

**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
April 10, 2018**

Leadership and Elected Members present: Chair Rachel Chen, Vice Chair Robert Mindrup, Past Chair Katherine Ambroziak, Ken Baker, John Bell (by proxy Ken Baker), Richard Bennett, Deb Chyka, Jamie Coble, Jared Crain, Erin Darby, Kim Denton, Jochen Denzler (by proxy Anne Ho), Joanne Devlin, Josh Emery, Beth Foster, Katie Kavanagh, Lindsay Mahony, Drew Paul, Delores Smith, Aleydis Van de Moortel, Amanda Warren (by proxy Ken Baker), Anthony Welch, and Angela Wozencroft (by proxy Delores Smith).

Ex-Officio Members present: Katherine Ambroziak, Chuck Collins, George Drinnon (represented by Betsy Gullett), Jeff Fairbrother, Timothy Hulsey (represented by Rebekah Page), Brent Lamons, Beauvais Lyons, Barbara Murphy, Masood Parang, John Stier, and Teresa Walker.

Student Members present:

Others present: Monique Anderson, R.J. Hinde, Chris Lavan, Alisa Meador, Jana Spitzer, and Molly Sullivan.

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

Approval of Minutes from the Undergraduate Council Meeting of February 27, 2018: The minutes were certified as correct on March 5, 2018, using the new email process.

Special Report:

- Alisa Meador, of the Center for International Education, announced that the Peace Corps has approved the University of Tennessee, Knoxville, as a Peace Corps Prep partner school.
- Chris Lavan, Assistant Provost for Experiential Learning and Teaching Innovation, gave a brief update on the status of Experience Learning designated courses, noting that we currently have 46 courses designated as N (internship), R (undergraduate research), or S (service learning).

Committee Reports (see attachments for details)

- Academic Policy Committee presented five proposals:
 - o The proposal for a midterm grade policy was presented and discussed. An amendment was proposed to increase the grade-entry window by two weeks, which will make the period begin at 8:00 am on the Friday of week four and close at 5:00 pm on the Friday of week 8. The amendment was approved. The Council chose to postpone action on this item as amended until the Office of Information Technology can address Council's concerns regarding interfacing this report with current grading software.
 - o The proposal for a pilot study related to academic dismissal criteria was approved. This program mirrors the university's Summer Opportunity for Academic Recovery (SOAR) program, but is offered during the fall and spring semesters to allow students who cannot afford to attend summer session to take advantage of programming designed to increase student success.
 - o The proposal for exceptions to the catalog rule policy for Tennessee Transfer Pathways students who complete an associate's degree before transferring to UTK was approved.
 - o The proposal to revise the first year composition requirement was approved with one edit to reflect currently accepted terminology.
 - o The proposal to revise the academic advising policy was approved.
- Associate Deans Group report was presented as an informational item. No action was required.
- Curriculum Committee presented proposed corrections to the 2018-2019 catalog, as well as curricular change proposals to take effect fall 2019. All proposals were approved.
- General Education Committee presented proposals for approving special topics for two courses previously approved as satisfying the Arts and Humanities (AH) or the Social Sciences (SS) requirement. Both proposals were approved.

Other

- The Council's meeting schedule for the 2018-2019 academic year was approved.
- The election of the Vice Chair of the Council for the 2018-2019 academic year was held by secret ballot, and Anthony Welch was elected unanimously.

Adjournment: Rachel Chen adjourned the meeting at 5:22 pm.

Next regularly scheduled meeting: Tuesday, September 11, 2018, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

Minutes Approved: These minutes were certified correct via email on Monday, April 16, 2018.

Minutes submitted by: Molly Sullivan

ACADEMIC POLICY COMMITTEE

**The University of Tennessee, Knoxville
Academic Policy Committee
Minutes of the Meeting
March 7, 2018**

Call to order: A regularly scheduled meeting of the Academic Policy Committee was held in the Payroll Conference Room, Andy Holt Tower P115, on March 7, 2018. The meeting was called to order at 1:30 p.m. by Ken Baker, Chair.

Members present: Ken Baker (Chair), Jamie Coble, Joanne Devlin, Katie Kavanagh, Amanda Warren, Anthony Welch, Monique Anderson, Brent Lamons, and Karen Sullivan-Vance

Others present: Kathy Abbott, Betty Bradley, Mary Beth Burlison, Ryan Carter, Rachel Chen, Alison Connor, R. J. Hinde, George Drinnon, Robert Mindrup, Missy Parker, Jana Spitzer, and Molly Sullivan

Approval of minutes: The minutes of the December 6, 2017, meeting were approved without changes.

Proposals (See attached proposal for more detail.):

- **Proposal for a midterm grade policy:** UT will collect midterm grades on lower-level courses in order to give timely feedback regarding probable success in these classes to students and their advisors. Discussion focused on several areas:
 - (1) The timing of the collection of grades
 - a. Some instructors might not have enough graded work on which to base meaningful midterm grades if reporting too early in the term.
 - b. Waiting too long into the term would not allow students enough time to make needed improvements to their final grade.
 - c. A compromise was agreed upon to give instructors an additional five days before the reporting window ends.
 - (2) The consolidation of the various types of early grade reporting
 - a. This midterm grade reporting system is in addition to Early Alert and the reports for the Thornton Center, so it will be an added process for some instructors. Can these reports be consolidated?
 - b. This will be considered by those in charge of the various reports.
 - (3) The automation of this process
 - a. Can this grade reporting process be automated using companion software?
 - b. That process is already being considered, with the hope of having it in place for the 2019-2020 academic year.
 - (4) The reevaluation of this policy at a later date
 - a. Data will be gathered to determine whether this process is achieving the goal of increasing student success and retention.
 - b. After that data is examined, this committee may need to consider whether to continue the policy, amend it, or end it.

(See attachment for details.)

After discussing and making edits to the proposal, the Committee approved the proposal without opposition.

- **Proposal for a pilot study of changes to the academic dismissal criteria:** UT will pilot a program similar to SOAR, which is a summer program that has been effective in increasing student success and retention, in the fall and spring semesters for students who are unable to attend SOAR during the summer. (See attachment for details.) The Committee approved the proposal without opposition.
- **Exceptions to the catalog rule policy for Tennessee Transfer Pathways students who complete an associate's degree before transferring to UTK:** Tennessee Transfer Pathways are designed to allow students to earn an associate's degree at a Tennessee community college and a bachelor's degree in the same field at one of Tennessee's four-year institutions. Students who take advantage of this program can be adversely affected if the four-year institution makes major changes to their curriculum after the students have completed the first year or more of their associate's degree; therefore, UT will allow these students to count their enrollment at the Tennessee community college as part of the six-year window for completing a bachelor's degree at UT. (See attachment for details.) The Committee approved the proposal without opposition.
- **Proposal to revise the first year composition requirement:** The catalog statement about the first year composition requirement had not been updated in many years and did not include all the courses or other options for completing this requirement. (See attachment for details.) The Committee approved the proposal without opposition.

- **Proposal to revise the academic advising policy:** The Academic Advising and the Academic Probation statements were updated to correct a prior edit and to reflect the current practice of advising all students on probation for each term of enrollment (fall/spring/summer). (See attachment for details.)
The Committee approved the proposal without opposition.

Election of Chair for the 2018-2019 Academic Year: Ken Baker, current chair, was unanimously elected to serve an additional term.

Adjournment: The meeting was adjourned at 3:00 p.m.

Next Meeting: The next meeting is tentatively scheduled for Wednesday, August 29, 2018, beginning at 1:30 p.m. in 405 Student Services Building, Housing Conference Room.

Minutes Approved: These minutes were certified correct via email on March 12, 2018.

Minutes submitted by: Molly Sullivan

PROPOSAL FOR A MIDTERM GRADE POLICY (as amended by Council on April 10, 2018)

1. Rationale and proposal:

Many first-time college students are unaccustomed to the level and pace of college-level course work and rely on academic strategies from high school. Providing students with early feedback helps them assess whether these strategies are successful, and could promote changes to study habits that will improve students' academic success. To provide first-time college students with early feedback using a standardized, consistent approach, **the University of Tennessee, Knoxville, will begin collecting midterm grades for full-term lower-division Fall and Spring term courses**, starting with Fall 2018 courses.

A 2017 survey of eight SEC institutions found that the following five institutions have mandatory undergraduate midterm grades:

Alabama	all 100-level courses
Auburn	all General Education courses
Kentucky	all undergraduate students
Texas A&M	all courses taken by students with fewer than 30 hours earned at Texas A&M
Vanderbilt	all courses, if midterm grade is C- or below

All SEC institutions were surveyed, but only eight institutions responded to the survey. The other institutions responding were Mississippi State (midterm grades encouraged but not mandatory), Missouri (no midterm grades), and Tennessee (no midterm grades).

2. Text to appear in the Undergraduate Catalog:

Midterm Grades

In order to help students assess and improve their academic performance, the university collects midterm grades from instructors of all 100- and 200-level courses that meet during the full term. Midterm grades, which are on the same grading scale normally used for the course, are collected during Fall and Spring terms, but not during Summer. Students may view their own midterm grades online, but those midterm grades are not part of the permanent transcript. Only end-of-course grades are used in computing a student's grade point average.

3. Implementation details (to be shared with faculty but not printed in the catalog):

Midterm grade entry will open at 8:00 am on the Friday of the 4th week of the semester and will close at 5:00 pm on the Friday of the 8th week of the semester. Once this window of time for entering midterm grades has ended, these grades may not be changed. A grade of NR (not reported) will be entered automatically for all midterm grades that are not assigned by an instructor. Students can view their own midterm grades online using the MyGrades link in MyUTK. University officials can view midterm grades using the Faculty Advising Profile available in MyUTK.

Midterm grade entry periods for AY 2018-19:

Fall 2018:	Friday, September 14 (8:00 am) to Friday, October 12 (5:00 pm)
Spring 2019:	Friday, February 1 (8:00 am) to Friday, March 1 (5:00 pm)

PROPOSAL FOR A PILOT STUDY OF CHANGES TO THE ACADEMIC DISMISSAL CRITERIA

Proposal for a pilot study related to academic dismissal criteria

UTK's current probation and dismissal policy has been in place, with occasional minor revisions, since 1988.

This policy places a student on **academic probation** when either:

- (1) the student's cumulative GPA is below 2.0, **or**
- (2) the student's semester GPA is below 2.0 for two consecutive semesters.

A student on academic probation during a semester is **automatically dismissed** at the end of the semester if:

- (1) the student's cumulative GPA is below 2.0, **and**
- (2) the student's semester GPA is below 2.0.

A student on academic probation is **returned to good standing** at the end of the semester if:

- (1) the student's cumulative GPA is 2.0 or higher **and**
- (2) the student's semester GPA is 2.0 or higher.

The probation and dismissal criteria use a GPA cutoff of 2.0 because that is the minimum cumulative GPA that allows graduation from UTK.

Why might we consider changing this policy?

Since 1988, the academic profile of UTK's student population has changed considerably. UTK has also developed robust, data-informed student success practices to assist students on academic probation. Studies indicate that academic performance metrics other than semester and cumulative GPA can also be highly predictive of student success.

For example, first-year students who have a "rocky start" in the Fall semester, and fail to earn credit for two or more of the classes in which they are enrolled, have a higher rate of persistence, retention, and graduation if they "finish strong" in the Spring semester and earn credit for every class they take. Based on these findings, UTK's student success community is implementing a Finish Strong program for all first-year students this year.

In addition, positive "GPA velocity" can indicate that a student is on track to recover successfully from a period of academic struggle. Students have positive GPA velocity when they show a continual pattern of increasing semester GPA from one semester to the next.

To allow UTK's student success community to work with Finish Strong students and students who exhibit positive GPA velocity, the office of the Vice Provost for Academic Affairs proposes a pilot study from Spring 2018 through the end of Summer 2019. The first results of the pilot study will be shared with the Undergraduate Council in January 2019.

Description of the pilot study

During the period of the pilot study, some students who are on academic probation, meet the automatic dismissal criteria, and have not been previously dismissed will be reinstated to allow them to continue their studies. The students eligible for this reinstatement will be those students with the greatest likelihood of retaining good academic standing within a short period of time. Students will be eligible for reinstatement if they have both (1) a cumulative UTK GPA at dismissal of 1.50 or higher and (2) fewer than 15 deficiency points.

Students with a cumulative UTK GPA of 1.50 or higher, and 9 or fewer deficiency points, who are dismissed at the end of spring term will be offered the choice to participate in the SOAR program or to be reinstated for the fall term.

Students with a cumulative UTK GPA of 1.50 or higher, and 9 or fewer deficiency points, who are dismissed at the end of summer or fall terms will be reinstated for the next regular (fall or spring) term.

Students with a cumulative UTK GPA of 1.50 or higher, and more than 9 (but fewer than 15) deficiency points, who are dismissed at the end of spring term will be offered the choice to participate in the SOAR program, or to petition the Appeals Committee for reinstatement for the fall term.

Students with a cumulative UTK GPA of 1.50 or higher, and more than 9 (but fewer than 15) deficiency points, who are dismissed at the end of summer or fall terms will be eligible to petition the Appeals Committee for reinstatement for the next regular (fall/spring) academic term.

Students who participate in the SOAR program will follow the requirements and regulations associated with that program.

For students who are reinstated but do not participate in the SOAR program, the following regulations will apply:

- The student must **either** return to good standing **or** earn a term GPA of 2.3 or higher in every term for which they are registered. If a student's term GPA is below 2.3, and the student has not returned to good standing by achieving a cumulative GPA of 2.0 or higher, the student will be dismissed at the end of that term. For students who have not been previously dismissed, this will count as the student's first dismissal.

- If the student has a total of 15 or more deficiency points at the end of any term, the student will be dismissed at the end of that term. For students who have not been previously dismissed, this will count as the student's first dismissal.
- The student will remain on academic probation until they meet the criteria for removal from academic probation status.
- The student will be required to complete a series of student success interventions.

What are deficiency points?

Deficiency points measure the number of hours of course work that a student must complete, with an average GPA of 3.0 (a grade of B), to reach a cumulative GPA of 2.0.

For example, a student who has attempted 40 hours of course work and whose cumulative GPA is 1.8 has accumulated 8 deficiency points:

$$40 \times 1.8 = 72.0 \text{ GPA quality points}$$

$$40 \times 2.0 = 80.0 \text{ GPA quality points if the student had a cumulative GPA of 2.0}$$

The difference is 8.0 deficiency points.

If the student attempts 8 hours of course work and earns a 3.0 average GPA in those 8 hours, the student will add 8 hours of attempted work and 24.0 GPA quality points to her or his totals. The student's cumulative GPA is then

$$(72.0 + 24.0) / (40 + 8) = 2.0$$

Why choose 9 and 15 deficiency points as the benchmarks?

Benchmarking against SEC, peer, and aspirational peer institutions indicates that a number of institutions use a cutoff of 15 deficiency points to dismiss students. Students with fewer than 15 deficiency points are in a GPA "hole" from which they should be able to recover in two semesters or less, with the assistance of UTK's student success community. Students with fewer than 9 deficiency points will be able to return to good standing after completing 30 hours with a GPA of 2.3, which is the minimum required term GPA for continuation in the pilot study. Students with fewer than 9 deficiency points should thus be able to return to good standing after participating in the pilot study for one academic year.

How many students might this affect?

Approximately 175 students per year are dismissed with fewer than 9 deficiency points and a cumulative UTK GPA of 1.50 to 1.99.

Approximately 85 students per year are dismissed with more than 9 but fewer than 15 deficiency points and a cumulative UTK GPA of 1.50 to 1.99.

What is the success record of the SOAR program?

For the past three years, 68.5% of SOAR participants (113 out of 165) have returned to good standing at the end of the SOAR program.

EXCEPTIONS TO THE CATALOG RULE POLICY FOR TENNESSEE TRANSFER PATHWAYS STUDENTS WHO COMPLETE AN ASSOCIATE'S DEGREE BEFORE TRANSFERRING TO UTK

Exception to the 6-year catalog rule (text to appear in the undergraduate catalog on the Academic Policies and Procedures page, under General Requirements for a Bachelor's Degree, first bullet point:

Complete satisfactorily all requirements of the curriculum for which the student is enrolled, as described in the portion of this catalog devoted to the college or school offering the curriculum, and the University General Education Requirement, as described in the General Education section of this catalog. Curricular requirements change frequently and students should note the caution on the catalog home page. A student is allowed to satisfy requirements for a bachelor's degree under any curriculum in effect during the student's attendance at UT Knoxville provided the curriculum has been in effect within six years of the date of graduation. **A student who completes a Tennessee Transfer Pathway is permitted to graduate using any UTK catalog in effect during the student's enrollment at the community college, provided that the UTK catalog has been in effect within six years of the date of graduation from UTK.** This does not obligate the university to offer a discontinued course. Programs may be adjusted by the student's faculty advisor and college dean in consultation with the Office of the University Registrar.

Rationale:

Tennessee Transfer Pathways were created to smooth the process for students to earn an associates' degree at a community college and a 4-year degree in the same major at a 4-year institution. The Pathways curricula are, in principle, designed to mesh smoothly with the corresponding 4-year curricula at 4-year institutions. Pathways curricula are reviewed on a regular basis by representatives from both community colleges and 4-year institutions.

If a 4-year institution makes a change to the 4-year curriculum, this might affect the requirements of the corresponding Pathways curriculum; such a change would be made at the next regular statewide review of the Pathways curricula. However, students **already** enrolled in the Pathways program would be pursuing a Pathways curriculum that meshes with the old 4-year curriculum. To facilitate these students' transfer to a 4-year institution, the students should be allowed to use the 4-year curriculum that was in force at the time they began the Pathways program.

Example:

A student begins at PSCC in Fall 2017 and receives the associates' degree in Spring 2020. The student matriculates at UTK in Fall 2020.

Under this exception to policy, the student can use the 17-18, 18-19, or 19-20 UTK catalogs. (Under current policy, the student is also eligible to use the 20-21 UTK catalog.)

If the student uses the 17-18 catalog, they must graduate from UTK by Summer 2023.

If the student uses the 18-19 catalog, they must graduate from UTK by Summer 2024.

If the student uses the 19-20 catalog, they must graduate from UTK by Summer 2025.

PROPOSAL TO REVISE THE FIRST YEAR COMPOSITION REQUIREMENT (as amended by Council on April 10, 2018)

Rationale: The statement regarding first year composition has not been updated in several years and does not currently reflect all the courses that fit into that category and also does not address the possibility that incoming freshmen might have achieved this objective through alternate means, such as CLEP, AP or dual-enrollment courses. In addition, this statement includes wording that would imply the university has a method of enforcing this requirement, yet UT has never imposed a penalty on students who fail to comply. (Note that uTrack has a "off track" flag that can alert students and their advisors to potential progression problems, which will serve to accomplish the same objective of ensuring students take composition courses within the early part of their college career.) This proposal suggests we change the wording of the policy to cover all methods of completing the composition requirement at UT and to remove language that would imply a penalty as a result of noncompliance.

First Year Composition

First year composition courses ENGL 101*, ENGL 102*, ENGL 118*, ENGL 131*, and ENGL 132* are offered on a system of A, A-, B+, B, B-, C+, C, I, NC, W grading. All entering **first year students freshman**, except international students, **should must** enroll in **a first year composition sequence during their first year ENGL 101*, ENGL 102*, or ENGL 118*** unless they have been awarded equivalent credit through credit by examination or dual-enrollment or other transfer coursework.

PROPOSAL TO REVISE THE ACADEMIC ADVISING POLICY

Rationale: To clarify the policy regarding advising of students on academic probation. Current practice is to advise these students every term, including summer; however, the catalog text does not reflect that practice and students are not flagged to meet with an advisor prior to summer registration.

Academic Policies and Procedures

Academic Advising at the University of Tennessee

(Paragraph 3 and following)

Prior to enrolling for the first time at the university, all degree-seeking first-year students and transfer students are required to meet with an academic advisor. Readmitted students must also meet with an academic advisor prior to reenrolling. The following groups of students are required to meet with an advisor **prior to registering for each term** (fall and spring):

- All students with fewer than 30 hours at UT Knoxville.
- Students following exploratory tracks.
- Students identified as "off track" by uTrack.
- Students on Academic Probation **(must also be advised prior to summer term)**.

Academic Standing

Academic Probation

(Paragraph 1)

A student will be placed on Academic Probation when (1) his/her cumulative GPA falls below the minimum acceptable level of 2.0 for one semester or (2) the semester GPA falls below the minimum acceptable level of 2.0 two consecutive terms of enrollment. During the semester that a student is placed on Academic Probation, and any other semesters in Academic Probation, a student must participate in a special directive advising program to help the student address concerns that are impacting his/her academic performance and to outline a plan for achieving academic success. **While on Academic Probation, students must have met with an advisor prior to registering for all following terms, which includes summer term.** This model of early intervention is designed to help students regroup and position themselves for academic success.

ASSOCIATE DEANS GROUP**Undergraduate Associate Deans Meeting**

August 9, 2017

Minutes

In Attendance: RJ Hinde (chair), Katherine Ambroziak, Betty Bradley (attending for Michael Palenchar), Chuck Collins, Sherry Cummings, Sara Easler (attending for Lane Morris), Jeffery Fairbrother, Mary Gunther, Masood Parang, Joan Rentsch, Teresa Walker, John Stier, and Teresa Walker

Not in attendance: Lane Morris and Michael Palenchar

Guests in attendance: Kathy Abbott, Monique Anderson, Allison Connor, Jeff Gerkin, Celena Tulloss, and Molly Sullivan

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review and approve agenda

The agenda was approved after adding a discussion of attendance tracking to the agenda.

Agenda Item 2: Review previous minutes

The minutes were approved.

Agenda Item 3: Combining Mini-Term and Summer Session into a single term

The group discussed the recent Federal financial aid review and changes that we might make to the academic calendar. One change will be to combine Mini-Term and Summer into a single term in Banner. We will still have Mini-Term classes, Summer One classes, Summer Two classes, and full Summer classes, but all of these classes will be considered as "summer" in Banner and for financial aid purposes. At present, Mini-Term is a standalone term in Banner and for financial aid purposes.

Agenda Item 4: Students attending class without being registered

Students sometimes sit in on classes past the add deadline while they are waiting for registration or financial aid issues to be resolved. The group discussed a standard protocol for instructors to notify the Registrar about these students so that their registration and financial aid issues can be resolved more quickly.

Agenda Item 5: UG Council agenda format

The group discussed possible approaches to streamline the UG Council agenda, including the elimination of the consent agenda, which actually causes more work than it saves. The group also discussed the definition of high-impact changes

Agenda Item 6: Attendance Tracking

The group discussed the attendance tracking system and how the Registrar's staff should communicate with college offices about attendance tracking participation.

Agenda Item 7: SGA Senate Bill 18-17

The group discussed this SGA bill, which relates to improved course descriptions, more explicit information about major/career interactions, and the presentation of course requirements in the online timetable.

Undergraduate Associate Deans Meeting

September 20, 2017

Minutes

In Attendance: RJ Hinde (chair), Katherine Ambroziak, Chuck Collins, Sherry Cummings, Jeffrey Fairbrother, Mary Gunther, Lane Morris, Masood Parang, John Stier, and Teresa Walker

Not in attendance: Michael Palenchar

Guests in attendance: Marisa Moazen

Notes taken by: Alex Wheeler

Agenda Item 1: Review and approve agenda

The agenda was approved.

Agenda Item 2: Review previous minutes

The minutes were approved.

Agenda Item 3: Strategic Plan for Undergraduate Research

Marisa Moazen reviewed the strategic plan for undergraduate research, and solicited associate deans' assistance in identifying how direction of undergraduate research should be described in the Manual for Faculty Evaluation and the Faculty Handbook.

Agenda Item 4: Peace Corps Prep update

UTK is planning to resubmit the Peace Corps Prep proposal. The proposal will be strongest if all six sectors are fully fleshed out. The group discussed curricular and co-curricular components of the proposal.

Agenda Item 5: Calculations of retention/graduation rates by college and major

The group discussed questions associated with measuring retention and graduation rates by initial college/major. Many students switch majors early in their career. Some are accepted by UTK, but not accepted into their chosen major; these students may transfer to other institutions at higher rates.

Agenda Item 6: Get to 88 campaign update

The group discussed factors associated with non-retention, including excessive hours of F/NC/W grades during a student's first year. The group discussed ways to alert advisors mid-term when a student drops a course, so that advisors can help students develop a "finish strong" strategy.

Agenda Item 7: Updates

Hinde provided brief updates on several topics:

Syllabus database: We are working on reactivating the database for all undergraduate courses.

Midterm grades: The interim provost has asked Hinde to work with UG Council to establish midterm grades for all lower-division courses.

SAP: Students will be monitored for satisfactory academic progress each semester, rather than once a year.

Adult learners: Hinde asked associate deans to recommend faculty members who could serve on an adult learner working group.

General Education: The faculty senate approved the new General Education curriculum; Hinde asked associate deans to recommend faculty members to serve on the implementation working groups.

Financial aid: The Federal financial aid review revealed that we have some programs with term start/end dates that do not conform to federal financial aid regulations. Financial aid staff will work with colleges to help adjust start/end dates to comply with regulations.

Undergraduate Associate Deans Meeting

October 18, 2017

Minutes

In Attendance: RJ Hinde (chair), Katherine Ambroziak, Betty Bradley (for Michael Palenchar), Chuck Collins, Sherry Cummings, Jeffrey Fairbrother, Mary Gunther, Lane Morris, Masood Parang, John Stier, and Teresa Walker

Not in attendance: Michael Palenchar

Guests in attendance: Kathy Abbott, Monique Anderson, Tom Broadhead, Fabrizio D'Aloiso, Denise Gardner

Notes taken by: Alex Wheeler

Agenda Item 1: Review and approve agenda

The agenda was approved.

Agenda Item 2: New look-and-feel for Academic Unit Statistics

Denise Gardner gave a brief presentation showing the new AUS web site.

Agenda Item 3: UG recruitment playbook for colleges and departments

Fabrizio D'Aloiso gave a brief overview of the Campus Partner Recruitment Playbook, which outlines strategies for academic units to assist with undergraduate recruitment.

Agenda Item 4: Banner Update

Monique Anderson and Kathy Abbott discussed changes to the grade entry process that will take place when we upgrade Banner.

Agenda Item 5: Attendance tracking update

Kathy Abbott gave an update on attendance tracking. As of today, we had 86% participation.

Agenda Item 6: Attendance Tracking in Canvas

The group discussed using Canvas assignments to assist with attendance tracking. Four associate deans will form a working group to sketch out a proposal for this.

Agenda Item 7: AP Seminar and Capstone

The group discussed how we might award credit for high school students who participate in the new AP Research, AP Seminar, and AP Capstone courses.

Agenda Item 8: Early Alert participation update

As of yesterday, we have 75% participation. Several instructors have not yet entered attendance tracking for any of their sections. If all of these instructors participate, our participation rate will jump to 95%. The remaining gap arises from sections where some, but not all, students have had attendance marked.

CURRICULUM COMMITTEE

**The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Meeting
March 27, 2018**

Call to Order: A regular meeting of the Curriculum Committee was held on March 27, 2018, in the Fourth Floor Conference Room of Andy Holt Tower. The meeting was called to order at 3:45 p.m. by Beth Foster, Chair.

Voting Members present: Beth Foster, Chair, Chuck Collins, Kim Denton, George Drinnon (by proxy Betsy Gullett), Jeff Fairbrother, Cheryl Kojima, Lindsay Mahony (by proxy Betsy Gullett), and Aleydis Van de Moortel (by proxy Robert Sklenar)

Others present: Katherine Ambroziak, Rachel Chen, Eric Drumm, Jennifer Hardy, Chris Lavan, Robert Mindrup, and Molly Sullivan

Approval of Minutes: The minutes of January 17, 2018, were approved without corrections.

Curricular Proposals (See attached proposals.):

- **Corrections to 2018-2019 Catalog**
 - o College of Arts and Sciences
The college added a course to the College-wide Requirements: Perspectives/Social Sciences because the cross-listed course was already on the list. This was approved without opposition.
 - o Haslam College of Business
A prerequisite was added to FINC 492 because that prerequisite had been approved for the new equivalent course, FINC 492N. This was approved without opposition.
 - o College of Communication and Information
Course descriptions for four Information Sciences courses were revised to remove mention of the Information Science major, which is pending THEC approval and will not be effective until fall 2019. This was approved without opposition.
 - o College of Education, Health, and Human Sciences
The Nutrition Major – Basic Science Concentration was revised to reflect the change in credit hours for Biology 220. The Hotel, Restaurant, and Tourism major was revised to correct a typographical error. This was approved without opposition.
 - o Tickle College of Engineering
The prerequisite for BME 450 was revised to remove a dropped course and replace it with the new equivalent course. This was approved without opposition.
 - o College of Nursing
One prerequisite was revised to reflect a dropped course. Three courses were corrected to reflect the original intention, because the original proposals were incorrect. This was approved without opposition.
 - o Other
The Admission to the University page was revised to reflect and clarify current practices for transfer students. This was approved without opposition.
- **Changes Effective Fall 2019:**
 - o College of Agricultural Sciences and Natural Resources
The college proposed that three concentrations be removed from the Environmental and Soil Sciences major and be placed under a new Construction Science and Agricultural Systems major in the same department. This proposal was unanimously approved pending THEC approval of the new major.
 - o College of Education, Health, and Human Sciences
Three new courses were proposed. All were approved without opposition.

Election of Committee Chair for 2018-2019: Beth Foster was unanimously elected to serve as chair for a second term.

Items from the Floor:

- The Undergraduate Council has approved a process for verifying the accuracy of minutes via email. This committee will use the same process to approve its minutes.

- Chris Lavan, Assistant Provost for Experiential Learning & Teaching Innovation, noted that a total of 46 experience learning designated courses (8 N, 21 R, and 17 S) have been added to the undergraduate catalog. One electronic application for N, R, and S designated courses is in the works and could become available fall 2018.

Adjournment: Beth Foster adjourned the meeting at 4:24 p.m.

Minutes Approved: These minutes were certified correct via email on April 4, 2018.

Minutes submitted by: Molly Sullivan

CORRECTIONS TO 2018-2019 CATALOG

COLLEGE OF ARTS AND SCIENCES

Low-
impact:
Correct
original
proposal

CORRECTION

(Main college page)

College-wide Requirements: Perspectives

Social Sciences

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

Rationale: SOCI 232 is cross-listed with REST 232. Since the primary cross-listed course - REST 232 - has been approved to appear in this list, the secondary cross-listed course - SOCI 232 - should also be included.

HASLAM COLLEGE OF BUSINESS

Low-
impact:
Correct
original
proposal

CORRECTION: ADD (RE) PREREQUISITE(S)

FINC 492 Off-Campus Study (1-3)

(RE) Prerequisite(s): FINC 301 or 307 with grade of C or better.

Formerly: No prereq.

Rationale: The new Experience Learning course FINC 492N was submitted and approved. That new course, which is equivalent to this base course, included a prerequisite that was intended to also be submitted as a revision to the existing base course. The proposal to revise this base course was inadvertently omitted from the original submission. Since these courses are equivalent, they must match; therefore, we are making this correction to the base course. Impact on other units: None. Financial impact: None.

COLLEGE OF COMMUNICATION AND INFORMATION

Low-
impact:
Correct
original
proposal

CORRECTION: REVISE DESCRIPTIONS

INSC 201 - Foundations of Information Science (3)

This is an introductory course covering information representation, organization and retrieval, human information seeking and interaction; information consumer, information ethics and information literacy.

Formerly: This is a required course for Information Science majors. It is an introductory course covering information representation, organization and retrieval, human information seeking and interaction; information consumer, information ethics and information literacy.

INSC 210 - Foundations of Information Technology (3)

This course provides the student with an overview of the field and its typical applications. The student learns key terminology and components of computer hardware, software, operating systems, systems development methods, management information systems, and using application software and the Internet. Explores computing history, software, web technologies, basic network security, information security, information assurance and future trends in information technology.

Formerly: This is a required course for Information Science majors. It provides the student with an overview of the field and its typical applications. The student learns key terminology and components of computer hardware, software, operating systems, systems development methods, management information systems, and using application software and the Internet. Explores computing history, software, web technologies, basic network

security, information security, information assurance and future trends in information technology. Labs are modularly designed to meet specific program needs such as basic unix commands and fundamental understanding of programming processes and productivity software skills.

INSC 311 - User Centered Design (3)

This course is an introduction to the user centered design paradigm from a broad perspective including conducting user research, gathering requirements, planning and developing intuitive, products. User research theories and techniques for placing user needs at the forefront of each stage of the design process will be taught.

Formerly: This is a required course for Information Science majors. This course is an introduction to the user centered design paradigm from a broad perspective including conducting user research, gathering requirements, planning and developing intuitive, user-friendly product design. User research theories and techniques for placing user needs at the forefront of each stage of the design process will be taught. This course also serves as an introduction to the UX/Usability concentration.

INSC 360 - Programming for Information Professionals (3)

This course is an introduction to object-oriented programming using Python with emphasis on data structures, in-built functions, user-defined variables, design, syntax, and control structures for processing and visualizing datasets.

Formerly: This is a required course is an introduction for Information Science majors. Introduction to object-oriented programming using Python with emphasis on data structures, in-built functions, user-defined variables, design, syntax, and control structures for processing and visualizing datasets.

Rationale: The original course description proposal anticipated the approval of the new Information Science Major, which is currently pending THEC approval; therefore, it is appropriate to remove that language from these course descriptions until the major is approved by THEC. Impact on other units: None. Financial impact: None.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

DEPARTMENT OF NUTRITION

Low-
impact:
Correct
original
proposal

CORRECTION: REVISE PROGRAM

Nutrition Major, BS in Health and Human Sciences – Basic Science Concentration

Term 3		
BCMB 230	5	3.0 cumulative GPA
CHEM 260	3	CHEM 130* with a grade of C or better
EEB 240	4	NUTR 100* with a grade of C or better
NUTR 201	1	
BIOL 220	3 2	
Term 4³		
CHEM 360	3	BCMB 230 with a grade of C or better
BIOL 240	4	CHEM 260 with a grade of C– or better
NUTR 302	3	
CLAS 273	3	
¹ Unrestricted Elective	1 2	

Rationale: To reflect the change in credit hours for BIOL 220. Impact on other units: None. Financial impact: None.

DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

Low-
impact:
Correct
original
proposal

CORRECTION: REVISE PROGRAM

Requirements for the Bachelor of Science in Retail, Hospitality, and Tourism Management – Hotel, Restaurant, and Tourism Major (footnote 5)

⁵ Choose from HRT 101, HRT 299, HRT 423, HRT 435, HRT 440, ~~HRT 445~~ ~~HRT-445~~, HRT 450, ~~HRT 455~~, HRT 484, HRT 493, HRT 494; RCS 411, RCS 412.

Recommended major electives for specialized career interests:

- Tourism Management: HRT 423, HRT 440, HRT 484
- Restaurant/Culinary: HRT 101, HRT 299, ~~HRT 445~~ ~~HRT-445~~, RCS 411
- Hotel & Resort Management: HRT 299, HRT 450, ~~HRT 445~~ ~~HRT-445~~, RCS 411
- Meeting & Event Planning: HRT 101, HRT 299, HRT 435, ~~HRT 445~~ ~~HRT-445~~, RCS 411

Rationale: This should have read "HRT ~~455 445~~ is being archived, so it cannot show in this list until/unless it is reactivated." We should have removed HRT 455 and left HRT 445, which is still active. Therefore, we are adding HRT 445 back to each place where it was removed and are removing HRT 455 from this footnote.

TICKLE COLLEGE OF ENGINEERING

Low-
impact:
Correct
to reflect
dropped
course

CORRECTION: REVISE (RE) COREQUISITE(S)

BME 450 – Biomedical Engineering Design I (3)
(RE) Corequisite(s): 449 and 473 or 477.

Formerly: (RE) Corequisite(s): 430 and 473 or 477.

Rationale: BME 430 was dropped and replaced with BME 449, but the coreq to BME 450 was not updated. Impact on other units: None. Financial impact: None.

COLLEGE OF NURSING

Low-
impact:
Correct
original
proposal

CORRECTION: REVISE (RE) COREQUISITE(S)

NURS 313 – Clinical Immersion I (4)
(RE) Corequisite(s): 314, 319, 331, and 333.

Formerly: (RE) Corequisite(s): 311, 319, 331, and 333.

Rationale: NURS 311 was dropped, but this coreq was not updated. Impact on other units: None. Financial impact: None.

Mid-
impact:
Correct
original
proposal

CORRECTION: DROP

NURS 341 Transcultural Nursing for the Accelerated Student (2)

Formerly listed as *Revise Title, Revise Registration Restriction(s)*

Rationale: This course needs to be dropped as NURS 342 [which is in the current catalog] is the Transcultural course for the accelerated Track. We mistakenly asked for title change for NURS 341 rather than NURS 342.

Low-
impact:
Correct
original
proposal

CORRECTION: REVERT TO MATCH 2017-2018 CATALOG ENTRY: REVISE CREDIT HOURS, REVISE DESCRIPTION, ADD CONTACT HOURS DISTRIBUTION, REVISE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)

NURS 403 - Maternal-Newborn Nursing (5)

Emphasis on using, integrating, and synthesizing knowledge from natural and behavioral sciences to provide high-quality, evidence-based care to childbearing women and their neonates.

Contact Hour Distribution: 3 lectures and 2 labs.

(RE) Prerequisite(s): 361 and 382. 387 may be substituted for 382.

(RE) Corequisite(s): 406.

Formerly: **REVISE CREDIT HOURS, REVISE DESCRIPTION, REMOVE CONTACT HOURS DISTRIBUTION, REVISE (RE) PREREQUISITE(S), REMOVE (RE) COREQUISITE(S)**

NURSE 403 – Maternal-Newborn Nursing (3)

Promotion, maintenance, and restoration of health for women during childbearing years, their newborns, and families. Physiological, environmental, cultural, and behavioral factors and issues that impact reproductive women and childbearing are addressed.

(RE) Prerequisite(s): 361, 362.

CORRECTION: REVERT TO MATCH 2017-2018 CATALOG ENTRY: REVISE CREDIT HOURS, REVISE DESCRIPTION, ADD CONTACT HOURS DISTRIBUTION, REVISE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)

NURS 404 - Pediatric Nursing (5)

Emphasis on using, integrating and synthesizing knowledge from natural and behavioral sciences to provide high quality, evidence-based care to pediatric patients and their families.

Contact Hour Distribution: 3 lectures and 2 labs.

(RE) Prerequisite(s): 361 and 382. 387 may be substituted for 382.

(RE) Corequisite(s): 406.

Formerly: **REVISE CREDIT HOURS, REVISE DESCRIPTION, REMOVE CONTACT HOURS DISTRIBUTION, REVISE (RE) PREREQUISITE(S), REMOVE (RE) COREQUISITE(S)**

NURS 404 - Pediatric Nursing (3)

Promotion, maintenance, and restoration of health for infants, children, and families. Emphasis on developmental stages, family processes, health promotion practices, and cultural influences.

(RE) Prerequisite(s): 361, 362.

Rationale: The original submission was in error. These 2 courses need to remain as they are in the 2017-18 catalog through the 2018-2019 catalog for 2018 seniors to complete the "old" curriculum. Then they can be dropped in the 2019 catalog as they will be replaced by NURS 411, 412 and 405.

OTHER

Low-
impact:
Clarifies

CORRECTION: REVISE TEXT

Admission to the University

General Transfer Admission Policies

The University of Tennessee, Knoxville, has a competitive admission process for transfer **applicants students**. **Transfer applicants who have earned 24 or less transferable college level hours** **Students** will be reviewed holistically on factors such as high school and transfer GPA, ACT/SAT scores, and intended major field of study. **These applicants are required to send in all test scores, high school transcripts, GED scores, and college level transcripts in order to be reviewed for admission. Transfer applicants who have earned more than 24 transferable college hours will be reviewed primarily on transfer GPA, however, other holistic factors will be considered as needed. Undergraduate Admissions recommends that all transfer applicants that are active or former military send in Joint Service Transcripts, DD214, or any other record of service to be considered in the holistic review process if necessary.** Some majors have capacity limits which result in very few transfer admissions into those majors – even for well-qualified students. Grades earned at other colleges and universities are used only for admission, course placement, and other academic decisions. They are not included in the UT Knoxville GPA. All courses attempted and grades earned, including repeated coursework, in college-level and non-remedial courses are considered in holistic review.

Rationale: To clarify existing admissions requirements for transfer students.

CHANGES EFFECTIVE FALL 2019

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

Changes effective fall 2019

DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCES

Environmental and Soil Sciences (ESS)

Program Learning Outcomes for the B.S. degree in Environmental and Soil Sciences:

1. Students should be able to demonstrate competency in appropriate discipline areas.
2. Students can demonstrate effective written and oral communication skills.
3. Students can demonstrate an understanding of and appreciation for global and societal impacts
4. Students can demonstrate the ability to analyze and interpret data

Mid-
impact:
New
Program
2019
Pending
THEC
approval
of new
major in
Const.
Sci. &
Ag. Sys.

^ END PROGRAMS

Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major –Agricultural Systems Technology Concentration

Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Construction Science Concentration

Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Off-Road Vehicle Technology

See rationale, impact on other units, response to assessment, and financial impact under Add Program, below.

Program Learning Outcomes for the B.S. degree in Construction Science and Agricultural Systems

1. Students will demonstrate the ability to use available technologies, skills, and engineering tools including knowledge of mathematics, management, science, and applied engineering and physics to solve construction/agricultural related problems.
2. Students will demonstrate an understanding of professional and ethical responsibility, and identify and critically analyze the environmental, social, and economic dimensions of sustainability.

3. Students will demonstrate the effective levels of communication through written and oral skills.

Mid-
impact:
New
Program
2019
Pending
THEC
approval

^ ADD PROGRAM

Construction Science and Agricultural Systems, BS in Construction Science and Agricultural Systems – Agricultural Systems Technology Concentration

Advisors
Hart

The Construction Science & Agricultural Systems major has three concentration options: Agricultural Systems, Construction Science, and Off-Road Vehicle Technology. These concentrations are applied programs highly focused on specific technical areas and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three concentrations all provide a strong basic science foundation and add coursework designed to create programs of study emphasizing the applications of technology and management in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. These programs provide a rigorous background in math, science, engineering, and applied skills.

Agricultural Systems Technology is designed to provide the skills required to manage the sophisticated technological systems that are increasingly essential to modern agricultural production. The program starts with a basic science foundation, adds courses in crop production, pest control, and protection of soil and water resources, then introduces the technologies and control systems available to make production more efficient and environmentally sound. It rounds out the curriculum with analysis and management courses to tie all the information together and to most effectively use it in making and carrying out management decisions. Directed technical electives allow the student to concentrate in a particular area of agricultural production or to develop increased skills with particular technologies or management tools.

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 who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

Term 1	Hours	Milestone Notes
BIOL 113* and BIOL 115*	5	MATH 130 or higher or one Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective
CHEM 120* or CHEM 128*	4	
ENGL 101* or ENGL 118*	3	
MATH 151*	3	
Term 2		
BIOL 114* and BIOL 115*	5	MATH 130 or higher
CHEM 130* or CHEM 138*	4	
ENGL 102*	3	
MATH 152*	3	
¹ Social Sciences Elective*	3	
Term 3		
ACCT 200 or ACCT 207	3	CHEM 120* or MATH 151*
AREC 201* or ECON 201* or ECON 207*	4	
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	
PHYS 221*	4	
Term 4		
AREC 212	3	CHEM 120* and MATH 151*
¹ Arts and Humanities Elective*	3	
¹ Cultures and Civilizations Elective*	3	
ESS 210	4	
STAT 201* or STAT 207*	3	
Term 5		
AREC 350	3	CHEM 130*
² Technical Elective	3	
EPP 313	3	
PLSC 457	3	
² Technical Elective	2	
Term 6		
BSET 326	3	No milestones

¹ Cultures and Civilizations Elective*	3	
ENGL 295* or ENGL 360*	3	
EPP 321	3	
ESS 424	3	
Term 7		
AREC 412	3	Apply to graduate
BSET 414, BSET 434, BSET 474	9	
² Technical Elective	3	
Term 8		
¹ Arts and Humanities Elective*	3	No milestones
BSET 432, BSET 462	6	
² Technical Electives	6	
TOTAL	120	

* Meets University General Education Requirement.

¹ Chosen from the University General Education list.

² Note that some electives have required prerequisites. See individual course descriptions for specific information. ALEC 450; AREC 342; BSET 202, BSET 452; EPP 410, EPP 425; ESS 442, ESS 444, ESS 462; IE 304, IE 423; MARK 300; MGT 201; PLSC 240, PLSC 410*, PLSC 430, PLSC 434, PLSC 435.

^ ADD PROGRAM

Construction Science and Agricultural Systems, BS in Construction Science and Agricultural Systems - Construction Science Concentration

Advisors

Drumm, Parker, Smith

The Construction Science & Agricultural Systems major has three concentration options: Agricultural Systems, Construction Science, and Off-Road Vehicle Technology. These concentrations are applied programs highly focused on specific technical areas and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three concentrations all provide a strong basic science foundation and add coursework designed to create programs of study emphasizing the applications of technology and management in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. The construction science concentration leads to a Minor in Business Administration. These programs provide a rigorous background in math, science, engineering, and applied skills.

The Construction Science concentration is designed to prepare students for entry into the very broad and diverse range of careers related to construction. This leads to construction management opportunities in areas such as residential, agricultural, commercial, highway, and excavation construction. Students in this program typically enjoy the outdoors and enjoy the sense of accomplishment that comes from seeing a project grow from an idea to finished product. This field relies on knowledge from engineering, construction, and business; skills related to teamwork and leadership are important as well. The program is designed to provide a strong background in science and math, adds fundamental concepts from engineering, and exposure to relevant technology and techniques such as CAD, land surveying, and GPS/GIS. The business related coursework in the Construction Science track leads to a Minor in Business Administration. 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; and this is facilitated through the Construction Science Student Club.

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 who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

Term 1	Hours	Milestone Notes
BSET 125	3	MATH 130 or higher or one Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective
GEOL 101* or GEOL 107*	4	
¹ Cultures and Civilizations Elective*	3	
ENGL 101* or ENGL 118*	3	
MATH 141* or MATH 151*	3-4	
Term 2		

Mid-
impact:
New
Program
2019
Pending
THEC
approval

PHIL 244	3	MATH 130 or higher
ENGL 102*	3	
CHEM 120* or CHEM 128*	4	
MATH 142* or MATH 152*	3-4	
BSET 211	3	
Term 3		
² ECON 201* or ECON 207*	4	CHEM 120* or CHEM 128* or MATH 141* or MATH 151*
BSET 224, BSET 222	6	
STAT 201* or STAT 207*	3	
PHYS 221* or EF151*	4	
Term 4		
BSET 225, BSET 270	7	CHEM 120* or CHEM 128* or MATH 142* or MATH 151*
² ACCT 200 or ACCT 207	3	
ESS 210	4	
Term 5		
BSET 325, BSET 335, BSET 202	9	No milestones
¹ Cultures and Civilizations Elective*	3	
² MGT 201	3	
Term 6		
BSET 425	3	No milestones
CMST 210* or CMST 217* or CMST 240* or CMST 247*	3	
ENGL 295* or ENGL 360*	3	
² FINC 300	3	
¹ Social Sciences Elective*	3	
Term 7		
BSET 355, BSET 430, BSET 435,	9	Apply to graduate
ESS 424	3	
¹ Arts and Humanities Elective*	3	
Term 8		
BSET 486 or ³ Technical Elective	3	No milestones
BSET 345	3	
² MGT 300	3	
² MARK 300	3	
TOTAL		
	120	

* Meets University General Education Requirement.

¹ Select from the corresponding University General Education list after consultation with an advisor.

² Used to meet requirements for the Business Administration Minor.

³ Select from following list: BSET 326, BSET414, BSET 434, BSET 452, BSET 474; ESS 442, ESS 462; IE 304, IE 405, IE 423, IE 427; GEOG 411.

^ ADD PROGRAM

Construction Science and Agricultural Systems, BS in Construction Science and Agricultural Systems - Off-Road Vehicle Technology Concentration

Advisors

Ayers

The Construction Science & Agricultural Systems major has three concentration options: Agricultural Systems, Construction Science, and Off-Road Vehicle Technology. These concentrations are applied programs highly focused on specific technical areas and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three concentrations all provide a strong basic science foundation and add coursework designed to create programs of study emphasizing the applications of technology and management in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. These programs provide a rigorous background in math, science, engineering, and applied skills.

Mid-
impact:
New
Program
2019
Pending
THEC
approval

The Off-Road Vehicle Technology concentration is designed to provide a strong background in engine and vehicle performance analysis, as well as an understanding and appreciation for natural resource environmental concerns. Knowledge of the fundamental technologies will be acquired, including fabrication, engines, vehicle performance evaluation, CAD, GIS/GPS, and instrumentation. Applications include military, agricultural, forestry, construction, and recreational off-road vehicles.

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 who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

Term 1	Hours	Milestone Notes
BIOL 113* or GEOL 101* or GEOL 107*	3-4	MATH 130 or higher or one Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective
CHEM 120* or CHEM 128*	4	
ENGL 101* or ENGL 118*	3	
¹ MATH 151*	3	
Term 2		
BIOL 114* or GEOL 102*	3-4	MATH 130 or higher
CHEM 130* or CHEM 138*	4	
ENGL 102*	3	
¹ MATH 152*	3	
² Social Sciences Elective*	3	
Term 3		
AGNR 291	1	CHEM 120* or MATH 151*
AREC 201* or ECON 201* or ECON 207*	4	
BSET 202	3	
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	
PHYS 221*	4	
Term 4		
AGNR 292	1	CHEM 120* and MATH 151*
² Arts and Humanities Elective*	3	
ESS 210	4	
FWF 250*	3	
STAT 201* or STAT 207*	3	
⁴ Unrestricted Elective	1	
Term 5		
BSET 224 or BSET 225, and BSET 325	6	CHEM 130*
² Cultures and Civilizations Elective*	3	
FORS 321*	3	
³ Technical Elective	3	
Term 6		
BSET 326, BSET 345	6	No milestones
² Cultures and Civilizations Elective*	3	
ENGL 295* or ENGL 360*	3	
ESS 424	3	
Term 7		
BSET 414, BSET 434, BSET 474	9	Apply to graduate
GEOG 411	3	
³ Technical Elective	3	
Term 8		
² Arts and Humanities Elective*	3	No milestones
BSET 432, BSET 452, BSET 462	9	
³ Technical Elective	3	
TOTAL	120	

* Meets University General Education Requirement.

¹ MATH 141*, MATH 142* (or honors equivalents) may be taken for students interested in possibly shifting to an engineering major.

² Chosen from the University General Education list after consultation with an advisor.

³ Chosen from the following list or from alternatives after consultation with advisor. Note that some electives have required prerequisites. See individual course descriptions for specific information. ALEC 441; AREC 444, AREC 470; ECON 362; EEB 404; FORS 422; FWF 313, FWF 317, FWF 416; GEOG 413, GEOG 433, GEOG 454; IE 300, IE 304, IE 423; MSE 201, MSE 302, MSE 390, MSE 421; MGT 201, MGT 300; PHIL 346*; PHYS 222* or other technical courses chosen with approval of academic advisor.

⁴ Any courses not already required for the major.

Rationale: The three concentrations comprising this new BS degree and major currently exist as concentrations within the Environmental and Soil Science (ESS) degree and major. They share a focus on applied technology and systems/construction management, and are very different in nature from the ESS programs, have different core requirements, and are primarily taught by a different group of faculty members. The Department of Biosystems Engineering and Soil Science has demonstrated the demand for the proposed new degree, as reflected by strong enrollment growth and quality job placement. This growth has been in spite of the fact that the current degree title (B.S. in Environmental and Soil Science) hampers program identification, student recruitment, and is confusing to employers and recruiters.

Impact on other units: No impact on other units is anticipated because the proposed major merely repackages an existing set of concentrations currently housed in the Environmental and Soil Science (ESS) major. Enrollments in the concentrations remaining in the ESS major are sufficient to continue graduating 10 or more students annually as required by THEC. The vast majority of current students in the Agricultural Systems Technology, Construction Science, and Off-Road Vehicles concentrations will likely choose to graduate with the new BS degree, the title of which more accurately describes their educational program. However, current students may choose to graduate under their existing degree program in ESS for up to six years after implementation of the new degree program.

Response to assessment: The Construction Science Executive Advisory Board is the primary assessment tool supporting the new degree designation. The largest of the three concentrations, Construction Science, has a vibrant Industry Advisory Board, who has expressed their concern repeatedly about the current degree title which does not accurately represent the course of study. The Board identified the lack of an appropriate title creates issues with multiple components essential to programmatic success, such as student recruitment, graduate placement, alumni support, fundraising, and competing with our peer institutions.

Financial impact: Five-year projections (as required for baccalaureate and Master's degree programs and detailed in the THEC program modification proposal) project a Balanced Budget Line increase (difference between estimates of Revenue and Costs) of \$345,600 in Year 1 gradually increasing to \$369,400 in Year 5. These estimates include conservative estimates of gifts from industry of \$15,000 in Year 1 gradually increasing to \$25,000 in Year 5.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Changes effective fall 2019

Department of Kinesiology, Recreation, and Sport Studies

Student Learner Outcomes

(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.

COURSE CHANGES

(PYED) Physical Education

Mid-
impact:
Add
course
Effective
fall 2019

ADD COURSE

PYED 264 Rescue SCUBA Diving (2)

This course trains divers in the knowledge and skills needed to manage risks and effectively handle limited in-water problems and diving emergencies. Included are: assists, transports, surface rescues and rescues from depth involving both boat- and shore-based skin and SCUBA divers.

(RE) Prerequisite(s): PYED 263 Advanced SCUBA Diving

Rationale: Offer a 4-part class series that will result in scuba instructor certification. Impact on Other Units: The added PYED course will not affect other departments or programs. Financial Impact: The course is taught by an off campus

vendor and will not affect Department or College Budgets. Students pay an additional course fee. Additional Documentation: No additional Approvals are required for this change.

Mid-
impact:
Add
course
Effective
fall 2019

ADD COURSE

PYED 265 Master SCUBA Diving (2)

This an advanced SCUBA diving course for divers wishing to increase their understanding of diving. Emphasis is on student participation and practical application of knowledge in open water. The course can lead toward National Association of Underwater Instructors (NAUI) leadership roles.
(RE) Prerequisite(s): PYED 264 Rescue SCUBA Diving

Rationale: Offer a 4-part class series that will result in scuba instructor certification. Impact on Other Units: The added PYED course will not affect other departments or programs. Financial Impact: The course is taught by an off campus vendor and will not affect Department or College Budgets. Students pay an additional course fee. Additional Documentation: No additional Approvals are required for this change.

Mid-
impact:
Add
course
Effective
fall 2019

ADD COURSE

PYED 270 Adaptive Recreation (1)

Introduction to adaptive sports, rules, scoring, and individual and team fundamentals in an inclusive environment necessary for recreational and competitive participation.

Rationale: To offer a PEAP course focused on adapted recreation course to the PEAP curriculum and introduce adaptive sports to the university population. The course is currently taught as a Special Topics. Fall 17 Enrollment= 21 Spring 18 Enrollment=30. Impact on Other Units: This course will work the Future program to place students with disabilities into the course. Financial Impact: The course will be taught as part of a current staff, faculty, or GTA course load. Additional Documentation: No additional Approvals are required for this change.

GENERAL EDUCATION COMMITTEE

The University of Tennessee, Knoxville General Education Committee Minutes of the Meeting March 21, 2018

Call to order: A regular meeting of the General Education Committee was held in the Mary Greer Room (258) of Hodges Library on March 21, 2018. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:30 am.

Members present: Barbara Murphy, Chair, Monique Anderson, Richard Bennett (by proxy Margie Russell), Megan Bryson, Chuck Collins, Erin Darby, Marleen Davis, George Drinnon (represented by Betsy Gullett), Nadia Fomin, Jeff Larsen, Mike McFall, Michael Palenchar, Masood Parang (represented by Margie Russell), Missy Parker, Charissa Powell (by proxy Holly Dean), Jeff Ringer, and Amanda Warren

Others present: Katherine Ambroziak, Rachel Chen, R.J. Hinde, and Molly Sullivan

Approval of the Minutes: The minutes from the February 14, 2018, meeting were discussed and approved.

Course Proposals:

- UNHO 257: Honors History of the Hillbilly (AH)
- UNHO 268: Honors The Mountains: Landscape, Culture, and Sustainability in Fragile Environments (SS)

The proposals were approved.

Other Business:

- The committee discussed revisions to the General Education operating guidelines and subcommittees. The draft is incomplete, so no action by the committee is needed at this time.
- The committee will use the procedure for approving committee minutes implemented by the Undergraduate Council at the request of the Faculty Senate. The item did not require a vote.

Adjournment: Barbara Murphy adjourned the meeting at 9:30 am.

Next Meeting: The next meeting will be held Wednesday, April 25, 2018, beginning at 8:30 am in the Mary Greer Room (258) of Hodges Library.

Minutes Approved: These minutes were certified correct via email on March 28, 2018.

Minutes submitted by: Molly Sullivan

2018-2019 UG COUNCIL AND COMMITTEE MEETING SCHEDULE

2018-2019 UG COUNCIL AND COMMITTEE MEETING SCHEDULE			
Date		Time	Location
ACADEMIC POLICY COMMITTEE			
Wednesday	August 29, 2018	1:30 pm	405 Student Services Building, Conference Room
Wednesday	October 3, 2018	1:30 pm	Andy Holt Tower, 8 th Floor Conference Room
Wednesday	November 7, 2018	1:30 pm	Andy Holt Tower, 8 th Floor Conference Room
Wednesday	December 5, 2018	1:30 pm	Andy Holt Tower, 8 th Floor Conference Room
Wednesday	January 16, 2019	1:30 pm	Andy Holt Tower, 8 th Floor Conference Room
Wednesday	February 6, 2019	1:30 pm	Andy Holt Tower, 8 th Floor Conference Room
Wednesday	March 6, 2019	1:30 pm	Andy Holt Tower, 8 th Floor Conference Room
ADVISING COMMITTEE			
Tuesday	September 18, 2018	3:30 pm	Frieson Black Cultural Center, Multipurpose Room
Tuesday	November 27, 2018	3:30 pm	Frieson Black Cultural Center, Multipurpose Room
Tuesday	February 19, 2019	3:30 pm	Frieson Black Cultural Center, Multipurpose Room
Tuesday	April 23, 2019	3:30 pm	Frieson Black Cultural Center, Multipurpose Room
APPEALS COMMITTEE			
TBA	TBA	TBA	TBA
ASSOCIATE DEANS GROUP			
Wednesday	August – TBD	1:00 pm	TBD
Wednesday	September 19, 2018	1:00 pm	TBD
Wednesday	October 17, 2018	1:00 pm	Andy Holt Tower, 4 th Floor Conference Room
Wednesday	November 21, 2018	1:00 pm	TBD
Wednesday	December 19, 2018	1:00 pm	TBD
Wednesday	January 23, 2019	1:00 pm	Andy Holt Tower, 4 th Floor Conference Room
Wednesday	February 20, 2019	1:00 pm	Andy Holt Tower, 4 th Floor Conference Room
Wednesday	March 20, 2019	1:00 pm	Andy Holt Tower, 4 th Floor Conference Room
Wednesday	April 17, 2019	1:00 pm	Andy Holt Tower, 4 th Floor Conference Room
Wednesday	May 15, 2019	1:00 pm	Andy Holt Tower, 4 th Floor Conference Room
Wednesday	June 19, 2019	1:00 pm	TBD
Wednesday	July 17, 2019	1:00 pm	TBD
CURRICULUM COMMITTEE			
Tuesday	August 28, 2018	3:45 pm	Arena Dining, Room A
Tuesday	October 2, 2018	3:45 pm	Arena Dining, Room A
Tuesday	January 15, 2019	2:00 pm	Arena Dining, Room A
Tuesday	March 26, 2019	3:45 pm	Arena Dining, Room A
GENERAL EDUCATION COMMITTEE			
Wednesday	September 12, 2018	8:30 am	James A. Haslam II Business Building, West Wing (HBB 440)
Wednesday	October 10, 2018	8:30 am	James A. Haslam II Business Building, West Wing (HBB 440)
Wednesday	December 5, 2018	8:30 am	James A. Haslam II Business Building, West Wing (HBB 440)
Wednesday	January 16, 2019	8:30 am	James A. Haslam II Business Building, West Wing (HBB 440)
Wednesday	February 13, 2019	8:30 am	James A. Haslam II Business Building, West Wing (HBB 440)
Wednesday	March 13, 2019	8:30 am	James A. Haslam II Business Building, West Wing (HBB 440)
UNDERGRADUATE COUNCIL			
Tuesday	September 11, 2018	3:40 pm	Frieson Black Cultural Center, Multipurpose Room
Tuesday	October 16, 2018	3:40 pm	Frieson Black Cultural Center, Multipurpose Room
Tuesday	January 29, 2019	3:40 pm	Frieson Black Cultural Center, Multipurpose Room
Tuesday	February 26, 2019	3:40 pm	Frieson Black Cultural Center, Multipurpose Room
Tuesday	April 9, 2019	3:40 pm	Frieson Black Cultural Center, Multipurpose Room