

**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
November 29, 2022**

Leadership and Elected Members present: Chair Ken Baker, Vice Chair Jamie Coble, Past Chair Joanne Devlin, Brian Ambroziak (by proxy Katherine Ambroziak), Justin Arft, John Bell, Richard Bennett, Dawn Coleman, Mari Beth Coleman, Kim Denton (by proxy Brittany Adams), Jochen Denzler, Manolis Doxastakis, Eric Haley (by proxy Julie Longmire), Carolyn Hank, Erin Hardin, William Jennings, Yuanyang Liu, Lindsay Mahony (by proxy Eva Cowell), Andy Puckett (by proxy George Drinnon), Jennifer Richards (by proxy Ken Baker), Brittany Shelton, Kimberly Sims, Chelsea Smith, Kathleen Thompson (by proxy Ken Baker), Jonathan Walton, Nick Zhou (by proxy Richard Bennett)

Ex-Officio Members present: Patrick Akos, Katherine Ambroziak, Jackie Behrens, Brendan McConville, George Drinnon, Toby Boulet, Chris Lavan, Julie Longmire, Robert Mindrup, Elisabeth Schussler, Teresa Walker

ROTC Units Member:

Student Members present:

Others present: Laura Brown, Brian Coldren, Alison Connor, Betsy Gullett, William Jennings, Margie Russell, Molly Sullivan, Merrill Walker

Welcome and Call to order: The meeting was called to order by Ken Baker, Chair, when quorum was determined at 2:33 pm.

Committee Reports

- **Academic Policy Committee**
The Academic Policy Committee presented one proposal: an updated definition of credit hour. The proposal was the result of a university task force who carefully researched definitions used by other institutions as well as the definitions used by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) and the U.S. Department of Education. The proposed text was approved by the Council.
- **Advising Committee**
The Advising Committee held a regularly scheduled meeting on November 8, 2022. The minutes of that meeting are not yet ready for review by the Undergraduate Council.
- **Curriculum Committee**
 - The Curriculum Committee presented proposals from five colleges and University Honors. All proposals were approved by the Council.
 - The Council discussed the focus of the Committee on pedagogy rather than financial impacts of curricular proposals. The consensus of the members present was that the Curriculum Committee should include impact reports along with documentation showing that impacted units have been made aware of the proposed change. This would keep the focus of the Committee on pedagogy but also ensure that academic units are communicating with each other regarding proposals that impact multiple units.
- **Volunteer Core Committee**
 - Twenty-four courses were presented for approval in Vol Core. The UG Council approved those courses.
 - A proposal to revise the first-year composition courses was presented. This item will impact all undergraduate academic units within the university. Text for the Vol Core page of the catalog was presented with the caveat that the text will be updated if the course changes are approved at the January 31 meeting of the UG Curriculum Committee. Because of the high impact of this item, the Department of English and the College of Arts and Sciences has already begun discussing the proposed change with

academic units on campus. This proposal was approved pending approval by the UG Curriculum Committee.

- Several informational items were presented but did not require a vote by the Council.
 - A candidate for the position of Chair-Elect has been identified.
 - The proposal to create an appeal process for courses that are denied approval by a Vol Core Subcommittee will need more discussion before being resubmitted to the Council.
 - The Committee is looking into the petition process to see what changes need to be made for Vol Core.

Other Business:

Ken Baker, UG Council Chair, noted that the Faculty Senate has approved all minutes of the UG Council for the current academic year.

Adjournment: Ken Baker adjourned the meeting at 3:26 pm.

Approval of minutes: These minutes were certified correct via email on December 2, 2022.

Minutes submitted by: Molly Sullivan

Committee Reports

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Academic Policy Committee**The University of Tennessee, Knoxville
Academic Policy Committee
Minutes of the Meeting
November 9, 2022**

Call to order: A regularly scheduled meeting of the Academic Policy Committee was held via online meeting software on November 9, 2022. The meeting was called to order once quorum was determined to be met at 1:52 p.m. by Jennifer Richards, Chair.

Members present: Chair Jennifer Richards, Jackie Behrens (by proxy Margie Russell), Brian Coldren (by proxy Jennifer Hardy), Eric Haley, Interim Tickle College of Engineering Associate Dean (by proxy Margie Russell; note that this position is currently vacant, so Ms. Russell will serve until an Interim AD is chosen), Yingkui Li, Yuanyang Liu, and Chelsea Smith

Others present: Kathy Abbott, Katherine Ambroziak, Ken Baker, Michael Berry, Calin Burger, Ryan Carter, Alison Connor, Julie Longmire, Brendan McConville, and Molly Sullivan

Proposal:

Definition of Credit Hour. Jennifer Hardy, on behalf of the task force who researched and prepared a definition of credit hour for the University of Tennessee, Knoxville, presented the attached proposal. After discussion and research into the language used by both the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) and the U.S. Department of Education, the proposal was approved without edits.

Adjournment: The meeting was adjourned at 2:25 pm.

Approval of minutes: The minutes were certified correct via email on November 15, 2022.

Minutes submitted by: Molly Sullivan

Proposal:**Revise the Definition of Credit Hour****Changes to the Credit Hour Definition
What does it all mean?**

Why is it important to change the definition of the credit hour from what it current is?

- The credit hour is the “currency” universities use to award credit for learning. Our accreditors and governmental agencies require that we publish and adhere to standards for a credit hour. UT’s current definition of a credit hour is tied to in-person, classroom-based, synchronous learning which is delivered across a traditional semester. We need to update our credit hour definition to capture the various modalities of delivery (online, asynchronous, etc.) that reflect the evolution of the teaching/learning environment.

What will change with this new definition?

- Explicit guidance will be provided for online learning environments.
- Courses, regardless of delivery mode, will be expected to adhere to the same learner outcomes. In other words, a student who takes an online course at UT will be held to the same learning outcomes as a student who takes that UT course face-to-face.
- Explicit language will be provided about students actively engaging with the instructor and the course content.

- For one credit hour in traditional in-person classes delivered during a 14-week semester, expected time engaged in learning outside the classroom will be 100 minutes for every 50 minutes engaged in face-to-face time with an instructor.
- The policy is explicit in stating that the awarding of credit (i.e., course grades) will come only after the instructor has determined the student's achievement of the learning objectives.

When will these changes become effective?

- Fall 2023 is the effective date for these changes.

Who suggested these changes?

- The group that recommends these changes includes several faculty who have expertise in traditional face-to-face courses, laboratory instruction, and internships as well as online delivery of courses. The faculty and staff members who worked to craft this proposal are:
Jennifer Hardy, Deputy Registrar
Robin Harris, College of Nursing
Sally Harris, Dept. of English
Heather Hartman, Associate Vice Provost and SACSCOC Liaison
Robert Hinde, Vice Provost for Academic Affairs
Jason Johnston, Online Learning & Academic Programs
Lee Murphy, Dept. of Nutrition
Beth Schussler, Dept. of Ecology & Evolutionary Biology
Carrie Stephens, Dept. of Agricultural Leadership, Education, & Communication
Dixie Thompson, Vice Provost and Dean of the Graduate School

Where can I learn more about credit hour definitions?

- SACSCOC:
<https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf>
- US Department of Education:
<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600#600.2>

Proposal for UG and Graduate Councils' Academic Policy Committees:

Effective with the Fall 2023 semester, revise the definition of the credit hour from the current definition:

The unit of credit is the semester credit hour. One semester credit hour represents an amount of instruction that reasonably approximates both 50 minutes per week of classroom-based direct instruction and a minimum of two hours per week of student work outside the classroom over a fall or spring semester. Normally, each semester credit hour represents an amount of instruction that is equivalent to 700 minutes of classroom-based direct instruction. The amount of time that is required to earn one semester credit hour in a laboratory, fieldwork, studio, or seminar-based course varies with the nature of the subject and the aims of the course; typically, a minimum of two or three hours of work in a laboratory, field, studio, or seminar-based setting is considered the equivalent of 50 minutes of classroom-based direct instruction. Semester credit hours earned in courses such as internships, research, theses, dissertation, etc. are based on outcome expectations established by the academic program.

To the following:

The unit of credit is the semester credit hour, or "credit" for the sake of brevity. The number of credits assigned to a course is determined by the faculty in the unit offering the course and is documented through the course approval process governed by the Undergraduate and/or Graduate Councils of the Faculty Senate. The awarding of credit indicates that through assessment of student learning, an instructor has determined that a student has demonstrated achievement of the learning objectives associated with a course.

For classes that are taught in-person in a traditional lecture-based format over the course of a semester with 14 weeks of instruction, one credit represents 50 minutes per week of direct faculty instruction in a

face-to-face classroom setting and a minimum of 100 minutes per week, outside the classroom setting, during which a student engages actively with the course content. (This represents a minimum of 2.5 hours of student work per week, or 35 hours per semester.) This engagement may include reading course-related material, completing writing-based assignments, reviewing material presented in the classroom setting, completing projects and homework assignments, solving problems that support the learning objectives of the course, performing group work with other students enrolled in the course, reviewing and responding to instructor feedback, and/or similar activities.

For online, hybrid, and “flipped” classes, as well as other classes taught in modalities differing from traditional in-person lecture-based formats (whether synchronous, asynchronous, or a mix of the two), a credit represents a minimum of approximately 35 hours during which a student engages actively with the course instructor and the course content (which may include direct instruction, readings, assignments, projects, assessments, discussions, collaborative work with other students, and reviewing, responding to, and providing feedback). When a course is offered both in a traditional in-person lecture-based format and in another format or modality, the fundamental learning objectives for the course remain the same, independent of format or modality, and the different modalities represent substantially equivalent workloads and learning outcomes for students.

For in-person classes that include or consist of laboratory, studio, fieldwork, or similar components, two to three hours per week of these components, over the course of a semester with 14 weeks of instruction, typically equates to one credit. For courses that are primarily based on internships, practicum experiences, research, directed readings, independent study, or thesis or dissertation writing, the credits associated with the course are based on outcome expectations established by the faculty in the department, school, or college offering the course.

This definition of the credit provides the university with the flexibility to accommodate a variety of instructional formats and modalities.

Rationale:

The current definition of the credit hour focuses on traditional, in-person, classroom-based instruction. Updating the definition will provide the following improvements:

- Explicit guidance will be provided for online learning environments.
- Courses, regardless of delivery mode, will be expected to adhere to the same learner outcomes. In other words, a student who takes an online course at UT will be held to the same learning outcomes as a student who takes that UT course face-to-face.
- Explicit language will be provided about students actively engaging with the instructor and the course content.
- The policy is explicit in stating that the awarding of credit (i.e., course grades) will come only after the instructor has assessed a student’s achievement of the learning objectives.

The proposed definition was drafted by a task force consisting of the following individuals:

Jennifer Hardy, Deputy Registrar
Robin Harris, College of Nursing
Sally Harris, Dept. of English
Heather Hartman, Associate Vice Provost and SACSCOC Liaison
Robert Hinde, Vice Provost for Academic Affairs
Jason Johnston, Online Learning & Academic Programs
Lee Murphy, Dept. of Nutrition
Beth Schussler, Dept. of Ecology & Evolutionary Biology
Carrie Stephens, Dept. of Agricultural Leadership, Education, & Communication
Dixie Thompson, Vice Provost and Dean of the Graduate School

Advising Committee**The University of Tennessee, Knoxville
Advising Committee**

(No report at this time)

Curriculum Committee**The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Meeting
November 15, 2022**

Call to order: A regular meeting of the Undergraduate Curriculum Committee was held on November 15, 2022. The meeting was called to order by Kathleen Thompson, Chair, when quorum was met at 2:33 pm.

Voting members present: Chair Kathleen Thompson, Brian Ambroziak, Dawn Coleman, Kim Denton (by proxy Robert Mindrup), Manolis Doxastakis, Carolyn Hank, Lindsay Mahoney (by proxy George Drinnon for the first part of the meeting and by Merrill Walker for the last part), Brendan McConville, Robert Mindrup, Kimberly Sims, Tickle College of Engineering Associate Dean (by proxy Margie Russell; the new AD has not yet been appointed), Jonathan Walton, and Josh Weinhandl

Others present: Ken Baker, Laura Brown, Alison Connor, George Drinnon, Kristina Gordon, Jennifer Hardy, Chris Lavan, Julie Longmire, Rebekah Page, John Stier, Molly Sullivan, and Merrill Walker

Proposals:

- One proposal was pulled from the agenda to be presented at a later meeting after additional revisions are made.
- Proposals from the following academic units were presented:
 - Herbert College of Agriculture
 - Haslam College of Business
 - College of Communication and Information
 - College of Education, Health, and Human Sciences
 - College of Social Work
 - University Honors

All proposals were approved.

Informational Items:

- The Committee discussed the impact of proposals, choosing to change the designation of one item on the agenda from low-impact to mid-impact.
- The Committee discussed the purpose of this committee and whether the focus should be on reviewing proposals from a pedagogical standpoint or to also consider the financial impact of the proposals. The consensus was that the purpose of this committee is to approve curricular changes based on pedagogy and that the financial (or other) impact of approved proposals could be addressed by the Undergraduate Council. Therefore, all proposals at this meeting were judged on the appropriateness of educational changes and not whether the proposal had a financial impact.
- A question was raised regarding the minimum number of credit hours required for a minor program. Currently the number of credits range from 12-29. There was consensus of the Committee to bring this forward for discussion in Spring Semester.

Adjournment: The meeting was adjourned at 4:03 pm.

Approval of minutes: The minutes were certified correct via email on November 21, 2022.

Minutes submitted by: Kathleen Thompson and Molly Sullivan

Herbert College of Agriculture

Courses

Department of Agricultural and Resource Economics (AREC) Agricultural and Resource Economics

Low-
impact:
Revise

REVISE CREDIT HOURS

AREC 312– Rural Real Estate Appraisal (3) Formerly: 2 Credit Hours

Rationale: Sufficient material exists to expand the content of this course to include the additional credit hour. 3 credit hour courses align better with curriculum outside our department thus creating the potential for higher enrollments from other majors seeking elective credit. Impact on other units: Negligible. Course is an upper division elective taken by majors. Major showcases have been updated to reflect credit hour changes. Financial Impact: None. Resources for additional credit hours will be drawn from dropped courses and courses moved to every-other-year rotations; net teaching load will not change.

Impact Report: Food and Agricultural Business Major - Finance and Risk Management Concentration, required course term 5

Low-
impact:
Revise

REVISE CREDIT HOURS

AREC 313 Agricultural Law (3) Formerly: 2 Credit Hours

Rationale: Sufficient material exists to expand the content of this course to include the additional credit hour. 3 credit hour courses align better with curriculum outside our department thus creating the potential for higher enrollments from other majors seeking elective credit. Impact on other units: Negligible. Course is an upper division elective taken by majors. Major showcases have been updated to reflect credit hour changes. Financial Impact: None. Resources for additional credit hours will be drawn from dropped courses and courses moved to every-other-year rotations; net teaching load will not change.

Impact Report:

- 1. Food and Agricultural Business Major – Finance and Risk Management Concentration, required course term 5*
- 2. Environmental and Soil Sciences Major – Conservation Agriculture and Environmental Sustainability Concentration, required course term 5*
- 3. Food and Agricultural Business Major – Law and Policy Concentration, optional course term 5*
- 4. Animal Science Major – Bioscience Concentration, optional course footnote 3*
- 5. Animal Science Major – Pre-Veterinary Medicine Concentration, optional course footnote 3*
- 6. Animal Science Major – Five-Year BS/MS Program, optional course footnote 3*

Low-
impact:
Revise

REVISE CREDIT HOURS

AREC 314– Environmental Law (3)

Formerly: 2 Credit Hours

Rationale: Sufficient material exists to expand the content of this course to include the additional credit hour. 3 credit hour courses align better with curriculum outside our department thus creating the potential for higher enrollments from other majors seeking elective credit. Impact on other units: Negligible. Course is an upper division elective taken by majors. Major showcases have been updated to reflect credit hour changes. Financial Impact: None. Resources for additional credit hours will be drawn from dropped courses and courses moved to every-other-year rotations; net teaching load will not change.

1. *Environmental and Soil Sciences Major – Conservation Agriculture and Environmental Sustainability Concentration, required course term 6*
2. *Environmental and Soil Sciences Major – Environmental Science Concentration, optional course term 7*
3. *Food and Agricultural Business Major – Law and Policy Concentration, optional course term 5*
4. *Natural Resource and Environmental Economics Major, required course term 5*
5. *Natural Resource and Environmental Economics Major – Five-Year BS/MS in Agricultural Resource Economics – Natural Resource Economics, required course term 5*

Low-
impact:
Revise

REVISE CREDIT HOURS

AREC 331– Commodity Policy (3)

Formerly: 2 Credit Hours

Rationale: Sufficient material exists to expand the content of this course to include the additional credit hour. 3 credit hour courses align better with curriculum outside our department thus creating the potential for higher enrollments from other majors seeking elective credit. Impact on other units: Negligible. Course is an upper division elective taken by majors. Major showcases have been updated to reflect credit hour changes. Financial Impact: None. Resources for additional credit hours will be drawn from dropped courses and courses moved to every-other-year rotations; net teaching load will not change.

Impact Report:

1. *Food and Agricultural Business Major – Finance and Risk Management Concentration, required course term 7*
2. *Food and Agricultural Business Major – Law and Policy Concentration, optional course term 7*
3. *Food and Agricultural Business Major – Agricultural Production and Technology Management Concentration, required course term 7*

Low-
impact:
Revise

REVISE CREDIT HOURS

AREC 332– Food Policy (3)

Formerly: 2 Credit Hours

Rationale: Sufficient material exists to expand the content of this course to include the additional credit hour. 3 credit hour courses align better with curriculum outside our department thus creating the potential for higher enrollments from other majors seeking elective credit. Impact on other units: Negligible. Course is an upper division elective taken by majors. Major showcases have been updated to reflect credit hour changes. Financial Impact: None. Resources for additional credit hours will be drawn from dropped courses and courses moved to every-other-year rotations; net teaching load will not change.

Impact report:

1. *Environmental and Soil Sciences Major – Conservation Agriculture and Environmental Sustainability Concentration, optional course term 8*
2. *Food and Agricultural Business Major – Food Industry Management Concentration, required course term 7*

3. *Food and Agricultural Business Major – Law and Policy Concentration, optional course term 7*

Mid-
impact:
Drop

DROP COURSE

AREC 333 – Conservation Policy (2)

Rationale: The Department of Agricultural and Resource Economics is streamlining course offerings to best align teaching resources with degree programs and concentrations. Conversation policy material covered in this course will be redistributed to other policy courses currently offered in the department. Impact on other units: Negligible to none as course was primarily if not entirely taken by students in the department. Financial impact: None, teaching expectations are being shifted to accommodate a rise in credit hours of other courses.

Impact report:

1. *Food and Agricultural Business Major – Law and Policy Concentration, optional course term 7*
2. *Natural Resource and Environmental Economics Major, required course term 7*
3. *Natural Resource and Environmental Economics Major – Five-Year BS/MS in Agricultural Resource Economics – Natural Resource Economics, required course term 5*

Low-
impact:
Revise

REVISE CREDIT HOURS

AREC 345 – Climate Change and Renewable Energy Economics (3)

Formerly: 2 Credit Hours

Rationale: Sufficient material exists to expand the content of this course to include the additional credit hour. 3 credit hour courses align better with curriculum outside our department thus creating the potential for higher enrollments from other majors seeking elective credit

Impact on other units: Negligible. Course is an upper division elective taken by majors. Major showcases have been updated to reflect credit hour changes. Financial Impact: None. Resources for additional credit hours will be drawn from dropped courses and courses moved to every-other-year rotations; net teaching load will not change.

Impact report:

1. *Environmental and Soil Sciences Major – Environmental Science Concentration, optional course term 7*
2. *Food and Agricultural Business Major – Law and Policy Concentration, optional course footnote 5*
3. *Natural Resource and Environmental Economics Major, required course term 7*
4. *Natural Resource and Environmental Economics Major – Five-Year BS/MS in Agricultural Resource Economics – Natural Resource Economics, required course term 5*

Low-
impact:
Revise

REVISE CREDIT HOURS

AREC 395– Executive Seminar Series (3)

Formerly: 1 Credit Hour

Rationale: Sufficient material exists to expand the content of this course to include the additional credit hours. Additional course time will be spent utilizing case study analysis of management, leadership, and entrepreneurship topics relevant to each weekly seminar speaker. 3 credit hour courses align better with curriculum outside our department thus creating the potential for higher enrollments from other majors seeking elective credit. Impact on other units: Negligible. Course is an upper division elective taken by majors. Major showcases have been updated to reflect credit hour changes. Financial Impact: None. Resources for additional credit hours will be drawn from dropped courses and courses moved to every-other-year rotations; net teaching load will not change.

Impact Report:

1. *Food and Agricultural Business Major, optional course footnote 6*
2. *Food and Agricultural Business Major – Finance and Risk Management Concentration, optional course footnote 6*
3. *Food and Agricultural Business Major – Five-Year BS/MS in Agricultural Resource Economics – Agricultural Economics Program, optional course footnote 5*
4. *Food and Agricultural Business Major – Food Industry Management Concentration, optional course footnote 6*
5. *Food and Agricultural Business Major – Law and Policy Concentration, optional course footnote 6*
6. *Food and Agricultural Business Major – Agricultural Production and Technology Management Concentration, optional course footnote 7*
7. *Natural Resource and Environmental Economics Major, optional course footnote 4*
8. *Natural Resource and Environmental Economics Major – Five-Year BS/MS in Agricultural Resource Economics – Natural Resource Economics, optional course footnote 5*

**Department of Animal Science
(ANSC) Animal Science**

Mid-
impact:
Revise

REVISE (RE) PREREQUISITE(S)

ANSC 340 - Animal Breeding and Genetics (3)

(RE) Prerequisite(s): ANSC 220 with a grade of C– or better and MATH 115* or STAT 201*.

Formerly: (RE) Prerequisite(s): ANSC 220 with a grade of C– or better and MATH 115* or above

Impact report:

1. *ANSC 481 corequisite*
2. *ANSC 482 corequisite*
3. *ANSC 483 pre or corequisite*
4. *ANSC 484 pre or corequisite*
5. *ANSC 485 corequisite*
6. *ANSC 486 pre or corequisite*
7. *ANSC 489 pre or corequisite*
8. *Animal Science Major – Five-Year BS/MS Program*
 - a. *Optional course paragraph 3*
 - b. *Optional course term 6*
9. *Animal Science Major – Pre-Veterinary Medicine 3+1 Concentration, required course term 6*
10. *Animal Science Major – Animal Industries Concentration, required course term 6*
11. *Animal Science Major – Bioscience Concentration, required course term 6*
12. *Animal Science Major – Pre-Veterinary Medicine Concentration, required course term 6*
13. *Animal Science Major – Five-Year BS/MS Program*
 - a. *Optional course paragraph 3*
 - b. *Optional course term 6*
14. *Wildlife and Fisheries Science Major – Wildlife Health Concentration, optional course term 4*

ANSC 348 - Honors: Animal Breeding and Genetics (3)

(RE) Prerequisite(s): ANSC 220 with a grade of C– or better and MATH 115* or STAT 201*.

Formerly: (RE) Prerequisite(s): ANSC 220 with a grade of C– or better and MATH 115* or above

Impact Report: Animal Science Major – Five-Year BS/MS Program, optional course term 6

Rationale: Corrects an error in previous catalog that did not include STAT 201 as a suitable prerequisite.
Impact on other units: May increase enrollments in STAT 201 with a commensurate decrease in MATH.
Financial Impact: Increases the budget associated with 270-390 student credit hours in Haslam College of Business with a commensurate decrease in Arts & Sciences as expected enrollment is 90-130 students each spring.

Mid-
impact:
Add

ADD COURSE

ANSC 430 – Advanced Animal Nutrition

3 Credit Hours

A comparative study of nutritional, physiological, and microbial aspects of digestion and metabolism in the non-ruminant and ruminant animal. Integration of applied techniques in animal nutrition including lab analyses, ration balancing, feed manufacturing, and grazing & feed management systems. Course will include site visits to various locations to translate course content to practical production settings.

Contact Hour Distribution: 2 hours and 1 lab.

(RE) Prerequisite(s): ANSC 330.

Rationale: This course was first taught under variable title ANSC 490 in Spring 2022. This course can be used as a senior-level capstone course or as a STEM elective for students wanting to prepare for graduate school or careers in the area of nutrition. Impact on other units: None. There is no existent course that deals with advanced nutrition relative to livestock. Financial Impact: None. Will be coordinated by existent faculty with guest lecturers from the department. Expected Enrollment: approximately 15 students, all from ANSC.
Impact on HCA enrollments: None expected. Enrollment will be ANSC majors (it requires ANSC 330 as a prerequisite). We have more students than our existent capstone courses can handle, so it will relieve some of that pressure. Students could also elect to take it as a STEM elective.

Low-
impact:
Revise

REVISE TITLE

ANSC 496 Equine Industries (1-6)

Formerly: Equine Industry Tours (1-6)

Rationale: Revised title to more closely align with focus on experiential learning in equine industries. "Tours" indicated a more passive student role. Impact on other units: None. Financial Impact: None.

Impact report not needed for this title change.

Department of Biosystems Engineering and Soil Sciences (BSE) Biosystems Engineering

Mid-
impact:
Add

ADD COURSE

BSE 224 Introduction to Ecological Engineering (3)

Comprehensive introduction to ecological engineering and design. Concepts include sustainability, wetlands, ecosystem services, nutrient cycling, watershed management, and nature-based solutions.

Prerequisites (RE): EF152 or EF128, CHEM122-CHEM 123 or CHEM128

Rationale: New course to be taught by Emine Fidan as part of BSE program realignment. Impact on other units: None.

Financial impact: Taught by new hire. Will become major part of a new BSE curriculum approach in 2024, and can be used as a Tech Elective until then. *Projected enrollment:* 20, presumably BSE and other engineering undergrads
Impact on enrollment in other HCA Courses: none; engineering course unlike other HCA courses.

Low-
impact:
Revise

REVISE (RE) PREREQUISITE(S)

BSE 321 - Biothermodynamics, Heat, and Mass Transfer (3)

(RE) Prerequisite(s): BSE 221 or ENVE 200

Formerly: (RE) Prerequisite(s): BSE 221

Rationale: Opening course to ENVE undergraduates. *Impact on other units:* makes course accessible to ENVE undergrads. *Financial impact:* Increases teaching time, but also student contact hours. *Projected enrollment:* additional 15-20 students. *Impact on enrollment in other courses:* NA

Impact Report:

1. *BSE 431 prerequisite*
2. *BSE 437 prerequisite*
3. *Biosystems Engineering Major, required course term 4*
4. *Biosystems Engineering Major - Pre-Professional Concentration, required course term 4*

Low-
impact:
Revise

REVISE CREDIT HOURS, REVISE CONTACT HOUR DISTRIBUTION

BSE 451 - Electronic Systems (3)

Contact Hour Distribution: 2 hours and 1 lab.

Formerly: BSE 451 Electronic Systems (4)

Contact Hour Distribution: 3 hours and 1 lab. Design content – 1 hour

Impact Report:

1. *BSE 400 optional prerequisite*
2. *BSE 404 optional prerequisite*
3. *BSE 444 optional prerequisite*
4. *BSE 451 text*
5. *Biosystems Engineering Major, optional course term 6*
6. *Biosystems Engineering Major - Pre-Professional Concentration, optional course term 6*

REVISE CREDIT HOURS

BSE 457 - Honors: Electronic Systems (3)

Formerly: BSE 457 Electronic Systems (4)

Impact Report:

1. *BSE 400 optional prerequisite*
2. *BSE 404 optional prerequisite*
3. *BSE 444 optional prerequisite*
4. *Biosystems Engineering Major*
 - a. *Optional course term 6*
 - b. *Optional course Honors Concentration*
5. *Biosystems Engineering Major - Pre-Professional Concentration*
 - a. *Optional course term 6*
 - b. *Optional course Honors Concentration*

6. *Biosystems Engineering Major - Pre-Professional Concentration*

- a. *Optional course term 6*
- b. *Optional course Honors Concentration*

Rationale: Because we are now teaching the prerequisite, this course requires less time to teach the background material. *Impact on other units:* None. *Financial impact:* Lowers tuition income and teaching time, to reduce slight overload on current instructor. *Projected enrollment:* NA. *Impact on enrollment in other HCA Courses:* NA

(CSM) Construction Science and Management

Low-
impact:
Revise

ADD (RE) PREREQUISITE(S)

CSM 211 Construction Documents (3)

(RE) Prerequisites: CSM 222

Formerly: No *(RE) Prerequisite(s)*

Rationale: Need to be able to read drawings, which is a skill taught in CSM 222. *Impact on other units:* None.

Financial impact: None. *Projected enrollment:* 80. *Impact on enrollment in other HCA Courses:* none

Impact Report:

1. *CSM 225 prerequisite*
2. *CSM 272 prerequisite*
3. *CSM 335 prerequisite*
4. *CSM 345 prerequisite*
5. *Construction Science and Management Major, required course term 2*

Mid-
impact:
Drop

DROP COURSE

CSM 474 Environmental Instrumentation and Monitoring (3)

Rationale: This is being dropped as a CSM class and added as an ESS class, since it is no longer taken by CSM students but is required for most ESS students. In addition, we were told that other programs would be more likely to use this as a Technical Elective under the ESS prefix. *Impact on other units:* None. *Financial impact:* hopefully increases student numbers. *Projected enrollment:* NA. *Impact on enrollment in other HCA Courses:* none; course will be added as ESS, but this should not change HCA students taking it.

Impact Report:

1. *Environmental and Soil Sciences Major – Conservation Agriculture and Environmental Sustainability Concentration*
 - a. *Optional course term 7*
 - b. *Optional course term 8*
2. *Environmental and Soil Sciences Major – Environmental Science Concentration, required course term 8*
3. *Biosystems Engineering Major, optional course footnote 2*

Low-
impact:
Revise

REVISE (RE) PREREQUISITE(S)

CSM 486 - Construction Science Capstone (3)

(RE) Prerequisite(s): CSM 355, CSM 435, CSM 430

Formerly: *(RE) Prerequisite(s):* CSM 435

Rationale: Forces this to be truly a capstone course. *Impact on other units:* None. *Financial impact:* None.

Impact Report: Construction Science and Management Major, required course term 8

(ESS) Environmental and Soil Science

Mid-
impact:
Drop

DROP COURSE

ESS 210 Introduction to Soil Science (4)

Rationale: Replacing ESS 210 Intro to Soils (4) with ESS 231 (3) + ESS 232 (1). This will enable the lab to be more tightly focused on outcomes essential for the students who will be working with soils and have the prerequisite background, while allowing the lecture course to be more open.

ESS 231 may later be proposed as a Vol Core NS

Impact on other units: should make it easier for more program to place their students in ESS 231. The initial response was very positive. *Financial impact:* May reduce teaching load slightly.

Projected enrollment: NA

Impact on enrollment in other HCA Courses: may free up 1 CH for students in other HCA programs to take other HCA courses

Impact Report:

1. ESS 334 prerequisite
2. ESS 424 prerequisite
3. ESS 442 prerequisite
4. ESS 444 prerequisite
5. ESS 454 prerequisite
6. ESS 457 prerequisite
7. Agricultural Sciences and Natural Resources Exploratory Major, optional course term 3
8. Animal Science Major – Animal Industries Concentration, optional course footnote 3
9. Animal Science Major – Bioscience Concentration, optional course footnote 2
10. Animal Science Major – Pre-Veterinary Medicine Concentration, optional course footnote 2
11. Animal Science Major – Five-Year BS/MS Program, optional course footnote 2
12. Biosystems Engineering Major, required course term 4
13. Construction Science and Management Major, required course term 4
14. Environmental and Soil Sciences Major – Soil Science Concentration
 - a. Required course term 3
 - b. Milestone term 5
15. Environmental and Soil Sciences Major – Conservation Agriculture and Environmental Sustainability Concentration
 - a. Required course term 4
 - b. Milestone term 5
16. Environmental and Soil Sciences Major – Environmental Science Concentration
 - a. Required course term 3
 - b. Milestone term 5
17. Forestry Major – Forest Resources Management Concentration, required course term 3
18. Forestry Major – Restoration and Conservation Science Concentration, required course term 3
19. Forestry Major – Urban Forestry Concentration, required course term 3
20. Forestry Major – Wildland Recreation Concentration, required course term 3
21. Plant Sciences Major – Turfgrass Science and Management Concentration, required course term 4
22. Plant Sciences Major – Sustainable Landscape Design Concentration, required course term 3
23. Plant Sciences Major – Plant Genetics and Biotechnology Concentration, required course term 4

24. *Plant Sciences Major – Organic Production Concentration, required course term 4*
 25. *Plant Sciences Major – Horticulture Science and Production Concentration, required course term 4*
 26. *Plant Sciences Major – Public Horticulture Concentration, required course term 2*
 27. *Wildlife and Fisheries Science Major – Wildlife and Fisheries Management Concentration, required course term 4*

Mid-
impact:
Add

ADD COURSES

ESS 231 Fundamentals of Soil Science (3)

Differences in soils; soil genesis; and the physical, chemical, and biological properties of soil. Relation of soil to agricultural and environmental sustainability, land use, and pollution. Soil management relative to tillage, erosion, moisture supply, temperature, aeration, fertility, and plant nutrition

ESS 232 Fundamentals of Soil Science Laboratory (1)

Experiments, techniques and methodologies focusing on the topics discussed in ESS 231 and covering the basics of measuring and analyzing soil properties and characteristics. This course is intended for those students or majors with long-term professional or educational interests where soil analysis skills would be required or in strong demand.

Contact Hour Distribution: One 2-hour lab

(RE) Prerequisite(s): CHEM 102-CHEM 103 or CHEM 122-CHEM 123 or CHEM 128.

(RE) Corequisite(s): ESS 231.

Rationale: Replacing ESS 210 Intro to Soils (4) with ESS 231 (3) + ESS 232 (1). This will enable the lab to be more tightly focused on outcomes essential for the students who will be working with soils and have the prerequisite background, while allowing the lecture course to be more open. ESS 231 may later be proposed as a Vol Core NS. It will also resolve regular issues of students wanting to transfer in a 3 cr Soils course without a lab from needing to seek petitions to allow their soils course from another institution to count towards their UT degree. *Impact on other units:* should make it easier for more program to place their students in ESS 231. The initial response was very positive. *Financial impact:* May slightly reduce teaching of laboratory sections while slightly increasing enrollments in the lecture course. *Projected enrollment:* 120 for ESS 231, 50 for ESS 232. *Impact on enrollment in other HCA Courses:* none; not really equivalent to any other HCA course.

COURSE EQUIVALENCY TABLE for Program Requirements Only Not Equivalent for Repeat/Replace Purposes	
Former Prefix/Course Number	Equivalent New Prefix/Course Number
ESS 210 Introduction to Soil Science (4)	ESS 231 Fundamentals of Soil Science (3) + ESS 232 Fundamentals of Soil Science Laboratory (1)

Mid-
impact:
Add

ADD COURSE

ESS 474 Environmental Instrumentation and Monitoring (3)

Equipment and techniques commonly used to measure all aspects of hydrologic cycle: precipitation, runoff, streamflow, subsurface water movement. Sampling of all flows for contaminants. Design of monitoring systems. Analysis of data.

(RE) Prerequisites: ESS 424

Credit Restriction: Students cannot receive credit for both ESS 474 and ESS 574

Rationale: CSM 474 is being dropped as a CSM class and added as an ESS class, since it is no longer taken by CSM students but is required for most ESS students. In addition, we were told that other programs would be more likely to use this as a Technical Elective under the ESS prefix.

Impact on other units: None. *Financial impact:* hopefully increases student numbers. *Projected enrollment:* 35. *Impact on enrollment in other HCA Courses:* none; should not change HCA students taking it

COURSE EQUIVALENCY TABLE	
Former Prefix/Course Number	Equivalent New Prefix/Course Number
CSM 474 Environmental Instrumentation and Monitoring	ESS 474 Environmental Instrumentation and Monitoring
CSAS 474 Environmental Instrumentation and Monitoring	ESS 474 Environmental Instrumentation and Monitoring

Department of Food Science (FDSC) Food Science

Mid-
impact:
Add

ADD COURSE

FDSC 210 The Science of Brewing (3)

Course Description. Historical and modern processes of brewing that results in desired flavor profiles of different styles of beer.

Rationale. A new course proposal for Natural Science -Non Lab Vol Core. The course will discuss different processes of producing beer and what are the factors that affect the quality of beer.

Financial Impact: A new faculty will be hired with a 30% teaching appointment *Impact on other units:* Slight effect on enrollment to other Vol Core NS course as this course would offer another option for Natural Science – Non Lab Vol Core and can become popular to a wide range of students. *Projected Enrollment:* Initial course offering will be traditional face-to-face class, up to 100 students. Depending on demand, multiple sections and an online version may be offered/developed. In addition to Herbert College of Agriculture students, other enrollment can come from College of Education, Health, and Human Sciences, Department of Microbiology, and Interdisciplinary Programs. This class will discuss basic principle of brewing thereby giving students in these departments a fundamental understanding of brewing, its history, and modern processes for crafting beer. It is expected that the course would enroll up to 600 students in the first 3-4 years of offering.

Department of Forestry, Wildlife, and Fisheries (WFS) Wildlife and Fisheries Science

Mid-
impact:
Add

ADD COURSE

WFS 405: Disease Ecology (3)

Many crucial issues in ecology involve outbreaks of harmful diseases. Research on the ecology of infectious diseases has increased tremendously in recent years, fueled by challenges to global human health and ecological conservation as well as advances in theory and molecular technologies. This course will be broken into two parts. The first will focus on the functional and taxonomic diversity of parasites, transmission routes of parasites, mathematical models for the population dynamics of disease, the effects of parasitism on individual hosts and populations, and

disease dynamics in host communities. Part II of this course will link the conceptual grounding developed in part I to optimal surveillance strategies for pathogens, cutting edge diagnostic tools in infectious disease, the prevention of zoonotic emergence, and a One Health approach to wildlife health.

(DE) Prerequisites: BIOL 260 or equivalent; MATH 125 or equivalent; ENGL 102, ENGL 132, ENGL 290, or ENGL 298

Rationale: This course will fulfil the Vol Core Engaged Inquiries and Written Communication requirements for students in FWF, particularly the Wildlife and Fisheries Science- Wildlife Health concentration. **Financial Impact:** This course will not require any additional resources. Teaching duties of Wildlife faculty have recently been re-distributed, to ensure that courses taught by faculty align with expectations. This class will be taught by Mark Wilbur. **Projected enrollment:** 30.

Impact on enrollment in other courses of the College: None. This course is specifically designed for WFS-Health majors to fulfil an EI requirement under Vol Core and also for students pursuing the One Health minor.

Programs and Text

Interdepartmental Agricultural and Natural Resources

Low-
impact:
Revise

REVISE TO ADD COURSE TO LIST

International Agriculture and Natural Resources Minor

Category 3 – Food, Agricultural and Natural Resources Courses with an International Focus

- EEB 304 – Socio-Economic Impact of Plants (3)

Rationale: This course has high international natural resources content, directly in line with the description of Category 3. The syllabus is attached. Impact on other units. Negligible. Financial impact: Negligible.

Department of Agricultural and Resource Economics (AREC) Agricultural and Resource Economics

Mid-
impact:
End

END CONCENTRATION

Food and Agricultural Business Major, BS in Agricultural and Resource Economics – Agricultural Production and Technology Management Concentration

Rationale: Enrollment in this concentration has been very low (only one graduating student) in the six years since being added to the catalog. Base major or other concentrations provide students with sufficient career preparation for entering work fields dealing agricultural production and technology management. Ending the program will not affect graduation for any students already in the program as no courses unique to the program are being dropped. Impact on other units: none. Financial Impact: none.

Mid-
impact:
Drop &

REVISE TITLE, REVISE REQUIREMENTS

Operationally, the minor will be dropped and added back with a new name; all requirements remain the same except as noted.

Add,
Revise

Old Title: Food and Agricultural Business Minor
New Title: Agricultural Business Minor

Minor Requirements

The minor consists of ~~19~~ **20 hours**.

Complete:

ACCT 200 - Foundations of Accounting

AREC 201 - Economics of the Global Food and Fiber System * **or**

ECON 201 - Introductory Economics: A Survey Course * **or**

~~ECON 211 - Principles of Microeconomics *~~

AREC 212 - Introduction to Agribusiness Management

AREC 342 - Farm Business Management*

~~AREC 350 - The Food and Agricultural Marketing System~~

Select ~~6~~ **4 hours:**

any 300-level or 400-level Agricultural and Resource Economics course

* Meets Volunteer Core Requirement.

Rationale: Name change will allow minor to appeal to a broader audience of potential students. Changes in requirements will allow for greater flexibility in alignment with courses in students major program. Impact on other units: None. Financial Impact: None

(FAB) Food and Agricultural BusinessLow-
impact:
Revise**REVISE REQUIREMENTS****Food and Agricultural Business Major, BS in Agricultural and Resource Economics**

Term 6		
AREC 324 or BAS 320 or ECON 381, AREC 342*, AREC 350*	9-10	ACCT 200
⁵ AREC Electives	~~2~~ 3	300-level AREC Elective
⁴ Nondepartmental Herbert College of Agriculture Elective	3	
² Non AREC Engaged Inquiries Elective*	3	
Term 8		
AREC 442*	3	No milestones
⁷ Unrestricted Electives	~~8~~ 9	
TOTAL	120	

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise**REVISE REQUIREMENTS**

Food and Agricultural Business Major, BS in Agricultural and Resource Economics – Finance and Risk Management Concentration

Term 5		
² Written Communication Elective*	3	AREC 212
AREC 310, AREC 312, AREC 313	~~7~~ 5	MATH 119 or MATH 123* or MATH 125*
ECON 311	3	
AREC Elective	~~2~~ 3	
⁴ Nondepartmental Herbert Elective	3	
Term 6		
AREC 324 or BAS 320 or ECON 381, AREC 342*, AREC 350*, AREC 352	12-13	ACCT 200
AREC Elective	~~2~~ 3	300-level AREC Elective
Term 7		
AREC 331, AREC 410, AREC 412	~~7~~ 6	Apply to graduate
⁷ Experiential Learning	3	
Non AREC Engaged Inquiry Elective	3	
ECON 313	3	
Term 8		
AREC 442*	3	No milestones
⁴ Nondepartmental Herbert College of Agriculture Elective	3	
⁵ Unrestricted Electives	~~6-7~~ 10-11	
TOTAL	120	

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS

Food and Agricultural Business Major, BS in Agricultural and Resource Economics – Food Industry Management Concentration

Term 5		
² Written Communication Elective*	3	AREC 212
AREC 310	1	MATH 119 or MATH 123* or MATH 125*
ECON 311	3	
⁴ AREC Electives	~~2~~ 3	
FDSC 390	3	
⁵ Nondepartmental Herbert College of Agriculture or Hospitality and Tourism Management or Retail and Consumer Science Elective	3	
Term 6		
AREC 324 or BAS 320 or ECON 381, AREC 342*, AREC 350*	9-10	ACCT 200
² Engaged Inquiry Elective*	3	300-level AREC Elective
AREC Elective	~~2~~ 3	
Term 7		
AREC 332, AREC 410, AREC 412	6	Apply to graduate
⁶ Experiential Learning	3	
⁵ Nondepartmental Herbert College of Agriculture or Hospitality and Tourism	3	

Management or Retail and Consumer Science Elective		
AREC Electives	~~4~~ -6	
Term 8		
AREC 442*, AREC 420	6	No milestones
⁵ Nondepartmental Herbert College of Agriculture or Hospitality and Tourism Management or Retail and Consumer Science Elective	3	
⁷ Unrestricted Electives	~~4~~ -5 ~~7~~ -8	
TOTAL	120	

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS

Food and Agricultural Business Major, BS in Agricultural and Resource Economics – Law and Policy Concentration

Term 5		
² Written Communication Elective*	3	AREC 212
AREC 310	1	MATH 119 or MATH 123* or MATH 125*
ECON 311	3	
Select two of the following courses: AREC 313, AREC 314, BULW 301	~~4~~ -6	
⁴ Nondepartmental Herbert College of Agriculture Elective	3	
Term 7		
AREC 410, AREC 412	4	Apply to graduate
Select two of the following courses: AREC 331, AREC 332, AREC 333	~~6~~ 4	
⁵ Law/Policy Directed Elective	3	
⁶ Experiential Learning	3	
⁸ AREC Elective	~~2~~ -3	
Term 8		
AREC 442*	3	No milestones
⁵ Law/Policy Directed Elective	~~2~~ -3	
⁷ Unrestricted Electives	~~5~~ -6 ~~9~~ -11	
⁸ AREC Elective	~~2~~ -3	
TOTAL	120	

Rationale:

Impact on other units:

Financial impact:

(NREE) Natural Resource and Environmental Economics

Low-
impact:
Revise

REVISE REQUIREMENTS**Natural Resource and Environmental Economics Major, BS in Agricultural and Resource Economics**

Term 5		
AREC 310, AREC 314	3	AREC 270
ECON 311, ECON 362	6	MATH 119 or MATH 123* or MATH 125*
³ Directed Electives	~~2~~ -3	
PHIL 346*	3	
Term 7		
AREC 333, AREC 345, AREC 410	~~7~~ 5	Apply to graduate
³ Directed Elective	3	
ESS 462*	3	
⁴ Experiential Learning	3	
Term 8		
AREC 470	3	No milestones
³ Directed Electives	~~5~~ -6	
ECON 463	3	
~~⁵Unrestricted Electives~~	~~5~~ -7	
² Non AREC Engaged Inquiry Elective*	3	
TOTAL	120	

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS**Natural Resource and Environmental Economics Major, BS in Agricultural and Resource Economics – Five-Year BS/MS in Agricultural and Resource Economics – Natural Resource Economics**

Term 5		
AREC 310, ~~AREC 314, AREC 345~~	~~7~~ 1	Complete prerequisites for MS Program: calculus (MATH 125*), statistics (STAT 201* or STAT 207*, AREC 324), and intermediate microeconomics (ECON 311).
~~AREC 314*~~	~~2~~	
~~AREC 333~~	~~2~~	
~~AREC 345~~	~~2~~	
ECON 311	3	
² Arts and Humanities Elective*	3	
~~³Directed Electives~~	~~2~~	
² Non AREC Engaged Inquiry Elective*	3	
Term 6		
AREC 470	3	Apply for conditional admission to Graduate Program after completion of at least 90 credit hours. Complete intermediate macroeconomics Graduate Program prerequisite (ECON 313).
ESS 326 or FWF 430 or GEOG 311 or GEOG 411	3	

ECON 313, ECON 463	6	
³ Directed Electives	~~4~~ 2	
ESS 462*	3	
TOTAL	120	

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS

Natural Resource and Environmental Economics Minor

Minor Requirements

The minor consists of ~~15~~ **16** credit hours.

Complete:

AREC 201* - Economics of the Global Food and Fiber System * **or**

ECON 201* - Introductory Economics: A Survey Course * **or**

~~ECON 211 – Principles of Microeconomics *~~

AREC 270* - Economic Perspectives on Natural Resource and Environmental Issues

Select ~~three~~ two of the following four courses:

AREC 314* - Environmental Law

AREC 333 - Agricultural Conservation Policy

AREC 345 - Climate Change and Renewable Energy Economics

FORS 314 - Economics of Forest and Wildland Resources

Select one course:

AREC 470 - Policy Analysis for Environmental and Natural Resource Management

ECON 362 - Environmental and Natural Resource Policy

FORS 420 - Forest Resource Management

FORS 422 - Forest and Wildland Resource Policy

* Meets Volunteer Core Requirement.

Rationale:

Impact on other units:

Financial impact:

Department of Animal Science (ANSC) Animal Science

Low-
impact:
Revise

REVISE REQUIREMENTS

Addition to Capstone Electives and STEM Electives List For all concentrations *except* 3+1

~~ANSC 430, PLSC 435~~

PLSC 435 Impact on other units – PLSC has been made aware that enrollment may increase.

Addition to Business/Communication Electives List for all concentrations *except* Animal Industries and 3+1

~~ALEC 102*, 202*~~

Revise QR footnote in PVM Concentration:

¹ One Quantitative Reasoning Elective* must be MATH 125*, MATH 132*, MATH 141*, MATH 147*, or MATH 151*; **MATH 115* or STAT 201* is required as a prerequisite for ANSC 340; may be taken to satisfy QR, STEM or (for STAT 201*) Business and Communication Elective requirements.**

Revise QR footnote in 3+1 Concentration:

¹ One Quantitative Reasoning Elective* must be MATH 125*, MATH 132*, MATH 141*, MATH 147*, or MATH 151*; **MATH 115* or STAT 201* is required as a prerequisite for ANSC 340; may be taken to satisfy QR, or STEM Elective requirements**

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

³ STEM elective chosen from AGNR 101*; ANSC 420, **ANSC 430**, ANSC 431, ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ~~or~~ ANSC 489 **or PLSC 435** (after major requirement and Capstone Course requirement has been met, and a maximum of one of ANSC 481*, ANSC 482, ANSC 483, ANSC 485, ANSC 486, or ANSC 489 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); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); CSM (any); ECE (any); EEB (any); EF (any); EPP (any); **ESS 210, ESS 231, ESS 232**, ESS 334, ESS 424*, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462*; FDSC 241, FDSC 341*, FDSC 410, FDSC 415*, FDSC 418, FDSC 419*, FDSC 421, FDSC 428, FDSC 429, FDSC 445; FORS 214, FORS 215, FORS 217, FORS 331, FORS 337, FORS 414; FWF 212, FWF 250*, FWF 313, FWF 315, FWF 320*, FWF 430; GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); 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 314, NUTR 321-NUTR 322; PHYS (any); PLSC 210*, PLSC 250*, PLSC 320, PLSC 330, PLSC 331, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, **PLSC 435**, PLSC 438, PLSC 441, PLSC 442, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 201*, PUBH 202, PUBH 420; STAT (any); WFS (340 and above). At least 6 hours must be from HCA courses.

⁴ Capstone Courses: Select two courses from ANSC 420, **ANSC 430**, ANSC 431, ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ~~and~~ ANSC 489, **or PLSC 435**. At least one course must be ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, or ANSC 486.

Rationale: Account for new and dropped courses within the College. Impact on other units: None. Financial impact: None.

Animal Science Major, BS in Animal Science – Bioscience Concentration

² At least eight hours of STEM electives must be upper division (300-400 level) courses or EEB 240 or BCMB 230. Choose from AGNR 101*, ANSC 420, **ANSC 430**, ANSC 431, ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ~~or~~ ANSC 489 **or PLSC 435** (after major requirement and Capstone Course requirement has been met, and a maximum of one of ANSC 481*, ANSC 482, ANSC 483, ANSC 485, ANSC 486, or ANSC 489 may be taken to satisfy the STEM elective requirement); ANTH 110*, ANTH 117*; ASTR 151*, ASTR 152*, ASTR 153*, ASTR 154*; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); CSM (any); ECE (any); EEB (any); EF (any); EPP (any); **ESS 210, ESS 231, ESS 232**, ESS 334, ESS 424*, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462*; FDSC 241, FDSC 341*, FDSC 410, FDSC 415*, FDSC 418, FDSC 419*, FDSC 421, FDSC 428, FDSC 429, FDSC 445; FORS 214, FORS 215, FORS 217, FORS 331, FORS 337, FORS 414; FWF 212, FWF 250*, FWF 313, FWF 315, FWF 320*;

GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); 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 314, NUTR 321-NUTR 322; PHYS (any); PLSC 210*, PLSC 250*, PLSC 320, PLSC 330, PLSC 331, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, ~~PLSC 435~~, PLSC 438, PLSC 441, PLSC 442, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 201*, PUBH 202, PUBH 420; STAT (any); WFS (340 and above). At least 6 hours must be from HCA courses.

³ Business and Communications Electives chosen from ACCT 200, ACCT 207; ADVT 250*; ~~ALEC 102*~~, ~~ALEC 202*~~, ALEC 240*, ALEC 330*, ALEC 340*, ALEC 441; ANSC 361; AREC 212, AREC 270*, AREC 313 or above; BULW 301; CMST 240* (if not used to satisfy OC); ECON (any course above 201 except 211 if 211 was already used for a requirement); ENGL 295*; FDSC 390; FINC 300; JREM 450*; MARK 300; MGT 201, MGT 300, PHIL 244* and STAT 201*.

⁴ Capstone Courses: Select two courses from ANSC 420, ~~ANSC 430~~, ANSC 431, ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ~~or~~ ANSC 489. ~~or~~ ~~PLSC 435~~. At least one course must be ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, or ANSC 486.

Rationale: Account for new and dropped courses within the College. Impact on other units: None. Financial impact: None.

Animal Science Major, BS in Animal Science – Five-Year BS/MS Program

² Science/Technology/Engineering/Mathematics (STEM) Electives. At least 8 hours upper division (300-400 level) or graduate (500-600 level) courses. Chosen from AGNR 101*; ANSC 420, ~~ANSC 430~~, ANSC 431, ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ~~or~~ ANSC 489 or ~~PLSC 435~~ (after major requirement and Capstone Course requirement has been met, and a maximum of one of ANSC 481*, ANSC 482, ANSC 483, ANSC 485, ANSC 486, or ANSC 489 may be taken to satisfy the STEM elective requirement); ANTH 110*, ANTH 117*; ASTR 151*, ASTR 152*, ASTR 153*, ASTR 154*; 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 231~~, ~~ESS 232~~, ESS 334, ESS 424*, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462*; FDSC 241, FDSC 341*, FDSC 410, FDSC 415*, FDSC 418, FDSC 419*, FDSC 421, FDSC 428, FDSC 429, FDSC 445; FORS 214, FORS 215, FORS 217, FORS 331, FORS 337, FORS 414; FWF 212, FWF 250*, FWF 313, FWF 315, FWF 320*, FWF 430; GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); 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 314, NUTR 321-NUTR 322; PHYS (any); PLSC 210*, PLSC 250*, PLSC 320, PLSC 330, PLSC 331, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, ~~PLSC 435~~, PLSC 438, PLSC 441, PLSC 442, PLSC 452, PLSC 457, PLSC 461; PSYC 370, PSYC 385, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 201*, PUBH 202, PUBH 420; STAT (any); WFS (340 and above). At least 6 hours must be from HCA courses.

³ Business and Communications Electives chosen from ACCT 200, ACCT 207; ADVT 250*; ~~ALEC 102*~~, ~~ALEC 202*~~, ALEC 240*, ALEC 330*, ALEC 340*, ALEC 440*, ALEC 441; ANSC 361; AREC 212, AREC 270*, AREC 313 or above; BULW 301; CMST 240* (if not used to satisfy OC); ECON (any course above 201); ENGL 295*; FDSC 390; FINC 300; JREM 450*; MARK 300; MGT 201, MGT 300; PHIL 244*, and STAT 201*.

⁴ Capstone Courses: Select two courses from ANSC 420, ~~ANSC 430~~, ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ~~and~~ ANSC 489 ~~and~~ ~~PLSC 435~~. At least one course must be ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485 or ANSC 486.

Rationale: Account for new and dropped courses within the College. Impact on other units: None. Financial impact: None.

Animal Science Major, BS in Animal Science – Pre-Veterinary Medicine Concentration

- ¹ One Quantitative Reasoning Elective must be MATH 125*, MATH 132*, MATH 141*, or MATH 151*; **MATH 115* or STAT 201* is required as a prerequisite for ANSC 340; may be taken to satisfy QR, STEM or (for STAT 201*) Business and Communications Elective requirements.**
- ² At least four hours of STEM electives must be from BIOL, EEB, BCMB, or MICRO. Other STEM electives chosen from AGNR 101*, ANSC 420, **ANSC 430**, ANSC 431, ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ~~or~~ ANSC 489 **or PLSC 435** (after major requirement and Capstone Course requirement has been met, and a maximum of one of ANSC 481*, ANSC 482, ANSC 483, ANSC 485, ANSC 486, or ANSC 489 may be taken to satisfy the STEM elective requirement); ANTH 110*, ANTH 117*; ASTR 151*, ASTR 152*, ASTR 153*, ASTR 154*; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); CSM (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, **ESS 231. ESS 232**, ESS 334, ESS 424*, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462*; FDSC 241, FDSC 341*, FDSC 410, FDSC 415*, FDSC 418, FDSC 419*, FDSC 421, FDSC 428, FDSC 429, FDSC 445; FORS 214, FORS 215, FORS 217, FORS 331, FORS 337, FORS 414; FWF 212, FWF 250*, FWF 313, FWF 315, FWF 320*, FWF 430; GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); 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 314, NUTR 321-NUTR 322; PHYS (any); PLSC 210*, PLSC 250*, PLSC 320, PLSC 330, PLSC 331, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, ~~PLSC 435~~, PLSC 438, PLSC 441, PLSC 442, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 201*, PUBH 202, PUBH 420; STAT (any); WFS (340 and above).
- ³ Business and Communications Electives chosen from ACCT 200, ACCT 207; ADVT 250*; **ALEC 102*, ALEC 202***, ALEC 240*, ALEC 330*, ALEC 340*, ALEC 440*, ALEC 441; ANSC 361; AREC 212, AREC 270*, AREC 313 or above; BULW 301; CMST 240* (if not used to satisfy OC); ECON (any course above 201); ENGL 295*; FDSC 390; FINC 300; MARK 300; MGT 201, MGT 300; PHIL 244* and STAT 201*.
- ⁴ Capstone Courses: Select two courses from ANSC 420, ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ~~and~~ ANSC 489 **and PLSC 435**. At least one course must be ANSC 481*, ANSC 482, ANSC 483, ANSC 484, ANSC 485 or ANSC 486.

Rationale: Clarification of existing requirements and take into account new and dropped courses within the College. Impact on other units: None. Financial impact: None.

Animal Science Major, BS in Animal Science – Pre-Veterinary Medicine 3+1 Concentration

- ¹ One Quantitative Reasoning Elective* must be MATH 125*, MATH 132*, MATH 141*, MATH 147*, or MATH 151**; **MATH 115* or STAT 201* is required as a prerequisite for ANSC 340; may be taken to satisfy QR or STEM elective requirements.**

Rationale: Clarification of existing requirements. Impact on other units: None. Financial impact: None.

Department of Biosystems Engineering and Soil Sciences (BSE) Biosystems Engineering

Low-
impact:
Revise

REVISE TEXT AND REQUIREMENTS

Biosystems Engineering Major, BS in Biosystems Engineering (beginning with paragraph 6)

The Biosystems Engineering Program has ABET Program Educational Objectives that align with the objectives of the University of Tennessee Institute of Agriculture. Graduates are prepared to:

- Successfully apply engineering principles to complex biological systems, with principles grounded in improving ecological systems and water quality, sustainable food and fiber

production and processing, renewable energy production and implementation, efficient mechanical designs and automation, innovative instrumentation and sensors, or related fields,

- Continue developing as professionals and leaders in society, through professional involvement and/or ~~post-graduate education~~ **lifelong-learning**, and
- Incorporate a wide range of social and cultural issues and corresponding solutions into engineering and professional activities.

Term 1	Hours	Milestone Notes
CHEM 122* and CHEM 123*, or CHEM 128*	4	MATH 130 or higher or one Arts and Humanities*, Social Sciences*, Global Citizenship – US/Global Citizenship – International Elective*, or Expanded Perspectives* Elective
EF 105	1	
EF 142* or EF 151* or EF 157*	~~3~~ 4	
ENGL 101* or ENGL 118*	3	
³ MATH 132 or MATH 141* or MATH 147*	3-4	
Term 4		
BIOL 160* or BIOL 168*	3	EF 152* or EF 158* or PHYS 136* or PHYS 138*
BSE 321	3	
~~ESS 210~~ ESS 231 and ESS 232	4	
MATH 231	3	
ME 321	3	
Term 6		
BSE 411 or BSE 417	3	No milestones
BSE 426 or BSE 427	3	
BSE 431 or BSE 437	3	
BSE 451 or BSE 457	~~3~~ 4	
² Technical Elective	3	
TOTAL	~~127~~ 128	

² Technical electives are generally upper-division courses with substantial rigor in science, technology, engineering, or math. The following courses are pre-approved, but other courses suggested by a student may be approved by the advisor on a case-by-case basis. Note that some of these courses have required prerequisites and see individual course descriptions for specific information. BSE 525, BSE 543; **CBE 475**, CBE 481; CE 381, CE 430, CE 485; CHEM 260, CHEM 360; CSM 345, CSM 355, CSM 474; ENVE 511, ENVE 512, ENVE 513, ENVE 515, ENVE 516, ENVE 525, ENVE 526, ENVE 527, ENVE 530, ENVE 532, ENVE 533, ENVE 544, ENVE 558, ENVE 561, ENVE 574; ESS 334, ESS 424*, ESS 434, ESS 442, ESS 444, ESS 454; **ESS 462**; **GEOG 311**; GEOG 312; GEOL 485; IE 304; MATH 300, MATH 403, MATH 411*, MATH 431; ME 363, ME 366, ME 391, ME 405, ME 451, ME 466, ME 472.

Rationale: Text: Reflect change recommended by Program Advisory Council. Change program to reflect ESS 210 change, add two new Technical electives, and some minor clean-up. **Impact on other units:** None. **Financial impact:** None.

Low-
impact:
Revise

REVISE TEXT AND REQUIREMENTS

Biosystems Engineering Major, BS in Biosystems Engineering – Pre-Professional Concentration

(Begin with paragraph 6)

The Biosystems Engineering Program has ABET Program Educational Objectives that align with the objectives of the University of Tennessee Institute of Agriculture. Graduates are prepared to:

- Successfully apply engineering principles to complex biological systems, with principles grounded in improving ecological systems and water quality, sustainable food and fiber production and processing, renewable energy production and implementation, efficient mechanical designs and automation, innovative instrumentation and sensors, or related fields,
- Continue developing as professionals and leaders in society, through professional involvement and/or ~~post-graduate education~~ **lifelong-learning**, and
- Incorporate a wide range of social and cultural issues and corresponding solutions into engineering and professional activities.

Term 1	Hours	Milestone Notes
CHEM 122* and CHEM 123*, or CHEM 128*	4	MATH 130 or higher or one Arts and Humanities*, Social Sciences*, Global Citizenship – US, Global Citizenship – International*, or Expanded Perspectives* Elective
EF 105	1	
EF 142* or EF 151* or EF 157*	~~3~~ 4	
ENGL 101* or ENGL 118*	3	
¹ MATH 141* or MATH 147*	4	
Term 6		
BSE 411 or BSE 417	3	No milestones
BSE 431 or BSE 437	3	
BSE 451 or BSE 457	~~3~~ 4	
CHEM 360 or CHEM 368	3	
CHEM 359	1	
MATH 200	2	
TOTAL	~~126~~ 127	

Rationale: Text: Reflect change recommended by Program Advisory Council. Program: Minor clean-up. **Impact on other units:** None. **Financial impact:** None.

(CSM) Construction Science and Management

Low-
impact:
Revise

REVISE TEXT AND REQUIREMENTS

Construction Science and Management Major, BS in Construction Science and Management

The Bachelor of Science in Construction Science and Management prepares students for entry into the very broad and diverse range of careers related to construction, including residential, agricultural, commercial, roadway, and excavation construction. Students in this program typically enjoy the outdoors and the sense of accomplishment that comes from seeing a project grow from an idea to a finished product. This field relies on knowledge from engineering, technology, construction, and business, and combines those with important skills related to teamwork and leadership. The program provides a strong background in science and math, adds fundamental concepts from engineering, and provides exposure to relevant technology and techniques such as CAD, land surveying, and estimating. The major focuses on specific technical areas providing the skills required to manage the sophisticated technological systems increasingly essential in today's construction world. Coursework in economics and the management of a small business are also included, along with oral and written communication. This program is designed to be less

theoretical, more applied, and focused on the broad range of management opportunities within the construction industry.

Transfer or change of major students seeking admission into the Construction Science and Management degree program must be in good academic standing (2.00 or higher in the UT system)

Proper selection of business-related elective courses in the Construction Science and Management program may meet the coursework requirements for a Minor in Business Administration, *or for a Minor in Agricultural Business*. This business background is supplemented with courses addressing construction-specific issues in accounting, finance, and law. Issues related to green/sustainable construction practices are also covered. Students are encouraged to identify experiences in construction practice such as internships or part time/summer work, which is facilitated through the very active Construction Science Student Club.

Term 4		
CSM 215	3	MATH 141* and either CHEM 122* and CHEM 123*, or CHEM 128*
CSM 225	3	
CSM 270	4	
ACCT 200 or ACCT 207	3	
~~ESS 210~~ ESS 231 and ESS 232	4	
TOTAL	120	

³ Select from the following list: AREC 212, AREC 270*, ~~AREC 313, AREC 314, AREC 324, AREC 331, AREC 342, AREC 350, AREC 352, AREC 444~~, FINC 300, MGT 300, MARK 300. NOTE: ~~Those seeking the seeking the Business Administration Minor must take ACCT 200, ECON 201*, FINC 300, MGT 201, MGT 300, and MARK 300. are required if seeking the Business Administration Minor.~~ Those seeking the Agricultural Business Minor must take ACCT 200, AREC 201 or ECON 201, AREC 212, AREC 342, and 6 additional hours from any 300-level or 400-level AREC courses.

⁴ Note that some electives have required prerequisites. See individual course descriptions for specific information. ALEC 450; AREC 342; EPP 410, EPP 425; ESS 424, ESS 442, ESS 444, ESS 454, ESS 462; IE 304, IE 423; ~~IE452, MARK 300; MGT 201~~; PLSC 240, PLSC 410*, PLSC 430, PLSC 434, PLSC 435.

Rationale: Text: Reflects retirement, new hire, and desire to increase incoming student standards. Program: Reflects changes in ESS 210 and desired changes to Technical Electives. Will relieve those students wanting more background in natural resources from needing to pay the Haslam differential course fees. **Impact on other units:** May result in a very slight decrease in the number of students taking the Haslam Business Minor. **Financial impact:** May transfer a small number of credits of MGT courses to AREC.

(ESS) Environmental and Soil Sciences

Low-
impact:
Revise

REVISE REQUIREMENTS

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

Term 4		
³ Unrestricted Elective	2	CHEM 102* and CHEM 103*
ANSC 150*	2	
~~ESS 210~~ ESS 231 and ESS 232	4	

PLSC 275	3	
EEB 304 or EEB 330 or PLSC 250*	3	
Term 5		
ACCT 200 or ACCT 207 or BUAD 202*	3	~~ESS 210~~ ESS 231 and ESS 232
AREC 313	2	
EPP 313 or EPP 321	3	
ESS 334	3	
² Technical Electives	6	
Term 7		
~~CSM 474~~ ESS 474 or ESS 326 or ESS 442	3	Apply to graduate
ESS 424*	3	
ESS 462*	3	
PLSC 415 or PLSC 434 or PLSC 435 or PLSC 457	3	
² Technical Elective	3	
TOTAL	120	

Rationale: Reflects changes to ESS and CHEM courses. **Impact on other units:** None.
Financial impact: None.

REVISE REQUIREMENTS

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

Term 3		
³ Unrestricted elective	3	One Expanded Perspectives Elective*
BIOL 160* or BIOL 168*	3	
BIOL 159*	2	
CHEM 132* and CHEM 133*, or CHEM 138*	4	
~~ESS 210~~ ESS 231 and ESS 232	4	
Term 5		
ESS 220*	3	~~ESS 210~~ ESS 231 and ESS 232
ESS 334	3	
PHIL 346*	3	
¹ Expanded Perspectives Elective*	3	
STAT 201* or STAT 207* or PLSC 461	3	
Term 6		
ESS 301*	1	No milestones
ESS 326	3	
~~CHEM 112* and CHEM 113*, or~~ CHEM 260	3-4	
ESS 454	3	
² Technical Elective	3	
^{1,3} Engaged Inquiries Elective*	4	
Term 8		
~~CSM 474~~ ESS 474	3	No milestones
EEB 330 or EEB 404 or EEB 433* or EEB 470 or EEB 484 or PLSC 415	3	
ESS 444	3	
² Technical Electives	5-6	

Low-
impact:
Revise

TOTAL	120	
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Rationale: Reflects changes to ESS and CHEM courses. **Impact on other units:** None.
Financial impact: None.

Low-
impact:
Revise

REVISE REQUIREMENTS

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

Term 3		
³ Unrestricted Elective	2	One Expanded Perspectives Elective*
BIOL 114* or BIOL 160* or BIOL 168*	3	
BIOL 115 or BIOL 159*	2	
CHEM 132* and CHEM 133*, or CHEM 138*	4	
~~ESS 210~~ ESS 231 and ESS 232	4	
Term 4		
AREC 201* or ECON 201* or ECON 207* or ECON 211*	3-4	CHEM 122* and CHEM 123*, or CHEM 128*
¹ Expanded Perspectives Elective*	3	
~~CHEM 112* and CHEM 113*, or~~ CHEM 260	~~3-4~~	
PHYS 221*	4	
Term 5		
¹ ESS 220*	3	~~ESS 210~~ ESS 231 and ESS 232
ESS 301*	1	
ESS 334	3	
PHIL 346*	3	
¹ Expanded Perspectives Elective*	3	
STAT 201* or STAT 207* or PLSC 461*	3	
TOTAL	120	

Rationale: Reflects changes to ESS and CHEM courses. **Impact on other units:** None.
Financial impact: None.

Department of Food Science (FDSC) Food Science

Low-
impact:
Revise

REVISE REQUIREMENTS

Food Science Major, BS in Food Science – Five-Year BS/MS Program

Term 2		
Arts and Humanities*, ~~or Social Sciences*~~ Elective	3	2.0 cumulative GPA
CHEM 122* and CHEM 123*, or CHEM 128*	4	ENGL 101*
ENGL 102*	3	One Arts and Humanities* or Social Sciences* Elective
FDSC 150*	3	
NUTR 100*	3	
Term 3		

~~Arts and Humanities*, or~~ Social Sciences* Elective	3	2.0 cumulative GPA
CHEM 132* and CHEM 133*, or CHEM 138*	4	CHEM 122* and CHEM 123*
FDSC 241	3	One Quantitative Reasoning Elective*
MATH 115*, MATH 152*, STAT 201*, or STAT 207*	3	
MICR 210*	3	
Term 7		
FDSC 415*	4	Apply to graduate
FDSC 421 or FDSC 428 and FDSC 429 (Both BS/MS credit)	5	
~~³Herbert College of Agriculture Elective or~~ ~~⁴Directed STEM Elective or FDSC Elective~~ FDSC 110* or Any Global Citizenship International Elective	3	
Expanded Perspective Elective	3	
TOTAL	120	

- ⁴ ~~Upper division (300-400 level) courses are recommended.~~ Choose from: ASTR 151*, ASTR 152*; BCMB (any); BIOL (any after major requirements are met); CFS 210*, CFS 211, CFS 213, CFS 240; CHEM (any after major requirements are met); COSC (any); CSM (any); ECE (any); EEB (any); EF (any); GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); HTM (any); IE (any); KNS (any above 100-level); MATH (any above MATH 125* after Quantitative Reasoning requirements are met); ME (any); MICR (any except MICR 210*); MSE (MSE 201 and above); NE (any); NUTR (any except NUTR 100*, NUTR 311); PHYS (any except PHYS 221*); PSYC 301, PSYC 370, PSYC 385*, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 315, PUBH 401, PUBH 420; STAT (any except STAT 201*); UNHO 287*, UNHO 288*.

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS

Food Science Major, BS in Food Science – Pre-Professional 3+1 Concentration

Term 2		
BIOL 160* or BIOL 168*	3	2.7 cumulative GPA
CHEM 132* and CHEM 133*, or CHEM 138*	4	BIOL 150*-BIOL 159* or CHEM 122* and CHEM 123**
ENGL 102*	3	
² FDSC 150	3	
² Social Sciences Elective*	3	
FDSC 110* or Any Global Citizenship International Elective*	³	
Term 3		
CHEM 260, CHEM 269	4	3.0 cumulative GPA
² ³ Directed Pre-Professional Elective	3	One Arts and Humanities*, or Social Sciences* Elective
FDSC 241	3	BIOL 160* or CHEM 132* and CHEM 133*
MICR 210*	3	ENGL 102*

Expanded Perspective Elective*	3	MATH 125* or MATH 141*
³ FDSC Engaged Inquiries*	4	
Term 4		
² Arts and Humanities Elective*	3	3.0 cumulative GPA
CHEM 359, CHEM 360	4	FDSC 100
Oral Communication Elective*	3	
² Directed Pre-Professional Elective	3	
² Written Communication Elective*	3	
³ FDSC Engaged Inquiries*	3	
Non-FDSC Engaged Inquiries*	1	
Term 5		
FDSC 421 or FDSC 428	3	FDSC 241
FDSC 429	2	
MATH 115* or MATH 142* or STAT 201* or STAT 207*	3	
² Directed Pre-Professional Electives	8	
Term 6		
Expanded Perspective Elective*	3	No milestones
ALEC 150 or ESS 220 or any Global Citizenship US*	3	
² Directed Pre-Professional Electives	7	
FDSC 410 or FDSC 418; and FDSC 419*	4	
FDSC 494* or other Applied Oral Communication*	1	
TOTAL	120	

¹ Mathematics placement depends on high school courses and grades and ACT scores.

² ~~Chosen from the University General Education list. Students must complete one Communicating Orally course (CMST 210*, CMST 217*, CMST 240*, or CMST 247* recommended), and two courses from each of the following categories—Arts and Humanities, Social Sciences (PSYC 110* or PSYC 117* recommended), and Cultures and Civilizations. One of these courses must also be a Communicating through Writing course.~~

² Chosen from courses that meet pre-professional requirements for UT-Memphis or UT-Vet School. These may include BCMB 230, BCMB 401, BCMB 402; BIOL 240; CLAS 273; EEB 240; PHYS 221* and PHYS 222* should be taken for pre-professional programs that require one or both courses. Other courses that may also be selected include FDSC 150*, FDSC 341, FDSC 390, FDSC 415, FDSC 430, FDSC 442, FDSC 445, FDSC 495, FDSC 493 (maximum of 3 hours) or FDSC 499 (maximum 3 hours).

³ Chosen from the following: FDSC 341, FDSC 415, FDSC 430

* Meets University Vol Core Requirement.

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS

Food Science Major, BS in Food Science – Pre-Professional Concentration

Term 2		
BIOL 160* or BIOL 168*	3	2.7 cumulative GPA
CHEM 122* and CHEM 123*, or CHEM 128*	4	

ENGL 102*	3	
³ FDSC 150	3	
³ Social Sciences Elective*	3	
Term 3		
CHEM 132* and CHEM 133*, or CHEM 138*	4	3.0 cumulative GPA
^{3 4} Directed Pre-Professional Elective	3	BIOL 150*-BIOL 159* or CHEM 122* and CHEM 123*
FDSC 241	3	ENGL 102*
NUTR 100*	3	
Expanded Perspective Elective	3	
Term 4		
³ Arts and Humanities Elective*	3	3.0 cumulative GPA
CHEM 260, CHEM 269	4	BIOL 160* or CHEM 132* and CHEM 133*
Oral Communication Elective	3	FDSC 100
^{3 4} Directed Pre-Professional Electives	4	
FDSC 201	1	
Term 5		
Expanded Perspective Elective	3	FDSC 241
CHEM 359, CHEM 360	4	MATH 125* or MATH 141*
^{3 4} Directed Pre-Professional Electives	4	
MATH 115* or MATH 142* or STAT 201* or STAT 207*	3-4	
Term 6		
Written Communication Elective	3	No milestones
^{3 4} Directed Pre-Professional Electives	4	
FDSC 410 or FDSC 418; and FDSC 419*	4	
MICR 210*	3	
Term 7		
FDSC 442	1	Apply to graduate
^{3 4} Directed Pre-Professional Elective	6	
FDSC 429	2	
FDSC 421 or FDSC 428	3	
^{4 5} ~~FDSC Elective~~ FDSC 110* or Any Global Citizenship International Elective*	3	
Term 8		
FDSC 494* or any Applied Oral Communication*	1	No milestones
^{4 5} FDSC Electives	3	
ALEC 150 or ESS 220 or any Global Citizenship US	3	
^{5 6} FDSC Engaged Inquiries	7	
Non-FDSC Engaged Inquiries	1	
TOTAL	120	

¹ Mathematics placement depends on high school courses and grades and ACT scores.

² Any courses not already required for the major.

³ ~~Chosen from the University General Education list. Students must complete one Communicating Orally course (CMST 210*, CMST 217*, CMST 240*, or CMST 247* recommended), and two courses from each of the following categories—Arts and Humanities,~~

~~Social Sciences (PSYC 110* or PSYC 117* recommended), and Cultures and Civilizations. One of these courses must also be a Communicating through Writing course.~~

³ ⁴ Chosen from courses that meet pre-professional requirements for UT-Memphis or UT-Vet School. These may include BCMB 230, BCMB 401, BCMB 402; BIOL 240; CLAS 273; EEB 240; PHYS 221* and PHYS 222* should be taken for pre-professional programs that require one or both courses. Other courses that may also be selected include FDSC 150*, FDSC 341, FDSC 390, FDSC 415, FDSC 430, FDSC 442, FDSC 445, FDSC 493 or FDSC 495 (maximum of 3 hours).

⁴ ⁵ Chosen from ~~FDSC 150*~~, FDSC 341, FDSC 390, FDSC 415, FDSC 430, FDSC 442, FDSC 445, FDSC 493 (maximum 3 hours), or FDSC 495 or FDSC 499 (maximum 3 hours).

⁵ ⁶ Chosen from the following: FDSC 341, FDSC 415, FDSC 430

* Meets University Vol Core Requirement.

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS

Food Science Major, BS in Food Science – Science Concentration

Term 2		
Arts and Humanities*, ~~or Social Sciences*~~ Elective	3	2.0 cumulative GPA
CHEM 122* and CHEM 123*, or CHEM 128*	4	ENGL 101*
ENGL 102*	3	One Arts and Humanities*, or Social Sciences* Elective
FDSC 150*	3	
NUTR 100*	3	
Term 3		
~~Arts and Humanities*~~ , or Social Sciences* Elective	3	2.0 cumulative GPA
CHEM 132* and CHEM 133*, or CHEM 138*	4	CHEM 122* and CHEM 123*
FDSC 241	3	One Quantitative Reasoning Elective*
MATH 115*, MATH 142*, MATH 152*, STAT 201*, or STAT 207*	3-4	
MICR 210*	3	
Term 7		
FDSC 415*	4	Apply to graduate
FDSC 421 or FDSC 428; and FDSC 429	5	
FDSC 442	2	
³ Herbert College of Agriculture Elective or ⁴ Directed STEM Elective or FDSC Elective FDSC 110 or Any Global Citizenship International Elective	3	
TOTAL	120	

⁴ ~~Upper division (300-400 level) courses are recommended.~~ Choose from: ASTR 151*, ASTR 152*; BCMB (any); BIOL (any after major requirements are met); CFS 210*, CFS 211, CFS 213, CFS 240; CHEM (any after major requirements are met); COSC (any); CSM (any); ECE (any); EEB (any); EF (any); GEOG 131*, GEOG 132*, GEOG 137*; GEOL (any); HTM (any); IE (any); KNS (any above 100-level); MATH (any above MATH 125* after Quantitative

Reasoning requirements are met); ME (any); MICR (any except MICR 210*); MSE (MSE 201 and above); NE (any); NUTR (any except NUTR 100*, NUTR 311); PHYS (any except PHYS 221*); PSYC 301, PSYC 370, PSYC 385*, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 315, PUBH 401, PUBH 420; STAT (any except STAT 201*); UNHO 287*, UNHO 288*.

Rationale:

Impact on other units:

Financial impact:

Department of Forestry, Wildlife, and Fisheries (FORS) Forestry

Low-
impact:
Revise

REVISE

Forestry Major, Bachelor of Science in Forestry – Forest Resources Management Concentration

Term 3		
³ Global Citizenship - International Elective*	3	2.5 cumulative GPA
ALEC 240* or CMST 210* or CMST 217* or CMST 240* or CMST 247*	3	FWF 212 with a grade C or better
~~ESS 210~~ ESS 231 and ESS 232	4	
FORS 214 or FORS 217	3	
FWF 212	3	

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS

Forestry Major, Bachelor of Science in Forestry – Restoration and Conservation Science Concentration

Term 3		
ALEC 240* or CMST 210* or CMST 217* or CMST 240* or CMST 247*	3-4	2.5 cumulative GPA
~~²Global Citizenship – International Elective*~~ FWF 320	3	FWF 212 with a grade C or better
~~ESS 210~~ ESS 231 and ESS 232	4	
BIOL 114* or FORS 214 or FORS 217	3	
FWF 212	3	
Term 4		
AREC 201* or ECON 201* or ECON 207* or ECON 211* or ECON 213*	3-4	2.5 cumulative GPA
FORS 215 or BIOL 260/BIOL 269	3-4	2.5 major GPA
² Arts and Humanities Elective*	3	ENGL 101* or ENGL 118*; ENGL 102*; MATH 125*; CHEM 100* or CHEM 120* or CHEM 128*; BIOL 101* or BIOL 113*/BIOL 115* or BIOL 150*/BIOL 159, MATH 115* or STAT 201* or STAT 207*; BIOL 260 or FORS 215
MATH 115* or STAT 201* or STAT 207*	3	

~~FWF 320~~ ³ Global Citizenship - International Elective*	3	
Term 6		
FORS 314	2	2.5 cumulative GPA
FWF 324	3	2.5 major GPA
FWF 310	1	
FWF 312	3	
FWF 313	3	
ESS 424* or GEOG 436 or ~~GEOL 464~~	3	
TOTAL	120	

¹ Any course approved as Volunteer Core Global Citizenship - US*.

² Any course approved as Volunteer Core Arts and Humanities*.

³ Any course approved as Volunteer Core Global Citizenship - International*.

⁴ Any course not already required for the major approved as Volunteer Core Engaged Inquiries*.

* Meets Volunteer Core Requirements.

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS

Forestry Major, Bachelor of Science in Forestry – Urban Forestry Concentration

Term 3		
ALEC 240* or CMST 210* or CMST 217* or CMST 240* or CMST 247*	3	2.5 cumulative GPA
³ Global Citizenship - International Elective	3	FWF 212 with grade C or better
~~ESS 210~~ ESS 231 and ESS 232	4	
FORS 214 or FORS 217	3	
FWF 212	3	

Rationale:

Impact on other units:

Financial impact:

Low-
impact:
Revise

REVISE REQUIREMENTS

Forestry Major, Bachelor of Science in Forestry – Wildland Recreation Concentration

Term 3		
⁴ Global Citizenship - International Elective*	3	2.5 cumulative GPA
ALEC 240* or CMST 210* or CMST 217* or CMST 240* or CMST 247*	3	FWF 212 with grade C or better
~~ESS 210~~ ESS 231 and ESS 232	4	
FORS 214 or FORS 217	3	
FWF 212	3	

Rationale:

Impact on other units:

Financial impact:

(WFS) Wildlife and Fisheries ScienceLow-
impact:
Revise**REVISE REQUIREMENTS****Wildlife and Fisheries Science Major, Bachelor of Science in Wildlife and Fisheries Science – Wildlife and Fisheries Management Concentration**

Term 4		
⁵ Global Citizenship - US Elective*	3	2.5 cumulative GPA
⁶ Physical Science Elective	3-4	2.5 major GPA
BIOL 260 or FORS 215	2-3	ENGL 101 or ENGL 118; ENGL 102; CHEM 120 or CHEM 128; BIOL 150 or BIOL 158; BIOL 159 or BIOL 167; BIOL 160 or BIOL 168; MATH 115 or STAT 201 or STAT 207; MATH 125; BIOL 260 or FORS 215
~~ESS 210~~ ESS 231 and ESS 232	4	
MATH 115 or STAT 201* or STAT 207*	3	

*Rationale:**Impact on other units:**Financial impact:*Low-
impact:
Revise**REVISE REQUIREMENTS****Wildlife and Fisheries Science Major, Bachelor of Science in Wildlife and Fisheries Science – Wildlife Health Concentration**

Term 6		
AREC 201* or ECON 201* or ECON 207* or ECON 211* or ECON 213*	3-4	3.0 cumulative GPA
SOCI 360*	3	3.0 major GPA
PHYS 222*	4	
~~⁶Wildlife Ecology and Management Elective~~ WFS 401*	3	
Term 7		
BCMB 401	4	Apply to graduate
BCMB 230 or BCMB 440 or WFS 450	3-5	
BIOL 220	3	
BIOL 229	2	
ALEC 485* ⁵ Arts and Humanities Elective* or Social Science Elective* or Global Citizenship - International Elective* or Global Citizenship - US Elective*	3	
WFS 431	3	
Term 8		
³ Wildlife Ecology and Management Electives	6	No milestones
⁴ Technical Elective	3	
~~WFS 401*~~ WFS 405*	3	
BCMB 311	3	
FWF 432*	1	
TOTAL	120	

Rationale:

Impact on other units:
Financial impact:

Haslam College of Business

Department of Management and Entrepreneurship

Mid-
impact:
Correct

ADD CONCENTRATION

Management Major, BS in Business Administration – Sales Concentration

Management is a broad field that focuses on the planning, organizing, leading, and controlling of an organization's resources where the ultimate objective is to ensure that the organization achieves and sustains a competitive advantage. A common thread throughout the Management Major is the development of important professional skills including: data-driven decision making, problem-solving, critical thinking, leadership, and communication.

The Sales Concentration option is a distance education/fully-online option specifically designed for transfer students. Only transfer students who have earned 60 credit hours and an Associate of Art (A.A.), an Associate of Science (A.S.), an Associate of Fine Arts, or an Associate of Science in Teaching from a Tennessee Board of Regents institution are eligible to apply and participate in this program.

Current students who earn an A.A. or A.S. and 60 credit hours through the Tennessee Reverse Transfer process are eligible to apply as well.

Students will need to maintain a 2.5 cumulative UT GPA.

Term 5		
MGT 201	3	
ACCT 200	3	
ECON 201	4	
STAT 201	3	
INMT 242	3	
Term 6		
MGT 300	3	
BUAD 331	2	
MARK 300	3	
BUAD 341, BUAD 342	4	
FINC 300	3	
Term 7		
BULW 301	2	
BUAD 453	4	
MARK 350	3	
ENT 350	3	
MGT 331	3	
Term 8		
MGT 462	3	
HRM 360	3	
MGT 463	3	
MARK 469	3	

MARK 471	3	
TOTAL (Minimum including transfer hours)	61	

Rationale: This is an online-only degree completion program for students that have completed an associate's degree at a TN community college. It draws from many departments within the Haslam College of Business and is an effort to enter the online education market. It is supported by the Provost's office.

Impact on other units: Program has been constructed in consultation with HCB department heads. All required coursework is housed within the Haslam College of Business. However, were a student to already have credit for some of the 200-level coursework, and therefore need additional credit hours at UTK to have 60 hours at a four-year institution, it is possible that they may take coursework from another college at UTK.

Financial impact: Tuition return to the college will fund any needs for the program.

College of Communication and Information

Courses

Tombras School of Advertising and Public Relations (ADPR) Advertising and Public Relations

Mid-
impact:
Add

ADD COURSE

ADPR 492– Advertising and Public Relations Internships (1-3)

Approved internships and other supervised practice in advertising and public relations.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 4 hours.

(RE) Prerequisite(s): ADVT 340R or PBRL 340R

Registration Permission: Permission of instructor.

Rationale: ADPR 492 combines and replaces the two courses ADVT 492 and PBRL 492 to streamline internship supervision for the instructor. Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: None.

Note: this would be a mid-impact change because it is a new course but is not seeking general education or experience learning approval and is not expected to be taken by anyone outside the host college.

COURSE EQUIVALENCY TABLE

Former Prefix/Course Number	Equivalent New Prefix/Course Number
ADVT 492 Advertising Internships	ADPR 492 Advertising and Public Relations Internships
PBRL 492 Public Relations Internships	ADPR 492 Advertising and Public Relations Internships

(ADVT) Advertising

Low-
impact:

+ADD CROSS-LISTING

Cross-
list**+ADVT 340R Advertising Research (3)**

(Same as PBRL 340R)

*ADVT is primary.**Rationale: Allows students from both majors to take either of the required courses for credit.**Impact on other units: None. Financial impact: None.**Note: This is a low-impact change in response to the equivalency of allowing cross-listed courses.***Impact Report:**

1. *ADVT 360 prerequisite*
2. *ADVT 380 prerequisite*
3. *ADVT 460 prerequisite*
4. *ADVT 461 prerequisite*
5. *ADVT 492 prerequisite*
6. *Advertising Major*
 - a. *Required course term 5*
 - b. *Milestone term 5*
 - c. *Required course footnote 8*
7. *College of Communication and Information, main college page, Requirements for Graduation paragraph 2*

Mid-
impact:
Correct**DROP COURSE****ADVT 492 Advertising Internships***Rationale: ADVT 492 is being replaced by ADPR 492 that combines this course and PBRL 492 to streamline internship supervision for the instructor. Impact on other units: None. Financial impact: None.**Note: this would be a mid-impact change because dropping the course is not a substantial change to the curriculum is not expected to be taken by anyone outside the host college.***Impact Report: No impact.****(PBRL) Public Relations**Low-
impact:
Cross-
list**+ADD CROSS-LISTING****+PBRL 340R Advertising Research (3)**

(See as ADVT 340R)

*ADVT is primary.**Rationale: Allows students from both majors to take either of the required courses for credit.**Impact on other units: None. Financial impact: None.**Note: This is a low-impact change in response to the equivalency of allowing cross-listed courses.***Impact Report:**

1. *PBRL 370 prerequisite*
2. *PBRL 492 prerequisite*
3. *Public Relations Major*
 - a. *Required course term 5*
 - b. *Required course footnote 9*
4. *College of Communication and Information, main college page, Requirements for Graduation paragraph 3*

Mid-
impact:
Correct

DROP COURSE

PBRL 492: Public Relations Internships

Rationale: PBRL 492 is being replaced by ADPR 492 that combines this course and ADVT 492 to streamline internship supervision for the instructor. Impact on other units: None. Financial impact: None.

Note: this would be a mid-impact change because dropping the course is not a substantial change to the curriculum is not expected to be taken by anyone outside the host college.

Impact Report: No impact.

School of Information Sciences

High-
impact:
Add

ADD COURSE

INSC 260 – Programming for Information Applications (3)

Programming languages with emphasis on data structures, in-built functions, user-defined variables, syntax and control structures for processing and visualizing datasets.

Rationale: INSC 260 replaces INSC 360 as the lower-level division designation better reflects the course content. This course is a foundational course for information sciences, and is required for all majors. It is also accessible to students of all classifications and majors, including data science. Impact on other units: Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names for BSIS majors and IS minors. Other affected units have been advised of the course revisions for INSC 360 and INSC 260. Financial impact: None.

Note: This would be a high-impact change because it is a new course that replaces INSC 360, and is required for BSIS, BSIS-UXD, BSIS-DIMA, and IS Minor, and may be used to fulfill degree requirements for the Data Science Minor, and Interdisciplinary Studies Major – Data Science Concentration; and Interdisciplinary Studies Major – Data Science Concentration (Department of Interdisciplinary Studies, College of Arts and Sciences). The host college will begin working with the Vice Provost of Academic Affairs and the College of Arts and Sciences no later than October 13 to give them time to revise their programs and/or course requirements. The CCC was able to run an impact report to identify all colleges affected by dropping INSC 360 and adding INSC 260.

High-
impact:
Drop

DROP COURSE

INSC 360 – Programming for Information Applications (3)

Programming languages with emphasis on data structures, in-built functions, user-defined variables, syntax and control structures for processing and visualizing datasets.

(RE) Prerequisite(s): 210.

Rationale: INSC 360 is being dropped as upper-level division designation does not accurately reflect the course content, and the course does not require a pre-requisite. The course is being added at a lower-level division level. Impact on other units: Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names for BSIS majors and IS minors. Other affected units have been advised of the course revisions for INSC 360 and INSC 260. Financial impact: None.

Note: This would be a high-impact change because it is required for BSIS, BSIS-UXD, BSIS-DIMA, and IS Minor, and may be used to fulfill degree requirements for the Data Science Minor, and Interdisciplinary Studies Major – Data Science Concentration; and Interdisciplinary Studies Major – Data Science Concentration (Department of Interdisciplinary Studies, College of Arts and Sciences). The host college will begin working with the Vice Provost of Academic Affairs and the

College of Arts and Sciences no later than October 13 to give them time to revise their programs and/or course requirements. The CCC was able to run an impact report to identify all colleges affected by dropping INSC 360 and adding INSC 260.

COURSE EQUIVALENCY TABLE

Former Prefix/Course Number	Equivalent New Prefix/Course Number
INSC 360 – Programming for Information Applications	INSC 260 – Programming for Information Applications

Impact Report:

1. INSC 484 prerequisite
2. INSC 486 prerequisite
3. INSC 489 prerequisite
4. Information Sciences Major, required course term 6
5. Information Sciences Major – User Experience Design (UXD) Concentration, required course term 6
6. Information Sciences Major – Data, Information Management, and Analytics Concentration, required course term 6
7. College of Communication and Information, main college page, Requirements for Graduation paragraph 5

Programs and Text

College of Communication and Information

Low-
impact:
Revise

REVISE TEXT

(main College page)

The College of Communication and Information fosters among students a sense of the legal and ethical responsibilities of access to information and the exercise of expression in a democratic society. Additionally, the College serves the professional goals of preparing students for careers in communication and information.

The College includes four schools – the Tombras School of Advertising and Public Relations, School of Communication Studies, School of Information Sciences, and School of Journalism and Electronic Media. Five 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. Programs for which accrediting is available are fully accredited. The advertising, journalism and electronic media, and public relations programs are accredited by the Accrediting Council on Education in Journalism and Mass Communication. The information sciences master's program is accredited by the American Library Association and the National Council for Accreditation of Teacher Education.

Study Abroad programs are strongly encouraged in the College of Communication and Information. Students may select from a wide variety of faculty-led summer programs. CCI faculty members currently lead study abroad groups to a variety of countries including Cyprus, London England, Italy, France, Australia, Ireland, and Czech Republic Belgium. Students may also choose to participate in semester-long study abroad programs. Communication and Information courses are available at selected universities in a variety of countries Denmark, the Netherlands,

~~the United Kingdom, and Australia.~~ Students are encouraged to check the study abroad link on the college web site at <https://www.cci.utk.edu/>.

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; Tennessee Library Association; and Tennessee Press Association.

College Core Areas

Students in the **Tombras School** of Advertising and Public Relations ~~and the Schools~~ of Communication Studies, **Information Sciences**, and Journalism and Electronic Media study the following core areas.

- Overview/survey
- Writing
- Theory and research

Each unit designates a course (or courses) to fulfill the requirements.

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.

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

~~Progression Requirements~~

~~All Journalism and Electronic Media majors must complete the core courses—JREM 175, JREM 200*, and JREM 230 and all uTrack milestone requirements for the major before taking 300- or 400-level Journalism and Electronic Media courses. Unless a declared honors major, Communication Studies majors must complete all milestone requirements for the major before taking 300- or 400-level Communication Studies courses.~~

Internal Transfer and Readmission Requirements

Students in other UT colleges interested in a major in the College of Communication and Information will be required to meet the milestones for their intended major. All students must ~~contact~~ **schedule an appointment with** an advisor in the CCI Center for Undergraduate Studies and Advising regarding their eligibility for the major. **Students must have a minimum of a 2.0 GPA to declare a major in the College of Communication and Information.** Until achieving good

standing, an academic probationary student will be advised as a prospective student. A CCI advisor will determine the steps necessary to move from prospective to admitted student. Communication and Information students readmitted to the University are readmitted into the College. Upon readmission, an advisor in the CCI Center for Undergraduate Studies and Advising will evaluate the student's eligibility for their intended major.

Requirements for Graduation

The Bachelor of Science in Communication is awarded to majors who complete a program of at least 120 hours prescribed under the advertising, journalism and electronic media, or public relations requirements. Advertising, Journalism and Electronic Media, and Public Relations students must complete at least 72 hours in courses other than communication and information, journalism and electronic media, advertising, and/or public relations. All students must take a course or courses designated by their school to address freedom of speech, law, and ethics. Students must achieve a cumulative grade point average of at least 2.0 in all College courses used to fulfill graduation requirements.

All courses in the core Advertising progression, ADVT 310 - Advertising Design, ADVT 340R - Advertising Research Methods*, ADVT 350 - 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 completed with a grade of C- or better for the hours to count toward requirements for the major.

All courses in the core Public Relations progression, PBRL 310 - Public Relations Design, PBRL 320 - Public Relations Writing, PBRL 340R - Public Relations Research, PBRL 370 - Public Relations Cases, PBRL 380 - Public Relations Professional Seminar, PBRL 420 - Advanced Public Relations Writing, and PBRL 470 - Public Relations Campaigns, must be completed with a grade of C- or better for the hours to count toward requirements for the major.

The Bachelor of Arts in Communication is awarded to communication studies majors who successfully complete the 120 hours prescribed under the communication studies requirements. Students must earn at least a C- in all communication studies courses completed for the hours to count toward requirements for the major. Students must achieve a cumulative grade point average of at least 2.0 in all College courses used to fulfill graduation requirements. CMST 260 - Professional Skills in Communication Lab, CMST 312 - Survey of Interpersonal Communication, CMST 342 - Survey of Organizational Communication, CMST 352 - Communication Theory, CMST 356 - Research Methods in Communication Studies, and CMST 499 - Proseminar in Communication Studies* must be completed at UT Knoxville.

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 Sciences, INSC 210 - Foundations of Information Technology, INSC 311 - User-Centered Design, INSC 360 - Programming for Information Applications, and INSC 380 - Information Management in Organizations are the core courses in the Information Sciences progression. The information sciences major offers three concentrations: Data, Information Management, and Analytics (DIMA), User Experience Design (UXD), and a general concentration. Students must earn at least a C- in all information sciences courses for the hours to count toward requirements for the major. Students must achieve a cumulative grade point average of at least 2.0 in all College courses used to fulfill graduation requirements.

For both the BA and BS, at least 18 hours in major courses must be taken at UT Knoxville.

Minors

Disciplinary minors are offered in **advertising and public relations**, communication studies, **digital media**, information sciences, **and** journalism and electronic media, **social media analytics**, and **user experience design**. **An interdisciplinary minor in Broadcast Meteorology in cooperation with the Department of Geography and Sustainability is offered.** Students interested in a disciplinary minor should **complete the online minor declaration form accessed here:** [**https://cci.utk.edu/undergraduate-minors**](https://cci.utk.edu/undergraduate-minors). ~~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: Revisions to be update text.

Tombas School of Advertising and Public Relations, School of Information Sciences, School of Journalism and Electronic Media

Program Learning Outcomes for the minor:

- 1) Students will understand and be able to explain concepts, principles, and technologies necessary for conducting social media analytics.
- 2) Students will demonstrate knowledge of methods for collecting, evaluating, analyzing, visualizing, and communicating social media analytics.

Mid-
impact:
Correct

ADD PROGRAM

Social Media Analytics Minor

The Social Media Analytics (SMA) Minor is open to undergraduate students interested in incorporating social media analytical skills and knowledge into their studies. Students will develop and apply skills to effectively collect, evaluate, analyze, visualize, and communicate social media analytics regardless of disciplinary or professional setting. The minor is open to students pursuing an undergraduate degree in any major at the University of Tennessee. The minor consists of 15 credit hours.

Complete 6 Hours:

- ADPR 365 Social Media Strategy
- ADPR 415 Social Media Analytics

Select 9 Hours:

- INSC 260 Programming for Information Applications
- INSC 489 Information Visualization
- JREM 416 Audience Analytics
- JREM 419 Communication with Data

Rationale: This minor provides opportunities for students to develop skills and knowledge in social media, data analytics and information visualization through an interdisciplinary perspective. The acquisition, evaluation, analysis and communication of social media is complimentary to disciplines outside of the major.

Impact on other units: None.

Financial impact: None. These are existing courses taught in the College of Communication and Information.

Note: This would be a mid-impact change with a deadline of mid-December 1 since adding minor

utilizing existing courses.

Tombras School of Advertising and Public Relations

Low-
impact:
Revise

REVISE PROGRAM

Advertising and Public Relations Minor

To earn a minor in Advertising and Public Relations, students must complete the following **five classes (15 hours)** as described below:

Complete 9 Hours:

- CCI 150 - Communication in an Information Age
- ADVT 250 - Advertising Principles
- PBRL 270 - Public Relations Principles

Select 6 Hours:

- ADPR 365 – Social Media Strategy
- ADPR 375 – Integrating Communication Channels
- **ADPR 416 – Special Topics in Advertising and Public Relations**
- **ADVT 480 – Advertising Issues**
- **PBRL 400 – Ethical and Legal Issues in Public Relations**
- **PBRL 430 – Crisis Communication**

RATIONALE: Students are having a hard time getting into the courses they need to complete the minor (due to capacity and times). Including two flexible courses would still give students the breadth of knowledge they need for the minor and would alleviate scheduling conflicts.

Note: This would be a mid-impact change with a deadline of mid-December 1 since adding minor utilizing existing courses. Financial Impact: Minimal – would give students more options to complete the major using existing CCI.

Low-
impact:
Revise

REVISE PROGRAM

Advertising Major, BS in Communication

Term 4		
ACCT 200 or ACCT 207	3	ADVT 250*
PBRL 270*	3	2.0 cumulative GPA
College or General Elective	3	
⁶ Global Citizenship – US Elective*	3	
^{7,11} ~~Engaged Inquiries Elective~~ ⁹ ~~General Elective~~	3	
Term 5		
^{8,7} ADVT 310	3	ADVT 310, ADVT 340R*
^{8,7} ADVT 340R*	3	MATH 115* or STAT 201* or STAT 207*
MGT 201	3	
^{9,8} General Elective*	3	
^{10,9} Written Communication Elective*	3	
Term 6		
^{8,7} ADVT 350	3	No milestones
^{8,7} ADVT 360	3	

⁸⁻⁷ ADVT 380	1	
^{5, 8} College or General Elective	3	
MARK 300	3	
MGT 300	3	
Term 7		
⁸⁻⁷ ADVT 450*	3	No milestones
⁸⁻⁷ ADVT 480	3	
^{5, 8} College or General Elective	3	
PSYC 360	3	
^{9 8} General Elective	3	
Term 8		
⁸⁻⁷ ADVT 470*	3	No milestones
^{5, 8} College or General Elective	3	
⁵ College Elective	3	
^{9 8} General Elective	1-3	
TOTAL	120	

⁷ ~~Choose from the Volunteer Core list.~~

⁷ Students must earn a grade of C- or better in each of the following courses: ADVT 310, ADVT 340R*, ADVT 350, ADVT 360, ADVT 380, ADVT 450*, ADVT 470*, ADVT 480.

⁸ Chosen from any course not taught in advertising, advertising and public relations, ⁹ communication and information, communication studies, information sciences, journalism and electronic media, or public relations.

⁹ Choose from the Volunteer Core list.

¹⁰

¹¹ ~~9 hours of Engaged Inquiries electives are required from at least two subject areas. Please plan accordingly.~~

* Meets Volunteer Core Requirements.

Rationale: With the approval of courses for engaged inquiries, the required 3 courses (9hours) are embedded into the curriculum. The 3 hours of engaged inquiries electives are no longer needed.

Financial Impact: Low.

Low-
impact:
Revise

REVISE TEXT

Advertising Major, BS in Communication – Five-Year BS/MS Program

The department offers especially qualified students a Five-Year BS/MS program with a BS major **is in** Advertising and an MS major in Communication and Information. The primary component of the program is that a qualified student may take up to 9 credit hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BS degree and the MS degree. This program is designed for students pursuing their MS degree at UTK. Other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the BS degree. Qualifications for admission to the program are:

- Students must have an overall GPA of at least 3.4 to be admitted to the program.

- Conditional admission may be granted after completing 64 hours of required coursework while full admission is granted after completing 96 hours of required coursework with a minimum overall GPA of 3.4 in required coursework.
- Students must at least have conditional admission before taking graduate courses for both their bachelor's and master's degrees.
- All courses taken for graduate credit must be approved by the departmental chair of the program. Students admitted to the dual program must submit the Senior Requesting Graduate Credit Form to the Graduate School to receive graduate credit. Students admitted to the dual program must also follow the normal procedure for admission to Graduate School for the MS degree.
- Admission of students into this program must be approved by the department and the Graduate School.

Rationale: Clean up typographical error.

Low-
impact:
Revise

REVISE PROGRAM

Public Relations Major, BS in Communication

Term 4		
ACCT 200 or ACCT 207	3	PBRL 270*
ADVT 250*	3	2.0 cumulative GPA
⁷ College Elective	3	
~~⁸Engaged Inquiries Elective*~~ ⁴ General Elective	3	
JREM 200*	3	
Term 5		
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	JREM 200*
MGT 201	3	MATH 115* or STAT 201* or STAT 207*
⁹ ⁸ PBRL 310	3	
⁹ ⁸ PBRL 340R	3	
⁴ General Elective	3	
Term 6		
^{4,7} College or General Electives	6	No milestones
MARK 300	3	
⁹ ⁸ PBRL 320	3	
⁹ ⁸ PBRL 370	3	
⁹ ⁸ PBRL 380	1	
Term 7		
⁷ College Elective	3	No milestones
⁴ General Elective	3	
⁹ ⁸ PBRL 420	3	
⁹ ⁸ PBRL 470S*	3	
PSYC 360	3	
Term 8		
^{4,7} College or General Elective	3	No milestones
⁹ ⁸ PBRL 400	3	

⁴ General Electives	4-6	
TOTAL	120	

⁸ ~~Choose from the Volunteer Core* list.~~

^{9,8} Students must earn a grade of C- or better in each of the following courses: PBRL 310, PBRL 320, PBRL 340R, PBRL 370, PBRL 380, PBRL 400, PBRL 420, PBRL 470.

¹⁰ ~~9 hours of Engaged Inquiries* electives are required from at least two subject areas. Please plan accordingly.~~

*Rationale: With the approval of courses for engaged inquiries, the required 3 courses (9hours) are embedded into the curriculum. The 3 hours of engaged inquiries electives are no longer needed.
Financial Impact: Low.*

Low-
impact:
Revise

REVISE TEXT

Public Relations Major, BS in Communication - Five-Year BS/MS

The department offers especially qualified students a Five-Year BS/MS program with a BS major ~~is in~~ Public Relations and an MS major in Communication and Information. The primary component of the program is that a qualified student may take up to 9 credit hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BS degree and the MS degree. This program is designed for students pursuing their MS degree at UTK. Other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the BS degree. Qualifications for admission to the program are:

- Students must have an overall GPA of at least 3.4 to be admitted to the program.
- Conditional admission may be granted after completing 64 hours of required coursework while full admission is granted after completing 96 hours of required coursework with a minimum overall GPA of 3.4 in required coursework.
- Students must at least have conditional admission before taking graduate courses for both their bachelor's and master's degrees.
- All courses taken for graduate credit must be approved by the departmental chair of the program. Students admitted to the dual program must submit the Senior Requesting Graduate Credit Form to the Graduate School to receive graduate credit. Students admitted to the dual program must also follow the normal procedure for admission to Graduate School for the MS degree.
- Admission of students into this program must be approved by the department and the Graduate School.

Rationale: Clean up typographical error.

School of Information Sciences

Low-
impact:
Revise

REVISE TEXT

(School of Information Sciences Page)

Established in 1971, the School of Information Sciences provides an undergraduate major in information sciences, ~~an undergraduate minors~~ in information sciences ~~and user experience design~~ and, with the Tombras School of Advertising and Public Relations and the School of Journalism and Electronic Media, a minor in social media analytics. The School of Information

Sciences provides a graduate program for the preparation of librarians and other information professionals for work in all types of information environments.

Rationale: Revisions done for maintenance, and to ensure up-to-date information is provided in the catalog. Impact on other units: None. Financial impact: None.

Low-
impact:
Revise

REVISE PROGRAM

Information Sciences Minor

Complete 9 additional hours from the following courses, with at least six of the hours completed at the 400-level:

- CCI 150 - Communication in an Information Age
- INSC 102 - Introduction to Computers
- INSC 220 - Information Search
- **INSC 260 - Programming for Information Applications**
- INSC 305 - Internet & Society
- ~~INSC 360 - Programming for Information Applications~~
- INSC 380 - Information Management in Organizations
- INSC 384 - Database Design
- INSC 430 - Foundations of User Experience
- INSC 435 - Usability Testing and Methods
- INSC 436 - Analytics and Metrics for User Experience
- INSC 439 - Interfaces and Interaction Design
- INSC 450 - Writing About Science and Medicine*
- INSC 484 - Database Applications
- INSC 486 - Data Analytics
- INSC 489 - Information Visualization
- INSC 493 - Independent Project or Research
- INSC 495 - Special Topics

* Meets University Volunteer Core Requirement

Rationale: Removed INSC 360, a dropped course, and added new course, INSC 260. Impact on other units: None. Financial Impact: None.

Note: This would be a low-impact change because the revision is for routine maintenance of an existing program.

Low-
impact:
Revise

REVISE PROGRAMS

Bachelor of Science in Information Sciences

Term 6		
INSC 260 ~~INSC 360~~	3	No milestones
⁶ INSC Elective	3	
³ Engaged Inquiries Elective*	6	
⁴ Unrestricted Electives	3	

Bachelor of Science in Information Sciences – Data, Information Management, and Analytics Concentration

Term 6		
INSC 260 ~~INSC 360~~	3	No milestones
INSC 384	3	

⁶ INSC Elective	3	
³ Engaged Inquiries Elective*	6	

Bachelor of Science in Information Sciences – User Experience Design (UXD) Concentration

Term 6		
~~INSC 260~~ ~~INSC 360~~	3	No milestones
INSC 430	3	
⁶ INSC Elective	3	
³ Engaged Inquiries Elective*	6	

Rationale: Removed dropped course, INSC 360, and added course, INSC 260. Impact on other units: Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names for BSIS majors and IS minors. Other affected units have been advised of the course revisions for INSC 360 and INSC 260. Financial impact: None.

Note: This would be a high-impact change because it is a new course that replaces INSC 360, and is required for BSIS, BSIS-UXD, BSIS-DIMA, and IS Minor, and may be used to fulfill degree requirements for the Data Science Minor, and Interdisciplinary Studies Major – Data Science Concentration; and Interdisciplinary Studies Major – Data Science Concentration (Department of Interdisciplinary Studies, College of Arts and Sciences). The host college will begin working with the Vice Provost of Academic Affairs and the College of Arts and Sciences no later than October 13 to give them time to revise their programs and/or course requirements. The CCC was able to run an impact report to identify all colleges affected by dropping INSC 360 and adding INSC 260.

College of Education, Health, and Human Sciences

Courses

Department of Child and Family Studies

CFS Undergraduate Early Childhood Education

Student Learning Outcomes

1. Students will demonstrate an understanding and knowledge of child and adolescent development.
2. Students will demonstrate an understanding of contemporary family processes and transitions in the context of marriage and parenting.
3. Students in the Community Outreach track will demonstrate the ability to interact professionally and work effectively with children and families in diverse community contexts.
4. Students in the Teacher Licensure track will apply the knowledge and skills appropriate to practice in settings with young children.

Mid-
impact:
Add

ADD COURSE

CFS 205 Early Childhood Language Development and Inclusive Interaction (3)

Introduction to current theories and practices associated with the development and enhancement of language in young children (birth through 8) from diverse backgrounds and ability levels. Specifically, this course will focus on issues related to the development of receptive and expressive language. Further, this course will build understandings of instructive practices and assessment approaches to support children in these early phases of language and explore language interactions in the classroom both teacher-child and child-child interactions.

(RE) Prerequisite(s): CFS 106

Supporting Information

Rationale: The Child and Family Studies Prek-3 and PreK-K Early Childhood Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education (ECE) Integrated PreK-3 and B-K endorsements that require both regular and special education coursework (i.e., dual licensure). Thus, we are maximizing course credits to ensure that CFS early childhood teacher licensure students receive the appropriate course content to meet the State of Tennessee DOE requirements. In addition to licensure changes, considerable emphasis has been shifted to foundational literacy and as a result, a course that can focus on language development will provide students with a solid foundation and further, allow for more focus in literacy-focused courses on reading and writing to meet state demands and best prepare teachers for the field.

Impact on other units: This course does not have a negative impact on other units.

Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. This change will not increase the workload of existing faculty.

Additional Documentation

- 1) Frequency of Course: Two sections in fall semester*
- 2) Course Capacity per semester : 70; 35 per section*
- 3) Course format: One in-person lecture/discussion; hybrid; one asynchronous online lecture/discussion*
- 4) How is this class to be staffed? CFS faculty or GTAs*
- 5) Please see the attached syllabus for expanded course description and objectives.*

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022

Mid-
impact:
Add

ADD COURSE

CFS 335 Young Exceptional Learners: Integrated Curriculum Characteristics and Needs (3)

Introduction to Universal Design for Learning and supports the development of universally designed inclusive curriculum for the early childhood classroom. Topics include: Universal Design for Learning principles, inclusive family-centered infant/toddler curriculum, home-centered routines-based early intervention, preparing learning materials for infants and toddlers in the home and classroom, differentiation and individualization of teaching in preschool and elementary school, embedded classroom interventions and progress monitoring, and blended teaching practices in the content areas.

(RE) Prerequisite(s): CFS 320, 350, or 360

Supporting Information

Rationale: The Child and Family Studies Prek-3 and PreK-K Early Childhood Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education (ECE) Integrated PreK-3 and B-K endorsements that require both regular and special education coursework (i.e., dual licensure). Thus, we are maximizing course credits to ensure that CFS early childhood teacher licensure students receive the appropriate course content to meet the State of Tennessee DOE requirements.

Impact on Other Units: This course is a requirement for the Integrated ECE PreK-3 and B-K students. This course will not be a prerequisite or co-requisite for other courses. It will not be cross-listed in other units.

Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. This change will not increase the workload of existing faculty.

Additional Documentation

- 1) Frequency of Course Offering: One section in fall and spring
- 2) Course Capacity per semester: 25 per section
- 3) Course format: Asynchronous online lecture and discussion; hybrid; on campus section
- 4) How is this class to be staffed? CFS faculty, GTAs, or adjuncts. Distance Coordinator (non-tenure track) will also teach.
- 5) Please see the attached syllabus for expanded course description and objectives.

The CFS faculty voted to approve these changes on 04/20/2022

Low-
impact:
Revise

REVISE CREDIT HOURS

CFS 350: Early Childhood Education I: Environments for Children (3)

Formerly: CFS 350: Early Childhood Education I: Environments for Children (4)

Supporting Information

Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated Early Childhood Education (ECE) Integrated PreK-3 and B-K initial teacher licensure programs. The additional credit was for a lab component, which will be addressed through a field experience embedded within the course. This change is not driven by the SACs Assessment.

Impact on Other Units: This course is required for all CFS students on the Integrated ECE PreK-3 and B-K initial teacher licensure track. The proposed change does not drop or alter courses required by other programs. The proposed change does not require courses offered by other programs or affect other programs in any way. This course is not cross-listed in other units.

Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. This change will not increase the workload of existing faculty. We changed the 4-credit courses to 3-credits courses to make space for the new ECE Integrated PreK-3 and B-K courses. Thus, this will not result in fewer credits in the program. The credits were shifted to make space for new courses. This change will not require additional resources.

Additional Documentation: The TLC faculty voted to approve these changes on 4/20/2022

Impact Report:

1. CFS 351 prerequisite
2. CFS 353 corequisite
3. CFS 423 prerequisite
4. Child and Family Studies Major – Early Development and Learning Pre K-K Track
 - a. Program Policies and Progression Requirements text
 - b. Required course term 4
5. Child and Family Studies Major – Early Childhood Education Teacher Licensure Pre K-3 Track, required course term 5
6. Child and Family Studies Department page, Early Development and Learning (PreK-K) text
7. College of Education, Health, and Human Sciences, Admission to Teacher Education, 2.b. text
8. Deaf Studies Major – Deaf Education Concentration (Elementary Education Specialization), Professional elective for Child and Family Studies

Low-
impact:
Revise

REVISE CREDIT HOURS

CFS 351: Early Childhood Education II: Curricular and Program Development for Young Children (3)

Formerly: CFS 351: Early Childhood Education II: Curricular and Program Development for Young Children (4)

Supporting Information

Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated Early Childhood Education (ECE) Integrated PreK-3 and B-K initial teacher licensure programs. The additional credit was for a lab component, which will be addressed through a field experience embedded within the course. This change is not driven by the SACs Assessment.

Impact on Other Units: This course is required for all CFS students on the Integrated ECE PreK-3 and B-K initial teacher licensure track. The proposed change does not drop or alter courses required by other programs. The proposed change does not require courses offered by other programs or affect other programs in any way. This course is not cross-listed in other units.

Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. This change will not increase the workload of existing faculty. We changed the 4-credit courses to 3-credits courses to make space for the new ECE Integrated PreK-3 and B-K courses. Thus, this will not result in fewer credits in the program. The credits were shifted to make space for new courses.

Additional Documentation: The CFS faculty voted to approve these changes on 4/20/2022

Impact Report:

- 1. CFS 422 prerequisite*
- 2. CFS 470 prerequisite*
- 3. Child and Family Studies Major – Early Development and Learning Pre K-K Track, required course term 5*
- 4. Deaf Studies Major – Deaf Education Concentration (Elementary Education Specialization), Professional Electives for Child and Family Studies*
- 5. Child and Family Studies Major – Early Childhood Education Teacher Licensure Pre K-3 Track, required course term 6*

Low-
impact:
Revise

REVISE TITLE, DESCRIPTION, ADD (RE) PREREQUISITE(S)

CFS 353: Reading and Writing in Early Childhood (3)

This course is designed to introduce current theories and practices associated with the development and enhancement of literacy in young children (birth through 8). Specifically, this course will focus on issues related to the nature and development of 'emergent' literacy and foundational literacy skills, progressing to fluent, skilled reading, and the development of early writing skills. Further, this course will build understandings of instructive practices to support children in these early phases of reading and writing.

(RE) Prerequisite(s) CFS 205 (a Language Development/Interactions Course)

Formerly: (CFS 353) Reading, Language, and Literacy (3). Theory and methods for creating learning environments for the development of language, emergent literacy, and reading and writing skills from infancy through eight years.

(RE) Co-requisite(s): CFS 350.

Supporting Information

Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated Early Childhood Education (ECE) Integrated PreK-3 and B-K initial teacher licensure programs. This change is not driven by the SACs Assessment.

Impact on Other Units: This course is required for all CFS students on the Integrated ECE PreK-3 and B-K initial teacher licensure track. The proposed change does not drop or alter courses required by other programs. The proposed change does not require courses offered by other programs or affect other programs in any way. This course is not cross-listed in other units.

Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. This change will not increase the workload of existing faculty. We changed the 4-credit courses to 3-credits courses to make space for the new ECE Integrated PreK-3 and B-K courses. Thus, this will not result in fewer credits in the program. The credits were shifted to make space for new courses.

Additional Documentation: The CFS faculty voted to approve these changes on 4/20/2022

Impact Report:

1. *Child and Family Studies Major – Early Childhood Education Teacher Licensure Pre K-3 Track, required course term 5*
2. *Child and Family Studies Major – Early Development and Learning Pre K-K Track, required course term 5*
3. *Deaf Studies Major – Deaf Education Concentration (Elementary Education Specialization), Professional Electives for Child and Family Studies*

Low-
impact:
Revise

REVISE CREDIT HOURS

CFS 423: PreK-K Teaching Methods (3 to 6)

Formerly: CFS 423: PreK-K Teaching Methods (6)

Supporting Information

Rationale: We are changing the credit hours to meet requirements of the State of Tennessee mandated Integrated Early Childhood Education (ECE) PreK-3 and B-K initial teacher licensure programs. This change is not driven by the SACs Assessment.

Impact on Other Units: This course is required for all CFS students on the Early Childhood Education (ECE) Integrated B-K licensure track and for some students completing the provisional/add-on licensure program. The change is requested because provisional and add-on licensure candidates will require less supervision and/or field placement time and therefore need to register for fewer credits in the new Integrated ECE B-K program. The proposed change does not drop or alter courses required by other programs. The proposed change does not require courses offered by other programs or affect other programs in any way. This course is not a general education, tracking, or high demand course. This course is a prerequisite for CFS 472, but CFS 472 is not completed by those seeking add-on/provisional licensure. This course is not cross-listed in other units.

Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. Since the course will be offered with other B-K courses required for licensure, there will be no negative financial impact beyond a student potentially enrolling in 3 credit hours instead of 6. However, this variable credit change may lead to more students enrolling in the program as add-on/provisional licensure candidates. This change will not increase the workload of existing faculty.

Additional Documentation: The CFS faculty voted to approve these changes on 4/20/2022.

Impact Report:

1. *CFS 472 prerequisite*
2. *Child and Family Studies Major – Early Development and Learning Pre K-K Track, required course term 5*

Mid-
impact:
Add

ADD COURSE

CFS 430: Families of Children with Disabilities (3)

Development of individuals with disabilities primarily focused on conception through early childhood with some attention to middle childhood, adolescence, and young adulthood. This also includes their caregivers' experiences. Theory and application in home, center, and school-based contexts.

Prerequisite(s): CFS 320, 350, or 360

Supporting Information

Rationale: We are adding an undergraduate version of CFS 530 to meet requirements of the State of Tennessee mandated Early Childhood Education (ECE) Integrated PreK-3 and B-K initial teacher licensure programs. With upcoming licensure changes, ECE teacher preparation programs are required to meet standards focused on partnering, communicating, and collaborating with families of children with disabilities. This change is not driven by the SACs Assessment.

Impact on Other Units: This should not impact other units because it's an undergraduate version of a current graduate-level course already offered in the CFS department.

Financial Impact on Other Units: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus

Additional Documentation:

- 1) Frequency of Course Offering: One section in fall and spring*
- 2) Course Capacity per semester: 25 per section*
- 3) Course format: Asynchronous and synchronous online lecture and discussion; hybrid, and on campus*
- 4) How is this class to be staffed? The CFS faculty, GTAs, or adjuncts. Distance Coordinator (non-tenure track) will also teach.*
- 5) Please see the attached syllabus for expanded course description and objectives.*

The CFS faculty voted to approve these changes on 04/20/2022

Mid-
impact:
Add

ADD COURSE

CFS 435 Integrated Early Childhood Guidance, Behavioral Support, and Trauma Informed Practices (3)

Examine essential practices to support children's positive behaviors and respond to behavior challenges in the early childhood setting, including evidence-based trauma informed practices. Topics include: designing environments and supporting relationships that promote children's positive behaviors, understanding and supporting children's engagement in routines, supporting young children who struggle with play, supporting young children with disabilities, trauma responsive strategies, functional assessment of behavior and planning individual and classroom behavior supports.

(RE) Prerequisite(s): CFS 320, 350, or 360

Supporting Information

Rationale: The Child and Family Studies Prek-3 and PreK-K Early Childhood Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education (ECE) Integrated PreK-3 and B-K endorsements that require both regular and special education coursework (i.e., dual licensure). Thus, we are maximizing course credits to ensure that CFS early childhood teacher licensure students receive the appropriate course content to meet the State of Tennessee DOE requirements.

Impact on Other Units: This course is a requirement for the Integrated ECE PreK-3 and B-K students. This course will not be a prerequisite or co-requisite for other courses. It will not be cross-listed in other units.

Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. This change will not increase the workload of existing faculty.

Additional Documentation

- 1) Frequency of Course Offering: One section in fall and spring*
- 2) Course Capacity per semester: 25 per section*
- 3) Course format: Asynchronous online lecture and discussion; hybrid; on-campus section*
- 4) How is this class to be staffed? CFS faculty, GTAs, or adjuncts. Distance Coordinator (non-tenure track) will also teach.*
- 5) Please see the attached syllabus for expanded course description and objectives.*

The CFS faculty voted to approve these changes on 04/20/2022.

ADD COURSE

Mid-
impact:
Add

CFS 455 Assessment for Diverse Learners (3)

This course examines the practice of assessing young children (birth-3rd grade) with disabilities. Topics include gathering information to assist in the development of tiered interventions and the process of making referrals. Students will explore informal assessment techniques, standardized assessments, and screening instruments. Students will analyze the purpose and limitations of assessment instruments and engage in instructional planning based on assessment data. (RE) Prerequisite(s): CFS 350 or permission of instructor.

Supporting Information

Rationale: The Child and Family Studies Prek-3 and PreK-K Early Childhood Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education (ECE) Integrated PreK-3 and B-K endorsements that require both regular and special education coursework (i.e., dual licensure). Thus, we are maximizing course credits to ensure that CFS early childhood teacher licensure students receive the appropriate course content to meet the State of Tennessee DOE requirements.

Impact on Other Units: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. This course is replacing SPED 410, which is not currently being offered and is addressing standards that we are required to cover in our new integrated teacher licensure programs. This course is a requirement for the Integrated ECE PreK-3 and B-K students. This course will not be a prerequisite or co-requisite for other courses. It will not be cross-listed in other units.

Financial Impact: This change will not increase the workload of existing faculty. This change will not require additional resources.

Additional Documentation

- 1) Frequency of Course Offering: One section in fall and spring*
- 2) Course Capacity per Semester: 25 per section*
- 3) Course format: Asynchronous online lecture and discussion; hybrid; on-campus section once the new B-K and PreK-3 is established.*
- 4) How is this class to be staffed? CFS faculty, GTAs, or adjuncts will teach. Distance Coordinator (non-tenure track) will also teach.*

5) Please see the attached syllabus for expanded course description and objectives.

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

**Department of Educational Leadership and Policy Studies
(ELPS) Educational Leadership and Policy Studies**

Mid-
impact:
Add

ADD COURSE

ELPS 251- Educational Policy in the United States (3)

This course examines the foundations of how educational policies are created and implemented in the United States. Using perspectives drawn from the social sciences, students will learn the key steps in the policymaking process from both theoretical and practical perspectives and how different groups of students experience the education system.

Rationale: This course provides undergraduate students with an opportunity to learn more about educational policy issues. We are also applying for the written communication and engaged inquiry modes of the Volunteer Core.

Impact on Other Units: There is no impact on other academic units. The proposed course is not required by other programs.

Financial Impact: This will not affect overall faculty course load, therefore, there is no financial impact expected on either the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.

Additional Documentation and Approval: Syllabus.

**Department of Educational Psychology and Counseling
(COUN) Counselor Education**

Mid-
impact:
Add

ADD COURSE

COUN 202 Wellness: Theory & Research (3)

Exploration of wellness at the individual, group, and systems levels. Consideration of research related to connection of wellness to cultural identity, development, and neuroscience.

Supporting Information

Rationale: We are revising the EPC Interpersonal Development undergraduate minor to include this course on wellness to promote critical thinking about human behavior and the dynamics of individual, political, and social phenomena as it relates to holistic wellness. Additionally, this course will help students demonstrate knowledge of appropriate and ethical methods, technologies, and data that social scientists use to investigate and describe the human condition as it relates to holistic wellness.

Impact on other units: There is no impact on other units.

Financial impact: This course will be offered annually in the spring by current EPC faculty. No additional resources are required.

Additional documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC. We are requesting the number 202 for this COUN course.

Mid-
impact:
Add

ADD COURSE

COUN 460S Foundations and Applications in Grief Support (3)

Exploration and understanding of death and non-death loss and grief, including intersections with trauma. Special focus on impacts on children and adolescents. A core aspect of the course is participation in a mentoring relationship with a K-12 student for the purpose of support. No clinical skill is required.

Supporting Information

Rationale: COUN 460 Practicum in Grief Support is an existing course that involves a longstanding collaboration with Knox County Schools in which students enrolled in the course learn about grief while engaging in weekly mentoring sessions with a K-12 student who has experienced a loss. We are seeking an S-designation for this course. As part of the application process, we are also clarifying the course title and description to include greater transparency about the service-learning nature of the course.

Impact on other units: There is no impact on other units.

Financial impact: This course will be offered annually in the spring by a GTA. Because this is a new designation for a long-standing course, no additional resources are required.

Additional documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.

Pending approval by the S subcommittee.

Low-
impact:
Revise

ADD REGISTRATION RESTRICTION(S)

COUN 480 Skills for Counseling (3)

Registration Restriction(s): Undergraduate only

Supporting Information

Rationale: Department recently developed a unique course number for graduate-level credit.

COUN 480 will only be taught by GTAs and needed to be restricted to undergraduates.

Impact on Other Units: None

Financial Impact: None

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

Impact Report:

1. Child and Family Studies department, Certified Family Life Educator
2. EDPY 490 prerequisite
3. Agricultural Leadership, Education and Communications Major – Community Engagement and Leadership Development Concentration, optional course footnote 5

(EDPY) Educational Psychology

Mid-
impact:
Drop

DROP COURSE

EDPY 490 - Interpersonal Development in Career Contexts and Beyond

Supporting Information

Rationale: Department has restructured; course is no longer relevant to focus of the minor.

Impact on Other Units: Adult Learning is in agreement to no longer offer the course as they redirect their focus in ELPs.

Financial Impact: none, as the course will be replaced by a course taught via EPC's existing resources.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

Impact Report: No impact.

(IT) Instructional Technology

Mid-
impact:
Drop

DROP COURSE**IT 410 - Getting into Online Learning***Supporting Information*

Rationale: The department has restructured; we no longer have personnel to offer the course. Students can meet this learning objective using other courses on campus and reducing redundancy.

Impact on Other Units: None.

Financial Impact: none

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

Impact Report: EDPY 490 prerequisite

(ESM) Evaluation, Statistics, and Methodology

Mid-
impact:
Add

ADD COURSE**ESM 350: Applied Statistical Concepts for Educators (3)**

Applications of descriptive and inferential statistics to problems in the educational, behavioral, and social sciences. Topics include data visualization, central tendency, variability, correlations, introduction to probability, sampling distributions, interval estimation, and univariate hypothesis testing. Statistical software is used to analyze data through hands-on activities.

Supporting Information

Rationale: There are no courses in CEHHS that meet the QR requirement for Vol Core. Offer a course in applied statistical concepts to meet the Quantitative and Logical Reasoning (QR) Vol Core requirement with a focus on issues and data in educational, behavioral, and social science. The course is geared towards students in CEHHS. Similar type courses are taught in Anthropology (ANTH 446), Geography (GEOG 415), Psychology (PSYC 385), and Social Work (SOWK 410). The course will be taught by graduate students or faculty in the Evaluation, Statistics, and Methodology program in the Educational Leadership and Policy Studies Department.

Impact on Other Units: This course may have an effect on other units since it will be an elective to meet the Vol Core requirement for quantitative reasoning.

Financial impact: None – This course will be taught as part of the course load of existing faculty and graduate students, therefore, there is no financial request or demand on the department or college budget. This change may impact financially other units across campus, as it may be taken to meet QR requirement for Vol Core.

Additional Documentation and Approval: Syllabus.

Department of Kinesiology, Recreation, and Sport Studies**(KNS) KINESIOLOGY**

Learning objectives for the BS in Kinesiology:

1. Students will demonstrate an understanding of key disciplinary knowledge
2. Students will use disciplinary knowledge in practical settings related to the major
3. Students will demonstrate capacity for critical thinking

(RSM) RECREATION AND SPORT MANAGEMENT

Learning objectives for the Recreation and Sport Management BS program:

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will illustrate current knowledge and skills necessary for practice in therapeutic recreation.
3. Students will understand the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.
4. Students will demonstrate capacity for critical thinking.

(PYED) Physical Education

Mid-
impact:
Add

ADD COURSE**PYED 205 – Mind & Body Training (1)**

Physical activity methods to facilitate learning, practicing, and implementing a personal, broad-based lifestyle promoting the mind-body connection for overall health.

Supporting Information

Rationale: The last several semesters this course has been taught as a special topics course, and students have shown a consistent interest in it. Therefore, we feel it would be appropriate to include it as an official listed for the PYED options that many students utilize. Attached will also be the current special topics syllabus to give more insight into how the course is currently delivered. This is a course which has been taught as a Special Topics course for several semesters and having a designated number would be helpful to make the course more established.

Impact on Other Units: The proposed courses do not affect any other programs or course offerings.

Financial Impact: These courses will be taught as part of the course load of the existing faculty. Therefore, there is no financial request or demand on the department, nor do we expect this to take students away from other departments on campus.

Additional Documentation: No additional approval is required for the course addition. The change is not substantive and does not need to be reported to SACSCOC. Syllabus attached.

**Department of Public Health
(PUBH) Public Health****STUDENT LEARNING OUTCOMES**

1. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
2. Locate, use, evaluate and synthesize public health information.
3. Identify health issues and describe the impact on specific populations.
4. Explain factors that contribute to community health and health equity.
5. Compare population health indicators across subpopulations, time, and data sources.
6. Identify evidence-based solutions that engage diverse stakeholders to address population health issues.
7. Explain systems thinking and its application to population health approaches.

Mid-
impact:
Drop

DROP COURSE**PUBH 220 Social and Behavioral Theories in Public Health (3)**

Rationale: See PUBH 320, below.

Impact Report:

1. PUBH 389 optional prerequisite
2. Nutrition Major – Community Nutrition Concentration, required course term 4
3. Public Health Major – Population Health Sciences Concentration
 - a. Foundational public health courses required course
 - b. Required course term 4
4. Nutrition Major – Community Nutrition Concentration – Five-Year BS/MS, required course term 4

Mid-
impact:
Add

ADD COURSE

PUBH 320 Social and Behavioral Theories in Public Health (3)

Short Title: Public Health Theories

Examines the foundational social and behavioral theories that drive public health research and practice.

(RE) Prerequisite(s): PUBH 201

Equivalency Chart

Old Number	New Number
PUBH 220	PUBH 320

Supporting Information

Rationale: The 300-level course number will more accurately reflect the scope, depth, and rigor. Students will develop a public health theory-driven program and evaluation plan to address a specific health issue in a specific population. PUBH 201 Introduction to Public Health needs to be added as a pre-req to equip students with foundational knowledge in evidence-based public health process and approach, which is necessary for students to do well in the PUBH Theory course.

Impact on Other Units: Small impact on Vol Core. *The Vol Core approvals do not automatically move to the equivalent new course, so the department will need to apply to have these designations approved.* The Theory course is approved as a Vol Core Social Science (SS) and Engaged Inquiry (EI). Adding a pre-requisite may reduce the number of students outside of PUBH minors and majors who choose to take the Theory course; however, the PUBH 201 course carries the same Vol Core designations (SS and EI) and is a more appropriate course for non-PUBH minors and non-PUBH majors to take as their introduction to PUBH. PUBH 201 is offered year-round in face-to-face and online formats, so ultimately students across the university who choose the PUBH 201 course for Vol Core will still be able to satisfy an SS and EI category. *PUBH 220 is a required course in two programs outside of the Department of Public Health: (1) Nutrition-Community Nutrition, term 4; (2) Nutrition-Community Nutrition 5-year, term 4.*

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: None. This change does not require additional approval. Syllabus on file.

Mid-
impact:
Drop

DROP COURSE

PUBH 389 Practice Experience (3)

Rationale: See PUBH 489, below.

Impact Report:

1. Public Health Major – Population Health Sciences Concentration
 - a. Practice Experience required course

b. Required course term 6

Low-
impact:
Revise

ADD (RE) PREREQUISITE(S), ADD RECOMMENDED BACKGROUND, ADD REGISTRATION RESTRICTION(S)**PUBH 440 Population Health (3)**

Population health perspective, systems thinking and tools to address challenging health problems through public health, health care, and social policy interventions.

(RE) Prerequisite(s): PUBH 202

Recommended Background: PUBH 320, PUBH 340

Registration Restriction(s): Junior or higher

Formerly: no (RE) Prerequisite(s)

No Recommended Background

No Registration Restriction(s)

Supporting Information

Rationale: Population Health is designed as a senior-level course with certain foundational public health knowledge and skills needed as background to the course. Thus, we will require junior or higher standing, add a pre-requisite PUBH 202 Epidemiology, and recommend PUBH 320 Theory and 340 Data Management.

Impact on Other Units: None. There is no impact on other academic units.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: None. This change does not require additional approval. Syllabus on file.

Impact Reports:

1. *Nutrition Major – Community Nutrition Concentration, optional course footnote 4*
2. *Public Health Major – Population Health Sciences Concentration*
 - a. *Required course Population Health Sciences concentration courses (12 credit hours), Complete*
 - b. *Required course term 8*

Mid-
impact:
Add

ADD COURSE**489 Practice Experience (3)**

A public health-related applied practice experience relevant to student's academic and career goals.

(RE) Prerequisite(s): ENGL 102, PUBH 201, PUBH 202, and two courses: PUBH 320, PUBH 336, PUBH 340.

Registration Restriction: Restricted to Public Health majors, juniors or seniors only.

Equivalency Chart

Old Number	New Number
PUBH 389	PUBH 489

Supporting Information

Rationale: We need to change the PUBH 389 internship course number to a 400-level course (PUBH 489) to reflect our preference for students to complete the internship senior year so that more PUBH courses are completed before internship. Students who enter the workforce upon graduation may potentially use the internship as a springboard to employment, which would be facilitated by a spring or summer intern placement senior year. Juniors may complete the internship to bolster graduate school applications. To increase readiness for internship, we will restrict the course to juniors and seniors only.

Impact on Other Units: None. There is no impact on other academic units.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: None. This change does not require additional approval. Syllabus on file.

Programs

Department of Child and Family Studies

Mid-
impact:
Add

ADD CONCENTRATION

Child and Family Studies Major, BS in Health and Human Sciences – Early Childhood Education Integrated Birth to Kindergarten (B-K) Track

The child and family studies major provides the undergraduate preparation needed for a student who would like to be licensed to teach Early Childhood Education Integrated Birth to Kindergarten (B-K) in the State of Tennessee. The Early Childhood Education Integrated B-K track is a concentration designed with an emphasis on an inclusive, unified, and integrated curriculum in which early childhood and special education content are purposefully blended into courses/clinical experiences. The overarching goal of this program is to prepare candidates to teach all children from an *integrated* lens through which early childhood and special education are no longer viewed as separate. The program objectives center on preparing candidates who understand children and families in a cultural context to meet a diverse set of needs (i.e., racial, linguistic, economic, and ability) across a range of early childhood settings. The strength of the program includes a series of *integrated* early childhood and special education clinical experiences that happen “early and often,” from which candidates benefit from hands-on practical experiences that use an embedded instruction approach with principles of universal design. Outside of the VolCore curriculum, courses in this program are offered in distance education and campus-based formats to allow for enrollment of both types of students.

The Early Childhood Education Integrated B-K candidates must complete university-required general education courses in the first terms of their program. The education core comprises courses in educational psychology, educational technology, and an introductory-level special education course. CFS has additional integrated early childhood core courses that are required of candidates and focus solely on the scope of an integrated early childhood program age range (birth to kindergarten). These courses provide foundational knowledge of integrated curriculum and blended designs for teaching young children, partnering with families, and collaboration with professionals in the community. The B-K candidates complete clinical experiences in a variety of collaborative and inclusive early childhood settings (birth to age 3; 3 to 5 years old). The student teaching course is the culminating/capstone full-time clinical practice for candidates that also includes a seminar experience.

Learning Objective for Early Childhood Education Integrated B-K (Birth to Kindergarten) Track

1. Demonstrate expertise in Integrated Early Childhood Education birth to kindergarten content and child-centered pedagogy.
2. Provide research-based instruction and leadership in recognition and support of accountability measures facing today's educators.
3. Engage as active members of learning communities through a commitment to ongoing professional development and collaboration.
4. Actively pursue evidenced-based initiatives in educational settings to promote continuous improvement to instruction that facilitates learning for all stakeholders.
5. Model the professional dispositions that are characteristic of successful educators.
6. Value diversity among students, colleagues, community members, and others by promoting diversity as a means for strengthening the educational experiences of all students.
7. Demonstrate those skills necessary to promote continuous improvements to curriculum, instruction, use of high quality instructional materials, and the use of technology and assessment.

Progression Requirements

Students interested in this licensure should work closely with their advisor to ensure that they understand and meet Teacher Education program requirements and that they strictly follow the application process. Students will complete the admission to Teacher Education process for the Early Childhood Education Integrated B-K licensure program upon completion of 12 undergraduate hours.

A student desiring to be admitted into the *Early Childhood Education Integrated Birth-Kindergarten* teacher education program must meet the following admission requirements including, but not limited to the following:

- Academic achievement – minimum 2.75 cumulative GPA.
- 12 credit hours completed
- Tennessee state law (TCA 49-5-5610) requires that students wishing to enter an approved higher education educator preparation program must submit to a criminal history background check. Admission to the program is dependent on clearance of any conviction(s) as referenced to a list of crimes that would prohibit a person from being licensed in Tennessee.

Prior to the Practicum

1. Apply for the practicum by completing the application one year prior to the intended practicum semester.
2. Complete the self-disclosure forms allowing university personnel to obtain student conduct and criminal background information one year prior to the intended practicum semester. The department's undergraduate committee will evaluate any negative background check.

Prerequisites for the Practicum

1. Completion of all prerequisites enforced by the registration system. Students in the Early Childhood Education Integrated B-K Track are required to obtain a minimum 21 ACT (enhanced version) composite score; 1020 SAT (revised version) total score; or State Board of Education determined passing scores on PRAXIS Core (contact the college's Student Services Center for current PRAXIS Core score requirements).
2. A cumulative GPA of at least 2.5 (A cumulative GPA of at least 2.75, including transfer credits, is required for students electing the CFS 472 practicum option).
3. A minimum grade of C in all child and family studies courses.

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. 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.

uTrack Requirements (for students entering Fall 2013 or later)

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Term 1	Hours	Milestone Notes
ENGL 101* or ENGL 118* (WC 1 of 3 courses)	3	2.3 Cumulative GPA
¹ Expanded perspectives elective * (AH, AAH, GCI, GCUS, or SS – 1 of 2)	3	
Arts & Humanities Elective * (AH 1 of 1)	3	
Natural Sciences Electives with lab *	4	
Math or Stats** (QR 1 of 2)	3	
Term 2		
ENGL 102* (WC 2 of 3)	3	Quantitative Reasoning Course *
¹ Natural Sciences Electives * (NS 2 of 2)	3	
Math or Stats** (QR 2 of 2)	3	
² CFS 106	3	
CMST 210* or CMST 240* (OC 1 of 1)	3	
Term 3		
¹ Any GCUS elective * (1 of 1)	3	No milestones
² CFS 205	3	
CFS 211	3	
¹ Any Expanded perspectives elective* (AH, AAH, GCI, GCUS, or SS – 2 of 2)	3	
CFS 220* (Expanded Perspective SS 2 of 2)	3	
Term 4		
² CFS 335	3	2.75 Cumulative GPA
² EDPY 301	3	CFS 211
⁶ CFS 330 * (GCI - 1 of 1)	3	
² CFS 350	3	
² SPED 303	3	
Term 5		
^{2,7} CFS 351 * (EI 2 of 3)	3	No milestones
² CFS 353	3	
CFS 385	3	
² CFS 435	3	
⁸ CFS 320 * (EI 1 of 3)	3	
Term 6		
² CFS 445 * (WC 3 of 3)	3	No milestones
² CFS 430	3	
CFS Unrestricted Elective	3	
^{2,7} REED 430 * (EI 3 of 3)	3	

² ETEC 386	3	
Term 7		
² CFS 423	6	No milestones
² CFS 455	3	
⁴ CFS 405 * (WC 3 of 3; AOC 2 of 2)	3	
Any elective from CFS or another department	3	
Term 8		
⁵ CFS 472	12	No milestones
Total Hours	120	

1. Chosen from Volunteer Core list.
 2. Early Childhood Education Teacher Licensure Specialty Area course.
 3. Meets Communicating through speech Oral Communication (OC) requirements.
 4. Meets Written Communication (WC) and Applied Oral Communication (AOC) requirements.
 5. CFS 472 requires a cumulative GPA of 2.75; completion of all prerequisites enforced by the registration system; a minimum grade of C in all child and family studies courses; completed application; student conduct and criminal background clearance. CFS 472 must be completed in one semester.
 6. Meets Global Citizenship International (GCI) requirement
 7. Meets Engage Inquiry (EI) requirement
- * Meets Volunteer Core Requirements
 **Chosen from the Quantitative Reasoning (QR) Volunteer Core list

Rationale: The Tennessee Department of Education has changed the Early Childhood PreK-K endorsement to a new Early Childhood Education Integrated B-K endorsement with a fall 2023 implementation. The current early childhood education endorsement will remain in effect until fall 2026. The new Child and Families Studies Major with an Early Childhood Education Integrated B-K track is necessary to align our teacher licensure program using the state's new early childhood education licensing requirements. The program has been approved by the Tennessee Department of Education. See attached approval documents from the TDOE. We are ending the current concentration and adding the new ECE integrated concentration. We are not adding a new major.

Impact on other units: While the program includes both early childhood and special education content, it does not impact other special education programs because they are not "integrated" and do not meet the requirements as outlined by the TDOE Early Childhood Integrated endorsement guidelines. The current special education programs offer dual licensure, which is different from an integrated program.

Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. There would be a financial impact if we do not offer the new mandated TDOE endorsement because the current early childhood endorsement will be phased out by the TDOE in fall 2026. Therefore, moving from the current ECE licensure program to the new integrated ECE program will ensure that CFS continues to offer a licensure program that meets the requirements set by the TDOE. Courses will be taught by existing and new faculty.

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

Mid-
impact:
Add

ADD CONCENTRATION

Child and Family Studies Major, BS in Health and Human Sciences – Early Childhood Education Integrated PreK-3 Track

The child and family studies major can provide the undergraduate preparation needed for a student who would like to be licensed to teach Early Childhood Education Integrated PreK-3 (teach children from birth to grade 3 in private and public school systems) in the State of Tennessee. The early childhood education licensure option is offered in conjunction with a master's degree in child and family studies (early childhood education concentration). The Early Childhood Education Integrated PreK-3 track is a concentration designed with an emphasis on an inclusive, unified, and integrated curriculum in which early childhood and special education content are purposefully blended into courses/clinical experiences in the early childhood and elementary classroom. The overarching goal of the program is to prepare candidates to teach all children from an integrated lens through which early childhood and special education are no longer viewed as separate. The program objectives center on preparing candidates who understand children and families in a cultural context to meet a diverse set of needs (i.e., racial, linguistic, economic, and ability) across a range of early childhood settings. The strength of the program includes a series of *integrated* early childhood and special education clinical experiences that happen "early and often," from which candidates benefit from hands-on practical experiences that use an embedded instruction approach with principles of universal design.

The PreK-3 teacher candidates must complete university-required general education courses in the first terms of their program. The education core comprises courses in educational psychology, educational technology, and an introductory-level special education course. CFS has additional integrated early childhood core courses that are required of candidates and focus solely on the scope of an integrated early childhood program to teach children from birth to grade 3. These courses provide foundational knowledge of integrated curriculum and blended designs for teaching young children, partnering with families, and collaboration with professionals in the community. The PreK-3 teacher candidates' graduate level clinical experience consists of a full academic year (fall and spring semesters) internship in public school settings (kindergarten to grade 3) under the guidance and supervision of a professional team that has knowledge of an integrated and blended program design.

Learning Objective for Integrated PreK-3 Early Childhood Education Track (Birth to grade 3)

1. Demonstrate expertise in Integrated Early Childhood Education birth to third grade content and child-centered pedagogy.
2. Provide research-based instruction and leadership in recognition and support of accountability measures facing today's educators.
3. Engage as active members of learning communities through a commitment to ongoing professional development and collaboration.
4. Actively pursue evidenced-based initiatives in educational settings to promote continuous improvement to instruction that facilitate learning for all children.
5. Model the professional dispositions that are characteristic of successful educators.
6. Demonstrate attitudes and values that respect diversity among students, colleagues, community members, and others by promoting diversity as a means for strengthening the educational experiences of all students.
7. Demonstrate those skills necessary to promote continuous improvements to curriculum, instruction, use of high quality instructional materials, and the use of technology and assessment.

Undergraduate Progression Requirements: Undergraduate Portion of Early Childhood Education Integrated PreK-3

Students interested in this licensure should work closely with their advisor to ensure that they understand and meet Teacher Education program requirements and that they strictly follow the application process. Students will complete the admission to Teacher Education process for the Early Childhood Education Integrated PreK-3 (teach children birth to grade 3) licensure program upon completion of 12 undergraduate hours.

A student desiring to be admitted into the Early Childhood Education Integrated PreK-3 teacher education program must meet the following admission requirements including, but not limited to the following:

- Academic achievement – minimum 2.75 cumulative GPA.
- 12 credit hours completed
- Tennessee state law (TCA 49-5-5610) requires that students wishing to enter an approved higher education educator preparation program must submit to a criminal history background check. Admission to the program is dependent on clearance of any conviction(s) as referenced to a list of crimes that would prohibit a person from being licensed in Tennessee.

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. 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.

Prior to the Practicum

1. Apply for the practicum by completing the application one year prior to the intended practicum semester.
2. Complete the self-disclosure forms allowing university personnel to obtain student conduct and criminal background information one year prior to the intended practicum semester. The department's undergraduate committee will evaluate any negative background check.

Prerequisites for the Practicum

1. Completion of all prerequisites enforced by the registration system.
2. A cumulative GPA of at least 2.5 (A cumulative GPA of at least 2.75, including transfer credits, is required for students electing the CFS 470 practicum option).
3. A minimum grade of C in all child and family studies courses.

Graduate Progression Requirements: Graduate Portion of Early Childhood Education Integrated PreK-3

The child and family studies major can provide the undergraduate preparation needed for a student who would like to be licensed to teach Early Childhood Education Integrated PreK-3 (teach children birth to grade 3 in private and public school systems) in the State of Tennessee. The early childhood education integrated PreK-3 licensure option is offered in conjunction with a master's degree in child and family studies (early childhood education concentration). Upon attainment of junior status (i.e., 60 hours), students will complete an additional admission process to the Early Childhood Education Integrated PreK-3 (birth to grade 3) teacher education graduate portion of the program (see details in the Teacher Education section of this catalog) and simultaneously make application for admission to the MS in child and family studies (see the *Graduate Catalog* for details). Acceptance into the graduate portion of integrated PreK-3 early childhood education teacher licensure program is contingent upon acceptance into the department's master's program. Students interested in this option should work closely with their

advisor to ensure that they understand and meet the Teacher Education program requirements and the requirements for graduate study and that they strictly follow the application process.

uTrack Requirements (for students entering Fall 2013 or later)

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Term 1	Hours	Milestone Notes
ENGL 101* or ENGL 118* (WC 1 of 3 courses)	3	2.3 Cumulative GPA
¹ Expanded perspectives elective * (SS – 1 of 2)	3	
¹ Arts & Humanities Elective * (AH 1 of 1)	3	
¹ Natural Sciences Electives with lab *	4	
Math or Stats** (QR 1 of 2)	3	
Term 2		
ENGL 102* (WC 2 of 3)	3	Quantitative Reasoning Course *
¹ Natural Sciences Electives * (NS 2 of 2)	3	
Math or Stats** (QR 1 of 2)	3	
² CFS 106	3	
³ CMST 210* or CMST 240* (OC 1 of 2)	3	
Term 3		
¹ Any GCUS elective * (1 of 1)	3	No milestones
² CFS 205	3	
CFS 211	3	
¹ Any Expanded Perspectives elective * (AH, AAH, GCI, GCUS, or SS – 1 of 2)	3	
CFS 220* (Expanded Perspective SS 2 of 2)	3	
Term 4		
² CFS 335	3	CFS 211
² EDPY 301	3	2.75 Cumulative GPA
⁶ CFS 330 * (GCI - 1 of 1)	3	
² CFS 350	3	
² SPED 303	3	
Term 5		
^{2,7} CFS 351* (EI 2 of 3)	3	No milestones
² CFS 353	3	
CFS 385	3	
² CFS 435	3	
⁷ CFS 320* (EI 1 of 3)	3	
Term 6		
^{2,4} CFS 445 * (WC 3 of 3)	3	No milestones
CFS 395	3	
SPED 320N	3	
^{2,4} SPED 416 * (WC)	3	
^{2,7} REED 430 * (EI 3 of 3)	3	
Term 7		
² CFS 422	6	No milestones
² ETEC 386	3	

⁴ CFS 405* (WC 3 of 3; AOC 2 of 2)	3	
² MEDU 430	3	
Term 8		
^{2,5} CFS 470	11	No milestones
² CFS 455	3	
Undergraduate Total	120	
Post-Baccalaureate Professional Year		
Students must apply to and be admitted by the Graduate School prior to registration.		
Term 9		
² CFS 575	4	
² CFS 574	2	
² CFS 569	3	
² CFS 551	3	
Term 10		
² CFS 575	5	
² CFS 591	4	
Summer Pre-or Post-Internship		
⁸ CFS 510 or CFS 550	3	
⁸ CFS 511 or CFS 552	3	
CFS 512	3	
CFS 530	3	
Graduate Total	33	

1. Chosen from Volunteer Core list.
2. Early Childhood Education Teacher Licensure Specialty Area course.
3. Meets Communicating through speech Oral Communication (OC) requirements.
4. Meets Written Communication (WC) and Applied Oral Communication (AOC) requirements.
5. CFS 470 requires a cumulative GPA of 2.75; completion of all prerequisites enforced by the registration system; a minimum grade of C in all child and family studies courses; completed application; student conduct and criminal background clearance. CFS 470 must be completed in one semester.
6. Meets Global Citizenship International (GCI) requirement
7. Meets Engaged Inquiry (EI) requirement
8. Meets CFS master's degree core requirement

* Meets Volunteer Core Requirements

**Chosen from the Quantitative Reasoning (QR) Volunteer Core list

Rationale: The Tennessee Department of Education has changed the Early Childhood Education PreK-3 endorsement to a new Early Childhood Education Integrated PreK-3 endorsement with a fall 2023 implementation. The current early childhood education endorsement will remain in effect until fall 2026. The new Child and Families Studies Major with an Early Childhood Education Integrated PreK-3 track is necessary to align our teacher licensure program using the state's new early childhood licensing requirements. The program has been approved by the Tennessee Department of Education. See attached approval documents from the TDOE. We are ending the current concentration and adding the new ECE integrated concentration. We are not adding a new major.

Impact on other units: While the program includes both early childhood and special education content, it does not impact other special education programs because they are not "integrated" and do not meet the requirements as outlined by the TDOE Early Childhood Integrated endorsement guidelines. The current special education programs offer dual licensure, which is different from an integrated program.

No impact on other units.

Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus. There would be a

financial impact if we do not offer the new mandated TDOE ECE integrated endorsement because the current early childhood endorsement will be phased out by the TDOE in fall 2026. Therefore, moving from the current ECE licensure program to the new integrated ECE program will ensure that CFS continues to offer a licensure program that meets the requirements determined by the TDOE. Courses will be taught by existing and new faculty.

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022.

Mid-
impact:
End

END CONCENTRATION

Major in Child and Family Studies, BS in Health and Human Sciences - Early Childhood Education PreK-K Track

Rationale: The Child and Family Studies Early Childhood PreK-K Teacher Licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education Integrated B-K endorsement that require both regular and special education coursework (i.e., dual licensure). Please see attached approval of the new endorsement from the State of Tennessee. We have received "conditional" approval to offer the new concentration effective fall 2023. We will end the current concentration effective fall 2023.

Impact on other units: We are replacing the current concentration with the new concentration. This change will not require additional resources nor affect the department or college budget

Financial impact: We are replacing the current concentration with the new concentration. This change will not require additional resources nor affect the department or college budget

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022

Mid-
impact:
End

END CONCENTRATION

Major in Child and Family Studies, BS in Health and Human Sciences - Early Childhood Education PreK-3 Track

Rationale: The Child and Family Studies Early Childhood Pre-3 teacher licensure programs are undergoing significant curriculum revisions due to the mandated State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with Early Childhood Education Integrated PreK-3 endorsement that require both regular and special education coursework (i.e., dual licensure). Please see attached approval of the new endorsement from the State of Tennessee. We have received "conditional" approval to offer the new concentration effective fall 2023. We have already received "conditional" approval to offer the new program. We will end the current concentration effective fall 2023.

Impact on other units: We are replacing the current concentration with the new concentration. This change will not require additional resources nor affect the department or college budget

Financial impact: We are replacing the current concentration with the new concentration. This change will not require additional resources nor affect the department or college budget

Additional Documentation: The CFS faculty voted to approve these changes on 04/20/2022

Low-
impact:
Revise

REVISE TEXT, REVISE REQUIREMENTS

Leadership Studies Minor

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor, offers a 12-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This experiential learning approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, coached experiences, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project – either self-directed or faculty guided experiential learning course.

Admission

Student applications to the minor are accepted throughout the year. The application packet includes a completed application (e.g., contact information, references, a list of leadership activities and involvements), and permission to access student records. An admissions committee comprised of ELPS faculty and instructors teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with demonstrated academic and experiential leadership success. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Proven ability and preparation to lead a self-directed project;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in college;
- Evidence of commitment to developing leadership potential; and
- Unique contributions to the leadership learning cohort.

Minimally, students must be and remain in good standing with the university and Leadership Studies. The Leadership Studies minor must be declared and ELPS 351 or ELPS 352 passed with a B or better before beginning a self-directed leadership capstone project. Students must pass the ELPS 499 Proficiency course requirements to graduate.

Additional admission, timeline, curricular, and program contact information is available at: <https://elps.utk.edu/leadership-studies-minor/>.

Minor Requirements:

The minor requires **12 hours** of coursework.

In addition to the nine hours of core requirements students must complete three hours of electives to be selected from the provided list of approved electives and the following co-curricular requirements. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements and other co-curricular requirements must be met prior to graduation.

Complete 5 credits of:

- ELPS 201 - Foundations of Leadership Studies
and
- ELPS 350 - Coached Leadership Practicum

Select one sequence of 4 credit hours:

Self-Generated Capstone Project Sequence

- ELPS 352 - Personally and Socially Responsible Leadership in Action (3 hours)
and

- ELPS 451 - Leadership in Transition Seminar (1 hour)
and
- ELPS 499 - Experiential Leadership Proficiency (0 hours)
or

Faculty-Initiated Project Course Sequence

- ELPS 351 - Personally and Socially Responsible Leadership (1 hour)
and
- ELPS 451 - Leadership in Transition Seminar (1 hour)
and
- ELPS 499 - Experiential Leadership Proficiency (0 hours)
and
- Department Approved Project Course* (2 Credit Hours)

Electives**

Select 3 hours from:

- ALEC 202 - Leadership and Diversity in Organizations and Communities *
- ALEC 303 - Analysis of Leadership Approaches and Styles *
- ECON 305 - Markets, Ethics, and Capitalism
- ELPS 211 - Servant Leadership and Social Justice Seminar **
- ELPS 310 - Emerging Leaders
- ELPS 350 - Coached Leadership Practicum (1-3; repeatable with a maximum of 6)
- ELPS 411 - Leadership Knoxville Scholars Capstone Seminar
- ELPS 452 - Experiential Leadership Capstone and Portfolio
- ELPS 493 - Independent Study
- ELPS 495 - Special Topics
- ~~ENT 410 - Leadership in Nonprofits and Social Entrepreneurship~~
- ENT 410S - Leadership in Nonprofits and Social Entrepreneurship
- MGT 331 - Leadership Skills
- PHIL 244 - Professional Responsibility *
- PSYC 382 - Contemporary Topics in Psychology
- PSYC 435 - Multicultural Psychology
- PSYC 440 - Organizational Psychology
- SOCI 341 - Social Inequalities *
- SOWK 316 - Social Justice and Anti-oppressive Practices
- SOWK 318 - Honors: Social Justice and Anti-oppressive Practices

Co-curricular Requirements

- Leadership Development Portfolio
- Capstone Project Proposal and Report – Complete Self-Generated Capstone Project if completing ELPS 352 or and Faculty initiated Project if completing ELPS 351.

~~* Approved courses include: ANSC 481*, AE 450, BCPP 317, BME 460*, CMST 312, ELPS 411, ** HONR 498, MIGR 401. Student may petition the department for a course not listed to count as an approved course.~~

* A list of approved courses is on the Leadership Minors website. Students may petition the department for a course not included to count as an approved course.

Supporting Information

Rationale: The proposed program change addresses a grammatical error. The lines at the bottom were intended to have the same revision as in the Honors version of this minor but were inadvertently left off the original proposal. This corrects that omission.

Impact on Other Units: This revision does not change the total number of hours of required credit hours, content of the minor, or the student workload required to complete the program. The change adjusted the timing and delivery of student learning and reallocates the related activities; no impact on other units.

Financial Impact: None since the change is a grammatical correction.

Additional Documentation: None

Low-
impact:
Revise

REVISE REQUIREMENTS**Leadership Studies Minor – Honors****Minor Requirements:**

The minor requires **13 hours** of coursework and the following co-curricular requirements. Portfolio requirements and other co-curricular requirements must be met prior to graduation.

Complete Eight Credit Hours:

- ELPS 207 - Foundations and Theories of Leadership Studies (3)
and
- ELPS 217 - Honors: Ethics in Leadership (3)
and
- ELPS 350 - Coached Leadership Practicum (2)

Select One Sequence of Five Credit Hours:

- ELPS 352 - Personally and Socially Responsible Leadership in Action (3)
and
- ELPS 493 - Independent Study (1)
and
- ELPS 451 - Leadership in Transition Seminar (1)
and
- ELPS 499 – Experiential Leadership Proficiency (0)

or

- ELPS 351 - Personally and Socially Responsible Leadership (1)
and
- ELPS 451 - Leadership in Transition Seminar (1)
and
- ELPS 499 – Experiential Leadership Proficiency (0)
and
- Department Approved Project Course* (3)

Co-curricular Requirements:

- Leadership Development Portfolio
- Capstone Project Proposal and Report – Complete Self-Generated Capstone Project if completing ELPS 352 or Faculty-Initiated Project, if completing ELPS 351.

~~Approved courses include: ANSC 481*, AE 450, BCPP 317, BME 460*, CMST 312, ELPS 411, HONR 498, MICR 401. Student may petition the department for a course not listed to count as an approved course.~~

* A list of approved courses is on the Leadership Minors website. Students may petition the department for a course not included to count as an approved course.

Supporting Information

Rationale: The proposed program changes bring Leadership Studies – Honors into alignment with the Leadership Studies Minor co-curricular requirements. The proposed program change does not amend the required number of credit hours in the minor, nor the academic experience.

The Program Coordinator's review of the program's catalogue entry identified this discrepancy after the 2022-23 curricular changes and returns the Capstone project to the honors minor.

Financial Impact: This change more accurately reflects the current delivery costs of the current program and thus does not require additional resources; no financial impact.

Department of Educational Psychology and Counseling

Low-
impact:
Revise

REVISE TEXT, REVISE REQUIREMENTS

Interpersonal Development Minor

~~Successful relationships are key in today's evolving workplace, but they don't always come about naturally. In this minor, students cultivate relational and communication skills, as well as critical thinking and practical experience, which together form a professional foundation that will serve them as they are promoted to leadership roles throughout their careers. The minor pairs well with science, technology, engineering, and math (STEM) and other majors that train students for careers in fields of great technical expertise, as it provides the complementary leadership and workplace relationship skills. Students gain the interpersonal and collaborative prowess necessary to successfully thrive through the complexities of the modern workplace. develop their own interpersonal skills while learning approaches to the development of interpersonal skills in others for workplace, learner, and life development. Students explore a wide range of knowledge and skills associated with interpersonal development and human support services. While these knowledge and skills have broad application to a range of careers, a capstone course and experience further engages students in the exploration of careers in the disciplines of Adult Learning; Educational Psychology; Evaluation, Statistics, Measurement; Instructional Technology; School Psychology, Clinical Mental Health Counseling, and School Counseling. The capstone also engages students in better understanding of organizational context and development as well as the necessary skills associated with being an effective consumer of research and other forms of information.~~

Minor Requirements:

The minor consists of ~~12~~ **15** credit hours.

Required Courses:

- **COUN 202 – Wellness: Theory & Research**
- EDPY 210 - Psychoeducational Issues in Human Development *
- ~~• EDPY 490 – Interpersonal Development in Career Contexts and Beyond~~
- ~~• IT 410 – Getting into Online Learning~~

Select one of the following:

- COUN 480 - Skills for Counseling

- EDPY 310 - Human Relationships in Workplace and Personal Contexts *

Select one human service learning requirement:

- COUN 333 - Service Learning with Students with Intellectual and Developmental Disabilities *
- COUN 460 - Practicum in Grief Support
or a service learning course (i.e., an S-designated course) with approval of the director of the minor.

* Meets Volunteer Core Requirements.

Supporting Information

Rationale: In light of the other proposed changes- changing the title, dropping EDPY 490 and IT 410, and adding COUN 202.- Wellness: Theory & Research, the department considered and approved the change to the description to align with the focus and goals of the minor.

Impact on Other Units: None

Financial Impact: none

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

Department of Public Health

Low-
impact:
Revise

REVISE REQUIREMENTS

**Public Health Minor
Minor Requirements**

The minor consists of **15 hours**.

Complete (with a grade of **C C+ or better):**

- PUBH 201 - Introduction to Public Health *

Complete:

- PUBH 202 - Introductory Epidemiology
- ~~PUBH 220 - Social and Behavioral Theories in Public Health *~~
- **PUBH 320 - Social and Behavioral Theories in Public Health ***

Supporting Information

Rationale: We need to change the minimum grade of C+ or better for PUBH 201 to C or better because university policy states that C is a passing grade. Changing the minimum grade to C aligns with university standards for passing, and we want to assure public health minors are achieving satisfactory mastery of the foundational public health knowledge and skills. We are revising the course number of PUBH 220 to PUBH 320.

Impact on Other Units: None. There is no impact on other academic units.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: None. This change does not require additional approval.

Low-
impact:
Revise

REVISE TEXT, REVISE REQUIREMENTS

Public Health Major, Bachelor of Science in Public Health – Population Health Sciences Concentration

Progression Requirements

Progression to the BSPH requires a 2.8 cumulative GPA after Term 4. Students admitted to the program must maintain a minimum cumulative GPA of 2.8 while in the program. Students must earn a grade of C or better in all Public Health courses **and professional electives to graduate**. Students who do not meet milestones for the program will be re-directed to other options. Students who fail to meet the standards for professional conduct during the practice experience or who do violate UT's Student Conduct and Community Standards will not be retained in the major.

Academic advising occurs in the College of Education, Health, and Human Sciences' Office of Advising and Student Services.

As a graduation requirement, BSPH majors will complete a practice experience that integrates, synthesizes and applies knowledge from prior courses and experiences and demonstrates mastery of the foundational and concentration degree competencies.

Foundational public health courses (**24 21 credit hours**) – all BSPH students complete **eight seven** foundational courses:

- PUBH 201 - Introduction to Public Health *
- PUBH 202 - Introductory Epidemiology
- ~~PUBH 220 - Social and Behavioral Theories in Public Health *~~
- **PUBH 320 - Social and Behavioral Theories in Public Health ***
- PUBH 336 - Introduction to Research Methods in Public Health
- PUBH 340 - Data Management in Public Health
- PUBH 400 - Comparative Healthcare Systems
- PUBH 401 - Global Public Health
- **PUBH 420 – Environmental Public Health**

Intermediate Foreign Language (6 credit hours)

Population Health Sciences concentration courses - (12 credit hours):

Complete:

- PUBH 315 - Health of Adolescents
- PUBH 350 - Public Health Aspects of Aging
- **PUBH 430 - Suicide and Suicide Prevention Across the Lifespan**
- PUBH 440 - Population Health

Choose one:

- ~~PUBH 420 - Environmental Public Health~~
- ~~PUBH 430 - Suicide and Suicide Prevention Across the Lifespan~~

Practice Experience – (3 credit hours)

- ~~PUBH 389 - Practice Experience~~
- **PUBH 489 - Health-related applied practice experience(s)**

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Term 1	Hours	Milestone Notes
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Arts and Humanities Elective*	3	2.5 GPA
Global Citizenship – US Focus* ~~or GC-I if ASL 211* and ASL 212*~~	3	
ENGL 101* or ENGL 118*	3	
¹ Unrestricted Elective (MATH 119 recommended if needed)	3	
~~Any BIOL Natural Science*~~ ~~CHEM 122* and CHEM 123*~~	4	
Term 2		
PSYC 110* or SOCI 120*	3	2.5 GPA
ENGL 102*	3	ENGL 101*
Quantitative Reasoning Elective*	3	
~~Any BIOL Natural Science*~~ ~~CHEM 132* and CHEM 133*~~	3 4	
~~¹Unrestricted Elective~~ ² ~~Biological Science Elective~~	3 3-4	
Term 3		
ENGL 255* or PHIL 345* or other Written Communication course*	3	2.6 GPA
³ ~~Professional Elective~~ ~~BCMB-230~~	3 5	<u>BIOL NS (7 credit hours)</u> ~~CHEM 132* and CHEM 133*~~
CMST 210* or CMST 240* (or Honors equivalent CMST 217* or CMST 247*) or PHIL 244* or other Oral Communication*	3	
Foreign Language (Intermediate Level)	3	
² ³ ~~PUBH 201*~~	3	
Term 4		
Foreign Language (Intermediate Level)*	3	2.8 Cumulative GPA
PUBH 202	3	PUBH 201* with C or better
² ³ ~~PUBH 320~~ ~~PUBH 220*~~	3	
~~MATH 115*~~ or STAT 201* or STAT 207*	3	
~~PUBH 420~~ ~~EEB-240-~~	3 4	
Term 5		
CLAS 273	3	NUTR 100, ~~PSYC 110*~~ , PUBH 202
PUBH 315	3	
PUBH 401	3	
PUBH 340	3	
NUTR 100*	3	
Term 6		
PUBH 350	3	No milestones
PUBH 336	3	
~~PUBH 389*~~	3	
² ³ Engaged Inquiries Elective*	3	
³ ⁴ Professional Electives	6 3	
Term 7		
PUBH 400	3	No milestones
~~PUBH 430~~	3	
¹ Unrestricted Elective	3	
³ ⁴ Professional Electives	6	
Term 8		
PUBH 440	3	No milestones

PUBH 489* ~~PUBH 420 or PUBH 430~~	3	
³ Professional Elective	3	
¹ Unrestricted Elective	~~5~~ 3-4	
TOTAL	120	

¹Unrestricted Electives. Select any courses (~~9-10~~ 14 credit hours) not already required for the major.

²~~Biological Science Elective. Choose one course: BIOL 101, BIOL 102, BIOL 105, or BIOL 150.~~

² Engaged Inquiry (EI) course. At least 9 credits are required from at least two departments.

³ Professional Electives. Choose any courses (~~12~~ 18 credit hours) from this list: **AGNR 101**, ANTH 480; BIOL 105*, **BIOL 106**, BIOL 150*, BIOL 159*, BIOL 160*, BIOL 220, BIOL 229, BIOL 240; **BCMB 230**, BCMB 330, BCMB 401, BCMB 402, BCMB 412, BCMB 440; **CHEM 122***, **CHEM 123***, **CHEM 132***, **CHEM 133***, CHEM 260, CHEM 269, CHEM 360, CHEM 359; **EEB 240**, EEB 310*, ENT 410, EPP 425*; **GEOG 311**, **GEOG 344**, **GEOG 409**; INPG 100, **INPG 210**; JREM 455; KNS 380, KNS 350; MATH 125*, MATH 141*, **MICR 210**, **MICR 305**, MICR 330, MICR 420; NURS 319; **NUTR 285**, PHYS 221*, PHYS 222*; POLS 240; PSYC 110*, PSYC 430, PSYC 434, PSYC 435, PSYC 440; PUBH 215, PUBH 330; **SOCI 110***, SOCI 120*, SOCI 341*, SOCI 345*, SOCI 375*, **SOCI 361***, SOCI 410, **SOCI 465***. **Accelerated BS/BA-MPH students** should choose PUBH 510, 520, 530. **Students must earn a C or better in professional electives courses. Other courses not listed here may be petitioned to count as public health professional electives with approval of the assigned advisor. Check with advisor prior to taking the course. Courses selected as professional electives cannot be used to fulfill additional requirements in the program.**

Supporting Information

Rationale: The showcase changes bring us into compliance with the 2022 THEC external reviewer report and public health accrediting body (e.g. Council on Education for Public Health, CEPH). Given the CEPH accreditation requirement of biological sciences, we replaced the CHEM Natural Science (NS) requirement with any BIOL NS courses (7 credits) and removed the biological sciences elective (3 credits) and updated footnotes accordingly. In term 4, we added MATH 115 – Statistical Reasoning as an acceptable Statistics course to satisfy the second QR course. In term 5, we removed PSYC 110 as a milestone. In response to THEC external reviewer recommendation (which we agree with), we will require 420 Environmental Health for all BSPH majors. This change will assure that all majors take the 420 Environmental Health and 440 Suicide Prevention course (rather than having them choose one). We removed Human Anatomy (EEB 240) and Physiology (BCMB 230) (unnecessary for most public health paths). We moved the previously required CHEM sequence, anatomy, and physiology to the Professional Electives to support pre-health profession students' curriculum needs. These changes increased our unrestricted electives from 9 to 14 to give students flexibility to tailor their degree program toward their career paths and increased professional electives from 12 to 18. With department consent, we added relevant professional electives to direct students to relevant courses. We specified a C or better for professional electives and specified professional electives may not be used to fulfill additional requirements in the major.

Impact on Other Units: We obtained consent from relevant departments to add their courses as professional electives.

Financial Impact: These changes will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus.

Additional Documentation: None.

Low-
impact:
Revise

REACTIVATE AND REVISE PROGRAM

Public Health Minor – Five-Year BS or BA/MPH Program

Students pursuing the Public Health Minor, if qualified, may apply for advanced placement in the Master of Public Health (MPH) degree program, allowing them to satisfy MPH degree requirements in one year, rather than two. The primary component of the program is that a qualified undergraduate student may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their undergraduate degree and the MPH degree. Any student pursuing a ~~Bachelor of Science (BS) or Bachelor of Arts (BA) at UTK, who is also accepted into the~~ Public Health Minor, and who meets the additional requirements described below, may apply for this pathway and begin the MPH program the summer after their senior year. Additional information, regarding MPH program concentrations, can be found in the Graduate Catalog.

The primary component of the program is that a qualified student may take up to 9 hours of approved graduate courses and have them count toward both the undergraduate degree and the MPH degree. With the approval of the department in which the student's undergraduate degree is located, some or all of the 9 hours of graduate courses may be applied to specific curricular requirements in the undergraduate degree.

Approved graduate courses for students accepted into the program:

- Term 7 - PUBH 530 Biostatistics (3)
- Term 8 - PUBH 510 Environmental Health (3) and PUBH 520 Health Systems, Policy and Leadership (3)

The process of seeking admission to the program begins in the spring semester of the junior or third year of undergraduate study. Students will apply electronically using the program application form located on the Public Health ~~undergraduate minor~~ website (<https://publichealth.utk.edu/5-2/ug-minor/>) to indicate eligibility requirements are met and provide a brief statement of interest. This is a competitive admission process. Program applications must be submitted to the UT Department of Public Health by March 1 of the student's junior/third year of undergraduate study and will be approved by the Director of the Undergraduate Public Health Minor by April 1.

Additionally, in order to be considered for the program students must:

- Have a minimum overall UT GPA of 3.3;
- A student must be a declared Public Health Minor and must have completed at least NUTR 100, PSYC 110 or ~~SOCI 120~~ ~~SOCI 110~~, STAT 201 or MATH 115, PUBH 201, and PUBH 202, ~~and PUBH 320~~ with a B or better in PUBH 201 and PUBH 202, and ~~PUBH 320~~
- Must have completed at least 90 hours of the 120 hours of coursework required for their Bachelor's degree.
- A student may be considered for conditional admission if they have ~~the above listed courses~~ ~~one elective course~~ in process. Admission requires successful completion of the ~~courses~~ ~~elective course~~.

Acceptance into the program must be obtained before taking a graduate course that is to be used to satisfy the requirements of the student's bachelor's degree and the MPH degree. Students must complete the Senior Requesting Graduate Credit form (<https://gradschool.utk.edu/forms-central/senior-requesting-graduate-credit/>) before registering for the graduate courses. This form must be approved by the graduate school. Students will be informed of the outcome of their application prior to the beginning of their fourth year of undergraduate study.

Acceptance into the program does not guarantee acceptance into the Graduate School or the MPH program. Students who have been admitted to the program must apply for admission to the Graduate School and to the MPH program during their fourth year of undergraduate study, following the standard application procedure. Students will be fully admitted to the MPH program after they have been accepted both by the Graduate School and by the MPH program.

Once fully admitted to the MPH program, students are required to complete the standard curriculum for the MPH program. A student will not be eligible for a graduate assistantship until the student has satisfied all of the requirements for their BS or BA degree.

Supporting Information

Rationale: ~~Now that we have a new public health major (initiated in the 22-23 catalog), we need to re-name the accelerated / combined program to reflect the existence of the public health major. We also need to correct a typo in the SOCI course number so that we match our BSPH showcase (SOCI 110 Social Problems and Social Justice should be listed as SOCI 120 – Introduction to Sociology). We are adding the PUBH 320 – Social and Behavioral Theories in Public Health as a required course to apply for the accelerated program because the 320 course is required for all PUBH minors and majors and comprises key theoretical frames, program planning and evaluation. For accuracy and clarity, we restated the courses in process from “one elective” to simply “the above listed courses.” Our graduate CRC submission is being submitted concurrently and reflects the above changes.~~

Impact on Other Units: None. There is no impact on other academic units.

Financial Impact: Admission to the Five-Year program will increase Public Health credit hours in the graduate public health courses (PUBH 510, 520, 530).

Additional Documentation: none.

Mid-
impact:
Add

ADD CONCENTRATION

Public Health Major – Five-Year BS or BA/MPH Program

Students pursuing the Public Health Major, if qualified, may apply for advanced placement in the Master of Public Health (MPH) degree program, allowing them to satisfy MPH degree requirements in one year, rather than two. The primary component of the program is that a qualified undergraduate student may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their undergraduate degree and the MPH degree. Any student pursuing a Bachelor of Science in Public Health (BSPH), and who meets the additional requirements described below, may apply for this pathway and begin the MPH program the summer after their senior year. Additional information, regarding MPH program concentrations, can be found in the Graduate Catalog.

The primary component of the program is that a qualified student may take up to 9 hours of approved graduate courses and have them count toward both the undergraduate degree and the MPH degree. With the approval of the department in which the student's undergraduate degree is located, some or all of the 9 hours of graduate courses may be applied to specific curricular requirements in the undergraduate degree.

Approved graduate courses for students accepted into the program:

- Term 7 - PUBH 530 Biostatistics 3 Credit Hours
- Term 8 - PUBH 510 Environmental Health 3 Credit Hours and PUBH 520 Health Systems, Policy and Leadership 3 Credit Hours

The process of seeking admission to the program begins in the spring semester of the junior or third year of undergraduate study. Students will apply electronically using the program application form located on the Public Health website (<https://publichealth.utk.edu/5-2/ug-minor/>) to indicate eligibility requirements are met and provide a brief statement of interest. This is a competitive admission process. Program applications must be submitted to the UT Department of Public Health by March 1 of the student's junior/third year of undergraduate study and will be approved by the Director of the Undergraduate Public Health program by April 1.

Additionally, in order to be considered for the program students must:

- Have a minimum overall UT GPA of 3.3;
- A student must be a declared Public Health Major and must have completed at least NUTR 100 - Introductory Nutrition 3 Credit Hours*, PSYC 110 - General Psychology 3 Credit Hours* or SOCI 120 – Introduction to Sociology 3 Credit Hours*, STAT 201 - Introduction to Statistics 3 Credit Hours* or MATH 115 - Statistical Reasoning 3 Credit Hours*, PUBH 201 - Introduction to Public Health 3 Credit Hours*, and PUBH 202 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours with a B or better in PUBH 201 - Introduction to Public Health 3 Credit Hours* and PUBH 202 - Introductory Epidemiology 3 Credit Hours, and PUBH 320 – Social and Behavioral Theories in Public Health* 3 Credit Hours
- Must have completed at least 90 hours of the 120 hours of coursework required for their Bachelor's degree. A student may be considered for conditional admission if they have the above listed courses in process. Admission requires successful completion of the courses.

Acceptance into the program must be obtained before taking a graduate course that is to be used to satisfy the requirements of the student's bachelor's degree and the MPH degree. Students must complete the Senior Requesting Graduate Credit form (<https://gradschool.utk.edu/forms-central/senior-requesting-graduate-credit/>) before registering for the graduate courses. This form must be approved by the graduate school. Students will be informed of the outcome of their application prior to the beginning of their fourth year of undergraduate study.

Acceptance into the program does not guarantee acceptance into the Graduate School or the MPH program. Students who have been admitted to the program must apply for admission to the Graduate School and to the MPH program during their fourth year of undergraduate study, following the standard application procedure. Students will be fully admitted to the MPH program after they have been accepted both by the Graduate School and by the MPH program.

Once fully admitted to the MPH program, students are required to complete the standard curriculum for the MPH program. A student will not be eligible for a graduate assistantship until the student has satisfied all of the requirements for their BS or BA degree.

* Meets Volunteer Core Requirements

Supporting Information

Rationale: Now that we have a new public health major (initiated in the 22-23 catalog), we need to add the option of completing the accelerated / combined program with the public health major. We also need to correct a typo in the SOCI course number so that we match our BSPH showcase (SOCI 110 Social Problems and Social Justice should be listed as SOCI 120 – Introduction to Sociology). We are adding the PUBH 320 – Social and Behavioral Theories in Public Health as a required course to apply for the accelerated program because the 320 course is required for all PUBH minors and majors and comprises key theoretical frames, program planning and evaluation. For accuracy and clarity, we restated the courses in process from “one elective” to simply “the above listed courses.” Our graduate CRC submission is being submitted concurrently and reflects the above changes.

Impact on Other Units: None. There is no impact on other academic units.

Financial Impact: Admission to the Five-Year program will increase Public Health credit hours in the graduate public health courses (PUBH 510, 520, 530).

Additional Documentation: none.

College of Social Work

Courses

(SOWK) Social Work

Low-
impact:
Correct

ADD (RE) PREREQUISITE(S)

SOWK 313 Interpersonal Social Work Skills Lab (3)

(RE) Prerequisite(s): CMST 210, CMST 240, or PHIL 244, and SOWK 312

Registration Restriction(s): Social work majors only.

Formerly: SOWK 312

Rationale: Course was submitted for Vol Core AOC approval (pending) and the prerequisites of CMST 210, CMST 240, or PHIL 240 were highly recommended. Impacted on other units: These prerequisite courses were already in the SOWK academic showcases and therefore, no additional impact on other units would result from these prerequisite additions. Financial impact: Some possible impact on other departments or units who may have had Social Work majors complete their AOC approved courses.

Impact Report:

- 1. Social Work Major, required course term 6*
- 2. Social Work Major – Online BSSW Program, required course term 2*
- 3. Social Work Major – Honors Program, required course term 6*

Low-
impact:
Correct

REMOVE (RE) PREREQUISITE(S)

SOWK 315 Introduction to Macro Social Work Practice (3)

Registration Restriction(s): Social work majors only.

Formerly: (RE) Prerequisite(s): SOWK 312.

Rationale: no longer needed. Impact on other units: none. Financial impact: none

Impact Report:

- 1. Social Work Major, required course term 6*
- 2. Social Work Major – Online BSSW Program, required course term 2*
- 3. Social Work Major – Honors Program, required course term 5*

Programs

Low-
impact:
Correct

REVISE REQUIREMENTS

Bachelor of Science in Social Work

Term 4

⁴ Expanded Perspectives Elective*	3	2.5 cumulative GPA to begin upper-division Social Work courses
⁵ Social Sciences Elective*	3	SOWK 200* with grade of C or better
POLS 101* or POLS 107*	3	SOWK 250* with grade of C or better

⁶ Engaged Inquiries Elective*	3	
~~⁷Applied Oral Communication Elective*~~ Unrestricted Elective	1-3	
Term 5		
~~⁸⁻⁷~~ Unrestricted Elective or Social Work Elective	3	2.5 cumulative GPA
~~⁸⁻⁷~~ Unrestricted Elective or Social Work Elective	3	
SOWK 312	3	
SOWK 314	3	
SOWK 316	3	
Term 6		
SOWK 313	3	SOWK 312
SOWK 315	3	2.5 cumulative GPA
SOWK 324	3	
SOWK 380N	3	
SOWK 385	1	
~~⁸⁻⁷~~ Unrestricted Elective or Social Work Elective	3	
TOTAL (minimum)	120	

~~⁷ Applied Oral Communication*~~—chosen from the Volunteer Core* list.

~~⁷⁻⁸~~ Any unrestricted elective or social work course not already required for the major.

Rationale: SOWK 313 is currently being reviewed for AOC, therefore, an AOC elective would not be required, if approved. Impact on other units: Minimal impact on other units hosting AOC courses, as Social Work majors would (pending approval) take SOWK 313 to meet the AOC requirement. Financial impact: Minor impact as mentioned in impact to other units above.

Low-
impact:
Correct

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Social Work-Honors Program

Term 4		
⁶ Engaged Inquiries Elective*	3	SOWK 200* with a grade C or better
~~Applied Oral Communication Elective*~~ Unrestricted Elective	1-3	3.5 cumulative GPA
⁵ Social Sciences Elective*	3	SOWK 250* with grade of C or better
POLS 101* or POLS 107*	3	
⁴ Expanded Perspectives Elective*	3	
Term 5		
SOWK 312	3	3.5 cumulative GPA
SOWK 314	3	
SOWK 315	3	
~~⁸⁻⁷~~ Unrestricted Elective or Social Work Elective	3	
SOWK 418	3	
Term 6		
SOWK 313	3	SOWK 312
SOWK 318	3	3.5 cumulative GPA
SOWK 324	3	
SOWK 380N	3	

SOWK 385	1	
~~8-7~~ Unrestricted Elective or Social Work Elective	3	
TOTAL (minimum)	120	

~~7 Applied Oral Communication*—chosen from the Volunteer Core* list.~~

~~8-7~~ Any unrestricted elective or social work course not already required for the major.

Rationale: SOWK 313 is currently being reviewed for AOC, therefore, an AOC elective would not be required, if approved. Impact on other units: Minimal impact on other units hosting AOC courses, as Social Work majors would (pending approval) take SOWK 313 to meet the AOC requirement. Financial impact: Minor impact as mentioned in impact to other units above.

Other Academic Units

University Honors

Courses

Mid-
impact:
New
Subject
Code

REQUEST NEW SUBJECT CODE

Due to program name change, **Haslam Leadership Scholars** requests their new subject code to be **HALS (Haslam Leadership Scholars)**

Rationale: New subject code is the appropriate acronym for the revised program name.

Impact on other units: None.

Financial impact: None.

Mid-
impact:
Drop

DROP COURSES

HSP 207 Haslam Scholars Leadership Seminar (1)

HSP 208 Haslam Scholars Leadership Seminar (1)

HSP 397 Honors Research (1)

HSP 491 Haslam Scholars Study Abroad (1)

HSP 497 Honors Thesis I (3)

HSP 498 Honors Thesis II (3)

HSP 499 Senior Colloquium (1)

Rationale: Dropping courses with old subject code.

Impact on other units: None.

Financial impact: None

Impact Reports:

HSP 207

1. **HSP 208 description**

2. **Haslam Scholars Program, required course**

HSP 208

1. **HSP 207 description**

2. **Haslam Scholars Program, required course**

HSP 397

1. **Haslam Scholars Program, required course**

HSP 491

1. **Haslam Scholars Program, required course**

HSP 497

1. *Haslam Scholars Program, required course
HSP 498*

1. *Haslam Scholars Program, required course
HSP 499*

1. *Haslam Scholars Program, required course*

Mid-
impact:
Add

ADD COURSES

HALS 107 Haslam Leadership Scholars Professional Development (0) Co-curricular meetings for Haslam Leadership Scholars. Required of all Haslam Leadership Scholars during most semesters of their program tenure.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated.

Registration Restriction: Required of and limited to Haslam Leadership Scholars.

Rationale: Due to the high profile nature of the program, students are expected to attend regular professional development meetings and workshops. The zero-credit course will better enable students and program administrators to schedule these meetings and will not negatively affect a student credit hours. Impact on other units: None. Financial impact: None.

HALS 207 Foundations of Leadership (1) Origins of leadership and cultivating of leaders. Personal values and personal leadership style.

Grading Restriction: Letter grade only.

Registration Restriction: Required of and limited to Haslam Leadership Scholars.

HALS 208 Dynamic Leadership (1) Building teams and developing a culture of empowerment. Change management and strategic decision making.

Grading Restriction: Letter grade only.

Registration Restriction: Required of and limited to Haslam Leadership Scholars.

HALS 307 Inclusive Leadership (1) Diversity of thought, perspectives, and lived experiences. Leading global perspectives in modern society. Employing healthy civil discourse.

Grading Restriction: Letter grade only.

Registration Restriction: Required of and limited to Haslam Leadership Scholars.

HALS 308 Conflict Resolution (1) Proactive engagement and leadership strategies. Communication strategies to manage crisis. Adaptive leadership framework.

Grading Restriction: Letter grade only.

Registration Restriction: Required of and limited to Haslam Leadership Scholars.

HALS 397 Haslam Leadership Group Capstone (1) Team-based research project focused on select issue relevant to state of Tennessee. Teams will present recommendations to university and community leaders.

Grading Restriction: Letter grade only.

Registration Restriction: Required of and limited to Haslam Leadership Scholars.

HALS 491 Haslam Leadership Education Abroad (1) Cohort-based education abroad experience.

Grading Restriction: Letter grade only.

Registration Restriction: Required of and limited to Haslam Leadership Scholars.

HALS 497 Honors Capstone I (3) Substantial scholarly, scientific, or artistic endeavor representing the capstone of a student's honors undergraduate education.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction: Limited to Haslam Leadership Scholars.

HALS 498 Honors Capstone II (3) Substantial scholarly, scientific, or artistic endeavor representing the capstone of a student's honors undergraduate education.

Grading Restriction: Letter grade only.

Registration Restriction: Limited to Haslam Leadership Scholars.

HALS 499 Senior Colloquium (1) Capstone presentation seminar.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction: Required of and limited to Haslam Leadership Scholars.

Rationale: An internal program review was conducted by the Office of the Provost in spring 2020 that resulted in several immediate changes to the program and plans to completely overhaul the curriculum. Changes to the curriculum made in 2021 have been further developed and refined for 2023. Impact on other units: None. Financial impact: None.

COURSE EQUIVALENCY TABLE

Former Prefix/Course Number	New Prefix/Course Number
HSP 491	HALS 491
HSP 497	HALS 497
HSP 498	HALS 498
HSP 499	HALS 499

Programs and Text

Low-
impact:
Revise

REVISE PROGRAM NAME AND TEXT

Former Name: Honors & Scholars Programs

New Name: University Honors

~~The University of Tennessee's Honors & Scholars Programs serve the highest caliber students from across the university's diverse array of disciplines and colleges. The four unique programs housed within Honors & Scholars provide students the opportunity to curate a personalized honors experience. By integrating academic rigor with select co-curricular requirements, each honors and scholars program aims to develop outstanding scholars while increasing the involvement of its members on campus and in the community. The Honors & Scholars Programs are designed to create an environment in which high-achieving students can expand their potential by tackling challenging problems within a community of fellow scholars and attain success through exclusive honors opportunities and support.~~

University Honors serves a diverse group of high potential students from across the university's nine undergraduate colleges. A combination of meaningful curricular breadth and engaging co-curricular opportunities are designed to complement the depth of learning provided in academic disciplines. University Honors is designed to create a community of scholars eager to learn and motivated to make a difference on campus and beyond.

Benefits

Students in the ~~Honors & Scholars Programs~~ **University Honors** enjoy various privileges designed to facilitate their ~~academic and personal growth and~~ achievement. Honors students are given ~~early priority~~ registration, advanced library privileges, and specialized honors coaching to ensure access to the necessary coursework and resources that an ambitious curriculum demands. ~~Honors & Scholars~~ **University Honors** students have access to exclusive study spaces and honors programming and the option of living in the ~~Honors & Scholars~~ **University Honors** Living and Learning Community.

Rationale: Revising to ensure information current and current. As part of strategic plans to align Honors with overall university initiatives, we are decreasing the number of programs we offer.

Impact on other units: None.
Financial impact: None.

Low-
impact:
Revise

REVISE TEXT

1794 Scholars Program

The 1794 Scholars Program (1794) is a two-year enrichment program focusing on the Volunteer experience. Through collaboration with various campus partners, 1794 provides students with a variety of academic and co-curricular experiences to give them a personalized experience, which will serve as a strong complement to their other university endeavors.

The program focuses on four key areas of campus life. Students will engage in activities related to each of the four pillars during each semester of their program tenure:

- Academic engagement: embracing an attitude of intellectual curiosity and constantly seeking to expand one's knowledge
- Global and cultural awareness: developing a better understanding and appreciation of other cultures and combatting prejudice through knowledge
- Campus involvement: engaging with the UT student community in meaningful ways and contributing to the active campus culture
- Volunteer spirit: seeking to better our community with a passion for service and to promote social change through leadership

Eligibility

Admission to the 1794 Scholars Program is available to entering first-year students and select current and transfer students. High school seniors with excellent academic credentials and an interest in embracing the college experience are invited to apply. Current and transfer students should visit the ~~Honors & Scholars~~ [University Honors](#) website for information about applying.

Requirements

1794 students will complete one approved activity for each of the four program pillars each semester (fall and spring) the two years they are in the 1794 Scholars Program. A complete list of activities for each pillar will be provided on the ~~Honors & Scholars~~ [University Honors](#) Canvas site. During their first year, students will take UNHO 101 in order to fulfill the academic engagement requirement (current and transfer admits in the fall semester, first-year admits in the spring semester). ~~Students complete 25 hours of documented community service each year while in the program.~~ Students will be expected to participate in honors coaching at least once per year while in the program. Students will be required to make timely progress towards graduation while maintaining a 3.0 cumulative GPA. Upon completion of the program, students will be expected to present ~~their electronic portfolio~~ [a showcase poster presentation](#) as their culminating project.

Rationale: Revising to ensure information current and current.

Impact on other units: None.

Financial impact: None.

Low-
impact:
Revise

REVISE TEXT

Chancellor's Honors Program

The Chancellor's Honors Program is the ~~University of Tennessee's principal~~ [university's largest interdisciplinary](#) honors program ~~with students representing majors in all nine of the university's undergraduate colleges.~~ Through completion of ~~an exclusive first-year honors writing sequence and electronic portfolio complemented with~~ select honors courses offered by departments across the university, the Chancellor's Honors Program offers [high-achieving high potential](#) students the opportunity to engage with one another in a community of scholars. ~~It also encourages them to~~

Chancellor's Honors students also participate with both the larger campus community through involvement, service, and research and the greater world through ~~study-abroad~~ intercultural experiences.

Similar to the university's ~~general-education~~ Volunteer Core curriculum which requires students to complete coursework from among several categories, the Chancellor's Honors Program curricular requirements encourage students to engage in a broad array of honors coursework in order to broaden their understanding beyond their chosen majors. Students will take five ~~approved~~ honors courses from at least three of the following five categories:

- Artistic Expression and Humanistic Thought: courses that focus on the exploration, appreciation, and understanding of artistic, literary, and/or philosophical works. These courses may be analytic or creative in nature.
- Behavioral, Social, and Communication Sciences: courses that focus on the understanding of society and interactions between people, i.e., human behavior and social dynamics.
- Natural Sciences: courses that focus on exploration and interpretation of scientific theories or natural phenomena, requiring students to engage with the material critically and ethically.
- Human Cultures and Civilizations: courses that focus on the study of human history and ~~non-U.S.~~ cultures.
- Logic, Mathematics, and Quantitative Reasoning: courses that focus on the acquisition of quantitative skills in order to solve problems.

~~It is important to note that, unlike the university's general-education curriculum, approved honors courses from these categories may come from upper-division course offerings as well as lower-division general courses.~~ A complete, up-to-date list of ~~approved~~ honors courses by category is maintained on the ~~Honors and Scholars~~ University Honors website (~~<https://honors.utk.edu/chancellors-honors-program/chp-approved-honors-courses/>~~) (~~<https://honors.utk.edu/honors-courses/>~~).

~~The Chancellor's Honors Program anchors the University of Tennessee's uniquely decentralized system of honors programs and opportunities.~~ Chancellor's Honors students are encouraged to participate in one or more of the University of Tennessee's many specialized college or departmental honors programs. In recognition of their exceptional academic achievement, Chancellor's Honors students receive special graduation recognition.

Eligibility

The Chancellor's Honors Program is available to entering first-year students. High school seniors with superior academic credentials are invited to apply. Current first- and second semester students, and qualified transfer students may be eligible to apply for membership.

Curricular Requirements

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

- ~~First-year~~ One honors writing ~~sequence~~ course from among the list of available Volunteer Core writing courses¹
 - ~~ENGL 198 – Chancellor's Honors Writing I* and ENGL 298 – Chancellor's Honors Writing II* (WC)~~¹
- Five ~~approved~~ honors courses from at least three of the following categories²:
 - Artistic Expression and Humanistic Thought
 - Behavioral, Social, and Communication Sciences
 - Natural Sciences
 - Human Cultures and Civilizations
 - Logic, Mathematics, and Quantitative Reasoning

- Two-semester, or approved equivalent, capstone experience in undergraduate research, scholarship, or creative activity culminating in a senior thesis or project. (UNHO 497-UNHO 498 or approved equivalent)

TOTAL: 25 21+ credit hours of honors coursework³

Co-curricular Requirements

- Ready for the World Experience: an approved international/intercultural learning experience to be fulfilled through one of the following:
 - ~~Study-abroad~~
 - ~~International travel for service, research, internship, or other academic purpose~~
 - ~~Completion of a major or minor in a modern foreign language~~
 - Completion of an **approved intercultural domestic internship or service** project with an intercultural focus
 - ~~Completion of a major or minor in a modern foreign language~~
 - ~~International travel for service, research, internship, or other academic purpose~~
 - ~~Study-abroad~~
- ~~Campus and Community Engagement: an annual requirement to actively participate in the life of the campus and community by:~~
 - ~~Attendance at three honors-approved events each semester~~
 - ~~Completion of at least 25 hours of documented community service each year~~
- ~~Electronic Portfolio: electronic website (which can be private) where students will summarize and make connections between curricular and co-curricular experiences and reflect. Designed to be a four year undertaking, the completed portfolio will be reviewed prior to student's graduation.~~

Chancellor's Honors students are highly encouraged to actively participate on campus and serve the community. Chancellor's Honors students are expected to make timely progress towards honors graduation while maintaining a minimum cumulative GPA of 3.5. Students ~~risk losing their place in the program if they fail to meet these requirements~~ not meeting expectations will be required to complete additional academic coaching and support.

¹ ~~ENGL 198*-ENGL 298* fulfills two of the three Communicating through Writing courses required by the university. All CHP students must complete ENGL 198*-ENGL 298* regardless of existing credits from AP or dual enrollment composition courses.~~

² ~~The University Honors Committee, comprised of appointed representatives from each of the undergraduate academic colleges, approves existing honors courses for the Chancellor's Honors Program requirements. A complete, up-to-date list of approved courses by category is available on the CHP Canvas site as well as the Honors and Scholars website (<http://honors.utk.edu/chp-approved-honors-courses/>). Students may also apply for approval of a maximum of one honors-by-contract or study abroad course (for which they have received transfer credit from UT).~~

³ ~~No AP or dual enrollment credit will be accepted for honors credits for the Chancellor's Honors Program requirements.~~

¹ **Students will complete at least one honors English WC course using pathways designated by first-year composition**

Rationale: Revising to ensure information current and correct. Changes to English requirement in partnership with changes to first-year composition and Vol Core. Changes to co-curricular requirements driven by student engagement feedback and will enable staff to focus on improving experiences rather than tracking.

Impact on other units: None.

Financial impact: None.

Low-
impact:
Correct

REVISE PROGRAM NAME AND TEXT

Former Name: Haslam Scholars Program

New Name: Haslam Leadership Scholars

~~The Haslam Scholars Program~~ **Haslam Leadership Scholars** is an intimate, four-year **cohort-based** enrichment program that honors the legacy of the Haslam family in developing community-minded and intellectually-gifted young leaders through a series of transformational learning experiences. Scholars benefit from an exclusive academic curriculum focused on leadership and personal development, a cohort study abroad experience, and ~~required~~ **Tennessee** internship experience.

Curricular Requirements

The Haslam **Leadership** Scholars ~~Program~~ curriculum includes a series of one-credit hour leadership courses, ~~a group capstone project~~, and a ~~three-semester~~ **two-semester** sequence of in-depth, independent research through which scholars complete a substantial scholarly, scientific, or artistic project.

Required Courses

- ~~• HSP 207 – Haslam Scholars Leadership Seminar (1)(1)~~
- ~~• HSP 208 – Haslam Scholars Leadership Seminar (1)(1)~~
- ~~• HSP 397 – Honors Research (1)~~
- ~~• HSP 491 – Haslam Scholars Study Abroad (1)~~
- ~~• HSP 497 – Honors Thesis I (3)~~
- ~~• HSP 498 – Honors Thesis II (3)~~
- ~~• HSP 499 – Senior Colloquium (1)~~
- HALS 207 - Foundations of Leadership (1)
- HALS 208 - Dynamic Leadership (1)
- HALS 307 - Inclusive Leadership (1)
- HALS 308 - Conflict Resolution (1)
- HALS 397 – Haslam Leadership Group Capstone (1)
- HALS 491 – Haslam Leadership Education Abroad (1)
- HALS 497 – Honors Capstone I (3) or approved equivalent
- HALS 498 – Honors Capstone II (3) or approved equivalent
- HALS 499 – Senior Colloquium (1)

Scholars are expected to augment the ~~HSP~~ **Haslam Leadership Scholars** curriculum with select honors coursework as appropriate for their academic and professional goals. ~~Haslam Scholars are encouraged to participate in one or more of the University of Tennessee's many specialized college or departmental honors programs.~~

Co-Curricular Requirements

- ~~• Campus and Community Engagement: an annual requirement to actively participate in the life of the campus and community by:~~
 - ~~○ Attendance at five honors approved events (e.g. lectures, workshops) each semester~~
 - ~~○ Completion of at least 25 hours of documented community service each year~~
- Professional Development: scholars will participate in regular cohort meetings and workshops focused on different professional development topics
- Program Engagement: scholars will participate in Haslam Leadership Scholars programming including select speaker events and service activities
- Internship: scholars will participate in an internship that aligns with their academic interests and professional goals

- ~~Electronic Portfolio: electronic website (which can be private) where students will summarize and make connections between curricular and co-curricular experiences and reflect. Designed to be a four-year undertaking, the completed portfolio will be reviewed prior to graduation~~
- Presentation: scholars will present to a public/external audience some aspect of research or creative activity through a conference presentation, a professional publication, a public exhibition, etc. at least once prior to graduation

Haslam Scholars are expected to make timely progress towards honors graduation while maintaining a minimum cumulative GPA of 3.5. Students ~~risk losing their place in the program if they fail to meet these requirements~~ not meeting expectations will be required to complete additional academic coaching and support.

Eligibility

Admission to the Haslam ~~Leadership~~ Scholars ~~Program~~ is available to entering first-year students. Scholars will have demonstrated knowledge and experience in leadership, service-learning, and civic engagement and are prepared to use such knowledge to contribute to the state of Tennessee.

Rationale: Revising to ensure information current and correct. University leadership and donors want to ensure that the leadership focus of program is apparent in program name. Engagement requirement changes are in support of program's increased focus on leadership development.

Impact on other units: None.

Financial impact: None.

Low-
impact:
Revise

REVISE TEXT

Honors Leadership Program

The Honors Leadership Program (HLP) is the University of Tennessee's campus-wide honors leadership program. HLP students complete the Honors Leadership Studies minor, participate actively in campus organizations, and engage with a community of leadership scholars. HLP students develop a personalized style of leadership that will serve them on campus and in their post-graduate endeavors.

Eligibility

Admission to the Honors Leadership Program is available to entering first-year students. High school seniors with superior academic credentials and an interest in the study and practice of leadership are invited to apply.

Requirements

Honors Leadership students complete the honors track of the Leadership Studies Minor, which includes coursework in leadership theory, and leadership ethics, ~~and the preparation of a leadership portfolio~~ and an off-campus experience (e.g. internship, education abroad) that helps them further develop their leadership skills.

~~Student also complete co-curricular requirements, which include:~~

~~Participation in an Honors Ignite session~~

~~Completion of at least 25 hours of documented community service annually~~

~~Attendance at three designated honors seminars each semester~~

~~Annual coaching sessions with Honors & Scholars~~

Honors Leadership students are highly encouraged to actively participate on campus and serve the community. ~~Students in the HLP~~ Honors Leadership students are required to maintain a 3.5 cumulative GPA while making timely progress on their graduation requirements and the

requirements of the leadership studies minor. Students ~~risk losing their place in the program if they fail to meet these requirements~~ not meeting expectations will be required to complete additional academic coaching and support.

Rationale: Revising to ensure information current and correct. Changes to co-curricular requirements driven by student engagement feedback and will enable staff to focus on improving experiences rather than tracking.

Impact on other units: None.

Financial impact: None.

Volunteer Core Committee

**The University of Tennessee, Knoxville
Volunteer Core (General Education) Committee
Minutes of the Meeting
November 9, 2022**

Call to order: A regular meeting of the Volunteer Core (General Education) Committee was held via online meeting software on November 9, 2022. The meeting was called to order by Chair Sarah Colby when quorum was met at 9:09 am.

Members and Subcommittee Chairs present: Chair Sarah Colby, Justin Arft, Ken Baker, Kristen Block, Mari Beth Coleman, Chuck Collins, Alison Connor, Marleen Davis, George Drinnon, Megan Fields, Erin Hardin, Sadie Hutson (by proxy Phillip Moore), Interim Tickle College of Engineering Associate Dean (by proxy Margie Russell; note that this position is currently vacant, so Ms. Russell will serve until an Interim AD is chosen), Julie Longmire, Lindsay Mahony, Mike McFall, Robert Mindrup, Sean Morey, Barb Murphy, Lee Murphy, Drew Paul, Brittany Shelton, Carrie Stephens, and Michelle Violanti

Others present: Patrick Akos, Laura Brown, K'Cindra Cavin, Betsy Gullett, Jon Hess, Ozlem Kilic, Marissa McKeague, Molly Sullivan, and Merrill Walker

Course Approvals

Twenty-four courses were approved for Vol Core as noted.

- RA = Reapproval, already in the current general education curriculum, approved for Vol Core
- NGE = New to the Gen Ed category, but not new course, approved as noted
- NC = New course, approved as noted

Applied Oral Communication (AOC)

1. ALEC 300 Careers and Professional Development in Agriculture
2. CSM 430 Construction Field Operations and Sustainability (formerly CSAS 430)
3. CLAS 445 Ancient and Medieval Seafaring
4. GEOG 334 Meteorology

Engaged Inquiries (EI)

1. EEB 330 Field Botany
2. ENGL 412 Literature of Later 18th-Century: Johnson to Burns
3. GEOG 420 GIS in the Community
4. ITAL 400 The Italian Renaissance through Popular Culture
5. REST 413 Seminar in Early Judaism (cross-listed with JST 413, REST is primary)
6. SPAN 489 Topics in Hispanic Civilization
7. WFS 401 Ecology and Management of Wildlife Health

Global Citizenship – International (GCI)

1. GEOG 349 Geography of Human Rights: Human Rights Violations and Genocide in Europe and Asia

Global Citizenship – United States (GCUS)

1. ALEC 150 The Land Grants' Agricultural Legacy: A Complicated American Experience
2. ARTH 470 African American Art (cross-listed with AFST 471, ARTH is primary)
3. HIUS 303 The History of Capitalism in America and Beyond (pending approval by Curriculum)
4. IAC 201 Construction and Reconstruction of the American Republic (pending approval by Curriculum)
5. PSYC 435 Multicultural Psychology

Natural Sciences (NS)

1. EEB 330 Field Botany (Lab)
2. EPP 234 Medicines and Drugs from Plants and Microbes (Non-lab) (pending approval by Curriculum)
3. GEOL 210 Life, the Universe, and Everything (Non-lab) (RA)

Social Sciences (SS)

1. POLS 464 Fear and Bias in Migration Politics

Written Communication (WC)

1. ELPS 251 Educational Policy in the United States (pending approval by Curriculum)
2. ENGL 112 Advanced Writing and Research (pending approval by Curriculum)
3. WFS 405 Wildlife and Fisheries Science (pending approval by Curriculum)

Proposal to change the catalog text for First-year Composition on the Volunteer Core page

The English Department's First-Year Composition (FYC) program is revising some of its courses. ENGL 118 will be replaced with ENGL 112 (pending approval). In addition, Honors & Scholars will no longer require ENGL 198; we are also dropping this course as well as ENGL 290. These changes affect the overall options for ways students may complete the FYC requirement. The current ways students may satisfy the requirement are here:

1. First-year composition sequence – 2 courses, 3 credit hours each

Students may satisfy the first-year composition requirement in one of two ways:

a. By completing 6 hours in English writing courses according to one of the following 3 sequences:

- ENGL 101* and ENGL 102*
- ENGL 101* and ENGL 298* (for 1794 Scholars Program, Chancellor's Honors Program, Haslam Scholars Program, or Honors Leadership Program students)
- ENGL 131* and ENGL 132*. Placement in ENGL 131* or ENGL 132* will be determined by TOEFL (or equivalent standardized test) scores.

b. By earning credit for ENGL 101* through a College Board Advanced Placement Test and completing one additional course from the following:

- ENGL 102*, ENGL 112, or ENGL 298. Eligibility for ENGL 112, and ENGL 298 will be determined by a combination of AP and ACT or SAT scores.

The proposal was approved.

The following items were discussed but did not require action at this time.

- The proposal to add a Chair-Elect to this committee was approved by the Undergraduate Council and is pending approval by the Faculty Senate. One current nominee has been identified: Michelle Violanti.
- The Assessment Committee described their progress in planning the reassessment of Vol Core courses on a three-year cycle rather than the previous ten-year cycle. The documents that show

these processes are being updated and will be added to the Vol Core page of the Undergraduate Council's website when complete.

- The Undergraduate Council did not approve the appeal process that was approved at the Vol Core Committee meeting on October 12, 2022. The Council has asked for clarification and greater detail. This committee will take up that matter at their next meeting.
- A larger number of student course petitions under Vol Core seem to be denied when compared to petitions under the previous general education curriculum. The committee is looking into the petition process to see what changes are needed for Vol Core.

Adjournment: The meeting was adjourned at 10:14 am.

Next Meeting: The next meeting is scheduled for February 1, 2023.

Approval of Minutes: These minutes were certified correct via email on November 18, 2022.

Minutes Submitted by: Molly Sullivan