the Chancellor's Honors Program.~~

~~Candidates for the honors electrical engineering concentration and honors computer engineering concentration must complete the first year courses for honors concentration in the engineering majors. Candidates for the honors computer science concentration must meet the first year requirements for the Chancellor's Honors Program.~~

~~In addition to satisfying the requirements described above, candidates for these three honors concentrations must also satisfy the following requirements.~~

- ~~Complete two upper-division honors courses in computer science (COSC 307, COSC 317, COSC 367, COSC 377, COSC 427) or electrical and computer engineering (ECE 317, ECE 347, ECE 357, ECE 417, ECE 427, ECE 457, ECE 477, ECE 478, ECE 487).~~
- ~~Complete a 3-credit hour senior project course. This can normally be completed as part of the capstone design course, ECE 402* for computer engineering and electrical engineering majors or COSC 402* for computer science majors.~~

Rationale: Remove unnecessary and redundant information on individual program pages. Honors requirements have changed and are listed on the department's main page.

REVISE REQUIREMENTS for the Bachelor of Science in Electrical Engineering

Term 3		
CHEM 120* or CHEM 128*	4	EF 151* or PHYS 135*
ECE 201, ECE 255	6	
MATH 231	3	
PHYS 231 ~~232~~*	3	
Term 4		
ECE 202	3	EF 152* or PHYS 136*
ECE 313 or ECE 317	3	
MATH 241 or MATH 247	4	
MATH 251 or MATH 257	3	
PHYS 232*	4	

Rationale: Administrative correction: PHYS 232 was listed twice. Term 3 should include PHYS 231. (Note: We are also correcting this in the current 2014-2015 catalog.)

ADD, DROP, OR MOVE NAMES; REVISE HEADINGS

INDUSTRIAL AND SYSTEMS ENGINEERING

Assistant Professors
Khojandi, A., PhD – University of Pittsburgh
Tolk, J. (UTSI), PhD – Texas Tech

Other ~~Research~~ Faculty ~~and Staff~~
Dietrich, D., PhD – Missouri University of Science & Technology
~~Dhingra, R., PhD – Tennessee~~
~~Fahey, M., PhD – Kentucky~~
Ji, S., PhD -- Tennessee
~~Keyser, R., PhD – Tennessee~~
Omitaomu, O., PhD – Tennessee
Richards, H., PhD – UNC Greensboro

Rationale: Update to reflect faculty changes.

MATERIALS SCIENCE AND ENGINEERING

ADD, DROP, OR MOVE NAMES

Professors
Duscher, G., PhD – Rer. Nat. University of Stuttgart
~~George, E.P., PhD – Pennsylvania~~
Kalyanaraman, R., PhD – North Carolina State

Associate Professors
~~Duscher, G., PhD – Rer. Nat. University of Stuttgart~~
Fowlkes, J., PhD - Tennessee
~~Kalyanaraman, R., PhD – North Carolina State~~

Assistant Professor
Zhuravleva, M. PhD – Tohoku

Rationale: Update to reflect faculty changes.

REVISE TEXT

(Paragraph Four) The field of materials science and engineering is ~~quite~~ broad, encompassing metallic, ceramic and polymeric materials, as well as composites made from combinations of materials and specialty application areas such as electronic and optical materials.

Rationale: Edit for clarity.

REVISE TEXT

Department Page

Five-Year BS/MS Program
The department offers a 5-year BS-MS program with a BS (major in materials science and engineering) and an MS (major in materials science and engineering ~~or polymer engineering~~) for qualified students. The primary component of the program is that qualified students may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their bachelor's and master's degrees at the University of Tennessee. This program is designed for students attending the University of Tennessee for their Master of Science degree because other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the Bachelor of Science degree. Significant components of the program are:

Materials Science and Engineering Major, BS in Materials Science and Engineering

Five-Year BS/MS Program
The department offers a 5-year BS-MS program with a BS (major in materials science and engineering) and an MS (major in materials science and engineering ~~or polymer engineering~~) for qualified students. The primary component of the program is that qualified students may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their bachelor's and master's degrees at the University of Tennessee. This program is designed for students attending the University of Tennessee for their Master of Science degree because other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the Bachelor of Science degree. Significant components of the program are:

Materials Science and Engineering Major, BS in Materials Science and Engineering – Biomaterials Concentration

Five-Year BS/MS Program
The department offers a 5-year BS-MS program with a BS (major in materials science and engineering) and an MS (major in materials science and engineering ~~or polymer engineering~~) for qualified students. The primary component of the program is that qualified students may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their bachelor's and master's degrees at the University of Tennessee. This program is designed for students attending the University of Tennessee for their Master of Science degree because other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the Bachelor of Science degree. Significant components of the program are:

Materials Science and Engineering Major, BS in Materials Science and Engineering – Nanomaterials Concentration

Five-Year BS/MS Program
The department offers a 5-year BS-MS program with a BS (major in materials science and engineering) and an MS (major in materials science and engineering ~~or polymer engineering~~) for qualified students. The primary component of the program is that qualified students may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their bachelor's and master's degrees at the University of Tennessee. This program is designed for students attending the University of Tennessee for their Master of Science degree because other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the Bachelor of Science degree. Significant components of the program are:

Rationale: Edit to remove program that no longer exists.

REVISE TEXT

Materials Science and Engineering Minor
(Paragraph Two) Students may enroll in the minor program by completing a form at the Department of Materials Science and Engineering, 414 Ferris Hall ~~434 Dougherty Engineering Building~~. A copy of the completed enrollment form and information on the minor requirements will be forwarded to the student's home department advisor.

Rationale: Edit to reflect new office location.

ADD, DROP, OR MOVE NAMES; ADD HEADINGS

MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING

Professors
~~Majdalani, J.C. (UTSI), PhD – Utah~~
Schmisseur, J.D. (UTSI, H.H. Arnold Chair), PhD, - Purdue

Associate Professors
Ekici, K., PhD – Purdue
Zhang, Z., PhD – Princeton

Assistant Professors
~~Ekici, K., PhD – Purdue~~
Shin, S., PhD – Michigan
~~Zhang, Z., PhD – Princeton~~

Assistant Professor of Practice
Young, M.A., PhD – Tennessee

Clinical Associate Professors
Lyne, J.E., MD, PhD – North Carolina State
Solies, U.P., PhD – Tennessee

Senior Lecturers
Barker, J.M., PhD – Clemson
Bond, R.E., PhD – West Virginia
Sharpe, L.W., PhD – South Carolina

NUCLEAR ENGINEERING

Assistant Professors
Donovan, D.C., PhD - Wisconsin-Madison

Emeriti Faculty
Kerlin, T.W., PhD - Tennessee
~~Uhrig, R.E. (Distinguished Professor), PhD, PE – Iowa State~~

Research Professors
Wood, R.T., PhD - Tennessee

Research Assistant Professors
~~Goldblum, B., PhD – California (Berkeley)~~
~~Shim, J.H., PhD – Seoul National University (Korea)~~
~~Stephan, A.C., PhD – Tennessee~~

Joint Faculty (UTK-ORNL)
~~Besmann, T.M., PhD – Pennsylvania State~~
Stowe, A.C., PhD – Florida State

Adjunct Faculty
~~Cook, D.H., PhD – Tennessee~~
~~DeHart, M.D., PhD – Texas A&M~~
Hashemian, H., PhD – Chalmers University of Technology (Sweden)
Holcomb, D.E., PhD – Ohio State

Rationale: Update to reflect faculty changes.

REVISE COURSE DESCRIPTIONS

COSC 311 - Discrete Structures
3 Credit Hours Sets, functions, relations, equivalence relations, partial orderings and proof techniques, especially mathematical induction. Application of proof techniques to prove correctness of algorithms. Introduction to basic counting and combinatorics.
(RE) Prerequisite(s): 140 and either Mathematics 142 or 148.

Rationale: Edit for clarity.

COSC 317 - Honors: Discrete Structures
3 Credit Hours Same as COSC 311 with additional honors project.
(RE) Prerequisite(s): 140 and either Mathematics 142 or 148.

Rationale: Edit to match COSC 311.

COLLEGE OF NURSING

ADD, DROP, OR CORRECT NAMES

Victoria Niederhauser, Dean
Mary Gunther, Executive Associate Dean for Academic Affairs
~~*Kenneth Phillips, Associate Dean for Research and Evaluation*~~
Gary Ramsey, Chair of Undergraduate Program
~~Katie McCay, Director of Student Services~~
Tamie Wyatt, Chair Graduate Programs

Professors
~~Phillips, K., PhD – Tennessee~~

Associate Professors
~~Mefford, L., PhD – Tennessee~~

Assistant Professors
~~Pierce, M., DNP – Tennessee~~
Durbin ~~Preast~~, T., DNP – Tennessee
Embler, P., PhD - Tennessee
Newnam, K., PhD - Virginia

Rationale: Update to reflect faculty changes.

Nursing Major (RN Track), BS in Nursing

REVISE TEXT

RN Track for Bachelor of Science in Nursing, Items 1 and 2

1. RNs must meet university general education requirements or be a graduate of a Tennessee Board of Regents school. ~~complete the same non-nursing requirements as other students~~. They are exempt from the sophomore level NURS 201 - Introduction to Nursing course. Students will be given proficiency credit based on RN status. (Satisfactory/No Credit.)
2. Students starting upper division coursework will receive proficiency credit for five major clinical nursing courses. Courses for which credit will be attained include NURS 361, NURS 403, NURS 404, NURS 421, and NURS 461. These credits will be held in escrow until the graduating semester for a student ~~and are indicated with a double asterisk~~. (Satisfactory/ No Credit.)

Rationale: Administrative correction: this text no longer applies here.

ADD COURSES TO LIST

Course Requirements (123 hours)

- NURS 305 – Transitions to Professional Nursing
- NURS 350 – Healthcare Informatics

Rationale: Administrative correction: inadvertently omitted course requirements.

COLLEGE OF SOCIAL WORK

ADD, DROP, OR MOVE NAMES; REVISE HEADINGS

Professors

~~Davis, C., PhD – California (Los Angeles)~~
~~Rocha, C., PhD – Washington (St. Louis)~~
Theriot, M., PhD – California (Berkeley)

Associate Professors
~~MacMaster, S., PhD – Case Western Reserve~~
~~Theriot, M., PhD – California (Berkeley)~~
Assistant Professors
~~Lee, S., PhD – Pennsylvania~~
Choi, S., PhD – Washington (St. Louis)
Forrest-Bank, S., PhD – Denver
Held, M., PhD – Texas
Lawson, J., PhD – California (Berkley)

Assistant Professor of Practice
Chaffin, K., MSSW – Tennessee (Knoxville)
Childers, A., MSW – Simmons
Hawkins, D., EdD – Trevecca Nazarene
Manifold, S., MSSW – Tennessee (Knoxville)
Schriver, R., MSW – Washington (St. Louis)
Veit, K., MSSW – Tennessee (Knoxville)

Clinical Associate Professor
Thompson, P., PhD – Utah

Clinical Assistant Professor~~s~~
Cooper, L., PhD – Louisville

Research Faculty
~~Campbell, P., DSW – Alabama~~
Williams, N., MSW – Boise State

Field Coordinators
Hickman, C., MSSW (Knoxville) - Tennessee

Director of Field and International Education ~~Coordinator of International Initiatives~~
Jackson, R., MSSW (Knoxville) – Tennessee
~~Lodato, G., MSW – Marywood~~

BSSW Academic Advisor
Curtis, S., LMSW (Knoxville) - Tennessee

Rationale: Update to reflect faculty changes.

Social Work Major, BS in Social Work

REVISE TEXT

~~**Honors Concentration**~~
~~The honors concentration provides highly motivated social work majors with the opportunity to pursue advanced course work and complete a senior research project. All declared social work majors with a cumulative grade point average of at least 3.25 are invited to participate in the honors concentration. To graduate with honors, social work majors must complete 12 hours of honors work including at least 9 hours of social work honors courses. Students completing the honors concentration must take SOWK 417 and SOWK 467 and complete a senior research project. A grade of B or above must be earned in all honors courses and students must maintain an overall grade point average of 3.25. Students are evaluated at the end of each semester. Students with cumulative grade point averages that drop below a 3.25 will incur probationary status and will be given one semester to raise their average above 3.25. Failure to improve one's cumulative grade point average during the probationary semester will lead to dismissal from the honors concentration. Students interested in honors at any level should consult with their academic advisor or the BSSW program director about participation in the honors concentration.~~

Rationale: Edit to remove duplicate information. (See College page.)

ADD

SOWK 440 General Topics in Social Work (3) Current topics in theories and practice for social work practice.
Repeatability: May be repeated. Maximum 9 hours.
(RE) Prerequisite(s): 312.
Comment(s): Students in majors other than social work may register for course with consent of instructor.
Registration Restriction(s): Social work majors only.

Rationale: Administrative correction: Course was approved in April 2014, but we failed to enter it. The omission was discovered during proofing.

Chancellor's Honors Program

(No response.)

Haslam Scholars Program

REVISE TEXT

(Paragraph One) The Haslam Scholars Program is the University of Tennessee's premier enrichment program and assists exceptional students achieve the highest level of inquiry and understanding. ~~an intimate, four-year enrichment program in which elite students learn from and with one another through a series of integrated, interdisciplinary common seminars and extra- and cocurricular experiences, including a common study abroad program.~~ The ~~Haslam Scholars~~ Program seeks a group of students who are academically strong, intellectually curious and who have a desire to change the world. Students should embrace the program's emphasis on gaining a knowledge base that reflects both depth and breadth, becoming more globally engaged, and serving the communities in which they live and learn. Prospective Haslam Scholars will combine exceptional scholarly and intellectual merit with evidence of leadership, service and potential. ~~Maturity and seriousness of purpose, along with evidence of special talents and skills, are among those intangibles essential to the success of an intimate, intensive scholars program.~~

Rationale: Edit for clarity and brevity.

WAIT TO DROP COURSES

HSP 195 Summer Leadership Program (1) - make inactive for fall 2016
HSP 197 Research for Nationally Competitive Scholarships (1) - make inactive for fall 2016
HSP 258 Foundations of Modernity (3) - make inactive for fall 2016
HSP 268 Perspectives on Globalization (3) - make inactive for fall 2016
HSP 288 Energy in the Modern World (3) - make inactive for fall 2016
HSP 348 Service Learning Project/Internship (3) – make in active for fall 2018

Rationale: These courses are needed in order to teach out HSP students who entered prior to fall 2015.

HOWARD H. BAKER JR. CENTER FOR PUBLIC POLICY

(No response)

RESERVE OFFICERS TRAINING CORPS

ADD OR DROP NAMES, REVISE WEB ADDRESS

Military Science and Leadership
http://armyrotc.utk.edu ~~http://web.utk.edu/~utrotc/~~

Army ROTC

Professor of Military Science and Leadership
MAJ Jared A. Crain, MBA.- Florida State University
~~LTC Danny M. Kelly, II, M.A. – U.S. Army Command & General Staff College~~

Senior Military Science Instructor
MSG Thomas Andor, B.S.- University of Minnesota
~~MSG Timothy J. Chrysler, B.A. – Troy University~~

Assistant Professors of Military Science
~~Mr. Oliver Gooden, B.A. – University of Wyoming~~
CPT Steven Warde, MBA- University of Tennessee

Military Science Instructors
Mr. Anthony Hutchins
SFC Eric Luneau
SSG Kenneth McLaughlin
SFC Darrell Rowe
~~MSG Allen C. York, M.A. – American Military University~~
~~Mr. Lee Dalton~~

Human Resources Technicians
~~Mr. Brian Drake~~

Recruiting & Operations Officer
Mr. Lee Dalton, B.A.- Excelsior College
~~Mr. Phil Smith, B.A. – University of Tennessee, Knoxville~~

Administrative Specialist II
Mrs. Angie Cross, BA-Carson Newman University
~~Ms. Mary E. Floyd~~

Rationale: Update to reflect faculty changes.

ADMINISTRATIVE

ABOUT THE UNIVERSITY

ADD OR DROP NAMES, UPDATE HEADINGS AND FORMAT

Administration and Governance

The University of Tennessee System Board of Trustees
http://bot.tennessee.edu/members.html

The University of Tennessee System Administration
http://president.tennessee.edu/
http://president.tennessee.edu/staff/index.html

The University of Tennessee, Knoxville Campus Administration ~~KNOXVILLE CAMPUS ADMINISTRATION~~
Jimmy G. Cheek, *Chancellor*
Susan D. Martin, *Provost and Senior Vice Chancellor*
Vincent Carilli, *Vice Chancellor for Student Life*
Chris Cimino, *Vice Chancellor for Finance and Administration*
Taylor Eighmy, *Vice Chancellor for Research and Engagement*
Rickey Hall, *Vice Chancellor for Diversity*
Linda Hendricks Harig, Vice Chancellor for Human Resources
Dave Hart, *Vice Chancellor and Director of Athletics*
Margie Nichols, *Vice Chancellor for Communications*
Scott Rabenold, *Vice Chancellor for Development and Alumni Affairs*

The University of Tennessee, Knoxville Deans ~~Deans~~
Caula A. Beyl, *Dean, College of Agricultural Sciences and Natural Resources*
~~Douglas A. Blaze, *Dean, College of Law*~~
William Brown, *Dean, Tennessee Agricultural Experiment Station*
Tim Cross, *Dean, UT Extension, University Outreach and Continuing Education*
Wayne Davis, *Dean, College of Engineering*
Carolyn R. Hodges, *Vice Provost and Dean of the Graduate School*
Theresa M. Lee, *Dean, College of Arts and Sciences*
Stephen Mangum, *Dean, Haslam College of Business*
James J. Neutens, *Dean, Graduate School of Medicine*
Victoria Niederhauser, *Dean, College of Nursing*
Scott Poole, *Dean, College of Architecture and Design*
Robert Rider, *Dean, College of Education, Health and Human Sciences*
Melissa Shivers, *Dean of Students*
Steven Escar Smith, *Dean of University Libraries*
Karen Sowers, *Dean, College of Social Work*
James P. Thompson, *Dean, College of Veterinary Medicine*
Melanie Wilson, *Dean, College of Law*
Michael O. Wirth, *Dean, College of Communication and Information*

Rationale: The format of our administration page was a hold-over from prior administration hierarchy and needed to be updated. Links to system-wide administration are being used in place of a detailed list. Headings were also updated.

REVISE TEXT

(Paragraph Two) UT Knoxville ranks in the top tier of public research universities and its student quality increases with each entering class. Meanwhile, new scholarships have made the university more accessible to students throughout the state. The university offers more than 300 degree programs to its almost 27,500 students, who come from every county in Tennessee, every U.S. state, and more than 100 nations. A faculty of almost 1,400 provides high-quality educational experiences to students while also performing research and providing public service to the state and nation.

(Paragraph Three) UT Knoxville is a major research institution that attracts more than $160 ~~$130~~ million in research awards annually. Nationally ranked programs include supply chain management/logistics, nuclear engineering, printmaking, accounting, the master of business administration, law, and social work. The library also ranks as one of the nation's best.

The Graduate School
A wide range of graduate programs leading to master's and doctoral degrees is available. The university offers master's programs in 76 fields, the Specialist in Education degree, doctoral work in 53 fields, two professional programs, and several graduate certificate programs. Almost ~~More than~~ 6,000 graduate and professional students are enrolled on and off campus under the tutelage of 1,500 faculty members.

Rationale: Edit to update numbers according to those provided by Denise Gardner, Assistant Provost and Director of the Office of Institutional Research and Assessment (OIRA).

MISCELLANEOUS

REVISE TEXT AND FORMAT

All text in the catalog will be updated to conform to the Editorial Guide published by the university's Office of Communications & Marketing. These changes include, but are not limited to, standardizing the name of the university, telephone numbers, and comma usage.

GENERAL EDUCATION COMMITTEE

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
February 11, 2015

Call to order: A regular meeting of the General Education Committee was held in Room 237 of the University Center on February 11, 2015. The meeting was called to order by Kirsten Benson, Committee Chair, at 8:30 a.m.

Members present: Kirsten Benson, Chair, Jim Hall, Monique Anderson, Cheryl Kojima, R. J. Hinde, Harold Roth, Chuck Collins, Catherine Luther, John Haas, Dixie Thompson, Jeff Larsen, Masood Parang, Barbara Murphy, Missy Parker, and Anna Sandelli

Others present: Sally McMillan, Pia Wood, Mary Albrecht, Mary Beth Burlison, and Molly Sullivan

Approval of the Minutes: The minutes from the January 14, 2015 meeting were approved.

New Business:
No course proposals were presented.

The Committee discussed international transfer students and General Education. Two types of situations are involved: (1) students in 2+2 programs from international universities who complete their second two years at UTK, and (2) international students who receive an associate's degree at a US community college and then transfer to UTK to complete the bachelor's degree.

Regarding students in the first category, the Committee indicated an openness to considering courses at international universities for general education credit. Currently, requests to establish whether certain courses at specific universities satisfy our general education requirements may be sent to the General Education Committee, and we will review them using a similar process as we use for reviewing general education course proposals before they become part of an official MOU.
Most of the discussion focused on students in the second category. Can we facilitate the transfer process for international students who receive an associate's degree from a US community colleges and wish to transfer to UTK? UTK is interested in attracting accomplished international students who fall into this group; we would be more desirable to such students if they knew in advance that their general education credits would count at UTK—that is, that their general education requirements will have been met through the degree program at the community college they attend. (This is not to say that particular College or major requirements will have been met—just "regular" general education requirements.)

Many of the students UTK is interested in attracting attend community colleges in California and Washington, so the Committee agreed to review these states' general education requirements to see whether they represent a sufficient parallel to the spirit (not a one-to-one match) of the our general education requirements. We will discuss further whether we can provide the desired guarantee that these transfer students have satisfied UTK's general education requirements.

Adjournment: Kirsten Benson adjourned the meeting at 9:30 a.m.
Next meeting: The next meeting is scheduled for March 11, 2015, at 8:30 a.m. in the University Center, Room 237.

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
March 11, 2015

Call to order: A regular meeting of the General Education Committee was held in Room 237 of the University Center on March 11, 2015. The meeting was called to order by Kirsten Benson, Committee Chair, at 8:35 a.m.

Members present: Kirsten Benson, Chair, Harold Roth, Suzanne Wright, Catherine Luther, Cheryl Kojima, Mary McAlpin, Barbara Murphy, Jeff Larsen, Monique Anderson, Missy Parker, and Anna Sandelli

Others present: Pia Wood, Mary Albrecht, and Molly Sullivan

Approval of the Minutes: The minutes from the February 11, 2015, meeting were amended to include the names of Anna Sandelli and Mary Beth Burlison as attendees. The minutes were then approved.

New Business:
Course proposals: none were presented.

Election of new General Education Committee chair: Barbara Murphy has agreed to serve as chair of the committee for a two-year term beginning in fall 2015. Members present voted to elect her chair, and the motion carried.

Bylaws change: The following revision to the General Education Committee bylaws was approved:

> **Selection of Subcommittee Members**, paragraph two
> The chair of each of the Basic Skills subcommittees will be selected as follows: ; Quantitative Reasoning from Math, Communicating Orally from Speech Communication and the chair of Communicating through Writing from ~~will be the Director of~~ English ~~Composition~~.

Old Business:

1. The committee continued to discuss international transfer students and UT's general education requirements. International transfer students and General Education credit. At the 2-11-15 meeting we discussed issues related to facilitating transfer for international students who complete the associate's degree at a US community college and wish to transfer to UTK to complete the bachelor's degree. One of the things that will make UTK more desirable to such students is for us to guarantee that these students' general education credits will count at UTK--that is, that their general education requirements will have been met through the degree program at the community college they attend. (This is not to say that particular College requirements will have been met--just their "regular" general education requirements.)

   Many of the most accomplished international students we are interested in attracting attend community colleges in California and Washington. Below are links that describe the state-level agreements regarding general education requirements for community colleges in the states of California and Washington. Our task was to review these to see whether they represent a sufficient parallel to the spirit of the general education requirement in each of our areas, such that we could provide the desired guarantee that these transfer students have satisfied their general education requirement. (As we discussed in February, we are not be looking for a one-to-one match between our general education requirement and these states' gen ed.)

   CA: http://admission.universityofcalifornia.edu/counselors/transfer/advising/igetc/
   WA: http://www.sbctc.ctc.edu/college/studentsvcs/BAS_General_Education_Requirements-May2011.pdf
   http://www.sbctc.ctc.edu/college/e_transfer.aspx

   Members present were in agreement in principle that UTK should consider accepting completion of an associate's degree from state-supported, regionally-accredited community colleges in the states of California or Washington as fulfilling the general education (but not major-specific or college-specific) requirements for a bachelor's degree from the University of Tennessee, Knoxville, provided that they complete their associate's degrees with a cumulative grade point average of 3.0 or higher. This would **not** be an agreement with those community colleges: agreements would be made by representatives of UT with individual international students during their first semester at the community college. The Committee agreed to discuss this issue further at the beginning of the next academic year.

2. A subcommittee has been considering the revision of the General Education section of the university's Undergraduate Catalog, but due to time limitations, the committee was unable to discuss the proposal.

Other Business:

An April meeting was added to this year's schedule of meetings in order to discuss the proposal to revise the catalog.

Adjournment: Kirsten Benson adjourned the meeting at 9:38 a.m.
Next meeting: The next meeting is scheduled for April 8, 2015, at 8:30 a.m. in the University Center, Room 237.

Attachments to the Agenda of the General Education Committee, March 11, 2015

International transfer students and General Education credit: At the 2-11-15 meeting we discussed issues related to facilitating transfer for international students who complete the associate's degree at a US community college and wish to transfer to UTK to complete the bachelor's degree. One of the things that will make UTK more desirable to such students is to guarantee that their general education credits will count at UTK--that is, that their general education requirements will have been met through the degree

program at the community college they attend. (This is not to say that particular College requirements will have been met--just their "regular" general education requirements.)

Many of the most accomplished international students we are interested in attracting attend community colleges in California and Washington. Below are links that describe the state-level agreements regarding general education requirements for community colleges in the states of California and Washington. Our task is to review these to see whether they represent a sufficient parallel to the spirit of the general education requirement in each of our areas, such that we could provide the desired guarantee that these transfer students have satisfied their general education requirement. (Please note that we would not be looking for a one-to-one match between our general education requirement and these states' gen ed.)

http://admission.universityofcalifornia.edu/counselors/transfer/advising/igetc/

http://www.sbctc.ctc.edu/college/studentsvcs/BAS_General_Education_Requirements-May2011.pdf
http://www.sbctc.ctc.edu/college/e_transfer.aspx

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
April 8, 2015

Call to order: A regular meeting of the General Education Committee was held in Room 237 of the University Center on April 8, 2015. The meeting was called to order by Kirsten Benson, Committee Chair, at 8:35 a.m.

Members present: Kirsten Benson, Chair, Jim Hall, Harold Roth, Suzanne Wright, George Drinnon, Catherine Luther, Gary Ramsey, Chuck Collins, Cheryl Kojima, Barbara Murphy, Jeff Larsen, Monique Anderson, Missy Parker, and Anna Sandelli

Others present: Mary Albrecht, Mary Beth Burlison, Alison Connor, and Molly Sullivan

Approval of the Minutes: The minutes from the March 11, 2015, meeting were approved without opposition.

New Business:

1. Course proposals: none were presented.

2. The Department of English proposed (1) that the statement regarding the awarding of Advanced Placement (AP) credit be removed from the undergraduate catalog and that this information be published outside the catalog on the Department of English's web-site and other university web-sites as appropriate; and (2) that credit awarded for the AP Literature and Composition exam be changed based on extensive research completed by the Department during the past academic year. The new credit will be awarded as follows.
   - AP Literature and Composition exam: Students who earn a score of 4 or 5 will receive credit for ENGL 101.

   The proposal was approved without opposition.

Informational Items

1. Kirsten Benson reminded the members that they will review the 2014-2015 general education assessment reports, which are due in May 2015.

2. Kirsten Benson asked that any members who are rotating off the General Education Committee at the end of the current academic year contact the current or upcoming Chair of the Committee, so that replacements could be found.

3. The 2015-2016 General Education Committee meeting schedule will be as follows, with the location of the meetings to be determined at a later date.

Wednesday	September 9, 2015	8:30am
Wednesday	October 7, 2015	8:30am
Wednesday	December 9, 2015	8:30am
Wednesday	January 13, 2016	8:30am
Wednesday	February 10, 2016	8:30am
Wednesday	March 9, 2016	8:30am

Old Business:

A subcommittee submitted proposed changes to the General Education Requirements section of the undergraduate catalog, to take effect in 2016-2017. (See attached.) The proposal was approved without opposition.

Adjournment: Kirsten Benson adjourned the meeting at 9:01 a.m.

Revised General Education Catalog copy with numbered Student Learning Outcomes

NOTE:

- Existing catalog copy is in black font
- New text is in red font
- Deleted text is in ~~red font with strikethrough~~

The existing Catalog copy may be found at: http://catalog.utk.edu/content.php?catoid=16&navoid=1632

2016-2017 University General Education Requirement

Statement of Purpose. General education provides students with the foundation for successful academic study, for lifelong learning, and for carrying out the duties of local, national, and global citizenship. ~~By building basic skills in communication, analysis, and computation as well as by broadening students' historical and cultural perspectives~~, The university's general education curriculum is designed to help ~~helps~~ students better understand themselves, human cultures and societies, and the natural world, and to contribute ~~acquire an understanding of both self and society, and thus contributes~~ to their personal enrichment while enrolled and after graduation.

The general education program focuses on "Building Basic Skills" and on "Developing Broadened Perspectives":

> **Building Basic Skills:** Because the hallmark of the educated person is the ability to think independently, students must be trained to acquire, evaluate, and use information and to apply it in their written, oral, and mathematical expression. They must write clearly, speak convincingly, and solve problems using logical and critical reasoning.
>
> **Developing Broadened Perspectives:** General education should help students develop habits of self-examination in the context of their relationship to family, community, local and global societies, and the natural world. To this end, general education should help foster a commitment to respecting the diversity of personal and cultural values. Students should be able to explain their own values and beliefs, as well as to understand the histories and cultures behind those values. Students should study the historical traditions and artistic works of other cultures, both within and outside the United States, and the fundamental principles and chief discoveries of the scientific disciplines. They should strengthen their sensitivity to cultural diversity by studying the dynamic nature of a multicultural world through interdisciplinary perspectives or by learning other languages.

The design of the University of Tennessee's general education program enables students ~~has been designed to enable the student~~ to move among colleges within the university or to move to another institution of higher learning. Although general education provides ~~it will provide the~~ students with the foundational skills required for ~~by~~ college study, those skills are specific neither to UT ~~Knoxville~~ nor to a particular major or career path.

~~**Outcomes.** The program is expected to produce the following outcomes for the students.~~

~~**Building Basic Skills.** Because the hallmark of the educated person is the ability to think independently, students must be trained to acquire, evaluate, and use information.~~

- ~~Students must be able to acquire information by conducting independent research, both in a conventional library setting and through the use of the rapidly developing electronic technologies, including databases and internet resources.~~
- ~~Students must then learn to evaluate the reliability, accuracy, and logical soundness of that information. The students will be taught to apply evaluative techniques to statistical and rhetorical presentations in arts, humanities, natural sciences, and social sciences.~~
- ~~Students must be trained to use the information that they have acquired. They must write clearly, speak convincingly, and solve problems using creative approaches.~~

~~**Developing Broadened Perspectives.** General education should help students develop habits of self-examination in the context of the individual's relationship to family, community, society, and world. To this end, general education should also help foster a commitment to respecting the diversity of personal and cultural values.~~

- ~~Students should be able to explain their own values and beliefs, as well as to understand the histories and cultures behind those values. Students should also develop a commitment to lifelong learning so that they may continue to examine the relationships between their personal perspectives and the perspectives that arise from other cultures.~~
- ~~Students should strengthen their sensitivity to cultural diversity by studying the histories and traditions of other cultures, both within and outside the United States; and by understanding the dynamic nature of a multicultural world through interdisciplinary perspectives or by learning other languages.~~

Requirements and Outcomes. The general education requirements and the student learning outcomes expected for each area are listed below. (See Notes). ~~**These are the General Education requirements (See Notes).**~~

A. For Building Basic Skills

I. Communicating through Writing (WC) (3 courses including English 101 and 102 or equivalent plus an approved writing-intensive course)

Good writing skills enable students to create and share ideas, investigate and describe values, and record and explain discoveries – all skills that are necessary not only for professional success but also for personal fulfillment ~~in a world where communication increasingly takes place through electronic media~~. Students must be able to ~~identify areas for inquiry, locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically. They must be able to~~ write correctly, and they must be able to locate relevant information, evaluate its usefulness and quality, and incorporate it logically and ethically to support ideas and claims. ~~aware that different audiences and purposes call for different rhetorical responses.~~

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to write clearly and correctly, employing the conventions of standard American English.
2. Students will demonstrate the ability to write effectively for different audiences and purposes, shaping content, organization, and style to correspond with appropriate disciplinary expectations and rhetorical contexts.
3. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.
4. Students will demonstrate the ability to cite and document sources in keeping with appropriate disciplinary conventions.

To satisfy this requirement, students take the first-year composition sequence, which may be met in the following ~~one of two~~ way~~s~~:

- By completing 6 hours in English writing courses – either ENGL 101 and ENGL 102; or ENGL 118 and ENGL 102; or ENGL 131 and ENGL 132. Eligibility for ENGL 118 will be determined by ACT or SAT scores. Students who obtain a grade of A or B in 118 may complete their first-year composition requirement with ENGL 102, or with a sophomore-level course in the English department, or ENGL 355. The sophomore course, if designated AH, may also be used toward the Arts and Humanities General Education requirement.
- ~~By earning a score of 4 or 5 on the College Board Advanced Placement Test in Literature and Composition. Credit in ENGL 101 is earned with a score of 4 or 5 on the Advanced Placement Test in Language and Composition.~~

Upon completion of ENGL 101 and ENGL 102 or their equivalent, students must take one other approved WC course ~~designated as "writing-intensive" (WC) in the undergraduate catalog~~. The WC course ~~writing-intensive courses~~ can be within the student's major or an elective. ~~In order to gain a (WC) designation, courses shall require formal and informal writing assignments that total 5,000 words.~~

(Note: A list of approved courses follows, but it is not included here.)

II. Communicating Orally (OC) (1 course)

Good oral communications skills enable students to interact successfully with others, share ideas, and present and explain discoveries – all skills that are necessary not only for professional success but also for personal fulfillment. ~~The ability to communicate one's ideas orally is as important as the ability to express them well in writing.~~ Students should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. ~~Being able to express one's thoughts clearly has always been a critical component of good citizenship.~~ Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in oral communication ~~public address~~. ~~(See Note 5.)~~

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to speak clearly and effectively.
2. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.
3. Students will demonstrate the ability to present oral information effectively to different audiences, shaping message, organization, language choices, and delivery techniques to correspond with purpose and rhetorical context.

This requirement may be completed by either of the following:

1. Taking ~~completion of~~ Communication Studies (CMST) ~~– CMST~~ 210 or ~~CMST~~ 240 (or honors equivalents, ~~:~~ CMST 217 or CMST 247).
   or
2. Taking ~~completion of~~ a course with an ~~(~~OC~~)~~ designation.

(Note: A list of approved courses follows, but it is not included here.)

III. Quantitative Reasoning (QR) (2 courses)

Quantitative and statistical evidence and mathematical and logical reasoning often play critical roles in building arguments and claims to support opinions and actions. ~~In today's world, arguments and claims often rely for support on scientific studies and statistical evidence.~~ Students should therefore possess the mathematical and quantitative

skills needed to evaluate such arguments and claims ~~evidence~~. Students should be able ~~Furthermore, students should possess the skills both~~ to recognize the quantitative dimensions of questions and issues they will encounter in their professional and personal lives. ~~dimension of problems and~~ They also should be able to use mathematical and logical reasoning to formulate and solve problems. ~~the problem~~. ~~Finally, students need strong quantitative skills because they are indispensable in managing everyday life situations.~~

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to identify those aspects of arguments and claims that rely on quantitative evidence and on mathematical or logical reasoning.
2. Students will demonstrate the ability to evaluate the appropriateness of conclusions drawn from quantitative evidence and mathematical or logical reasoning techniques.
3. Students will demonstrate the ability to formulate and solve problems that rely on mathematical or logical reasoning.

This requirement may be completed by either of the following.

1. Taking two mathematics or statistics courses from the list below. (Preferably, these courses would be taken in one of the following pairings: MATH 113 and MATH 115; MATH 123 and MATH 125; MATH 141 and MATH 142; MATH 147 and MATH 148; MATH 151 and MATH 152; MATH 125, MATH 141 or MATH 147 and STAT 201 or STAT 207; MATH 115 and MATH 123 or MATH 125 or MATH 202.)
   or
2. Taking one mathematics course from the list below and one course designated in the undergraduate catalog as having a quantitative component (QR). The course designated as having a quantitative component may be within the student's major or an elective.

(Note: A list of approved courses follows, but it is not included here.)

B. For Developing Broadened Perspectives

~~**I. Natural Sciences (2 courses)**~~
~~As science and technology come to play an increasingly important role in contemporary life, it is essential for all educated persons to have a fundamental understanding of science and its methods. All students should be familiar with one or more scientific disciplines and the role of science in contemporary society. Such familiarity may be gained through acquisition of knowledge of a discipline's basic vocabulary, chief discoveries, and fundamental principles; exposure to a discipline's experimental techniques; and the ability to analyze issues with scientific dimensions. This requirement is satisfied by taking two courses from the approved list. At least one of the courses must have a laboratory.~~

I. ~~II.~~ Arts and Humanities (AH) (2 courses)

"What does it mean to be human?" In attempting to answer this question, people have produced—and continue to produce—culturally and historically significant works. The study and critical interpretation of such works and their creators not only enriches students' lives but also helps students understand their own and others' answers to this enduring question.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to identify and describe prominent works, figures, *and/or* schools of thought in the arts and humanities.
2. Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, *and/or* schools of thought in the arts and humanities.
3. Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.

~~To live well in the present, one must have an acquaintance with the past, especially with the cultural achievements that are the distinctive hallmarks of all human societies. An appreciation of art, music, theater, literature, and philosophy will not only enrich the lives of students, but it will also help them understand their own and other's aspirations, both in a historical and a contemporary context.~~ This requirement is satisfied by taking two courses from the approved AH list ~~below~~.

(Note: A list of approved courses follows, but it is not included here.)

~~**III. Social Sciences (2 courses)**~~

~~The goal of the social sciences is to help us understand the way that we live, especially the relation between the individual and the group, sometimes from an historical but often from a contemporary perspective. Vital to the continued health and success of our society is an understanding of the complex individual, political, and social dynamics that make up the modern world. Students should not only have knowledge of the principal concerns of the social sciences, but they should also understand the methods by which social scientists collect and evaluate knowledge. This requirement is satisfied by taking two courses from the following list.~~

II. ~~IV.~~ Cultures and Civilizations (CC) (2 courses)

Deepening understanding of one's own cultures and traditions requires stepping back to see how and why individuals and societies are both similar and different. Contextualizing beliefs about global events, ideas, and social practices provides students with the tools they need to understand historical, social, linguistic, and/or cultural similarities and differences.

Courses in this area are expected to produce the following outcome for students:

1. Students will demonstrate understanding of appropriate disciplinary vocabulary, or competency in reading and speaking a language other than English.
2. Students will demonstrate the ability to identify those aspects of social and cultural behaviors and ideas that change and those that stay the same across different times and places.

~~Developing an appreciation of linguistic, historical, and cultural diversity through the study of multiple languages or cultures improves the ability of students to function effectively in our global community. Studying a second language and its cultural and historical context can also provide a foundation for lifelong learning about other cultures and civilizations.~~ This requirement ~~is~~ may be satisfied in one of the following ways:

1. ~~t~~Taking two courses from the approved CC ~~following~~ list.
   or
2. ~~t~~Taking a two-course sequence in a foreign language at the intermediate level.
   or
3. ~~t~~Taking a six-hour intensive foreign language course at the intermediate level.

(Note: A list of approved courses follows, but it is not included here.)

III. Natural Sciences (NS) (2 courses)

Over time, advances in science and technology have shaped our understanding of the world and our place in it. All students should be familiar with the fundamental principles and chief discoveries of one or more scientific disciplines, the role and relevance of science in contemporary society, and should be able to use scientific knowledge and methods to answer questions about natural phenomena and analyze contemporary issues.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to describe fundamental principles and chief discoveries through appropriate use of the basic vocabulary of a course's discipline.
2. Students will demonstrate the ability to identify the scientific dimensions of contemporary issues.
3. Students will demonstrate the ability to use experimental techniques to answer questions and test hypotheses.

This requirement is satisfied by taking two courses from the approved NS list. At least one of the courses must have a laboratory.

(Note: A list of approved courses follows, but it is not included here.)

IV. Social Sciences (SS) (2 courses)

Why do people – individually and collectively – do what they do? Answering this question allows us to better understand ourselves, make better decisions, and promote the health and success of individuals and groups. The ability to answer this question requires gaining knowledge about individual and group behavior and political and social systems, as well as understanding the methods by which social scientists collect, create, and evaluate such knowledge.

Courses in this area are expected to produce the following outcomes for students:

1. Students will identify and critique claims about human behavior and the dynamics of individual, political, and social issues.
2. Students will demonstrate knowledge of appropriate and ethical methods, technologies, and data that social scientists use to investigate and describe the human condition.

This requirement is satisfied by taking two courses from the approved SS list.

(Note: A list of approved courses follows, but it is not included here.)

Notes

1. Some courses on the various General Education course lists may have prerequisites. Students are responsible for meeting all course prerequisites.
2. A student's college/program may require specific General Education courses.

3. General Education courses must be taken for a letter grade (i.e., A-F) rather than Satisfactory/No Credit (unless this is the only way the course is offered).
4. The Office of Disability Services (ODS) is committed to providing equal opportunities for students with disabilities at the University of Tennessee. Appropriate accommodations will be made to enable persons with disabilities to satisfy the General Education requirements. Students with documented disabilities should contact the Office of Disability Services for assistance with appropriate accommodations at (865) 974-6087 or ods@tennessee.edu.
5. Subcommittees of the Undergraduate Council General Education Committee are charged with management of the courses to be included on the General Education course lists for the Basic Skills and Broadened Perspectives areas. The most current list of General Education courses is posted at http://web.utk.edu/~ugcouncl.

Rationale: Edits to text and format changes are designed to clarify general education requirements.

STUDENT ASSESSMENT OF INSTRUCTION (SAIS) WORKING COMMITTEE

UT SAIS Task Force 2014-2015
SUMMARY

The University Community has had an ongoing conversation concerning the end-of-course (EOC) student evaluation survey (currently SAIS) as it fits with UT faculty and student culture, practices, and needs. In the past two years, several committees have addressed issues of course evaluation. A Task Force on Teaching, formed in 2013-2014, considered the SAIS as part of their charge to examine all aspects of the evaluation of teaching at UT. An SAIS Task Force, formed in 2013-2014, examined the SAIS in the context of surveys used by research universities around the country and companies providing evaluation software.

The 2014-2015 SAIS Task Force was formed by the Provost, on recommendation from last year's committee, to revise the SAIS questionnaire and delivery system. Specifically, this group was asked to recommend a more streamlined and customizable EOC survey form in response to student and faculty complaints, as well as the findings of the previous committees.

The committee met in the fall on a bi-weekly basis and addressed the concerns and recommendations of the previous committee, reviewed research on EOCs and examined the practices of other research institutions. The committee also examined all of the SAIS questions on the basis of the research on EOC questionnaires. In the spring, the committee has met weekly, adopting a research-based model for EOC's and creating and revising questions on the basis of the research and the advice of experts in assessment.

The chair wishes to extend her thank you to the committee members for their work, which was extensive, and for the commitment that they have shown on behalf of the UT community. The group has worked diligently, serving to help the university move forward to a better system of course evaluation. Much of the work of the committee has been beyond that required of typical committees - the members have worked to create a literature review, assess company software, and to create a model through their own original research. Through the committee's hard work, the process of validating a new survey is already underway.

The committee has produced several products, including:

- Working assumptions regarding the needs of UT for a course evaluation system
- Literature review
- Recommendations for an evaluation software system, including items for an RFP
- Benchmarking on the practices of other research universities
- Close consideration of the forms, and all the questions within, of the current SAIS survey (over 100 individual questions which were rated by committee in a Qualtrics survey on the TennTLC account). Results available on request.
- A research-based model construct for a new course evaluation
- A multi-tiered structure for core, unit, and instructor questions
- Options for response scales
- Finalization - for review - of a core set of questions
- Draft proposal for a validity and reliability study (several steps already underway, given the work listed above)
- Discussion piece on policies and procedural questions
- Recommendations for an OIRA informational web page
- Recommendations from Dr. Skolits and the committee regarding the piloting study

RESEARCH
The committee's work was researched based, not only in the use of a construct by Marsh (1993, 1997), but also research into "end-of-course" evaluations, including the ebook The Effective Evaluation of Teaching. For further references, see the attached list.

SURVEY CONSTRUCTION
The committee uses a research construct created by Marsh and Roche that was instrumental in the development of the SEEQ: Student Evaluation of Educational Quality. The SEEQ is used worldwide to evaluate teaching on the university level. Because the SEEQ instrument contains the same number of questions as the current SAIS instruments, and there was a distinct charge to streamline the survey, the decision was made by the committee to use Marsh and Roche's construct to develop a set of core questions to be used at UT.

Marsh's 9 Factors in student evaluation of teaching	Construct
Rapport/Enthusiasm for Subject	The perceived ability of the instructor to reach out and connect with students. The perceived level of availability of the instructor beyond regularly scheduled meeting times.
Breadth of Coverage Course Delivery Organization/Clarity Grading (feedback) Course Resources	Course dimensions – The perceived organization and effectiveness of the course as delivered.
Group Interaction	The perceived opportunity for student-to-student to practice or actively engage course content.
Learning/Value	The perceived opportunity for student to practice or actively engage course content. The perceived level of value of the course experience
Workload/Difficulty	The perceived level of academic challenge the course presented to the student.

In addition to the core questions, there will also be a small subset of questions for particular types of course, e.g. labs, discussion sessions, online, studio/performance. College and departmental level questions and individual instructor questions will also be an option.

Core questions, each with an open ended comment box.
↓
Subset of questions for online, labs, discussion sessions, studio and/or performance sessions.
↓
Departmental questions
↓
Instructor questions (only reported to the instructor)
↓
Background information - student level, grade expected, is course in or out of major, etc. (Similar to current SAIS questions.)

FEEDBACK

Input from the university community is an important part of this process.

REVIEW OF FACULTY SENATE'S STANDING COMMITTEES

March 24, 2015

RE: Review of Faculty Senate's Standing Committees

As our council's representative on the UT Faculty Senate Executive Council, one of the items in discussion concerns ways to improve the effectiveness and efficiency of the senate, including a review of the descriptions of the standing committees in the bylaws to see if they can be improved. Therefore, here are some questions you might consider in regard to the Undergraduate Council committee's description in section III.2 of the Senate Bylaws that are attached (pp. 14-15, highlighted in yellow). We will also be talking about this at the final meeting of the year, but I would like to solicit any input you might have prior to the meeting to guide discussions. Thank you for reading the bylaw descriptions and attending to the following questions.

(1) Should our committee's responsibilities be revised? Are there concerns that should be in the purview of your committee but are not? Or would some of your functions be accomplished better by another committee? Or not at all? Should our committee be split or merged with another?

(2) Is our committee too large?

(3) What should be the length of terms for the chair and members? How do we manage continuity from year to year?

(4) Consider the composition of the committee. Who should be ex officio members? What, if any, restrictions should be placed on committee membership (e.g., tenured, tenure-track, non-tenure-track, rank) in order to fulfill its purpose well. Should there be restrictions on who can chair the committee?

(5) Can we use technology (e.g., Skype, ZOOM, conference calls, Blackboard Collaborate) to improve attendance at meetings? Would shared document editing (e.g., via Google Docs or Sharepoint) improve our effectiveness?

Thank you for your attention to this matter.



Michael J. Palenchar
Undergraduate Council Chair
Associate Professor
School of Advertising and Public Relations
College of Communication and Information

Bylaws
Faculty Senate of The University of Tennessee, Knoxville

Revised [February 18, 2014]

ARTICLE III. Councils and Committees.

Section 2. Standing Councils and Committees. The standing councils and committees of the Faculty Senate are listed and described below.

L. Undergraduate Council. Voting membership shall consist of representatives chosen for three-year terms from the schools and colleges of the university granting baccalaureate degrees, one member of the ROTC faculty, and four students designated by the Undergraduate Academic Council. Members shall be chosen in the spring term for terms to commence at the start of the next fall term. Representatives shall be apportioned among the baccalaureate degree-granting units according to the number of degrees granted during the prior academic year, using the following table:

Baccalaureate Degrees Granted	Total Undergraduate Council
1 – 300	1
301 – 500	2
501 – 700	3
701 – 900	4
901 – 1100	5
1101 – 1300	6
1301 – 1500	7
1501 – 1700	8
1701 – 1900	9

In the College of Arts and Sciences, representatives shall be apportioned among the divisions of Social Sciences, Humanities, and Natural Sciences. Members must (1) hold full-time or continuing part-time appointment with the rank, or equivalent rank, of lecturer, clinical instructor, assistant professor or higher and (2) perform academic duties consisting of at least half-time teaching, research, service or departmental administration. Ex-officio members shall be the Assistant Provost for Enrollment Services, a representative of Outreach and Continuing Education, the Dean of Libraries, the Director of the Center for International Education, the Director of the Chancellor's Honors Program, and the Director of the Tennessee Teaching and Learning Center, or their respective designees. In addition, the administrative officer having primary responsibility for undergraduate curriculum in each school or college shall serve as an ex-officio member of the Undergraduate Council if that person is not a school or college representative. The chairperson of the Undergraduate Council (known as the Chair) shall be a faculty member from the Undergraduate Council elected for a one-year term, following a one-year term as Vice Chair, by voting members of the Undergraduate Council. The election of the Chair will take place at the last meeting of the spring semester.

The Undergraduate Council shall concern itself with standards for admission, retention, and graduation; with curricular matters in the undergraduate programs; with the development of interdisciplinary programs; with the approval of new programs and any other matters of educational policy pertaining to undergraduate programs. Its structure and activities are governed by its Operating Guidelines, which are adopted and amended by the membership of the Undergraduate Council and include rules consistent with these Bylaws.
The Undergraduate Council shall report its actions for approval to the Executive Council. The agenda, a summary of substantive actions taken, and the minutes of the Undergraduate Council meetings will be distributed or made available electronically to all senators at least five business days prior to the next Faculty Senate meeting. Implementation of actions taken by the Undergraduate Council follows approval of the minutes of the Undergraduate Council meeting at which the actions were approved by the Undergraduate Council. Any curricular change may be reopened for review and its implementation delayed at the will of the Executive Council or the full Faculty Senate.

2015-2016 UNDERGRADUATE COUNCIL AND COMMITTEES MEETING SCHEDULE

2015-16 UG COUNCIL AND COMMITTEE MEETING SCHEDULE			
Date		**Time**	**Location***
Academic Policy Committee			
Wednesday	September 2, 2015	1:30pm	Arena Dining, Room A
Wednesday	September 30, 2015	1:30pm	Arena Dining, Room A

Wednesday	November 4, 2015	1:30pm	Arena Dining, Room A
Wednesday	December 2, 2015	1:30pm	Arena Dining, Room A
Wednesday	January 13, 2016	1:30pm	Arena Dining, Room A
Wednesday	February 3, 2016	1:30pm	Arena Dining, Room A
Wednesday	March 2, 2016	1:30pm	Arena Dining, Room A
Advising Committee			
Tuesday	September 15, 2015	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	October 13, 2015	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	November 10, 2015	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	December 8, 2015	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	January 12, 2016	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	February 9, 2016	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	March 8, 2016	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	April 5, 2016	3:30pm	Black Cultural Center, Multipurpose Room
Appeals Committee			
TBA	TBA	TBA	TBA
Associate Deans Group			
Wednesday	September 16, 2015	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	October 14, 2015	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	November 18, 2015	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	December 16, 2015	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	January20, 2016	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	February 17, 2016	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	March 23, 2016	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	April 20, 2016	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	May 18, 2016	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	June 15, 2016	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	July 20, 2016	1:00pm	4th floor conference room, Andy Holt Tower
Curriculum Committee			
Tuesday	August 25, 2015	3:45pm	4th floor conference room, Andy Holt Tower
Tuesday	October 6, 2015	3:45pm	4th floor conference room, Andy Holt Tower
Tuesday	January 12, 2016	**2:00pm**	Arena Dining, Room A
Tuesday	March 22, 2016	3:45pm	4th floor conference room, Andy Holt Tower
General Education Committee			
Wednesday	September 9, 2015	8:30am	University Center, Room 237
Wednesday	October 7, 2015	8:30am	University Center, Room 237
Wednesday	December 9, 2015	8:30am	University Center, Room 237
Wednesday	January 13, 2016	8:30am	University Center, Room 237
Wednesday	February 10, 2016	8:30am	University Center, Room 237
Wednesday	March 9, 2016	8:30am	University Center, Room 237
Undergraduate Council			
Tuesday	September 8, 2015	3:40pm	Black Cultural Center, Multipurpose Room
Tuesday	October 20, 2015	3:40pm	Black Cultural Center, Multipurpose Room
Tuesday	January 26, 2016	3:40pm	Black Cultural Center, Multipurpose Room
Tuesday	February 23, 2016	3:40pm	Black Cultural Center, Multipurpose Room
Tuesday	April 12, 2016	3:40pm	Black Cultural Center, Multipurpose Room

*Locations have not yet been reserved. The General Education Committee will be changing their location due to the construction that will make the University Center unavailable during the 2015-2016 academic year.

NOTE: We recognize that some of the January meetings are scheduled during the first week of classes. Unfortunately, this was necessary in order to complete the Council's approval of curriculum changes in time for the Faculty Senate to act on those changes at their meeting on the first Monday of February.

ELECTION OF 2015-2016 UNDERGRADUATE COUNCIL VICE CHAIR

April 9, 2015

RE: Nominations for Undergraduate Council Vice Chair 2015-2016

At the final meeting of the Undergraduate Council for this academic year we are required to nominate and elect a new vice chair who will also serve as incoming chair for 2015-2016, and then chair of the Council for 2016-2017. Any current faculty member of the Council is eligible to be a candidate for Vice Chair. If anyone is interested in a self-nomination or nominating someone else, please contact me (mpalench@utk.edu).

Following tradition of the Council for the current Chair to nominate a candidate, it is my pleasure to nominate Associate Professor Katherine Ambroziak, College of Architecture and Design. Katherine has served on the Council for several years and is currently the chair of the Curriculum Committee. The following is her bio:

Katherine Bambrick Ambroziak received her Masters of Architecture degree from Princeton University and her Bachelor of Science in Architecture from the University of Virginia. Her research examines how designers and users become conscious of their built and natural environment and what this may mean to the generation of healthy perceptions and memory. She focuses on spatial theory related to sensory response and body perception, ritual theory, and contemporary memorial theory. A licensed architect in the State of Tennessee, she is active in community engagement as both an academic and civic pursuit. Since 2009, she has served as the primary designer and coordinator of the Odd Fellows Cemetery and Potters Field Rehabilitation Project, a conservation and rehabilitation initiative that aims to educate and support the communities of East Knoxville through the design and future implementation of a sustainable memorial landscape. More recently she has been involved in the cross-disciplinary engaged learning Appalachia Community Health and Disaster Readiness Project and the university's Smart Communities Initiative. Since 2006 Katherine has been a member of her own department's curriculum committee and has served a three-year term as a member of Faculty Senate. In 2012 she joined both Undergraduate Council and the University Undergraduate Curriculum Committee, the latter of which she currently chairs.

Thank you.



Michael J. Palenchar
Undergraduate Council Chair
Associate Professor
School of Advertising and Public Relations
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