

The University of Tennessee, Knoxville
Undergraduate Council
Minutes of Meeting
April 10, 2012
3:40pm – University Center Ballroom

MEMBERS PRESENT: Mary Beth Coleman, Chuck Collins, George Drinnon, Jeff Fairbrother, Jean Gauger, Tom George, R.J. Hinde, Greg Kaplan (Chair), John Koontz (Past Chair), Maura Lafferty, Sungkyu Lee, Jon Levin, Catherine Luther, Norman Magden, Jeff Mellor, John Mount, Rebekah Page (for Steve Dandaneau), Michael Palenchar, Masood Parang, Missy Parker, Randal Pierce, Chris Pionke, Gary Ramsey, Amber Roessner, Harold Roth, Lisi Schoenbach, John Stier, Wendy Tate, Matthew Theriot (Vice Chair), Teresa Walker, Scott Wall, Suzanne Wright

OTHER ATTENDEES: Monique Anderson, Ruth Darling, Sally McMillan, Cheryl Norris

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

The minutes of the [January 31, 2012](#), meeting of the Undergraduate Council were approved.

Committee Reports

- Academic Policy (Magden) – see pages [U2294-U2296](#)
- Advising (Parker) – see pages [U2297-U2299](#)
- Appeals (Park) – NO REPORT
- Associate Deans Group (McMillan) – see pages [U2300-U2302](#)
- Curriculum (Mount) – see page [U2303](#)
- General Education (Collins) – see page [U2304](#)

Norman Magden presented two new policies: one related to credit for A-/AS-level exams and another dealing with class attendance. Both were approved by the Council.

Missy Parker summarized the Advising Committee's recent work which included collecting data on summer school and negotiating an enhanced faculty/staff view of course availability in Banner. Members from the Student Forum on Learning presented to the committee its white paper on Student Ownership and the College Experience.

Sally McMillan brought members up to speed on key initiatives discussed at the Associate Deans Group. A central funding source (Strategic Instructional Framework) has been established to fund high-demand courses and to reduce bottlenecks. McMillan shared the findings of the Student Learning Outcomes Taskforce chaired by John Koontz. A proposal defining the credit hour will make its way to the Council for approval soon.

John Mount noted two topics of discussion by the Curriculum Committee: term limits for committee chair and guidelines for reviewing courses not taught in four or more years. No action was taken.

Chuck Collins reviewed the General Education Committee's actions.

Several errors were discovered when finalizing the catalog. The corrections were approved (pages [U2305-U2310](#)).

Greg Kaplan thanked Council representatives for their service and referred members to the list outlining vacancies for the coming year (page [U2311](#)). Associate deans should submit the names of their new members to Cheryl Norris by Monday, May 14th.

Sally McMillan discussed the importance of keeping total program hours at 120. It's consistent with THEC recommendations, supports the university's strategic priorities, and matches lottery scholarship thresholds.

Jon Levin accepted the position of Vice Chair for the upcoming year.

John Koontz announced that Tom George is retiring this year and thanked him for his service to the university and his many contributions to the Council. Greg Kaplan also congratulated Jeff Mellor on his upcoming retirement.

The meeting adjourned at 4:45pm.

ACADEMIC POLICY COMMITTEE REPORT

March 7, 2012 Meeting Minutes

Attendees: Richard Bayer, Ruth Darling, Jean Gauger, Vern Granger, John Koontz, Maura Lafferty, Catherine Luther, Norman Magden (chair), Sally McMillan, Cheryl Norris, Masood Parang, Missy Parker, Lois Presser, Wendy Tate, Kathy Warden

The Academic Policy Committee met on Wednesday, March 7th, to review two proposals. Vern Granger, Assistant Dean and Director of Undergraduate Admissions, submitted a proposal relating to how O-level, A-level, and AS-level exams are evaluated. The policy was approved. John Koontz, on behalf of the FS Athletics Committee, submitted a new policy proposal related to attendance. After extended discussion, Sally McMillan offered to revise the policy to address some of the concerns and suggestions presented by various members. The committee will reconsider the revised proposal at its Wednesday, April 4th meeting.

MEMORANDUM

TO: University of Tennessee, Knoxville (UTK) Undergraduate Academic Policy Committee

FROM: Mr. Vern Granger, Assistant Dean and Director, Undergraduate Admissions
Dr. Pia Wood, Associate Provost and Director, Center for International Education
Dr. Kathy Warden, Assistant Dean, Office of the Registrar

DATE: February 29, 2012

RE: Recognition of international examinations for admission and academic credit

After researching the admission and course equivalency policies of peer and aspirational peer institutions, we request approval to use the following international examinations for undergraduate admission purposes and the awarding of academic credit.

For undergraduate admission purposes, satisfactory completion of the following ordinary-level (O-level) examinations would serve as the equivalent of a U.S. high school diploma. Satisfactory completion is defined as “C” or higher marks in at least five subjects on the examination, including mathematics, science, and English. A number of Carnegie Research I institutions already recognize these exams, including the Massachusetts Institute of Technology, the Ohio State University, the University of Georgia, the University of Michigan, and Purdue University.

- International General Certification of Secondary Education (IGCSE)
- General Certification of Secondary Education (GCSE)
- Caribbean Examination Council (CXC)

At the discretion of individual departments, satisfactory completion of the following examinations would be used for placement purposes and/or the awarding of academic credit. As with the Advanced Placement (AP) examinations, individual departments would determine the minimum scores required for credit. Carnegie Research I institutions that currently accept these examinations include the University of California system institutions, the University of Virginia, the University of Florida, and Penn State University.

- Cambridge Advanced International Certificate of Education (AICE)
- Advanced-/Advanced Subsidiary-Level (A-/AS-Level) Examinations

Additional information about these examinations, including policies at other U.S. institutions, can be found at <http://www.cie.org.uk/> (IGCSE, GCSE, and AICE) or <http://www.cxc.org/> (CXC).

**Advanced Placement – International Baccalaureate –
CLEP – A/AS-Level – Dual Enrollment Credits
(Admissions section of catalog)**

Freshmen or transfer students admitted to the University of Tennessee, Knoxville, may receive course credit on the basis of performance on Advanced Placement Examinations (AP), International Baccalaureate Examinations (IB), College Level Examination Program tests (CLEP), and A/AS-Level Examinations. Information is available at <http://admissions.utk.edu/undergraduate/apply/apcredit.shtml>.

See the section on “Academic Policies and Procedures” of this catalog for additional information.

**A-Level and AS-Level Examinations
(Academic Policies and Procedures section of catalog)**

Students admitted to the University of Tennessee, Knoxville, may receive credit on the basis of performance on one or more of these examinations. Several disciplines at UT Knoxville grant academic credit for satisfactory test scores. Each participating department decides the acceptable score for credit. More information may be obtained from <http://admissions.utk.edu/undergraduate/apply/apcredit.shtml> or from Arts and Sciences Advising Services.

April 4, 2012 Meeting Minutes

Attendees: Ruth Darling, Jean Gauger, John Koontz, Maura Lafferty, Catherine Luther, Norman Magden (chair), Sally McMillan, Cheryl Norris, Masood Parang, Missy Parker, Wendy Tate

The Academic Policy Committee met on Wednesday, April 4th, to discuss the revised attendance policy proposal. After discussion and the addition of “extended illness” to the list of extenuating circumstances, the policy was approved.

Revised Student Absence from Class Policy—APPROVED**Class Attendance and Eligibility**

Only students who are properly registered for a course may attend it on a regular basis. Any other person in the classroom for special reasons must obtain the consent of the instructor.

Academic success is built upon regular class attendance. At the University of Tennessee, students are expected to attend all of their scheduled classes. Research shows a strong correlation between attendance and participation in class and improved student learning. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed.

It is the prerogative of the individual instructor to set the attendance requirements for a particular class. This means, for example, that an instructor in first year composition may state in a syllabus how many absences are allowed before a student receives a grade of No Credit.

Class Attendance Guidelines for Extenuating Circumstances

In rare cases, students may have extenuating circumstances that make it impossible for them to attend all sessions of a class. These include military orders, court-imposed legal obligations, religious observances, extended illness, and participation in university, college or unit sponsored activities that lead to clear experiential and educational outcomes. On the first day of class each term, or immediately after the student knows of the need to miss class because of one of these extenuating circumstances, the student should share with the instructor a document detailing the extenuating circumstance. The document should outline the dates on which classes will be missed. Students with documented extenuating circumstances should be allowed to make up missed examinations. Instructors have discretion to determine what course work, beyond examinations, is available for make-up credit. Instructors who feel the required time away from class may be too much to allow a student to do well should consult with the student to determine whether, through extra effort and tutoring, the student may be able to achieve the learning outcomes of the class. If not, the instructor should recommend that the student withdraw from the course. If at all possible, the recommendation to withdraw from the class should occur before the end of the add/drop period. Students should consult with an academic advisor as soon as they know that a class must be dropped.

ADVISING COMMITTEE REPORT

February 21, 2012 Meeting Minutes**Welcome and Call to Order** – Parker

Summer school – Smethers outlined the efforts to publicize and assess summer school enrollment. The goal is to increase enrollment 20% over summer 2011. Advisors have agreed to attempt to capture some data on why students don't go to summer school, or why they attend elsewhere during conversations. There will be publicity about summer school; research shows that students will think about it during the "advising mindset" or when they see/hear something in academic areas such as advising centers.

Disability Services – Houston informed the committee that they now have funding available to pay note takers \$8.50 per hour and are actively seeking students.

Appointment no shows – Parker asked if others are experiencing a high percentage of no shows for appointments and if so, asked for suggestions on what could be done. When he is here for product demonstration, the representative from GradesFirst will be asked if there is a way to "warn" students attempting to make appointment during class time. Text messaging is another way to inform students of their upcoming appointment.

TennACADA update – McCay provided information on the next event on March 13th from 10:30-noon in the Student Health Center room 201S. Ashley Blamey from the SEE Center will present. The April events are still in the planning stages.

Other Announcements – George Drinnon was congratulated on his new position as Director of Undergraduate Business Programs.

Advising Committee (3:30 BCC)

3/27/2012

4/17/2012

AALG (3:30 BCC 216):

3/15/2012

4/12/2012

5/17/2012

TennACADA

Tuesday, March 13 – 10:30 – Noon

Student Health Center Room 201S

April – to be announced

March 27, 2012 Meeting Minutes**Welcome and Call to Order** – Parker

Student Forum on Learning - Student Ownership and The College Experience – Casey Blackburn and Mary Nethaway from the Student Forum on Learning presented their findings and white paper on Student Ownership and the College Experience. Specific to advising, the SFL suggests a database of course syllabi be made available. Jennifer Hardy mentioned that Banner does have a syllabus feature; more discussion to follow.

English as a Second Language – Laurie Knox from English provided information on English 121, 131, 132 for non-native speakers of English. See attached handout.

TennACADA update – Katie McCay

TennACADA Elections

Please send nominations to lstetler@utk.edu

Deadline for Nominations – April 6

Wednesday, May 2

Networking Event

Location TBA

Other - Jennifer Hardy presented a possible solution to the timetable view problem for faculty and staff? Committee members were positive about the report solution, and Jennifer stated that after working on a couple of issues, the new report function should be ready for us in the next couple of weeks.

Advising Committee (3:30 BCC)

4/17/2012

AALG (3:30 BCC 216)

4/12/2012

5/17/2012

TennACADA – May 2

**About the English Department's
First Year Composition Program for Non-Native Speakers of English**

- ❖ **What is the purpose of this program?** We offer an alternative path for meeting UT's First Year Composition requirements with a curriculum tailored to the needs of students for whom English is not the strongest literacy.
- ❖ **Whom does it serve?** Any student whose strongest literacy is in a language other than English may be considered for placement in these courses, including international students, exchange students, refugees and permanent residents.
- ❖ **How is the multi-lingual program different from standard freshman composition?** We have the same ultimate goal as English 101/102—preparing students for the reading and writing demands of their upper level university courses—but we take a different route to get there, based on best practices for L2 teaching. We offer three courses:

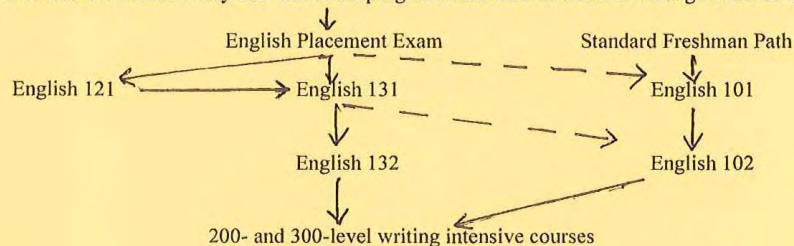
English 121 This course focuses on academic literacy (that is, developing academic reading, writing, and vocabulary), grammatical accuracy, and, to a lesser degree, academic speaking. It meets four hours a week for four credit hours. English 121 does **not** meet university undergraduate requirements for freshman composition, but serves as a bridge into the college composition curriculum for students who need to devote extra time and attention to developing their second language skills, particularly in reading and writing. Students are placed into the course on the basis of their scores on the English Placement Exam. On rare occasions, a student's scores indicate a level of proficiency below that which is required for English 121. Such students are referred to the English Language Institute for Intensive English-as-a-Second-Language instruction.

English 131 This course is the equivalent of English 101. Like 101, it provides intensive instruction in academic writing, focusing on argument and analysis. Special attention is given to conventions of U.S. academic writing that may be unfamiliar to students whose strongest literacy is in another language. Prerequisite: English Placement Exam and English 121 if required. Students wishing for additional help with writing may also register for English 103.

English 132 This course is the equivalent of English 102. Like 102, it advances concepts introduced in English 101 by providing intensive writing instruction focused on inquiry and research. Since this course scaffolds students' transition into the same upper-level writing-intensive courses that are required of all students, special attention is given to strategies and processes that multilingual writers can use to communicate with confidence and independence in their second language at a very high academic level. Prerequisite: English Placement Exam, English 131 or equivalent, and English 121 if required.

- ❖ **How do students progress through the program?**

International students receive information about the program through the Center for International Education. Permanent residents and citizens may hear about the program from their advisors or through word of mouth.



- ❖ **When and where is the English Placement Exam?** The exam is given twice yearly, usually on the Friday before classes begin each fall and spring semester. The specifics for Fall 2012 are

Friday August 17th

8:30-11:30 am

In Walters Life Science Room 309

*Note: If you advise students to take the English Placement Exam,
please have them contact me in advance so that we will know how many test-takers to expect.*

Contact: Laurie Knox (lknox1@utk.edu)

ASSOCIATE DEANS GROUP REPORT

Meeting Minutes for November 18, 2011

Present: Tom George (EHHS), Michelle Gilbert (Provost staff), Jennifer Hardy (Assoc Registrar/presenter), RJ Hinde (A & S), Jan Lee (Nursing), Sally McMillan (chair), Masood Parang (COE), Annette Ranft (CBA), John Stier (CASNR), Teresa Walker (Libraries-proxy for Rita Smith)

Not Attending: Catherine Luther (CCI), Scott Wall (CoAD)

Approval of November Minutes-approved

Timetable/Section Time Analysis-Jennifer Hardy (Associate Registrar) shared the compliance rules and guiding principles for timetable scheduling that were effective in fall 2011 and an analysis of areas that are in compliance or not and how to interpret the analysis so that associate deans can work with colleges on scheduling issues where needed.

VSA and Gen Ed testing-Approximately 50 graduating senior volunteers are needed for the volunteer system of accountability. It was determined that Jake Morrow is to coordinate directly with the departments.

Transfer Taskforce-McMillan announced that she has established a transfer taskforce and Missy Parker is the chair. The taskforce was charged with three major areas to be addressed: Enrollment Management, Student Success, and Communication (internal and externally).

Courses mentioning Islam and related terms-The state legislature requested a list of courses with Islamic content via the Freedom of Info Report (FOIP). TBR and UT system schools submitted the minimum allowable response, and it ended there.

Other-Summer School-announced the Summer School taskforce has begun meeting and Hinde shared report of enrollments in A & S in 2011 vs 2010. Several mentioned increase in enrollments but registrar-reported numbers were flat. Business was almost identical both years, EHHS was up 25%, A & S up 5%, and Nursing down slightly. Also discussed the impact of the funding model. The intent of the model is not every course makes money, allow risks, but spread across the board. The schedule is to be set in a way that serves students best and provost office will work to help in some way. It was also mentioned that the incoming freshman this summer can't get the Hope Scholarship.

Meeting Minutes for January 25, 2012

Present: Monique Anderson (Assoc Dean-Registrar), Tom George (EHHS), Michelle Gilbert (staff/provost office), RJ Hinde (A&S), Jan Lee (Nursing), Catherine Luther (CCI), Sally McMillan (vice provost & chair), Cheryl Norris (staff/ Registrar), Margie Russell (CoE, for Masood Parang), Annette Ranft (CBA), Matthew Theriot (CoSW), Teresa Walker (Library for Rita Smith), and Scott Wall (CoAD).

Not Attending: John Stier (CASNR)

Minutes-November 2011 minutes approved

Strategic Instructional Framework- McMillan shared a rough draft of the tuition sharing model referred to as SIF (strategic instructional framework) which is a compliment to the Strategic Action Framework. The basic premise is the creation of a central funding source that is designed to fund high-demand courses in areas where demand is outstripping the capacity of base-budget instructors. A key goal of the SIF is to be flexible to changes in student demand. The floor was opened for discussion. Associate Deans were encouraged to limit discussion of the plan to budget directors and deans. McMillan and Betsy Adams will meet with colleges to fine-tune an implementation plan.

Credit Hour Definition- McMillan gave a brief overview that the "credit hour" definition needs to be revised in accordance with SACS requirements. Anderson and Norris shared some of the definition issues and the floor was open for discussion on revising options. It was noted that the definition needs to be consistent in graduate and undergraduate catalogs. McMillan will work on formalizing the credit hour policy and procedures and coordinate with both graduate and undergraduate councils.

Updates on Strategic planning priority areas-tabled for next meeting.

Meeting Minutes for February 22, 2012

Present: Tom George (EHHS), Michelle Gilbert (staff/provost office), RJ Hinde (A&S), Jan Lee (Nursing), Catherine Luther (CCI), Sally McMillan (vice provost & chair), Masood Parang (C oE), Annette Ranft (CBA), John Stier (CASNR), Matthew Theriot (CoSW), Rita Smith (Library), and Scott Wall (CoAD).

Minutes-January 2012 minutes approved

Final Exam Policy- McMillan asked for feedback on additional changes to exam policy regarding items counting more than 10% of grade. Voted to leave as is and send to policy committee to review and approve before going to UG Council.

Student Learner Outcomes- McMillan shared report from Student Learner Outcomes taskforce and asked what's already in place for each college and opened floor for discussion on things to consider for moving forward. CASNR and Arts and Sciences process is very narrow but everyone else is already doing some kind of tracking. In Engineering each dept has committees. Business reported needing a staff person to head this. Other feedback:

- Need more formal process but want to make sure it doesn't create problems with what's already in place.
- Can use different methods of gathering but presenting needs to be uniform and consistent. The assessment piece needs something quantifiable.
- Need to understand difference and similarities between objectives & outcomes.
- Provide assistance for faculty writing, establish rubrics, words and personnel
- Do courses need to have own outcomes or show outcome links between courses & programs?
- Timeline-training needs to begin in May 2012 and completed in Aug 2013 for SACS accreditation
- Will invite Mary Albrecht to share more on SLO with group

Credit Hour Discussion

a) Definition –simplicity vs discreet definition; Hinde provided link of federal definition of credit hour to group to consider: <http://tiny.utk.edu/xe56A>; group will review materials from RJ & Univ of GA

b) Process-need a process that ensures we're implementing definition first, then credit hour, high impact & SLO. McMillan proposed revisiting the curriculum process and establishing a task force and asked for volunteers/recommendations. A taskforce has been formed.

Brief Updates on Several Strategic Priority Areas:

a) U-track- Kristina Brantley chairing; Peiling Wang is providing a tool to help with milestones and "what if" scenarios; functional requirements of what it will look like. Next translate into policy about what Utrack will do; Goal is fall 2013 for native freshmen students.

b) Summer School-communication & timetable has launched. All students have opportunity to register before spring break; goal of 20%+ in SCH generation no additional scholarships but HOPE.

c) Transfer Students-Missy Parker, chair; Enrollment management continues to be a challenge; the taskforce is working on a website similar to Light the Torch and First Year Programs to help students; entering students must declare top 3 choices of programs-no longer accept undecided. Missy has reported to the UG Strategic Planning Taskforce and will invite to also share with UG Associate Dean's group.

d) General Education-Dixie Thompson, chairs taskforce; reports that data reveals misconceptions at instructor level of gen ed objectives and outcomes.

e) Student One Stop-Richard Bayer chairs this committee, plans are moving forward, the director position is posted and Ruth Darling will chair the committee. Goal is to have the one stop launched by mid fall 2012 or spring 2013.

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on March 27, 2012, to discuss guidelines for reviewing courses not taught in four or more years and term limits for the chair position.

- (1) Term Limits—The committee decided to wait on adopting a policy since term limits should be consistent across all of the Council committees.
- (2) Courses Not Taught in Four or More Years—After much discussion, the committee decided not to adopt the proposed guidelines. Instead, the committee discussed the possibility of creating an “inactive” list for classes wherein courses that are not being taught can be hidden from the Catalog (and from students) but can be reinstated without having to go through the entire curricular approval process again. Monique Anderson will investigate Banner capabilities. Other committees will need to consider the plan as well.

Guidelines for Reviewing Courses Not Taught in Four or More Years

To ensure that the courses published in the *Undergraduate Catalog* accurately reflect those offered or those likely to be offered in the near future, the Undergraduate Curriculum Committee annually examines a list of undergraduate courses that have not been offered in four or more years.

Departments may retain courses on the list if adequate justification is provided. The associate dean for academic/curricular affairs should solicit responses from all affected units. Common, acceptable responses for courses appearing on the list for the first time include:

- The course is a generic “readings” or “topics” course that will be used by the college, department, or program in the future;
- A new faculty member has been hired who will teach the course in the near future;
- The course is scheduled to be taught in the next year.

Courses appearing on the list for the second or third time require detailed, concrete plans to offer the course in the near future. Courses with no response or justification are automatically dropped.

The chair of the committee may provide an organizational framework for reviewing the courses in the most efficient and effective way possible.

GENERAL EDUCATION COMMITTEE REPORT

Corrections to January 18, 2012 Minutes

- MRST 322—Medieval Philosophy (which replaces MDST 322) should have been listed under the WC category instead of the CC category.
- THEA 107—Honors: Introduction to Theatre should have been listed under the AH category since the traditional version of the course meets AH.

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- The IE 205 instructor and the industrial engineering department head answered questions about the proposed social science gen ed course. Several members provided suggestions on how to strengthen the course's gen ed component. A revised syllabus will be sent to the committee for reconsideration.
- The social science subcommittee needs a new chair. Collins encouraged members to nominate interested faculty.
- Hinde reintroduced the topic of tying gen ed to a catalog year rather than when the course was approved.
- The committee discussed term limits for the Gen Ed Committee chair; no action was taken.

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- A 400-level course passed by the AH subcommittee was denied by the full gen ed committee. Traditionally, the committee does not approve 400-level courses for gen ed (outside of the WC and OC categories).
- A topic under UNHO 258 (Disability) was approved.
- After submitting a revised IE 205 social science proposal, the instructor and the industrial engineering department head attended the meeting to answer additional questions. Although several improvements were noted, the committee members felt the course was too specialized and did not meet the broader objectives of the social science category. They encouraged the department to teach the course for a year and make any necessary adjustments before requesting a gen ed designation.
- Chuck Collins was elected chair for 2012-13. The committee will work on clarifying the bylaws for creating the position of chair-elect.

CATALOG REVISIONS/CORRECTIONS

COLLEGE OF ARTS AND SCIENCES

All changes effective Fall 2012

I. COURSE CHANGES

DEPARTMENT OF PHYSICS AND ASTRONOMY

(ASTR) (150) Astronomy

REVISE TITLE, REVISE CREDIT RESTRICTION

151 A Journey through the Solar System Lecture (3)Credit Restriction: Students may not receive credit for both ASTR 151 and ASTR 217.*

Formerly: A Journey through the Solar System (3) Credit Restriction: Only one of the three courses (151, 161, or 217) may be taken for credit.

152 Stars, Galaxies, and Cosmology Lecture (3)Credit Restriction: Students may not receive credit for both ASTR 152 and ASTR 218.*

Formerly: Stars, Galaxies, and Cosmology (3) Credit Restriction: Only one of the three courses (152, 162, or 218) may be taken for credit.

REVISE TITLE, REVISE DESCRIPTION, ADD GEN ED DESIGNATION, DROP CREDIT RESTRICTION (CORRECTION TO PAGES U2200-U2201 OF JAN. 31, 2012 UG COUNCIL MINUTES)

***153 A Journey through the Solar System Lab (1)** Principles for interpretation of astronomical observations are reinforced in laboratory. ASTR 151 and ASTR 153 must both be completed to earn credit for a single semester of laboratory-based astronomy. *Satisfies General Education Requirement: (NS with lab) if taken with ASTR 151.*

Formerly: Astronomy 151 Laboratory (1) Principles for interpretation of astronomical observations are reinforced in laboratory. Must be taken concurrently with Astronomy 151. Astronomy 151 and Astronomy 153 together are equivalent to Astronomy 161.

Credit Restriction(s): Students may not receive credit for both Astronomy 153 and 161.

***154 Stars, Galaxies, and Cosmology Lab (1)** Principles for interpretation of astronomical observations are reinforced in laboratory. ASTR 152 and ASTR 154 must both be completed to earn credit for a single semester of laboratory-based astronomy. *Satisfies General Education Requirement: (NS with lab) if taken with ASTR 152.*

Formerly: Astronomy 152 Laboratory (1) Principles for interpretation of astronomical observations are reinforced in laboratory. Must be taken concurrently with Astronomy 152. Astronomy 152 and Astronomy 154 together are equivalent to Astronomy 162.

Credit Restriction(s): Students may not receive credit for both Astronomy 154 and 162.

REVISE CREDIT RESTRICTION

217 Honors: Introductory Astronomy (4)Credit Restriction: Students may not receive credit for both ASTR 151 and ASTR 217.*

Formerly: Credit Restriction: Credit given for only one sequence for lower-division astronomy.

218 Honors: Introductory Astronomy (4)Credit Restriction: Students may not receive credit for both ASTR 152 and ASTR 218.*

Formerly: Credit Restriction: Credit given for only one sequence for lower-division astronomy.

Rationale: Department thought the courses would be set up differently than what their original proposal outlined. Impact on other units. None.
Financial impact: None.

DEPARTMENT OF THEATRE**(THEA) (976) Theatre**

ADD GEN ED DESIGNATION

***107 Honors: Introduction to Theatre (3)** Honors introduction to understanding theatre thought, philosophy, aesthetics and production practices. Writing-emphasis course.

Satisfies General Education Requirement: (AH)

Credit Restriction: Students may not receive credit for both Theatre 100 and Theatre 107.

Comment(s): Same as Theatre 100, but designed for high-achieving students.

Rationale: Traditional version of course already meets AH requirement. Impact on other units. None. Financial impact: None.

II. PROGRAM CHANGES**SCHOOL OF ART**

REVISE STUDIO ART MAJOR, BFA – TWO-, THREE- AND FOUR-DIMENSIONAL ARTS CONCENTRATIONS

II. Concentration

C. Select 18 hours (200-400 level concentration courses):

Add to Options:**Two-Dimensional Arts**

- ARTA 212 - Drawing II
- ARTA 213 - Painting I: Introduction
- ARTA 214 - Painting II
- ARTA 215 - Watercolor I: Introduction
- ARTA 216 - Watercolor II
- ARTA 219 - Special Topics in Drawing/Painting
- ARTA 231 - Photography I
- ARTA 262 - Intaglio I
- ARTA 263 - Lithography I
- ARTA 264 - Screen Printing I
- ARTA 265 - Relief
- ARTA 266 - Monoprint and Monotype
- ARTA 269 - Special Topics in Printmaking
- ARTA 291 - Papermaking and Book Arts Workshop

Three-Dimensional Arts

- ARTB 221 - Ceramic Sculpture
- ARTB 222 - Beginning Pottery
- ARTB 229 - Ceramics: Special Topics
- ARTB 241 - Beginning Sculpture
- ARTB 242 - Figuring the Body
- ARTB 243 - Mold-Making and Casting
- ARTB 245 - Metal Fabrication
- ARTB 246 - Mixed Media Sculpture
- ARTB 249 - Special Topics in Sculpture

Four-Dimensional Arts

- ARTC 232 - Introduction to Performance as Art
- ARTC 234 - Introduction to Sound Art
- ARTC 235 - Introduction to Cinematography as Art
- ARTC 236 - Introduction to Video Art
- ARTC 239 - Special Topics in Four-Dimensional Arts

Rationale: Overlooked adding the specific courses when the heading was changed to 200-400 level courses. Impact on other units. None. Financial impact: None.

CLINICAL LABORATORY SCIENCE PROGRAM**REVISE CLINICAL LABORATORY SCIENCE MAJOR****First Year****Hours Credit**

ENGL 101 *-ENGL 102 *	6
¹ BIOL 130	4
BIOL 140	4
CHEM 120 *-CHEM 130 *	8
² Foreign Language – Intermediate Level*	6
³ Mathematics*	6

Second Year

⁴ CHEM ~~440~~ 350	~~3~~ 4
BCMB 230	5
BIOL 240	4
MICR 310 -MICR 319	5
Arts and Humanities * (one course from List A or B)	3
Non-US History*	6
Communicating Through Writing (WC) course*	3
Communicating Orally (OC) course*	3

Third Year

⁴ ~~BCMB 310~~ CHEM 360, 369	~~5~~ 4
MICR 420 , MICR 429	5
MICR 430	3
^{4 5} Social Sciences *	6
Arts and Humanities * (one course from List A, B, or C)	3
Upper-Level Distribution (one course from List A and one course from List B)	6
^{5 6} Elective	0-3
~~Communicating Orally (OC) course*~~	~~3~~

Fourth Year

Complete the 12-month Clinical Laboratory Science program of study at the UT Medical Center in Knoxville by successfully completing the following 36 hours of course work.

CLS 410 - Microbiology I	4
CLS 411 - Microbiology II	4
CLS 420 - Clinical Chemistry I	5
CLS 421 - Clinical Chemistry II	5
CLS 430 - Hematology and Clinical Microscopy I	4

CLS 431 - Hematology and Clinical Microscopy II	4
CLS 440 - Immunohematology I	3
CLS 441 - Immunohematology II	3
CLS 450 - Clinical Serology and Immunology	2
CLS 470 - Orientation and Basic Techniques	1
CLS 480 - Principles of Supervision and Education in Medicine	1

Total 120
(minimum)

* Meets University General Education Requirement .

¹ Students who have previously completed BIOL 101 and BIOL 102 for their lab science requirement may substitute these two courses for BIOL 130 .

² This plan assumes a student has had enough language background in high school to begin the intermediate language sequence at UTK.

³ MATH 115 -MATH 125 , MATH 123 -MATH 125 , MATH 151 -MATH 152 , or MATH 141 -MATH 142 are required for pre-clinical laboratory science students. Math placement depends on high school courses and grades, ACT scores, and BA/BS requirements.

⁴ ~~Students who have completed CHEM 350 CHEM 360, CHEM 369 may substitute it for BCMB 310 and CHEM 110.~~

^{4 5} BS students must complete a minimum of 2 courses from the University General Education Requirement – Social Sciences . The courses must be from two departments.

^{5 6} CLAS 273 is a highly recommended elective. One year of U.S. history must have been completed in high school or college prior to graduation from the clinical laboratory science program.

Rationale: Recently discovered change in state licensure requirements: Students must complete 16 hours of chemistry that are applicable to the chemistry major. Impact on other units: None. Financial impact: None.

INTERDISCIPLINARY PROGRAMS

REVISE INTERDISCIPLINARY PROGRAMS MAJOR—SUSTAINABILITY CONCENTRATION

Prerequisites (17-18 16 hours)

ECON 201 - Introductory Economics

BIOL 250 - General Ecology

or

FWF 250 - Conservation

GEOL 103 - Earth's Environments

or

GEOG 131 - Geography of the Natural Environment

GEOL 206 - Sustainability

GLBS 250 - Introduction to Global Studies

Rationale: Just correcting the hour total; no change to the course requirements. Impact on other units: None. Financial impact: None.

COLLEGE OF ENGINEERING

All changes effective Fall 2012

I. COURSE CHANGES

DEPARTMENT OF AEROSPACE, BIOMEDICAL, AND MECHANICAL ENGINEERING

(AE) (018) Aerospace Engineering

REVISE CREDIT HOURS

377 Honors: Airplane Performance (4)

Formerly: (3)

Rationale: Traditional version of course (AE 370) is 4 credit hours. Impact on other units. None. Financial impact: None.

II. PROGRAM CHANGES

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

REVISE DEPT TEXT

Five-Year BS-MS Program

The department offers a 5-year BS-MS program with a BS (major in civil engineering) and an MS (major in civil or environmental engineering) for qualified students. The primary component of the program is that qualified students may take up to 6 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their bachelor's and master's degrees. **This program is designed for students attending the University of Tennessee for their Master of Science degree because other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the Bachelor of Science degree.** Significant components of the program are:

- Students must have an overall GPA of 3.4 in required course work. Conditional admission to the 5-year program may be granted after completion of 65 hours of required course work, while full admission may be granted after the completion of 96 hours of required course work with a minimum GPA of 3.4.
- Admission must be approved by the department, the College of Engineering, and the Graduate School.
- Students must at least be conditionally admitted to the program prior to taking courses that receive credit for both the BS and MS degrees. All courses taken for graduate credit must be approved by the chair of the department and the Graduate School.
- Students will not be eligible for assistantships until they complete their bachelor's degree.

Rationale: Statement was left off by mistake (appears in all other 5-year BS/MS programs). Impact on other units. None. Financial impact: None.

COLLEGE OF NURSING

All changes effective Fall 2012

I. COURSE CHANGES

DEPARTMENT OF NURSING

(NURS) (720) NURSING

REVISE DESCRIPTION

494 Alternative Preceptorship (4) An alternative to ~~495 490~~ for the registered nurse student. For experienced nurses, the practicum portion of the course can be met through preparation of a portfolio and documentation of course objectives having been met through professional practice.

Rationale: NURS 490 was replaced with NURS 495. Impact on other units: None. Financial impact: None.

**UNDERGRADUATE COUNCIL TERM OF ELECTED MEMBERS
2012-2013**

College	<i>Term Begins August 1, 2010; Ends July 31, 2013</i>	<i>Term Begins August 1, 2011; Ends July 31, 2014</i>	<i>Term Begins August 1, 2012; Ends July 31, 2015</i>
Agricultural Sciences and Natural Resources <i>*203 degrees granted= 1 representative</i>			NEED TO APPOINT ONE REP
Architecture and Design <i>*76 degrees granted= 1 representative</i>		SCOTT WALL	
Arts and Sciences <i>*1788 degrees granted= 9 representatives</i>	LISI SCHOENBACH SUZANNE WRIGHT	LOIS PRESSER RACHELLE SCOTT	NEED TO APPOINT FIVE REPS
Business Administration <i>*811 degrees granted= 4 representatives</i>	RANDAL PIERCE HAROLD ROTH	JEAN GAUGER WENDY TATE	
Communication and Information <i>*436 degrees granted= 2 representatives</i>	MICHAEL PALENCHAR	AMBER ROESSNER	
Education, Health, and Human Sciences <i>*388 degrees granted= 2 representatives</i>		MARI BETH COLEMAN	CLARE MILNER
Engineering <i>*359 degrees granted= 2 representatives</i>		PAUL CRILLY	NEED TO APPOINT ONE REP
Nursing <i>*112 degrees granted= 1 representative</i>		GARY RAMSEY	
ROTC			LTC DANNY M. KELLEY
Social Work <i>*39 degrees granted= 1 representative</i>		SUNGKYU LEE	

***Degrees granted (3-year average—2009, 2010, 2011).** (1-300 degrees granted = 1 representative; 301-500 degrees granted=2 representatives; 501-700 degrees granted=3 representatives; 701-900 degrees granted=4 representatives; 901-1,100 degrees granted=5 representatives; 1,101-1,300 degrees granted= 6 representatives; 1,301-1,500 degrees granted=7 representatives; 1,501-1,700 degrees granted=8 representatives; 1,701-1,900 degrees granted=9 representatives; 1,901-2,000 degrees granted=10 representatives.)

See Faculty Senate Bylaws: <http://web.utk.edu/~senate/bylaws.shtml#32>

DRAFT

2012-2013 UNDERGRADUATE CURRICULAR APPROVAL CALENDAR

Undergraduate Curriculum Committee Meetings

Curriculum Due	Curriculum Committee Meeting	Time - Location
Tuesday, August 7, 2012	Tuesday, August 21, 2012	3:30 p.m. - Arena Dining, Room A
Tuesday, October 2, 2012	Tuesday, October 16, 2012	3:30 p.m. - Arena Dining, Room A
Saturday, December 1, 2012 (last opportunity to submit changes for 2013-2014 UG Catalog)	Tuesday, January 15, 2013	2:00 p.m. - Arena Dining, Room A
Tuesday, March 5, 2013	Tuesday, March 19, 2013	3:30 p.m. - Arena Dining, Room A

Undergraduate Council Meetings

Tuesday, September 4, 2012	3:40 p.m. – Black Cultural Center, Multipurpose Room
Tuesday, October 30, 2012	3:40 p.m. – Black Cultural Center, Multipurpose Room
Tuesday, January 29, 2013	3:40 p.m. – Black Cultural Center, Multipurpose Room
Tuesday, February 26, 2013	3:40 p.m. – Black Cultural Center, Multipurpose Room
Tuesday, April 2, 2013	3:40 p.m. – Black Cultural Center, Multipurpose Room

Faculty Senate Meeting Dates

Monday, September 24, 2012	- approval of September 4, 2012, UG Council Minutes
Monday, October 22, 2012	-----
Monday, November 19, 2012	- approval of October 30, 2012, UG Council Minutes
Monday, February 4, 2013	-----
Monday, March 4, 2013	- approval of January 29, 2013, UG Council Minutes
Monday, April 8, 2013	- approval of February 26, 2013, UG Council Minutes
Monday, May 6, 2013	- approval of April 2, 2013, UG Council Minutes