# The University of Tennessee, Knoxville
# Undergraduate Council
# Minutes of Meeting
# October 25, 2011
# 3:40pm – University Center Ballroom

MEMBERS PRESENT: Richard Bayer, Mary Beth Coleman, Chuck Collins, Paul Crilly, Allison Cunningham, Ruth Darling, Jeff Fairbrother, Ben Feldmeyer (for Lois Presser), Jean Gauger, Betsy Gullet (for George Drinnon), R.J. Hinde, Greg Kaplan (Chair), John Koontz (Past Chair), Sungkyu Lee, Jon Levin, Norman Magden, Jeff Mellor, John Mount, Rebekah Page (for Steve Dandaneau), Michael Palenchar, Masood Parang, Bill Park, Chris Pionke, Gary Ramsey, Amber Roessner, Harold Roth, Ross Rowland, Lisi Schoenbach, Drew Shapiro, Teresa Walker, Suzanne Wright

OTHER ATTENDEES: Susan Martin, Sally McMillan, Missy Parker, Donna Thomas

The meeting was called to order at 3:40pm by Greg Kaplan, Chair.

The minutes of the September 6, 2011, meeting of the Undergraduate Council were approved.

## Committee Reports

- Academic Policy (Magden) – see pages U2125-U2132
- Advising (Darling) – see pages U2133-U2134
- Appeals (Park) – see page U2135
- Associate Deans' Group (McMillan) – see pages U2136-U2137
- Curriculum (Mount) – see pages U2138-U2139
- General Education (Collins) – see page U2140

Ruth Darling introduced Missy Parker as the new Advising Committee Chair. Bill Park reviewed this year's dismissal and readmission data. Proposals from the Academic Policy Committee, the Curriculum Committee, and the General Education Committee were approved.

Susan Martin provided an update on the SAIS working group. The online system was piloted last spring and will be implemented this fall. Much of the focus is currently centered around ways to increase participation rates.

The meeting was adjourned at 4:45pm.

# ACADEMIC POLICY COMMITTEE REPORT

The Academic Policy Committee met on Wednesday, September 7, 2011, at 1:30 pm in the UC Ballroom.

**Attendees:** Monique Anderson, Ruth Darling, George Drinnon, Jean Gauger, R.J. Hinde, John Koontz, Catherine Luther, Norman Magden (Chair), Sally McMillan, Cheryl Norris, Masood Parang, Missy Parker, Lois Presser, Adam Roddy, Amber Roessner, Wendy Tate (and several guests from the College of Arts and Sciences)

New and returning members were welcomed to the committee by Norman Magden, Chair.

## Universal Tracking (UTracK) Policy Proposals

Sally McMillan submitted a new policy proposal and a policy revision, both related to UTracK. Click here for an overview of UTrack.

McMillan provided some background, focusing on three areas: (1) the idea of progression, (2) the undecided major, and (3) the use of milestones.

(1) Progression is traditionally considered an "earn-your-way-in" endeavor; students must complete certain courses and/or achieve a particular GPA before being admitted into their desired program of study. UTracK would do the opposite. The student would be admitted at the beginning of his/her academic career and would be given a 4-year graduation plan. Colleges could still require certain benchmarks for remaining in the major.

(2) Instead of selecting an undecided or undeclared program upon admission, students would be required to choose an exploratory major (business, engineering, etc.). The exploratory majors would still include a set of expectations and milestones to progress toward graduation. Students would be required to move out of an exploratory field and into a specific program of study before the completion of 45-60 hours. The university currently requires students to declare a major before the completion of 75 hours, but a system has never been in place to enforce the policy.

(3) For every major, milestones would be identified to insure students are on track for timely graduation. If a student is not successful in meeting these milestones, he/she (in consultation with an advisor) would have to decide whether to retake some courses to get back on track or to change majors. Identifying milestone courses would allow administrators to better predict course demand.

UTracK's planned implementation is Fall 2013.

## UTracK Questions/Comments

Would departments be required to offer milestone courses every semester? Not necessarily but there would have to be a clear sense of how students will stay on track. Summer would provide a good opportunity for students to get back on track.

How many milestones are required? Four semesters is a recommended minimum, but there is no mandate.

Milestone courses will be identified on major guides. They need to be in the catalog as well if we're enforcing holds and denying admission to certain programs based on students' progress.

Students will catch on and quickly figure out that it's easier to select a more general exploratory major and have 45 hours to "play with" than to select a specific major with potentially more milestones and less flexibility.

What about students who make a significant program change? Will they be considered off track? No. Advisors will have the ability to reset tracking semesters for students who are moving into a radically different program.

What happens if a student falls off track once? Students can keep their immediate schedule, but they would not be allowed to register for a future term (student off track at end of spring—has already pre-registered for fall—can keep fall schedule but can't register for the following spring). Students should be talking to their advisors much earlier than the end of the term. The midterm report is the best time to discuss this with an advisor.

If students are off track for three consecutive end-of-semester audits, they will not be allowed to take classes (they will be blocked from registration and their schedule will be dropped) until they have selected a new major from a list of majors for which they are on track.

What happens to students who are off track for the three semesters but want to stay in their chosen program (parents insist their child is going to medical school, law school, etc.)? It's of no use to allow students to beat their heads against a wall. It's doing them a disservice if we allow them to continue in a program for which they are not academically suited. How long are we going to let them flounder?

Who will be monitoring all of this to make sure students stay on track? The program will be integrated with DARS and Banner.

Current major guides are available online for all majors; the guides will identify tracking courses when it's time. They are archived but may not go all the way back to the six available catalog years.

How will readmits be handled? Will their tracks be reset? Still needs to be addressed

How will transfer students been handled? Still needs to be addressed

The underlying goal is to improve retention and graduation rates, but there's an inherent internal conflict here. When the hammer comes down and the student is dismissed, what have we really accomplished?

Out of 4500 freshmen coming in, about 1000 declared an undecided major.

We need to be clear about certain prescribed curricula like engineering and nursing that require a decision within the first year in order to stay on track.

What will happen to current students? They will be grandfathered in.

Will double majors have one primary tracking major or both? Still needs to be addressed

If the idea is to put advising at the center of the issue, the advisors need the authority to reset students' tracking semesters as needed.

How will a faculty member's advising load change? UTracK coordination will be focused on the advising centers. They (not the faculty) will closely monitor students and handle those who fall off track. They may have to "make the call" about what options are left to students who are deemed unable to successfully complete their desired majors.

How will off-track students differ from students on probation? How will each be handled? Still needs to be addressed

What about students who are away from campus for a semester or more for co-op and/or study abroad? A student's "clock" can be stopped in appropriate circumstances.

What about part-time students? How will they be tracked? Still needs to be addressed

McMillan asked the committee to table the two proposals until some of these issues could be discussed in other committees.

**Grade Replacement Policy**

The grade replacement policy was approved with minor edits.

**Committee Chair**

Norman Magden was reelected as Academic Policy Committee Chair.

**Future Meetings**

Future meetings will be held on the first Wednesday of the month at 1:30pm. All meetings (with the exception of the December meeting in UC 237) will meet in UC 220.

- October 5, 2011
- November 2, 2011
- December 7, 2011 (UC 237 for this meeting only)
- January 4, 2012
- February 1, 2012
- March 7, 2012

# Revised Policy—APPROVED

**Grade Replacement Policy for Three Lower Division (100-200 Level) Courses**

- For the first three repeated lower-division courses (100-200 level), the highest earned grade will be used in computing the cumulative grade point average. For all other repeated courses, all grades will be included when computing the cumulative grade point average. ~~only the last grade earned in the repeated courses will be counted in computing the grade point average.~~
- ~~In the case where a student earned a grade of C-, D+, D, or D- in the course and subsequently repeats the course with a failing grade (F), the grade of C-, D+, D, or D- will be counted in computing the grade point average.~~
- If the same course is repeated more than once, the additional repeats count as part of the repeat total.
- Repeating a course in which an NC grade has been earned does not count as one of the repeats covered by this policy.
- Grades of W do not count as one of the repeats covered by this policy.
- ~~For all courses repeated after the first three, all grades will be included when computing the grade point average.~~
- All grades for all courses remain on the transcript.

Rationale: Request from Student Success Center: First bullet point is inaccurate, as we use the highest grade earned, not the last grade earned. Second bullet point has roots dating back to before Fall 2008 when the only two grades below C were D and F. Confusion over whether the repeat impacts term GPA or cumulative GPA can be eliminated by inserting "cumulative GPA" into the text. Impact on other units: none. Financial impact: none.

# New Policy—TABLED

**Universal Tracking (UTracK)**

UTracK is a tool for helping students stay on track for timely graduation. Students declare either a major or an area of interest (exploratory area) at the time they are admitted to the university. Every area of study includes a major guide. These guides are designed to keep students on track for four-year graduation.

Students do not have to complete all of the recommended courses to remain on track; they simply have to meet certain minimum requirements known as milestones. Milestones for each semester are identified in the guides for each undergraduate major or exploratory area. Milestones usually include successful completion of certain required courses and attainment of a minimum GPA. A student's major guide is tied to a catalog year. The semester for which a student is "tracking" milestones may not be the same as the student's actual number of semesters at UTK.

Each main term of the academic year (fall and spring) students receive two UTracK audits. The first will be generated after the close of the "add/drop" period and will be used by the student and the advisor to identify any potential upcoming problems the student may be experiencing in meeting milestones. A second audit will be generated after grades are posted and will alert the student if some milestones are unmet. Students with unmet milestones are notified that they are "off track."

When students are off track, a hold will be placed on their registration. They will be required to develop a plan during the following main term for getting back on track. These students must meet with an advisor in the advising center (or the designated faculty advisor if there is no advising center) of the college where their current major

is housed. If students do not have an advisor-approved plan for getting back on track, they will not be allowed to register for future semesters.

If students are off track for three consecutive end-of-semester audits, they will not be able to take classes (they will be blocked from registration and their schedule will be dropped) until they have selected a new major from a list of majors for which they are on track. Once the student selects a new major, he or she should contact the advising center (or designated faculty advisor) of the college offering that major to schedule an appointment to discuss changing the major. If students are unsure of a new major and/or if they do not find a major for which they are on track, they should contact the Arts and Sciences advising center.

Rationale: Submitted by Vice Provost for Academic Affairs. UTracK implementation is tentatively scheduled for Fall 2013.

## Revised Policy—TABLED

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

At the time of application for admission to UT Knoxville, students are asked to select a major or exploratory area ~~indicate whether they have already identified a preferred college~~. Students are assigned to an advising center or faculty advisor based on their major or exploratory area ~~who are admitted as University Students and have not yet declared an interest in a specific college are advised by the College of Arts and Sciences Advising Center with assistance of advisors in other colleges and Career Services~~. Advising centers and designated offices in each college handle all freshmen and a substantial amount of sophomore advising; major advisors within the college, working closely with the advising center, guide advanced students. At all levels, campus wide guidelines for good advising are supplemented by specific college standards, guidelines, and evaluation.

Prior to advance registration, all degree-seeking students who have earned fewer than 30 hours at UT Knoxville, all students who have received a UTracK report indicating that they are "off track," and students who are on Academic Probation, or have not declared a major within a specific college (undecided, pre-major, interest major, undeclared) are required to meet with an advisor during each main term of the academic year (i.e., during fall and spring). Students on exploratory tracks are also required to meet with an advisor every semester. Exploratory students must select an academic major no later than the semester in which they earn 45 hours. All other students are required to consult with an advisor for a substantial conference during a designated term each year. ~~However, students are encouraged to consult with a college or major advisor at any point during a term or academic year.~~ Students whose ID numbers end in an even digit are required to meet with an advisor during fall semester. Students whose ID numbers end in an odd digit are required to meet with an advisor during spring semester. However, students are

encouraged to consult with a college or major advisor at any point during a term or academic year.

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

Rationale: Submitted by Vice Provost for Academic Affairs. UTracK implementation is tentatively scheduled for Fall 2013.

# UTracK Overview

A Tool for Tracking Student Success
at the University of Tennessee, Knoxville
June 28, 2010

The University of Tennessee, Knoxville has a goal of increasing six-year graduation rates from 60.6% to 75% in 10 years – an average of 1.5% increase per year. To achieve this goal, we have identified the following targets:

- Improve first-year retention from the current 83.8% to more than 90% in 10 years.
- Put systems in place that help students focus on finishing in four years.
- Set expectations high to match the abilities of our students.

In support this goal we are developing a monitoring tool that we are calling UTrack. This is not a piece of software, but rather a way of bringing together various tools such as the student information and hold systems, DARS, and major guides in a way that holds students accountable for staying "on track" to graduation. Anticipated implementation of UTrack is fall of 2012.

All students will enter the university with a declared major or interest area. They will follow the major guides that outline courses to be taken. Each major will also have one to three (in most cases two) "critical tracking" courses for each semester. In order to stay in their selected majors, students must successfully complete those critical tracking courses (as well as any other requirements of the major, e.g., GPA). If they get "off track" they will be required to meet with their academic advisor and given one semester to get back "on track." Typically this will mean retaking a critical tracking course. If they are not back on track within one semester, they will have two options: find another major for which they can be on track or leave the University of Tennessee.

Summer school will serve as a "second chance" for students. It will not "count" as one semester in the tracking system. Thus, if a student gets off track in the fall and fails again in the spring he/she has one more chance in the summer to get on track.

A side benefit of UTrack (in conjunction with some analytic software that we will be purchasing that works with our course scheduling software) is that we will be better able to identify "bottleneck courses" and make sure that we are scheduling the correct number of sections of courses to meet projected student demand.

As noted above the primary goal of UTrack is to assist students in achieving success as measured by increased graduation rates. This is NOT intended to prevent students from changing majors or to replace required academic advising. Rather the goal is to help students realize earlier if they have selected a major for which they are not well suited and make those changes before they have invested too much time in taking courses for a major that they are unlikely to be able to complete.

While students will be admitted to majors as freshmen, this is not to discourage exploration during the freshmen year. However, rather than admitting students as "undecided" they will be admitted as "exploratory." Several exploratory options will be available. For example Natural Sciences, Social Sciences, Humanities, etc.

To stay on target for a fall 2012 implementation, the faculty needs to accomplish three things in the fall 2010.

1. Identify critical tracking courses for each major. Using the major guides found at http://www.utk.edu/academics/programs/2010/index.html, identify the classes (in most cases two) each semester that a student must complete successfully to stay "on track" for graduation.
2. As appropriate, identify any steps needed to move toward a "freshman admit" model in which students are admitted directly to a major rather than to a pre-major. If appropriate, also identify any other requirements beyond success in critical tracking courses (e.g. GPA) that students must achieve to continue to progress in each major.
3. Identify "exploratory areas" and critical tracking courses for the first year for exploratory students. The undergraduate associate deans and the advising centers will be responsible for identifying the areas. Faculty/advisor taskforces will work on identifying tracking courses.

# ADVISING COMMITTEE REPORT

## Meeting Minutes for September 13, 2011

Welcome and Introductions – Darling

Undergraduate Academic Policy Committee report – Darling provided an update of items in process.

Nominations for Committee Chair – Darling announced that she will call for nominations for a vote on a new chair of this committee. Voting members of the AC will receive the call this week and vote on nominations shortly thereafter.

TennACADA update – McCay announced upcoming program dates and also asked for items for the TennACADA newsletter.

Registrar's Update – Anderson advised the committee about several top priority items currently being worked on by the Banner teams. These items include AP credits, a new transcript ordering service that allows for e-transcripts, HOPE GPA screen (Financial Aid does have the information, just not visible to advising community yet), advisor reports in ARGOS, IRIS numbers for instructors, Undecided vs. undeclared status.

First-Year Programs Update – Darling announced that over the summer, all Student Success Center programs have moved to Volunteer Blvd. The building on Melrose Ave. now houses the office of the Assistant Provost for Student Success (Darling) and First-Year Programs. Shey provided information about First-Year Intervention including some new enhancements.

Student Success Center Update – Reece announced that the SSC move to Greve Hall is further away in the future. Look for exciting happenings with tutoring coming soon from DiNuzzo. Hedges announced changes to Supplemental Instruction. Beginning next week, SI will be offered for one instructor's sections of Math 115, Statistical Reasoning. SI for Biology 101, 102 is no longer offered.

## Meeting Minutes for October 11, 2011

Call to order – Missy Parker

HOPE Scholarship Update – changes and impact on advising – Tim Woods presented on changes to the HOPE scholarship.

VolWalk – Taylor Odle from SGA talked about the VolWalk event to be held on November 9th in the UC. As in past years, he has asked for participation by the various advising departments and other offices students interact with (Registrar, Bursar, Career Services, etc.)

Term Limit for Chair discussion – Parker led the preliminary discussion. The general consensus was that there should be a defined term for the chair. Parker informed the group that she would like a motion out of the committee to be brought to the Undergraduate Council.

Tom Broadhead moved "The chair of the Advising Committee will serve a two year term. At the beginning of the chair's second year of service, a chair-elect will be elected from the membership and will assume the chair's position the following fall term. The out-going chair will then serve as past-chair for the next year to support, assist, and serve as substitute for the chair if necessary. There are no limits to the number of times a chair can serve."

After discussion, John Stier seconded the motion. The motion passed unanimously and Parker will bring forward to the UGC.

Transfer Pathways – Kathy Warden walked us through the Transfer Pathways website. http://registrar.tennessee.edu/transfer/agreements.shtml

Registrar Update – Warden announced that advisors can now see AP credit for students in MyUTK.

TennACADA Update – Katie McCay announced the next two TennACADA meetings.

Announcements/Other
Ron McFadden announced he Black Faculty and Staff Association will conduct a one day professional development retreat on Friday October 14, 2011 in the University Center.

Mary Anne Hoskins announced the Health Professions Information Session, Tuesday, October 18, 11-3, University Center.

# APPEALS COMMITTEE REPORT

**Fall 2010 through Summer 2011**

## Dismissal Appeals

In the 2010-11 school year, we witnessed a slight increase in the number of academic dismissals in comparison to the previous year, and a slight decrease in the percentage of cases appealed.

| Number of Academic Dismissals | | | |
|---|---|---|---|
| **School Year** | **Total Dismissals** | **# Appeals** | **% Dismissals Appealed** |
| 2010-11 | 672 | 72 | 11% |
| 2009-10 | 638 | 84 | 12% |
| 2008-09 | 824 | 92 | 11% |
| 2007-08 | 757 | 65 | 9% |
| 2006-07 | 671 | 72 | 11% |

An increase in the percentage of appeals granted was driven by a higher percentage of appeals granted for students facing a second dismissal.

| Total Dismissal Appeal Decisions | | | | |
|---|---|---|---|---|
| **School Year** | **# Appeals** | **# Granted** | **# Denied** | **% Granted** |
| 2010-11 | 72 | 27 | 45 | 37% |
| 2009-10 | 84 | 28 | 56 | 33% |
| 2008-09 | 92 | 22 | 70 | 24% |
| 2007-08 | 65 | 18 | 47 | 28% |
| 2006-07 | 72 | 30 | 42 | 42% |

| Appeals from Students Dismissed for the First Time | | | | |
|---|---|---|---|---|
| **Year** | **# Appeals** | **# Granted** | **# Denied** | **% Granted** |
| 2010-11 | 51 | 19 | 32 | 37% |
| 2009-10 | 58 | 22 | 34 | 38% |
| 2008-09 | 61 | 10 | 51 | 16% |
| 2007-08 | 48 | 11 | 37 | 23% |
| 2006-07 | 67 | 29 | 38 | 43% |

| Appeals from Students Dismissed for the Second Time | | | | |
|---|---|---|---|---|
| **School Year** | **# Appeals** | **# Granted** | **# Denied** | **% Granted** |
| 2010-11 | 21 | 8 | 13 | 38% |
| 2009-10 | 26 | 6 | 19 | 23% |
| 2008-09 | 31 | 12 | 19 | 39% |
| 2007-08 | 17 | 7 | 10 | 41% |
| 2006-07 | 5 | 1 | 4 | 20% |

## Readmissions Appeals

Since the 2008 dismissal policy changes, we have seen a decrease in qualified applicants.

| Readmission Appeals from Students Previously Dismissed More than Once | | | | |
|---|---|---|---|---|
| **Year** | **# Applications** | **# Granted** | **# Denied** | **% Granted** |
| 2010-11 | 18 | 11 | 7 | 61% |
| 2009-10 | 29 | 20 | 9 | 69% |
| 2008-09 | 38 | 29 | 9 | 76% |
| 2007-08 | 55 | 39 | 16 | 71% |
| 2006-07 | 60 | 41 | 19 | 68% |

# ASSOCIATE DEANS' GROUP REPORT

## Meeting Minutes for August 26, 2011

**Present:** Tom George (EHHS), Michelle Gilbert (Provost staff), RJ Hinde (A&S), Jan Lee (Nursing), Catherine Luther (CCI), Sally McMillan (chair), Masood Parang (COE), Annette Ranft (CBA), John Stier (CASNR), Teresa Walker (Libraries), and Scott Wall (CoAD).

Approval of July Minutes

Welcome Week-requested feedback and overall assessment of Welcome Week. General consensus that it was well organized, successful, and continues to improve from previous years. Several colleges reported approximate number of students served: A&S-1300-1400 students; Engineering: 400+, Haslam 600+, and CASNR 65% attendance.

Suggestions: split into 2 groups between college and classroom: meet college first, then meet classroom and then switch; welcome leaders have a lists of different help centers and approx. # of students per college before WW to help colleges in planning; more information of evaluation of LOM projects.

McMillan shared that she and Dr. Ruth Darling will meet with Advisors to talk with them about strategic planning process. Better job of communicating and general agreement on expectations.

CIO Search- make-up committee shared to include faculty and student member, and Lou Gross as faculty senate representative. Associate Deans were encouraged to have faculty give feedback to Lou Gross. McMillan welcomes recommendations of candidates and to provide feedback on any specific areas of concern. Also mentioned is that there are two separate searches, one for the campus and one for system. Clarification of difference between OIRA & CIO was requested. OIRA reports to Provost and helps to make sense of data. CIO reports to Vice Chancellor of Finance & Administration and serves as a utility function as it keeps the IT structure functioning properly.

Service Learning-McMillan mentioned briefly that there is no central person for service learning and for anyone with questions like contracts or liability concerns, contact McMillan.

Study Abroad & Scholarships-McMillan mentioned briefly about discussion from Strategic Planning Taskforce to know about funding options for the study abroad scholarships. The need to track funding university wide and by college-what's given and available. Communication between colleges and study abroad to have a better sense of the funding options-what's available and what's given.

Learning Outcomes-McMillan started discussion on the importance of and how to begin tracking learning outcomes and assessments especially relative to SACS accreditation & APR's. Goal is that the learning outcomes to reflect gen ed, RftW and strategic plan priorities and a portal would be the desired way to report and track. Consensus that general and defined outcomes need to be determined before

beginning to assess. One of the tasks of the learning outcome committee is to help faculty know how to write student learning outcomes for units.

Appeal process for admission-due to recently reviewed cases for denials of admission it was suggested that we have a process by which these cases are heard and possibly handled by the college. With freshman admit model and transfer students-more cases are expected and we need to have a process for the student to be heard. Criteria of appeal needs to be determined and possibly through OED. It was suggested to do some benchmarking and to see if there are any university guidelines on holistic review. Also suggested was having a due diligence committee.

ACM-list of students by college and program was provided (students who are here because other states don't offer the program. Also shared that some programs, primarily pre-majors in logistics that aren't interested in logistics. Their only interest is to get their first 2 years at in-state rate. In addition coaches are using the ACM to recruit student athletes. Possibly consider only admit ACM students for graduate programs.

# CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on Tuesday, October 11, 2011, at 3:30pm.

**Attendees:** Monique Anderson, Mari Beth Coleman, George Drinnon, Jeff Fairbrother, R.J. Hinde, Jon Levin, Catherine Luther, John Mount (Chair), Cheryl Norris, Chris Pionke, Gary Ramsey, Matthew Theriot, Scott Wall, Suzanne Wright

A curricular proposal from the College of Business Administration was approved.

The committee reviewed the Courses Not Taught in Four or More Years report and approved the courses to be dropped.

The committee will discuss potential changes in membership and voting rights via email.

The high demand course discussion will continue in the spring semester. The Associate Deans' Group and the General Education Committee are also reviewing the topic.

---

## COLLEGE OF BUSINESS ADMINISTRATION

**All changes effective Fall 2012**

## COURSE CHANGE

### DEPARTMENT OF ECONOMICS

### (ECON) Economics

ADD

**305 Markets, Ethics and Capitalism (3)** Market forces and economic decisions in a broad social context. Consideration of moral and ethical issues raised by capitalist systems. Emphasis on market efficiency v. market failure, corporate responsibility v. regulation, wealth creation v. equity, individual freedom v. social welfare.
*(RE) Prerequisites(s): Economics 201 or 207.*

Rationale: This course has been taught as a special topics course and now needs its own number. It meets an AACSB requirement for ethics. Impact on other academic units: Little; philosophy courses are still an option for business students; student demand has exceeded the Philosophy offerings. Financial impact: None, course will be taught by the same faculty that taught the Econ 300 sections.

# Undergraduate Courses Not Taught in Four or More Years
# TO BE DROPPED FALL 2012

**Note:** If courses are cross-listed and the primary course is dropped, the secondary course(s) will also be dropped. Courses with ***** are available for graduate credit and will be removed from the *Graduate Catalog*. Courses with † are on the general education list.

| COLLEGE | ACADEMIC DISCIPLINE | COURSE |
|---|---|---|
| **ARCHITECTURE & DESIGN** | | |
| | **(133) (ARCH) Architecture** | 281<br>(Principles of Architectural Form) |
| | | 282<br>(Principles of Architectural Design) |
| | | 406<br>(Ideas in Architecture) |
| | | 410<br>(History and Theory of Urban Form) |
| **ARTS & SCIENCES** | | |
| | **(140) (ART) Art** | *482<br>(Museum Studies II: Exhib Plan/Installation)<br>----------<br>Secondary cross-list—ANTH 482 |
| | **(188) (BCMB) Biochemistry, Cellular & Molecular Biology** | 306<br>(Genetics and Society)<br>----------<br>Secondary cross-list—ANTH 304 |
| | **(415) (GEOG) Geography** | *443<br>(Rural Geography of the United States) |
| | **(405 (FREN) French** | *423<br>(Advanced Conversation) |
| | | *424<br>(Advanced Conversation) |
| | **(715) (MUVC) Music Voice** | *425<br>(Functional Diction for Singers) |
| | **(924) (SPAN) Spanish** | 401<br>(Cultural Plurality and Institutional Changes in Latin America)<br>----------<br>Secondary cross-list—LAMS 401 |
| | **(976) (THEA) Theatre** | *452<br>(Entertainment Technology II) |
| **EDUCATION, HEALTH, & HUMAN SCIENCES** | | |
| | **(839) (PUBH) Public Health** | 305<br>(Disease Epidemiology, Prevention, and Control) |
| **INTERCOLLEGIATE** | | |
| | **(984) (UNST) University Studies** | 311<br>(Aids and Society) |

# GENERAL EDUCATION COMMITTEE REPORT

The General Education Committee met on Wednesday, September 14, 2011, at 8:30am.

## Subcommittee Reports

- Communicating through Writing (Benson)—no new proposals
- Communicating Orally (Haas)—no new proposals
- Quantitative Reasoning (Collins)—no new proposals
- Cultures and Civilizations (TBD)—hope to have new chair by next meeting
- Social Sciences (Kurth)
    - A proposal from the Educational Psychology and Counseling department is under review.
- Arts and Humanities (Murphy)
    - The following topics were approved for UNHO 257:
        - Literature of Disaster
        - Martyr or Murderer: John Brown and Slavery
- Natural Sciences (Heitmann)
    - When UNHO 287 was originally adopted, the proposal mistakenly left off any mention of general education fulfillment (although it was proposed for precisely that reason). The committee approved the course, and a blanket substitution will be filed to cover students who are taking or have taken the course.
    - The following topic was approved for UNHO 287:
        - Sustainability in a Changing World

## Other Business

- The deadline for general education proposals (for the *2012-13 Undergraduate Catalog*) is Friday, October 28th.
- Collins encouraged nominations for the various subcommittees.
- Differential tuition and its impact on gen ed was briefly discussed. The conversation will continue after appropriate data is gathered.
- Hinde asked the committee to consider tying gen ed to a catalog year rather than when the course was added or removed from the gen ed list.
- The high demand course discussion was postponed until Dr. McMillan could be present.