

**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
September 11, 2018**

Leadership and Elected Members present: Chair Robert Mindrup, Vice Chair Anthony Welch, Past Chair Rachel Chen, Brian Ambroziak, Ken Baker, John Bell (by proxy George Drinnon), Richard Bennett, Alison Buchan, Jamie Coble, Erin Darby (by proxy Anthony Welch), Kim Denton, Joanne Devlin, Nadia Fomin (by proxy Christine Nattrass), Beth Foster, Katie Kavanagh, Cheryl Kojima, Daniel Magilow, Chris Magra, Lindsay Mahony (by proxy George Drinnon), Harrison Meadows, Christine Nattrass, Charlie Parker, Brad Vanderzanden, Amanda Warren, and Angela Wozencroft.

Ex-Officio Members present: Katherine Ambroziak, Misty Anderson, Chuck Collins, George Drinnon, Jeff Fairbrother, Brent Lamons, Chris Lavan, Roberta Lavin, Barbara Murphy, Gretchen Neisler (represented by Noah Rost), Masood Parang (represented by Brad Vanderzanden), and Teresa Walker.

Student Members present: Hannah Blackwell and Ashlyn Hodges.

Others present: Betsy Gullett, Molly Sullivan, and Stephanie Workman.

Call to order: The meeting was called to order at 3:40 pm by Robert Mindrup, Chair.

Welcome and General Instructions: Robert Mindrup welcomed both new and returning members of the UGC and briefly outlined the responsibilities and expectations of this group, as well as a few general instructions.

Committee Reports (See attached reports)

- **Advising (Brent Lamons)**
The Advising Committee presented an informational report that did not require any action by the UGC.
- **Curriculum (Beth Foster)**
The Curriculum Committee presented several corrections to the 2018-2019 catalog. These were all minor housekeeping items such as removal of duplicate requirements or correcting prerequisite requirements for courses that have been dropped or archived, or correcting a registration restriction that was causing students difficulty when they tried to register. All items were approved by the UGC without opposition.
In addition, the Curriculum Committee presented informational items that did not require action by the UGC.
- **General Education (Barb Murphy)**
The General Education Committee presented one topic (Honors: The Mountains: Landscape, Culture, and Sustainability in Fragile Environments) of a special topics course (UNHO 268 Honors: Special Topics in the Social Sciences). UNHO 268 had already been approved as a WC course, and the Committee voted to approve the specific topic. This item was approved by the UGC without opposition.
In addition, the General Education Committee presented drafts of the statements of purpose and learning objectives of the new general education categories as an information item. No action was required by the UGC.

Adjournment: Robert Mindrup adjourned the meeting at 4:08 pm.

Next regularly scheduled meeting: Tuesday, October 16, 2018, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

Approval of minutes: These minutes were certified correct via email on September 17, 2018.

Minutes submitted by: Molly Sullivan

ADVISING COMMITTEE

The University of Tennessee, Knoxville Advising Committee Minutes of the Meeting April 24, 2018

Welcome and call to order – Lamons

Approval of Minutes – approved unanimously

Old Business

Advising Committee: Assessment – Lamons announced that the sub-group working on assessing the purpose and effectiveness of this committee met in March. They are planning on sending out an instrument to committee members/attendees in the next week to garner our input.

New Business

- Rachel Chan, chair of the Undergraduate Council thanked the committee members for all that we do helping students navigate and succeed at UT. Robert Mindrup is the incoming chair of the Council.
- UT Landscape Architecture – Gale Fulton provided an overview of the MLA program. See attached. He can be reached at gfulton@utk.edu.

Standing Reports

- Academic Advising Leadership Group – Parker noted four main topics from this semester's discussions.
 - 2nd year funding for the new model has been approved. Searches now in progress for professional advisors in Arts & Sciences, Communication & Information, Agricultural Science & Natural Resources, Nursing, and Education, Health, & Human Science.
 - Advising directors have been receiving a weekly cumulative Excel list of students who have dropped course(s). They have been using this as a tool for outreach to students.
 - It was discovered that students on probation have not had an advising flag for summer. New policy passed through committee and Undergraduate Council to ensure placement of the flag.
 - Sub-group of AALG has been working on a set of guided questions for advisors to use with transfer students to assess where they currently fit within the advising model (self-exploration, career exploration, experiential learning).
- TennACADA – R. Russell noted that elections for next year's officers are under way and that advising award winners have been selected and will be bestowed at the Advising Retreat next week.
- Enrollment Management (Admission, Registrar, One Stop, Financial Aid)
 - Registrar - Banner IX Registration – Hardy discussed continuing work on Banner 9 implementation. Please continue to provide feedback, screen shots provided are helpful. Reminder that after a weekend update, clearing cache (especially Chrome) will alleviate errors when trying to access Banner 9. The error-checking report has not been working, hopefully fixed in next few weeks. Three departments have requested and received permission to list exam times as a line in the course schedule; Chemistry, Biology, Math. All three have common exam times for all sections of large enrollment lower division courses. The hope is that there will be fewer makeup exams necessary due to conflicts in student schedule.
 - Admissions – Harrington Confirmation week is showing a healthy growth from last year...up 400 students from this time last year. However, we never know from year to year whether students will confirm early or late.
 - One Stop – Curry noted that phase 2 of outreach for non-registered students is winding down. Freshman registration opened yesterday.
 - Financial Aid – Woods announced that scholarship application deadline for transfer students has been moved to July 1 (previously April 1).
- Multi-Cultural Student Life – finals prep again offered.
- Student Success Center
 - Adams- De-Stress offerings for finals prep. See attachment.
 - Renalds - New pilot dismissal policy in effect spring 2018 – summer 2019. After benchmarking a number of comparison universities, UTK has the third strictest policy. Pilot will allow students dismissed for the first time* with cumulative GPA of 1.50 or more and with fewer than 15 deficiency points to continue the next semester. Students dismissed after spring can participate in SOAR program during summer or come back for fall. See attachment for details. * Students previously dismissed and reinstated are **not** considered first time dismissed.
- First-Year Studies – Bridgeman-Prince announced that fall course booklet will be available soon for use during Orientation.
- Student Life
 - Center for Career Development: Summer internships – Ward announced that CDC is collecting information from students on their plans during summer for various intern and extern-ships. See attachment for details.

Lamons thanked the committee for their work this year and adjourned the meeting.

CURRICULUM COMMITTEE

**The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Meeting
August 28, 2018**

Call to Order: A regular meeting of the Curriculum Committee was held on August 28, 2018, in Arena Dining Room A. The meeting was called to order at 3:47 p.m. by Beth Foster, Chair.

Voting Members present: Beth Foster, Chair, Brian Ambroziak, Deb Chyka, Chuck Collins (by proxy Chris Magra), Kim Denton, George Drinnon, Jeff Fairbrother (by proxy Angela Wozencroft), Cheryl Kojima, Chris Magra, Lindsay Mahony (by proxy George Drinnon), Christine Natrass, Michael Palenchar (by proxy Beth Foster), Masood Parang (by proxy Brad Vanderzanden), Brad Vanderzanden, and Angela Wozencroft

Others present: Mary Beth Burlison, Kelly Ellenburg, Betsy Gullett, Chris Lavan, Robert Mindrup, and Molly Sullivan

Curricular Proposals (See attached proposals.):

Corrections to 2018-2019 Catalog

- Herbert College of Agriculture
 - The college made minor corrections to two programs for the 2018-2019 catalog. These were approved without opposition.
 - They also informed the committee that their proposal for a new major in Construction Science and Agricultural Systems with three concentrations, which was approved by the Undergraduate Council and Faculty Senate in spring 2018, has now been approved by THEC.
- Haslam College of Business
The college made minor corrections to one course and to one program in the 2018-2019 catalog. These were approved without opposition.
- College of Communication and Information
The college made a minor correction to four courses in the 2018-2019 catalog. This was approved without opposition.
- Tickle College of Engineering
 - The college made minor corrections to two courses in the 2018-2019 catalog. These were approved without opposition.
 - In addition, the college informed the committee that they had reactivated one course that had been archived. Per the guidelines for reactivating archived courses, this item did not require approval of the committee.
- College of Nursing
The college made minor corrections to a program in the 2018-2019 catalog. This was approved without opposition.
- Other
The Office of the University Registrar presented informational items regarding credit that will be awarded for credit by examination. This item did not require approval of the committee.

Other Business: Kelly Ellenburg and Chris Lavan, on behalf of the Experience Learning (EL) course designation subcommittees requested clarification regarding revisions to the process for approving N (Internship), R (Undergraduate Research), and S (Service Learning) designated courses. After discussion, the consensus of the committee is that

- The full Curriculum Committee determines what constitutes an EL-designated course (i.e., the general guidelines and learning objectives for each category).
- The subcommittees may determine the details of how courses are verified as meeting those guidelines within best practices of each of the three EL fields (i.e., the details that show how instructors are complying with the requirements for their specific category).

Chris summed this up by saying the full committee would determine “what” is required for a particular category and the subcommittees would determine “how” a course accomplishes the goal. In addition, the subcommittees will share revisions to the detailed guidelines with the full committee any time the details are revised. Kelly mentioned during discussion that the subcommittees may routinely need to make minor revisions in order to clarify specific criteria for faculty and to keep up with best practices within the field.

Adjournment: Beth Foster adjourned the meeting at 4:14 p.m.

Approval of Minutes: These minutes were certified correct via email on September 4, 2018.

Minutes submitted by: Molly Sullivan

HERBERT COLLEGE OF AGRICULTURE Correction to 2018-2019 Catalog

Interdepartmental

The name of the college has changed from the College of Agricultural Sciences and Natural Resources to the Herbert College of Agriculture. The college name has been changed in the undergraduate catalog effective fall 2018 both in the general college pages and within programs or courses that referenced the college name.

BIOSYSTEMS ENGINEERING AND SOIL SCIENCE

Low-
impact:
Correct
prior
revision

REVISE REQUIREMENTS (Correction to current catalog)

Requirements for the Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Conservation Agriculture and Environmental Sustainability Concentration

Term 5		
ACCT 200 or ACCT 207 or BUAD 202	3	ESS 210
AREC 313	2	
EPP 313 or EPP 321	3	
ESS 334	3	
Technical Electives*	6	

Rationale: The curricular change that was submitted and approved in January 2017 (see page 116/U3852 of the UGC Minutes of January 31, 2017) had an error: the Technical Electives listed in Term 5 should have referred to footnote 2 and should not have included an asterisk, which denotes the course(s) satisfied general education requirements. We need to correct this error to prevent any misunderstanding on the part of our students. Impact on other units: This only affects students in this program. Financial impact: None.

Low-
impact:
Update

THEC APPROVAL UPDATE (Informational only)

The following programs approved by the university in spring 2018 have received approval from THEC for the 2019-2020 academic year:

Construction Science and agricultural Systems – Agricultural Systems Technology Concentration
Construction Science and agricultural Systems – Construction Science Concentration
Construction Science and agricultural Systems – Off-Road Vehicle Technology Concentration

DEPARTMENT OF PLANT SCIENCES

Low-
impact:
Correct
prior
revision

CORRECTION TO REVISION FROM JANUARY 2018: REVISE PROGRAM (Correction to current catalog)

Plant Sciences Major, BS in Plant Sciences – Horticulture Science and Production Concentration

Term 5		
Select from Menu A: PLSC 410, PLSC 415, PLSC 430, PLSC 434, PLSC 435	6	Any CASNR course with grade of C or better
² Cultures and Civilizations Elective*	3	Any two Arts and Humanities*, Cultures and Civilizations*, Quantitative Reasoning*, or Social Sciences* Electives
PLSC 452 or PLSC 453	3	
EPP 313 or EPP 321 or Select from Menu B: PLSC 438, PLSC 443, PLSC 456, PLSC 457 ; EPP 313, EPP 321, EPP 410, EPP 411	3	
⁴ PLSC 320 or PLSC 321	3	
Term 6		
PLSC 330	3	No milestones
PLSC 457	3	
⁴ PLSC 320 or PLSC 321	3	
⁵ Plant Sciences Electives	3	
Term 7		
PLSC 331, PLSC 470	2	Apply to graduate
Select from Menu B: PLSC 438, PLSC 443, PLSC 456, PLSC 457 ; EPP 313, EPP 321, EPP 410, EPP 411	3	

PLSC 492 or PLSC 499	3	
⁶ Directed Elective	6	

Rationale: This is to correct the entry submitted and approved in spring 2018: PLSC 457 was listed as one option in Term 5 and in Term 7, but should not have been included in these lists because it is a requirement in Term 6. This was a copy/paste error that was caught after the 2018-2019 catalog was published. Impact on other units: None. Financial impact: None.

HASLAM COLLEGE OF BUSINESS Correction to 2018-2019 Catalog

INTERDEPARTMENTAL (BUAD) Business Administration

Low-
impact:
Correct
prior
revision

REMOVE (RE) PREREQUISITE(S) **(Correction to current catalog)**

BUAD 400 – Special Topics (1-9) (none)

Formerly: (RE) Prerequisite(s): 361

Rationale: BUAD 361 was dropped from the catalog, effective fall 2018. It was inadvertently left as a prerequisite to BUAD 400. Since we cannot require that students take a course that does not exist, we need to make this correction to the 2018-2019 catalog. Impact on other units: None. Financial impact: None.

SUPPLY CHAIN MANAGEMENT

Low-
impact:
Correct
prior
revision

REVISE REQUIREMENTS **(Correction to current catalog)**

Requirements for the Bachelor of Science in Business Administration – Supply Chain Management Major – Collateral Option

Supply Chain Management Collateral Options

INTERNATIONAL BUSINESS – Nine hours from: IB 409, IB 429, IB 439, IB 449, ~~IB 459, IB 469~~, IB 492; BUAD 400 or MGT 472; and IB 489.

Rationale: IB 459 and IB 469 were archived effective fall 2018, but we inadvertently left them as optional requirements for this program. Since they are not active courses and not listed in the current catalog, removing them from this list will prevent confusion to students. If one or both of the courses are reactivated at a later date, we may then present a proposal that the course(s) be re-added to this collateral in a subsequent catalog. Impact on other units: None. This only affects students completing this collateral for this major. Financial impact: None.

COLLEGE OF COMMUNICATION AND INFORMATION Correction to 2018-2019 Catalog

SCHOOL OF COMMUNICATION STUDIES (CMST) Communication Studies

Low-
impact:
Correct
prior
revision

ADD (DE) PREREQUISITE(S), REVISE REGISTRATION RESTRICTION(S) **(Correction to current catalog)**

CMST 352 Communication Theory (3)

(DE) Prerequisite(s): Junior level standing or completion of 60 hours when including courses in-progress. Enforced by department.

Registration Restriction(s): Communication studies majors.

Formerly: (DE) Prerequisite(s): None.

Communication studies majors. Minimum student level - junior.

CMST 354 Research Methods in Communication Studies - Lab (1)

(DE) Prerequisite(s): Junior level standing or completion of 60 credit hours when including courses in-progress. Enforced by department.

Registration Restriction(s): Communication studies majors.

Formerly: (DE) Prerequisite(s): None.

Registration Restriction(s): Communication studies majors. Minimum student level - junior.

CMST 356 Research Methods in Communication Studies (3)

(DE) Prerequisite(s): Junior level standing or completion of 60 credit hours when including courses in-progress. Enforced by department.

Registration Restriction(s): Communication studies majors.

Formerly: (DE) Prerequisite(s): None.

Registration Restriction(s): Communication studies majors. Minimum student level - junior.

CMST 360 Professional Skills in Communication Lab (2)

(DE) Prerequisite(s): Junior level standing or completion of 60 credit hours when including courses in-progress. Departmentally enforced.

Registration Restriction(s): Communication studies majors.

Formerly: (DE) Prerequisite(s): None.

Registration Restriction(s): Communication studies majors. Minimum student level - junior.

Rationale: The original submission proposed adding a DE prerequisite. In subsequent conversations, the proposal was revised to update the registration restriction and presented to the UG Curriculum Committee in its revised form. After further reflection, the college would like to return to using their original proposal. This is submitted as a correction to the 2018-2019 catalog. Impact on other units: None. Financial impact: None.

TICKLE COLLEGE OF ENGINEERING Correction to 2018-2019 Catalog

CHEMICAL AND BIOMOLECULAR ENGINEERING (CBE) Chemical and Biomolecular Engineering

Low-
impact:
Correct
prior
revision

REMOVE (RE) COREQUISITE(S) (Correction to current catalog)

CBE 301 - Application of Numerical and Statistical Techniques in Chemical Engineering (4) (none)

Formerly: (RE) Corequisite(s): Engineering Fundamentals 230.

Rationale: The original submission was missing a heading to indicate that the corequisite needed to be removed, although their intention was to remove the corequisite. This should be corrected to prevent putting an unnecessary requirement for students who take this course. Impact on other units: None. Financial impact: None.

MATERIALS SCIENCE AND ENGINEERING (MSE) Materials Science and Engineering

Low-
impact:
Update

REACTIVATE ARCHIVED COURSE (Informational Only)

MSE 445 - Polymer Engineering Processing and Characterization Laboratory (3)

Rationale: Informational only: The college had requested that this course be archived because it had not been taught in four or more years. The department then asked to teach the course in fall 2018, so the college has reactivated it.. Impact on other units: None. Financial impact: None.

MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING (AE) Aerospace Engineering

Low-
impact:
Correct
prior
revision

REVISE (RE) COREQUISITE(S) (Correction to current catalog)

AE 410 Professional Topics (2) (RE) Corequisite(s): 450.

Formerly: (RE) Corequisite(s): 426.

Rationale: AE 426 was dropped for fall 2017 (see UGC Minutes of 1/31/2017, page U3994) and replaced with the equivalent course AE 450 (equivalency table is on page U3995 of those minutes), but the corequisite of 426 for AE 410

was inadvertently overlooked. It should have been updated to the new 450 to avoid confusing students who would be looking for a course that no longer exists. Impact on other units: None. Financial impact: None.

COLLEGE OF NURSING
Correction to 2018-2019 Catalog

Low-
impact:
Correct
prior
revision

REVISE REQUIREMENTS
(Correction to current catalog)

Requirements for the Bachelor of Science in Nursing

Term 5		
NURS 313, NURS 314, NURS 319, NURS 331, and NURS 352	16	NURS 313, NURS 314, NURS 319, NURS 331, and NURS 352 with grades of C or better
Term 6		
NURS 321, NURS 353, NURS 362, NURS 363, NURS 371 . May take NURS 405 if chooses Mental Health clinical elective.	12-14 14	NURS 321, NURS 353, NURS 362, NURS 363, and NURS 371 (or NURS 378) with grades of C or better
NURS 371 or NURS 378	2	NURS 405 Mental Health elective with grade of C or better.
Term 7		
NURS 403, NURS 404 , NURS 411, NURS 412, NURS 461, NURS 462 . Must May take NURS 405 if not taken in Term 6.	13-15	NURS 405, NURS 411, NURS 412, NURS 461 and NURS 462 with a grade of C or better. Apply to graduate.
Term 8		
NURS 452, NURS 482, NURS 483, NURS 495, NURS 496	13	NURS 452, NURS 482, NURS 483, NURS 495, and NURS 496 with grades of C or better
TOTAL	123	

Rationale: Errors were made in the original submission: (1) NURS 371 was listed twice and is only needed once. (2) NURS 403 and NURS 404 should have been removed, because they are being replaced by NURS 411 and NURS 412. (3) NURS 462 was inadvertently left out and is a clinical course that is necessary for accreditation of the program. (4) NURS 405 may be taken in term 6, but must be taken no later than term 7; therefore, the wording of the requirement and the milestones are edited for clarification. Impact on other units: None. These changes only affect nursing students. Financial Impact: Minimal since duplicate courses were removed and replaced with a missing course.

OFFICE OF THE UNIVERSITY REGISTRAR
Informational Only – Effective Fall 2018

Low-
impact
Update

REVISE TEXT
(Informational only: will be on the university's website but not in the catalog)

AP, CLEP, IB, Cambridge, and Statewide Dual Credit

Good scores on college placement exams are not required for admission to UT. However, they can earn you college credit and a head start on your academic career. You should check this web page often because there are frequent changes to these credits. ~~UT does not award credit for DSST Exams; however, students may earn college credit for CLEP exams taken through the Defense Activity for Non-Traditional Education Support (DANTES). UT does not award credit for tests taken through the DANTES program.~~

Rationale: Changes in text clarifies exams not acceptable/acceptable for credit. Impact on other units: None. Financial Impact: None.

Low-
impact:
Update

ADD
IB EXAM, REVISE IB EXAMS
(Informational only: will be on the university's website but not in the catalog)

International Baccalaureate (IB) Exam Credit

Economics	(standard or higher level)	5+	ECON 211, 213
Film	(higher level)	5+	CNST LD (3 credit hours)
Geography	(standard or higher lever)	4+	GEOG 121
History	(higher level)	4+	HIST LD-LD (3 credit hours each)

Social and Cultural Anthropology	(standard or higher level)	4+	ANTH 130
Theatre	(higher level)	4+	THEA 100 and THEA LD (3 credit hours)
Visual Arts	(higher level)	5+	ART LD (3 credit hours)
World Religions	(standard level)	4+	REST LD (3 credit hours)

Rationale: The Department of Economics will award satisfactory credit for ECON 211 and ECON 213 for the Economics (standard or higher level) International Baccalaureate Exam. Revise other exams to provide clarification regarding exam level or credit hours awarded. Impact on other units: None. Financial Impact: Minimal.

Low-
impact:
Update

ADD

STATEWIDE DUAL CREDIT CHALLENGE EXAM

(Informational only: will be on the university's website but not in the catalog)

Statewide Dual Credit Challenge Exam Credit

Students must contact the Office of the University Registrar in order for postsecondary credit(s) to be awarded.

College Algebra-Advanced Algebra & Trigonometry	75% or better	MATH 119
Pre-Calculus	75% or better	MATH 130
Statistics	75% or better	MATH 115
Agriculture Business Finance	70% or better	AGNR LD (3 credits)
SDC Intro to Agriculture Business	70% or better	AGNR LD (3 credits)
Greenhouse Management	70% or better	AGNR LD (3 credits)
SDC Intro to Plant Science	70% or better	AGNR LD (3 credits)
Sociology	70% or better	SOCI 120
SDC Introduction to Sociology	70% or better	SOCI 120
Criminal Justice I	80% or better	SOCI LD (3 credits)
Criminal Justice II	70% or better	SOCI LD (3 credits)
Psychology	70% or better	PSYC 110
World History	80% or better	HIST LD (3 credits)
American History	80% or better	HIUS LD (3 credits)

Rationale: Specific departments will award satisfactory credit for Statewide Dual Credit Challenge Exams. Impact on other units: None. Financial Impact: None.

EXPERIENCE LEARNING SUBCOMMITTEES

The subcommittee chairs are asking for confirmation or correction of an assumption they are making:

The Curriculum Committee and the Undergraduate Council have approved the learning outcomes for each of the Experience Learning categories (N=Internship, R=Research, and S=Service Learning) and should approve any changes to those learning outcomes. The specific details of how each course is judged as meeting those learning outcomes are left to the discretion of each subcommittee, which is made up of elected Undergraduate Council members as well as faculty experts. Each subcommittee may make modifications to those details without requesting approval from the full Curriculum Committee as long as the approval process continues to enforce the approved learning outcomes. If a subcommittee suggests a revision that changes what was approved and is stated in the minutes, then the proposal must be approved by the Curriculum Committee and the Undergraduate Council.

The relevant minutes are

- N – April 11, 2017; pages 12-21, U4034-U4043
- R – September 13, 2016; pages 24-25, U3714-U3715
- S – September 13, 2016; pages 25-26, U3715-3716

GENERAL EDUCATION COMMITTEE

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
April 25, 2018

Call to order: A special meeting of the General Education Committee was held in the Mary Greer Room (258) of Hodges Library on April 25, 2018. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:31 am.

Members present: Barbara Murphy, Chair, Monique Anderson, Richard Bennett, Megan Bryson, Chuck Collins, Erin Darby, Marleen Davis, George Drinnon (represented by Betsy Gullett), Nadia Fomin, Mary Gunther, John Haas, Jeff Larsen, Mike McFall, Michael Palenchar, Masood Parang (represented by Margie Russell), Drew Paul, Charissa Powell, Jeff Ringer, Delores Smith, and Amanda Warren

Others present: K'Cindra Cavin, Alison Connor, R.J. Hinde, Joanne Logan, Robert Mindrup, Lisi Schoenbach, and Molly Sullivan

Approval of the Minutes: The minutes from the March 21, 2018, meeting were approved via email on March 28, 2018.

Course Proposal: UNHO 268 - Honors: The Mountains: Landscape, Culture, and Sustainability in Fragile Environments (WC)
The proposal was approved.

Reports from the New General Education Curriculum Working Groups:

The following working groups presented their recommendations for (1) a brief statement regarding the purpose of the corresponding requirement and (2) the learning outcomes for the requirement. (See attached recommendations.)

- Applied Oral Communications
- Applied Arts and Humanities
- Global Citizenship – US
- Global Citizenship – International
- Engaged Inquiries
- Contemporary Issues and Solutions

No action was taken at this time.

Marleen Davis reported that Tom Graves (Haslam College of Business) had joined the Engaged Inquiries working group.

Schedule of meetings for the 2018-2019 academic year:

- Wednesday, September 12, 2018
- Wednesday, October 10, 2018
- Wednesday, December 5, 2018
- Wednesday, January 16, 2019
- Wednesday, February 13, 2019
- Wednesday, March 13, 2019

These meetings will be held in the James A. Haslam II Business Building, West Wing (HBB 440). The committee discussed the possibility of adding two additional meetings – one in November 2018 and one in April 2019. Possible dates could be November 14, 2018, and April 10, 17, or 24, 2019. No decision has been made, but committee members are asked to be aware of this possibility.

Adjournment: Barbara Murphy adjourned the meeting at 10:03 am.

Next Meeting: The next meeting will be held Wednesday, September 12, 2018, beginning at 8:30 am in the West Wing (HBB 440) of the James A. Haslam II Business Building.

Approval of the Minutes: These minutes were approved via email on April 18, 2018.

Minutes Submitted by: Molly Sullivan

DRAFT OF STATEMENTS OF PURPOSE AND LEARNING OBJECTIVES

Applied Oral Communications

Effectively communicating ideas within a particular discipline or profession is a fundamental skill that all students should acquire and demonstrate. Applied Oral Communication (AOC) courses will expand upon OC course skills to promote understanding of and engagement with targeted audiences and stakeholders in a variety of communication contexts, such as: interpersonal, small group, and team communication; nonverbal and cross-cultural communication; communication of discipline-specific or professional information both within and outside the discipline or profession; conversational communication in formal and informal settings; and active listening.

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

1. Students will demonstrate the ability to communicate clearly and effectively within a disciplinary area or profession.
2. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas in accordance with disciplinary or professional standards.
3. Students will demonstrate the ability to effectively analyze potential audiences to shape message, organization, language choices, and delivery techniques in accord with disciplinary or professional purpose.
4. Students will engage in communication consistent with the ethical responsibilities of communicators within their respective disciplinary or professional contexts*.
5. Students will model respect for diversity and cross-cultural verbal and nonverbal communication practices when interacting with targeted audiences.

*e.g. not advertising particular products, disciplinary standards of acknowledging sources, etc.

Applied Arts and Humanities (2 courses)

Decision-making and problem solving skills are necessary for all human endeavors. The creative and performing arts allow these skills to develop through modes of expression that go beyond the purely analytical or logical. Applied AH courses encourage students to learn by doing through performances or creative activities in a variety of fields or disciplines. These courses help students to develop the capacity for creative action, giving them an opportunity to work in different modes and media. Students who complete these courses should be able to reflect on the creative process and experience.

Learning objectives:

1. Students will demonstrate the ability to create or perform an artistic work.
2. Students will acquire a vocabulary that can be used to describe and articulate the creative process specific to the medium or discipline in which they are working.
3. Students will develop the ability to assess and critique their own creative work/performance and the creative work/performance of others.
4. Students will be able to contextualize their own performance/artwork in relation to other works, contemporary or historical.

Global Citizenship – US

Rationale: Courses in the US Focus of the Global Citizenship category develop students' appreciation of the variety and realities of the "American experience." Courses will help students develop an understanding of historical and contemporary influences on the experiences of those living in the United States in order to foster students' awareness of their own identities and responsibilities in an incredibly pluralistic nation and globally intertwined world.

Learning objectives:

1. Students will critically reflect on and exhibit knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on class, disability, ethnicity, gender, human geography, language, race, religion, sexual orientation, and other categories of difference.
2. Students will demonstrate an understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own.
3. Students will identify historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures.

Global Citizenship – International

Courses in the International Focus area of the Global Citizenship category develop students' knowledge of international cultures. Courses will help students develop an understanding of historical influences and contemporary dynamics that shape the experiences of those living outside the United States.

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

1. Students will exhibit knowledge of the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States.
2. Students will demonstrate understanding of appropriate disciplinary vocabulary, or competency in reading and speaking a language other than English.
3. Students will demonstrate an ability to critically compare and reflect on different social and cultural perspectives.

Engages Inquiries (9 hours from at least two departments)

Catalog Language. *Italics = draft.* Regular = most up-to-date version

PREFACE—to be reworded by EI Working Group

Foundational knowledge alone is insufficient for being a truly well-educated global citizen ready to lead and solve novel problems; students also need experiences that broaden, extend, apply, and integrate prior learning and promote collaboration and self-awareness.

In all Engaged Inquiries courses, students will produce an **investigative, creative or practical work relevant to the course topic.**

In addition, EI courses must demonstrate that they produce learning outcomes from at least 2 of the following areas:

Learning objectives:

APPLIED LEARNING

In applied learning courses, students will engage in a process of proposing, implementing, and assessing the success of strategies, plans, or approaches to addressing questions in applied contexts.

Courses in this domain are expected to achieve the following outcomes for students:

- Students will apply skills and knowledge from the classroom in hands-on situations, real-world settings, or in independent/ directed research or creative projects.

COLLABORATIVE LEARNING

During the semester, students will engage in a process of sharing ideas, making useful contributions, communicating effectively, understanding their role(s), planning and implementing the plan to completion. Courses in this domain are expected to achieve the following outcomes for students:

- Students will demonstrate the ability to engage effectively in a group to complete an investigative, creative, or practical work.

REFLECTIVE LEARNING

Students will engage in reflective activities including journal entries, reflective response papers, creative exercises, etc., on a regular basis in this course not only to grapple with the major ideas of the course, but with the question of what these ideas mean to them:

Courses in this domain are expected to achieve the following outcomes for students:

- Students will reflect on their own thinking, learning, understanding, and competencies.

INTEGRATIVE OR MULTIDISCIPLINARY LEARNING

Courses that address this domain may include team-taught interdisciplinary courses; exploration into adjacent fields; courses on pre-defined interdisciplinary subjects (e.g., Law & Literature).

Courses in this domain are expected to achieve the following outcomes for students:

- Students will demonstrate the ability to draw on theories, knowledge, tools, and/ or methods from at least two fields of study to investigate relevant issues.

*EXISTING: This requirement is satisfied by taking 9 credits of courses from the approved Engaged Inquiries (EI) list. **These courses must be from at least 2 different departments.** These courses may be within the student's major, minor, elective or within any General Education area (AH, AAH, AOC, GCI, GCUS, OC, NS, QR, SS, WC.) List of approved courses to follow.*

*PROPOSED: This requirement is satisfied by taking 9 credits of courses from the approved Engaged Inquiries (EI) list. **These courses must be from at least 2 different departments,** related to the student's major, minor, or other interests. Note: a course may meet both EI and Gen Ed designation in other areas (AH, AAH, AOC, GCI, GCUS, OC, NS, QR, SS, WC). List of approved courses for EI to follow.*

Contemporary Issues and Solutions

Experiences that satisfy the Contemporary Issues and Solutions requirement provide students with the opportunity to integrate the disciplinary ways of knowing, awareness of self and other, and communication and reasoning skills developed through their General Education curriculum with focused inquiry in one or more specific disciplines (often a student's major) to examine critical issues facing today's world. Courses or experiences with this designation address a contemporary issue or challenge, defined as a topic that currently affects individuals' abilities to lead safe, fulfilling, healthy lives and to contribute to productive societies. Examples include but are not limited to poverty, the ethics of capitalism, biodiversity loss, the role and value of the arts or sciences in contemporary society, world hunger, racism, gender-based violence, climate change, education.

Students may fulfill this requirement through a variety of CIS-designated experiences including capstone courses; internship, experiential, and service-learning courses; paid and unpaid internships, volunteer experiences, and study abroad experiences.

CIS-designated experiences will produce the following learning outcomes for students:

1. Students will be able to reflect on how the knowledge, awareness, and skills they have acquired through their General Education experiences contribute to their understanding of the contemporary issue and possible solutions.
2. Students will be able to demonstrate the ability to effectively communicate to one or more specific audiences about the contemporary issue, in terms of its history, scientific dimensions, cultural influences, underlying mechanisms, correlates, outcomes, and /or policy implications.
3. Students will be able to analyze, evaluate, and/or create proposed solutions to a contemporary issue.