

**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
September 10, 2019**

Leadership and Elected Members present: Chair Anthony Welch, Vice Chair Cheryl Kojima, Past Chair Robert Mindrup, Brian Ambroziak, Ken Baker, Mark Barker, John Bell (by proxy George Drinnon), Richard Bennett, Jamie Coble, Sarah Colby (by proxy Marsha Spence), Erin Darby, Kim Denton, Joanne Devlin, Daniel Magilow, Chris Magra, Lindsay Mahony, Harrison Meadows, Christine Nattrass, Charlie Parker (by proxy Cheryl Kojima), Phillip Stokes, Kathleen Thompson, Amanda Warren, Emma Willcox, and Angela Wozencroft.

Ex-Officio Members present: Katherine Ambroziak, Chuck Collins, George Drinnon, Jeff Fairbrother (represented by Katie Kavanagh), Timothy Hulse, Chris Lavan, Roberta Lavin, Robert Mindrup, Barbara Murphy, Noah Rost, and Teresa Walker.

Student Members present: Emma Boyle, Isaac Holt (by proxy Paige Shimer), and Paige Shimer

Others present: Mary Beth Burlison, Ryan Carter, R.J. Hinde, Kayla Jones, Doug Renalds, Molly Sullivan, and Stephanie Workman.

Welcome and Call to order: The meeting was called to order at 3:40 pm by Anthony Welch, Chair.

Committee Reports (See attached reports)

- **Academic Policy (Joanne Devlin)**

- The Academic Policy Committee presented a proposal to accept blocks of general education from the locally-governed institutions (LGIs) that were previously under the Tennessee Board of Regents system (TBR). This policy will allow UT to treat transfer students from the LGIs in the same way as they were treated when these institutions were part of TBR. The Council approved the proposal without opposition.
- The Committee presented a proposal to allow students who drop mutual corequisites (but not one-way corequisites) to use a single W. The proposal included glossary entries to clearly define mutual corequisites. The Council approved the proposal without opposition.
- The Committee proposed catalog language to explain graduation honors for students in the Audiology and Speech Pathology dual degree program that is governed by a Memorandum of Understanding (MOU) between the University of Tennessee, Knoxville (UTK) and the University of Tennessee Health Science Center (UTHSC). This is not a change in policy, but simply the addition of catalog text to explain the policy approved in the MOU. The Council approved the proposal without opposition.
- The Committee proposed revising policies that apply to incoming transfer students and appear on the website but not in the academic catalog. These policies will (1) allow for institutionally-calculated grade point averages rather than the current practice of hand-calculation which does not give students the benefit of their prior institution's grade replacement policies and (2) extend to out-of-state students UT's guaranteed transfer admissions program for high-ability students with associate's degrees as well as extending the variety of associate's degrees from other states to match recently approved in-state associate's degrees. The Council approved the proposal without opposition.

- **Advising (Margie Russell)**

The Chair of the Advising Committee was unable to attend this meeting of the Council. That report, which only included informational items, will be held for the next meeting of the Council.

- **Curriculum (Chris Magra)**

The Curriculum Committee presented the following proposals:

- **Corrections to the 2019-2020 catalog**
The Committee proposed several minor corrections to the 2019-2020 undergraduate catalog. The Council approved the proposal without opposition.

- Curricular changes effective fall 2020
The Committee proposed several minor changes to Air Force Aerospace Studies under the Reserve Officers Training Corps (ROTC). There were typographical errors in the submission, which left out the Roman numerals after the Leadership Laboratory courses. These typos have been corrected in the attachments. The Council approved the proposal without opposition.
- Recommendation to standardize language within the undergraduate catalog
The Committee recommends using lower- or upper-division rather than lower- or upper-level and to reserve the word *level* for use with numbers as in 100-level, 200-level, etc. The Council approved the proposal without opposition.
- Updates to the Committee's Experience Learning guidelines
The EL Subcommittees proposed the addition of a process for re-evaluating EL-designated courses over a five-year period to ensure approved courses continue to meet the corresponding designation's criteria. The Council approved the proposal without opposition.

Informational items included the following:

- Several departments have added or revised their credits by exam.
- The name of the Center for International Education has been changed to the Center for Global Engagement to better align with the Center's mission statement.

These did not require approval by the Council.

- **General Education (Barb Murphy)**

The General Education Committee shared several informational items focusing mainly on the implementation of the new Vol Core general education curriculum as well as the Vol Core assessment process, which is still under development.

These items did not require approval by the Council.

Adjournment: Anthony Welch adjourned the meeting at 4:15 pm.

Next regularly scheduled meeting: Tuesday, October 15, 2019, at 3:40 pm in the Frieson Black Cultural Center Multipurpose Room.

Approval of minutes: These minutes were certified correct via email on September 23, 2019.

Minutes submitted by: Molly Sullivan

ACADEMIC POLICY COMMITTEE

**The University of Tennessee, Knoxville
Academic Policy Committee
Minutes of the Meeting
August 28, 2019**

Call to order: A regularly scheduled meeting of the Academic Policy Committee was held in the Eighth Floor Conference Room (832), Andy Holt Tower, on August 28, 2019. The meeting was called to order at 1:31 p.m. by Joanne Devlin, Chair.

Members present: Joanne Devlin (Chair), Jamie Coble, Sarah Colby, Charlie Parker, Phillip Stokes, Ozlem Kilic (by proxy Margie Russell), Margie Russell, Janet Schmitt, and Karen Sullivan-Vance

Others present: Katherine Ambroziak, Mary Beth Burlison, Ryan Carter, Alison Connor, Wendolyn Davis, Heather Hartman, R.J. Hinde, Brent Lamons, Missy Parker, Jana Spitzer, Molly Sullivan, and Anthony Welch

Proposals (See attached):

- **Proposal to revise transfer policy**
When the six locally-governed institutions (LGIs) were part of the Tennessee Board of Regents system (TBR), students from LGIs were covered by our transfer policy for TBR students. Once the LGIs were removed from the TBR system by the FOCUS Act, these students were no longer covered. This revision restores that transfer policy to these students. The policy was approved without opposition after a minor change to the text. The attachment has been updated to reflect that change. This policy will go into effect after being approved by the Undergraduate Council and the Faculty Senate and will appear in the 2020-2021 academic catalog. Implementation details are not yet complete, but approval of the policy allows UTK to be a leader in the collaboration between UT and LGIs on behalf of students who transfer from one institution to another.
- **Proposal to revise maximum course drop policy**
The Associate Deans recommended that students dropping mutual corequisites (but not one-way corequisites) should use a single W for these courses. The policy, with accompanying definitions for the catalog's glossary, was approved without opposition. It will go into effect after being approved by the Undergraduate Council and the Faculty Senate and will appear in the 2020-2021 academic catalog. Implementation details will be worked out to help both students and advisors track this type of multi-course withdrawal.
- **Proposal to revise honors at graduation policy**
Catalog text to define the cumulative average for students in the Audiology and Speech Pathology 3+1 dual degree program was proposed. The definition conforms to the agreement between the University of Tennessee, Knoxville (UTK) and the University of Tennessee Health Science Center (UTHSC) as described in the Memorandum of Understanding (MOU) and its accompanying addendum. This GPA calculation is already being used under the MOU, and this proposal puts the corresponding text into the academic catalog. This proposal was approved without opposition.
- **Proposal to revise the transfer admissions requirements for the website**
Proposals to revise policies that apply to incoming transfer students and appear on the UTK website but not in the academic catalog were approved after edits that are reflected in the attachment. These policies are designed to better serve transfer students. The policies will go into effect after being approved by the Undergraduate Council and the Faculty Senate.

Adjournment: The meeting was adjourned at 2:24 p.m.

Approval of Minutes: These minutes were certified correct via email on September 3, 2019.

Minutes submitted by: Molly Sullivan

REVISE TRANSFER POLICY

ADMISSION TO THE UNIVERSITY

Students Applying for Transfer Prior to Degree Completion

A transfer applicant is a student who has earned college-level credit at a postsecondary institution following high school graduation (excludes dual enrollment, advanced placement, CLEP, and similar credit). High school graduates who earn summer credit prior to their first fall term of enrollment are still considered first-time freshmen.

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

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

Transfer students who complete a minimum of 45 transferrable credit hours prior to matriculation at UT Knoxville and earn an associate degree through the Tennessee Reverse Transfer Program will have fulfilled the general education requirements established by the faculty at UT Knoxville. This policy does not apply to completion of an Associate of Applied Science degree.

Rationale: When the six locally-governed institutions (LGIs) such as East Tennessee State University, Middle Tennessee State University, etc. were part of the Tennessee Board of Regents system (TBR), transfer students from these institutions were covered by our policy accepting "chunks" of General Education that they completed at their first institution. Once the LGIs were removed from the TBR system by the FOCUS Act, these students were no longer covered by the policy. This would allow us to resume treating these students the way they used to be treated.

REVISE MAXIMUM DROP POLICY AND GLOSSARY ENTRY

ACADEMIC POLICIES AND PROCEDURES

ENROLLMENT

Dropping classes: Additional regulations

The following are additional regulations related to dropping individual full term fall and spring classes after the tenth calendar day of the term, or dropping individual single session fall and spring classes after the eighth calendar day of the session:

- Students are allowed four individual class drops during their academic career (until a first bachelor's degree is earned). If dropping a course results in a mandatory drop of another course or courses due to a mutual corequisite relationship, these drops together will be counted as only one of the four class drops.

- Former students holding a bachelor's degree from UTK or any other regionally accredited institution of higher learning who return to pursue a second bachelor's degree are allowed four additional individual class drops.
- Students pursuing more than one major or degree simultaneously are not allowed additional drops beyond the four individual class drops.
- Total withdrawal from a term (dropping all courses) does not impact a student's four allowed individual class drops.
- The W grade is not computed in the grade point average.
- Classes may be dropped using MyUTK (<https://myutk.utk.edu/>).

GLOSSARY

Corequisite. Specific conditions, requirements, or courses that support the learning in a different course and that must be attempted at the same time as the other course, or completed prior to enrollment in the other course. If Course A has Course B as a corequisite, then a student who is simultaneously registered for both courses and drops Course B must obtain the permission of the department offering Course A in order to remain registered in Course A. See also Mutual Corequisite.

Mutual Corequisite. Two or more specific conditions, requirements, or courses that must ordinarily be attempted in the same term because of integrated or mutually dependent learning objectives. Course A and Course B are mutual corequisites if Course A has Course B as a corequisite and Course B has Course A as a corequisite. If Course A and Course B are mutual corequisites, a student who drops Course A and is forced to also drop Course B can use one of their four allowed W grades to drop both courses simultaneously.

Rationale: The Associate Deans recommend that students dropping mutual corequisites (but not one-way corequisites) should use a single W for these courses.

REVISE GRADUATION HONORS POLICY

ACADEMIC POLICIES AND PROCEDURES

GENERAL REQUIREMENTS FOR A BACHELOR'S DEGREE

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 degrees 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 (including any graduate coursework) at the end of the graduation semester. The cumulative average for students in the Audiology and Speech Pathology Dual Degree Program will be determined by combining coursework at both the University of Tennessee Health Science Center and the University of Tennessee, Knoxville.

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

Rationale: This language is needed to define the cumulative average for students in the dual degree program between UTHSC and UTK to match the policy in the approved addendum to the MOU between the two units.

REVISE TRANSFER ADMISSIONS REQUIREMENTS

(for use on the website, but not included in the catalog)

The appointment of a director for UTK's Transfer Center has afforded the institution the opportunity to review, benchmark, and update some policies and procedures related to transfer admissions. This document summarizes two recommended changes to transfer admissions policies and procedures that grow out of this review and benchmarking process.

First item: Update the general transfer admissions web page to reflect use of a transfer applicant's **institutionally-calculated** GPA rather than a **hand-calculated** transfer GPA for admissions.

Rationale: Many institutions (including UTK) have a grade-replacement policy that allows students to replace a limited number of poor grades in the calculation of their cumulative GPA by repeating courses a second time. Using a hand-calculated transfer GPA treats transfer students differently from first-time UTK students by depriving the transfer students of the ability to use their first institution's grade-replacement policy. It also adds considerable time and effort to the task of preparing a transfer applicant's file for holistic review. Neither UT Chattanooga nor UT Martin hand-calculates applicants' transfer GPA. Only four of the 14 Big 10 institutions do so.

Current text:

Applications are reviewed holistically on factors such as a student's transfer GPA, personal statement, and intended major field of study.

Transfer applicants must have a minimum 2.0 grade point average (on a four-point scale) in college credit courses eligible for transfer credit. All the grades you earned in transferable courses, including Ds, Fs, and WFs, from every college you have attended will be calculated into UT's admissibility GPA. If a course is repeated, both grades are used.

New text:

UT Undergraduate Admissions utilizes a holistic application review considering all parts of the transfer student's academic record. All grades earned in transferable academic-level coursework from every regionally accredited college attended will be considered in determining admissibility.

UT is committed to reviewing all transfer applications for admission. Transfer applicants should have a minimum cumulative 2.0 grade point average (on a 4.0 scale) in transferable academic-level coursework. Students are encouraged to include personal statements and any other documentation students feel will strengthen their application in addition to their academic coursework.

Second item: Extend to out-of-state students the university's guaranteed transfer admissions program for high-ability students with associates degrees, and extend the variety of associates degrees that qualify students for the guaranteed admissions program.

Rationale: There is no evidence that the curricula of Tennessee community colleges are substantially more rigorous than the curricula of other community colleges, so there seems to be no reason to privilege Tennessee community colleges in the guaranteed transfer admissions program. Because we have already extended our policy regarding General Education completion to include students who have received an Associates of Fine Arts or an Associates of Science in Teaching degree from a Tennessee community college, it makes sense to include these other associates degree types in our guaranteed transfer admissions program as well.

Current text:

Students who earn an Associates of Arts or Science from one of Tennessee's community colleges and have a 3.0 UT calculated transfer GPA are guaranteed admission to non-competitive majors at the University of Tennessee.

Students applying to competitive majors such as Engineering, Nursing, Architecture, or Kinesiology must meet all prerequisite requirements and be reviewed by the department before an offer of admission can be made.

Students who have a UT transfer GPA of less than 3.0, have not earned an associates degree, or have earned an Associates of Applied Science will be reviewed through our holistic admissions process. Each year we admit students with a wide range of GPAs by reviewing their recent course work, personal statements, and any other documentation students feel will strengthen their application.

New text:

Students who earn an Associates of Arts (AA), Associates of Science (AS), Associates of Fine Arts (AFA) or an Associates of Science in Teaching (AST) from a regionally accredited community college and have a minimum cumulative 3.0 GPA (on a 4.0 scale) in transferable academic-level coursework are guaranteed admission to non-competitive majors at the University of Tennessee, Knoxville.

Students applying to competitive majors such as Engineering, Nursing, Architecture, ~~or~~ Kinesiology, or Teacher Preparation Program must meet all prerequisite requirements and be reviewed by the department before an offer of admission can be made.

UT Undergraduate Admissions utilizes a holistic application review considering all parts of the transfer student's academic record. This includes the applications of students who have a cumulative transfer GPA of less than 3.0, have not earned an associate's degree, or have earned an Associates of Applied Science (AAS). UT is committed to reviewing all transfer applications for admission. Students are encouraged to include personal statements and any other documentation students feel will strengthen their application in addition to their academic coursework.

CURRICULUM COMMITTEE

The University of Tennessee, Knoxville Curriculum Committee Minutes of the Meeting August 27, 2019

Call to Order: A regular meeting of the Curriculum Committee was held on August 27, 2019, in the Mary Greer Room (258) of Hodges Library. The meeting was called to order at 3:45 p.m. by Chris Magra, Chair.

Voting Members present: Chris Magra, Chair, Brian Ambroziak, Katherine Ambroziak (by proxy Brian Ambroziak), Mark Barker, Kim Denton, George Drinnon, Jeff Fairbrother (by proxy Katie Kavanagh), Lindsay Mahony (by proxy George Drinnon), Christine Nattrass, John Stier (by proxy Cheryl Kojima), Erin Whiteside, Emma Willcox, and Angela Wozencroft

Others present: Mary Beth Burlison, Missy Parker (on behalf of Chuck Collins), Alison Connor, Cheryl Kojima, Chris Lavan, Molly Sullivan, and Anthony Welch

Overview of New Volunteer Core General Education Curriculum

Chris Magra gave a brief overview of the Vol Core general education curriculum, which takes effect in fall 2021. His focus was mainly on the interconnections between the Curriculum Committee, which approves

new courses as well as changes to programs, and the General Education Committee, which will determine whether courses meet the criteria for a particular Vol Core category. The work of each committee and their corresponding subcommittees is vital to the implementation of the Vol Core.

Corrections to Previous Curricular Proposals

- Herbert College of Agriculture had a low-impact correction, which was approved without opposition.
- College of Architecture and Design announced that their new School of Design has been approved by THEC. This was informational and did not require action by the Committee.
- College of Arts and Sciences had low-impact corrections, which were approved without opposition after minor edits.
- Haslam College of Business had low-impact corrections, which were approved without opposition.
- College of Communication and Information had low-impact corrections. The first was approved without opposition and is shown in the attachments to these minutes. No action was taken on the second item, which has been removed from the attachments, because the Committee had questions that could not be answered during the meeting. Clarification will be sought from the department and the item will be added to the agenda of the next meeting of this Committee.
- College of Education, Health, and Human Sciences had low-impact corrections, which were approved without opposition after the correction of a typographical error.
- Tickle College of Engineering had a low-impact correction, which was approved without opposition.

Curricular Revisions Effective Fall 2020

- Reserve Officers Training Corps had low-impact changes to several courses. These were approved without opposition after the correction of a typographical error within the rationales. (This correction is reflected in the attachment.)

Other Business

- **Recommendation to Standardize Catalog Language**
The Committee suggested standardizing language within the undergraduate catalog by using lower- or upper-*division* rather than lower- or upper-*level* because transfer courses are referred to as LD (lower-division) or UD (upper-division). A suggestion was made that *level* be reserved for use with numbers, as in 100-level, 200-level, etc. The proposal to make this recommendation was approved without opposition.
- **Experience Learning Subcommittee Guidelines**
The EL Subcommittees proposed an update to their guidelines to incorporate a process to ensure approved courses continue to meet the criteria of their designation. The proposal was approved without opposition after one revision, which is highlighted in yellow on the attachment to these minutes.
- **Informational Items from the Undergraduate Admissions Transfer Center**
The Assistant Director of Articulation and Transfer Operations, in cooperation with the content experts in each subject, submitted additions and revisions to credits by exam. These are informational and did not require action by this Committee, because the university has determined that the responsibility for determining the appropriate credit for these exams lies with the content experts within the corresponding departments.
- **Informational Items from the University Registrar**
The University Registrar received notice from the Provost that the name of the Center for International Education has been changed to the Center for Global Engagement to better align with the Center's mission statement. This was informational and did not require action by this Committee.

Adjournment: Chris Magra adjourned the meeting at 4:30 p.m.

Approval of Minutes: These minutes were certified correct via email on September 3, 2019.

Minutes submitted by: Molly Sullivan

Herbert College of Agriculture
Corrections to the 2019-2020 Catalog

Department of Animal Science

Low-
impact:
To
correct

**CORRECTION
REVISE REQUIREMENTS**

Requirements for the Bachelor of Science in Animal Science – Animal Science Major – Pre-Veterinary Medicine Concentration

Term 4 (Stage I)		
ANSC 220	3	Two additional General Education electives*
AREC 201* or ECON 201* or ECON 207*	4	
CHEM 360	3	
CHEM 359	1	
~~CHEM 369~~	~~2~~	
⁵ Cultures and Civilizations Elective*	3	

Rationale: The department updated their program to include the new CHEM 260-269-360-359 course sequence, due to the Department of Chemistry's plan to drop CHEM 369 in fall 2020. The new courses were added, but CHEM 369 was inadvertently left in the uTrack showcase. The revision was made correctly to the Pre-Vet 3+1 program, but overlooked here. This does not result in a change of total hours: students will simply take a higher number of unrestricted electives in term 8, noted on the showcase as 1-6 hours. Impact on other units: None. Chemistry is dropping this course effective fall 2020. Financial impact: None. Students still take the same total hours.

College of Architecture and Design
(update: informational only)

THEC has approved the proposal to create a School of Design within the College of Architecture and Design. The Graphic Design Major and the Industrial Design Minor have been moved into the School of Design, as approved by the Undergraduate Council and the Faculty Senate.



MIKE KRAUSE
Executive Director

BILL LEE
Governor

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
STUDENT ASSISTANCE CORPORATION
PARKWAY TOWERS, SUITE 1900
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July 2, 2019

Dr. Donde Plowman
Chancellor
University of Tennessee, Knoxville
Knoxville, TN 37996-0184

Dear Chancellor Plowman:

Pursuant to THEC Academic Policy A1.3 (*New Academic Units*), the University of Tennessee, Knoxville's request to establish the School of Design within the College of Architecture and Design has been approved.

Best wishes for success with this new academic department.

Sincerely,

Mike Krause

College of Arts and Sciences Corrections to the 2019-2020 Catalog

College of Arts & Sciences College-Wide Requirements: Perspectives

Low-
impact:
To
correct

CORRECTION REVISE REQUIREMENTS

Arts and Humanities

List A – Literature and Philosophical and Religious Thought

AFST 225*; **ARAB 251***; CLAS 221*, CLAS 222*, CLAS 253*, CLAS 254*, CLAS 255*; ENGL 201*, ENGL 202*, ENGL 206*, ENGL 207*, ENGL 208*, ENGL 209*, ENGL 221*, ENGL 222*, ENGL 226*, ENGL 231*, ENGL 232*, ENGL 233*, ENGL 237*, ENGL 238*, ENGL 247*, ENGL 248*, ENGL 251*, ENGL 252*, ENGL 253*, ENGL 254*, ENGL 258*; MEST 225*; PHIL 101*, PHIL 107*, PHIL 200*, PHIL 244*, PHIL 252*; **REST 202***; REST 225*, REST 227*, REST 280*; RUSS 221*, RUSS 222*.

List B – Study or Practice of the Arts

ARCH 111*, ARCH 117*, ARCH 211*, ARCH 212*, ARCH 217*, ARCH 218*; ARTD 150*; ARTH 162*, ARTH 167*, ARTH 172*, ARTH 173*, ARTH 177*, ARTH 178*, ARTH 183*, ARTH 187*; CLAS 232*; ENGL 281*; HSP 258*, HSP 287*; MUCO 110*, MUCO 115*, MUCO 120*, MUCO 125*, **MUCO 210***, MUCO 290*; THEA 100*, THEA 107*; UNHO 257*, UNHO 258*.

Rationale: ARAB 251 and REST 202 were approved for Gen Ed Arts & Humanities for 2019-20 and were not included in an update of the list for Arts & Sciences. MUCO 210 has been on the Arts & Humanities list but was somehow left off the Arts & Sciences list. Arts & Sciences has a

separate list because we divide the courses into two categories and require at least one course from our List A. Impact on other units: None. Financial impact: None – these courses already have the necessary seats available to handle any additional demand

REVISE REQUIREMENTS

Social Sciences

AFST 201*, AFST 202*; AGNR 180*; ANTH 130*, ANTH 137*; AREC 201*, **AREC 270***; BCPP 101*; CFS 210*, CFS 220*; ECON 201*, ECON 207*, ECON 211*, ECON 213*, ECON 217*, ECON 218*; EDPY 210*; GEOG 101*, GEOG 111*, GEOG 121*; HSP 257*, HSP 268*; IARC 200*, IARC 207*; POLS 101*, POLS 102*, POLS 107*; PSYC 110*, PSYC 117*; **PUBH 201***; REST 232*, REST 233*; SOCI 110*, SOCI 120*, SOCI 127*, **SOCI 225***, SOCI 232*; SOWK 250*; UNHO 267*, UNHO 268*; WGS 200*.

Rationale: SOCI 225 was approved for Gen Ed Social Sciences for 2019-20 and was not included in an update of the list for Arts & Sciences. AREC 270 and PUBH 201 have been on the Gen Ed Social Sciences list but were somehow left off the Arts & Sciences list. Impact on other units: None. Financial impact: None – these courses already have the necessary seats available to handle any additional demand (AREC 270 & PUBH 201 have been on an internal list of Social Science courses available for A&S students)

Department of Anthropology

Low-
impact:
To
correct

CORRECTION REVISE REQUIREMENTS

Anthropology Major, BA – Forensic Concentration

Major Requirements Concentration Requirements

Complete:

- **ANTH 480 – Human Osteology**

Select ~~two~~ **three** courses:

- ANTH 306 – Dental Anthropology
- ANTH 472 – Paleopathology
- ~~ANTH 480 – Human Osteology~~
- ANTH 486 – Introduction to Forensic Anthropology

Rationale: This correction was needed to make the major requirements and the uTrack showcase match. Impact on other units: None. Financial impact: None.

Department of Interdisciplinary Programs

Low-
impact:
To
correct

CORRECTION REVISE REQUIREMENTS

Requirements for Interdisciplinary Programs Major – Medieval and Renaissance Studies Concentration

Term 3

Arts and Humanities (List A)*	3	Completion of at least 12 credit hours
Foreign Language or Elective	3	
MRST 201* or MRST 202*	3	
Social Sciences*	3	
¹ Elective	3	
Term 4		
Arts and Humanities (List A or B)*	3	ENGL 102*
Communicating through Writing Elective*	3	MRST 201* or MRST 202*
Foreign Language or Elective	3	
Medieval and Renaissance Studies (foundational course) MRST 202*	3	
¹ Elective	3	
Term 5		
Communicating Orally Elective*	3	Medieval and Renaissance Studies foundational course
Medieval and Renaissance Studies (foundational or upper-division course)	3	
² Connections	6	
¹ Elective	3	
Term 6		
~~Medieval and Renaissance Studies (foundational course)~~	~~3~~	Completion of at least 9 upper-division (300-400) hours
Medieval and Renaissance Studies (upper-division)	9 6	
² Connections	3	
¹ Elective	3	
Term 7		
~~HIEU 314~~	~~3~~	Completion of at least 24 total upper- division (300-400) hours
Medieval and Renaissance Studies (Capstone)	3	
Medieval and Renaissance Studies (upper-division)	9 6	
Global Challenges	3	
Term 8		
Medieval and Renaissance Studies (upper-division)	6 3	Completion of at least 42 total upper- division (300-400) hours
¹ Electives	9 12	
TOTAL (minimum)	120	

Rationale: Revisions to the Medieval and Renaissance Studies concentration requirements were proposed and approved during the 2018-2019 curricular change cycle; however, the updates to the uTrack showcase was inadvertently omitted. These revisions reflect the changes that were approved to the program in January 2019. In addition, minor changes were made to the terminology for consistency. Impact on other units: None. Financial impact: None; the total hours remain the same.

Interdepartmental (BUAD) Business Administration

Low-
impact:
To
correct

CORRECTION **REVISE REGISTRATION RESTRICTION**

BUAD 242 Business Software Applications (2)

Registration Restriction(s): Majors in the Haslam College of Business or the Department of Agricultural and Resource Economics in the Herbert College of Agriculture only.

Formerly: Majors in the Haslam College of Business or Food and Agricultural Business in the Herbert College of Agriculture.

Rationale: Earlier submission overlooked some majors in HCA (specifically, Natural Resource and Environmental Economics majors) who have been approved to take this course. Impact on other units: None. Financial Impact: None.

Department of Marketing (MARK) Marketing

Low-
impact:
To
correct

CORRECTION **REVISE (RE) PREREQUISITE(S)**

MARK 300 Marketing and Supply Chain Management (3)

(RE) Prerequisite(s): Management 201 or 202.

Formerly: (RE) Prerequisite(s): Management 201.

Rationale: While most business minors will have taken Management 201, some students may take a new course, 202, as a business major, and then decide to change to a business minor. Impact on other units: None. Financial impact: None.

College of Communication and Information Corrections to the 2019-2020 Catalog

College of Communication and Information

Low-
impact:
To
correct

REVISE TEXT (main college page)

(Paragraph 2)

The College includes four schools – School of Advertising and Public Relations, School of Communication Studies, School of Information Sciences, and School of Journalism and Electronic Media. ~~Five~~ ~~Four~~ undergraduate majors are offered – advertising, communication studies, ~~information sciences~~, journalism and electronic media, and public relations. The School of Communication Studies also offers an undergraduate honors program.

(Paragraph 5)

The College, or one of its units, is a member of the Advertising Research Foundation; American Academy of Advertising; American Advertising Federation; American Library Association; Association for Education in Journalism and Mass Communication; Association of Library and Information Sciences Education; Association of Schools of Journalism and Mass Communication; Broadcast Education Association; National Communication Association; Public Relations Society of America; Society of Professional Journalists; Southern States Communication Association; ~~Special Libraries Association~~; Tennessee Library Association; and Tennessee Press Association.

Requirements for Graduation

(New paragraph after Paragraph 4)

The Bachelor of Science in Information Sciences is awarded to majors who successfully complete the 120 hours prescribed under the information sciences requirements. INSC 201 - Foundations of Information Science, INSC 210 - Foundations of Information Technology, INSC 311 - User Centered Design, INSC 360 - Programming for Information Professionals, and INSC 380 - Information Management for Information Professionals are the core courses in the Information Sciences progression. The information sciences major offers concentrations in Data, Information Management, and Analytics (DIMA) and in User Experience Design (UXD).

Minors

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

Rationale: In summer 2019, THEC approved the new major in Information Studies that the UGC had approved in spring 2018. The addition of this program to the catalog necessitated updates to the college's text. Impact on other units: None. Financial impact: None.

College of Education, Health, and Human Sciences

Corrections to the 2019-2020 Catalog

Department of Theory and Practice in Teacher Education

Low-
impact:
To
correct

CORRECTION REVISE (RE) COREQUISITE(S)

SPED 422N Practical Teaching in Special Education II (4)

(RE) Corequisite(s): 496.

Formerly: (RE) Corequisite(s): 491.

Rationale: Correction required because the department had wanted to use a course number that was not available for use for their new course. That course number was changed to 496, but this corequisite was overlooked. Impact on other units: None. Financial impact: None.

Low-
impact:
To
correct

CORRECTION REVISE REQUIREMENTS

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

Footnote 12

¹² Students obtaining an elementary license take ~~ELED 351 TPTE 351~~ with REED 430 or 434. Students obtaining a secondary license take TPTE 352 with TPTE 355.

Rationale: This is to correct a typographical error. TPTE 351 does not exist. The intended course is ELED 351. Impact on other units: None. Financial impact: None.

CORRECTION

Professional Electives

Elementary License

- **Special Education** – SPED 320N, SPED 322N, SPED 415, SPED 416, SPED 432, ~~SPED 442, SPED 422~~, SPED 452, SPED 459, SPED 490, SPED 530, SPED 553, SPED 555.

Rationale: Correct typographical error. Impact on other units: None. Financial impact: None.

CORRECTION**Special Education Major, BS – Special Education Major – Interventionist (K-8 and 6-12) and Comprehensive (K-12)****Requirements for the Bachelor of Science in Education – Special Education Major – Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education**

Term 3		
EDPY 210*	3	2.75 cumulative GPA
³ Intermediate Foreign Language*	3	ENGL 102*
PHIL 252*	3	
~~SPED 402 SPED 252*~~	3	
EDPY 401	3	
SPED 200S	2	

Rationale: Correct typographical error. Impact on other units: None. Financial impact: None.

Tickle College of Engineering
Corrections to the 2019-2020 Catalog

Interdepartmental**CORRECTION****Engineering Entrepreneurship Minor****Required Courses:**

- IE 457 – Engineering Entrepreneurship
- ~~or~~
- ME 457 – Engineering Entrepreneurship

Rationale: This is to correct an error. IE 457 and ME 457 are cross-listed, with ME being the primary course. Students cannot take both courses, so the addition of the word “or” is needed. Impact on other units: None. Financial impact: None.

NEW ITEMS

Other
Effective Fall 2020

Low-
impact:
To
correct

Low-
impact:
To
correct

**Reserve Officers Training Corps (ROTC)
(AFAS) Air Force Aerospace Studies**

Low-
impact:
Revise
course

REVISE TITLE, REMOVE (DE) COREQUISITE(S)**AFAS 101: Heritage and Values I (1)**

*Formerly: Air Force Today
(DE) Corequisite(s): 103.*

AFAS 102: Heritage and Values II (1)

*Formerly: Air Force Today
(DE) Corequisite(s): 104.*

Rationale: To stay within HQ AFROTC and Holm Center standards and curriculum changes. To accommodate students who wish to take Air Force ROTC classes, but not pursue a commission. Impact on other units: None. Financial impact: None.

Low-
impact:
Revise
course

REVISE TITLE, ADD (DE) COREQUISITE(S)**AFAS 103: Leadership Lab I (1)**

*(DE) Corequisite(s): 101.
Formerly: Leadership Lab
No (DE) Corequisite(s).*

AFAS 104: Leadership Lab II (1)

*(DE) Corequisite(s): 102.
Formerly: Leadership Lab
No (DE) Corequisite(s).*

Rationale: For new student cadets to understand if they sign up for the Leadership Lab, they must sign up for the course. Impact on other units: None. Financial impact: None.

Low-
impact:
Revise
course

REVISE TITLE, REMOVE (DE) COREQUISITE(S)**AFAS 201: Team and Leadership Fundamentals I (1)**

*Formerly: The Development of Air Power
(DE) Corequisite(s): 203.*

AFAS 202: Team and Leadership Fundamentals II (1)

*Formerly: The Development of Air Power
(DE) Corequisite(s): 204.*

Rationale: To stay within HQ AFROTC and Holm Center standards and curriculum changes. To accommodate students who wish to take Air Force ROTC classes, but not pursue a commission. Impact on other units: None. Financial impact: None.

Low-
impact:
Revise
course

REVISE TITLE, ADD REPEATABILITY, ADD (DE) COREQUISITE(S)**AFAS 203 - Leadership Laboratory III (1)**

*(DE) Corequisite(s): 201.
Repeatability: May be repeated, maximum 2 hours.
Formerly: Leadership Lab
Not repeatable. No (DE) Corequisite(s).*

AFAS 204 - Leadership Laboratory IV (1)

Repeatability: May be repeated, maximum 2 hours.

(DE) Corequisite(s): 203.

Formerly: Leadership Lab

Not repeatable. No (DE) Corequisite(s).

Rationale: Courses must commonly be retaken by student/cadets who are not selected for Field Training during 200 level year. Some students return to try again, and must retake AFAS 203 and AFAS 204. Currently they do not receive the credit. For new student cadets to understand if they sign up for the Leadership Lab, they must sign up for the course. Impact on other units: None. Financial impact: None.

Low-
impact:
Revise
course

REVISE TITLE

AFAS 301: Leading People and Effective Communication I (3)

Formerly: Air Force Leadership and Management

AFAS 302: Leading People and Effective Communication II (3)

Formerly: Air Force Leadership and Management

AFAS 303: Leadership Laboratory V (0)

Formerly: Leadership Lab

AFAS 304: Leadership Laboratory VI (0)

Formerly: Leadership Lab

AFAS 401: National Security, Leadership Responsibilities and Commissioning Preparation I (3)

Formerly: National Security Affairs

AFAS 402: National Security, Leadership Responsibilities and Commissioning Preparation II (3)

Formerly: Preparation for Active Duty

Rationale: To stay within HQ AFROTC and Holm Center standards and curriculum changes. Impact on other units: None. Financial impact: None.

Low-
impact:
Revise
course

REVISE TITLE, ADD REPEATABILITY

AFAS 403 - Leadership Laboratory VII (0)

Repeatability: May be repeated, maximum 2 times.

Formerly: Leadership Lab

Not repeatable.

AFAS 404 - Leadership Laboratory VIII (0)

Repeatability: May be repeated, maximum 2 times.

Formerly: Leadership Lab

Not repeatable.

Rationale: Many student cadets are on 5 year undergraduate plans due to STEM degrees. They must attend Leadership Lab for commissioning purposes, but currently do not receive credit. Impact on other units: None. Financial impact: None.

REVISE GUIDELINES

Experiential Learning Subcommittees

Function

Experiential Learning Subcommittees serve in an advisory role to the Curriculum Committee and are charged with the review of requirements and review of proposal submissions for EL designations. They make recommendations for approving experiential learning courses and review courses for continuation as experiential learning ~~designated courses if changes are made in subsequent years.~~

In reviewing proposal submissions, subcommittees may correspond with originating departments and consult with faculty for possible revision and resubmission if proposals do not meet EL requirements. Subcommittees submit recommendations for approval to the Curriculum Committee for review. They will also report on the number of submissions denied or sent back for revisions as information only.

Overview of Submission Process

As faculty members or departments develop course proposals for EL designation, either as new courses or as parallel courses to existing courses, the proposals must go through departmental and college-level approval. The dean or designee of each college shall submit the course proposal with a statement of purpose and the completed EL course approval form to the Catalog Editor in the University Registrar's Office by the specified date. The Catalog Editor will forward these to the appropriate subcommittee for review. If proposed courses carry General Education designations, they must also be reviewed by the General Education Committee for approval.

~~Note that proposals may be submitted concurrently to college and the Catalog Editor in order to ensure sufficient time for review. Proposals will not be reviewed by the Curriculum Committee until all approvals are confirmed.~~

Overview of the Reassessment Process

Approved Experience Learning designated courses must be reassessed at least once every five years to ensure that they continue to adhere to the standards of their designation. Subcommittee Chairs will work with the college designee and/or department head to gather materials for the reassessment. The Subcommittee will then reassess the course. Any deficits will have to be resolved in order for the course to continue to have the EL designation. If there are no unresolved deficits, the course will retain the EL designation without further action. If deficits are not resolved after one review cycle, the Subcommittee will recommend to the Curriculum Committee that the course lose the EL designation.

Rationale: To incorporate a periodic review process to ensure that EL-designated courses continue to meet the criteria for EL designation.

INFORMATIONAL ITEMS

Low-
impact:
Informa-
tional

REVISE CREDIT BY EXAM

(Information Only – will be listed on our website, but not in the catalog)

Advanced Placement (AP) Exam Credit

Government and Politics – 2014 exams and prior 3,4 or 5	Political Science
Comparative Exam *Exams taken in 2015-present a score of 4 or 5 is required.	102
Government and Politics – 2014 exams and prior 3,4 or 5	Political Science
US Exam *Exams taken in 2015-present a score of 4 or 5 is required.	101

Rationale: Clarify exam years. Impact on other units: None. Financial Impact: None.

ADD Advanced Placement (AP) Exam

(Information Only – will be listed on our website, but not in the catalog)

Advanced Placement (AP) Exam Credit

Japanese Language & Culture	3 or 4	Japanese 251-252
Japanese Language & Culture	5	Japanese 351-352

Rationale: The Department of Modern Foreign Languages & Literatures will award satisfactory credit for JAPA 251-252 or JAPA 351-352 for the Japanese Language & Culture AP Exam. Exam score will determine course credit awarded (see chart above). Impact on other units: None. Financial Impact: None.

ADD CREDIT BY EXAM

(Information Only – will be listed on our website, but not in the catalog)

Statewide Dual Credit Challenge Exam

Introduction to Business **80% or better** **BUAD LD (3 credits)**

Rationale: The Haslam College of Business will award satisfactory credit for BUAD LD for the Introduction to Business Statewide Dual Credit Challenge Exam. Impact on other units: None. Financial Impact: None.

Statewide Dual Credit Challenge Exam

Speech and Communication **80% or better** **CMST 201**

Rationale: The College of Communication and Information will award satisfactory credit for CMST 201 for the Speech and Communication Statewide Dual Credit Challenge Exam. Impact on other units: None. Financial Impact: None.

REVISE CREDIT BY EXAM

(Information Only – will be listed on our website, but not in the catalog)

College Level Examination Program (CLEP) Credit

Introductory Sociology **50% ~~52%~~ or better** **SOCI 120**

Rationale: The Department of Sociology already awards satisfactory credit for SOCI 120 for the Introductory Sociology CLEP Exam; however, the minimum score will change from 52% to 50% to be consistent with College Board's assessment. Impact on other units: None. Financial Impact: None.

ADD CREDIT BY EXAM

(Information Only – will be listed on our website, but not in the catalog)

College Level Examination Program (CLEP) Credit

Precalculus **50** **MATH 130**

Rationale: The Department of Mathematics will award satisfactory credit for MATH 130 for the Precalculus CLEP Exam. Impact on other units: None. Financial Impact: None.

REVISE CREDIT BY EXAM

(Information Only – will be listed on our website, but not in the catalog)

College Level Examination Program (CLEP) Credit

Trigonometry 50 No credit —will satisfy the trigonometry prerequisite for MATH 141

Rationale: Per the Department of Mathematics the Trigonometry CLEP exam should be listed as no credit since there hasn't be a separate trigonometry prerequisite requirement for MATH 141 in a long time. Impact on other units: None. Financial Impact: None.

REVISE NAME
(Information Only)

The Center for International Education is now the Center for Global Engagement.



July 12, 2019

To: Monique Anderson, University Registrar
Anthony Welch, 2019-20 Chair, Undergraduate Council
David Patterson, 2019-20 Chair, Graduate Council

From: David Manderscheid, Provost and Senior Vice Chancellor

David Manderscheid

Re: New name for the Center for International Education

The Office of the Provost intends to rename the Center for International Education as the **Center for Global Engagement**. The Center has campus-wide responsibility for supporting and enhancing UTK's engagement with international partners in all of the areas listed in our mission statement: "teaching, research, scholarship, creative activity, outreach, and engagement." The Center's current name focuses primarily on its role in supporting study abroad and related forms of student mobility, and excludes its contributions to the other important components of UTK's mission. The Center's new name better represents the scope and breadth of its work, and conveys a more comprehensive role and higher priority for the university's global engagement initiatives.

I ask that the Office of the University Registrar please make this change in the 2019-20 editions of the *Undergraduate Catalog* and *Graduate Catalog*. As changing the Center's name does not affect any academic program requirements or curricula, it does not seem necessary to process the name change through the traditional curriculum change cycle, which would in this case delay the effective date of the name change until Fall 2020.

Thank you for your consideration of the above proposal.

GENERAL EDUCATION COMMITTEE

The University of Tennessee, Knoxville

**General Education Committee
Minutes of the Meeting
April 10, 2019**

Call to order: A regular meeting of the General Education Committee was held in the West Wing Conference Room (440) of Haslam Business Building on April 10, 2019. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:32 am.

Members and Subcommittee Chairs present: Barbara Murphy, Chair, Monique Anderson, Richard Bennett, Megan Bryson, Sarah Burnley, Chuck Collins, Erin Darby, Marleen Davis, Kim Denton, George Drinnon, Jeff Fairbrother, Don Hodges, Jeff Larsen, Joanne Logan, Harrison Meadows (by proxy Stephen Blackwell), Masood Parang (by proxy Margie Russell), Missy Parker, Charissa Powell (by proxy Holly Dean), Jeff Ringer, and Amanda Warren

Others present: Ken Baker, K'Cindra Cavin, Betsy Gullett, R.J. Hinde, Robert Mindrup, Molly Sullivan, and Anthony Welch

Course Proposals: (None)

Other Proposals:

The Committee discussed updating their membership and operating guidelines to incorporate the new Assessment Subcommittee. A rough draft was discussed, but no action was taken at this time. The proposal will be prepared and submitted in early fall 2019.

Other Business:

- The Implementation Committee shared a recap of discussions from their most recent meeting. (See attached.) This was informational and did not require approval.
- The Committee is considering a graphic design that may be placed on syllabi to show that the course has been approved as part of Vol Core. This is still in the planning stage, so the graphic is not yet ready to be approved.
- The Subcommittees that represent new general education categories will set up additional informational meetings for early fall 2019. These will be workshop-oriented, with direct guidance regarding how to interpret the criteria and complete an application. The schedule is expected to be ready by the end of the current term and will be posted online.
- The Committee Chair sent an email to faculty who are teaching courses that appear on the current general education course list, encouraging them to submit proposals for Vol Core approval. She will follow up by sending a list of these courses and current instructors to the officers who have oversight of curricular matters of the nine colleges.

Other Business:

The Committee unanimously elected Barb Murphy to serve another term as Chair of the General Education Committee.

Adjournment: The meeting was adjourned at 9:41 am.

Next Meeting: The next meeting will be held Wednesday, September 11, 2019, beginning at 8:30 am. The location is yet to be determined.

Approval of Minutes: These minutes were approved via email on April 24, 2019.

Minutes Submitted by: Molly Sullivan

Notes from the Implementation Committee's meeting on March 28, 2019

The Implementation Committee addressed issues raised by Members of the Faculty Senate.

1. Students should have meaningful exposure to the topics of inclusion and oppression.
 - Vol Core expects to address these issues within the categories of Global Citizenship – US and Global Citizenship – International. In addition, many students will have the opportunity to explore these issues in the Contemporary Issues and Solutions graduation requirement.
 - The General Education Committee will encourage faculty to submit proposals for appropriate courses in these categories.
2. Engaged Inquiries courses should have the flexibility for instructors to offer a particular course in an approved EI format or in a traditional/non-EI format.
 - Vol Core general education designation is approved at the course level.
 - Adding a letter designation (such as E) to a course number similar to the Experience Learning (N, R, and S) designated courses is impractical. The field only allows one space for a letter, so a course that is (for example) an N-designated course would not have space to also include an E-designation. That is, we cannot have a course that is ABC 381NE.
 - If a department wants both an EI version and a non-EI version of the same course, they will need to create two course numbers—one for the EI version and a separate one for the non-EI version—similar to the way honors versions of courses are done.
 - Following current practices for both honors and Experience Learning courses, the EI version and the non-EI version will be considered equivalent for repeat/replace purposes.
 - If the EI version and the non-EI version are non-repeatable, then there will be a credit restriction stating that a student may not receive credit for both. If the course is repeatable, a student may receive credit of any combination of the two courses up to the maximum allowed for the course.
 - Students who take an EI version of a course and receive a passing grade below a C and choose to repeat/replace the grade by taking the equivalent non-EI version of the course may do so. There was some discussion about whether the student could retain credit for EI if the course grade is replaced. A representative from the Office of the University Registrar stated they would be able to handle the technology to do whatever the Committee decides to do about the EI credit.
 - EI courses will follow the same policies in place for transfer credit that we use for all courses approved for general education; i.e., if a department has determined that a particular course taken at a particular institution is equivalent to a UT course that has been approved for a Vol Core category *including EI*, then the transfer credit will satisfy the corresponding Vol Core requirement.
 - If the department has two versions of a course, then the department must determine the equivalency of the transfer credit from a particular institution as matching the EI or the non-EI version of the course.
 - If a transfer student receives credit for the non-EI version of a course and believes that the course more closely matches the EI version, then the student may submit supporting documents (syllabus and/or other information) and ask that the course be re-evaluated.
 - If the course is re-evaluated and determined to match the EI version of the course, then the transfer equivalency table can be updated to show that the particular course from that institution will match the EI version of the UT course. This could be date-ranged within Banner and DARS, so that the credit is applied appropriately for all students who took that course during that time period.
 - Variable title courses may be proposed as EI courses, but all titles under the corresponding course number must be taught as EI. When the proposal is submitted, the applicant must explain how the individual topics will be monitored to ensure that all are taught to the correct criteria. A non-EI version may be created under a different course number.