1-27-2015

Undergraduate Council Minutes of Meeting
January 27, 2015

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Recommended Citation
Elected Members present: Michael Palenchar, Chair; Richard Bennett, Vice Chair; and Jon Levin, Past Chair. Richard Strange, Katherine Ambroziak, Harriet Bowden, Jochen Denzler, Yingkui Li, John Scheb, Eric Sundstrom, Suzanne Wright, Jean Gauger, Mary Holcomb, Randal Pierce, Harold Roth, Jonathan Pettigrew, Rob Hardin, Heidi Stolz, Paul Frymier, Belle Upadhyaya, Gary Ramsey, and David Dupper

Ex-Officio Members present: Mary Anne Hoskins, Kirsten Benson, Richard Bayer, Teresa Walker, John Stier, R. J. Hinde, and Dixie Thompson

Student Members present: Zac Hyder

Others present: Sally McMillan, Mary Albrecht, Betsy Gullett, Sylvia Turner, Monique Anderson, and Molly Sullivan

Call to order: A regular meeting of the Undergraduate Council (UGC) was held in the Multipurpose Room of Black Cultural Center on January 27, 2015. The meeting was called to order by Michael Palenchar, UG Council Chair, at 3:40 p.m.

Approval of minutes: Michael Palenchar moved that the minutes of the October 21, 2014 UGC meeting be approved. The motion was seconded and passed without opposition. The approved minutes may be viewed at http://web.utk.edu/~ugcouncl/public_html/docs/minutes/Minutes.10.21.2014.pdf

Committee Reports

- The Academic Policy report was presented by Mary Anne Hoskins, proxy for Roxanne Hovland, Chair. Mary Albrecht gave a brief summary of the Committee’s discussion of the current interpretation of SACS COC regulation 2.7.1 as it pertains to program length and the use of earned credits applied to both the Bachelor’s and the Master’s degrees, as well as how this affects degree programs at UTK. The report was informational and no action was needed.
- The Advising report was presented by Mary Anne Hoskins, Chair. The presentation covered information from the January 13, 2015 meeting. The report was informational and no action was needed.
- There was no report from the Appeals Committee.
- The Associate Deans report was presented by Sally McMillan, Chair. The report covered three meetings of the group: October 13, 2014; November 19, 2014; and December 17, 2014. The report was informational and no action was needed.
- The Undergraduate Planning report presented by Sally McMillan, Chair. The report covered three meetings of the group: October 13, 2014; November 10, 2014, and December 1, 2014. The report was informational and no action was needed.
- The Curriculum Committee report was presented by Katherine Ambroziak, Chair. These items were attached as Minutes to the Committee’s January meeting and as an addendum to that meeting.
  o The Consent Agenda items from the January 13, 2015 meeting were presented. Dr. Ambroziak explained the purpose of the Consent Agenda and noted its use significantly decreased the amount of time spent reviewing these items during the meeting. The report served as the motion to accept, and the motion was seconded by Jean Gauger. The motion was approved without opposition.
  o The Main Agenda items from the January 13, 2015 meeting were presented as follows.
    ▪ Changes proposed by the College of Agricultural Sciences and Natural Resources were highlighted. Michael Palenchar asked for clarification regarding the proposed five-year B.S./M.S. program and as it pertains to SACS COC guidelines. Mary Albrecht explained that the program meets the University’s guidelines, but that SACS COC may require a substantive change letter. She does not anticipate any problems with the program because the entrance requirements are more stringent than for those applying directly to the M.S. program alone. The report served as the motion to accept, and the motion was seconded by Jean Gauger. The motion was approved without opposition.
    ▪ Changes proposed by the College of Architecture and Design were highlighted. The report served as the motion to accept, and the motion was seconded by Jean Gauger. The motion was approved without opposition.
    ▪ Changes proposed by the College of Arts and Sciences were highlighted, Minor errors were noted for correction. The report served as the motion to accept as amended, and the motion was seconded by John Scheb. The motion was approved without opposition.
    ▪ Changes proposed by the Haslam College of Business were highlighted. The report served as the motion to accept, and the motion was seconded by John Scheb. The motion was approved without opposition.
    ▪ Changes proposed by the College of Communication and Information were highlighted. The report served as the motion to accept, and the motion was seconded by John Scheb. The motion was approved without opposition.
    ▪ Changes proposed by the College of Education, Health, and Human Sciences were highlighted. The report served as the motion to accept, and the motion was seconded by Mary Holcomb. The motion was approved without opposition.
    ▪ Changes proposed by the College of Engineering were highlighted. The report served as the motion to accept, and the motion was seconded by Belle Upadhyaya. The motion was approved without opposition.
    ▪ Changes proposed by the College of Social Work were highlighted. The report served as the motion to accept, and the motion was seconded by Randal Pierce. The motion was approved without opposition.
    ▪ Changes proposed by the Haslam Scholars Program were highlighted. The report served as the motion to accept, and the motion was seconded by Jean Gauger. The motion was approved without opposition.
A change proposed by the College of Nursing in the addendum to the Minutes was presented. The report served as the motion to accept, and the motion was seconded by Jean Gauger. The motion was approved without opposition.

- The General Education report was presented by Kirsten Benson, covering items from the meetings of December 10, 2014, and January 14, 2015. The report served as the motion to accept, and the motion was seconded by Jean Gauger. The motion was approved without opposition.

Mary Albrecht explained the preparations for the on-site SACS COC visit March 31, 2015 – April 2, 2015. The Undergraduate Council members would be required to attend these meetings only if specifically asked. The expectation is that the on-site meetings will go smoothly due to the University’s extensive preparation and based on the feedback received thus far from SACS COC.

Michael Palenchar reminded the Council of the following:
- Some committees, such as the General Education Committee, will need new chair for the 2015-2016 academic year. He reminded the Council that chairs need to be chosen before the end of the spring 2015 semester.
- Agenda items for the next Council meeting should be submitted to Dr. Palenchar and to Molly Sullivan.
- Because the Consent Agenda of the Curriculum Committee has been shown to improve efficiency, the Colleges are encouraged to continue to divide their curriculum changes between the Consent and Main agendas before submitting them for consideration, and that colleges take full advantage of all the types of changes that can be approved under the consent agenda.
- The committees of the Undergraduate Council have reviewed, approved, and submitted changes to the Council. The Council has approved these changes and will submit them to the Faculty Senate, who has final approval of these items.

Adjournment: Michael Palenchar adjourned the meeting at 4:27 PM.

Next meeting: Tuesday, February 24, 2015, at 3:40 p.m. in Black Cultural Center, Multipurpose Room

Minutes submitted by: Molly Sullivan
ACADEMIC POLICY

The University of Tennessee, Knoxville
Academic Policy Committee
Minutes of the Meeting
January 14, 2015

Call to order: A regular meeting of the Academic Policy Committee was held in the Arena Dining Room A on January 14, 2015. The meeting was called to order by Roxanne Hovland, Chair, at 1:31 p.m.

Members present: Paul Frymier, Jean Gauger, Roxanne Hovland, Yingkui Li, John Scheb, and Mary Anne Hoskins

Others present: Mary Albrecht, Richard Bennett, and Molly Sullivan

Approval of minutes: John Scheb moved that the minutes of the November 5, 2014 meeting be approved. The motion was seconded and passed without opposition.

Old business: Mary Albrecht, associate vice provost and SACS COC Liaison, provided an update from the annual SACS COC conference about the recent policy issued by SACS COC about internal combination programs (combination baccalaureate/graduate program or combination of two graduate degrees). The SACS COC Board of Trustees will appoint a task force to further study the issues surrounding these combination or accelerated programs and report back to the Board by their June meeting. The issues that brought the strict interpretation of program length and the issue of “double-dipping” on credit hours (applying the same course to both the bachelor and graduate programs) relate to some institutions partnering with technical schools to create degree programs with poor oversight and lack of faculty with expertise in the subject area of the technical programs. Therefore, all combination or accelerated programs became substantive change requiring review by SACS COC personnel. For the time being, the policy released in June 2014 (see http://www.sacscoc.org/pdf/CR_2-7-1_Interpretation.pdf to retrieve the actual policy statement from SACS COC) is suspended pending further study and action. We should continue to offer our programs. Albrecht asks that departments keep her informed of new ones so we can take appropriate action once the Board makes their final decision.

New business: Roxanne Hovland’s teaching responsibilities this semester prevent her from attending the meetings of the Undergraduate Council, so a proxy is needed to represent the Academy Policy Committee at those meetings. Mary Anne Hoskins volunteered to act as proxy at the February 24 and April 14 meetings. Paul Frymier offered to serve as proxy at the January 27 meeting.

Adjournment: Roxanne Hovland adjourned the meeting at 1:53 PM.

Next meeting: Wednesday, February 4, 2015, at 1:30 p.m. in Arena Dining Room A

Minutes submitted by: Molly Sullivan

ADVISING COMMITTEE

The University of Tennessee, Knoxville
Academic Advising Committee
Minutes of the Meeting
January 13, 2015

1. Welcome and call to order – Hoskins
2. Vol Walk of Life – Will Freeman and Katie Parrott announced that this year’s event will be held on March 4th from 11-1 in Hodges Library. They will contact Advising Directors directly.
3. Sexual Assault policy – J Richter gave an overview of the interim sexual misconduct policy. She reminded us that we are all considered “responsible employees” in our varying roles on campus.
4. Business minor classes - M Collins provided information about BOSS – Business Online Summer Session – asynchronous online courses being offered for the first time this summer. Management 201, Economics 201, and Statistics 201. Any student who wishes to may enroll in the online version – assuming pre-reqs are met. Summer 2016 will add three more courses; summer 2017 will add the last course. Adding online sections will not decrease total number of sessions available. At least for this summer, plan to cap at 25 enrollment. Co-req for Management 201 is ACCT 200. Still under discussion how to handle this co-req since ACCT 200 is not offered online. Business will provide further updates soon.
5. Office of National Scholarships & Fellowships updates – Fazio-Veigel talked about the various ways ONSF assists students as they work towards the goal of applying for competitive national scholarships. See handout.
6. Fall performance data – Darling reviewed some of the fall 2014 performance data for the 2014 full-time freshman cohort. Students placed on probation have at least two “touches” – academic success workshop and academic probation advising.
7. uTrack fall end of term results and spring timeline – A Connor provided fall uTrack results data. See attached. Spring predictive will be out the week of January 26th with emails out to students by end of that week. Spring results will be out the week of May 12th with emails out to students by the end of that week.
8. Timetable dates – MT/Summer timetable goes live February 16; fall on February 23. MT/Summer registration opens February 25; fall on March 9.
9. Reverse transfer update – see handout on FAQs
10. SSC Updates – probation workshops and spring outreach - Renalds and Osborne
11. Other announcements –
      Contacts Sara Melton – smeltons@utk.edu and Kendra Slayton kslayton@vols.utk.edu
   b. New process for student accommodation letter requests (ODS) – see copy of email attached

Upcoming Meetings:
Advising Committee (3:30 BCC 102-104): 2/10/15 CANCELLED
3/10/15
4/7/15 CANCELLED

TennACADA - http://tennacada.utk.edu/programs-and-events/
3/25 uTrack Meets Transfer Students, 3-5 in HBB 440
4/27 TennACADA Awards Ceremony, 3-5, HBB Stokely Hospitality Suite 5th floor

CSRDE Webinars
316 Haslam Business Building 2:00-3:00 pm.
Dec. 10, 2014 - When Early is too Late: Even Earlier Intervention to Enhance Student Success and Retention
Jan. 14, 2015 - Naturalizing Analytics: Beginning to Engage the Entire Institution in Enrollment and Retention Analytics
Feb. 04, 2015 - Strategies for Retaining African American Males at Predominately White Institutions
Jun. 10, 2015 - High-Impact Educational Practices as Promoting Student Retention and Success
Aug. 12, 2015 - Got Major? Identifying Interests and Exploring with Intrusive Purpose Through the Exploration Plan
Sep. 09, 2015 - Improving Outcomes Through the 4 Ps of Student Retention Framework

Reverse Transfer FAQ

What is Reverse Transfer?
• Process that allows early transfer students to combine their four-year college credits with community college credits to receive an associate degree. Students must have attended a Tennessee community college and be enrolled in a participating Tennessee four-year institution.

How does Reverse Transfer work?
• Participating four-year institutions identify potential eligible students twice a year. Potential eligible students will receive an email inviting them to opt-in (consent) to the process by agreeing to share their two-year and four-year transcript information for a preliminary degree audit. An official degree audit will be run by their former two-year community college.

Who is eligible?
• Students who previously earned a minimum of 15 college credits towards an associate degree, and have earned a combined minimum of 60 college credits are eligible. These minimum credit thresholds are based on SACSCOC requirements. Learning support credits (developmental, remedial) are not considered; the credits must be college level credits.

Who is not eligible?
• Students who already have a two year degree and/or a four-year degree are not eligible to participate in Reverse Transfer.

Who awards the degree?
• The community college where the student earned the most credits and the students meets all requirements for the associate degree at that institution. If the student has earned the same number of credits at two or more community colleges, the institution the student attended most recently will be the one to conduct the official degree audit.
• The awarding of the degree remains at the discretion of and is subject to the degree requirements of the degree granting institution (your former two-year school).

How Often?
• The process will occur twice each academic year and degrees will be conferred in May and December. There will be no August degree awards.

Reverse Transfer Degrees
• The degree will be conferred by the community college based on that school’s degree requirements. The simulated degree audit will be run against the current Tennessee Transfer Pathway requirements (40 degree programs).

Can a native UT student participate in the Reverse Transfer Process?
• No. Reverse Transfer is currently defined as a degree award process for students who transfer to a four-year institution (and are classified as transfer students) from a community college prior to earning an associate degree.

Are students who participate in the Volunteer Bridge Program considered for Reverse Transfer?
• Yes. They come to UT after completing a year at the community college and are classified as “transfer” students upon admission to UT.

Will AP, IB, CLEP, or other forms of Prior Learning courses count toward the minimum 60 college credits?
• Yes—if the courses appear on the transcript and are college level, non-remedial courses and meet degree requirements.
• AP, IB, CLEP, and other forms of Prior Learning are not considered in the minimum 15 hour requirement when UTK determines potential eligible transfer students for Reverse Transfer. For UT Knoxville AP, CLEP, IB, and other forms of Prior Learning are applied to a student’s record as institutional credit(s).

Timeline for UT Knoxville
• UTK participated in the Reverse Transfer pilot project and partnered with Pellissippi State Community College.
• For Cycle 1, UTK will identify eligible transfer students (as defined above) from the following Tennessee community colleges: Cleveland State, Jackson State, Northeast State, Pellissippi State, Roane State, Southwest State, and Volunteer State.
• For Cycle 2, UTK will identify eligible transfer students (as defined above) from all Tennessee community colleges.
• May 12, 2015 = Two - Year Community College Graduation

Cycle 1 TN Two-Year Institutions:
• Cleveland State CC
• Jackson State CC
• Northeast State CC
• Pellissippi State CC
• Roane State CC
• Southwest Tennessee State CC
• Volunteer State CC

Cycle 1 TN Four-Year Institutions:
• East Tennessee State University
• Maryville College
• Middle Tennessee State University
• University of Tennessee Chattanooga
• University of Tennessee Knoxville
• University of Tennessee Martin

**Note: TN Reverse Transfer will be fully implemented and all public two and four-year institutions will be awarding degrees, December 2015**
Reverse Transfer Website:
• http://www.tntransferpathway.org/reverse-pathways/tennessee-reverse-transfer
• Helpful Information: http://www.tntransferpathway.org/reverse-pathways/registraradvisor-faq

ASSOCIATE DEANS GROUP

Associate Deans Meeting
October 13, 2014
Minutes

In Attendance: Sally McMillan (chair), Tammi Brown (for Lane Morris), Sherry Cummings, RJ Hinde, Catherine Luther, Gary Ramsey (for Mary Gunther), John Stier, Dixie Thompson, and Teresa Walked (for Rita Smith).

Absent: Mary Gunther, Lane Morris, Lisa Mullikin, Masood Parang, and Rita Smith.

Guests in attendance: Erik Bledsoe, Alison Connor and Michael Palenchar

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review and Approve Minutes
Thompson moved. Cummings second. Minutes approved.

Agenda Item 2: uTrack Data Overview - Connor
Connor explained that this is the first year in review for uTrack. This data includes first time freshmen who attended fulltime last fall 2013 and students who began in summer 2013 as well.
• As a review, students are admitted directly to their major and then have to reach milestones to stay in their major. If they are off track for two consecutive semesters then they receive an email prompting them to change to a new major. Connor’s office also conducts reassessments at the start of each fall and spring semester to give the students who had an opportunity to get back on track to set them as back on track. Any change of major automatically sets the status as to be evaluated and majors can be changed at any time.
• A lot of the milestones are pretty general. Some are very specific and require a student to complete the course with a grade of C or better. There are also GPA requirements. Hinde asked that if the milestone does not say with a grade C or better than can it be a C- or better. Connor explained that her office looked at what the degree audit requires and if it was required by the degree audit than the milestone was listed as a C or better.
Connor shared that the list of students with the last tracking term attended shows 7 students not returning from the summer 2013 cohort for the fall 2013 semester. The chart on slide 5 shows that Connor’s office has tracked 9001 students total. There are some students that come and go and some are on study abroad. These students are not tracked that semester, but once they return to campus their tracking resumes.

Connor explained that spring 2014 was the first opportunity that her office was able to run a reassessment. Because it was only fall to spring there were only 3 students placed back on track. Most of those were students who had taken AP exams and had forgotten to turn in their scores. For the spring end of term assessment we finished with 739 students who were off-track (this is a combined number of off track one and two). When Connor’s office ran the reassessment from this last fall there were 62 students back on track. They attended summer school and either repeated the course they needed a C or better in or they got their GPA above the required threshold. For the predictive assessment, we had 8,381 students that were run through the assessment and fewer than 10% of those students are predicted to be off-track in some capacity.

Connor shared that for last spring end-of-term the advising community is most concerned for the students the off-track 2 students. These are the students who if they remain in their major and finish off-track for a third consecutive term will have a hold on their record so that they cannot register or make any registration adjustments until they meet with an advisor. There were 241 total students who were off-track 2 by the end of spring. Some of the reasons why the students were off-track were due to GPA, missed requirements for specific courses (for science courses some of the students did not test into the math that they would need), etc. There were over 1,000 reasons and this may be due to students being off-track for multiple milestones. Palenchar asked if a student misses something like a first year seminar how are they ever going to make that up. Connor explained that generally the only tracking program that requires a first year seminar is the university exploratory program and most of the students who miss the first year studies course is because they have been put into exploratory after they started in another major. Once these students get back into a major it will not be held against them anymore. McMillan shared that this issue was discussed at the UG Planning meeting and Parker had explained that advisors liked this process because it was an incentive for students to get out of exploratory and back into a major. Sier explained that many of the majors in CASNR have a first year study requirement.

Connor explained that slide 9 illustrates that some students can be on-track, but can be academically dismissed or on probation because their milestones may not be GPA based whereas dismissal is. This slide shows which students are on-track and their standing and then the off-track one and two students and their standing. Out of the 241 students who were off track 2 at the end of spring 100 were dismissed. We also had additional students how did not return.

Connor shared that her office makes a note on the uTrack table every time there is a student who changes their major. This makes it easier for her office to go into the data for major changes. Of the uTrack students (9,001) 2,044 have changed their major at least once. Every week day evening, Connor’s office runs an update process that checks for major changes and updates the tables. There are between 15-35 changes every day.

Connor explained that the fall predictive assessment (slide 11) was run in mid to late September. Of those students who we were worried about (off-track final) we had 56 who are still enrolled fulltime. Twenty of those students were predicted on-track if they successfully complete all of their milestones this semester they will be back on-track and remain in their major. Thirty six of the fifty six were still predicted off-track final. The advising community knows who these students are so as they come in for advising for the spring they can have conversations about either changing a major immediately or trying to figure out a way to accommodate the student’s needs for progression into another major. Three of these students have already changed their major since this predictive assessment was run.

The final slides concern how her office is going to incorporate transfer students into the uTrack system for next year. The new transfer students who begin in summer and fall of 2015 will be incorporated into the uTrack system. The way that Connor’s office has developed the process is to try to be as flexible as possible in acknowledging the students’ needs concerning how many hours they still have left. When a student is admitted (starting around January) a process will be run that adds that new transfer student into uTrack, but it will set a stand in tracking number. They will not be responsible for a specific set of milestones yet. This will allow advisors to evaluate the student’s uTrack report and look at the courses they have completed so far and how far they think the student has made it into uTrack. For instance, a student may be on-track for term 1, 2, and 3 and then set in term 4 because that is the new major course that they will begin in. This gives the advisors the opportunity to work with the student on setting milestones. Connor’s office has also determined that they will set the 1st semester as a stand in tracking term. This will help if a student has a petition that they will need to submit and finalize and will give a little more time to assess what these students truly need as milestones. As soon as a student is set with a tracking process number they will be tracked just like any other student in uTrack.

Connor asked if the Associate Deans had any particular information that they would like to see from the uTrack system that Connor’s office could provide. Luther asked how many students are being reset. Connor explained that so far 10 students have been reset. Bledsoe asked, for the subset of students that are showing as on-track to graduate, but are on academic probation, should it be that there is a minimum GPA that is across the board. It seems that we are sending contradictory messages by saying they are on-track to graduate, but you may flunk out first. Connor explained that messaging wise they do not email any uTrack information to students who are dismissed. As far as what the milestones are, each program determines what milestones fit. The student may have been on-track with A’s in the Math courses, but not passing anything else.

McMillan asked at what point the milestones should be re-evaluated. Issues like this one suggest that the GPA may need to be a universal milestone. Also, if you go back and look at the college data are we really achieving what we want to achieve? Are we being too lenient in some majors and in others not being too harsh? For many, uTrack is replacing the old progression requirements. Are we seeing the kinds of students we want to stay in our majors and are we keeping students in majors longer than they should be if they are not prepared? These are the conversations we want to start to think about having and not necessarily a version 2.0 of milestones unless there is a reason to consider it. Luther explained that this is a conversation that she has been having with Bradley because basically of the CCI majors are watering down their milestones, Bradley is concerned with the foreign language milestone in particular. The goal is to try to get our students graduated in 4 to 5 years and if we are watering down milestones are we really achieving that goal? Luther
explained that they do not want the students to show off-track twice and select another major because of this, but then again they want to make sure that the milestones are substantive.

- Ramsey explained that the College of Nursing did have a GPA requirement of 3.2 and they will dismiss students after their first semester if they cannot mathematically achieve a 3.2 overall by the end of those first two years. There are not a lot dismissed after semester one, but there some dismissed after semester two. The goal is for these students to change majors as soon as possible in order to get into something else. McMillan pointed out that this is exactly what we do want to happen with the uTrack process.

- Luther explained that some of the issues are beyond our control the foreign language requirement often holds the CCI students up from graduating and the problem is that the courses are not there. If the course is not there (not enough seats) then we have to change our milestones because it hurts our students. Hinde shared that if CCI takes foreign language requirements out of their students’ milestones then he will not be able to see that more seats are needed to accommodate these students. McMillan pointed out that this is a philosophical question. Do communications students really need the foreign language requirement in their third semester? They really need to just have this done before they graduate. In terms of managing seats it might be better for the communication students to take it later. Luther explained that by holding off the milestone students often have to take their foreign language at Pellissippi.

- Thompson asked if we could use our predictive software could be used to give deal with this issue. McMillan shared that in theory yes we should be able to do this, but the predictive software is proving to not work. Maybe there is a middle step here. We have the showcases and we have the milestones and right now we have some colleges who have hardly anyone off-track. For instance, Engineering requires taking one general education class which is meaningless from a predictive standpoint and meaningless for those students to know whether or not they are on track for their engineering major. Engineering might need to consider whether their milestones are in their students’ best interest to help them to succeed in engineering.

- McMillan asked for the Associate Deans to think about whether or not we need to make changes to the milestones so we are guiding students in the right direction. We also need to think about a middle level set of course lists that we can think about for enrollment management.

- Connor shared that if the Associate Deans would find it helpful, her office can add a note letting students know that students must complete their foreign language by a certain time, but not make it a milestone. Connor’s office can provide information and nudge students in this way without making it a milestone.

**Agenda Item 3: Goals of the UG Council for the coming year – Palenchar**

Palenchar shared that there are a lot of issues on the plate for the UG Counsel this year.

- They will be working to push Service-Learning through by fall 2015 and working on the Service-Learning designation.

- There are also the changes going on with undergraduate curriculum. Palenchar pointed out that the curriculum submission guideline on-line was changed a couple of weeks ago. The new guideline provides more concrete examples of how to address the changes related to assessment of programs and outcomes and how to put that in your curriculum proposals. This is a beta year for this. The core thing is getting the curriculum language right.

- The Honors program is working through the details and will be meeting with all of the different units that they have a direct impact on. They are looking to present their proposal at the November meeting.

- The UG Council is also working on the White House initiatives.

- QEP will also be coming through and the UG Counsel will be discussing what those changes are going to be. Hinde asked what will happen to Ready for the World. McMillan confirmed that Ready for the World will continue to exist and it continues to be a set of priorities that are important to the university. The Ready for the World fund will remain in place. Palenchar pointed out that the new QEP is Experiential Learning which advocates the Ready for the World goals.

**Agenda Item 4: Enrollment Projections – McMillan**

1. **Enrollment and Scholarships**

   - McMillan explained that we are looking at potential enrollment growth. The context is that undergraduate tuition has become our biggest source of revenue. That being the case it becomes imperative to look at the potential for increasing revenue by increasing our undergraduate student population.

   - It is also important to note that we have done comparative benchmarking and we are smaller than most of our Top 25 peers. Also, many of our Top 25 peers are either land-grant or flagship schools. Very few are both. We do not have a strong in-state competitor, but this also underscores that our size is too small for the number of people that we have in the state. When looking at our in-state competition, we are actually losing more students to UT Chattanooga. One of our challenges is that we are surrounded by 9 states and some of them are very aggressively pursuing our students.

   - Our admission data shows that there is some potential in growth for our out of state students. Compared to our peers we have a much lower out of state population. For Alabama 60% of their students are out of state and some are coming from Tennessee. We are looking to reverse this trend and have hired admissions counselors who will be looking outside of the state (Atlanta, Charlotte, D.C., Chicago, etc.). The choices about where to put these counselors is based on where we are receiving applications from.

   - Cummings asked what schools like Alabama were doing in terms of their out of state tuition. McMillan explained that we have not been as competitive as we need to be. Alabama’s strategy is that they are offering full tuition remission to the best and the brightest out of state, as well as, pulling in students who are full pay. We are not going to be able to compete with Alabama on this and we are actually more concerned with keeping our own brightest and best. We do want to get more out of state students to help with diversity.

   - There is also some concern that we will be taking seats away from TN students, but this is why we need to grow overall so we can keep the same number of seats for TN students.

   - For scholarships, our inflation adjusted appropriation has dropped since 2008. There is a higher cost of attendance for students as a result tuition has gone up.
McMillan shared that we have also done studies on students who leave. For temporary leavers who want to come back and finish their degrees here we need to make sure we are giving them the right financial support. McMillan explained that on slide 5 the numbers highlighted in yellow are our highest yield categories. This is where our need based scholarships are and we will continue to have scholarships for those students whose adjusted gross family income is extremely low. On the lower end of the chart you are seeing students with the least amount of ability to pay and you can see we are yielding well in many of those categories. Our need based scholarships are working well. We will be making changes to our merit based scholarships both in state and out of state. The previous model was difficult to communicate about which makes it difficult to recruit. With this new model we can have a much more meaningful conversation with these high ability students. Currently we are losing a lot of high ability students to out of state schools.

McMillan explained that in order to go forward with this model we will really need help from the colleges because this does not come without cost. As the students’ progress the cost of this model gets larger and these are good students who will most likely keep their scholarships. We will need a way to coordinate with the colleges so that we can use endowment money to help offset this institutional commitment. Right now we do not have the tools to make that happen, but we are in the process of investing in the tools to make this happen. The hope is for the colleges when they award a scholarship to a student the money will not be given on top of what the institution has given, but in place of what the institution has given. We need to think about how we communicate so that students understand when they get that prestige scholarships it is great for them and they still have the full level scholarship but they are not getting extra money.

Stier explained that CASNR is already doing this and taking in to account what the university is already giving students in order to spread the wealth. They receive the data from the university scholarship committee the end of February or early March and CASNR has a committee that works for six weeks and puts every student’s application into a matrix and look at all of the criteria for scholarships and they try to match every student possible to a scholarship.

McMillan explained that part of what we are trying to do is get that information to the colleges earlier. We are currently looking at a tool called Academic Works that will help to identify which students are eligible for particular scholarships. We need to be more careful about how we are spending our scholarship dollars and stacking scholarships. This is not to say we will not stack scholarships in order to be more competitive in getting the best and the brightest, but we need to be more conscious of how we our spending our dollars.

2. Fall 2015 Enrollment Scenarios
   - McMillan shared that the Chancellor has not set a goal for what our long term goal will be for enrollment. The goal for this year is 21,500 and the goal for next year is 22,000 for undergraduate students. We ran three different projection models and came up with the same number of needing 6,000 new students next fall.
   - Currently the Admissions Office is moving toward scenario three.
   - This year we did not see a wide distribution among the colleges. We saw an increase in business, engineering, and kinesiology.

3. New Students by College 2012-2014
   - McMillan explained that this chart is the background numbers where the three scenarios came from.

Agenda Item 5: Discussion of information sharing and collection of syllabi – McMillan
Bledsoe explained that after the syllabi database was built in its current beta format a message was sent out through Volstarter to students letting them know it existed.

- Hinde asked if OIT would be able to tell us if students were using the database. Bledsoe confirmed that they should be tracking that.
- McMillan reminded the Associate Deans that the beta test will include the upper division undergraduate courses. Hinde confirmed that there was 90% compliance for the beta test in Arts & Sciences and only one department did not run in there syllabi.
- McMillan pointed out that students really want this. OIT explained that for a test this system will work, but moving forward we will need a different process. The Associate Deans confirmed that the sharing and collection of syllabi is a good idea and we should move forward. This will help greatly with collecting syllabi for SACS purposes. Hinde shared that these are all historical syllabi from last year. A student can search by course and instructor.
- The consensus of the group is to continue to explore the idea of how to expand the syllabi repository. Hinde pointed out that it is important for the Undergraduate Council to understand what got us to this point.

Action Item:
- Bledsoe will check with OIT on student usage of the database and report back to the Associate Deans.
- McMillan will begin speak with OIT about a more broad version of the syllabi database.

Agenda Item 6: Transfer pathways – McMillan
McMillan explained that for those with existing pathways there will phone call meetings and others will have meetings on Nashville.

Dr. High is aware that there will be advisors coming to the meetings.
Absent: Masood Parang

Guests in attendance: George Drinnon

Notes taken by and in attendance: Cora Ripley

**Agenda Item 1: Review and Approve Minutes**

**Agenda Item 2: Transfers**

- **Update on MOU – McMillan**
  
  McMillan Explained that we are still in the process of getting the MOU approved. There have not been any major changes. One of the main changes is that we will have competitive majors that will require a review of the student’s portfolio.
  
  - Recommended changes in language of MOU:
    
    i. Nursing: “Students with an associate degree in nursing who also hold certification licensure as a Registered Nurse (R.N.) have the option to be admitted directly into the online R.N. to B.S.N. program.”
    
    ii. Hinde: what about a student who comes here on a pathway to one major and then decides to switch majors when they get here? For example the pathway for English prepares a student for English and not History. What if this student then decides to become a history major? The whole point of uTrack is that there are no requirements to be in a major like history, you are in until you prove yourself out. Luther pointed out that it is the responsibility of the students to do additional coursework if they are changing their major. The student who changes their major needs to know that they may not graduate from UT in two years and they may need to do something like take summer school courses. We need to make sure that the student knows it is okay to switch their major, but doing so may create extra work.

- **Statewide Review of Old Transfer Pathways and New Transfer Pathways – Hinde**
  
  Hinde shared that Arts & Sciences has around 15 to 20 pathways that they are participating in. There is something due on Friday, November 21st to TBR for the pathways that already exist. Hinde has heard from faculty that they are aware that something is due to TBR, but they have not heard from TBR what it is that is due. There is general confusion and a lack of communication from TBR. One problem is that TBR has not kept the college offices in the loop. The process is unclear and not working.

  - McMillan asked how the sessions were going for the new pathways being held in Nashville. Hinde explained that the geology, anthropology and philosophy meetings went okay. Thompson has not heard back from anyone on the meetings for CEHHS. Drinnon explained that they had a couple of new programs and followed the Accounting pathway as a framework. The sessions were ran by someone from TBR and focused on the notion that a student at community college cannot take over 60 hours. We need to make sure that the four year schools have a voice in this process.

**Action Items:**

- McMillan will go back to earlier versions of the MOU to look at the language that provided clarification to this issue.

**Agenda Item 3: Haslam College of Business Updates**

- **Entrepreneurship Minor - Morris**

- **Business Online Summer Sessions Program - Morris**

- **BA 202: Money Matters (a financial literacy course) – Morris**

Lane shared that the entrepreneurial minor has gone through all of the curriculum requirements and will go through the faculty senate. The Haslam Business College is in the process of trying to pull their business minor on-line. For summer of 2015 they are intending to have Management 201, Econ 201, and Stats 201 on-line. Over the next 2-3 summers the goal is to have all 7 courses offered in an on-line format. BA 202 has changed the title of the course from financial literacy to money matter and will roll-out this spring.

**Agenda Item 4: Retention and Graduation Data – McMillan**

McMillan shared that the data in this report was prepared by OIRA to help us to continue to think about our retention and graduation challenges.

- The basic trend of male versus female students continues to persist. This is troubling that we are not closing this gap despite the attention that we have been giving to this issue.

- In-state students are retaining better than out-of-state students and this is troubling particularly when we are making an intentional effort to recruit more out-of-state students. We are not sure at this point if this has anything to do with finances, but we do know that out-of-state students are not receiving the HOPE scholarship and up until now we have not had very generous out-of-state merit packages.

- In terms of race/ethnicity, African Americans are retaining better. The Hispanic population is growing and is expected to continue to grow in the east Tennessee region.

- The non-residential alien numbers look somewhat suspect. We probably did not spike that much in 2011 and then go down that far in 2012.

**Agenda Item 5: Syllabus Database – McMillan**

McMillan shared that this item is the follow-up from Bledsoe concerning usage of the syllabus database. McMillan has been looking into technology options to improve the syllabi database. It is unclear how useful the current database is to students. This is a
potentially valuable tool. There are 3 options moving forward: to not change anything and just update, or add more courses from more colleges, or the third option that we could think about something better than the current format.

- McMillan explained that she will ask students if the current database has any use as it is right now. If other colleges would like to participate they are free to do so.

**Agenda Item 6: Room Scheduling – McMillan**

McMillan shared that there was a taskforce that met last spring and summer to review space on campus.

- There were several recommendations and one was that we go to a common scheduling system for all classrooms and event spaces on campus. Ad Astra was suggested to use as a tool to schedule space. Hardy will be chairing the taskforce for implementing Ad Astra on campus. We have had 2 systems on campus that have been the primary systems for scheduling including Ad Astra and EMS. We will start transitioning those using EMS right away.
- Luther asked if rooms that colleges are in charge of will be protected. McMillan explained that there will need to be policies in place. The intention is in the classroom space the distinction between Registrar controlled and non-Registrar controlled will go away, but with the understanding that there will have to be some policies around this. For instance chemistry labs will be open for chemistry classes, but not just any student group that wants to meet there.
- There will also be a policy committee. We do not have many large seminar style classrooms so we end up having a large cascading effect and inefficient use of space. We know that there are many spaces all over campus that would be ideal for graduate seminars but are used for meeting spaces. The issue is how do we set priority for that? We can do a better job of scheduling our classes and at the same time recognize that there are meetings that need to be scheduled.
- There will be a third taskforce that will at providing both facilities and technology support as appropriate. For those who have used UC rooms they provide technology and security on a non-regular facilities schedule. We need to make sure we have the appropriate support. This is a work in progress at this time.

**Undergraduate Associate Deans Meeting**

December 17th, 2014

Minutes

*In Attendance*: Sally McMillan (chair), Caula Beyl (for John Stier), RJ Hinde, Catherine Luther, Lane Morris, Lisa Mullikin, Dixie Thompson, and Teresa Walker.

*Absent*: Sherry Cummings, Mary Gunther, and John Stier.

*Guests in attendance*: Denise Gardner, Annazette Houston, David Ndiaye, and Jacob Rudolph

*Notes taken by and in attendance*: Cora Ripley

**Agenda Item 2: Review and approve minutes**

Motion by Thompson. Second by Mullikin. Minutes approved.

**Agenda Item 2: Incoming Students Communications Taskforce Report – Rudolph**

Rudolph shared led a small taskforce in May of 2014 that was charged to look into incoming first year student communications.

- The problem concerning outgoing communications with incoming students became evident during the last recruitment cycle. There was an overabundance of communications going to first year incoming students and also an issue of the wrong information coming at the wrong time. There were also duplicated messages going out to students and sometimes one communication would share information one way and another communication would share it in another way causing confusion for the students. The amount of communication was overwhelming for these students.
- Rudolph shared that what we are seeing now is students applying to multiple schools and if they are smart they are being accepted to all or many of the schools they apply to. A lot of students in today’s climate are confirming their attendance and paying enrollment deposits at these schools. Sometimes students are attending summer orientations at more than one institution and some students are even attending the first day of classes and keeping one institution on the string with the fallback mentality that they can change their mind. The climate now is one that we are recruiting students through the 14th day until they are officially our student.
- Rudolph explained that larger institutions like UT are facing the same problems concerning communications to the incoming students. We have many administrative tasks that our students need to complete before they come to the university. They have a lot of academic tasks with first year programs.
- The taskforce looked at the landscape and tried to define some of the communication problems and then made a set of 9 recommendations of improvements. They began with an audit of the communications going out from offices across campus. They found that there were 50 campus units that were communicating with the students between the time that we are first recruiting them and when they arrive on campus. The taskforce also found that students login to 13 systems between the time that they are recruited and come to campus. Most of these systems use Net ID and password, but as it is exists right now each system has a unique place that the student needs to go to login.
- Rudolph explained that the taskforce came up with 9 recommendations on how to move forward with communications to incoming students. Many of the recommendations focused on how to centrally coordinate some efforts in a way that does not take away from communication needs across campus, but does help to streamline the effort.
- McMillan shared that one topic discussed with the taskforce was the possibility of using MyUTK as the place where we drive students. Instead of getting a postcard that lists the 10 things to do before orientation give them one thing to do and login in to MyUTK and then they can see a list of the ten things they need to do. We need to make it easier for students to see what they need to do all in one place.
• Hinde explained that one concern is that a department might want to reach out to a student after they have confirmed their major to discuss course offerings or an advisor may want to reach out to a student because their schedule has changed. Who would be in charge of these communications? Would these messages go to New Student and Family Programs who would then decide when these communications could be released? Rudolph explained that this issue would need to be a part of the coordination effort suggested in the recommendations of the taskforce. The suggestion is to have 3 units who have a good holistic view of the process and they would serve as the coordinating units. These units include the Office of Undergraduate Admissions, New Student and Family programs, and then the Office of First Year Studies. If we could work on a form of a standardized timeline for communications that allows for some flexibility from college to college we could figure out the best times for certain communications.

• Rudolph shared that we have a culture around pulling lists for student communications that we will need to consider changing. The current process is that a student confirms with an academic unit and then the academic unit requests a list from Banner which then becomes the list they continue to use. We end up with a shadow list because every time we use the old list with an updated list we are not taking students off of the list that should not be receiving the communication. If we can set up a system that the colleges will send in a request and that request will be logged and there should be a new request each time to keep the list up to date. This would not include one-off situations where an advisor would need to contact a student. Hinde asked that since students do go on and off lists how does a department reach out to all perspective freshmen and make sure that they are able to get new lists to send out communications again at a later date. Can they receive a list that gives them the students that were not on the first list so they are not sending duplicate messages, but are also reaching all of their perspective students? Rudolph explained that he could see this as a process to help standardize communications from departments. We need to start using Banner as the main source for data on student records.

**Agenda Item 3: New Process for Faculty Accommodation Letters – Houston & Ndiaye**

Houston shared that the Office of Disability Services has been working on accessing their processes and looking at how the office was communicating with students.

• Houston explained that the students were speaking with the Office of Disability Services around 3-4 times before they came in to fill out an intake form. This process will be changed in the spring and the first thing a student will do is set up an intake appointment. This will change how everything is done in the Office of Disability Services. We used to have a manual system to sign up for testing accommodations where a student would have to fill out a 3 part form that they would bring to their faculty member who would then approve the request. During the fall semester this process was changed to an online format and 80 % of the faculty that used it liked the new process.

• Now both the testing and requesting accommodations will change to an online format. The current process required the student to take their accommodation letter to a faculty member. This letter was a very general letter that did not describe which course the student was taking and just lets the faculty member know that this is a student with a disability and here are the accommodations. The new process will allow the students to request faculty accommodation letters online which will then send an automatic notification to the faculty member to review the accommodation and it is specific to the course.

• Houston explained that one concern is that the Office of Disability Services will be moving to this process on January 1st so there will be two versions of the faculty accommodation letter. The version that the faculty member receives will depend on when the student sent their request. By next fall 2015 this will no longer be an issue.

• Ndiaye shared an example of what the automatic email a faculty member will receive looks like (please see slide 4). The faculty member will have to click on the link in the email and will login on to the system that syncs to Banner. The faculty member should still be suggested to meet with the student to discuss the accommodations and needs especially concerning timing.

• Houston explained that the current system allows anyone at the university to logon and request and accommodation. The new system will make it so students will have to be admitted students who are in Banner.

• Luther asked if the student will be notified that the faculty member has reviewed the accommodation letter. Houston confirmed that the student will be notified and the student has control over which faculty member gets the request. Luther asked if the system could resend the message if it is not confirmed. Ndiaye explained that he would ask the developer if this option could be added.

• Hinde asked what the next step in the process is for a student who requests additional time to take a test. Houston explained that it is up to the student to decide whether to take the test in class if they can work out scheduling with the faculty member or there is a testing center in the Office of Disability Services that can provide that student extra time in a proctored environment. If a student wants to request testing in the Office of Disability Services they are responsible to go online and request that specific exam and if they want a faculty member to provide the accommodation it is up to the student to communicate with the faculty member. Students are required to give 5 days of notification.

• Houston and Ndiaye asked what would be the best method to inform faculty of the change to the process. Thompson explained that if the message could be sent out through the DDDH list serve as a request to faculty usually this will prompt department heads to pass along the information. Also, if the message could come out in time for people to get it on their list of things to discuss earlier than January 5th and 6th because those days will be used for department meetings.

• Morris asked if there is a standard procedure concerning accommodations for courses that use pop quizzes as a way to check roll. Houston explained that the Office of the Disability Services works with faculty on this issue to discuss what works best in their classroom. There was one course that gave the pop quiz and then gave a break in between starting class and this worked for the student. It is best for the faculty member to contact the office to see what will work best.

• Houston shared that there are ADA laws and legislation that impact the classroom and faculty need to keep these in mind. (Please see slide 5) Hinde asked if there was a handbook for faculty concerning laws and legislation related to accessibility. Houston shared that as an institution we were providing accessibility on a case by case basis, but now we will be developing a strategy to address the issue of accessibility on the front end as an institution. This is a work in progress and the tools are being worked on.

**Agenda Item 4: New OIRA Online FactBook Enrollment Report and Academic Unit Statistics – Gardner**
Gardner explained that she has received good feedback on a couple of potential slight changes to the online factbook report including drill ability by level and some cosmetic changes. The update to the academic unit statistics which added all of the real majors and concentrations.

- Hinde shared that a lot of students used to come in as English interest majors. Now very few to no students come in as English interest majors so this looked as though there was a sharp drop in enrollment which was not the case if you take out the English interest majors. The question is what to do with these students they are not English majors, but they are not any other kind of major. This is possibly a short term problem now that we have uTrack the only interest students that we will have will be those who are dismissed and then let back in.
- Luther shared that whatever is done has to be comparable across the different majors. If another unit across campus is defining something totally different this could create a problem.
- Beyl asked if there was any consideration to adding a year to year retention number for enrollment within a college. This might give us a rough snapshot. There are a lot of issues with tying a student to a major and tracking the first year retention versus the retention to graduation. It would be helpful to track students by college to see who is retained from one semester to the next. There is also the issue that some faculty members teach courses in other colleges and the credit production hours are generated by that faculty member. Gardner explained that a college could ask for a report from Banner on these courses.

**Agenda Item 5: Customized Success Plans – McMillan**

McMillan asked for the Associate Deans to review the PowerPoint and provide any feedback they may have. This will be discussed broadly with the advising community, student success, and student life.

**Agenda Item 6: SIF Funding Update: McMillan**

McMillan explained that this is the year that we will be combining the SIF fund with the general education fund and everyone will be held harmless and expect to receive the amount they received last year from those two sources. If a college is experiencing dramatic growth and need additional money please let McMillan know.

- McMillan shared that some of the money that used to be general education money has already been transferred to the colleges. This is an accounting issue with running deficits. The hope is to not have colleges run deficits all year and to not have the issue of not needing funds and having to return them. We will have a reporting of actuals that will occur sometime during January and February. Harmon with the Office of the Provost will be contacting the Associate Deans with instructions on how to fill out the spreadsheet.
- McMillan explained that we should think of the SIF fund as a pot of money that is designed to help us ensure that we are offering the courses that students need, but to also realize that everything that we pay for with SIF is money that is not available for anything else. Arts & Sciences has a central instructional pool where they pull back vacant lines and use the money to fund instruction. If a college has something similar to what Arts & Sciences has please do not sit on that money and go to SIF because SIF is coming from tuition.

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### UNDERGRADUATE PLANNING TEAM

**UG Planning Team**

**Minutes**

October 13, 2014

*In Attendance:* Sally McMillan (chair), Betsy Adams, Richard Bayer, Erik Bledsoe, Ruth Darling, Denis Gardner, Jonee Lindstrom, Mark Moon, Missy Parker (on behalf of RJ Hinde) and Melissa Shivers

*Not in attendance:* RJ Hinde

*Notes taken by and in attendance:* Cora Ripley

**Agenda Item 1: Review minutes from last meeting**

Motion by Bayer to approve the minutes. Second by Shivers. Minutes approved.

**Agenda Item 2: uTrack Data Overview - Connor**

Connor shared the most recent updates with uTrack.

- Students are generally admitted to their major of choice, with the exception of a few selective majors like engineering and architecture, and the students have to meet their milestones in the major. The milestones were set through the regular curricular process. Students who are off track for more than 2 consecutive semesters are prompted to change their major. A college can choose to retain a student if they feel that the student will be able to make it in their third term, but after their third term (off-track final) they have a hold placed on their record and they have to change their major.
- Reassessments are conducted at the beginning of fall and spring. Fall is the most important reassessment semester because it allows for students to attend summer sessions and get back on track. Any change of major automatically sets the uTrack status as ‘to be evaluated.’ Students can change their major at any time. McMillan asked if this creates any difficulties for the high demand majors. Connor explained that she did not believe this was creating difficulties because the changing of majors is happening the same way that it always has. Darling pointed out that the colleges want to be able to track these students immediately.
- Parker explained that the College of Engineering still requires students to meet their criteria before they are admitted into the program. Engineering does not see the exploratory path the same way as other colleges do. They see it as an incoming category for students who are fully qualified to be in their major, but are not sure which major they want to be in and they try to get this issue resolved at orientation. They do have engineering interest, which is advised out of Parker’s office and this does not have any milestones set. Parker shared that there should be a clearer path in to these more selective colleges. McMillan pointed out that we have changed the admissions process and students can no longer come
Agenda Item 3: Top 25 Refresh – McMillan

McMillan shared that we are in the process of thinking about the next steps with strategic planning. Vol Vision was a five year plan and we are now in year four. The goal is to think about the current situation and what changes we need to make.

- The bottom line is it is still good news in terms of our incoming freshmen class, but there are a few areas of concerning. Student quality is flat and there’s a ceiling quality going on that is alright as long as it does not start to dip. The decline in selectivity is a little concerning particularly when we are expecting another year with a large enrollment goal.
  
- In terms of our progress for the retention gap we are about midway to our target. It is great to see this number go up this year. With this year’s large entering class and a decline in selectivity it is hard to say whether we will continue to see this number go up.
• We are past the mid-point with our six-year graduation rate. Once we can get students retained we do a better job of graduating them. Even though we have not seen a big jump in our retention numbers we have seen a steady climb in our graduation rate.
• Shivers asked what the right mix of students will be as we continue to increase our enrollment goals. McMillan explained that we have not set goals yet other than the average ACT and GPA. We are going to have to start going deeper into those numbers as we move forward. Gardner shared that we are still waiting for the decision from the cabinet on how to report race and ethnicity and whether we report international students as a separate category. If that is the case we will go back and fix the trends.
• Shivers explained that she is curious about the total mix of entering freshmen and would like to know what is the lowest we are willing to go with ACT and GPA. Bayer explained that it all depends on the pool. If we have 20,000 applications then we should be in good shape, but if we have 15,000 we may not be. Moon pointed out that the outcome is not only a function of what we do once we get students here, but also what students are when they get here. If we pick a few of those Top 25 schools how does our mix differ from theirs? McMillan explained that we are admitting a riskier class. It may be that the average is the same. We are still in range of the Top 25, but that is just ACT and if you look at the other risk factors such as Pell eligibility and first generation we are entering a riskier class when compared. It is a question of balancing access and success.
• Adams asked if we know what our retention rate needs to be to maintain our graduation rate if we increase the enrollment goal to 7,700. If our retention rate is at 87% can we get to the 77% graduation rate? Bayer explained that we lose our biggest number of students in the first year (10%) and based on this 77% is possible. If we can get to 90% retention we will have an 80% graduation rate.
• McMillan shared some of the key findings from the retention study. We need to think about how we are going to use this data. Bayer asked if we need to start looking at the model that predicts GPA. A good number of other institutions look at the predictive GPA and we are only looking at the retention rate. We would also need to look at GPA by residency.
• McMillan explained that in terms of in-state and out-of-state recruiting, we are going to have to be very intentional about retention and graduation since the Chancellor has decided that we need to start increasing our out-of-state recruiting. Our out-of-state population is not as well prepared and we need to make sure we are recruiting quality out-of-state students. Bledsoe said that if the big jump in graduation rate from fall 2011 and fall 2012 because the in-state is so small. Gardner explained that the cohort number was lower.
• Bayer explained that a cross-admit school refers to students who, for instance, are admitted to both Georgia and UT and then decides to go to Georgia. We are near the bottom in terms of our retention rate compared to Top 25 and Southeast regional schools. The only school that we are outperforming in six-year graduation rates is Alabama.
• McMillan shared that early intervention (first 35 days) is becoming more important at peer institutions. Mississippi State did a study that if a student misses more than 5 classes in the first 35 days their retention rate drops to 18%. They also require that freshmen swipe their cards for every class.

Agenda Item 4: Pending, recurring, and completed action items spreadsheet
Not discussed.

UG Planning Team
Minutes
November 10, 2014

In Attendance: Sally McMillan (chair), Betsy Adams, Richard Bayer, Ruth Darling, Denise Gardner, Jonee Lindstrom, Mark Moon, RJ Hinde, Melissa Shivers, and Leigh Shoemaker (for Erik Bledsoe).

Not in attendance: Erik Bledsoe

Guests in attendance: Jason Mastrogiovanni

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review minutes from last meeting
Motion by Bayer to approve the minutes. Second by Gardner. Minutes approved.

Agenda Item 2: The Risk Indices and the Murky Middle – Mastrogiovanni
Mastrogiovanni explained that McMillan charged the First Year Success Consortium to start looking at our first year population and applying the risk indices to better understand this population.

• After talking to Gilpatric the consortium looked into involvement for these students and the outcomes. The group is also looking into intervention for these students. So far we have data on the first year seminars, honors programs, the Ignite program, UTLead, and the living learning communities.
• The first thing the consortium wanted to look into was how many students we are reaching and if there are any students that we are missing and apply the risk indices. Chart 2 shows the level of involvement and you can see that we are putting a lot of resources on the bottom and there are opportunities for students at the top, but there is a dip in the middle. The consortium is looking into what we are not doing for these students in the middle and the reasons for why they are not getting involved.
• Hinde pointed out that it appears that there is a substantial difference in retention between students who participate in one initiative and students who participate in more than one initiative. Do we have any understanding in terms of synergy among initiatives or are they taking a class and participating in a program like UTLead? Mastrogiovanni explained that we have some that are intentionally linked up, but some of these are students who are organically finding them on their own.
The next step is to go deeper into this data and look at the programs that are intentionally linked up versus the ones students are finding on their own. Darling shared that students who are on academic probation and attend the student success workshops in January and couple that with individual coaching sessions end up having a higher retention rate than those who only go to the workshop. Some of the individual programs are beginning to show the impact of the different kinds of interventions that are linked together.

- Shivers shared that Student Life is looking into the issue of over involvement for student leaders. The guess is that these students do not retain so well. They place so much emphasis and time on co-curricular activities and are not doing as well in the classroom. It is interesting to continue to look at how we talk about engagement in a way that students do not feel that they have to get overly involved and what might be some good data points to talk to students about. We need to look at both sides of involvement.

- Adams asked if we are using a lot of our resources for programs are we also building our programs up so that students know that they need these programs and will not be successful without them and are we addressing the students who need it. Shivers explained that there is very specific targeting for Ignite students and emails are sent to those students who are at the most risk inviting them to attend and letting them know that the fees are waived.

- Moon asked if Mastrogiovanni was looking into activities that students choose to get involved in that might reduce retention such as Greek life and intermural teams. Shivers shared that the data shows that Greek life has a positive effect on retention of female students.

**Agenda Item 3:** **Incoming Student Communications Task Force Report – McMillan**

Shoemaker shared that the origin of the taskforce was to look at some anecdotal reports of different communications going out to incoming students between the time that they show an interest in UT and are enrolled at UT. A lot of these communications are not centrally coordinated and are creating confusion and cross messaging for students. Based on observations of the communications, interviews held with parents and students, and surveys completed by parents and students the taskforce came to the conclusion detailed in the report.

- Shoemaker explained that the findings indicated that the number of communications going out to students is most likely too high even though even though parents and students were not reporting that they were receiving a certain number of materials they were in fact receiving more. Once information fatigue sets in and someone is getting inundated with too many messages than they are not going to see some of the messages that are important. If we have more direct coordinated and centralized communications then the important messages can be communicated more clearly. The taskforce has come up with several recommendations on ways to coordinate, consolidate, and do cross departmental collaborations on these messages. The biggest recommendation was to try to streamline information systems and data. We can do all of the other recommendations regarding coordination and setting up central offices to run these communications, but if we do not one database to collect all of this information than we will not get as far as we need to get.

- McMillan pointed out that one of the issues detailed in the report is the number of systems students have to touch to get the information they need. Could we make the process more streamlined from the student perspective? Reeves shared that having a single sign in through myUTK would be where we would need to try to direct everything. McMillan asked of it would be possible to create a myUTK for an incoming freshmen so that when they login for the first time to get their Vol Mail that the system could take them through the steps instead of sending them so many messages. Reeves shared that he thinks this would be possible to do this through myUTK except for the email system because it is cloud based.

- Shoemaker explained that another issue is making sure what we have communicated to students and how many times we have communicated with students. There is currently no way to track this information during a student’s lifecycle. Adams shared that housing and orientation have had issues in the past with reports from Admission Prose. A student may pay their fees, but there is a lag in the reporting and we contact the student. We need to be able to pull this information from and authoritative source so we are not contacting the wrong students.

- Mastrogiovanni pointed out that when we decide who should communicate and when we will need to have that list because during the June to August timeframe numbers are all over the place. Reeves explained that building a report on all the ways we have reached out to students can be done, but how do we manage this at that point. McMillan shared that there would have to be some sort of human intervention on the management level of this process. Darling pointed out that someone will need to be in charge of the coordination and for example having the admissions office manage this process and then decide when advising can send out messages and set priorities could be an issue. There has to be some authority that reviews the priority of what goes out and when. McMillan confirmed that we are going to need to have the colleges involved in the conversation.

- McMillan shared that parents will be the ones who are actually engaged in the admissions process and communications. Once we give a student their myUTK login we do not want the parents logging in for them. How do we make sure that the parents are getting the information they need? If we have a parent portal we could turn off that portal once the students register for courses. Adams pointed out that we could have a parent portal similar to myUTK and whatever a student gives their parents access to the parent can view. Those things that are not FERPA protected like key deadlines could be listed there. Reeves explained that we should not call this myUT yet. This would mean a net id and a password which has a lot more to it than a site that they login to with a Gmail address. A net id and password would give the parent access to information that they are not authorized to have access to. A parent portal with external authentication could work.

**Agenda Item 4:** **Top 25 Refresh – McMillan**

McMillan explained that thinking about what we know and what we have done so far to improve retention and graduation rates and then thinking about what we might need to do in the future when thinking about how to support all of this with communication and technology and looking at the big picture.

- Gardner pointed out that we still need to focus on the data analysis. Consolidating the data and working with various groups and getting all of the variables together and providing access to the data. Shivers asked that once we have access to the data how do we go about asking for funding for programs. For instance, the fee waivers for orientation and Ignite.
Undergraduate Council Minutes

January 27, 2015

We are seeing an increase in numbers for this program and when do we have the opportunity to demonstrate the success of the program? Which group does this need to be presented to? McMillan explained that part of the problem is that we are having to deal with diminishing resources.

- Mastrogiovanni shared that he would like to look at the intentional collaborations across the board and if we can be more proactive with saying to students you must choose one of these freshmen experiences. McMillan pointed out that we have struggled over the definition of first generation students and whether we want a program to address this population. We did not want a program, but through data analysis and what we are learning about these students are there ways to suggest what might be their individualized freshmen experience. We could even get to the point that we can suggest courses.

Agenda Item 5: The White House Initiatives – McMillan

a. Initiative
b. Summary

McMillan shared that the initiative for next year is that we are going to expand STEM because this is one thing that the White House wanted us to focus on. Item b summarizes what we did last year and is a 500 word report on what we actually did.

Agenda Item 4: Pending, recurring, and completed action items spreadsheet

Not discussed.

UG Planning Committee Meeting Minutes

December 1, 2014

In Attendance: Sally McMillan (chair), Betsy Adams, Richard Bayer, Erik Bledsoe, Ruth Darling, Denise Gardner, Jonee Lindstrom, Mark Moon, and Melissa Shivers

Not in attendance: RJ Hinde

Guests in attendance: Anton Reece.

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review minutes of last meeting


Agenda Item 2: Male Students and Sophomore Initiatives – Reece

Reece shared his Power Point presentation on the Male Students and Sophomore Initiatives.

- Both the Male Student Taskforce and the Sophomore Committee are comprised of members from a good cross section of representation from various offices across campus. Both groups found it important to gather and study the data on these student populations.

- Reece explained that 46 students attended the October 2013 Male Summit held at UT that was modeled after the national Male Summit. When looking at the gender data, retention wise male students tend to be below the female students. If you get ethnic specific you will note that African American females have a 90% retention rate, but African American males are at 83%. Overall Caucasian females are at an 86% retention rate and Caucasian males are at 83.68%. The first issue is the age old question that we grapple with is that with the limited person power that we have in the taskforce how do we reach the un-reachable. The second issue is how we go about assessing the needs. This is why we are shifting from a summit approach to actually taking the case to the students where they are.

- Some key feedback from the conferences was that males feel like high school was hunting deer and college is more like hunting the bear. Students from the Memphis area talked about the awareness about preparation and feeling duped by the lack of preparation they received in high school. Students of color also feel that there are fewer male role models of color in college than they had in high school.

- Reece explained that the keeping others out piece (in terms of social barriers) refers to the students feeling that they are lone wolves and were brought up in that survival mentality. The whole notion of socializing and engaging is very difficult to these male students. Darling shared that the whole social interaction is different for males and females. Males will get together in residence halls to play games and there is very little engagement because they are engaging with the games not each other and creating relationships. Where women get together and talk they are engaging and connecting.

- Reece shared that some male students are not seeking leadership roles in campus activities for a variety of reasons. When they do get involved it is more about resume building than engagement for these male students. As far as social organizations are concerned, many of the male students felt that time was an issue and being overly involved and not necessarily in academic groups. Many of the students talked about the recreational side of things and TRECS and how these are considered time consuming distraction to them. Some students also felt segregated in terms of the organizations that they were trying to commit or relate to.

- Reece explained that after getting the data and feedback from the students the taskforce felt it was important to try to reach out to broader audiences. Adam Kowalski in Sorority & Fraternity Life is working on fraternity efforts and they are having required large group meetings with them. The plan is to share the retention data with these groups and talking about opportunities to get involved both in terms of academic support resources and social engagement. Brian Samble in University Housing will be working with male heavy student residence halls to extend these conversations. We also plan to expand the conversation with ROTC and TRECS.

- Shivers explained that it may be beneficial to have this conversation with the Greek life advisors as well. The advisors play a huge part in pushing these men along to think differently. Shiver’s office has held advisor roundtables and found...
that it is good to have presentations done separately from the men so they can help to reinforce the message. These
advisors are very passionate and tend to attend every meeting that we offer for them to attend.

- McMillan pointed out that we could use this group for the kind of intervention that we read about in several articles over
the summer. To have a student that is for instance a senior here come and talk in front of this group and share that when
they first arrived at UT they were not sure what they needed to do to succeed and then share what was successful for
them would be meaningful for this group to hear. It is most successful when it is an older peer talking to them about the
challenges they faced and how they went about succeeding.

- Reece shared that Spencer Olmstead, a faculty member from Child & Family Studies, is interested in looking into male
identity and masculinity. He looked at different books and articles on the lack of male engagement. They also identified a
couple of states with different kinds of initiatives. The University of Georgia received a grant to look into improving the
retention and graduation rates of male students. Ohio State has the Todd A. Bell National Resource Center which
focuses on African American students. On a broader scale there are initiatives funded through the state appropriations
and/or certain types of resources like centers specializing in those areas.

- Shaun Harper from Penn State presented at a couple of conferences. He stresses the importance of disseminating the
annual snapshot of the retention data. He has also noticed that most universities have a particular program or a particular
center focusing on these efforts.

- McMillan shared that serving this population does need to be a campus wide initiative, but how do keep that energy going
around this initiative. Darling explained that her office has been meeting with faculty and instructors about creating the
student success conversation and when presenting the retention data none of them have really been aware of the data
concerning male students at all. We need to think about the content of our conversations.

- Moon pointed out that there is also the issue of the differences in brain maturation between 18 year old males and
females. They say that the typical males’ frontal lobe is not fully developed before the age of 25. They respond differently
to stimuli. McMillan shared that it was not that long ago that males held the leadership roles on campus. The student
government leadership is still predominately male. It seems that something has happened in the last 10 years that has led
to this change. Reece explained that he would argue that you may have seen men in the leadership roles, but if you look at
membership and who is doing the lion’s share of the work it would probably be the females. Also, the whole shift in part
would be social media and how people now socialize and connect. Greek life used to be the main event, but overtime they
are no struggling to maintain membership.

- McMillan asked Gardner if we could go back and look at historical trends in terms of gender. Gardner explained that the
data should go back at least 10 years. If you look at the archive retention reports they start tracking around the late 90’s.
The oldest 6 year graduation rate starts with the ‘92 cohort which showed a 3% difference in retention rates for males and
females and then up until 2002 it went up to 5%, 6%, and 7% difference. Female retention rates have always shown
higher according to the data.

- Shivers pointed out that this might also be a generational issue. Many students who come to us now have been told you
can do anything you really want to do. Women in particular feel this way even more so than other underrepresented
groups. They are being ok with being told no, but they still feel empowered and encouraged to engage in this level and
that they feel they are able to compete with male counterparts. McMillan shared that there is a presumption of privilege
among men, but have we empowered men in the same way.

- Bledsoe shared that a good way to communicate about this retention issue would be to produce white papers and publish
them in the TN Today. This way we can track to see if people are actually opening the article to read it. Reece confirmed
that this committee would probably be interested in producing a white paper on this topic.

- Reece explained that for the past three years we have used a dual type approach. First, we ask for feedback on different
types on the activities and events that our campus partners provide for sophomore students. These partners include study
abroad, career services, Arts & Sciences, and Housing. We also try to anchor our sophomore efforts to in the fall with the
Sophomore FEST that takes place during welcome week. Our various campus partners showcased the opportunities
they offer to sophomores to get involved.

- Moon asked if there is an underlying problem involving sophomore retention. Reece explained that there is a sophomore
slump. There is a distinct difference between the freshmen year where students have a lot of support and events and then in
the sophomore year there is a sense of being adrift and not really connected with the university. McMillan shared that
the sophomore year is our second highest drop rate and freshmen year is where we lose the most. There are a lot of
structural things going on in the sophomore year particularly when students are looking for an academic home.

- Reece shared that Dr. Schreiner and Dr. McIntosh gave a presentation about sophomores concerning a national survey
they conducted. They found that the major pathways to thriving campus involvement include student faculty interactions,
spirituality, a sense of community, and most important was institutional integrity and delivering our promise. Reece
explained that one key issue discussed at the sophomore focused conferences is that some campuses are decentralized
and many are centralized. This makes a difference when trying to coordinate activities. Two schools showcased at a
recent conference were Belmont whose QEP was about sophomores and the University of South Carolina that has a
machine in terms of sophomore engagement. Living and learning communities are another big push on campuses across
the nation where they are trying to get sophomores more connected. The biggest takeaway however is the challenge of
getting sophomores engaged.

- McMillan asked if we would have the capacity for sophomore living and learning communities at some point. Shivers
explained that it would be awhile before we had capacity for this particularly because we have the mandate for freshmen
to live on campus. It would be difficult to mandate second year students to live on campus at this point. Shivers shared
that her office will be adding an Associate Dean and part of their responsibility will be to look at the off-campus student
experience and how to address issues involving these student’s needs. We have commuter students who for various
reasons are not able to live on campus and we need to find a way to address the issue of these students having no home
base.

- McMillan pointed out that one of Reece’s bullet points was about delivering on the promise to our students. Where are the
areas that we are not delivering on our promise and are there things we can do short of creating a center? We are
promising our students a quality education and that they will be able to achieve success with their education. Reece explained that he would encourage the UG Planning group to continue to do is to consider the thought of what is needed to deliver our promise. A decentralized approach can be challenging and when you have groups that are at risk structure tends to help these groups of students more.

- Shivers shared that transfer students who are sophomores is another group of students that we need to look into as well as students who transfer in the spring semester of their first year. A lot of the programming done for students is in the fall. For example, these students are missing out on welcome week and life of the mind.

**Agenda Item 3: VolVision Update**

- **Refresh** – McMillan
  - Not discussed.
- **Student Life Updates** – Shivers
  - Shivers explained that she shared the VolVision Update PowerPoint with the directors of the Dean of Students staff. Shivers asked the directors to share ideas that they have for ways that we can better focus efforts in the Dean of Students office. The linked document is the collective feedback from the 6 departments.
  - Some of the primary highlights include the responses to the leaver survey and using that as the launching point for how we might want to go about addressing the issues of why students leave. The overall message was around getting students connected early.
  - Shivers shared that they also talked a lot about the accessibility of orientation for all students and getting the numbers for fee deferments. We know that we have seen an increase in the numbers of students and parents from groups that have not participated in the past. We also need to work with the academic colleges that participate in orientation throughout the year. Also, based on the feedback from orientation more changes will be made for this summer.
  - Many of the directors also supported the idea from Mississippi State to have students swipe in for the first year of their classes to track whether they are coming to their classes. This would be an interesting way to look at the student experience and how they are participating in the classroom. McMillan shared that we will need to have more conversations about if we want to do this. Mississippi State has some compelling evidence that shows that students need to be reached out to before they miss more than 5 classes. Lindstrom asked if we could use the argument for title four to have to do this.
  - Shivers explained that another piece that came up is the first destination data and that needing to be a larger conversation. From the career services side when students graduate in May they are responsible what those first 6 months look like for those students. If they do not tell us if they were able to get a job or go to graduate school we are not able to tell the story about the success of our students. More people are very interested the issue of students going to college, but are they getting jobs. We need a periodic alumni survey.

**Agenda Item 4: Math Camp Financials** – Adams

- Adams reviewed the financials related to this past summer’s Math Camp. They are not yet final. She will continue to work to get information from math about the cost of instruction. Shivers asked if using VolStarter would be a good opportunity to raise additional funds and get alumni to support the program.
- Adams explained that she would like to attach the financials to the Math Camp assessments. We will also need to make a summary of all of the assessments and present this to the Chancellor.

**Agenda Item 5: Review task list**

Not discussed.
Katherine Ambroziak presented course and program changes, making edits to their original submission. Dixie Thompson moved that the changes be accepted as amended, and the motion was seconded and passed without opposition.

- **College of Arts and Sciences**
  R. J. Hinde presented course and program changes, making minor edits and noting that a short explanatory paragraph should have been included with each section under “Connections Packages” on the College’s main page. In addition, unresolved issues to one or more Music majors resulted in those changes being omitted from the current agenda and will be presented at the meeting of March 24, 2015. Dixie Thompson moved that the submitted changes be accepted as amended and that the explanatory paragraphs be added to the “Connections Packages” section before the changes are submitted to the Undergraduate Council. The motion was seconded and passed without opposition.

- **Haslam College of Business**
  Betsy Gullett presented course and program changes. After discussion, one change was made to the text of the Accounting Major Progression Requirements. Dixie Thompson moved that the changes be accepted as amended, and the motion was seconded and passed without opposition.

- **College of Communication and Information**
  Catherine Luther presented course and program changes, and one minor edit was noted. Gary Ramsey moved that the changes be accepted as amended, and the motion was seconded and passed without opposition.

- **College of Education, Health, and Human Sciences**
  Dixie Thompson presented course and program changes. R. J. Hinde moved that the changes be accepted, and the motion was seconded and passed without opposition. Mary Albrecht noted that a Substantive Change Letter would need to be prepared to explain the changes in art education.

- **College of Engineering**
  Masood Parang presented course and program changes. Including the changes to COSC 102, which was moved to the Main Agenda from the Consent Agenda. R. J. Hinde moved that the changes be accepted, and the motion was seconded and passed without opposition.

- **College of Social Work**
  David Dupper presented course and program changes. After discussion, edits were made to the rationale for the section “Revise Text on College Main Page.” Gary Ramsey moved that the changes be accepted as amended, and the motion was seconded and passed without opposition.

- **Haslam Scholars Program**
  Sylvia Turner presented course changes. After discussion, HSP 491 Study Abroad Program (3) was removed from the list of courses to be dropped. Suzanne Wright moved that the changes be accepted as amended, and the motion was seconded and passed without opposition.

Adjournment: Katherine Ambroziak adjourned the meeting at 5:47 p.m.

Next meeting: Tuesday, March 24, 2015, at 3:45 p.m. in the Fourth Floor Conference Room of Andy Holt Tower.

Minutes submitted by: Molly Sullivan

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### Consent Agenda Items

**COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES**

All changes effective fall 2015

#### I. COURSE CHANGES

**DEPARTMENT OF ANIMAL SCIENCE**

(ANSC) Animal Science

**DROP**

ANSC 430 Nutrient Evaluation and Ration Formulation (3)

Rationale: Course is being converted to biochemistry-focus with new title, intents and description, and additional credit hour. Content of 430 is being folded into ANSC 330, which is better-suited for topics from 430 as the department’s core introductory animal nutrition course. Financial impact: None. Impact on other units: None.

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANSC 430</td>
<td>Animal Science Major – Animal Industries Concentration, Term 7</td>
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<td>Animal Science Major – Animal Industries Concentration, 7th footnote</td>
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<td>Animal Science Major – Bioscience Concentration, 3rd footnote</td>
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<td>Animal Science Major – Pre-Veterinary Medicine Concentration, 3rd footnote</td>
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<td>Animal Science Minor – Complete: list</td>
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REVISE TITLE AND DESCRIPTION

ANSC 361 Livestock Merchandising (3) Integration of merchandising principles to target marketing strategies to type, goals and objectives of commercial livestock operations. Plan, conduct and evaluate production sales.

Formerly: Beef Cattle Merchandising. Integration of merchandising principles to target feeder cattle marketing strategies to type, goals and objectives of commercial beef cattle operations. Plan, conduct and evaluate purebred beef cattle production sales.
Rationale: Course will now incorporate additional commodity species in addition to beef cattle. This course supports Learning Objectives 1 and 2, and will better prepare students with a better understanding of the various marketing systems in use in today’s animal agriculture. Impact on other units: none. Financial impact: none

REVISE DESCRIPTION

ANSC 495 Ethics in Animal Agriculture (1) Discussion and presentations on issues related to ethics in animal research and industry. Topics may include transgenics, cloning, xenotransplantation, animal waste, animal welfare, research ethics and use of animals in medical research.

Formerly: Discussion and presentations on issues related to ethics in animal research and industry.
Rationale: Update of course description to include specific examples of course content. Impact on other units: none. Financial impact: none

REVISE DESCRIPTION AND REGISTRATION PERMISSION

$ ANSC 493 Independent Study in Animal Science (1-3) Approved supervised study to improve or enhance student’s learning, including assisting in research and teaching. Not intended for students wanting to conduct a formal research project.
Registration Permission: Consent of undergraduate coordinator

Formerly: Approved supervised study in areas not formally presented in a course offered in the department. Written proposal of study is approved by the Department of Animal Science Undergraduate Committee. After completion of study, a written report is required and this report is maintained on file in the reference room of the department.
Registration Permission: Consent of department head
Rationale: The College is moving to using 499 across all majors to identify formal undergraduate research projects. Independent study will fill other purposes not including formalized, holistic research projects. Impact on other units: none. Financial impact: none

REVISE (RE) PREREQUISITES

$ ANSC 380 Animal Health Management (3)
(RE) Prerequisite(s): 220 with a grade of C- or better.

Formerly: (RE) Prerequisite(s): 220.

$ ANSC 388 Honors: Animal Health Management (3)
(RE) Prerequisite(s): 220 with a grade of C- or better.

Formerly: (RE) Prerequisite(s): 220.
Rationale: The change will require students to have mastered the prerequisites before taking the course. This will ensure that students will have mastered the fundamentals of anatomy, physiology, and organic chemistry before pursuing advanced material. This course supports learning objectives 1 and 2 for the B.S. program in Animal Science, and the proposed change is in response to our latest assessment results which indicate poor grades in the pre-requisite course were associated with poor grades in upper level coursework. This observation most likely results from limited material retention or understanding and this change will give us the opportunity to redirect students sooner in their academic programs and/or address study habits prior to engaging in more advanced coursework. Impact on other units: none. Financial impact: none

DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCES
(BESS) BIOSYSTEMS ENGINEERING AND SOIL SCIENCES
(BSET) Biosystems Engineering Technology

DROP

BSET 412 Surveying (3)
Rationale: The faculty member responsible for this course was assigned other teaching duties. In addition, the property surveying in which this faculty member is an expert is not the material most required by students taking the course. Impact on other units: None. Financial impact: None. Student learning outcomes supported: None Support from assessment activities: None.

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REVISE TITLE

BSET 335 Construction Estimating I (3)
Formerly: Construction Documents and Estimating

BSET 355 Project Planning and Control (3)
Formerly: Project Planning and Scheduling

BSET 425 Construction Estimating II (3)
Formerly: Construction Estimating with Computer Applications

Rationale: 1) Proposed name changes will ease meeting accreditation requirements over the next several years by more closely
matching the wording of those requirements; 2) will aid advising by making the sequences clearer; 3) will better match the naming
schemes of competing programs, thereby clarifying the program for future employers. Impact on other units: None. Financial impact:
None. Student learning outcomes supported: None. How assessment supported need for change: None

REVISE TITLE AND COURSE DESCRIPTION

BSET 325 Structural Mechanics in Construction (3) Introduction to loads, forces; statics and free body diagrams; introduction to
shear and bending moment diagrams for statically determinant beams and idealized frames; strength of materials for builders; soil
and fluid loading on structures with basic stability investigation.

Formerly: Structural & Soil Mechanics in Construction (3) Introduction to building systems, loads, forces; statics and strength of
materials for builders; physical behavior of soils as a construction material; overview of geology and the formation of soil; index
properties and engineering classification; mechanical properties of soils; compaction theory; excavation and OSHA requirements for
trench safety, earthwork contract documents.

Rationale: Course redesigned to provide students with more background in statics and beam behavior, with most of the soil
mechanics being moved to BSET 270. Impact on Other Units: none. Financial impact: none. Student learning outcomes supported:
Outcome 1. Support from assessment activities: None, supports more specific accreditation efforts.

(ESS) Environmental and Soil Sciences

DROP

ESS 493 Problems in Environmental and Soil Sciences (1-3)
Rationale: Being replaced by the 499 Research Problem course to standardize that offering across the college. Impact on other
units: none. Financial impact: none

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<td>ESS 493</td>
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DEPARTMENT OF ENTOMOLOGY AND PLANT PATHOLOGY
(EPP) ENTOMOLOGY AND PLANT PATHOLOGY

REVISE TITLE

EPP 313 Introductory Plant Pathology (3)
Formerly: Plant Pathology

Rationale: New course title more accurately defines the introductory content presented. Support from assessment activities: No
change; none needed.
DEPARTMENT OF FOOD SCIENCE AND TECHNOLOGY
(FDST) FOOD SCIENCE AND TECHNOLOGY

REVISE (RE) PRE-REQUISITES

FDST 445 Applied Food Science (3)
(RE) Prerequisite(s): 100, 241, or consent of instructor; and Food Chemistry (FDST 410) and Food Microbiology (FDST 421)

Formerly: (RE) Prerequisite(s): 100 or 241 or consent of instructor

Rationale: The pre-requisite revision is needed to ensure that students are prepared to be successful in this upper level course. Assessment data from 2012-2013 and 2013-2014 shows that students are lacking preparation related to real-world application of food science principles, specifically related to processing and food chemistry. Adding pre-requisites ensures that students have mastered fundamental concepts from Food Chemistry and Food Microbiology before taking this course so that this course can allow students to delve into more complex levels of understanding (i.e. synthesis, analysis, and evaluation). Impact on Other Units: None. Financial Impact: None. Student Learning Outcomes supported by change: Outcome 1

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<td>Food Science and Technology Major – Science Concentration, Term 8</td>
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<td>Food Science and Technology Major – Technology Concentration, Term 8</td>
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REVISE COURSE DESCRIPTION AND PREREQUISITES

FDST 495 Quality Assurance and Sanitation Practices (3) Design and evaluation of an industrial food processing operation that produces safe and high quality food products. Introduction to hazard analysis and critical control point programs (HACCP).
(RE) Pre-requisites: 410 or 418; and 421 or 428

Formerly: Design and evaluation of a food processing operation to produce a safe and acceptable quality food product.

Rationale: Ensure that students have previous knowledge of the microbiology and chemistry of foods so as to be able to apply those principles to the industrial production of safe and high quality food products. Impact on Other Units: None. Financial Impact: None. Student Learning Outcomes supported by change: Outcome 2. How assessment activities supported need for change: None

DEPARTMENT OF FORESTRY, WILDLIFE AND FISHERIES
(FORS) Forestry

REVISE TITLE AND COURSE DESCRIPTION

FORS 411 Principles of Wood Procurement and Forest Operations (2) An introduction to wood procurement, forest road building, and harvest planning. Topics will include different procurement methods, financial and resource assessment, negotiation skills, and legal requirements of wood procurement; basic forest hydrology and road construction concepts; and harvest technology and planning.

Formerly: Principles of Wood Procurement and Sustainable Forestry. An introduction to wood procurement for forest products companies including different procurement methods, financial and resource assessment negotiation skills, and legal requirements.

Rationale: Course redesigned to provide students with more education on forest operations and wood procurement – based on results of exit interviews, Advisory Board recommendations, and employer comments. Impact on Other Units: No significant impact – the course currently is being offered. Financial Impact: No additional resources are required; the course already exists and is taught by existing faculty member. Student Learning Outcomes supported: This course supports learning objectives 2 (Students can apply forest and land management techniques presented in the curriculum) and 3 (Students will develop a depth of professional knowledge, the ability to problem solve, and critical thinking skills comparable to other professional forestry programs) for the B.S. in Forestry. Support from assessment activities: Results of student exit interviews, Advisory Board recommendations, and employer comments.

DEPARTMENT OF PLANT SCIENCES
(PLSC) PLANT SCIENCES

DROP

PLSC 497 - Undergraduate Research Participation (1-3)
Rationale: Course numbers ending in 7 are limited to Honors students, and department wants undergraduate research opportunities opened up to non-honors students. Additionally, use of a 499 course as indicated in the ADD section will provide consistency of identifiable undergraduate research opportunities across the college. Impact on other units: none. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>PLSC 497</td>
<td>Plant Sciences Major – Bioenergy Concentration, Term 8</td>
</tr>
<tr>
<td></td>
<td>Plant Sciences Major – Biotechnology Concentration, Term 7</td>
</tr>
<tr>
<td></td>
<td>Plant Sciences Major – Horticulture Science and Production Concentration, Term 7</td>
</tr>
<tr>
<td></td>
<td>Plant Sciences Major – Landscape Design Concentration, Term 8</td>
</tr>
<tr>
<td></td>
<td>Plant Sciences Major – Organic Production Concentration, Term 5</td>
</tr>
</tbody>
</table>

DROP PREREQUISITES, ADD RECOMMENDED BACKGROUND AND COMMENTS

PLSC 410 Nursery Management and Production (3)
Recommended background: Working knowledge and familiarity with regionally adapted ornamental plant varieties.
Comment(s): Offered Spring in alternate, odd-numbered years.

Formerly: (RE) Prerequisite(s): 210.

Rationale: Inclusion of semester taught within comments facilitates student scheduling via information conferred by online catalog and facilitates course access to graduate students. Course format and location: Lecture, on campus. Impact on other units: none. Financial impact: None. Student learning outcomes supported: Outcome 3 for BS in Plant Sciences. Support from assessment activities: None, not applicable. Revision is intended to clarify confusion resulting from prerequisite requirements of a 400 level course available for graduate credit.

PLSC 430 Greenhouse Management (3)
Recommended background: 210 or working familiarity with general principles and practices of horticulture.
Comment(s): Offered Spring in alternate, even-numbered years.

Formerly: (RE) Prerequisite(s): Agriculture and Natural Resources 290 or Computer Science 100.

Rationale: Revision corrects prerequisite discrepancies listed between 2014-15 undergraduate and graduate catalogs and facilitates course access to graduate students who are likely to have prior related professional and institutional/academic experiences. Inclusion of semester taught within comments facilitates student scheduling via information conferred by online catalog. Course format and location: Lecture, on campus. Impact on other units: none. Financial impact: None.

DROP PREREQUISITES AND ADD RECOMMENDED BACKGROUND

PLSC 434 Fruit and Vegetable Crops (3)
Recommended background: 210 or working familiarity with general principles and practices of horticulture.

Formerly: (RE) Prerequisite(s): 210 or Biology 111 or 112 or consent of instructor.

Rationale: Revision corrects prerequisite discrepancies listed between 2014-15 undergraduate and graduate catalogs and facilitates course access to graduate students with prior related professional and institutional/academic experiences. Course format and location: Lecture, on campus. Impact on other units: none. Financial impact: None.

ADD COMMENTS

PLSC 421 Native Plants in the Landscape (3)
Comment(s): Graduate standing or prior experience may satisfy prerequisite(s) with consent of instructor.

PLSC 462 Professional Development in the Turfgrass Industry (1-2)
Comment(s): Graduate standing or prior experience may satisfy prerequisite(s) with consent of instructor.

PLSC 470 Professional Practices for the Green Industry (3)
Comment(s): Graduate standing or prior experience may satisfy prerequisite(s) with consent of instructor.

PLSC 480 Advanced Landscape Design (4)
Comment(s): Graduate standing or prior experience may satisfy prerequisite(s) with consent of instructor.

PLSC 485 Computer Aided Landscape Design (3)
Comment(s): Graduate standing or prior experience may satisfy prerequisite(s) with consent of instructor.

Rationale: Revision corrects prerequisite discrepancies listed between 2014-15 undergraduate and graduate catalogs and facilitates course access to graduate students with prior related professional and institutional/academic experiences. Course format and location: Lecture, on campus. Impact on other units: none. Financial impact: None.

COLLEGE OF ARCHITECTURE AND DESIGN
All changes effective fall 2015
I. COURSE CHANGES

SCHOOL OF ARCHITECTURE
(ARCH) Architecture

REMOVE (RE) COREQUISITE(S), ADD CREDIT RESTRICTION

ARCH 101 Introduction to the Built Environment (3)
Credit Restriction: Students may not receive credit for both 101 and 111.
Formerly: (RE) Corequisite(s): 121 and 171

Rationale: Course is part of proposed Minor in Design Studies (main agenda item). Revision makes course available to any University student who may be exploring this minor. The content of 101 and 111 are similar enough such that a grade in 111 can substitute a grade in 101, but the student cannot get credit for both courses. Impact on Other Academic Units: None. Financial Impact: This course is taught as a lecture course and can receive additional students. There would be an enrollment cap to ensure that it does not become over-enrolled. Alternate 111 is offered for non-College students if they are not able to get into this course. No financial impact.

ADD CREDIT RESTRICTION

ARCH 111 Architecture and the Built Environment (3)
Credit Restriction: Students may not receive credit for both 111 and 101.
Rationale: The content of 111 and 101 are similar enough such that a grade in 111 can substitute a grade in 101, but the student cannot get credit for both courses. Impact on Other Academic Units: None. Financial Impact: This course is taught as a lecture course and can receive additional students. There would be an enrollment cap to ensure that it does not become over-enrolled. Alternate 111 is offered for non-College students if they are not able to get into this course. No financial impact.

REVISE (RE) PREREQUISITE(S) AND REGISTRATION RESTRICTIONS

ARCH 232 Introduction to Architectural Technology (3)
(RE) Prerequisite(s): Physics 161 or Interior Design 272 or consent of instructor.
Registration Restriction(s): Architecture or Interior Design major or students with declared Minor in Design Studies.
Formerly: (RE) Prerequisite(s): Physics 161
Registration Restriction(s): Architecture major.

Rationale: Course is part of proposed Minor in Architectural Studies (main agenda item) and Minor in Design Studies. Revisions open course to interior design students who may be pursuing this minor and to any University student who has declared the Design Studies minor. Impact on Other Academic Units: None. Financial Impact: This course is taught as a lecture course and can receive additional students. Because university students must first declare a minor in Design Studies to be eligible to enroll, we do not anticipate over-enrollment. No financial impact.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>ARCH 232</td>
<td>Plant Sciences Major – Landscape Design Concentration, 4th footnote</td>
</tr>
<tr>
<td></td>
<td>Architecture Major – Term 4</td>
</tr>
<tr>
<td></td>
<td>(RE) Prerequisite for ARCH 312</td>
</tr>
<tr>
<td></td>
<td>(RE) Prerequisite for ARCH 331</td>
</tr>
<tr>
<td></td>
<td>(RE) Prerequisite for ARCH 341</td>
</tr>
<tr>
<td></td>
<td>(RE) Prerequisite for ARCH 342</td>
</tr>
</tbody>
</table>

REVISE REGISTRATION RESTRICTION

ARCH 271 Architectural Design I: Place (6)
Registration Restriction: A minimum of 2.5 GPA in all design courses is required.
Formerly: Registration Restriction: Architecture major; 2.3 GPA.

Rationale: The School of Architecture revised this progression requirement several years ago but the course description was not updated. 2.5 minimum GPA in design courses is listed in the progression requirement and is a uTrack milestone. Impact on Other Academic Units: None. Financial Impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ARCH 271</td>
<td>Plant Sciences Major – Landscape Design Concentration, 4th footnote</td>
</tr>
<tr>
<td></td>
<td>Architecture Major – Term 3</td>
</tr>
<tr>
<td></td>
<td>(RE) Corequisite for ARCH 221</td>
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<tr>
<td></td>
<td>(RE) Prerequisite for ARCH 272</td>
</tr>
</tbody>
</table>
ADD REGISTRATION RESTRICTION

$ ARCH 272 Architectural Design II: Place (6)

Registration Restriction: A minimum of 2.5 GPA in all design courses is required.

Rationale: The School of Architecture revised this progression requirement several years ago. 2.5 minimum GPA in design courses is listed in the progression requirement and is a uTrack milestone. Impact on Other Academic Units: None. Financial Impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>ARCH 272</td>
<td>Architecture Major – Term 4</td>
</tr>
<tr>
<td></td>
<td>(RE) Prerequisite for ARCH 370</td>
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<tr>
<td></td>
<td>(RE) Prerequisite for ARCH 371</td>
</tr>
</tbody>
</table>

REVISE (RE) PREREQUISITE(S), ADD REGISTRATION RESTRICTIONS

ARCH 312 Materials and Methods of Construction (3)

(RE) Prerequisite(s): 232 or Interior Design 272 or consent of instructor.

Registration Restriction(s): Architecture or Interior Design major or students with declared Minor in Design Studies.

Formerly: (RE) Prerequisite(s): 232.

Rationale: Course is part of proposed Minor in Architectural Studies (main agenda item) and Minor in Design Studies. Revisions open course to interior design students who may be pursuing this minor and to any University student who has declared the Design Studies minor. Impact on Other Academic Units: None. Financial Impact: This course is taught as a lecture course and can receive additional students. Because university students must first declare a minor in Design Studies to be eligible to enroll, we do not anticipate over-enrollment. No financial impact.

<table>
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<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>ARCH 312</td>
<td>Architecture Major – Term 6</td>
</tr>
<tr>
<td></td>
<td>Description for ARCH 317</td>
</tr>
</tbody>
</table>

ADD (RE) PREREQUISITE(S) AND REGISTRATION RESTRICTIONS

ARCH 317 Honors: Materials and Methods of Construction (3)

(RE) Prerequisite(s): 232 or Interior Design 272 or consent of instructor.

Registration Restriction(s): Architecture or Interior Design major or students with declared Minor in Design Studies.

Rationale: Course is part of proposed Minor in Architectural Studies (main agenda item) and Minor in Design Studies. Revisions open course to interior design students who may be pursuing this minor and to any University student who has declared the Design Studies minor. Impact on Other Academic Units: None. Financial Impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ARCH 317</td>
<td>Architecture Major – Term 6</td>
</tr>
</tbody>
</table>

ADD REGISTRATION RESTRICTION, DROP COMMENT

$ ARCH 372 Architectural Design IV (6)

Registration Restriction: A minimum of 2.5 GPA in all design courses is required.

Formerly: Comment(s): A minimum of 2.3 GPA in all design courses is required.

Rationale: The School of Architecture revised this progression requirement several years ago but the course description was not updated. 2.5 minimum GPA in design courses is listed in the progression requirement and is a uTrack milestone. By making it a registration restriction rather than a comment, the requirement can be enforced by Banner. Impact on Other Academic Units: None. Financial Impact: None.

REVISE REGISTRATION RESTRICTIONS (multiple courses)

ARCH 422 Special Topics in Urban Design (1-6)
ARCH 424 Special Topics in Landscape Architecture (1-6)
ARCH 425 Special Topics in Architecture (1-6)
ARCH 450 Special Topics in History, Theory and Criticism (1-6)
ARCH 452 Special Topics in Sustainable Design (1-6)
ARCH 454 Special Topics in Materials and Construction (1-6)
ARCH 455 Special Topics in Digital Fabrication (1-6)

Registration Restriction(s): Architecture or Interior Design major or students with declared Minor in Design Studies or consent of instructor.
Formerly: (RE) Prerequisite(s): Architecture or Interior Design major or consent of instructor.

Rationale: These courses are part of proposed Minor in Design Studies (main agenda item). Revision makes courses more identifiable to University students who are pursuing this minor. Impact on Other Academic Units: None. Financial Impact: These courses are taught in a seminar format. There are enrollment caps to ensure that they do not become over-enrolled. No financial impact.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>ARCH 422</td>
<td>None</td>
</tr>
<tr>
<td>ARCH 424</td>
<td>School of Architecture – Special Programs in Architecture, Seven-Year Architecture/Landscape Architecture Path, Requirements, 2nd bullet list</td>
</tr>
<tr>
<td></td>
<td>(RE) Corequisite for ARCH 474</td>
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<tr>
<td>ARCH 425</td>
<td>None</td>
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<td>ARCH 426</td>
<td>None</td>
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<td>ARCH 427</td>
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<td>ARCH 428</td>
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<td>ARCH 434</td>
<td>None</td>
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<tr>
<td>ARCH 435</td>
<td>None</td>
</tr>
</tbody>
</table>

REVISE CREDIT HOURS AND (RE) PREREQUISITE(S), ADD REGISTRATION RESTRICTIONS

ARCH 462 Professional Practice (3)
(RE) Prerequisite(s): 372 or Interior Design 371 or consent of instructor.
Registration Restriction(s): Architecture or Interior Design major or students with declared Minor in Design Studies.

Formerly: 4 Credit Hours; (RE) Prerequisite(s): 471.

Rationale: The 4CH is a vestige of when the course was taught as a seminar + lab. The lab has been removed by the CH never adjusted. Currently 462 is being taught with content and contact time generally consistent to a 3CH seminar. Revised architecture studio prerequisite gives students greater flexibility for when they may take the course. Course is part of proposed Minor in Architectural Studies (main agenda item). Prerequisite and registration revisions opens course to interior design students who may be pursuing this minor and to any University student who has declared the Design Studies minor. Impact on Other Academic Units: None. Financial Impact: This course is taught as a lecture course and can receive additional students. Because university students must first declare a minor in Design Studies to be eligible to enroll, we do not anticipate over-enrollment. No financial impact.

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ARCH 462</td>
<td>Architecture Major – Term 10</td>
</tr>
</tbody>
</table>

ADD REGISTRATION RESTRICTION, DROP COMMENT

$ ARCH 471 Integration Design Studio (6)
Registration Restriction: A minimum of 2.5 GPA in all design courses is required.

Formerly: Comment(s): A minimum of 2.3 GPA in all design courses is required.

Rationale: The School of Architecture revised this progression requirement several years ago but the course description was not updated. 2.5 minimum GPA in design courses is listed in the progression requirement and is a uTrack milestone. By making it a registration restriction rather than a comment, the requirement can be enforced by Banner. Impact on Other Academic Units: None. Financial Impact: None.

DROP

ARCH 479 Preparation for Self-Directed Design Project (3)

Rationale: Course is receiving a new number (478) and new name (Preparation for Self-Directed Diploma Studio) to relate to new capstone sequence (new course added in main agenda). Impact on Other Academic Units: None. Financial Impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ARCH 479</td>
<td>(RE) Prerequisite for ARCH 482</td>
</tr>
<tr>
<td></td>
<td>(RE) Prerequisite for ARCH 488</td>
</tr>
</tbody>
</table>

ARCH 480 Programming for Architectural Design VII (3)

Rationale: Content of this course is now being taught in 370 as a result of studio re-sequencing that took effect in fall 2012. Rising 5th-year students have completed this course sequence and it is no longer required at this level. Impact on Other Academic Units: None. Financial Impact: None.
ARCH 481 Architectural Design VII (3)

Rationale: Content of this course is now being taught in 371 as a result of studio re-sequencing that took effect in fall 2012. Rising 5th-year students have completed this course sequence and it is no longer required at this level. Impact on Other Academic Units: None. Financial Impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>ARCH 481</td>
<td>(RE) Corequisite for ARCH 480</td>
</tr>
</tbody>
</table>

ARCH 482 Self-Directed Design Project (6)

Rationale: Course is receiving a new number (498) and new name (Self-Directed Diploma Studio) to relate to new capstone sequence (new course added in main agenda). Impact on Other Academic Units: None. Financial Impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ARCH 482</td>
<td>Architecture Major – 7th footnote</td>
</tr>
</tbody>
</table>

ARCH 483 Advanced Architectural Design: Urbanism (6)
ARCH 485 Advanced Architectural Design: Development and Design (6)
ARCH 486 Advanced Architectural Design: Sustainable Architecture (6)
ARCH 489 Advanced Architectural Design: Structural Innovation (6)
ARCH 490 Advanced Architectural Design: Special Topics (6)

Rationale: Multiple studio courses offered at this level exist with specific titles. These are being consolidated under a single studio name, Advanced Architectural Design: Thematic Studio (main agenda item). Impact on Other Academic Units: None. Financial Impact: None.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ARCH 483</td>
<td>Architecture Major – 7th footnote</td>
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<tr>
<td>ARCH 485</td>
<td>Architecture Major – 7th footnote</td>
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<tr>
<td>ARCH 486</td>
<td>Architecture Major – 7th footnote</td>
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<tr>
<td>ARCH 489</td>
<td>Architecture Major – 7th footnote</td>
</tr>
<tr>
<td>ARCH 490</td>
<td>Architecture Major – 7th footnote</td>
</tr>
</tbody>
</table>

ARCH 488 Honors: Independent Study Self-Directed Design Project (6)

Rationale: New course, 497 Independent Study – Advanced Architectural Design Studio (main agenda item), renders this special offering for honors students redundant. Impact on Other Academic Units: None. Financial Impact: None.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ARCH 488</td>
<td>Architecture Major – 7th footnote</td>
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</tbody>
</table>

REVISE DESCRIPTION AND DROP CREDIT RESTRICTION

ARCH 492 Off-Campus Study (1-15) Research and design projects conducted in various off-campus locations. 
Repeatability: May be repeated. Maximum 15 hours.
Registration Permission: Consent of architecture program director.

Formerly: Studies conducted under direction of architect or expert in an allied profession, in service to public service organizations or agencies of government, and public groups.
Credit Restriction: Not a design course elective.

Rationale: Description revised to better reflect context of course. Previous description suggests that course is run as an internship or practicum, which is inaccurate. Restriction is also in error. New language compares to 491 Foreign Study. Impact on Other Academic Units: None. Financial Impact: None.

REVISE CREDIT HOURS

ARCH 493 Independent Study in Architecture (1-4)

Formerly: 1-6 Credit Hours

Rationale: Limits credit hours such that this course cannot be used for studio requirement. New course, Independent Study – Advanced Architectural Design Studio (main agenda item), has been added as designated independent studio. Impact on Other Academic Units: None. Financial Impact: None.
II. PROGRAM CHANGES

REVISE COLLEGE OF ARCHITECTURE AND DESIGN MAIN PAGE

EXECUTIVE LEADERSHIP

Scott Poole, Dean
Jason Young, Scott W. Wall, Director, School of Architecture and Interim Chair, Graduate Architecture
George Dodds, Chair, Graduate Architecture
J. David Matthews, Chair, Interior Design Program
Gale Fulton, Chair, Landscape Architecture Program

Rationale: Jason Young joined the College as the new Director of the School of Architecture June 2014.

PROFESSIONAL ACCREDITATION

The College of Architecture and Design offers four professionally accredited programs of study at the undergraduate and graduate level. The college also offers a new professional landscape architecture program at the graduate level and anticipates accreditation of this degree with the first graduating class.

Rationale: The current catalog entry states that it "offers a new professional landscape architecture program...". The landscape architecture program is accredited and fully functioning, therefore we wish to simply include it in the total number of programs offered in the College.

ACCREDITATION

Architecture

Paragraph 1

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an 8 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Paragraph 3

The College of Architecture and Design at the University of Tennessee, Knoxville offers the following NAAB-accredited degree programs:

- B. Arch. (168 150 undergraduate credits)
- M. Arch. (pre-professional degree + 60 42 graduate credits)
- M. Arch. (non-pre-professional degree + 102 60 credits)

Next accreditation visit for all programs: 2022 2014

Rationale: The School of Architecture recently went through accreditation and received an 8-year accreditation by the NAAB in the spring of 2014. The total credit hours for the (3) individual degree programs were incorrect.

OPTIONAL PORTFOLIO FOR ARCHITECTURE APPLICANTS

Paragraphs 3, 4, 5, and 6

The portfolio can include multiple submissions that express individual creativity and critical thinking supplement those listed above. Aim for quality rather than quantity in selecting work for submission. An ideal number would be eight to ten examples of personal work. All work shall be neatly assembled in an 8½ x 11 format to be submitted digitally or physically, as an organized folder/notebook.

The following advice will assist applicants in selecting additional samples of personal work for the portfolio:

- Consider including examples of drawings, artwork, photography, or anything else that may demonstrate visual and creative abilities.
- Consider including examples of creative work such as graphic design, fashion design, industrial design, furniture design and/or other examples of creativity and invention.
- You may include Consider including work from course assignments (if any), as well as work completed independently.
- Submit digitally created or enhanced images only. Only submit mechanically-drafted or computer-aided drawings if they are illustrative of your creative thinking personal creativity.
The following guidelines will assist applicants in submitting a physical portfolio:

- Submission of the original work is not necessary. Inexpensively reproduced drawings, photographs, reductions, and photocopies are acceptable.
- For work that does not lend itself to representation in an 8½ x 11 format, such as films, websites, or recordings, provide access to the appropriate content through either a data stick, CD, website link, or other appropriate medium.
- Label all work with your name, the date when the work was executed, and the media used. Indicate if it was produced as a course assignment.
- The cover or cover page of the portfolio should include the student name and contact information. Include a copy of the application to UT and personal information in the portfolio.
- Both the application to the University of Tennessee, Knoxville and the School of Architecture must be completed and submitted by 01 November to be considered for institutional scholarships, or 01 December for all consideration for admission. Submit the portfolio by the published deadlines.

Faculty members of the Architecture Admissions Committee will review the whole application, including the portfolio, if submitted. The portfolio will be reviewed by faculty members of the Architecture Admissions Committee. Portfolios may be mailed or uploaded electronically through the UT admissions portal. If mailed, please include a self-addressed stamped envelope for the return of the portfolio. Otherwise, portfolios will not be held nor returned. Mail the portfolio to:

The University of Tennessee
Office of Undergraduate Admissions
320 Student Services Bldg.
Knoxville, TN 37996

Rationale: The School of Architecture has revised its portfolio requirements and has eliminated the prescribed drawing types from the list of requirements, instead encouraging a collection of creative works that represent the applicants through process and/or visual abilities.

ADVICE TO HIGH SCHOOL STUDENTS

High school students are encouraged to take physics, art, and calculus. Students enrolled in any Advanced Placement courses should take the national AP exam. Extensive drafting, mechanical drawing or architecture courses based on drafting are not necessary for admission to the architecture program recommended.

Rationale: As previously stated, this was confusing to applicants.

TRANSFER STUDENTS

All students wishing to transfer into the College of Architecture and Design must apply for admission. It should be noted that due to the strong sequential character of the curriculum, entry in any semester other than fall might be difficult. A course of summer study is usually offered which would allow transfer students to proceed to the second year course of study for the fall for intercollegiate students. Transfer students are required to submit a portfolio and have at least a 3.5 grade point average to be considered, and may choose to submit a portfolio for additional support for the application (see Optional Portfolio). The average grade point average has been 3.5 for students accepted in recent years. Internal transfer students should apply by November 1 and should meet with and discuss their options with the Director of Student Services or College of Architecture and Design advisor. Students transferring from other institutions should contact the Director of Student Services for more information regarding credit transfer.

Rationale: We wanted to clarify the transfer process to include both internal and external transfer students and provide some more guidance for that process.

COMPUTER REQUIREMENT

Students enrolled in Interior Design and Architecture are required to purchase a computer, software, and supporting components meeting technical specifications provided by the College of Architecture and Design. The computer specifications are typically provided at or before the start of the first semester of study and the computer is purchased during the first few weeks of the first semester summer between the first and second year of the respective programs. Students are strongly advised to wait until they receive their program computer specifications specific to as created for their entering class and cohort prior to making a significant investment in a computer.

Rationale: We wanted to reflect the changes for when students will purchase their technology packages.

REVISE SCHOOL OF ARCHITECTURE MAIN PAGE

Professors
Davis, M.K., M Arch – Harvard
DeKay, Mark, M Arch – Oregon
Dodds, G., (Chair, Graduate Architecture), PhD – Pennsylvania
Goeritz, H., Dipl-Ing (FH) – HAWK Hildesheim
THE PROFESSION’S PARTICIPATION IN THE SCHOOL

As the only professionally accredited undergraduate architecture program in the state, the School of Architecture actively seeks to maintain a close relationship with the architectural community of the city, region, and state. Professionals regularly come to the school to attend and respond to student presentations, to conduct workshops, to participate in School events and lectures given by renowned professional peers, and to interview graduating students. Every spring, the architecture community of Knoxville attends an exhibit and review of graduating students’ work, where students have the opportunity to discuss their designs with practicing architects. Additionally, the College of Architecture and Design hosts its Annual Career Day in late February, offering all students the opportunity to participate in interviews with significant local, regional, and national firms.

Architecture is a broad field of study with many diverse ways for individuals to become involved in the profession. The profession itself is diversifying and changing rapidly due to changing financial structures, increasing specialization, expanding liability, and evolving digital electronic technology. Students are strongly urged to visit and work in different architectural offices in order to acquire a better sense of the profession and career commitment.

Rationale: With the addition of an accredited Master’s program at The University of Memphis, we wish to clarify which of our programs we state as “only”.

INTERIOR DESIGN PROGRAM (IDS) Interior Design

REVISE (RE) PREREQUISITE(S)

IDS 212 History of Interior Design, Furnishings and the Decorative Arts II (3)
(RE) Prerequisite(s): 101, Architecture 101, or Architecture 111

Formerly: (RE) Prerequisite(s): 211.

Rationale: Course is part of proposed Minor in Interior Design Studies (main agenda item). Revision makes course available to any University student who may be exploring this minor. Impact on Other Academic Units: None. Financial Impact: This course is taught as a lecture course and can receive additional students. There would be an enrollment cap to ensure that it does not become over-enrolled. No financial impact.

IDS 261 Materials, Resources, and Textiles for Interiors (3)
(RE) Prerequisite(s): 101, Architecture 101, Architecture 111, or permission of instructor
Formerly: (RE) Prerequisite(s): Architecture 172.

Rationale: Course is part of proposed Minor in Interior Design Studies (main agenda item). Revision makes course available to any University student who may be exploring this minor. Impact on Other Academic Units: None. Financial Impact: This course is taught as a lecture course and can receive additional students. There would be an enrollment cap to ensure that it does not become over-enrolled. No financial impact.

**IDS 360 Business Principles and Practices (3)**

(RE) Prerequisite(s): 101, Architecture 101, or Architecture 111; and junior standing; or permission of instructor

Formerly: (RE) Prerequisite(s): 272.

Rationale: Course is part of proposed Minor in Interior Design Studies (main agenda item). Revision makes course available to any University student who may be exploring this minor. Impact on Other Academic Units: None. Financial Impact: This course is taught as a lecture course and can receive additional students. There would be an enrollment cap to ensure that it does not become over-enrolled. No financial impact.

**REVISE DESCRIPTION, REVISE (RE) PREREQUISITES**

**IDS 480 Furniture Design (3)**

Human factors data applied to design of body support, task support, storage and systems, construction drawings, and scale models. Advanced millwork design and materials and manufacturing processes.

(RE) Prerequisite(s): 371, Architecture 372, or Industrial Design 371

Formerly: (RE) Prerequisite(s): 372 or Architecture 372.

Rationale: To allow students enrolled in the Industrial Design Minor from outside the College of Architecture and Design to take the course. Impact on Other Academic Units: None. Financial Impact: Additional sections will be offered during summer sessions. There would be an enrollment cap to ensure that it does not become over-enrolled. No financial impact.

**REVISE (RE) PREREQUISITE(S), REMOVE COREQUISITE(S)**

**IDS 460 Lighting for Interior Design (3)**

(RE) Prerequisite(s): 101, Architecture 101, or Architecture 111; and Mathematics 123 or above; and junior standing; or permission of instructor.

Formerly: (RE) Prerequisite(s): 271 and Physics 161.

(RE) Corequisite(s): 371.

Rationale: Course is part of proposed Minor in Interior Design Studies (main agenda item). Revision makes course available to any University student who may be exploring this minor. Impact on Other Academic Units: None. Financial Impact: This course is taught as a lecture course and can receive additional students. There would be an enrollment cap to ensure that it does not become over-enrolled. No financial impact.

**REVISE (RE) COREQUISITE(S)**

**IDS 221 Theory of Color (2)**

(RE) Prerequisite: Architecture 171, Design 130, or Design 430

Formerly: (RE) Corequisite: Architecture 171.

Rationale: Course is part of proposed Minor in Interior Design Studies (main agenda item). Revision makes course available to any University student who may be exploring this minor. Impact on Other Academic Units: None. Financial Impact: Additional sections will be offered during summer sessions. There would be an enrollment cap to ensure that it does not become over-enrolled. No financial impact.

**$ IDS 371 Intermediate Interior Design Studio (5)**

(RE) Corequisite(s): 373 and 460.

Formerly: (RE) Corequisite(s): 373.

Rationale: Course is part of proposed Minor in Interior Design Studies (main agenda item). Revision makes corequisite of IDS 460 to insure proper curriculum sequence for majors. Impact on Other Academic Units: None. Financial Impact: No financial impact.

**REVISE REGISTRATION RESTRICTION**

**IDS 425 Special Topics in Interior Design (1-6)**

(RE) Major in the College of Architecture and Design or instructor permission.

Formerly: (RE) Registration Restriction(s): Interior design, architecture or landscape architecture major.
Rationale: Course is part of proposed Minor in Interior Design Studies (main agenda item). Revision makes course available to any University student who may be exploring this minor. Impact on Other Academic Units: None. Financial Impact: There would be an enrollment cap to ensure that it does not become over-enrolled. No financial impact.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
All changes effective fall 2015

revise text of college of education, health, and human sciences main page

Teacher Education at the University of Tennessee, Knoxville
Paragraph 1

The College of Education, Health, and Human Sciences is the administrative base for the university's preparation programs for educators. As such the college has oversight responsibilities for licensure programs attached to other academic units. The Teacher Education Program at the University of Tennessee is accredited by the National Council for the Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers the initial teacher preparation programs and advanced educator preparation programs; however, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

STUDENT LEARNER OUTCOMES

Learning objectives for Counselor Education, MS
1. Students will demonstrate skills for individual counseling
2. Students will demonstrate skills for group counseling
3. Students will demonstrate an understanding of a theoretical orientation

Learning objectives for Educational Psychology, MS
1. Students will demonstrate their comprehension of a targeted body of relevant literature in their area of concentration.
2. Students will demonstrate ability to write and prepare a scholarly manuscript.
3. Students will be engaged in their profession

(COUN) Counselor Education

DROP PRIMARY CROSS-LISTED COURSE

† COUN 431: Personality and Mental Health (3)

Rationale: Content is no longer relevant and required by the Counselor Education programs. Impact on other units: Cross-listed with EDPY 431. Financial impact: None. Support from assessment activities: Faculty review of course offerings and program needs in Systematic Program Evaluation of CACRP accredited programs in AY 2013-2014 determined irrelevance of the course content.

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>COUN 431</td>
<td>Psychology Major – Electives (9 hours) list</td>
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<td></td>
<td>Cross-list with EDPY 431</td>
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</tbody>
</table>

(EDPY) Educational Psychology

DROP SECONDARY CROSS-LISTED COURSE

† EDPY 431: Personality and Mental Health (3)

Rationale: The content is no longer relevant or required by the Counselor Education programs and is being dropped. Impact on other units: Cross-listed with COUN 431. Financial impact: None. Support from assessment activities: Faculty review of course offerings and program needs in Systematic Program Evaluation of CACRP accredited programs in AY 2013-2014 determined irrelevance of the course content.

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>EDPY 431</td>
<td>Child and Family Studies Major – Community Outreach Track, SPECIALTY AREAS, Advanced Child Development list</td>
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<tr>
<td></td>
<td>Cross-list with COUN 431</td>
</tr>
</tbody>
</table>

ADD COMMENT

EDPY401 Professional Studies: Applied Educational Psychology (3)

Comment(s): This course is available at the graduate level for students who are participating in a post-baccalaureate or transitional licensure program. This course cannot be taken for senior privilege.
Rationale: The content in this course is needed for initial teaching license. Because a small but significant number of post-baccalaureate students seek initial teaching license each year, a graduate level version of the course is being added and the comment is necessary for clarification. Impact on other units: This course will impact TPTE, and the change is actually being made at their request (it is a required course for teacher education students). This course is currently offered for undergraduate credit only. However, this revised version reflects graduate level expectations required for a student in the graduate program. The comments section is new and will be added to the Graduate catalog as well. Financial impact: None. It is an existing course and offering it for graduate credit will have no significant impact financially or with existing faculty teaching loads. Historically, graduate level students have taken the course and received undergraduate credit; now students will simply have the option of taking the course for graduate credit. Learning outcomes supported by this change: No impact on Student Learner Outcomes. Support for this change from assessment activities: Rationale for the course revision is provided by TPTE, who requested this change to better meet the needs of some of their students for whom this course is required.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

REVISE TITLE

**PYED 224 Conditioning** (1)  
Formerly: PYED 224 Physical Fitness: Conditioning

**PYED 225 Exercise to Music** (1)  
Formerly: PYED 225 Physical Fitness: Exercise to Music

**PYED 229 Jogging** (1)  
Formerly: PYED 229 Physical Fitness: Jogging

Rationale: New name reduces repetitiveness among PYED course titles. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for this minor wording change.

REVISE DESCRIPTION

**PYED 216 Martial Arts** (Special Topics) (2) Course in one form of martial arts. New topics may be offered periodically.  
Formerly: Selected topics in various forms of martial arts, including but not limited to jujitsu, judo, karate, and tai chi.

Rationale: Topics that have been taught under Special Topics for the past five or more years (Judo, Jujitsu, and Tai Chi) are being added as regular courses, so this description needs to change to allow for introduction of different martial art forms. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted minor wording change.

**PYED 237 Stress Management** (2) Class will deal with the stress process and its relationship to health and disease, lifestyle, and the socio-cultural environment. The psychological, sociological, and spiritual aspects of stress will also be discussed, as well as the concept of the integrative (i.e., mind-body-spirit) person. Finally, a portion of each class period will be devoted to the learning, practice, and implementation of a personal, broad-based coping strategy for stress management. Some class meetings will involve physical activity methods of stress reduction.  
Formerly: Class will deal with the stress process and its relationship to health and disease, lifestyle, and the socio-cultural environment. The psychological, sociological, and spiritual aspects of stress will also be discussed, as well as the concept of the integrative (i.e., mind-body-spirit) person. Finally, a portion of each class period will be devoted to the learning, practice, and implementation of a personal, broad-based coping strategy for stress management.

Rationale: Description change clarifies details about how the course is currently taught. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for this minor wording change.

**PYED 240 Intermediate Swimming** (1) Enhancing skills in front crawl, elementary back stroke, side stroke, back crawl, breast stroke, entries, and turns. Students should already have mastered beginning swimming skills. Students must pass a swimming test that will be administered at beginning of the course. A swimming test based on the American Red Cross will be administered the first day of class.  
Formerly: Crawl stroke, elementary back stroke, side stroke, back crawl, breast stroke, entries, and turns.

Rationale: Description change clarifies details about how the course is currently taught and makes it clear that participants must already have the basics skills. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for this minor wording change.
PYED 242 Outdoor Activity (1) Activity course in one of the following: rock climbing, mountain biking, road biking, ropes course. New topics may be offered periodically.

Formerly: Various outdoor activities such as rock climbing, mountain biking, road biking or ropes course.

Rationale: New course description clarifies course topic offerings and creates opportunity to include non-listed topics should they become available. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for this minor wording change.

PYED 252 Weight Training (1) Introduction to the principles of muscular strength and endurance development for all major muscle groups through the use of free weights and machines.

Formerly: Introduction to the principles of strength development for large muscle groups through the use of free weights and machines.

Rationale: Revised description clarifies course topic and reduces confusion. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 255 Water Safety Instructor (2) Course prepares individuals to teach American Red Cross basic swimming and personal safety courses. Must have adequate swimming skills; Students must pass a swimming test that will be administered at the beginning of the course. Successfully completion of the course results in American Red Cross certification. American Red Cross swimming test must be passed for enrollment in class. Test will be administered the first day of class.

Formerly: Prepares individuals to teach American Red Cross basic swimming and personal safety courses. ARC certification.

Rationale: Revised description reduces confusion and makes it clear that participants must already have the basics skills. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for this minor wording change.

PYED 256 Lifeguard Training (2) American Red Cross lifeguarding and aquatic management techniques. Must have adequate swimming skills. Successful completion of the course results in American Red Cross certification. American Red Cross swimming test must be passed for enrollment in class. Test will be administered the first day of class.

Formerly: American Red Cross lifeguarding and aquatic management techniques. ARC certification.

Rationale: Revised description reduces confusion and makes it clear that participants must already have the basics skills. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for this minor wording change.

PYED 261 Scuba Diving (2) Introduction and developmental scuba diving skills, as well as the theory, safety skills, and practical application of skills to open water scuba diving. Course prepares students for National Association of Underwater Instructors (NAUI) certification. This course has an additional fee from an outside vendor. An optional off-campus trip is available for those wanting certification through the class.

Formerly: Introduction to the principles of strength development for large muscle groups through the use of free weights and machines.

Rationale: Revised description clarifies course topic and reduces confusion. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for this minor wording change.

REVISE TITLE AND DESCRIPTION

PYED 226 Exercise and Nutrition (1) Basic fitness activities and fundamentals of nutrition for students new to exercise.

Formerly: PYED 226 Exercise and Weight Control (1) Fitness activities and basic fundamentals of nutrition for students interested in losing weight. Includes body composition assessment and instruction on achieving a goal weight.

Rationale: Description change clarifies details about how the course is currently taught. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for this minor wording change.

PYED 230 Fitness Swimming (1) Teaches exercise principles of fitness, evaluation, and workout design in the aquatic environment. Students should have adequate swimming skills before taking this course; course does not teach students how to swim. Students must pass a swimming test that will be administered at the beginning of the course.
Formerly: PYED 230 Physical Fitness: Swimming (1) Introductory course outlining basic principles of fitness, evaluation, and workout design in the aquatic environment.

Rationale: New name reduces repetitiveness among PYED course titles. Description change clarifies details about how the course is currently taught and makes it clear that participants must already have the basic skills. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for this minor wording change.

PYED 231 Walking (1) Course for those wishing to begin a fitness walking program. Includes information on proper equipment, workout design and advancement, and flexibility exercises.

Formerly: PYED 231 Physical Fitness: Walking (1) Course for those wishing to begin a fitness program. Includes measurement and interpretation of fitness components, including body composition, cardiorespiratory fitness, low back function and nutrition.

Rationale: New name reduces repetitiveness among PYED course titles. Description change clarifies details about how the course is currently taught. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 245 Intermediate Tennis (1) Development of accuracy and improved technique of ground strokes and serve. Introduction to smash, spin serve, and advanced strategy. Students should have at least basic tennis skills before taking this class. Students must pass a skills test that will be administered at the beginning of the course.

Formerly: PYED 245 Tennis II (1) Development of accuracy and improved technique of ground strokes and serve. Introduction to smash, spin serve, and advanced strategy.

Rationale: Name and description change clarifies details about how the course is currently taught and makes it clear that participants must already have the basics skills. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 244 Beginning Tennis (1) Introduction to forehand, backhand, serve, volley, rules, scoring, and simple strategy. No previous experience necessary.

Formerly: PYED 244 Tennis I (2) Introduction to forehand, backhand, serve, volley, rules, scoring, and simple strategy.

Rationale: New name and description change clarify details about how the course is currently taught and makes it clear that no prior experience is necessary. Credit changes reflects time spent in class and standardizes credit offering for all PYED courses (i.e. 1 credit = ⅛ semester; 2 credits = full semester). Course format and location: No change. Impact on other units: None. Financial Impact: No change. The course will still be taught by a graduate teaching assistant. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted for these minor changes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>PYED 244</td>
<td>None</td>
</tr>
</tbody>
</table>

DROP GRADING RESTRICTION

PYED 254 Yoga and Relaxation (1)

Formerly: Grading Restriction: Satisfactory/No Credit grading only.

Rationale: Removing grading restriction makes grading standard across PYED courses of same type; i.e. those taught by graduate teaching associates. Course format and location: No change. Impact on other units: None. Financial Impact: None. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

DEPARTMENT OF PUBLIC HEALTH
(PUBH) Public Health

DROP

PUBH 311 - Advanced First Aid and Emergency Care (3)

Rationale: This course has not been taught since spring 2011 and is not a part of the public health undergraduate minor, which is the Department of Public Health’s only active undergraduate program. Impact on other units: None. Course has not been offered since spring 2011. This is an elective in the KNS Major in the Kinesiology, Recreation & Sport Studies Department. They have
been notified of the decision to drop the course and are changing their curriculum accordingly. Financial impact: None. Course has not been offered since spring 2011. Student learner objectives impacted: None. Course has not been offered in over three years and it not a requirement for the public health undergraduate minor, which is the Department of Public Health’s only active undergraduate program. Support from assessment activities: No assessments conducted. Course has not been offered in over three years and is not a requirement for the public health undergraduate minor, which is the Department of Public Health's only active undergraduate program.

<table>
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<th>Course</th>
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<tr>
<td>PUBH 311</td>
<td>Kinesiology Major – 6th footnote</td>
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DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

STUDENT LEARNER OUTCOMES
Program Learning Outcomes for the Hotel, Restaurant, and Tourism Major, BS in Retail, Hospitality, Tourism Management
1. Demonstrate knowledge, skills, and abilities to manage a hospitality and tourism business.
2. Demonstrate a level of critical thinking skills relative to problem solving and decision making as applied to the hospitality industry.
3. Effectively communicate knowledge, interpretations, and arguments in writing and in formal oral presentations.

Program Learning Outcomes for the Retail & Consumer Science Major, BS in Retail, Hospitality, and Tourism Management
1. Demonstrate the fundamental knowledge and skills necessary for success in the retail industry.
2. Demonstrate a level of critical thinking skills relative to problem solving and decision making as applied to the retail industry.
3. Effectively communicate knowledge, interpretations and arguments in writing and in formal oral presentations

(RCS) Retail and Consumer Sciences

REVISE DESCRIPTION

RCS 341 - Consumers in the Marketplace (3) Understanding of behavior of individuals and groups that differ in demographic and psychographic characteristics such as lifestyle, family life cycle, and cultural and ethnic backgrounds in relation to purchasing and consuming products or services.

Formerly: Understanding of behavior of individual and family, demographics, family life cycle, family dynamics and roles, cultural and ethnic influences, and individual and family decision making.

Rationale: This represents what is currently being taught in the course. Impact on other units: No impact on other units. Financial Impact: No financial impact. Learning outcomes supported: Supports Learner Outcome #1 in the Retail & Consumer Science Major. Support from assessment activities: No assessment activities were conducted for this minor wording change.

II. PROGRAM CHANGES

DEPARTMENT OF CHILD AND FAMILY STUDIES

STUDENT LEARNER OUTCOMES FOR CHILD & FAMILY STUDIES MAJOR, BS IN HEALTH AND HUMAN SCIENCES - EARLY CHILDHOOD EDUCATION TEACHER LICENSURE PRE K-3 TRACK
1. Students will demonstrate an understanding and knowledge of child and adolescent development.
2. Students will demonstrate an understanding of contemporary family processes and transitions in the context of marriage and parenting.
3. Students in the Community Outreach track will demonstrate the ability to interact professionally and work effectively with children and families in diverse community contexts.
4. Students in the Teacher Licensure track will apply the knowledge and skills appropriate to practice in settings with young children.

REVISE CHILD AND FAMILY STUDIES MAJOR, EARLY CHILDHOOD EDUCATION TEACHER LICENSURE PRE K-3 TRACK

<table>
<thead>
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<th>Term 6</th>
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<tbody>
<tr>
<td>&quot;CFS 351&quot;</td>
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<tr>
<td>&quot;CFS 353&quot;</td>
<td>Intermediate Foreign Language Sequence*</td>
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<tr>
<td>&quot;EDPY 401&quot;</td>
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<td>&quot;SPED 402&quot;</td>
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Rationale: Term 6 revision reflects the change of prefix by the TPTE department from TPTE 486 to ETEC 486. Also, the TPTE Department is changing REED 430 from 2 credit hours to 3, which we have revised in Term 7. Dropping the 1 hour credit unrestricted elective will facilitate the 1 credit hour increase in REED 430 without increasing total credit hours for students. Impact on other units: None. There is no impact on other units. Financial Impact: None. The change does not require any additional
resources. Learner Outcome Supported: The change has the potential to support outcome 4 “Students in the Teacher Licensure track will apply the knowledge and skills appropriate to practice in settings with young children.” By dropping the ‘free’ elective, students will gain more knowledge and competence to enhance their professional practice in the pedagogical content area of reading instruction. Support from Assessment Activities: No assessment activities were conducted for this change. However, the Child and Family Studies faculty supports the change to facilitate the increased credit hour in REED 430.

REVISE CHILD AND FAMILY STUDIES MAJOR, BS IN HEALTH AND HUMAN SCIENCES, EARLY DEVELOPMENT AND LEARNING PRE K-K TRACK

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Rationale: Term 8 revision reflects the change of prefix by the TPTE department from TPTE 486 to ETEC 486. Impact on other units: None. There is no impact on other units. Financial Impact: None. The change does not require any additional resources. Learner Outcome Supported: N/A change reflects prefix change from TPTE. Support from Assessment Activities: No assessment activities were conducted for this change. However, the Child and Family Studies faculty supports the change to facilitate the increased credit hour in REED 430.

REVISE DEPARTMENTAL DESCRIPTION FOR CHILD AND FAMILY STUDIES

Program Policies and Progression Requirements

The child and family studies major can provide the undergraduate preparation needed for a student who would like to be licensed to teach early childhood education in the State of Tennessee (PreK-3). The early childhood education licensure option is offered in conjunction with a master's degree in child and family studies (early childhood education concentration). Upon attainment of junior status (i.e., 60 hours), students will complete the admission to teacher education process (see details in the teacher education section of this catalog) and simultaneously make application for admission to the MS with a major in child and family studies (see the Graduate Catalog for details.). Acceptance into the teacher licensure program is contingent upon acceptance into the department's master's program. Students interested in this option should work closely with their advisor to ensure that they understand and meet the teacher education program requirements and the requirements for graduate study and that they strictly follow the application process.

Early Childhood Education Teacher Licensure (PreK-3)

The child and family studies major can provide the undergraduate preparation needed for a student who would like to be licensed to teach early childhood education in the State of Tennessee (PreK-3). The early childhood education licensure option is offered in conjunction with a master's degree in child and family studies (early childhood education concentration). Upon attainment of junior status (i.e., 60 hours), students will complete the admission to teacher education process (see details in the teacher education section of this catalog) and simultaneously make application for admission to the MS with a major in child and family studies (see the Graduate Catalog for details.). Acceptance into the teacher licensure program is contingent upon acceptance into the department's master's program. Students interested in this option should work closely with their advisor to ensure that they understand and meet the teacher education program requirements and the requirements for graduate study and that they strictly follow the application process.

REVISE TEXT OF THE EARLY CHILDHOOD EDUCATION TEACHER LICENSURE (PreK-3) OPTION

Program Policies and Progression Requirements

The child and family studies major can provide the undergraduate preparation needed for a student who would like to be licensed to teach early childhood education in the State of Tennessee (PreK-3). The early childhood education licensure option is offered in conjunction with a master's degree in child and family studies (early childhood education concentration). Upon attainment of junior status (i.e., 60 hours), students will complete the admission to teacher education process (see details in the teacher education section of this catalog) and simultaneously make application for admission to the MS with a major in child and family studies (see the Graduate Catalog for details.). Acceptance into the teacher licensure program is contingent upon acceptance into the department's master's program. Students interested in this option should work closely with their advisor to ensure that they understand and meet the teacher education program requirements and the requirements for graduate study and that they strictly follow the application process.

Rationale: These changes were proposed in order to make the CFS licensure program requirements for progression in line with the requirements of other licensure programs in the college. It is believed also that these changes will benefit students and our recruitment efforts. Impact on other units: None. Financial Impact: None. Learner Outcome Supported: There is no implication for learner outcomes. Support from Assessment Activities: The decision to make the original change was made after monitoring the pattern and timing of student movement through the program.

COLLEGE OF ENGINEERING
All Changes Effective Fall 2015.

I. COURSE CHANGES
DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCES
(BSE) Biosystems Engineering

ADD

BSE 417 Honors Mechanical Systems Engineering (3) Honors version of 411 that requires an additional honors component.
(RE) Prerequisite(s): Mechanical Engineering 231 and Mechanical Engineering 321 with grades of C or better.
Registration Restriction: Consent of instructor.

BSE 418 Honors Environmental Hydrology (3) Honors version of 416 that requires an additional honors component.
(RE) Prerequisite(s): Aerospace Engineering 341 with grade of C or better.
Registration Restriction: Consent of instructor.

BSE 437 Honors Bioprocess Engineering (3) Honors version of 431 that requires an additional honors component.
(RE) Prerequisite(s): 321 with grade of C or better.
Registration Restriction: Consent of instructor.

BSE 457 Honors Electronic Systems (4) Honors version of 451 that requires an additional honors component.
(RE) Prerequisite(s): Electrical and Computer Engineering 301 with grade of C or better.
Registration Restriction: Consent of instructor.

Rationale: Proposed changes in the Chancellor’s Honors Program are going to severely limit the number of our students participating in that. We are proposing these classes and program changes as a way of tying into the new proposed College of Engineering Honors program. Assessment: Regular version of these courses are already approved and exist. Impact on other units: none. Financial impact: none.

REVISE (RE) PREREQUISITE(S)

BSE 411 Mechanical Systems Engineering (3)
(RE) Prerequisite(s): Mechanical Engineering 231 and Mechanical Engineering 321 with grades of C or better.
Formerly: (RE) Prerequisite(s): Mechanical Engineering 231 and Mechanical Engineering 321

BSE 416 Environmental Hydrology (3)
(RE) Prerequisite: Aerospace Engineering 341 with grade of C or better.
Formerly: (RE) Prerequisite(s): Aerospace Engineering 341.

BSE 431 Bioprocess Engineering (3)
(RE) Prerequisite: 321 with grade of C or better.
Formerly: (RE) Prerequisite(s): 321.

BSE 451 Electronic Systems (4)
(RE) Prerequisite: Electrical and Computer Engineering 301 with grade of C or better.
Formerly: (RE) Prerequisite: Electrical and Computer Engineering 301.

Rationale: Our ABET assessment results show difficulty for lower-performing students in achieving some of the student outcomes related to upper-level design courses. Analysis and discussion links this difficulty to lack of sufficient competency in the engineering fundamentals taught in lower-level courses. We propose to address this by ensuring a stronger background in the fundamental classes leading into this sequence by increasing expectations of performance in those courses. Impact on other units: none. Financial impact: none.

DEPARTMENT OF CHEMICAL AND BIOMOLECULAR ENGINEERING
(CBE) Chemical and Biomolecular Engineering

DROP (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)

CBE 301 Application of Statistical and Numerical Techniques in Engineering (3)
(RE) Corequisite(s): Engineering Fundamentals 230.
Formerly: (RE) Prerequisite(s): Engineering Fundamentals 230.
(RE) Corequisite(s): Mathematics 231.

Rationale: New material in 301 does not require previous experience with MatLab. Impact on other units: None. Financial impact: None.

REVISE (RE) PRE-REQUISITE(S), ADD (RE) COREQUISITES
CBE 415 Chemical and Biomolecular Engineering Laboratory (4)
(RE) Prerequisite(s): 340 and 360.
(RE) Corequisite(s): 301 and 350

Formerly: (RE) Prerequisite(s): 301, 340, 350, and 360.

Rationale: Rearrangement of course coverage removes the necessity for some prerequisites. Impact on other units: None. Financial impact: None.

REVISE (RE) PREREQUISITE(S)

CBE 445 Separation Process Technology for the Pharmaceutical and Chemical Process Industries (3)
(RE) Prerequisite(s): 340 and 360.

Formerly: (RE) Prerequisite(s): 340, 350, and 360.

Rationale: Rearrangement of course coverage removes the necessity for some prerequisites. Impact on other units: None. Financial impact: None.

CBE 480 Equipment Design and Economic Methods (3)
(RE) Prerequisite(s): 340, 360, and Chemistry 350.

Formerly: (RE) Prerequisite(s): 340, 350, 360 and Chemistry 350.

Rationale: Rearrangement of course coverage removes the necessity for some prerequisites. Impact on other units: None. Financial impact: None.

REVISE CROSS LISTING

† CBE 483 Introduction to Reliability Engineering (3)
(See Industrial Engineering 483)

Formerly: (See Nuclear Engineering 483.)

† CBE 484 Introduction to Maintainability Engineering (3)
(See Industrial Engineering 484)

Formerly: (See Nuclear Engineering 484.)

Rationale: The Reliability and Maintainability academic program is now directed by the ISE Department. Impact on other units: None. Financial impact: None.

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING
(CE) Civil Engineering

DROP

CE 442 Construction Methods and Equipment (3)

Rationale: Formerly, all CE majors took 442. The faculty has determined that the content of the proposed 340 would be more appropriate as the required course. The 441 course contains expanded content from the 442 course that is being dropped. This second course is now part of an elective track in Construction Engineering and Management available to Undergraduate students. Impact on other units: none. Financial impact: We recently added a tenure line in the Construction Engineering and Management area and filled a vacancy in the same area, so the resources to support these courses and this elective track are already in place.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>CE 442</td>
<td>Civil Engineering Major – Term 7</td>
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</tbody>
</table>

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE
(COSC) Computer Science

DROP

COSC 160 Computer Organization (4)

Rationale: Since COSC 160 will become a pre-req for COSC 140, it should be re-numbered so that it has a lower number than COSC 140. The rationale for changing COSC 160’s number rather than 140’s number is that x3x courses in COSC are architecture courses and COSC 160 is an architecture course. x4x courses are software courses, so COSC 140 is appropriately numbered. Impact on other units: None. Financial impact: None.
ADD (RE) CO-REQUISITE(S)

COSC 102 Introduction to Computer Science (4)
(RE) Corequisite(s): Math 141 or Math 147.
Rationale: In order to succeed in COSC 102, students require a degree of mathematical maturity and background that Math 141/147 will provide. Impact on other units: None. Financial impact: None.

REVISE (RE) PREREQUISITE(S)

COSC 140 Data Structures and Algorithms I (4)
(RE) Prerequisite(s): 130.
Formerly: (RE) Prerequisite(s): 102.
Rationale: COSC 130 has COSC 102 as a prerequisite. COSC 130 teaches students hardware concepts that are required for some of the concepts that are taught in COSC 140. Impact on other units: None. Financial impact: None.

COSC 311 Discrete Structures (3)
(RE) Prerequisite(s): 140 and either Mathematics 142 or 148.
Formerly: (RE) Prerequisite(s): 160; and Mathematics 142 or 148.

DROP (DE) PREREQUISITE

COSC 317 Honors Discrete Structures (3)
Formerly: (DE) Prerequisite(s): 160.

REVISE PREREQUISITE(S)

COSC 360 Systems Programming (4)
(RE) Prerequisite(s): 130 and 302.
Formerly: (RE) Prerequisite(s): 160 and 302.

COSC 361 Operating Systems (3)
(RE) Prerequisite(s): 130 and 302.
Formerly: (RE) Prerequisite(s): 160 and 302.

COSC 367 Honors Systems Programming (4)
(RE) Prerequisite(s): 130 and 302.
Formerly: (RE) Prerequisite(s): 160 and 302.
Rationale: Replacing the prerequisite COSC 160 to COSC 140. COSC 160 has been renumbered to COSC 130 and set as a prerequisite of COSC 140. In order to streamline teaching for efficiency, it is necessary to cite examples of data structures and algorithms from COSC 140 when illustrating and motivating the mathematical topics of COSC 311. Impact on other units: None. Financial impact: None.

(ECE) Electrical and Computer

DROP

ECE 454 Computer and Network Security (3)
Rationale: This course has been restructured into ECE 461 and ECE 464, such that ECE 461 gives a broader overview of computer security and ECE 464 focuses more on network security. This restructuring also facilitates students from other disciplines to take ECE 461 as one of the core courses for the cybersecurity minor program.

REVISE (RE) PREREQUISITE(S)

ECE 255 Introduction to Logic Design of Digital Systems (3)
(RE) Prerequisite(s): Computer Science 130.
Formerly: (RE) Prerequisite(s): Computer Science 160.

DROP (DE) PREREQUISITE
ECE 342 Fundamentals of Communications (3) Probability and random processes, communication channels, analog modulations, digital modulations, diversity, MIMO, channel coding, information theory, and laboratory sessions.

Formerly: Analog Communication Amplitude and Frequency Modulation (3) Probability and random variables, signal-to-noise ratio, propagation models, link budget analysis, bandpass signals, amplitude modulation, frequency modulation, and spread-spectrum. Includes Level 1 design projects which require laboratory experiments.

Rationale: There is no need to use a whole semester to introduce the traditional analog communications since most modern communication systems are digital. We want to merge the analog and digital communications into one course. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty (Dr. Husheng Li and Dr. Chao Tian).

ECE 441 Modern Communication Systems (3) Multiple access, TDMA and 2G systems, spread spectrum and 3G systems, OFDM and 4G systems, scheduling, hand off, optical fiber communications, optical networks, laboratory sessions.

Formerly: Digital Communications (3) Quantization and pulse code modulation. Binary and Mary signaling, spectra of line codes, link budget analysis, binary communication in the presence of noise, matched filtering and equalization, bandpass digital transmission, and introduction to multiple access techniques. Includes Level 1 design projects.

Rationale: The original introduction to digital communications will be merged into ECE 342. Hence, in this course, we will introduce more advanced topics, particular practical communication systems. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty (Dr. Husheng Li and Dr. Chao Tian).

REVISE CREDIT HOURS

ECE 491 Special Topics (1-3 credit hours)

Formerly: 3 credit hours

Rationale: To allow more freedom for students and to match the same practice in computer science, in the same department of EECS. Impact on other units: None. Financial impact: None.

DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING (IE) Industrial Engineering

REVISE TITLE

IE 301 Operations Research I: Deterministic Models (3)

Formerly: Operations Research in Industrial Engineering I

Rationale: This title represents the content of the courses better than the current one and shows the relationship with 310. Impact on other courses: None. Financial Impact: None.

REVISE TITLE AND DESCRIPTION


Formerly: Operations Research in Industrial Engineering II (3) Network models including PERT-CPM. Introduction to nonlinear programming, dynamic programming, stochastic processes, and queuing theory. Basic decision analysis techniques and their applications in engineering practice.

Rationale: This title represents the content of the courses better than the current one. The course becomes more focused on probabilistic models without overlaps with 301. Impact on other courses: None. Financial Impact: None.

REVISE PREREQUISITE

IE 340 Process Improvement through Planned Experimentation (3)
(RE) Prerequisite(s): 200 and 202.
Formerly: (RE) Prerequisite(s): 202 and 300

Rationale: 200 is enough to prepare students ready for 340. Impact on other courses: None. Financial Impact: None.

DROP (RE) COEREQUISITE

IE 421 Information Systems Analysis and Design (3)

Formerly: (RE) Corequisite(s): 402

Rationale: 402 is not necessary for students to take 421. Impact on other courses: None. Financial Impact: None.

DROP AS SECONDARY CROSS LISTING, ADD AS PRIMARY, ADD (RE) PREREQUISITE(S)

† IE 483 Introduction to Reliability Engineering (3) Probabilistic failure models and parameter estimation (maximum likelihood, Bayes techniques). Model identification and comparison, accelerated life tests, failure prediction, system reliability, preventive maintenance, and warranties. (Same as Chemical and Biomolecular Engineering 483; Materials Science and Engineering 483; Mechanical Engineering 483; Nuclear Engineering 483.) (RE) Prerequisite(s): 200 or STAT 251

Formerly: (See Nuclear Engineering 483.)

† IE 484 Introduction to Maintainability Engineering (3) Principles of maintenance and reliability engineering and maintenance management. Topics include information extraction from machinery measurements, rotating machinery diagnostics, nondestructive testing, life prediction, failure models, lubrication oil analysis, establishing a predictive maintenance program, and computerized maintenance management systems. (Same as Chemical and Biomolecular Engineering 484; Materials Science and Engineering 484; Mechanical Engineering 484; Nuclear Engineering 484.) (RE) Prerequisite(s): IE 200 or STAT 251

Formerly: (See Nuclear Engineering 484.)

Rationale: The Reliability and Maintainability academic program is now directed by the ISE Department. Students with basic statistics background are ready to take either 483 or 484 even if they are not seniors. Impact on other courses: None. Financial Impact: None.

DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING (MSE) Materials Science and Engineering

DROP (RE) PREREQUISITE(S), ADD REGISTRATION RESTRICTION

MSE 460 Solar Photovoltaics (3)
Registration Restriction(s): Minimum student level - juniors and seniors in Engineering or Physical Sciences.

Formerly: (RE) Prerequisite(s): 350 or consent of instructor.

Rationale: Encourages students from other COE departments to enroll in 460. Impact on other units: None. Financial impact: None.

ADD (RE) PREREQUISITE(S)

MSE 480 Materials Selection in Design (3) (RE) Prerequisite(s): 201.

Rationale: Ensures that students have some Materials Science and Engineering background. Impact on other units: None. Financial impact: None.

ADD

† MSE 483 Introduction to Reliability Engineering (3) (See Industrial Engineering 483)

REVISE SECONDARY CROSS LISTING

† MSE 484 Introduction to Maintainability Engineering (3) (See Industrial Engineering 484)

Formerly: (See Nuclear Engineering 484.)
Rationale: The Reliability and Maintainability academic program is now directed by the ISE Department. Impact on other units: None. Financial impact: None.

ADD REGISTRATION RESTRICTION

MSE 489 Materials Design (3)
Registration Restriction(s): Minimum student level — senior.

Rationale: Ensures that Materials Science and Engineering students have all the prior courses and background to participate in this capstone design course. Impact on other units: None. Financial impact: None.

DEPARTMENT OF MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING
(ME) Mechanical Engineering

ADD (RE) COREQUISITE

ME 466 Elements of Machine Design II (3)
(RE) Corequisite: 366

Rationale: Corequisite needed for material covered in course. Impact on other units: None. Financial impact: None.

REVISE SECONDARY CROSS LISTING

ME 483 Introduction to Reliability Engineering (3)
(See Industrial Engineering 483)

Formerly: (See Nuclear Engineering 483.)

ME 484 Introduction to Maintainability Engineering (3)
(See Industrial Engineering 484)

Formerly: (See Nuclear Engineering 484.)

Rationale: The Reliability and Maintainability academic program is now directed by the ISE Department. Impact on other units: None. Financial impact: None.

DEPARTMENT OF NUCLEAR ENGINEERING
(NE) Nuclear Engineering

ADD (RE) PREREQUISITE(S)

NE 351 Nuclear System Dynamics, Instrumentation, and Controls (3)
(RE) Prerequisite: 200 or consent of instructor.

Rationale: This is a course primarily useful to nuclear engineering students, so having 200 as a prerequisite enforces that. Other students with the appropriate background can be let in by the instructor. Impact on other units: None. Financial impact: None.

NE 470 Nuclear Reactor Theory (3)
(RE) Prerequisite: 362 or consent of instructor.

Rationale: Programming in Fortran and initial background in numerical methods is needed for 470. All Nuclear Engineering students take 362. Other students with the appropriate background can be let in by the instructor. Impact on other units: None. Financial impact: None.

DROP AS PRIMARY CROSS LISTING, ADD AS SECONDARY

† NE 483 Introduction to Reliability Engineering (3)
(See Industrial Engineering 483)

Formerly: Probabilistic failure models and parameter estimation (maximum likelihood, Bayes techniques). Model identification and comparison, accelerated life tests, failure prediction, system reliability, preventive maintenance, and warranties.
(Same as Chemical and Biomolecular Engineering 483; Industrial Engineering 483; Mechanical Engineering 483.)
Registration Restriction(s): Minimum student level — senior.
Registration Permission: Consent of instructor.

† NE 484 Introduction to Maintainability Engineering (3)
(See Industrial Engineering 484)
Formerly: Principles of maintenance and reliability engineering and maintenance management. Topics include information extraction from machinery measurements, rotating machinery diagnostics, nondestructive testing, life prediction, failure models, lubrication oil analysis, establishing a predictive maintenance program, and computerized maintenance management systems. (Same as Chemical and Biomolecular Engineering 484; Industrial Engineering 484; Materials Science and Engineering 484; Mechanical Engineering 484.)
Registration Restriction(s): Minimum student level — senior.
Registration Permission: Consent of instructor.
Rationale: The Reliability and Maintainability academic program is now directed by the ISE Department. Impact on other units: None. Financial impact: None.

COLLEGE OF NURSING
All changes effective fall 2015

I. COURSE CHANGES

ADD

NURS 320 Pathophysiology for the Registered Nurse (3) Use of Evidence-based practice and case studies to increase knowledge of the impact of disease on the human body.
Registration Restriction(s): Bachelor of Science in Nursing — nursing major (RN track)

NURS 334 Health Assessment for the Registered Nurse (4) Emphasis on holistic health assessment and health promotion across the lifespan to build on initial nursing preparation and to enhance and/or develop knowledge and skills for a broader scope of practice.
Contact Hour Distribution: Didactic 2; Clinical 2
Registration Restriction(s): Bachelor of Science in Nursing — nursing major (RN track)

NURS 343 Transcultural Nursing for the Registered Nurse (3) Focus on transcultural nursing perspectives with opportunities for the RN to formulate a deeper understanding of the influences of culture on people’s actions to promote, maintain, and restore health.
Registration Restriction(s): Bachelor of Science in Nursing — nursing major (RN track)

NURS 350 Healthcare Informatics (3) Introduces the RN to the use of information and technology in the health care environment. The learner will explore the relationship between healthcare informatics and the safety and quality of patient care, specifically communication, knowledge management, error mitigation, and clinical decision support.
Registration Restriction(s): Bachelor of Science in Nursing — nursing major (RN track)

NURS 383 Population Health and Global Health Perspectives for the Registered Nurse (5) Focused didactic and clinical opportunities for the RN to examine the community health/global health nursing care needs of individuals, families, communities, and populations. Learners will participate in community health/global health programs within a community to promote and maintain health.
Contact Hour Distribution: Didactic 2; Clinical 3
Registration Restriction(s): Bachelor of Science in Nursing — nursing major (RN track)

NURS 401 Pharmacotherapeutics for the Registered Nurse (3) Emphasis on advancing the RN’s knowledge of the nursing implications of basic principles of drug action and the therapeutic application of select major pharmacological classification of drugs currently used in clinical nursing practice.
Registration Restriction(s): Bachelor of Science in Nursing — nursing major (RN track)

NURS 455 Nursing Leadership and Management Dimensions (3) Explores the foundations for decision-making, problem-solving, and critical-thinking/reasoning skills, as well as management and leadership skills needed to address the leadership and management problems presented in the workplace.
Satisfies General Education Requirement: (OC)
Registration Restriction(s): Bachelor of Science in Nursing — nursing major (RN track)

NURS 472 Evidence Based Practice and Nursing Research (3) Provides the RN with the concepts, knowledge and skills necessary to search, analyze, critique, and synthesize nursing research and to function as an integral member of team activities which support the application of evidence-based nursing practice (EBP).
Registration Restriction(s): Bachelor of Science in Nursing — nursing major (RN track)

Rationale: In preparation for Commission of Colleges or Nursing Education accreditation review scheduled for March 2015 and Academic Program Review, the program curriculum was reviewed and revised to reflect current standards, specifically Essentials of Baccalaureate Education for Professional Nursing Practice. To reflect how program curriculum builds on baccalaureate education, program outcomes were revised to reflect student learning outcomes which reflected CCNE language. One requirement is that RN-to-BSN courses be differentiated from those in the traditional BSN program. Impact on other units: None. Financial Impact: None

REVISE TITLE, DESCRIPTION, DROP CONTACT HOUR DISTRIBUTION

NURS 494 Portfolio Development for the Registered Nurse (4) Focus on the development of a professional e-portfolio, including a personal philosophy of nursing and strategic plan for lifelong learning and continued professional development.
Formerly: NURS 494 - Alternative Preceptorship (4) An alternative to 495 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.

Contact Hour Distribution: 2 lectures and 2 labs.

CORRECT MISTAKE IN OCTOBER SUBMISSION

NURS 406 Pharmacotherapeutics II (2) Emphasis is on nursing implications of basic principles of drug action and the therapeutic application of select major pharmacological classification of drugs currently used in clinical nursing practice.

REVISE TITLE AND DESCRIPTION

406 Pharmacotherapeutics II (2) Emphasis is on nursing implications of basic principles of drug action and the therapeutic application of select major pharmacological classification of drugs currently

Formerly: Pharmacology II. Continuation of 351 with emphasis on nursing responsibilities in the safe and effective use of therapeutic drugs, recognition and reporting of side effects, and critical aspects of patient education.

Rationale: Course description was incomplete when presented to the Committee in October 2014. The above shows what it should have been, as well as what was originally submitted. Impact on other units: none. Financial impact: none.

II. PROGRAM CHANGES

REVISE TEXT ON COLLEGE PAGE

REVISE NURSING MAJOR (RN TRACK), BS IN NURSING

Revise items 3, 4, and 5; add, drop or revise title of courses in list

3. All students take the community nursing course NURS 383 382.
4. RN-BSN students are required to take NURS 334 333 - Health Assessment for the Registered Nurse.
5. Proficiency credit can be obtained in several other courses by passing instructor-made exams or preparing other work as specified by the faculty. These courses include NURS 320 319 - Pathophysiology of Health Deviations, and NURS 401 351 - Pharmacology I, and NURS 406 - Pharmacology II (indicated by an asterisk). All proficiency credit not designated as Satisfactory/No Credit carries a letter grade.

Course Requirements (123 hours)

- NURS 319 - Pathophysiology of Health Deviations*
- NURS 320 - Pathophysiology for the Registered Nurse*
- NURS 333 - Health Assessment
- NURS 334 – Health Assessment for the Registered Nurse
- NURS 341 - Transcultural Nursing
- NURS 343 – Transcultural Nursing for the Registered Nurse
- NURS 351 - Pharmacology II*
- NURS 382 - Health Promotion and Maintenance in the Community
- NURS 383 - Population Health and Global Health Perspectives for the Registered Nurse
- NURS 401 - Pharmacotherapeutics for the Registered Nurse*
- NURS 454 - Professional Leadership Issues*(OC)
- NURS 455 - Nursing Leadership and Management Dimensions (OC)
- NURS 471 - Nursing Research
- NURS 472 - Evidence Based Practice and Nursing Research
- NURS 494 - Portfolio Development for the Registered Nurse Alternative Preceptorship* (WC)

COLLEGE OF SOCIAL WORK

All changes effective fall 2015

II. PROGRAM CHANGES

REVISE TEXT ON COLLEGE PAGE

Honors Concentration

The honors concentration provides highly motivated social work majors with the opportunity to pursue advanced course work and complete a senior research project. All declared social work majors with a cumulative grade point average of at least 3.5 3.25 are invited to participate in the honors concentration. To graduate with honors, social work majors must complete 12 hours of honors work including at least 9 hours of social work honors courses. Students completing the honors concentration must take SOWK 417 and SOWK 467 and complete a senior research project. A grade of B or above must be earned in all honors courses and students must maintain an overall grade point average of 3.5 3.25. Students are evaluated at the end of each semester. Students with cumulative grade point averages that drop below a 3.5 3.25 will incur probationary status and will be given one semester to raise
their average above 3.5. Failure to improve one’s cumulative grade point average during the probationary semester will lead to dismissal from the honors concentration. Students interested in honors at any level should consult with their academic advisor or the BSSW program director about participation in the honors concentration.

Rationale: Due to the increasing student interest in completing the honors concentration in our undergraduate social work program in conjunction with our limited resources, we decided to limit the growth of this program by increasing the minimum GPA required to take courses in the honors concentration and to graduate with honors. Impact on other units: None. Financial impact: None.

REVISE SOCIAL WORK MAJOR, BS IN SOCIAL WORK

<table>
<thead>
<tr>
<th>Term 2</th>
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<tbody>
<tr>
<td>CMST 210 or CMST 217 or PHIL 244</td>
<td>3</td>
<td>ENGL 102</td>
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<tr>
<td>ENGL 102</td>
<td>3</td>
<td></td>
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<tr>
<td>Foreign Language (100-level)</td>
<td>3</td>
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<tr>
<td>Natural Sciences Elective*</td>
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<td>4</td>
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<tr>
<td>PSYC 110 or PSYC 117</td>
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<tr>
<th>Term 5</th>
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<tbody>
<tr>
<td>CES 220* Social Science or Social Work Elective*</td>
<td>3</td>
<td>SOWK 312</td>
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<tr>
<td>MATH 115</td>
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<td>SOWK 312</td>
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<tr>
<td>SOWK 314 or SOWK 317*</td>
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<tr>
<td>Unrestricted Elective</td>
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</tbody>
</table>

* Any social science or social work courses not already required for the major

BAKER CENTER FOR PUBLIC POLICY
All changes effective fall 2015

II. COURSE CHANGES

ADD REPEATABILITY

BCPP 317 Baker Scholars Seminar (1)
Repeatability: May be repeated. Maximum 3 hours.

Rationale: This course was added in the 2013-2014 catalog and the repeatability was mistakenly left off. This action is to correct that oversight. Impact on other units: None. Financial Impact: None.

Note: Because there is not a Banner registration override for repeatability, the Baker Center is working closely with the Registrar’s Office to accommodate students who choose to repeat this course during the spring term 2015.

MISCELLANEOUS ADMINISTRATIVE CHANGES AND CORRECTIONS
Routine Maintenance
For Informational Purposes Only

REVISE ACADEMIC CALENDAR
Update 2015-2016 academic calendar.

Rationale: Administrative maintenance.

UNIVERSITY-WIDE ACADEMIC POLICIES AND PROCEDURES
Special State and Federal Laws for Educational Purposes
Social Security Number Use
Revise paragraph 3

Students requiring a correction or change to their student identification numbers or to their Social Security Numbers should contact One Stop Express Student Services Center at (865) 974-1111 Student Data Resources at (865) 974-2108.

Rationale: Update contact information to reflect change in responsibilities.

COLLEGE OF ARTS AND SCIENCES
Department of Foreign Languages and Literatures

Modern Foreign Languages and Literatures Major, BA – Language and World Business/Chinese
Modern Foreign Languages and Literatures Major, BA – Language and World Business/French and Francophone Studies
Modern Foreign Languages and Literatures Major, BA – Language and World Business/German
Modern Foreign Languages and Literatures Major, BA – Language and World Business/Hispanic Studies
Modern Foreign Languages and Literatures Major, BA – Language and World Business/Italian
Modern Foreign Languages and Literatures Major, BA – Language and World Business/Portuguese
Modern Foreign Languages and Literatures Major, BA – Language and World Business/Russian Studies
Major Requirements

II. Practical Experience – 3 hours

Note: Students undertaking an internship are required to purchase professional liability insurance coverage before beginning service. Information on this professional liability insurance coverage may be found at the following weblink: http://web.utk.edu/~mfll/lwb/default.html.

Rationale: Web link was inactive. Research did not turn up a correct link, so the sentence containing the link was removed.

2014-2015 General Education Requirement

Approved Communicating Through Writing (WC) Courses

Approved Communicating Orally (OC) Courses

DROP FROM LISTS

COSC 401 - Senior Design Theory (2)
ECE 401 - Senior Design Theory (2)

COLLEGE OF ENGINEERING

Engineering Entrepreneurship Minor
Computer Engineering Major, BS in Computer Engineering
Computer Science Major, BS in Computer Science
Electrical Engineering Major, BS in Electrical Engineering
Electrical Engineering Major, BS in Electrical Engineering – Power and Energy Systems Concentration

DROP GER DESIGNATION FROM COURSES

COSC 401 - Senior Design Theory (2)
ECE 401 - Senior Design Theory (2)

Rationale: COSC/ECE 401 Senior Design Theory was mistakenly OC/WC GER. This was an error. In 2012-2013, COSC/ECE 400 (5 credit hours) was split into COSC/ECE 401 (2 hours) and COSC/ECE 402 (3 hours). 400 had been an approved OC/WC GER. When the course was split, 402 was the new OC/WC GER. Because 401 is only worth 2 credit hours, it could not satisfy the GER; but it was entered into the system as OC/WC GER. This error was corrected.

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

Department of Plant Sciences

DROP GER DESIGNATION FROM COURSE FOR 2014-2015 CATALOG

PLSC 115 Plants for Health, Aesthetics, and Recreation (3)

Rationale: This was approved for the 2015-2016 catalog, but was mistakenly listed in the 2014-2015 catalog as a GER. The 2014-2015 catalog has been corrected, and the 2015-2016 catalog will show the GER information.

MULTIPLE LOCATIONS

REVISE COLLEGE TITLE

“College of Business” was updated to “Haslam College of Business.”

Rationale: Administrative maintenance.

Main Agenda Items

I. COURSE CHANGES

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS (ALEC) Agricultural Leadership, Education and Communications

Program Learning Outcomes for the B.S. in Agricultural Leadership, Education and Communications:
Students will demonstrate the ability to communicate through written scholarly work and formal oral presentations.
Students will demonstrate leadership activities which impact a community.
ADD

ALEC 499 Undergraduate Research (1-6) Experience in research projects under supervision of staff members. Student should make arrangements for research project with instructor prior to enrollment.

Repeatability: May be repeated. Maximum 12 hours.
Registration Permission: Consent of instructor.

Rationale: Course will allow students to receive credit for participation in research. Impact on other units: None. Financial impact: None. Student learning outcomes supported: None. Support from assessment activities: None; change supports University’s proposed QEP for experiential learning, provides students a clear credit option for conducting undergraduate research, and allows for better tracking and assessment of undergraduate research activity.

DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS

(AREC) Agricultural and Resource Economics

Program Learning Outcomes for the B.S. in Food and Agricultural Business:
1. Students can explain and illustrate economic concepts and principles related to the market system's role in allocating society's resources to and within the food and fiber system.
2. Students can explain and illustrate economic concepts and principles related to decision-making by consumers and producers with regard to agricultural commodities, food products, and natural resources.
3. Students can explain basic principles in the areas of management, marketing and finance, and apply them in the context of agribusiness decision making.
4. Students can use economic logic and quantitative data to analyze problems and identify solutions related to the food and fiber system, the natural resource base, and environmental quality.

Program Learning Outcomes for the B.S. in Natural Resource & Environmental Economics
1. Students can explain and illustrate economic concepts and principles related to the market system's role in allocating society's resources to and within the food and fiber system.
2. Students can explain and illustrate economic concepts and principles related to decision-making by consumers and producers with regard to agricultural commodities, food products, and natural resources.
3. Students can explain how environmental externalities, public goods, and scarce natural resources cause market failure, identify the effects of market failure on social welfare, and explain how various policy tools can be used to address these effects.
4. Students can use economic logic and quantitative data to analyze problems and identify solutions related to the food and fiber system, the natural resource base, and environmental quality.

ADD

AREC 499 Undergraduate Research (1-3) Experience in research projects under supervision of staff members. Student should make arrangements for research project with instructor prior to enrollment.

Repeatability: May be repeated. Maximum 12 hours.
Registration Permission: Consent of instructor.

Rationale: Course will allow students to receive credit for participation in research. Impact on other units: None. Financial impact: None – students currently are participating in research; course will allow them to receive credit for their efforts. Student learning outcomes supported: None. Support from assessment activities: None; change supports University’s proposed QEP for experiential learning, provides students a clear credit option for conducting undergraduate research, and allows for better tracking and assessment of undergraduate research activity.

DEPARTMENT OF ANIMAL SCIENCE

(ANSC) Animal Science

Program Learning Outcomes for the B.S. in Animal Science:
1. Students will be able to demonstrate use of the terminology and processes relevant to Animal Science.
2. Students will be able to utilize information in problem-solving and professional situations.
3. Students will be able to recognize and incorporate awareness of cultural or regional differences in practice and management of the discipline.

ADD

ANSC 100 Orientation to Animal Science (1) An introduction to the major and culture of Animal Science. History of animal science, IACUC, animal welfare, animal care guidelines, expectations and background preparation for working with animals. Discussion of student responsibilities, opportunities for internship, study abroad, undergraduate research and other career development within Animal Science.

Contact Hour Distribution: 1 hour lecture
Grading Restriction: ABC/NC
(RE) Registration Restriction(s): Restricted to Animal Science majors only
Rationale: This material was formerly taught within ANSC 160. Increased enrollment has resulted in a fewer proportion of entering freshmen being able to enroll in ANSC 160 their first semester. Separating out the Orientation material will allow for greater access of first semester freshmen to Orientation material (enrollment to ANSC 160 is limited due to the animal-based labs). Impact on other units: none. Financial impact: none. This material was formerly incorporated in to ANSC 160 as a 3 credit course. We propose simply removing this material to a new course (ANSC 100) and reducing ANSC 160 to 2 credit hours. (See "REVISE CREDIT HOURS, DESCRIPTION, CONTACT HOUR DISTRIBUTION" below for changes to ANSC 160.) Student learning outcomes supported: None directly; widely accepted that Orientation courses in general aid in the transition to college-level academics. Support from assessment activities: None, NA.

**ANSC 431 Comparative Nutritional Biochemistry and Metabolism**

4 Nomenclature, structures, functions, utilization, and deficiency symptoms of amino acids and proteins, lipids, carbohydrates, vitamins and minerals in carnivores, omnivores and herbivores. Biochemical pathways and cell signaling, energy availability and utilization, and metabolism of nutrients will be discussed in detail.

**Contact Hour Distribution:** 3 hours lecture and 1 hour discussion.

(RE) **Prerequisite(s):** 330 and Chemistry 350; or permission of instructor.

(RE) **Corequisite(s):** Chemistry 360

Rationale: Identification of feedstuffs and ration formulation are topics better suited to a core introductory animal nutrition course and were added to ANSC 330. The proposed change in material covered will represent an applied biochemistry course that will adequately prepare pre-veterinary and other pre-professional students for advance study. Impact on other units: Changes the requirements of the ANSC Minor in Program Changes. Financial impact: None, the additional credit will represent a discussion section led by an existing TA and lecture will be taught by instructor currently teaching 430. Student learning outcomes supported: Learning Outcome 2 by offering opportunities to utilize higher critical thinking and analysis skills to solve complex problems relating to animal nutrition. Support from assessment activities: None

**ANSC 499 Undergraduate Research**

1-3 Approved supervised research project in areas not formally presented in a course offered in the department. After completion of study, a report (oral or written) is required.

**Repeatability:** May be repeated. Maximum 6 hours.

**Registration Restriction(s):** Minimum student level — sophomore.

**Registration Permission(s):** Consent of Undergraduate Coordinator.

Rationale: This change will specify that this course is for independent research projects only, and would not be used for students who are assisting a PI or graduate student. Changes in the format of the final report allows for an oral or poster presentation at a conference or exhibition to be acceptable. Impact on other units: none. Financial impact: none. Student learning outcomes supported: 2, practice of the discipline to solve problems. Support from assessment activities: None; change supports University’s proposed QEP for experiential learning, provides students a clear credit option for conducting undergraduate research, and allows for better tracking and assessment of undergraduate research activity.

**REVISE TITLE, DESCRIPTION AND REGISTRATION PERMISSION**

$ **ANSC 492 Animal Science Experiential Learning**

1-6. Off-campus work experience approved by the department. Objective is to compliment traditional classroom activities and give the student an opportunity to gain experience in industry. Students must submit official approval form prior to registration. The student will be evaluated based on feedback from the student’s supervisor.

**Registration Permission:** Consent of Undergraduate Coordinator.

Formerly: Animal Science Internship (1-6). Off-campus work experience approved by the department. Objective is to compliment traditional classroom activities and give the student an opportunity to gain experience in industry. Students must submit official approval form prior to registration. The student will be evaluated on knowledge and skills and must submit a written summary after program completion.

**Registration Permission:** Consent of department head.

Rationale: This change will allow us to capture (for credit) all forms of experiential learning, not just internships. It also allows for the separation between ASSISTING in research and PERFORMING research, which will now be captured by ANSC 499. Impact on other units: none. Financial impact: none. Student learning outcomes supported: Learning Outcomes 2 and 3, and now offers a wider variety of opportunities for students to apply knowledge to actual problems and experience the practice of their discipline in a variety of environments and cultures. Support from assessment activities: The change in reporting from student to supervisor reflects an attempt to better evaluate student performance and the value of that particular experience (how well it serves our Learning Outcomes).

**REVISE CREDIT HOURS, DESCRIPTION, CONTACT HOUR DISTRIBUTION**

$ **ANSC 160 Introduction to Animal Science**

2. Introduction to structure and production principles of the food animal and horse industries. Overview of companion and alternative livestock. Market classes and grades of cattle, poultry and poultry products, lamb and wool, and swine.

**Contact Hour Distribution:** 1 hour lecture and 1 lab.

Formerly: (3) Preparation of academic plans and career discussion. Introduction to structure and production principles of the food animal and horse industries. Overview of companion and alternative livestock. Market classes and grades of cattle, poultry and poultry products, lamb and wool, and swine.

**Contact Hour Distribution:** 2 hours and 1 lab.
Undergraduate Council Minutes  U3046  January 27, 2015

Rationale: The course has historically contained an Orientation component, which will now be moved to the new ANSC 100 Orientation to Animal Science course, allowing for increased enrollment of incoming freshmen without requiring additional lab sections. ALEC requires ANSC 160 but these students do not need the Orientation material. Total credit hours may change (minus 1 credit). Financial impact: none. Overall, there is no change in total required ANSC credit hours. 3 hours of ANSC 160 will now become 1 credit ANSC 100 plus 2 credits ANSC 160. Student learning outcomes supported: Learning outcome 1. Support from assessment activities: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ANSC 160</td>
<td>Agricultural Leadership, Education and Communications Major – Agricultural Education Concentration, Term 4</td>
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<td></td>
<td>Agricultural Leadership, Education and Communications Major – Agricultural Extension Education Concentration, Term 2</td>
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<td></td>
<td>Agricultural Leadership, Education and Communications Major – Agricultural Science Concentration, Term 2</td>
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<td>Animal Science Major – Animal Industries Concentration, Term 1</td>
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<td>Animal Science Major – Animal Industries Concentration, Term 3</td>
<td>Milestone Notes</td>
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<td>Animal Science Major – Animal Industries Concentration, Term 5</td>
<td>Milestone Notes</td>
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<tr>
<td>Animal Science Major – Bioscience Concentration, Term 1</td>
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<td>Animal Science Major – Bioscience Concentration, Term 3</td>
<td>Milestone Notes</td>
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<td>Animal Science Major – Bioscience Concentration, Term 5</td>
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<tr>
<td>Animal Science Major – Pre-Veterinary Medicine 3+1 Concentration, Term 1</td>
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<td>Animal Science Major – Pre-Veterinary Medicine 3+1 Concentration, Term 3</td>
<td>Milestone Notes</td>
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<td>Animal Science Major – Pre-Veterinary Medicine Concentration, Term 1</td>
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<td>Animal Science Major – Pre-Veterinary Medicine Concentration, Term 5</td>
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<tr>
<td>Plant Sciences Major – Organic Production Concentration, 3rd footnote</td>
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<td>(RE) Prerequisite for ANSC 361</td>
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**REVISE DESCRIPTION**

**ANSC 420 Advanced Reproductive Techniques** (3) Collection, evaluation, and preservation of ova, spermatozoa and embryos; application of methods of natural breeding and techniques of artificial insemination and embryo transfer; herd sire and dam evaluation; pregnancy determination; gestation and parturition; infertility; recent advances in theriogenology. Students completing the course with a grade of C or higher will receive certification in artificial insemination.

Formerly: Collection, evaluation, and preservation of ova, spermatozoa and embryos; application of methods of natural breeding and techniques of artificial insemination and embryo transfer; herd sire and dam evaluation; pregnancy determination; gestation and parturition; infertility; recent advances in theriogenology.


**ANSC 481 Beef Cattle Management** (3) Integration of principles of nutrition, breeding, physiology, and marketing into complete production and management programs. Structure of industry, enterprise establishment, systems of production, production practices, and improvement programs. Management evaluated in terms of production response and economic returns. Students completing the course with a grade of C or higher will receive certification through the Advanced Master Beef Program.

Formerly: Integration of principles of nutrition, breeding, physiology, and marketing into complete production and management programs. Structure of industry, enterprise establishment, systems of production, production practices, and improvement programs. Management evaluated in terms of production response and economic returns. Comparisons made to small ruminant, forage-based production systems.


**REVISE DESCRIPTION AND (RE) PREREQUISITE**

**ANSC 340 Animal Breeding and Genetics** (3) Principles of Mendelian, molecular, and population genetics. Genetic and environmental bases of animal variation. Selection and mating systems as mechanisms of genetic change. Planning breeding programs for economically important domestic species.

(RE) Prerequisite(s): 220 with a grade of C- or better and Mathematics 115 or above.

Formerly: Genetic and environmental bases of animal variation. Selection and mating systems as mechanisms of genetic change. Planning breeding programs for economically important domestic species.

(RE) Prerequisite(s): 220 and Mathematics 115 or above.
Rationale: Reworded description to better match material covered. The addition of “C- or better” for the prerequisite of ANSC 220 will ensure that students will have mastered the fundamentals of anatomy and physiology before pursuing advanced material. The change in prerequisites will require students to have mastered the prerequisites before taking the course. This will ensure that students will have mastered the fundamentals of anatomy, physiology, and chemistry before pursuing advanced material. Impact on other units: none. Financial impact: none. Student learning outcomes supported: 1 and 2. Support from assessment activities: Change is in response to our latest assessment results which indicate poor grades in the pre-requisite course were associated with poor grades in upper level coursework. This observation most likely results from limited material retention or understanding and this change will give us the opportunity to redirect students sooner in their academic programs and/or address study habits prior to engaging in more advanced coursework.

REVISE DESCRIPTION, (DE) AND (RE) PREREQUISITE, DELETE REGISTRATION RESTRICTION

$ ANSC 348 Honors: Animal Breeding and Genetics (3) Principles of Mendelian, molecular, and population genetics. Genetic and environmental bases of animal variation. Selection and mating systems as mechanisms of genetic change. Planning breeding programs for economically important domestic species.
(Re) Prerequisite(s): 220 with a grade of C- or better and Mathematics 115 or above.

Formerly: Genetic and environmental bases of animal variation. Selection and mating systems as mechanisms of genetic change. Planning breeding programs for economically important domestic species.
(Re) Prerequisite(s): Mathematics 125 or 151.
(De) Prerequisite(s): 220 and Mathematics 141.
Registration Permission: Consent of instructor.

Rationale: Rationale: Reworded description to better match material covered. The addition of “C- or better” for the prerequisite of ANSC 220 will ensure that students will have mastered the fundamentals of anatomy and physiology before pursuing advanced material. The change in prerequisites will require students to have mastered the prerequisites before taking the course. This will ensure that students will have mastered the fundamentals of anatomy, physiology, and chemistry before pursuing advanced material. Impact on other units: none. Financial impact: none. Student learning outcomes supported: 1 and 2. Support from assessment activities: Change is in response to our latest assessment results which indicate poor grades in the pre-requisite course was associated with poor grades in upper level coursework. This observation most likely results from limited material retention or understanding and this change will give us the opportunity to redirect students sooner in their academic programs and/or address study habits prior to engaging in more advanced coursework.

REVISE DESCRIPTION AND (RE) PREREQUISITES, DELETE (DE) PREREQUISITE, ADD CONTACT HOUR DISTRIBUTION

$ ANSC 330 Comparative Animal Nutrition (3) Nutrients and their sources, assimilation, function, and requirements. Essential nutrients in carnivores, omnivores, and herbivores. Identification of commonly used feedstuffs. Ration nutrient analysis and formulation for beef and dairy cattle, sheep, horses, swine, poultry, laboratory and companion animals.
Contact Hour Distribution: 2 hours lecture and 1 lab.
(Re) Prerequisite(s): 220 and Chemistry 110 or Chemistry 130 with grades of C- or better.

Formerly: Nomenclature, structures, functions, utilization, and deficiency symptoms of essential nutrients in carnivores, omnivores and herbivores.
(Re) Prerequisite(s): Chemistry 110 or Chemistry 130.
(De) Prerequisite(s): 220.

Rationale: Course will now include a laboratory component to cover ration formulation and identification of feedstuffs. This places the course more in line with other introductory animal nutrition courses and better prepares the student for careers relating to animal management. The change in prerequisites will require students to have mastered the prerequisites before taking the course. This will ensure that students will have mastered the fundamentals of anatomy, physiology, and chemistry before pursuing advanced material. Impact on other units: Several students may need to retake CHEM 110 or 130. Financial impact: none. Student learning outcomes supported: 1 and 2. Support from assessment activities: Change is in response to our latest assessment results which indicate poor grades in the pre-requisite course were associated with poor grades in upper level coursework. This observation most likely results from limited material retention or understanding and this change will give us the opportunity to redirect students sooner in their academic programs and/or address study habits prior to engaging in more advanced coursework.

$ ANSC 338 Honors: Comparative Animal Nutrition (3) Nutrients and their sources, assimilation, function, and requirements. Essential nutrients in carnivores, omnivores, and herbivores. Identification of commonly used feedstuffs. Ration nutrient analysis and formulation for beef and dairy cattle, sheep, horses, swine, poultry, laboratory and companion animals.
Contact Hour Distribution: 2 hours lecture and 1 lab.
(Re) Prerequisite(s): 220 and Chemistry 110 or Chemistry 130 with grades of C- or better.

Formerly: Nomenclature, structures, functions, utilization, and deficiency symptoms of essential nutrients in carnivores, omnivores and herbivores.
(Re) Prerequisite(s): Chemistry 110 or Chemistry 130.
(De) Prerequisite(s): 220.

Rationale: Course will now include a laboratory component to cover ration formulation and identification of feedstuffs. This places the course more in line with other introductory animal nutrition courses and better prepares the student for careers relating to animal management. The change in prerequisites will require students to have mastered the prerequisites before taking the course. This will ensure that students will have mastered the fundamentals of anatomy, physiology, and chemistry before pursuing advanced material. Impact on other units: Likely none; Honors students are expected to achieve sufficient grade. Financial impact: none. Student learning outcomes supported: 1 and 2. Support from assessment activities: Change is in response to our latest assessment results which indicate poor grades in the pre-requisite course was associated with poor grades in upper level coursework. This
REVISE (RE) PREREQUISITES

$ ANSC 220 Animal Anatomy and Physiology (3)
(RE) Prerequisite(s): Biology 101-102, 130, or 150-159.

Formerly: Biology 102 or 150-159.

Rationale: Clarification of prerequisites during time of transition of BIOL course numbering. Impacts on other units: none. Financial impact: none. Student learning outcomes supported: 1. Support from assessment activities: Data indicates that a background in biology is associated with improved student outcomes in this course.

REVISE PREREQUISITES AND ADD REGISTRATION RESTRICTION

ANSC 320 - Reproductive Physiology and Lactation (3)
(RE) Prerequisite(s): Grade of C- or better in 220, Biochemistry and Cellular and Molecular Biology 230, or Biochemistry and Cellular and Molecular Biology 440; or consent of instructor.
Registration Restriction(s): Minimum student level — junior.

Formerly: (RE) Prerequisite(s): 220 or Biochemistry and Cellular and Molecular Biology 230 or 440 or consent of instructor.

Rationale: The change will require students to have mastered the prerequisite before taking the course. This will ensure that students will have mastered the fundamentals of biology before pursuing advanced material. Impact on other units: Minimal-some students may have to retake BCMB 230 or 440 to achieve the new prerequisite. Financial impact: none. Student learning outcomes supported: 1 and 2. Support from assessment activities: assessment results which indicate poor grades in the pre-requisite course were associated with poor grades in upper level coursework. This observation most likely results from limited material retention or understanding and this change will give us the opportunity to redirect students sooner in their academic programs and/or address study habits prior to engaging in more advanced coursework.

ANSC 328 Honors: Reproductive Physiology and Lactation (3)
(RE) Prerequisite(s): Grade of C- or better in 220, Biochemistry and Cellular and Molecular Biology 230, or Biochemistry and Cellular and Molecular Biology 440; or consent of instructor.
Registration Restriction(s): Minimum student level — junior.

Formerly: (RE) Prerequisite(s): 220 or Biochemistry and Cellular and Molecular Biology 230 or consent of instructor.

Rationale: The change will require students to have mastered the prerequisite before taking the course. This will ensure that students will have mastered the fundamentals of biology before pursuing advanced material. Impact on other units: Minimal-some students may have to retake BCMB 230 or 440 to achieve the new prerequisite. Financial impact: none. Student learning outcomes supported: 1 and 2. Support from assessment activities: assessment results which indicate poor grades in the pre-requisite course was associated with poor grades in upper level coursework. This observation most likely results from limited material retention or understanding and this change will give us the opportunity to redirect students sooner in their academic programs and/or address study habits prior to engaging in more advanced coursework.

DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCES

Program Learning Outcomes for the B.S. in Biosystems Engineering:
1. An ability to apply basic mathematics, science, and engineering science, including especially how those are related to biological systems.
2. An ability to apply common engineering tools, including problem formulation, design, and data collection analysis.
3. An ability to perform in the non-technical aspects required of engineers, including communications and working in teams.
4. A demonstrated understanding of how engineers fit into the broader society, including ethical behavior and lifelong learning responsibilities.

Program Learning Outcomes for the B.S. in Environmental and Soil Sciences:
1. Demonstrate competency in appropriate discipline areas.
2. Demonstrate effective communication.
3. Demonstrate understanding and appreciation of global and societal impacts.
4. Demonstrate the ability to analyze and interpret data.

(BSE) Biosystems Engineering

ADD

BSE 417 Honors Mechanical Systems Engineering (3) Honors version of 411 that requires an additional honors component.
(RE) Prerequisite: Mechanical Engineering 231 and Mechanical Engineering 321 with grades of C or better
Registration Restriction: Consent of instructor
BSE 418 Honors Environmental Hydrology (3) Honors version of 416 that requires an additional honors component.  
(Re) Prerequisite: Aerospace Engineering 341 with grade of C or better  
Registration Restriction: Consent of instructor  

BSE 437 Honors Bioprocess Engineering (3) Honors version of 431 that requires an additional honors component.  
(Re) Prerequisite: 321 with grade of C or better  
Registration Restriction: Consent of instructor  

BSE 457 Honors Instrumentation and Control (3) Honors version of 451 that requires an additional honors component.  
(Re) Prerequisite: Electrical and Computer Engineering 301 with grade of C or better  
Registration Restriction: Consent of instructor  

Rationale: Proposed changes in the Chancellor’s Honors Program are going to severely limit the number of our students participating in that. We are proposing these classes and program changes as a way of tying into the College of Engineering Honors program, which has been active for 4-5 years, and to which all the other engineering programs already belong. Impact on other units: none. Financial impact: none. Student learning outcomes supported: none; not applicable. Support from assessment activities: None, supports general COE Honors effort.  

BSE 499 Research Problem in Biosystems Engineering (1-6) Special research problems in biosystems engineering. Designed for students working without pay on largely self-directed research problems under the guidance of a departmental faculty mentor. May be used to meet up to 3 hours of Technical Elective credit with preapproval of both the faculty mentor and, when the faculty mentor is a different person, the academic advisor.  
Registration restriction: departmental approval.  
Repeatability: May be repeated, maximum 6 hours.  

Rationale: Added to standardize research experiences across CASNR programs. Impact on other units: none. Financial impact: none. Student learning outcomes supported: Outcome 2—students will learn at least one data collection and analysis technique and how to write a research report using a professional format. Support from assessment activities: None, supports UT proposed QEP for experiential learning and provides consistency of course numbering for identifying undergraduate research experiences across the college.  

REVISE PREREQUISITES  

BSE 411 Mechanical Systems Engineering (3)  
(Re) Prerequisite: Mechanical Engineering 231 and Mechanical Engineering 321 with grades of C or better  
Formerly: RE ME231, ME321  

BSE 416 Hydrology (3)  
Prerequisite (Re): Aerospace Engineering 341 with grade of C or better  
Formerly: RE AE341  

BSE 431 Bioprocess Engineering (3)  
Prerequisite (Re): 321 with grade of C or better  
Formerly: RE 321  

BSE 451 Instrumentation and Control (3)  
Prerequisite (Re): Electrical and Computer Engineering 301 with grade of C or better  
Formerly: RE ECE301  

Rationale: Our ABET assessment results show difficulty for lower-performing students in achieving some of the student outcomes related to upper-level design courses. Analysis and discussion links this difficulty to lack of sufficient competency in the engineering fundamentals taught in lower-level courses. We propose to address this by ensuring a stronger background in the fundamental classes leading into this sequence by increasing expectations of performance in those courses. Impact on other units: none. Financial impact: none. Student learning outcomes supported: Courses combined meet 8 of 12 SLOs required by ABET accreditation process. Support from assessment activities: Based on ABET assessment materials from most recent 3 years.  

(BSET) Biosystems Engineering Technology  

ADD  

BSET 211 Construction Documents (3) Introduction into the development and utilization of construction related documents as used within the construction profession. This course will include: bidding documents, contracts, record keeping, bonds, liens, insurance, legal issues and professional ethics. Students will be provided exposure to various contract standards emphasizing the interpretation and delivery methodology.
Student learning outcomes supported: Outcome 1: The student will be able to correctly identify and list the standard construction documents associated with the pre-construction process and relate their importance to a successful project bid. Support from assessment activities: None, supports more specific accreditation efforts.

**BSET 224 Construction Surveying and CAD Applications** (3) Introduction to basic construction surveying and related construction computer aided design (CAD). Construction surveying will include introduction to equipment and data collection. Emphasis will be placed on building layout, project control/evaluation, cut/fill, grade staking, and placement of piping and utilities. The CAD instruction will introduce 2D and 3D design that allows students to generate drawings related to surveying and basic architectural design.

*(RE) Prerequisites: 125 and 211*

Student learning outcomes supported: Outcome 1-The student will be able to correctly list and diagram the standard protocol for establishing new construction building lines. Support from assessment activities: None, supports more specific accreditation efforts.

**BSET 270 Behavior of Construction Materials** (4) Study of materials used in highway and building construction. This study will include materials associated with soils, concrete (reinforced and unreinforced), asphalt, steel, and timber. Lecture and lab will include the introduction of the physical properties with related industry standards.

*(RE) Prerequisite: 125*

Rationale: 1) Recommended to be added to the curriculum by the Construction Industry Advisory Board; 2) To fulfill a course requirement stipulated by the American Council of Construction Education (ACCE) accrediting body, which is this concentration’s pending accrediting agency. Impact on other units: None. Financial impact: None; self-supporting through industry donations

Student learning outcomes supported: The student will be able to correctly list and diagram the standard protocol for performing laboratory tests, collecting data, and describing findings. Support from assessment activities: None, supports more specific accreditation efforts.

**ESS) Environmental and Soil Sciences**

**ESS 499 Research Problem in Environmental and Soil Sciences** (1-6) Special research problems in environmental and soil sciences.

*Registration restriction: Departmental approval.*

*Repeatability: May be repeated; Maximum 6 hours*

Rationale: Replacing 493 with the more standardized CASNR offering. Impact on other units: none. Financial impact: none

Student Learner Outcomes supported: The student will be able to analyze and interpret data. Support from assessment activities: None; change supports University’s proposed QEP for experiential learning, provides students a clear credit option for conducting undergraduate research, and allows for better tracking and assessment of undergraduate research activity.

**DEPARTMENT OF ENTOMOLOGY AND PLANT PATHOLOGY**

**EPP ENTOMOLOGY AND PLANT PATHOLOGY**

Program Learning Outcomes for Bachelor's degree: None, EPP only has graduate-level programs

**ADD**

**EPP 499 Undergraduate Research** (1-3) Experience in research projects under supervision of staff members. Student should make arrangements for research project with instructor prior to enrollment.

*Repeatability: May be repeated. Maximum 12 hours.*

*Registration Permission: Consent of instructor.*

Rationale: Course will allow students to receive credit for participation in research. Impact on other units: None. Financial impact: None. Student learning objectives supported: None, not applicable as it's a service course for non-majors. Support from assessment activities: None, not applicable. Change supports university’s proposed QEP for experiential learning, provides students a clear credit option for conducting undergraduate research, and allows for better tracking and assessment of undergraduate research activity.

**DEPARTMENT OF FOOD SCIENCE AND TECHNOLOGY**

**FDST FOOD SCIENCE AND TECHNOLOGY**

Program Learning Outcomes for the B.S. degree in Food Science and Technology:
1. Define the chemistry underlying the properties and reactions of various food components.
2. Discuss the fundamental principles that make a food product safe for consumption.
3. Demonstrate proficiency in written and oral communications on technical topics in Food Science.

**ADD**

Contact Hour Distribution: 2 hours and one 3-hour lab
(RE) Prerequisite(s): 241, 390, 410 or 418, and 421 or 428
(RE) Co-Requisite(s): 430

Registration Restriction(s): Only open to food science majors with science or technology concentrations. Student classification – senior.

Rationale: Provide students with a capstone course that requires them to recall and utilize fundamental concepts and principles learned in other food science courses such as Food Chemistry, Food Processing, Food Microbiology, and Sensory Evaluation. The course will not be offered to food science majors with a pre-professional concentration because FDST 390 Food Laws and Regulations, FDST 430 Sensory Evaluation, and FDST 415 Food Analysis or FDST 441 Food Engineering are not required courses for the concentration. Such students would not have been exposed to concepts and principles needed for the Food Product Development course. The course will provide students with hands-on laboratory experience and demonstrate how food science knowledge can be applied to develop a food product concept. As a capstone course, this course will allow data to be collected to assess student learning from other food science courses and provide assessment documentation for the department’s Institute of Food Technologists (IFT) Undergraduate Program Re-approval. Impact on Other Units: None. Financial Impact: None. Student Learning Outcomes supported: Outcomes 1, 2, and 3. Support from assessment activities: The need for this course is rooted in 2012-2013 and 2013-2014 assessment data which showed that students are lacking preparation related to real-world application of food science principles, specifically related to processing and food chemistry.

FDST 499 Undergraduate Research in Food Science (1-3) Experience in research projects under supervision of staff members. Student should make arrangements for research project with instructor prior to enrollment.

Repeatability: May be repeated. Maximum 12 hours.
Registration Permission: Consent of instructor.

Rationale: In line with CASNR initiatives and goals, the Department of Food Science and Technology wishes to more strongly promote undergraduate research experiences as part of a holistic and experiential curriculum. As such, there is a need to create a course number that differentiates students who are actively conducting undergraduate research from those who are taking special topics courses (FDST 442) or independent study/practical experiences (FDST 493). Impact on Other Units: None. Financial Impact: None. Student Learning Outcomes supported: Outcomes 1, 2 and 3. Support from assessment activities: None. Supports university’s proposed QEP for experiential learning.

DEPARTMENT OF FORESTRY, WILDLIFE AND FISHERIES

Program Learning Outcomes for the B.S. degree in Forestry:
1. Students will demonstrate knowledge and understanding of forestry in one of the three concentrations.
2. Students can apply forest and land management techniques presented in the curriculum.
3. Students will develop a depth of professional knowledge, the ability to problem solve, and critical thinking skills comparable to other professional forestry programs.

Program Learning Outcomes for the B.S. degree in Wildlife and Fisheries Science:
1. Students will demonstrate knowledge and understanding of wildlife and fisheries science in one of the two concentrations.
2. Students can apply wildlife and fisheries science techniques presented in the curriculum.
3. Students will develop a depth of professional knowledge, the ability to problem solve, and critical thinking skills comparable to other professional wildlife and fisheries science programs.

(FORS) Forestry

REVISE CREDITS

FORS 322 Silvicultural Practices (3)
Formerly: 322 Silvicultural Practices (4)

Rationale: Some of the existing material in 322 is more appropriate for the newly revised FORS 411 and the change will allow students to demonstrate their training to employers by the changes. Impact on Other Units: No significant impact – the course currently is being offered. Financial Impact: No additional resources are required; the course will continue to be taught by existing faculty members. Student Learning Outcomes supported by change: None. Support from assessment activities: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORS 322</td>
<td>Forestry Major – Forest Resources Management Concentration, Term 7</td>
</tr>
<tr>
<td></td>
<td>(RE) Corequisite for FORS 323</td>
</tr>
</tbody>
</table>

(FWF) Forestry, Wildlife and Fisheries

ADD
$ FWF 324 Applied Ecosystem Restoration (3) This course will build upon the principles of ecology to cover the theory and practical knowledge needed to restore the structure and function of ecosystems.
(RE) Prerequisite(s): FORS 215 or Biology 260; and Geography 131; or Junior standing in Forestry, Wildlife and Fisheries Science, Ecology and Evolutionary Biology, Geography, Environmental Sciences, or Landscape Architecture.

Rationale: Course required as part of proposed new concentration in Restoration and Conservation Science. Impact on Other Units: None. Student learning outcomes supported: None. Support from assessment activities: None.

(WFS) Wildlife and Fisheries Science

ADD

$ WFS 324 Wildlife Habitat Evaluation (2) This course introduces students to the process of wildlife habitat evaluation, with special emphasis on plant identification, wildlife uses of plants, wildlife species habitat needs, and wildlife habitat evaluation methods.
(RE) Corequisite: 305

Rationale: This course is aimed at enhancing WFS students understanding of the habitat requirements of a range of wildlife species and ability to evaluate habitat quality. The course was developed to increase student knowledge based on the results of exit interviews and performance in subsequent classes. Impact on Other Units: No significant impact – the course does not compete with other courses; it may attract some students from EEB. Financial impact: Course is being offered by existing faculty as part of their teaching responsibilities. Student Learning Outcomes supported: Learning objectives 1 and 2 for the B.S. in Wildlife and Fisheries Science.

WFS 452 Ecology and Management of Fishes (3) This course will cover theoretical and applied conservation and management issues relating to the ecology and regulation of fish populations and assemblages. Topics will include the abiotic (physical, chemical) and biotic (predation, competition) interactions facing fishes and how these interactions may be affected by humans, as well as how humans can manage these interactions to conserve and sustain fish populations and assemblages.
(RE) Prerequisite(s): Forestry, Wildlife and Fisheries 317, Forestry 215, or Biology 260

Rationale: This course is aimed at enhancing WFS graduate students in fisheries develop a deeper understanding of the theory and techniques associated with ecology and the regulation of fish populations. Impact on Other Units: No significant impact – the course does not compete with other courses; it may attract some students from EEB or ANSC. Financial impact: Additional resources are required; the course is being offered by a new faculty member as part of their teaching responsibilities. Student Learning Outcomes supported: Learning objectives 1 and 2 for the B.S. in Wildlife and Fisheries Science.

WFS 461 Professional Development in Wildlife and Fisheries Science (1) This course is designed to facilitate students’ transition from college into a career or post-baccalaureate studies through a combination of lectures, readings, class discussions, and assignments (group and individual).
Registration Restriction: Senior standing with major in the Department of Forestry, Wildlife and Fisheries

Rationale: This course is aimed at enhancing WFS students’ knowledge of professional behavior, career opportunities, and networking. Impact on Other Units: None – the course does not compete with other courses. Financial impact: No additional resources are required; the course is being offered by existing faculty as part of their teaching responsibilities. Student learning outcomes supported: Learning outcomes 1 and 2 for the B.S. in Wildlife and Fisheries Science.

DEPARTMENT OF PLANT SCIENCES

(PLSC) PLANT SCIENCES

Program Learning Outcomes for the B.S. degree in Plant Sciences:
1. Verbally express and demonstrate plant sciences knowledge and skills
2. Demonstrate thorough subject based knowledge in their professional discipline
3. Demonstrate professional engagement in plant sciences.

ADD

PLSC 499 Undergraduate Research Participation (1-3) Experience in research projects under supervision of staff members. Student should make arrangements for research project with instructor prior to enrollment.
Registration Permission: Consent of instructor.
Repeatability: May be repeated, maximum 12 hours.

Rationale: Course will allow students to receive credit for participation in research. Impact on other units: None. Financial impact: None. Student learning outcomes supported: Outcome 1. Support from assessment activities: None; change supports University’s proposed QEP for experiential learning, provides students a clear credit option for conducting undergraduate research, and allows for better tracking and assessment of undergraduate research activity.
REVISE COURSE TITLE

* PLSC 115 Plants That Changed the World (3)
  Comment(s): Satisfies General Education Requirement: Cultures and Civilizations

Formerly: 115 - Plants for Health, Aesthetics, and Recreation (3)

Rationale: Changing course name to more accurately reflect content. Otherwise course is unchanged. Course format and location: variable, unchanged. Impact on other units: none. Financial impact: None.

Student learning outcomes supported: Not applicable, service course. Support from assessment activities: None, not applicable.

REVISE CREDIT HOURS AND ADD COMMENTS

PLSC 437 Public Garden Operations and Management (3)
  Comment(s): Prior knowledge or experience may satisfy prerequisite(s) with consent of instructor

Formerly: 437 Public Garden Operations and Management (2)

Rationale: Increased credit hour offering reflects increased student participation in experiential learning project and actual expected workload. Revision corrects prerequisite discrepancies listed between 2014-15 undergraduate and graduate catalogs and facilitates course access to graduate students with prior related professional and institutional/academic experiences. Course format and location: Lecture, on campus. Impact on other units: none. Financial impact: None. Student learning outcomes supported: Outcome 3 for BS in Plant Sciences. Support from assessment activities: None; not applicable. Change is made for efficiency and flexibility purposes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLSC 437</td>
<td>Forestry Major – Wildland Recreation Concentration, 6th footnote</td>
</tr>
<tr>
<td></td>
<td>Forestry Major – Wildland Recreation Concentration, 9th footnote</td>
</tr>
<tr>
<td></td>
<td>Plant Sciences Major – Landscape Design Concentration, Term 8</td>
</tr>
<tr>
<td></td>
<td>Plant Sciences Major – Public Horticulture Concentration, Term 7</td>
</tr>
</tbody>
</table>

II. PROGRAM CHANGES

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

REVISE WATERSHED MINOR

Add courses to lists

Watershed Core
Select 3 hours:
  • CE 485 Principles of Hydrogeology
  • GEOL 485 Principles of Hydrogeology

Science/Engineering
Select 3 hours:
  • WFS 452 Ecology and Management of Fishes

Policy/Cultures/Society
Select 3 hours:
  • PHIL 348 Honors: Environmental Ethics

Rationale: all changes suggested by faculty and approved by Watershed Minor Faculty Executive Committee. Impact on other units: None. Financial impact: none.

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS

REVISE AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS MAJOR, BS IN AGRICULTURE – AGRICULTURAL EDUCATION CONCENTRATION

Terms 4 and 7

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Course</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ALEC 211</td>
<td>3</td>
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<tr>
<td></td>
<td>ANSC 160</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AREC 212</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Arts and Humanities Elective</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PLSC 220 or PLSC 221</td>
<td>3</td>
</tr>
</tbody>
</table>

Term 7
Rationale: ANSC is revising the course hours for ANSC 160, and ANSC 495 is appropriate for the agricultural education concentration based on State Department of Education requirements. Impact on other units: None. Financial Impact: None. SLOs supported by change: None. College of Education, Health, and Human Sciences has changed the TPTE discipline name for this course, changing it to ETEC; but the course description remains the same.

REVISE AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS MAJOR, BS IN AGRICULTURE – AGRICULTURAL EXTENSION EDUCATION CONCENTRATION

Terms 7 and 8

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEC 440*</td>
<td>3 2.7 cumulative GPA</td>
<td></td>
</tr>
<tr>
<td>ALEC 434, ALEC 492</td>
<td>9 ALEC 345</td>
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</tr>
<tr>
<td>FDST 241 BSET-412</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>2</td>
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<td>Term 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Sciences and Natural Resources Electives (300 – 400 level)</td>
<td>6 No Milestones</td>
<td></td>
</tr>
<tr>
<td>ANSC 280</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PLSC 221</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: FDST 241 Food Preservation and Packaging (3) replaces BSET 412 (2) which is being dropped by BESS. Recent societal emphasis on local foods requires Extension agents to have knowledge of food preservation and packaging principles to best assist local producers. The decrease in UD credits from replacing BSET 412 with FDST 241 is offset by a new restriction of CASNR electives (6) in term 8. Financial impact: None. Impact on other units: Minimal enrollment increase in FDST 241. SLOs supported by change: None. How assessment activities supported need for change: None, NA. Restrict Term 8 CASNR electives to 300-400 level (6). Rationale: Enhance number of UD courses. Financial impact: None. Impact on other units: Minimal increase in some UD courses, may help reduce quantity of under-enrolled courses. SLOs supported by change: None. How assessment activities supported need for change: None, NA.

REVISE AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATIONS MAJOR, BS IN AGRICULTURE – AGRICULTURAL SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>Term 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEC 102 or 103 ** Agricultural Sciences and Natural Resources</td>
<td>3 2.0 cumulative GPA</td>
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</tr>
<tr>
<td>ALEC 101</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ENGL 101 * or ENGL 118 *</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Plant Sciences Elective (any PLSC course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**Quantitative Reasoning Elective *</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANSC 160 or ANSC 280</td>
<td>2-3 2.0 cumulative GPA</td>
<td></td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><em>Natural Science Elective with Lab</em></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>**Quantitative Reasoning Elective *</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ALEC 440* *<em>Quantitative Reasoning Elective</em></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEC 240 * or CMST 210* or CMST 240*</td>
<td>3 2.0 cumulative GPA</td>
<td></td>
</tr>
<tr>
<td>**AREC 201 * or ECON 201 * or ECON 207 *</td>
<td>4 ENGL 101 *</td>
<td></td>
</tr>
<tr>
<td>*<em>Natural Science Elective</em> *<em>Biological Sciences Electives</em></td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>FDST 100 or FDST 150 *</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Agricultural Sciences and Natural Resource Elective (300-400 level) PLSC-230 or PLSC-435</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEC 211</td>
<td>3 2.0 cumulative GPA</td>
<td></td>
</tr>
<tr>
<td>AREC 212</td>
<td>3 ENGL 102 *</td>
<td></td>
</tr>
</tbody>
</table>
**ADD ANIMAL SCIENCE MAJOR, BS – FIVE-YEAR BS/MS PROGRAM**

**Rationale:** First-term freshmen will take lower-division ALEC courses, so they are prepared for upper-division ALEC courses. Allow students the opportunity to take any Natural Science course with a laboratory related to their future career goals. The agricultural science concentration is a degree that focuses on agricultural literacy and 21st century skills. Removing the required minor will allow students to complete any CASNR course as well as courses outside of CASNR that align with their future career goals. Additional upper-division ALEC and/or other CASNR courses focus on 21st century skills. The agricultural science concentration is utilized by a number of transfer students, and some of these changes will reduce the number of college petitions needed. A Communicating through Writing course has been added to the showcase. Impact on other units: Minimal increase or decrease enrollment in ALEC 240, CMST 210, CMST 240, ESS 210, other CASNR courses, and in various Natural Science and other courses. Financial impact: None. SLOs supported by change: Students will demonstrate the ability to communicate through written scholarly work and formal oral presentations. How assessment activities supported need for change: None.

**DEPARTMENT OF ANIMAL SCIENCE**

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**Term 4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 210 or Natural Science Elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>PLSC 250 *</td>
<td>3</td>
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**Term 5**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Agricultural Sciences and Natural Resource Elective (300-400 level) AREC 315</td>
<td>3</td>
</tr>
<tr>
<td>*Arts and Humanities Elective *</td>
<td>3</td>
</tr>
<tr>
<td>*Cultures and Civilizations Elective *</td>
<td>3</td>
</tr>
<tr>
<td>EPP 313 or EPP 321</td>
<td>3</td>
</tr>
<tr>
<td>*Social Sciences Elective *</td>
<td>3</td>
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**Term 6**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Electives <strong>Minor Requirement</strong></td>
<td>6 15</td>
</tr>
<tr>
<td>Agricultural Sciences and Natural Resource Electives (300-400 level)</td>
<td>9</td>
</tr>
<tr>
<td>ALEC 211</td>
<td></td>
</tr>
</tbody>
</table>

**Term 7**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Arts and Humanities Elective *</td>
<td>3</td>
</tr>
<tr>
<td>*Cultures and Civilizations Elective *</td>
<td>3</td>
</tr>
<tr>
<td>Unrestricted Electives <strong>Minor Requirement</strong></td>
<td>9</td>
</tr>
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**Term 8**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ALEC 303, 304, 459 Agricultural Sciences and Natural Resources Electives</td>
<td>9</td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL** 120

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1. *Natural Science Elective* *Biological Sciences Electives* 3-4

2. Chosen from the University General Education list. One of the University General Education Electives, Agricultural Sciences and Natural Resources Electives, Unrestricted Electives or a course taken as part of one of the minors must be a Communicating through Writing (WC) course. Unrestricted Electives may be selected from any courses not already required for the major.

3. AREC 201* (4) or ECON 201* (4) or ECON 207* (4) satisfies the University General Education-Social Science requirement and the major requirement for economics. If the student transfers ECON LD for 3 credits, it will satisfy the major requirement but will not satisfy the General Education-Social Science requirement. In these cases, the student should take two courses from the Social Sciences list. Select one course (4 hours) from chemistry, physics, geology, ESS 210, GEOG 131*, GEOG 132*, GEOG 137*, CHEM 130* is a corequisite to BIOL 160*. Therefore, students who choose BIOL 150*-BIOL 160*-BIOL 159* should take CHEM 120*-CHEM 130* for their physical science electives. BIOL 111*-BIOL 112* has no chemistry requirement.

4. Any courses not already required for the major. Chosen from the University General Education list.

5. Students interested in Plant Sciences should take PLSC 210.

6. AREC 201* (4) or ECON 201* (4) or ECON 207* (4) satisfies the University General Education – Social Sciences requirement and the major requirement for economics. If the student transfers ECON LD for 3 credits, it will satisfy the major requirement but will not satisfy the General Education – Social Sciences requirement. In these cases, the student should take two courses from the Social Sciences list.

7. Select sequence from BIOL 101*-BIOL 102*-BIOL 111*-BIOL 112*-BIOL 150*-BIOL 160*-BIOL 159*, or BIOL 158*-BIOL 168*-BIOL 167*-BIOL 167*.

8. Students should select one of the minors offered by the College of Agricultural Sciences and Natural Resources: animal science, biosystems engineering technology, entomology, and plant pathology, environmental and soil sciences, food and agricultural business, agricultural leadership, food science, food technology, forestry, international agriculture and natural resources, natural resource and environmental economics, plant sciences, wildlife and fisheries science, watershed, or one of the minors in the College of Communication and Information (see listing in this catalog), or submit an individualized plan of study before the third year, for approval by the advisor, department head, and the Dean's Office. If the minor is less than 24 hours, the excess hours will become Unrestricted Electives.

9. Any courses not already required for the major.
For qualified students, the Department of Animal Science offers a five-year BS/MS accelerated degree program with a BS major in Animal Science and a thesis-based MS major in Animal Science. Central to this program is that a qualified student may take up to nine hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BS degree and the MS degree. Students are typically considered for conditional admission to the program during, or immediately following, their third year of undergraduate study at the University of Tennessee, Knoxville. Because the MS program requires that a student write a thesis based on original research, efforts related to developing and starting a research-based project in consultation with a graduate advisory committee (that meets MS committee requirements) is required immediately following their third year of undergraduate studies.

To be considered for conditional admission to the program:

- A student must be a declared Animal Science major with a minimum GPA of 3.4, must have completed at least 15 hours of credit in Animal Science, and must have completed at least 90 hours of the 120 hours of coursework required for the BS degree with a major in Animal Science.
- A student must provide three letters of recommendation and complete a personal interview with individuals comprising the Graduate and Undergraduate Committees in the Department of Animal Science.
- A student must obtain a commitment from an Animal Science graduate research faculty member to serve as his/her graduate mentor-advisor (i.e., major professor) and at least two other graduate research faculty members to serve on his/her graduate advisory committee.

Applicants are required to have completed at least six credit hours from the following Animal Science core courses (i.e., ANSC 320, ANSC 330, ANSC 340, ANSC 380 or their Honors counterparts). The Department may consider other relevant factors such as an applicant’s work experience and level of maturity before conditionally admitting a student to the BS/MS program. Conditional admission of a student into the five-year BS/MS program must be approved by both the Department of Animal Science and the Graduate School. Students will be typically informed of the outcome of their application before the beginning of their fourth year of undergraduate study.

Any course taken for graduate credit before satisfying all requirements for the BS degree must be approved both by the Graduate Director and by the Graduate School. These courses must be identified in advance, in consultation with the graduate advisory committee members.

The University of Tennessee, Knoxville’s Senior Privilege rule imposes a maximum limit of nine hours on the number of graduate-level hours that an undergraduate student may complete before completing an undergraduate degree and being formally admitted to the Graduate School. A student who is conditionally admitted to the BS/MS program, completes nine hours of graduate credit during the student’s fourth year of undergraduate study, applies those nine hours to satisfy BS degree requirements, and may also apply the nine hours towards MS degree requirements.

Conditional admission into the BS/MS program does not guarantee acceptance into either the Graduate School or the MS program. Students in the BS/MS program must apply for admission to the Graduate School and to the MS program during their fourth year of undergraduate study, following the same procedures that all other student applicants follow. A GRE score must be submitted as part of the application for admission into any graduate program in the Department of Animal Science. Students will be fully admitted to the MS program after they have been accepted both by the Graduate School and by the Animal Science MS program. Students will not be eligible for graduate assistantships until they are enrolled as graduate students in the Graduate School.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 100</td>
<td>1</td>
<td>2.0 cumulative GPA</td>
</tr>
<tr>
<td>ANSC 160</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BIOL 150* or BIOL 158*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEM 120* or CHEM 128*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENGL 101*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;Social Science Elective&quot;*</td>
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<tr>
<th>Term 2</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>BIOL 159* or BIOL 167*</td>
<td>2</td>
<td>One General Education elective*</td>
</tr>
<tr>
<td>BIOL 160* or BIOL 168*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEM 130* or CHEM 138*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
<td></td>
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<tr>
<td>&quot;Quantitative Reasoning Elective&quot;*</td>
<td>3-4</td>
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<thead>
<tr>
<th>Term 3</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
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<tbody>
<tr>
<td>ANSC 280</td>
<td>3</td>
<td>ANSC 160 or ANSC 280 or Natural Sciences Elective* or Quantitative Reasoning Elective*</td>
</tr>
<tr>
<td>CMST 210* or CMST 240* or ANSC 360*</td>
<td>3</td>
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<tr>
<td>&quot;Cultures and Civilizations Elective&quot;*</td>
<td>3</td>
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<tr>
<td>&quot;Quantitative Reasoning Elective&quot;*</td>
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<tr>
<th>Term 4</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>ANSC 220</td>
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<td>Two additional General Education electives*</td>
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<td>AREC 201* or ECON 201*</td>
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<tr>
<td>&quot;STEM Elective&quot;</td>
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<tr>
<th>Term 5</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 330 or ANSC 338</td>
<td>3</td>
<td>ANSC 160 or ANSC 280</td>
</tr>
<tr>
<td>Term 1</td>
<td>Hours</td>
<td>Milestone Notes</td>
</tr>
<tr>
<td>--------</td>
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<td>----------------</td>
</tr>
<tr>
<td>ANSC 100</td>
<td>1</td>
<td>2.0 cumulative GPA</td>
</tr>
<tr>
<td>ANSC 160</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101* or BIOL 150* &amp; Biological Sciences Electives*</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 100* or CHEM 120* &amp; Chemistry Electives*</td>
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<tr>
<td>ENGL 101* or ENGL 118*</td>
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<tr>
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<tr>
<td>ENGL 102*</td>
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<tbody>
<tr>
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<td>4 Minor Requirement</td>
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**REVISE ANIMAL SCIENCE MAJOR, BIOSCIENCE CONCENTRATION**

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Rationale: More flexible options in these senior-level management courses will allow for students to specialize in their chosen areas, while still requiring that at least one course be focused on food- or fiber-producing animals. This also allows for better student distribution throughout these course options, to relieve capacity issues in response to increased enrollment. Several of our students have expressed an interest in a Meats course, and the addition of GDST 461 can be used towards a Food Technology Minor and is a natural extension of Animal Science and supports Learning Outcomes 1 and 2, allowing the student to use knowledge of animal production systems to solve current problems in Meat Science. These courses support Learning Outcomes 2 and 3 and provide students an opportunity to leverage their knowledge to solve important issues in global animal management. Impact on other units: none. Financial impact: none
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<td>*STEM Electives</td>
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<td>*Unrestricted Electives</td>
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Total: 120

*At least eight 12-hour of STEM electives must be upper division (300-400 level) courses. Because of the high number of STEM options available in this concentration, students are highly encouraged to identify a science-based minor that will complement their animal science program and provide a unique skill set that matches their interests and future career goals. Choose from ANSC 385, ANSC 420, ANSC 430, ANSC 431, ANSC 481 through ANSC486, or ANSC 489 (after major requirements have been met, and a maximum of two 48x classes may be taken to satisfy the STEM requirement); ANTH 110*, ANTH 117*; ASTR 151*, ASTR 152*, ASTR 153*, ASTR 154*, ASTR 217*, ASTR 218*; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334, ESS 424, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462; FDST 241, FDST 410, FDST 415, FDST 418, FDST 419, FDST 421, FDST 428, FDST 429, FDST 441, FDST 445, FDST 446, FORS 214, FORS 215, FORS 217, FORS 331, FORS 333, FORS 337, FORS 414; FW 212, FW 250*, FW 313, FW 317, FW 320, GEOG 131*, GEOG 132*, GEOG 137*, GEOL (any); HSP 288*; IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any); MICR (any); MSE (201 and above); NE (any); NUTR 100*, NUTR 302, NUTR 311, NUTR 313, NUTR 314, PHYS (any); PLSC 210, PLSC 220, PLSC 250*, PLSC 330, PLSC 331, PLSC 341, PLSC 343, PLSC 348, PLSC 370, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 443, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSIC 301, PSIC 370, PSIC 385, PSIC 445, PSIC 450, PSIC 459, PSIC 461, PUBH 202, PUBH 420, STAT (any); UNHO 287*, UNHO 288*; WFS (340 and above).*

Rationale: More flexible options in these senior-level management courses will allow students to specialize in their chosen areas, while still requiring that at least one course be focused on food- or fiber-producing animals. This also allows for better student
distribution throughout these course options, to relieve capacity issues in response to increased enrollment. Several of our students have expressed an interest in a Meats course, and the addition of GDST 461 can be used towards a Food Technology Minor and is a natural extension of Animal Science. These courses support Learning Outcomes 1, 2, and 3; and provides students an opportunity to leverage their knowledge to solve important issues in global animal management, and to use their knowledge of animal production systems to solve current problems in Meat Science. Impact on other units: none. Financial impact: none

REVISE ANIMAL SCIENCE MAJOR, PRE-VETERINARY MEDICINE 3+1 CONCENTRATION

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<th>Term 1</th>
<th>Hours</th>
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<td>ANSC 100</td>
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<td>ANSC 160</td>
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<td>BIOL 150* or BIOL 158*</td>
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<tr>
<td>CHEM 120* or CHEM 128*</td>
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<tr>
<td><strong>Quantitative Reasoning Elective</strong></td>
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<td>PHYS 221*</td>
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<td>CMST 210*, CMST 217*, CMST 240*, CMST 247* or ANSC 360*</td>
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<th>Term 5</th>
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**Biological Science Directed Elective:** Any BIOL, BCMB, EEB, or MCR course numbered 200 or higher.

**Social Sciences Elective**

Rationale: More flexible options in these senior-level management courses will allow students to specialize in their chosen areas, while still requiring that at least one course be focused on food- or fiber-producing animals. This also allows for better student distribution throughout these course options, to relieve capacity issues in response to increased enrollment. Several of our students have expressed an interest in a Meats course, and the addition of GDST 461 can be used towards a Food Technology Minor and is a natural extension of Animal Science. These courses support Learning Outcomes 1, 2, and 3; and provides students an opportunity to leverage their knowledge to solve important issues in global animal management, and to use their knowledge of animal production systems to solve current problems in Meat Science. Impact on other units: none. Financial impact: none

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January 27, 2015
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**Term 3**

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<td>STEM Elective 3</td>
</tr>
</tbody>
</table>

**Term 6**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 320, ANSC 340</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Electives 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYS 222* 4</td>
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**Term 7**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>ANSC 495</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>*ANSC 48x</td>
<td>3</td>
<td>ANSC 400-level Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts and Humanities Elective 3</td>
</tr>
<tr>
<td>BCM 401 or ANSC 431</td>
<td>4</td>
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</tr>
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<td></td>
<td></td>
<td>STEM Elective 3</td>
</tr>
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**Term 8**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>*ANSC 48x</td>
<td>3</td>
<td>ANSC 400-level Elective</td>
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<tr>
<td></td>
<td></td>
<td>Business Electives 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unrestricted Electives 7</td>
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</tbody>
</table>

**Total** 120

1. At least four hours of STEM electives must be from BIOL, EEB, BCMB or MICRO. Other STEM electives chosen from ANSC 385, ANSC 420, **ANSC 430, ANSC 431 (after major requirements have been met)**, ANSC 481 through ANSC 486, or ANSC 489 (after major requirements have been met and a maximum of two 48x classes may be taken to satisfy the STEM requirement); ANTH 110*, ANTH 117*, ASTR 151*, ASTR 152*, ASTR 153*, ASTR 154, ASTR 217*, ASTR 218*, BAS (any)-BCMB (any except BCMB 320 after major requirements are met); BIOL (any after major requirements are met); BME (any); BSE (221 and above); BSET (any); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334, ESS 424, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462; FDST 241, FDST 242, FDST 243, FDST 249, FDST 441, FDST 445, FDST 446; FOURS 214, FOURS 215, FOURS 217, FOURS 331, FOURS 333, FOURS 337, FOURS 414, FWF 212, FWF 250*, FWF 313, FWF 317, FWF 320; GEOL 131*, GEOL 132*, GEOL 137*, GEOL (any); HSP 288*, IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any); MIR (any); MISE (201 and above); NE (any); NUTR 100*, NUTR 302, NUTR 311, NUTR 313, NUTR 314; PHYS (any after major requirements are met); PLSC 210, PLSC 220, PLSC 250*, PLSC 330, PLSC 331, PLSC 341, PLSC 343, PLSC 348, PLSC 370, PLSC 410*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 443, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 420; STAT (any); UNHO 287*, UNHO 288*; WFS (340 and above).

2. Business Electives chosen Chosen from ACCT 200, ACCT 207; AGNR 291, AGNR 292; ANSC 361; AREC 212; AREC 315 and above; BULW 301; FDST 390; FINC 300; ECON (any course above 201); MARK 300; MGT 201, MGT 300; STAT 201* (if not used to satisfy Quantitative Reasoning or STEM requirement); WFS 341.

3. ANSC 48x: Select two courses from ANSC 481, 482, 483, 484, 485, 486, 489. At least one course must be ANSC 481, 482, 483, 484, or 486. Select two courses which must come from different groupings (ANSC 481 or ANSC 482 or ANSC 486); (ANSC 483 or ANSC 484); ANSC 485 or ANSC 489).

4. Chosen from the University General Education list. One course must also be designated as writing intensive (WC).

Rationale: More flexible options in these senior-level management courses will allow students to specialize in their chosen areas, while still requiring that at least one course be focused on food- or fiber-producing animals. This also allows for better student distribution throughout these course options, to relieve capacity issues in response to increased enrollment. Several of our students

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Undergraduate Council Minutes U3061 January 27, 2015
have expressed an interest in a Meats course, and the addition of GDST 461 can be used towards a Food Technology Minor and is a natural extension of Animal Science. These courses support Learning Outcomes 1, 2, and 3; and provides students an opportunity to leverage their knowledge to solve important issues in global animal management, and to use their knowledge of animal production systems to solve current problems in Meat Science. Impact on other units: none. Financial impact: none

REVISE ANIMAL SCIENCE MINOR

The minor consists of 20-21 hours. The core courses give the student a broad background in physiology, nutrition, and management. Careful selection of the directed electives allows the student to emphasize physiological reproduction, nutrition, or management. Prerequisites for ANSC 220 include Biology (101-102 or 130 or 150) and for ANSC 330 a minimum of 8 hours of Chemistry (100-110 or 120-130).

Complete:
- ANSC 160 – Introduction to Animal Science
- ANSC 220 - Animal Anatomy and Physiology
- ANSC 280 - Animal Biotechnology and Management
- ANSC 430 - Nutrient Evaluation and Ration Formulation

Select three one courses:
- ANSC 320 - Reproductive Physiology and Lactation
- ANSC 330 or 338 - Comparative Animal Nutrition
- ANSC 340 or 348 - Animal Breeding and Genetics
- ANSC 380 or 388 - Animal Health Management
- ANSC 420 - Reproductive Technologies
- ANSC 431 - Comparative Nutritional Biochemistry and Metabolism
- ANSC 481 - Beef Management
- ANSC 482 - Dairy Management
- ANSC 483 - Swine Management
- ANSC 484 - Poultry Management
- ANSC 486 – Equine Management
- ANSC 498 – Companion and Exotic Animal Management

Select one course 9 hours:
- ANSC 320 - Reproductive Physiology and Lactation
- ANSC 330 - Comparative Animal Nutrition
- ANSC 340 - Animal Breeding and Genetics
- ANSC 360 – Equine and Food Animal Evaluation
- ANSC 361 - Beef Cattle Merchandising
- ANSC 380 - Animal Health Management
- ANSC 420 - Reproductive Technologies
- ANSC 431 - Comparative Nutritional Biochemistry and Metabolism
- ANSC 481 - Beef Management
- ANSC 482 - Dairy Management
- ANSC 483 - Swine Management
- ANSC 484 - Poultry Management
- ANSC 485 - Equine Management
- ANSC 486 – Sheep and Goat Management
- ANSC 489 - Companion and Exotic Animal Management

Rationale: This represents corrections accounting for current proposals and an increased level of flexibility. Impact on other units: none. Financial impact: none

DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCE

Biosystems Engineering

◆ADD BS IN BIOSYSTEMS ENGINEERING – HONORS CONCENTRATION

In addition to satisfying the requirements for the biosystems engineering major, candidates for the honors biosystems engineering concentration must also complete the following requirements:

- Maintain an overall cumulative GPA of at least 3.4;
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology);
- Complete at least two of BSE 417, BSE 418, BSE 437, or BSE 457;
- Satisfy the Breadth Requirements for the Engineering Honors program as shown on the College of Engineering Website.

◆ADD BS IN BIOSYSTEMS ENGINEERING - PRE-PROFESSIONAL CONCENTRATION, HONORS CONCENTRATION
In addition to satisfying the requirements for the mechanical biosystems major pre-professional concentration, candidates for the honors biosystems engineering pre-professional concentration must also complete the following requirements:

- Maintain an overall cumulative GPA of at least 3.4.
- Complete the first-year Honors courses as described in the Undergraduate Catalog College of Engineering description.
- Complete at least two of BSE 417, BSE 418, BSE 437, or BSE 457.
- Satisfy the Breadth Requirements for the Engineering Honors program as shown on the College of Engineering website.

Rationale: Proposed changes in the Chancellor’s Honors Program (CHP) are going to severely limit the number of our students participating in the CHP. We are proposing these classes and program changes as a way of tying into the Engineering Honors program, which has been active for 4-5 years and to which all the other engineering programs already belong. Impact on other units: none. Financial impact: none.

Environmental and Soil Sciences

◆ DROP BS IN ENVIRONMENTAL AND SOIL SCIENCES - LAND SURVEYING CONCENTRATION

Rationale: 1) The Tennessee Licensing Board has changed the requirements for the surveying exams, greatly reducing the course requirements and thereby reducing the attractiveness of the program; 2) the concentration never developed the numbers required to be viable; 3) the faculty member providing the primary instruction for the courses related to this concentration has been reassigned to other courses. Impact on other units: none. Financial impact: none.

REVISE REQUIREMENTS FOR ENVIRONMENTAL AND SOIL SCIENCES MAJOR, AGRICULTURAL SYSTEMS TECHNOLOGY CONCENTRATION

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 200 or ACCT 207</td>
<td>3</td>
<td>CHEM 120* or MATH 151*</td>
</tr>
<tr>
<td>AREC 201* or ECON 201* or ECON 207*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CMST 210*, CMST 217*, CMST 240*, or CMST 247*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHYS 221*</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AREC 350 or AREC 355</td>
<td>3</td>
<td>CHEM 130 *</td>
</tr>
<tr>
<td>a Technical Elective BSET.412</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPP 313</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PLSC 457</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>a Technical Elective</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: Provide more flexibility for students (especially those interested in the Business Minor) and match more closely with the other concentrations. BSET 412 will no longer be taught. Impact on other units: none. Financial impact: none.

REVISE REQUIREMENTS FOR ENVIRONMENTAL AND SOIL SCIENCES MAJOR, CONSTRUCTION SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>BSET 125</td>
<td>3</td>
<td>MATH 130 or higher or one Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective</td>
</tr>
<tr>
<td>GEOL 101* or GEOL 107* CHEM 120* or CHEM 128*</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>a Cultures and Civilizations Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 101* or ENGL 118*</td>
<td>3</td>
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</tr>
<tr>
<td>MATH 151*</td>
<td>3</td>
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<th>Term 2</th>
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</thead>
<tbody>
<tr>
<td>ARCH 111*</td>
<td>3</td>
<td>MATH 130 or higher</td>
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<tr>
<td>ENGL 102*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEM 120* or CHEM 128* GEOL 101* or GEOL 107*</td>
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<tr>
<td>MATH 152*</td>
<td>3</td>
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</tr>
<tr>
<td>BSET 211* Social Sciences Elective*</td>
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<table>
<thead>
<tr>
<th>Term 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a ACCT 200 or ACCT 207</td>
<td>3</td>
<td>CHEM 120* or CHEM 128* or MATH 151*</td>
</tr>
<tr>
<td>BSET 202, BSET 224 BSET 225</td>
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<tr>
<td>STAT 201* or STAT 207* ECON 201* or ECON 207*</td>
<td>3</td>
<td>4</td>
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<td>PHYS 221*</td>
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<thead>
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<th>Term 4</th>
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<tbody>
<tr>
<td>BSET 225, 270 BSET 335</td>
<td>3</td>
<td>CHEM 120* or CHEM 128* and MATH 151*</td>
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<tr>
<td>CMST 210*, CMST 217*, CMST 240*, or CMST 247*</td>
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</tr>
<tr>
<td>a ECON 201* or ECON 207* Cultures and Civilizations Elective*</td>
<td>4</td>
<td></td>
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<tr>
<td>ESS 210</td>
<td>4</td>
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<tr>
<td>STAT 211* or STAT 207*</td>
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<table>
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<th>Term 5</th>
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</thead>
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### REVISE REQUIREMENTS FOR ENVIRONMENTAL AND SOIL SCIENCES MAJOR, CONSERVATION AGRICULTURE AND ENVIRONMENTAL SUSTAINABILITY CONCENTRATION

<table>
<thead>
<tr>
<th>Term 4</th>
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<tbody>
<tr>
<td>&quot;Arts and Humanities Elective&quot;</td>
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<tr>
<td>AREC 212</td>
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<td></td>
</tr>
<tr>
<td>ESS 220*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLSC 275</td>
<td>CHEM 100*</td>
<td></td>
</tr>
<tr>
<td>STAT 201* or STAT 207* or PLSC 481</td>
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</thead>
<tbody>
<tr>
<td>ACCT 200, or ACCT 207, or BUAD 202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPP 313</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESS 334</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLSC 457</td>
<td>&quot;Social Sciences Elective&quot;</td>
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<thead>
<tr>
<th>Term 7</th>
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</thead>
<tbody>
<tr>
<td>BSET 474 (BSET 412)</td>
<td>Apply to graduate</td>
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<tr>
<td>ESS 442, ESS 462</td>
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<tr>
<td>ESS 492 or ESS 499</td>
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<tr>
<td>PLSC 415 or PLSC 435</td>
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</table>
*Technical Elective |  |  |

Rationale: Provides greater flexibility in scheduling and more support of CASNR courses. ACCT 200 has become more and more geared toward business majors and minors, and since this is the only business class in this concentration, students are not adequately prepared for such a rigorous accounting course. Proposed course will provide desired background for program. BSET 412 is no longer being taught. BSET 474 is a strong technical replacement providing valuable background. The students in this concentration are generally not qualified to take the professional exam, which is the point of ESS 495. A research experience or internship will provide them with more useful background. Impact on other units: minimal, since there are only 12 students in the program. Financial impact: none

### REVISE REQUIREMENTS FOR ENVIRONMENTAL AND SOIL SCIENCES MAJOR, ENVIRONMENTAL SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Term 7</th>
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<tbody>
<tr>
<td>AREC 445 or AREC 470 or AREC 472 or ECON 362</td>
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</tr>
<tr>
<td>BSET 412 or BSET 474</td>
<td>Apply to graduate</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: Provides greater flexibility in scheduling and more support of CASNR courses. ACCT 200 has become more and more geared toward business majors and minors, and since this is the only business class in this concentration, students are not adequately prepared for such a rigorous accounting course. Proposed course will provide desired background for program. BSET 412 is no longer being taught. BSET 474 is a strong technical replacement providing valuable background. The students in this concentration are generally not qualified to take the professional exam, which is the point of ESS 495. A research experience or internship will provide them with more useful background. Impact on other units: minimal, since there are only 12 students in the program. Financial impact: none

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

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

This concentration specifically recommends SPAN 211*, SPAN 212* for the Cultures and Civilization requirement.

Used to meet requirements for the Business Administration Minor, minor in Business Administration.

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

Chosen after consultation with advisor.
REVISE REQUIREMENTS FOR ENVIRONMENTAL AND SOIL SCIENCES MAJOR, OFF-ROAD VEHICLES CONCENTRATION

Term 3

<table>
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<th>Credits</th>
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<td>AGNR 291</td>
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<tr>
<td>AREC 201* or ECON 201* or ECON 207*</td>
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</tr>
<tr>
<td>BSET 202</td>
<td>3</td>
</tr>
<tr>
<td>CMST 210*, CMST 217*, CMST 240*, or CMST 247*</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 221</td>
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Term 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGNR 292</td>
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</tr>
<tr>
<td>AREC 201* or ECON 201* or ECON 207*</td>
<td>4</td>
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<td>BSET 202</td>
<td>3</td>
</tr>
<tr>
<td>CMST 210*, CMST 217*, CMST 240*, or CMST 247*</td>
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<tr>
<td>PHYS 221</td>
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Term 5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BSET 224 or 225, BSET 325, BSET 412</td>
<td>6</td>
</tr>
<tr>
<td>&quot;Cultures and Civilizations Elective&quot;</td>
<td>3</td>
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<tr>
<td>FORS 321*</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Technical Elective&quot;</td>
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Term 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSET 326, BSET 345</td>
<td>6</td>
</tr>
<tr>
<td>&quot;Cultures and Civilizations Elective&quot;</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 295* or ENGL 360*</td>
<td>3</td>
</tr>
<tr>
<td>ESS 424</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Technical Elective&quot;</td>
<td>3</td>
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</tbody>
</table>

Rationale: 1) adding AGNR 290/291 to provide needed background in computer use; 2) BSET 412 is no longer being taught, so is being replaced with BSET 224 OR BSET 225, both of which provide valuable material; 3) BSET 345 provides valuable technical material for this concentration, so is replacing 3 hours of Technical Elective. Impact on other units: none. Financial impact: none.

REVISE REQUIREMENTS FOR ENVIRONMENTAL AND SOIL SCIENCES MAJOR, SOIL SCIENCE CONCENTRATION

Term 5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Cultures and Civilizations Elective&quot;</td>
<td>3</td>
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<tr>
<td>ESS 334</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 346*</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Social Sciences Elective&quot;</td>
<td>3</td>
</tr>
<tr>
<td>STAT 201* or STAT 207* or PLSC 461</td>
<td>3</td>
</tr>
</tbody>
</table>

Rationale: While covering the same material will provide greater flexibility in scheduling and more support of CASNR courses, Impact on other units: minimal, since there are only 12 students in the program. Financial impact: none.

DEPARTMENT FOOD SCIENCE AND TECHNOLOGY

◆ADD FOOD SCIENCE AND TECHNOLOGY MAJOR, BS – FIVE-YEAR BS/MS PROGRAM

For qualified students, the Department of Food Science and Technology offers a five-year BS/MS accelerated degree program with a BS major in Food Science and Technology and a thesis-based MS major in Food Science and Technology. Central to this program is that a qualified student may take up to nine hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BS degree and the MS degree. Students will be considered for conditional admission to the program during, or immediately following, their junior year of undergraduate study at the University of Tennessee, Knoxville. Because the MS program requires that students write a thesis based on their original research, students in BS/MS program must start working on their research project no later than immediately following junior year of undergraduate studies. For each student in the program, a graduate advisory committee composed of a minimum of three faculty members must be established before completion of BS degree.

To be considered for conditional admission to the program:

- A student must be a declared Food Science and Technology major with a minimum GPA of 3.4, must have completed at least 15 hours of credit in Food Science and Technology, and must have completed at least 90 hours of the 120 hours of coursework required for the BS degree with a major in Food Science and Technology.
- A student must provide three letters of recommendation and complete a personal interview with individuals comprising the Graduate and Undergraduate Committees in the Department of Food Science and Technology.
• A student must obtain a commitment from a Food Science and Technology graduate research faculty member to serve as his/her graduate mentor-advisor (i.e., major professor) and at least two other graduate research faculty members to serve on his/her graduate advisory committee.

Applicants are required to have completed FDST 241 Food Preservation and Packaging. The Department may consider other relevant factors such as an applicant’s work experience and level of maturity before conditionally admitting a student to the BS/MS program. Conditional admission of a student into the five-year BS/MS program must be approved by both the Department of Food Science and Technology and the Graduate School. Students will be typically informed of the outcome of their application before the beginning of their senior year of undergraduate study.

Any course taken for graduate credit before satisfying all requirements for the BS degree must be approved both by the Graduate Director and by the Graduate School. These courses must be identified in advance, in consultation with the undergraduate advisor, proposed master’s graduate advisor, and advisory committee members. The University of Tennessee, Knoxville’s Senior Privilege rule imposes a maximum limit of nine hours on the number of graduate-level hours that an undergraduate student may complete before completing an undergraduate degree and being formally admitted to the Graduate School.

Conditional admission into the BS/MS program does not guarantee acceptance into either the Graduate School or the MS program. Students in the BS/MS program must apply for admission to the Graduate School and to the MS program during their senior year of undergraduate study, following the same procedures that all other student applicants follow. A GRE score must be submitted as part of the application for admission into any graduate program in the Department of Food Science and Technology. Students will be fully eligible for graduate assistantships until they are enrolled as graduate-level students in the Graduate School.

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone</th>
<th>Notes</th>
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<tbody>
<tr>
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<td>Biological Sciences Elective*</td>
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<tr>
<td>CHEM 120* or CHEM 128*</td>
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<td>ENGL 101*</td>
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<tr>
<td>ENGL 102*</td>
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<td>AH or CC or SS</td>
<td></td>
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<tr>
<td>FDST 150* or other Cultures and Civilizations Elective*</td>
<td>3</td>
<td>AH or CC or SS</td>
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<tr>
<td>NUTR 100*</td>
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<tr>
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</tr>
<tr>
<td>AH or CC or SS</td>
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</tr>
<tr>
<td>CHEM 130* or CHEM 138*</td>
<td>4</td>
<td>CHEM 100* or CHEM 120*</td>
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<tr>
<td>FDST 241</td>
<td>3</td>
<td>One Quantitative Reasoning Elective*</td>
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<td>MATH 115*, MATH 152*, STAT 201*, or STAT 207*</td>
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<td>MICR 210* or MICR 310</td>
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<td>CHEM 350</td>
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<td>Communicating Orally Elective*</td>
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<tr>
<td>FDST 201</td>
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</tr>
<tr>
<td>PHYS 221*</td>
<td>4</td>
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</tr>
<tr>
<td>Communicating through Writing Elective*</td>
<td>3</td>
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</tr>
<tr>
<td>Term 5</td>
<td></td>
<td>2.0 cumulative GPA</td>
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<tr>
<td>CHEM 360, CHEM 369</td>
<td>5</td>
<td>CHEM 130*</td>
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<tr>
<td>FDST 390</td>
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<td>FDST 461 or FDST 462</td>
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<td></td>
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<tr>
<td>Unrestricted Electives</td>
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<tr>
<td>Term 6</td>
<td></td>
<td>Apply for conditional admission to graduate program after completion of at least 90 credit hours with maximum of 3 hours of 493 and 499 combined</td>
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<tr>
<td>FDST 493</td>
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<tr>
<td>BCMB 230 or BCMB 311 or BCMB 401</td>
<td>4-5</td>
<td>Start working on research project</td>
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<tr>
<td>FDST 430</td>
<td>3</td>
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<tr>
<td>FDST 410 or 418* Both BS/MS Credit</td>
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<tr>
<td>Term 7</td>
<td></td>
<td>Apply to graduate</td>
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</tr>
<tr>
<td>FDST 401, FDST 415, FDST 441</td>
<td>9</td>
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</tr>
<tr>
<td>Term 8</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>FDST 421 or 428 and FDST 429 *Both BS/MS Credit</td>
<td>5</td>
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<td>FDST 445</td>
<td>3</td>
<td></td>
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<td>FDST 495</td>
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<tr>
<td>Unrestricted Electives</td>
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<td>MS PLS 525</td>
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<td>Total</td>
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### REVISE REQUIREMENTS FOR FOOD SCIENCE AND TECHNOLOGY MAJOR, PRE-PROFESSIONAL 3+1 CONCENTRATION

<table>
<thead>
<tr>
<th>Term 3</th>
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</thead>
<tbody>
<tr>
<td>CHEM 350</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Directed Pre-Professional Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FDST 241</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIOL 220 and 229 or MICR 210*</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Social Sciences Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: As a result of the recent changes in the Biology courses, we would like to add the option for students to take either MICR 210 OR BIOL 220 & 229. This will provide our pre-professional students with greater latitude to choose a microbiology class that best suits their career goals. Impact on Other Units: There are minimal anticipated impacts on other unit. The proposed change does not drop or alter courses required by other programs. FDST 150 is a general education course (CC), however the proposed change is expected to lighten the load on this high demand course by allowing FDST pre-professional and pre-professional+3 students the option of taking other CC general education courses. This course is not tracking. The proposed change to add BIOL 220 & 229 as an option to MICR 210 is anticipated to result in approximately 5-10 additional students per academic year taking the BIOL classes, therefore we believe the impact to be minimal. Financial Impact: None. Student Learning Outcomes supported by change: None.

### REVISE REQUIREMENTS FOR FOOD SCIENCE AND TECHNOLOGY MAJOR, PRE-PROFESSIONAL CONCENTRATION

<table>
<thead>
<tr>
<th>Term 2</th>
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<tbody>
<tr>
<td>BIOL 160 or 168*</td>
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<td>CHEM 120* or CHEM 128*</td>
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<tr>
<td>ENGL 102*</td>
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</tr>
<tr>
<td>FDST 150* or other Cultures and Civilizations Elective*</td>
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<td></td>
</tr>
<tr>
<td>Social Sciences Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Communicating through Writing Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Directed Pre-Professional Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FDST 410 or FDST 418</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MBIOL 220 and 229 or MICR 210*</td>
<td>3-4</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: At some point in the last two years, FDST 150 was moved on the DARS from an elective course for Pre-Professional and Pre-Professional +3 concentration to a required course as part of the FDST core courses. This was never the intention of the department. We are requesting that this be corrected. In addition, as a result of the recent changes in the Biology courses, we would like to add the option for students to take either MICR 210 OR BIOL 220 & 229. This will provide our pre-professional students with greater latitude to choose a microbiology class that best suits their career goals. Impact on Other Units: There are minimal anticipated impacts on other unit. The proposed change does not drop or alter courses required by other programs. FDST 150 is a general education course (CC), however the proposed change is expected to lighten the load on this high demand course by allowing FDST pre-professional and pre-professional+3 students the option of taking other CC general education courses. This course is not tracking. The proposed change to add BIOL 220 & 229 as an option to MICR 210 is anticipated to result in approximately 5-10 additional students per academic year taking the BIOL classes, therefore we believe the impact to be minimal. Financial Impact: None. Student Learning Outcomes supported by change: None. How assessment activities supported need for change: None.

### REVISE REQUIREMENTS FOR FOOD SCIENCE TECHNOLOGY MAJOR, SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Term 4</th>
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<tbody>
<tr>
<td>Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective</td>
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<tr>
<td>CHEM 350</td>
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<tr>
<td>Directed Pre-Professional Elective</td>
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<tr>
<td>FDST 201</td>
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</tr>
<tr>
<td>PHYS 221*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Elective</td>
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<table>
<thead>
<tr>
<th>Term 5</th>
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</thead>
<tbody>
<tr>
<td>Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective</td>
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<td></td>
</tr>
<tr>
<td>CHEM 350</td>
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<tr>
<td>Directed Pre-Professional Elective</td>
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<tr>
<td>PHYS 221*</td>
<td>4</td>
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<tr>
<td>Unrestricted Elective</td>
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</table>
### DEPARTMENT OF FORESTRY, WILDLIFE AND FISHERIES

#### FORESTRY MAJOR

**ADD FORESTRY MAJOR, RESTORATION AND CONSERVATION SCIENCE CONCENTRATION**

Forestry Major, BS in Forestry – Restoration and Conservation Science Concentration

The profession of forestry is the science, the art, and the practice of managing and using for human benefit the natural resources that occur on and in association with forest lands. Benefits are derived from the multiple resources of the forest – wood, water, wildlife, recreation, forage, and environmental amenities. Foresters are managers of these resources. Thus, our principal instructional objective is to provide the broad education needed to deal effectively with the complex of forest resources.

The conservation and restoration concentration is an interdisciplinary program emphasizing forestry, ecology, soil and waters, and wildlife. In addition to the general education courses, the conservation and restoration curriculum includes core courses in the traditional forestry discipline. The curriculum is designed to prepare graduates who can evaluate terrestrial ecosystems and plan for the conservation of healthy ecosystems, the improvement of degraded ones, and the reclamation or restoration of severely disturbed land. Students may choose from a broad range of technical courses, or may choose to focus their program on a particular aspect of restoring or conserving ecosystems such as wildlife habitat, watersheds, ecosystem construction, or ecology and biodiversity.

Students prepare for professional positions in the planning, development, and implementation of projects to maintain, improve or restore ecosystem function and health on private and public lands. Foresters work closely with the public and private sector, so the development of excellent personnel management and communication skill is encouraged. In addition to the completion of courses, students are required to complete a six to ten week professional internship experience to address specific learning objectives established by the instructor and field supervisor.

**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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tr>
<td>ENGL 101* or ENGL 118*</td>
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<td>FORS 100</td>
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<tr>
<td>CHEM 100* or CHEM 120* or CHEM 128*</td>
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<table>
<thead>
<tr>
<th>Term 6</th>
<th>Term 7</th>
<th>Term 8</th>
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<tbody>
<tr>
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<tr>
<td>CHEM 360, CHEM 369</td>
<td>FDST 421, FDST 415, FDST 441</td>
<td>FDST 430</td>
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<tr>
<td>FDST 390</td>
<td>FDST 421 or FDST 428, and FDST 429</td>
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<tr>
<td>FDST 461 or FDST 462</td>
<td>FDST 410 or 418</td>
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<td>4</td>
<td><code>&lt;Communicating through Writing Elective*&gt;</code></td>
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<td><code>&lt;No milestones&gt;</code></td>
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<tr>
<td>3</td>
<td><code>&lt;Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective&gt;</code></td>
</tr>
<tr>
<td>3</td>
<td><code>&lt;Unrestrictive Elective&gt;</code></td>
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**Rationale:** With the establishment of a capstone course (FDST 490: Food Product Development – proposed above), the course of study for FDST students pursuing a Science concentration needs to change to reflect this new course and the elimination of the FDST 442: Food Product Development course as an alternative to FDST 441: Food Engineering. Impact on Other Units: None. Financial Impact: None.

Student Learning Outcomes supported by this change: None. How assessment activities supported need for change: None.
<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
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<tr>
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<tr>
<td></td>
<td>PHIL 101* or PHIL 244* or PHIL 252*</td>
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<tr>
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<td>ENGL 102*</td>
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<tr>
<td></td>
<td>MATH 125*</td>
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<td>FWF 250*</td>
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<td>CMST 210* or CMST 240*</td>
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<td>Cultures and Civilizations Elective*</td>
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<td></td>
<td>One general education elective*</td>
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<td></td>
<td>ESS 210</td>
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<td>BIOL 112* or FORS 214 or FORS 217</td>
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<td>FWF 212</td>
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<tr>
<td></td>
<td>One general education elective*</td>
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<td>STAT 201* or STAT 207*</td>
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<td>One additional general education elective*</td>
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<td>FWF 317, FWF 320</td>
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<td>2.0 cumulative GPA</td>
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<td></td>
<td>One additional general education elective*</td>
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<td></td>
<td>EEB 330 or FWF 325</td>
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<td>GEOL 454</td>
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<td>FWF 312*, FWF 313, FWF 310</td>
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<td>Technical Elective</td>
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<td>FWF 324</td>
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<td>FWF 312*, FWF 313, FWF 310</td>
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<td>ESS 424</td>
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<td>FWF 416</td>
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<td></td>
<td>Communications Elective</td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

* Meets University General Education Requirement.

1. Students must complete two courses from the University Arts and Humanities list and two courses from the Cultures and Civilizations General Education list.

2. Chosen from approved Social Sciences General Education courses excluding AREC 201, ECON 201 and ECON 207.

3. Chosen from AGNR 491, AREC 315; BSET 355, BSET 474; ECON 362; EEB 353, EEB 404, EEB 415, EEB 421, EEB 426, EEB 433, EEB 470, EEB 484; ESS 454, ESS 462; FORS 314, FORS 321, FORS 335, FORS 423, FORS 433; FWF 420, FWF 499; GEOG 439; GEOL 201, GEOL 450; PLSC 280, PLSC 350, PLSC 421, PLSC 460; SOCI 360; WFS 433, WFS 443, WFS 445. Of these, at least 6 credits must be at the 300 level or above. A maximum of 3 credits is allowed for FWF 499. Note that some of these courses have prerequisites.

4. Students may choose to group their 7-9 hours of technical electives in a particular area such as Wildlife Habitat (chosen from EEB 383, EEB 404, EEB 426; WFS 433, WFS 445); Watershed Conservation (chosen from AREC 315; BSET 474; EEB 404, EEB 470, EEB 474; ESS 462; SOCI 360; WFS 433, WFS 443); Ecosystem Construction (chosen from BSET 355; PLSC 280, PLSC 350, PLSC 421, PLSC 460); or Ecology and Biodiversity (chosen from EEB 404, EEB 415, EEB 421, EEB 433, EEB 470, EEB 484; ESS 454; GEO 201; GEOG 439; WFS 433, WFS 445).

5. Communications elective chosen from ALEC 440; ENGL 295*, ENGL 355*, ENGL 360*, ENGL 363, ENGL 364, ENGL 455*, ENGL 456, ENGL 460, ENGL 463, ENGL 464; JREM 412, JREM 414, JREM 450, JREM 451.

Rationale: This program meets a growing need in developing professionals with a background in restoration ecology. Impact on Other Units: No significant impact; it will not directly compete with any existing program for students and should attract new majors to the department. Financial Impact: No additional resources are required; the program includes little change (one course) to the current forestry offerings that will be offered by an existing faculty member as part of their existing teaching responsibilities.

**REVISE FORESTRY MAJOR, FOREST RESOURCES MANAGEMENT CONCENTRATION**

<table>
<thead>
<tr>
<th>Term 5</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cultures and Civilizations Elective*</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Hours</td>
<td>Milestone Notes</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>-----------------</td>
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<tr>
<td>EPP 411</td>
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<tr>
<td>FORS 321* or FORS 327*; and FORS 331 or FORS 337</td>
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<td>One additional general education elective*</td>
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<tr>
<td>FWF 317, FWF 320</td>
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<tr>
<td><strong>Term 6</strong></td>
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<td></td>
</tr>
<tr>
<td>PHIL 101* or PHIL 244* or PHIL 252* *Ethics Elective</td>
<td>3</td>
<td>2.0 cumulative GPA</td>
</tr>
<tr>
<td>FORS 314 or FORS 317</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FWF 310, FWF 312*, FWF 313</td>
<td>7</td>
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</tr>
<tr>
<td>*Unrestricted Elective</td>
<td>3</td>
<td>2</td>
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<td><strong>Term 7</strong></td>
<td></td>
<td><strong>Apply to graduate</strong></td>
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<tr>
<td>FORS 305, FORS 322, FORS 323, FORS 329, FORS 332, FORS 411</td>
<td>12</td>
<td>44</td>
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<tr>
<td>FWF 415</td>
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<td><strong>Term 8</strong></td>
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<tr>
<td><em>Arts and Humanities Elective</em></td>
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<tr>
<td><em>Communications Elective</em></td>
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<tr>
<td>FORS 422</td>
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<tr>
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<td>FWF 416</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>120</td>
</tr>
</tbody>
</table>

*Ethics elective chosen from PHIL 101*, PHIL 130*, PHIL 252*, PHIL 340*, PHIL 345*, PHIL 346*, PHIL 391*. If the student selects an ethics elective that satisfies the Arts and Humanities general education requirement, the student may select an additional unrestricted elective in lieu of the Arts and Humanities elective.

Communications elective chosen from CMST 210*, CMST 240*; ENGL 295*, ENGL 355*, ENGL 360*, ENGL 363, ENGL 364, ENGL 455*, ENGL 456, ENGL 460, ENGL 463, ENGL 464; JREM 414, JREM 450, JREM 451.

Rationale: The changes are designed to address recommendations of employers, former students, and Advisory Board members. Impact on Other Units: No significant impact; minor changes with existing courses. Financial Impact: No additional resources are required; minor changes with existing courses.

WILDLIFE AND FISHERIES

REVISE WILDLIFE AND FISHERIES SCIENCE MAJOR, WILDLIFE AND FISHERIES MANAGEMENT CONCENTRATION

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
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<td>2.0 cumulative GPA</td>
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<tr>
<td><em>Arts and Humanities or Cultures and Civilizations Elective</em></td>
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<td>3</td>
</tr>
<tr>
<td>BIOL 101* or BIOL 150* or BIOL 158* or BIOL 167*</td>
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<td>4-5</td>
</tr>
<tr>
<td>CHEM 100* or CHEM 120* or CHEM 128*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENGL 101* or ENGL 118*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WFS 100, WFS 101</td>
<td>2</td>
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</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
<td>2.0 cumulative GPA</td>
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<tr>
<td><em>CHEM 120</em> or CHEM 128*</td>
<td>4</td>
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</tr>
<tr>
<td>BIOL 102* or BIOL 160* or BIOL 159* or BIOL 168* or BIOL 167*</td>
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<td>3-4</td>
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<td>ENGL 102*</td>
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<tr>
<td>FWF 250*</td>
<td>3</td>
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<tr>
<td><strong>Term 4</strong></td>
<td></td>
<td>One general education elective*</td>
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<tr>
<td>ANSC 220 or BCMB 230 or WFS 431 or WFS 450</td>
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<td>2.0 cumulative GPA</td>
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<td>AREC 201* or ECON 201* or ECON 207*</td>
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<td>One additional general education elective*</td>
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<tr>
<td>BIOL 260 or BIOL 265 or FORS 215</td>
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<td>3-4</td>
</tr>
<tr>
<td>CMST 210* or CMST 217* or CMST 240* or CMST 247*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 115* or STAT 201* or STAT 207*</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Term 5</strong></td>
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<tr>
<td><em>Social Science Elective</em> or <em>Arts and Humanities or Cultures and Civilizations Elective</em></td>
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<td>EEB 474</td>
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<td>EEB 330 or EEB 433 or FWF 325 or PLSC 421</td>
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<td>EEB 470 or EEB 424 or WFS 433</td>
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<td>FWF 317</td>
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<tr>
<td><strong>Term 6</strong></td>
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<td>No milestones</td>
</tr>
<tr>
<td>FWF 310, FWF 312*, FWF 313</td>
<td>7</td>
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</table>
Rationale: The changes are designed to address recommendations of employers, former students, and Advisory Board members. Impact on Other Units: No significant impact; minor changes with existing courses. Financial Impact: No additional resources are required; minor changes with existing courses. This program supports learning objectives 1, 2, and 3 for the B.S. in Wildlife and Fisheries. Students will demonstrate knowledge and understanding of wildlife and fisheries science in one of the two concentrations. Students will develop a depth of professional knowledge, the ability to problem solve, and critical thinking skills comparable to other professional wildlife and fisheries science programs. Students can apply wildlife and fisheries science techniques presented in the curriculum.

REVISE WILDLIFE AND FISHERIES SCIENCE MAJOR, WILDLIFE HEALTH CONCENTRATION

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>BIOL 150* or BIOL 158* or BIOL 159*</td>
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<tr>
<td>CHEM 120* or CHEM 128*</td>
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<tr>
<td>ENGL 101* or ENGL 118*</td>
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<tr>
<td>1Arts and Humanities or Cultures and Civilizations Elective*</td>
<td>3</td>
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<tr>
<td>MATH 125*</td>
<td>3</td>
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<tr>
<td>WFS 101</td>
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</tr>
<tr>
<td>Term 2</td>
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<tr>
<td>BIOL 160* or BIOL 168* or BIOL 159*</td>
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<td>CHEM 130* or CHEM 138*</td>
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<td>ENGL 102*</td>
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<td>FWF 250*</td>
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<td>Term 3</td>
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<td>FWF 317 BIOL 220, BIOL 229</td>
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<td>1Arts and Humanities or Cultures and Civilizations Elective*</td>
<td>3</td>
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<tr>
<td>MATH 125* PHYS 221*</td>
<td>3</td>
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<tr>
<td>Term 4</td>
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<td>ANSC 220</td>
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<td>CMST 210*, CMST 217*, CMST 240*, or CMST 247*</td>
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<td>PHYS 221</td>
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<td>WFS 431 EWE 317</td>
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<td>Term 6</td>
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<td>AREC 201* or ECON 201* or ECON 207*</td>
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<td>PHYS 222* BCMB 401</td>
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<td>WFS 444 or WFS 445</td>
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<tr>
<td>Term 7</td>
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<tr>
<td>BCMB 401, WFS 431 BCMB 440</td>
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<td>Course</td>
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<td>BIOL 220, 229 BCMB 311</td>
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<tr>
<td><em>Social Sciences Elective</em></td>
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<tr>
<td>*WFS Elective</td>
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<tr>
<td>Term 8</td>
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<td>WFS 433 or WFS 443 <em>Arts and Humanities or Cultures and Civilizations Electives</em></td>
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<td>BSET 326 or GEOG 411</td>
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<td>*Science Elective</td>
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<td>WFS 401 WFS Elective</td>
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<td></td>
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<tr>
<td>BOMB 311</td>
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<td></td>
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<tr>
<td>TOTAL</td>
<td>120</td>
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</tr>
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</table>

2 Any courses not already required for the major. Chosen from WFS 433, WFS 443, WFS 444, WFS 445.

REVISE WILDLIFE AND FISHERIES SCIENCE MINOR

Minor Requirements
Select 3 courses from the following:
FORS 422
FWF 320, 325, 416
WFS 401, 431, 433, 443, 444, 445, 450, 452, 455, 456, 496 Any 300-level and above WFS courses

COLLEGE OF ARCHITECTURE AND DESIGN
All changes effective fall 2015

I. COURSE CHANGES

SCHOOL OF ARCHITECTURE

Program Learning Outcomes for B. Architecture
Graduates of the Bachelor of Architecture (B. Arch) program will be able to demonstrate that they have the basic knowledge, skills, and abilities necessary to enter the profession and to become licensed architects.
Graduating students must demonstrate the ability to build abstract relationships and understand the impact of architectural design based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts.
Integrating Building Practices, Technical Skills and Knowledge: Graduating students must demonstrate a comprehension of the technical aspects of design, systems and materials, and be able to apply that comprehension in their coursework.
Leadership and Practice: Graduating students must have an understanding of the architect’s role in managing and advocating for legal, ethical, and critical action for the good of the client, society and the public.

(ARCH) Architecture

ADD

ARCH 478 Preparation for Self-Directed Diploma Studio (3) Faculty oversight of student-initiated topic for critical inquiry. Related research on the student-selected topic, context, nature of inhabitation, and applicable precedents results in the synthesis of visual and textual work, including a statement of intent, program, and site for a self-directed design project in subsequent semester.
Comment(s): Honors course available to non-honors students in architecture. Minimum 3.5 GPA required.
Registration Permission: Consent of instructor and architecture program director.

Rationale: Course previously existed as 479 Preparation for Self-Directed Design Project (dropped in consent agenda); new number and new name relate to revised capstone sequence. Impact on Other Academic Units: None. Financial Impact: None. This course supports Program Learning Outcome 2 for B. Arch.

$ ARCH 496 Advanced Architectural Design: Thematic Studio (6) Advanced architectural design based on special topics as defined by instructor.
Repeatability: May be repeated. Maximum 18 hours.
(RE) Prerequisite(s): 471.
Registration Restriction: A minimum of 2.5 GPA in all design courses is required.

Rationale: New studio consolidates several special topics studios previously listed under multiple course names and numbers (these courses dropped in consent agenda); single studio simplifies course offerings. Impact on Other Academic Units: None. Financial Impact: None. This course supports Program Learning Outcome 2 for B. Arch.

$ ARCH 497 Independent Study – Advanced Architectural Design Studio (6) Student initiated, individual research and design under direction of faculty sponsor.
Repeatability: May be repeated. Maximum 12 hours.
(RE) Prerequisite(s): 471.
College approval only, request submitted by student to Admissions and Academic Standards Committee and architecture program director.

Comment(s): Honors course available to non-honors students in architecture. Minimum 3.5 GPA required. If Independent Study is taken as a substitute for 498 Self-Directed Diploma Studio, a 3 credit-hour preparation course (478 or 493) is prerequisite. If taken as a substitute for 499 Diploma Thematic Studio, requirements and schedule as outlined in 499 syllabus must be followed.

Rationale: Currently, students pursuing an independent study studio sign up for 493 Independent Study in Architecture which, because it has variable credit hours, does not include a course fee and requires a petition to count towards a studio requirement. New studio course includes a course fee and does not require a petition by honors students. Petition for non-honors students provides additional oversight warranted for this level of independent work. Concurrently, 493 proposed to have reduced credit hours such that it cannot count towards studio requirements (consent agenda). Impact on Other Academic Units: None. Financial Impact: None. This course does not support specific Program Learning Outcomes; course supports requirement for students participating in the Chancellor’s Honors Program to have the option of studying under individual faculty member for their capstone thesis.

$ ARCH 498 Self-Directed Diploma Studio (6) Faculty oversight of student initiated topic for design exploration. The design project is related to previous proposal, research, and documentation undertaken by the student.

Registration Permission: Consent of instructor through project approval process.

Comment(s): This course fulfills requirement for 3 credit hours of honors thesis. Course is available to non-honors students in architecture. Minimum 3.5 GPA required.

Rationale: Course previously existed as 482 Self-Directed Design Project (dropped in consent agenda); new number and new name relate to revised capstone sequence. Impact on Other Academic Units: None. Financial Impact: None. This course supports Program Learning Outcome 2 for B. Arch.

$ ARCH 499 Diploma Thematic Studio (6) Final culminating design studio experience for B. Arch professional degree. In-depth, instructor-led themes, with leeway for student interpretation in project development. Required graphic and written products.

(Re) Prerequisite(s): 496.

Registration Restriction: A minimum of 2.5 GPA in all design courses is required.

Comment(s): This course fulfills requirement for 3 credit hours of honors thesis.

Rationale: Course acknowledges the unique research-based capstone experience that is offered to 5th-year architecture students as an alternative to Self-Directed Diploma Studio. Course was previously offered as an undistinguished Advanced Architectural Design: Special Topics studio. Impact on Other Academic Units: None. Financial Impact: None. This course supports Program Learning Outcome 2 for B. Arch.

Interior Design Program

(INDS) Industrial Design

ADD NEW ACADEMIC DISCIPLINE AND COURSES

INDS 211 History of Industrial Design (3) Industrial Design, Product Design, Furniture, within a social and cultural context in a global perspective, 20th and 21st centuries.

Additional Documentation: Course will allow students to become familiar with basic movements in industrial design between the industrial revolution and the present. Students will become familiar with multi-cultural issues of design.

INDS 321 Digital Representation and Fabrication for Industrial Design (2) Exploration of basic computer-aided design programs in the representation of three dimensions. The use of digital fabrication machines such as 3D printer, and CNC computer numerical control mill.

Additional Documentation: Course will allow students to apply process of digital ideation, iteration, and representation and fabrication in the context of manufacturing and prototyping.

$ INDs 371 Ideation Graphics Studio (3) Ideation drawing and methodology. Concentration on rapid freehand drawing related to process and development of product design.

(Re) Prerequisite(s): Design 130 or 430.

Additional Documentation: Course will allow students to become skilled in basic sketching from the imagination, develop the ability to use sketching to make design iterations, and improve communication

$ INDs 372 Industrial Design Studio (3) Introduction to conceptual steps and prototyping skills in product design evolution, process, drawing and model making.

(Re) Prerequisite(s): 371

(Re) Corequisite(s): 321 or Architecture 221

Additional Documentation: Course will allow students to make real world proposals for industrial manufactured products. Students become experienced with design process and evaluation.

Common supporting information:
Rationale: Supports requirements for new Industrial Design Minor. Impact on Other Units: None. Financial Impact: The Industrial Design courses listed above support a proposed minor and are created as a potential full time summer school experience to ensure proper funding. Each summer IDNS 371, 372, 211, 321, and IDS 480 will be offered. Students will be recruited in cohorts of 15 or more in the minor to take up to eleven of the 20 required hours in the summer. A spring semester three-hour Design Thinking prerequisite course serves as a gateway requirement for the above courses and will assist in projecting enrollment for the summer industrial design minor program of study. Students who enter the program will be advised that it is a summer only program. Under the current summer financial model it is projected that a 15-student cohort is required break even with the cost of the minor. The Dean of the College of Architecture and Design has committed to a three-year building period for the minor by subsidizing enrollment shortfalls. After three years the minor must be financially self-sustaining as a summer program to continue as a in the College of Architecture and Design. Evidence from programmatic assessment that supports the change will be the same for all. Prospective and enrolled students have indicated a desire to study industrial design. Industrial Design is an allied design art discipline similarly offered as a full degree program at peer institutions such as Auburn, Arizona State, North Carolina State, Georgia Institute of Technology, Ohio State University, and Virginia Polytechnic University. Industrial Design is not offered as a full degree program at any Tennessee institution. These courses will satisfy a need to provide an area of study not currently offered. In a 2010 survey of nationally ranked program by Design Intelligence, 100% of the programs that had all four disciplines, architecture, interior design, landscape architecture, and industrial design, at least one of the programs at each institution with all programs received national ranking. Fifty percent of the Universities with the four programs had all programs with national ranking. While a minor is not the same as a full major, universities that had more design disciplines tended to receive more rankings. The addition of an industrial design minor will extend the design experiences offered to students and provide new avenues for creative exploration.

II. PROGRAM CHANGES

SCHOOL OF ARCHITECTURE

Program Learning Outcomes for B. Architecture

Graduates of the Bachelor of Architecture (B. Arch) program will be able to demonstrate that they have the basic knowledge, skills, and abilities necessary to enter the profession and to become licensed architects. Graduating students must demonstrate the ability to build abstract relationships and understand the impact of architectural design based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts.

Integrating Building Practices, Technical Skills and Knowledge: Graduating students must demonstrate a comprehension of the technical aspects of design, systems and materials, and be able to apply that comprehension in their coursework.

Leadership and Practice: Graduating students must have an understanding of the architect's role in managing and advocating for legal, ethical, and critical action for the good of the client, society and the public.

REVISE FOOTNOTE FOR THE ARCHITECTURE MAJOR, BACHELOR OF ARCHITECTURE

7During the fourth and fifth year, students will select a total of three courses from the following Design Studio Options – ARCH 474, ARCH 475, ARCH 482, ARCH 483, ARCH 485, ARCH 486, ARCH 488, ARCH 489, ARCH 490, ARCH 496, ARCH 497, ARCH 498, and ARCH 499. Students interested in pursuing the MLA in Landscape Architecture will take ARCH 474 and ARCH 475 in the fifth year.

Rationale: Names and numbers of multiple advanced studies studios have been changed in an effort to clarify and consolidate course offerings. This change to the catalog language reflects these revisions. Impact on Other Academic Units: None. Financial Impact: None. This course supports Program Learning Outcome 2 for B. Arch.

✦ADD MINOR IN ARCHITECTURAL STUDIES

The fields of interior design and architecture are distinct design disciplines, although they overlap in many significant ways. Many talented designers are interested in both areas of expertise. This minor in Architectural Studies has been created specifically for Interior Design students who would like to gain a better understanding of architecture. Alternatively, students who have transferred out of the Bachelor of Architecture program after completing two years of study might consider this minor.

Through the Architectural Studies Minor, students will gain experience in understanding architectural issues related to topics such as history and theory, building and construction, contemporary practices, and other related issues.

Faculty in architecture professional courses will make provisions for interior design students when necessary.

Minor Requirements

The Minor in Architectural Studies consists of 21 credit hours.

Prerequisite requirements and registration restrictions may apply for some courses

Complete (6 hours):
- ARCH 272 Architectural Design II: Place (6)
- IDS 272 Introduction to Interior Design Studio II (5) and 274 Introduction to Interior Design Seminar II (1)

Select 15 hours:
- ARCH 213 Modern Architecture: Histories and Theories (3) or 227 Honors: Modern Architecture Histories and Theories (3)
• ARCH 232 Introduction to Architectural Technology (3)
• ARCH 271 Architectural Design I: Place (6)
• ARCH 312 or 317 Materials and Methods of Construction (3) or Honors: Materials and Methods of Construction (3)
• ARCH 420 History of American Architecture (3)
• ARCH 422 Special Topics in Urban Design (3)
• ARCH 425 Special Topics in Architecture (3)
• ARCH 450 Special Topics in History, Theory and Criticism (3)
• ARCH 452 Special Topics in Sustainable Design (3)
• ARCH 454 Special Topics in Materials and Construction (3)
• ARCH 455 Special Topics in Digital Fabrication (3)
• ARCH 462 Professional Practice (3)
• ARCH 491 Foreign Study (mini-term) (3)
• ARCH 515 Seminar in Urban Design Theory (3)
• IDS 474 Advanced Multi-disciplinary Interior Design Studio (6)

Rationale: Four minors are being proposed by the College. Offering minors will promote interdisciplinary involvement within the College, as well as will connect with students in other colleges on the campus. This specific minor is geared toward students who have already been admitted into the College. Interior Design students pursuing a Bachelor of Interior Design degree may see this as an opportunity to gain greater exposure in architectural studies; students in Architecture who are considering transferring out of the program after two years may see this as an opportunity to get program recognition for many of the classes they have already taken. Impact on Other Academic Units: The minor was discussed with the full faculty of Interior Design whose students this minor applies to. IDS 272 and 474 are already offered to these students; pre-requisite and registration restrictions would restrict students from outside the program from taking them, therefore having no impact. Financial Impact: None. Program Learning Outcomes do not apply.

◆ ADD MINOR IN DESIGN STUDIES

The College of Architecture and Design offers a minor in Design Studies for students of any College in the University of Tennessee. This minor will expose students to the basic design thinking and visualization at the heart of architecture and interior design. Additionally, students will gain a greater understanding in a range of topics related to the study and design of the built environment.

Students may enroll in the minor program by completing a form at Student Services in the College of Architecture and Design, 103C Art and Architecture Building. A copy of the completed enrollment form and information on the minor requirements will be forwarded to the student’s home department advisor.

Faculty in professional courses will make provisions for students with declared Design Studies Minor when necessary. Students who are receiving a Bachelor of Architecture or Bachelor of Science in Interior Design are not eligible for this minor.

Minor Requirements

The Minor in Design Studies consists of 21 credit hours. Prerequisite requirements and registration restrictions may apply.

Complete one course:
• ARCH 101 Introduction to the Built Environment (3)
• ARCH 107 Honors: Introduction to the Built Environment (3)
• ARCH 111 Architecture and the Built Environment (3)
• ARCH 117 Honors: Architecture and the Built Environment (3)

Complete one course:
• ARCH 172 Design Fundamentals II: Space (4)
• DSGN 130 Basic Design Thinking and Innovation (3)
• DSGN 430 Design Thinking and Innovation (3)

Complete one course:
• ARCH 211 History and Theory of Architecture I (3)
• INDS 211 History of Industrial Design (3)

Select 12 hours – Student must take at least one course in Interior Design and one in Architecture:
• ARCH 212 or 218 History and Theory of Architecture II (3)
• ARCH 213 Modern Architecture: Histories and Theories (3) or 227 Honors: Modern Architecture Histories and Theories (3)
• ARCH 232 Introduction to Architectural Technology (3)
• ARCH 312 Materials and Methods of Construction (3) or 317 Honors: Materials and Methods of Construction (3)
• ARCH 420 History of American Architecture (3)
• ARCH 422 Special Topics in Urban Design (3)
• ARCH 424 Special Topics in Landscape Architecture (3)
• ARCH 425 Special Topics in Architecture (3)
- ARCH 450 Special Topics in History, Theory and Criticism (3)
- ARCH 452 Special Topics in Sustainable Design (3)
- ARCH 454 Special Topics in Materials and Construction (3)
- ARCH 456 Special Topics in Digital Fabrication (3)
- ARCH 462 Professional Practice (3)
- ARCH 491 Foreign Study (mini-term) (3)
- ARCH 515 Seminar in Urban Design Theory (3)
- DSGN 431 Trans-disciplinary Studio (1-6)
- IDS 200 or 207 Human-Environment Relations (3) or Honors: Human-Environment Relations (3)
- IDS 212 History of Interior Design, Furnishings, and the Decorative Arts II (3)
- IDS 221 Theory of Color (2)
- IDS 261 Materials, Resources and Textiles for Interiors (3)
- IDS 360 Business Principles and Practices (3)
- IDS 425 Special Topics in Interior Design (3)
- IDS 460 Lighting for Interior Design (3)
- IDS 480 Furniture Design (3)
- IDS 491 International Study (3)
- INDS 211 History of Industrial Design (3)
- INDS 321 Digital Representation and Fabrication for Industrial Design (3)
- INDS 371 Ideation Graphic Studio (3)

Rationale: Four minors are being proposed by the College. Offering minors will promote interdisciplinary involvement within the College, as well as will connect with students in other colleges on the campus. This specific minor is open to students from throughout the University who wish to gain greater exposure to architectural studies, interior design studies, and studies in industrial design. Students in Architecture or Interior Design who are considering transferring out of the program after one year of study may see this as an opportunity to get program recognition for many of the classes they have already taken. Impact on Other Academic Units: The minor is a joint proposal by the Interior Design Department and School of Architecture. The full faculty and administrative heads reviewed the content of the proposal, including requisite changes, and approved unanimously. Each department/school is making changes to course requisites and registration restrictions to ensure appropriate accessibility. Financial Impact: All proposed IDS, ARCH, and DSGN are existing; caps on course enrollment would ensure that they may be adequately taught with existing faculty resources. No financial impact. INDS courses are part of a newly proposed Minor in Industrial Design and are offered primarily in the summer with summer hires. Sufficient course enrollment is required to make them financially viable. Adding these courses to the Minor in Design Studies is anticipated to help boost enrollment by making them more accessible to a wider range of students pursuing minors. Program Learning Outcomes do not apply.

INTERIOR DESIGN PROGRAM

REVISE TEXT TO DEPARTMENT PAGE

Add new sections just before Accreditation and Professional Standards

Select One of Two Professional Tracks

Students may choose one of two tracks to complete the Bachelor of Science in Interior Design program. The Traditional Track is for students who wish to complete the program with the maximum emphasis in interior design and greatest flexibility with professional electives. The Masters Preparatory Track is created for students who desire to earn a Bachelor of Science in Interior Design and qualify to apply to the Master of Architecture program at the University of Tennessee with advanced standing.

Interior Design Major, BS in Interior Design – Traditional Track

ADD DESIGNATION AND REVISE REQUIREMENTS

<table>
<thead>
<tr>
<th>Interior Design Major, BS in Interior Design</th>
<th>Traditional Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
</tr>
<tr>
<td>ARCH 122, ARCH 172</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 211*, ARCH 217*, IDS 211, or IDS 217</td>
<td>3 ENGL 102*</td>
</tr>
<tr>
<td>IDS 200* or IDS 207^</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term 6½</strong></td>
<td></td>
</tr>
<tr>
<td>IDS 420 or IDS 491</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term 8</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;Communicating through Writing Elective*</td>
<td>3 IDS 472 or IDS 474</td>
</tr>
<tr>
<td>IDS 472, IDS 474, or IDS 477</td>
<td>5-6</td>
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<tr>
<td>&quot;Professional Elective&quot;</td>
<td>3</td>
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<tr>
<td>&quot;Professional Elective &quot;Social Sciences Elective&quot;</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>128</td>
</tr>
</tbody>
</table>
ADD Interior Design Major, BS in Interior Design – Masters Preparatory Track

Qualified students in the interior design program may consider a course of study that will give them advanced placement in the Master of Architecture degree program. Completing this path allows Bachelor of Science in Interior Design program graduates to gain advanced standing in the graduate architecture program, satisfying degree requirements in two years rather than three. This path only applies to the degree program offered at the University of Tennessee, Knoxville. For more information, see the Graduate Catalog.

Requirements for undergraduate interior design students pursuing this degree path:
- The student must meet with chairs from both the interior design and the graduate architecture programs during their third year, or earlier.
- The student must have an earned minimum cumulative GPA of at least 3.0
- The student must complete the following requirements before entering the Master of Architecture program with advanced placement. This includes summer courses.
  - ARCH 212 or ARCH 218
  - ARCH 213
  - ARCH 312
  - ARCH 331, ARCH 332 (recommended as a summer course)
  - ARCH 542
  - ARCH 545, ARCH 546

The student must also follow the normal procedure and deadline for admission to the Graduate School and to the Master of Architecture program in the College of Architecture and Design.

Requirements for the Interior Design Major, BS in Interior Design – Masters Preparatory Track

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>ARCH 121, ARCH 171</td>
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<tr>
<td>IDS 101 or IDS 107</td>
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<td></td>
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<tr>
<td>IDS 221</td>
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<tr>
<td><em>Communicating Orally Elective</em></td>
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<table>
<thead>
<tr>
<th>Term 2</th>
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<tbody>
<tr>
<td>ARCH 122, ARCH 172</td>
<td>6</td>
<td>2.3 cumulative GPA</td>
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<tr>
<td>IDS 211, IDS 217, ARCH 211*, or ARCH 217*</td>
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<td>ENGL 102*</td>
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<tr>
<td>IDS 200* or IDS 207*</td>
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<td>ENGL 102*</td>
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<tr>
<td>ARCH 221</td>
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<tr>
<td>ARCH 212* or ARCH 218*</td>
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<td>MATH 123</td>
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<tr>
<td>IDS 261, IDS 271, IDS 273</td>
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<td>MATH 123*</td>
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<tbody>
<tr>
<td>IDS 272, IDS 274</td>
<td>6</td>
<td>3.0 major GPA or 2.5 major GPA and successful portfolio review</td>
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<td>IDS 212 or IDS 218</td>
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<td>IDS 272</td>
</tr>
<tr>
<td>PHYS 161*</td>
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<td>ARCH 213*</td>
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<tr>
<td>ARCH 421</td>
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<td>IDS 331, IDS 371, IDS 373, IDS 460*</td>
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<td>IDS 371</td>
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<td>ARTH 173 or ARTH 178</td>
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<td><em>Cultures and Civilizations Elective</em></td>
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<td>IDS 360, IDS 372</td>
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<td><em>Natural Sciences w/ Lab Elective</em></td>
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<thead>
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<tbody>
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<td>IDS 420 or IDS 491</td>
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<td><em>Social Sciences Elective</em></td>
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<td>IDS 480</td>
<td>3</td>
<td>IDS 471</td>
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<tr>
<td>IDS 471 and IDS 473</td>
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<tr>
<td>ARCH 545 Principles of Environmental Control I</td>
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<tr>
<td>Course</td>
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<td>&quot;Cultures and Civilizations Elective&quot;</td>
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</tr>
<tr>
<td>IDS 472 or IDS 474</td>
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<tr>
<td>ARCH 542 Design III: Campus and Urban Architecture</td>
<td>6</td>
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<td>ARCH 546 Principles of Environmental Control II</td>
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<td>ARC 312</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>128</strong></td>
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**Summer before entering Master of Architecture Program**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARC 331, 332—Structures I and Structures II</td>
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* Meets University General Education Requirement.

**ADD MINOR IN INTERIOR DESIGN STUDIES**

The College offers a series of different minors that are intended to promote interdisciplinary involvement within the College and University. Faculty in professional courses will make provisions for students with declared Interior Design Studies Minor when necessary. Students will gain basic knowledge in interior design with exposure to aesthetics, technology, professional practices, and history.

**Minor Requirements**

The minor in Interior Design Studies consists of 20 credit hours. Prerequisite requirements and registration restrictions may apply.

Complete two courses:
- IDS 101 or Arch 101 or Arch 111 (3)
- DSGN 130 or DSGN 430 or ARCH 172 (3)

Select 14 hours from the following:
- ARCH 496 Thematic Studio, with interior design collaboration (as approved by Director) (6)
- IDS 200 or 207 Human and Environment Relations (3)
- IDS 211 History of Interior Design, Furnishings and the Decorative Arts I (3)
- IDS 212 History of Interior Design, Furnishings and the Decorative Arts II (3)
- IDS 221 Theory of Color (2)
- IDS 261 Materials, Resources and Textiles for Interiors (3)
- IDS 360 Business Principles and Practices (3)
- IDS 425 Special Topic Electives (3)
- IDS 460 Lighting for Interior Design (3)
- IDS 480 Furniture Design (3)
- IDS 491 International Study (1-6)

Rationale: The Interior Design Minor is one of four minors being proposed by the College. The Interior Design Minor is open to all students in the University and promotes specializations and classroom diversity. Impact on Other Academic Units: No impact on other academic units is expected. Financial Impact: All proposed IDS, ARCH, and DSGN are courses that can have increased enrollment. Courses with small enrollment caps will be offered in the summer to insures additional seats for students. Program Learning Outcomes do not apply.

**Interior Design Program (INDS) Industrial Design**

**ADD INDUSTRIAL DESIGN MINOR**

The Interior Design Program offers a minor in Industrial Design for students of any College in the University of Tennessee. The minor is designed to include summer courses.

Students will gain experience generating, visualizing, and prototyping innovative concepts. Processes in industrial design are inherently creative and interdisciplinary, blending design, engineering, business, art, humanities, and social sciences. Outcomes of the minor are exposure to basic industrial design processes, introduction to key technological tools, communication techniques, and resolution of real-world industrial design issues.

Students must successfully complete the following requirements (20 hours).

**Minor Requirements:**
- DSGN 130: Basic Design Thinking or DSGN 430: Design Thinking
- IDS 480: Furniture Design
- IND 211: History of Industrial Design
- IND 371: Ideation Graphics Studio
- IND 372: Industrial Design Studio
Select One Course:
- ARCH 221: Representation II: Digital Media
- INDS 321: Digital Representation and Fabrication for Industrial Design

Select One Course:
- ECON 201: Introductory Economics
- MARK 300: Marketing and Supply Chain Management

Rationale:
Current and prospective students frequently request Industrial Design as an area of study in the design arts and industrial design is not offered as a professional major at any Tennessee institution. Industrial Design relies on synthesized knowledge based in engineering, business, and social sciences (such as psychology and sociology). It is expected that students in the aforementioned disciplines will have interest in pursuing the minor outside of the College of Architecture and Design. Students in Interior Design and Architecture have also expressed keen interest in gaining knowledge and experience in Industrial Design. Students from the College of Architecture and Design who minor in industrial design will be familiar with design issues, but will learn how to practice at the scale of industrial products, engage empathy/human-centered approaches to design, and learn new graphic communication techniques. A significant aspect of the Industrial Design minor is that it will provide an opportunity for students from all UTK disciplines to work together in the design arts.

According to the Industrial Design Society of America (IDSA) the practice of the discipline can be defined as follows:

“Industrial design (ID) is the professional service of creating and developing concepts and specifications that optimize the function, value and appearance of products and systems for the mutual benefit of both user and manufacturer.”

“The industrial designer's unique contribution places emphasis on those aspects of the product or system that relate most directly to human characteristics, needs and interests. This contribution requires specialized understanding of visual, tactile, safety and convenience criteria, with concern for the user. Education and experience in anticipating psychological, physiological and sociological factors that influence and are perceived by the user are essential industrial design resources.”

Source: http://www.idsa.org/what-is-industrial-design

Industrial Design is an allied design art discipline similarly offered as a full degree program at peer institutions such as Auburn, Arizona State, North Carolina State, Georgia Institute of Technology, Ohio State University, and Virginia Polytechnic University. Each of the programs listed above are housed in Colleges of Architecture or Art and Design Programs and are National Association of Schools of Art and Design (NASAD) accredited. At the University of Tennessee the natural fit for studies in industrial design would be in the College of Architecture and Design. The Interior Design program shares a common accreditation organization with Industrial Design (NASAD) and is the nearest related discipline on campus. The interior design program is currently comprised of four tenure/tenure track and two adjunct faculty. One third of the current interior design faculty, one tenure track and one adjunct, have a degree in industrial design.

Staffing of industrial design studio courses are to be accomplished with faculty who have a minimum of one degree in Industrial Design or have a significant record of industrial design practice experience and a professional design degree in a related discipline.

Impact on Other Units: Dr. Moon, Department Head and Associate Professor, Department of Marketing has been contacted and supports the enrollment increase for non-business majors in MKT 300. The course has been chosen because of topical relevance and is created for non-business majors. The College of Architecture and Design may encounter hiring of faculty from related units during summer term. Financial Impact: The Industrial Design minor is created as a potential full time summer school experience to directly to human characteristics, needs and interests. This contribution requires specialized understanding of visual, tactile, safety and convenience criteria, with concern for the user. Education and experience in anticipating psychological, physiological and sociological factors that influence and are perceived by the user are essential industrial design resources.”

According to the Industrial Design Society of America (IDSA) the practice of the discipline can be defined as follows:

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Staffing of industrial design studio courses are to be accomplished with faculty who have a minimum of one degree in Industrial Design or have a significant record of industrial design practice experience and a professional design degree in a related discipline.

Impact on Other Units: Dr. Moon, Department Head and Associate Professor, Department of Marketing has been contacted and supports the enrollment increase for non-business majors in MKT 300. The course has been chosen because of topical relevance and it is created for non-business majors. The College of Architecture and Design may encounter hiring of faculty from related units during summer term. Financial Impact: The Industrial Design minor is created as a potential full time summer school experience to ensure proper funding. Each summer INDS 371, 372, 211, 321, and IDS 480 will be offered. Students will be recruited in cohorts of 15 or more to take up to eleven of the 20 required hours in the summer. The spring semester three-hour Design Thinking prerequisite course serves as a gateway requirement and will assist in projecting enrollment for the summer industrial design minor program of study. Students who enter the program will be advised that it is a summer only program. Under the current summer financial model, it is projected that a 15-student cohort is required to break even with the cost of the minor. The Dean of the College of Architecture and Design has committed to a three-year building period for the minor by subsidizing enrollment shortfalls. A year to year rolling assessment of program viability will be made with after three year period the minor must be financially self-sustaining as a summer program to continue as in the College of Architecture and Design.

The minor is structured as a primarily summer experience so no new program resources will be required and existing faculty are not reassigned new courses in the minor during the regular academic year. DSGN 130 was conceived and implemented as spring offering prior to the design of the minor. DSGN 130 has an enrollment goal of 45 students with it and is currently under submission as a new OC Gen-Ed.
ADD AND CROSS-LIST

† ANTH 314 Latinos in the United States (3) Histories, cultures and politics of various Latinos in the U.S., including Mexican Americans, Puerto Ricans, Cubans, and recent immigrants. Writing-emphasis course. (Same as American Studies 314.)
Recommended Background: 130.
Rationale: This course has been offered regularly for several years as a topics course and is used in several programs so it needs its own number. Impact on other units: Cross listed in American Studies and used in that program. Changes have been made there also. Financial impact: None.

REVISE TITLE AND DESCRIPTION

ANTH 421 Refugees and Displaced People (3) Examines historical and contemporary issues facing refugees and displaced people worldwide from socio-cultural and human rights perspectives. Topics addressed include the theory, methods and ethics of research with refugees and displaced people, international legal frameworks, the role of culture, political dynamics of refugee movements and internal displacement, and critical approaches to humanitarian responses.
Formerly: Refugee and Migrant Children. Examines the most relevant issues facing refugee and migrant children worldwide from socio-cultural and human rights perspectives. Topics to be discussed include the theory, methods and ethics of research with refugee and migrant children, the international legal framework, the role of culture, refugee movements and internal displacement, children as labor migrants, child soldiers, unaccompanied minors, children in disasters, and human trafficking.
Rationale: This change broadens the course content and provides more flexibility for faculty with diverse expertise in the subject area who will teach the course. Impact on other units: No direct impact. Financial impact: None.

ANTH 432 Anthropology of Warfare, Violence, and Peace (3) Origins and tactics of warfare; overview of cultural foundations and impacts of warfare and nonviolence; distinctions among aggression, conflict, violence, war; dynamics of militarization and peacebuilding.
Formerly: Anthropology of Warfare and Violence. Origins and tactics of warfare; overview of cultural foundations of warfare and structural violence; and effects on communities, social institutions, environments, and social organization.
Rationale: The course content has included equal focus on peacebuilding, peace studies, and nonviolence as well as conflict, war and violence and that should be reflected in the title and description. Impact on other units: No direct impact. Financial impact: None.

SCHOOL OF ART
(Art) Art

DROP (RE) PREREQUISITE(S), (RE) COREQUISITE(S), AND COMMENT; REQUEST VARIABLE TITLE

ART 299 Special Topics (3) Student- or instructor-initiated course offered at convenience of department.
Repeatability: May be repeated. Maximum 12 hours.
Formerly: Special Topics
(RE) Prerequisite(s): Art 101 and Art 103.
(RE) Corequisite(s): Art 102.
Comment(s): Or consent of instructor.
Rationale: This course is seldom used at present but some faculty would like to use it to test-drive new courses that do not fit into any of the studio areas. With that purpose prereqs and coreqs are not needed and should be removed so students will not be discouraged from registering. Impact on other units: None. Financial impact: None.

(ArtA) Art Two-Dimensional Arts

REVISE (RE) PREREQUISITE(S), ADD RECOMMENDED BACKGROUND

ARTA 312 Drawing Portfolio Review (0)
(RE) Prerequisite(s): Two courses from Art History 162, 172, 173, 183.
Recommended Background: Complete or be currently enrolled in at least two 200-level courses in more than one concentration area (ARTA, ARTB, ARTC, ARTD).
Formerly: Drawing Portfolio Review.
(RE) Prerequisite(s): Art History 172 and Art History 173)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTA 312</td>
<td>Art Major – II. Major (30 hours), B. Select 15 hours 300-400 level studio courses; Two-Dimensional Arts list</td>
</tr>
</tbody>
</table>
Studio Art Major – Two-Dimensional Arts Concentration (uTrack Requirements), Term 4

**Milestone Notes**

Studio Art Minor – Required Courses, Select 14 hours of which a minimum of 8 must be at the 300-400 level, Two-Dimensional Arts list

(RE) Prerequisite – for ARTA 311

REVISE (RE) PREREQUISITE(S) AND (RE) COREQUISITE(S), ADD RECOMMENDED BACKGROUND:

**ARTA 314 Painting Portfolio Review (0)**

(RE) Prerequisite(s): Two courses from Art History 162, 172, 173, 183.
(RE) Corequisite(s): 211, 214.

Recommended Background: Complete or be currently enrolled in at least two 200-level courses in more than one concentration (ARTA, ARTB, ARTC, ARTD).

Formerly: Painting Portfolio Review
(RE) Prerequisite(s): Art History 172 and Art History 173.
(RE) Corequisite(s): Art 214.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTA 314</td>
<td>Art Major – II. Major (30 hours), B. Select 15 hours 300-400 level studio courses., Two-Dimensional Arts list</td>
</tr>
<tr>
<td></td>
<td>Studio Art Major – Two-Dimensional Arts Concentration (uTrack Requirements), Term 4 Milestone Notes</td>
</tr>
<tr>
<td></td>
<td>(RE) Prerequisite – for ARTA 313</td>
</tr>
</tbody>
</table>

**ARTA 330 Photography Portfolio Review (0)**

(RE) Prerequisite(s): Two courses from Art History 162, 172, 173, 183.
(RE) Corequisite(s): 211 and 231.

Recommended Background: Complete or be currently enrolled in at least two 200-level courses in more than one concentration (ARTA, ARTB, ARTC, ARTD).

Formerly: Photography Portfolio Review
(RE) Prerequisite(s): Art History 172 and Art History 173.
(RE) Corequisite(s): Art 231.

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<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ARTA 330</td>
<td>Studio Art Major – Two-Dimensional Arts Concentration (uTrack Requirements), Term 4 Milestone Notes</td>
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<tr>
<td></td>
<td>(RE) Prerequisite – for ARTA 331</td>
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<tr>
<td></td>
<td>(RE) Prerequisite – for ARTA 341</td>
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<td></td>
<td>(RE) Prerequisite – for ARTA 342</td>
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</tbody>
</table>

REVISE PREREQUISITE(S), ADD COREQUISITE(S), ADD RECOMMENDED BACKGROUND, DROP COMMENT

**ARTA 360 Printmaking Portfolio Review (0)**

(RE) Prerequisite(s): Two courses from Art History 162, 172, 173, 183.
(RE) Corequisite(s): 211.

Recommended Background: Complete or be currently enrolled in at least two 200-level courses in more than one concentration (ARTA, ARTB, ARTC, ARTD).

Formerly: Printmaking Portfolio Review
(RE) Prerequisite(s): 262 or 263 or 264 or 265 or 266 or 269 or 291 and Art History 172 or Art History 173.
Comment(s): Successful completion required prior to registration for 300-400 level courses.

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<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ARTA 360</td>
<td>Studio Art Major – Two-Dimensional Arts Concentration (uTrack Requirements), Term 4 Milestone Notes</td>
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</tbody>
</table>

(ARTB) Art Three-Dimensional Arts

REVISE (RE) PREREQUISITE(S) AND (RE) COREQUISITE(S)

**ARTB 320 Ceramics: Portfolio Review (0)**

(RE) Prerequisite(s): Two courses from Art History 162, 172, 173, 183.
(RE) Corequisite(s): 221 and 222 and ARTA 211.
Formerly: Ceramics: Portfolio Review
(RE) Prerequisite(s): Art History 172 or Art History 173.
(RE) Corequisite(s): 221 and 222.

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<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ARTB 320</td>
<td>Studio Art Major – Three-Dimensional Arts Concentration (uTrack Requirements), Term 4 Milestone Notes</td>
</tr>
<tr>
<td>ARTB 225</td>
<td>Description</td>
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<tr>
<td>ARTB 226</td>
<td>Description</td>
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<tr>
<td>(RE) Prerequisite – for ARTB 321</td>
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<tr>
<td>(RE) Prerequisite – for ARTB 322</td>
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<tr>
<td>(RE) Prerequisite – for ARTB 323</td>
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<tr>
<td>(RE) Prerequisite – for ARTB 424</td>
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<tr>
<td>(RE) Prerequisite – for ARTB 429</td>
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</tr>
</tbody>
</table>

ADD (RE) COREQUISITE(S)

**ARTB 340 Sculpture Portfolio Review (0)**
(RE) Corequisite(s): Art Two-Dimensional Arts 211.

Formerly: Sculpture Portfolio Review
No corequisite.

Rationale: All studio areas agreed to have common background requirements for their portfolio review. This represents what areas actually want students to have before they can pass portfolio review and be accepted into an area for upper division work. Impact on other units: None. Financial impact: None.

(ARTC) Art Four-Dimensional Arts

REVISE TITLE AND DESCRIPTION

**ARTC 232 Introduction to Performance and Sound Art (3)** Development of basic concepts and techniques for the creation of performance and sound art.

Formerly: Introduction to Performance as Art. Development of basic concepts and techniques for the creation of performance as an art form.

Rationale: 4D faculty in Art currently cannot teach all the courses in the catalog, so they are proposing to restructure 232 to include performance and sound. This will allow students to get experience in both these areas before Portfolio Review. Impact on other units: None. Financial impact: None.

† **ARTC 236 Introduction to Cinema and Video Art (3)** Development of basic concepts and techniques for the creation of works of cinema and video art. (Same as Cinema Studies 236.)

Formerly: Introduction to Video Art. Development of basic concepts and techniques for the creation of video works as an art form. (Same as Cinema Studies 236.)

Rationale: Reflects changes in digital technology and their impact on artmaking. All motion pictures artmaking is now shot and edited digitally, so “video” incorporates “cinema.” Impact on other units: Cross listed with Cinema Studies. Financial impact: None.

REVISE PREREQUISITE(S), ADD COREQUISITE(S)

**ARTC 330 4D Arts Concentration Progression Requirement Review (0)**
(RE) Prerequisite(s): 236; and 232 or 234 or 235; and two courses from Art History 162, 172, 173, 183.
(RE) Corequisite(s): ARTA 211.

Formerly: 4D Arts Concentration Progression Requirement Review
(RE) Prerequisite(s): 236 and 232 or 234 or 235 and Art History 172 and Art History 173 or 162 or 183.
No corequisite.

Rationale: All studio areas agreed to have common background requirements for their portfolio review. This represents what areas actually want students to have before they can pass portfolio review and be accepted into an area for upper division work. Impact on other units: None. Financial impact: None.

REVISE TITLE, DESCRIPTION AND (RE) PREREQUISITE(S)
† ARTC 435 Narrative Filmmaking (4) Development of concepts and techniques for the creation of narrative films with an emphasis on individual projects. (Same as Cinema Studies 435.)

(RE) Prerequisite(s): 236.

Formerly: Digital Media and 16mm Film as Art. Continued development of concepts and techniques for the creation of film as an art form with an emphasis on individual projects. (Same as Cinema Studies 435.)

(RE) Prerequisite(s): 235.

Rationale: Title and description are outdated as 16mm film technology is seldom used now. The course now focuses on cinematic storytelling, especially film directing, and will not be associated with any one technology. Impact on other units: Cross listed in Cinema Studies. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ARTC 435</td>
<td>Art Major – II. Major (30 hours), B. Select 15 hours 300-400 level studio courses; Four-Dimensional Arts list</td>
</tr>
<tr>
<td>Studio Art Major – Four-Dimensional Arts Concentration, II. Concentration – Four-Dimensional Arts, B. Select 20 hours (300-400 level concentration courses);, Four-Dimensional Arts (Film, Video, and Performance) list</td>
<td></td>
</tr>
<tr>
<td>Studio Art Major – Four-Dimensional Arts Concentration, II. Concentration – Four-Dimensional Arts, C. Select 18 hours (200-400 level concentration courses);, Four-Dimensional Arts list</td>
<td></td>
</tr>
<tr>
<td>Studio Art Major – Three-Dimensional Arts Concentration, II. Concentration – Three-Dimensional Arts, C. Select 18 hours (200-400 level concentration courses);, Four-Dimensional Arts list</td>
<td></td>
</tr>
<tr>
<td>Studio Art Major – Two-Dimensional Arts Concentration, II. Concentration – Two-Dimensional Arts, C. Select 18 hours (200-400 level concentration courses);, Four-Dimensional Arts list</td>
<td></td>
</tr>
<tr>
<td>Studio Art Minor – Required Courses, Select 14 hours of which a minimum of 8 must be at the 300-400 level, Four-Dimensional Arts list</td>
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<tr>
<td>Crosslist with CNST 435</td>
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</tbody>
</table>

(ARTD) Art Design/Graphic

REVISE CREDIT HOURS

ARTD 400 Typography (4)

Formerly Typography (3)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ARTD 400</td>
<td>Art Major – II. Major (30 hours), B. Select 15 hours 300-400 level studio courses; Graphic Design list</td>
</tr>
<tr>
<td>Graphic Design Major – II. Graphic Design (41 hours), B. Complete (in sequence): list</td>
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<tr>
<td>Graphic Design Major (uTrack Requirements) – Term 6</td>
<td></td>
</tr>
<tr>
<td>Studio Art Major – Four-Dimensional Arts Concentration, II. Concentration – Four-Dimensional Arts, C. Select 18 hours (200-400 level concentration courses);, Art Design/Graphic list</td>
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</tr>
<tr>
<td>Studio Art Major – Three-Dimensional Arts Concentration, II. Concentration – Three-Dimensional Arts, C. Select 18 hours (200-400 level concentration courses);, Art Design/Graphic list</td>
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</tr>
<tr>
<td>Studio Art Major – Two-Dimensional Arts Concentration, II. Concentration – Two-Dimensional Arts, C. Select 18 hours (200-400 level concentration courses);, Art Design/Graphic list</td>
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<tr>
<td>(RE) Corequisite – for ARTD 351</td>
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<tr>
<td>ARTD 410 – Description</td>
<td></td>
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<tr>
<td>(RE) Prerequisite – for ARTD 400</td>
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<tr>
<td>(RE) Prerequisite – for ARTD 456</td>
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</tbody>
</table>

ARTD 405 Interaction Design (4)

Formerly: Interaction Design (3)

Rationale: Credit hours are being changed to reflect the amount of work/time actually required. Impact on other units: None. Financial impact: None.
### ARTD 405

Art Major – II. Major (30 hours), B. Select 15 hours 300-400 level studio courses.; Graphic Design list

| Graphic Design Major – II. Graphic Design (41 hours), B. Complete (in sequence): list |
| Graphic Design Major – III. Required Design and Professional (6 hours), A. Select two courses: list |
| Graphic Design Major (uTrack Requirements) – Term 5, Term 7, Term 8 |
| Studio Art Major – Four-Dimensional Arts Concentration, II. Concentration – Four-Dimensional Arts, C. Select 18 hours (200-400 level concentration courses);, Art Design/Graphic list |
| Studio Art Major – Two-Dimensional Arts Concentration, II. Concentration – Two-Dimensional Arts, C. Select 18 hours (200-400 level concentration courses);, Art Design/Graphic list |
| Recommended Background – for ARTC 401 |
| Recommended Background – for ARTC 402 |
| Recommended Background – for ARTC 403 |
| (RE) Corequisite – for ARTD 252 |
| (RE) Prerequisite – for ARTD 405 |

### REVISE TITLE, DESCRIPTION, CREDIT HOURS

**ARTD 444 Graphic Design Research** (1-6) Active research investigations in faculty-led initiatives.

Formerly: Graphic Design Center Practicum (3) Faculty-led practical work experience in a student-managed, on-site studio.

Rationale: Design faculty have not been able to offer the Practicum class, which allowed students to work on projects that were submitted by other units or from outside the University, due to lack of staffing. This alternative will allow students to work on non-profit projects that faculty are currently engaged in, gaining comparable experience. Hours are more flexible with same maximum. Impact on other units: None. Financial impact: None.

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ARTD 444</td>
<td>Graphic Design Major – II. Graphic Design (41 hours), D. Select 7 hours: list</td>
</tr>
<tr>
<td></td>
<td>Graphic Design Major (uTrack Requirements) – Term 7, Term 8</td>
</tr>
</tbody>
</table>

### (ARTH) Art History

**DROP SECONDARY CROSS-LIST**

|x † ARTH 232 – Archaeology and Art of Ancient Greece and Rome (3) |
| (See Classics 232.) |

Classics is primary.

Rationale: Art History and Art majors are being encouraged to take upper-division courses in this same area (Greek and Roman) from amongst history offerings. Impact on other units: Cross listed Classics course. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ARTH 232</td>
<td>General Education Requirement – B. For Developing Broadened Perspectives, Approved Arts and Humanities (AH) Courses, Art History list</td>
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<tr>
<td></td>
<td>Cross-list with CLAS 232</td>
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</tbody>
</table>

### DIVISION OF BIOLOGY

**BIOL 105 Parasites, Pathogens, and Pandemics: Infectious Disease and Society** (3) Explores the nature of human infectious disease, including diseases such as bubonic plague, tuberculosis, malaria, AIDS, influenza, and Ebola, and non-human diseases and zoonoses. How diseases emerge and spread, how they can be controlled, and what diseases may shape future life on the planet (zombie apocalypse?) will also be discussed.

Comment: Satisfies General Education Requirement: (NS)

Rationale: The instructors of the non-majors Biology courses want to add a one semester, non-lab course to the program which would fill a gap in non-major offerings at the university. This is important because of recent changes to the college natural sciences requirements. Course is designed to present a topic of interest to non-majors where they would also learn about basic biology concepts. Impact on other units: None. Financial impact: None.
REVISE TITLE, DELETE COMMENT

* BIOL 101 Introduction to Biology: Cells, Genetics, and Physiology (4)
  Formerly: Introduction to Biology I
  Comment(s): Although not required, it is strongly recommended that 101 and 102 be taken in sequence.

* BIOL 102 Introduction to Biology: Biodiversity and Ecology (4)
  Formerly: Introduction to Biology II
  Comment(s): Although not required, it is strongly recommended that 101 and 102 be taken in sequence.

Rationale: There is no longer any reason that these courses have to be taken in sequence. This will allow students to take BIOL 102 as a stand-alone course if they want to do so. Impact on other units: None. Financial impact: None.

DELETE (RE) COREQUISITE, REVISE COMMENT

* BIOL 160 Cellular and Molecular Biology (3)
  (No corequisite)
  Comment(s): The instructors strongly recommend that Biology 160 students either have taken, or are currently taking, Chemistry 120. Although not required, it is recommended that Biology 150 and 160 be taken in sequence.

Formerly: Cellular and Molecular Biology
(RE) Corequisite(s): Chemistry 120
Comment(s): Although not required, it is recommended that Biology 150 and 160 be taken in sequence.

Rationale: The course instructors believe that students need a background in chemistry for this course but the current co-requisite is not serving the needs of the course because the necessary topics are not covered in Chemistry 120 until too late in the semester. Also, students are having difficulty registering for both Biology and Chemistry in the spring. Impact on other units: None. Financial impact: None.

REVISE CONTACT HOUR DISTRIBUTION

BIOL 229 General Microbiology Laboratory (2)
* Contact Hour Distribution: 3-hour lab twice weekly.

Formerly: General Microbiology Laboratory
2-hour lab twice weekly

Rationale: Department wants to make sure that the catalog is consistent with the offerings of this course. Impact on other units: None. Financial impact: None.

DEPARTMENT OF CLASSICS
(CLAS) Classics

ADD GRADING RESTRICTION

CLAS 111 Beginning Latin (4)
* Grading Restriction(s): A, B, C, No Credit grading only

Formerly: Beginning Latin
No grading restriction

CLAS 121 Beginning Greek (4)
* Grading Restriction(s): A, B, C, No Credit grading only

Formerly: Beginning Greek
No grading restriction

CLAS 150 Latin Transition (4)
* Grading Restriction(s): A, B, C, No Credit grading only

Formerly: Latin Transition
No grading restriction

Rationale: Students should have at least a C-level mastery of the material in these courses to progress and freshmen will be able to take the courses without risk of a D or F in their GPA. Impact on other units: None. Financial impact: None.

REVISE (RE) PREREQUISITE(S), ADD GRADING RESTRICTION
CLAS 112 Beginning Latin (4)
Grading Restriction(s): A, B, C, No Credit grading only
(RE) Prerequisite(s): 111 with a grade of C or higher

Formerly: Beginning Latin
No grading restriction
(RE) Prerequisite(s) 111

CLAS 122 Beginning Greek (4)
Grading Restriction(s): A, B, C, No Credit grading only
(RE) Prerequisite(s): 121 with a grade of C or higher

Formerly: Beginning Greek
No grading restriction
(RE) Prerequisite(s): 121

DROP CROSS-LISTING

* CLAS 232 – Archaeology and Art of Ancient Greece and Rome (3)

Formerly: Archaeology and Art of Ancient Greece and Rome (3) (Same as Art History 232.)

Classics is primary.

Rationale: The cross-listing is being dropped at the request of the Art History faculty since this course cannot be used for their major under the current curriculum. Impact on other units: Cross listed with Art History. Financial impact: None.

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<tr>
<td>CLAS 232</td>
<td>General Education Requirement – B. For Developing Broadened Perspectives, Approved Arts and Humanities (AH) Courses, Classics list</td>
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<tr>
<td></td>
<td>College of Arts and Sciences – College-wide Requirements: Perspectives, List B – Study or Practice of the Arts</td>
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<tr>
<td></td>
<td>Classics Major – Classical Archaeology Concentration, A. Complete:</td>
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<tr>
<td></td>
<td>Classics Major – Classical Archaeology Concentration (uTrack Requirements), Term 4</td>
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<td></td>
<td>Honors Classical Archaeology Concentration – Paragraph text</td>
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<td></td>
<td>Classical Archaeology Minor – Complete:</td>
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<td>Cross-list with ARTH 232</td>
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</tbody>
</table>

REVISE (RE) PREREQUISITE(S)

* CLAS 251 – Intermediate Latin I (3)
(RE) Prerequisite(s): 112 or 150 with a grade of C or higher or placement exam

Formerly: Intermediate Latin I
112 or 150 or placement exam

* CLAS 261 – Intermediate Greek: Grammar Review and Readings (3)
(RE) Prerequisite(s): 122 with a grade of C or higher

Formerly: Intermediate Greek: Grammar Review and Readings
(RE) Prerequisite(s): 122.

Rationale: These changes complement those in the 100-level classes and make it consistent for transfer students. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION

* † CLAS 384 – Gender and Sexuality in Greece and Rome (3) Examines Greek and Roman views of gender roles and sexuality. Evidence from literature, epigraphy, and material culture is used to consider what the ideals of behavior were for Greek and Roman women and men, what constituted deviation from these ideals, and how ‘real’ Greeks and Romans may actually have behaved. Writing-emphasis course.
(Same as Women’s Studies 384.)

Formerly: Gender and Sexuality in Ancient Rome. Examines the Roman view of gender roles and sexuality. Evidence from literature, epigraphy, and material culture is used to consider what the ideals of behavior were for Roman women and men, what constituted deviation from these ideals, and how ‘real’ Romans may actually have behaved. Writing-emphasis course. (Same as Women’s Studies 384.)

Classics is primary.
Rationale: The new title and description more accurately reflect current course content. Impact on other units: Cross listed in Women’s Studies. Financial impact: None.

DEPARTMENT OF EARTH AND PLANETARY SCIENCES
(GEOL) Geology

ADD

GEOL 426 Biospheric Change and the Fossil Record (3) Students will gain a temporal understanding of the evolution of the biosphere from its inception through the present day. Course concentrates on evidence derived from the fossil record and investigates the consequences of major transformative events such as tectonics, oxygenation of the biosphere, and the origination and extinction of major clades.

Recommended Background: Paleobiology, organismal biology or consent of instructor.

Rationale: Course is developed to provide advanced undergraduate and graduate students background on the evolution of the biosphere. It will serve a wide variety of students including those interested in paleobiology, sustainability, ecology and climate change. Impact on other units: None. Financial impact: None.

GEOL 452 Cave and Karst Geology (3) Introduction to speleology, with emphasis on the identification and evaluation of chemical, physical, and hydrologic controls that result in dissolution of bedrock, cave formation, and karst landscape development. Topics include carbonate geochemistry, hydrology, speleogenesis, solute and sediment transport, paleokarst, geomorphology, exploitation and management of karst and karst hazards. Includes scientific data collection, numerical calculations, model development, and interpretation. At least one field trip will be required.

Recommended Background: Two 100-level geology courses, one lab course in geology and one lab course in chemistry, introductory calculus, or consent of instructor.

GEOL 465 Geomicrobiology (3) Introduction to interactions between microbes and earth materials (rock, soil, water). Course will identify and evaluate key biogeochemical and genetic evidence used to determine biotic from abiotic processes in modern and ancient systems. Topics include microbial ecology and diversity, community structure, biogeochemistry, molecular biology, major environmental habitats, astrobiology, and geomicrobiological applications for geology, engineering, and mining.

Recommended Background: Two 100-level geology courses, one lab course in geology and one lab course in chemistry, or consent of instructor.

Rationale: These courses have been taught as topics courses and had good enrollment and there are requests for the courses to be taught. They now need their own numbers, in part because students will need to know the recommended background needed for the courses. Impact on other units: None. Financial impact: None.

GEOL 484 Planetary Geodynamics (3) Students will gain a quantitative physical understanding of processes that are important in the geophysical evolution of planetary bodies (planets, moons, other bodies). Topics such as stress and strain, flexure, heat transfer, gravity, fluid mechanics, and rheology will be developed from a quantitative perspective and evaluated in terms of observable effects on the Earth and other bodies in the Solar System.

(RE) Prerequisite(s): Mathematics 141 and 142, or Mathematics 147 and 148 or Mathematics 151 and 152, and Engineering Fundamentals 151 or Engineering Fundamentals 157 or Physics 135 or Physics 137 or Physics 221.

Recommended Background: Introductory geology, or consent of instructor.

Rationale: These courses have been taught as topics courses and have been well received and requested by students. They now need their own numbers. Impact on other units: None. Financial impact: None.

ECOLOGY AND EVOLUTIONARY BIOLOGY
(EEB) Ecology and Evolutionary Biology

REVISE (RE) PREREQUISITE(S)

EEB 424 Plant Diversity and Evolution (3)

(RE) Prerequisite(s): Biology 102, Biology 111, Biology 150, or Biology 158.

Formerly: Plant Diversity and Evolution

(RE) Prerequisite(s): Biology 280.

Rationale: No one has had BIOL 280 yet so no students would be able to register for EEB 424. Impact on other units: None. Financial impact: None.

DEPARTMENT OF ENGLISH
(ENGL) English

ADD
ENGL 122 Academic English for Graduate Students (3) Intensive reading and writing instruction for international graduate students, focusing on a variety of critical and rhetorical approaches to academic writing in the disciplines. Strategies for improving professional oral communication. Comprehensive review of the essential grammar for research writing.
Grading Restriction(s): A, B, C, No Credit grading only.
Comment(s): Admission based on TOEFL, IELTS, ACT, or SAT score, or by English Placement Exam.

Rationale: Since undergraduate and graduate students have differing writing needs, academic expectations, and proficiency levels, among others, creating a new course that is specifically designed for graduate students would allow the department to better meet graduate students’ needs. This will also allow ENGL 121 to function more smoothly as an undergraduate only course. Impact on other units: None. Financial impact: None.

ENGL 494 – Cultural Rhetorics (3) Rhetoric as cultural practice in connection with place, identity, and community. Focus on developing rhetorical understanding and theorizing through considerations that include language, constructions of the body, community, place, and material cultures.
(RE) Prerequisite(s): 102 or 118.
Recommended Background: 355 or consent of instructor.

Rationale: This course will be a regular offering, and is being converted from a very successful special topics course. Impact on other units: None. Financial impact: None.

ADD AND CROSS LIST

† ENGL 341 Religion and Spirituality in American Literature (3) Examines religion and spirituality as themes, cultural influences, commitments, and rhetorical appeals in American literature. Content varies. (Same as Religious Studies 341)
(RE) Prerequisite(s): 102 or 118.

English is primary.

Rationale: We have faculty interested in teaching this course and we expect significant student interest as well. Impact on other units: Cross listed with Religious Studies. Financial impact: None.

DROP

ENGL 499 Senior Seminar (3)

Rationale: This course no longer serves a purpose in the English curriculum. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGL 499</td>
<td>General Education Requirement – Approved Communicating Through Writing (WC) Courses, English list</td>
</tr>
<tr>
<td></td>
<td>English Major – Creative Writing Concentration, Select one course from each area:, Special Topics, Major Authors, or Senior Seminar list</td>
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<tr>
<td></td>
<td>English Major – Literature Concentration, Select one course from each area:, Special Topics, Major Authors, or Senior Seminar list</td>
</tr>
<tr>
<td></td>
<td>English Major – Rhetoric and Writing Concentration, Select one course from each area:, Special Topics, Major Authors, or Senior Seminar list</td>
</tr>
<tr>
<td></td>
<td>English Major – Technical Communication Concentration, Select one course from each area:, Special Topics, Major Authors, or Senior Seminar list</td>
</tr>
<tr>
<td></td>
<td>English Major – Technical Communication Concentration (subhead), Select one additional course in rhetoric or writing:</td>
</tr>
</tbody>
</table>

REVISE TITLE, CREDIT HOURS AND DESCRIPTION, DELETE CONTACT HOUR DISTRIBUTION, ADD GRADING RESTRICTION, REVISE COMMENT

ENGL 121 Academic English for Undergraduate Students (3) Development of English academic literacy for undergraduate students whose native or strongest language is not English, including reading, writing, vocabulary, and grammar, as well as some attention to listening, oral presentation, and pronunciation.
Grading Restriction: A, B, C, No Credit grading only.
Comment(s): Admission based on TOEFL, IELTS, ACT, or SAT score, or by English Placement Exam.

Formerly: Academic English for Non-Native Speakers (4) Development of English academic literacy, including reading, writing, vocabulary, and grammar, as well as some attention to listening, oral presentation, and pronunciation.
Contact Hour Distribution: Meets 4 hours a week.
Comment(s): Admission by English placement exam. Required of all non-native English-speaking students who demonstrate on the English Placement Examination a need for work in English structures, reading, or writing.
Rationale: Previously this course included both graduate and undergraduate students. Pending approval of our proposal for English 122, this course will now only enroll undergraduate students while 122 will be for graduate students. Impact on other units: None. Financial impact: None.

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<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 121</td>
<td>University Exploratory Major – Term one, Communicating through Writing list</td>
</tr>
<tr>
<td></td>
<td>Arts and Sciences Exploratory Major – Term one, Communicating through Writing list</td>
</tr>
<tr>
<td></td>
<td>Arts and Sciences Exploratory Major – Pre-Professional Track, Term one, Communicating through Writing list</td>
</tr>
</tbody>
</table>

REVISE TITLE AND DESCRIPTION

∗ ENGL 295 Writing in the Workplace (3) Rhetorical strategies and genres of professional communication. Includes principles of writing style, structure, and document design appropriate for audience and purpose.

Formerly: Business and Technical Writing. Principles of written communication in science and business.

Rationale: This change reflects the ways this course is currently being taught and reflects changes in the terminology used in these classes across the nation. Impact on other units: We have been in touch with the College of Business Administration, whose students take this course. They are aware of the change and support it. Financial impact: None.

DEPARTMENT OF GEOGRAPHY
(GEOG) Geography

REVISE TITLE

∗ GEOG 131 Weather, Climate, and Climate Change (4)

Formerly: Geography of the Natural Environment I

∗ GEOG 137 Honors: Weather, Climate, and Climate Change (4)

Formerly: Honors: Geography of the Natural Environment I

Rationale: These titles more clearly communicate the course contents. The former course names are from the days when most students took 131 and 132 as a natural science lab course sequence. Now students often take only one course so we need distinct titles. Impact on other units: None. Financial impact: None.

GEOG 413 Introductory Remote Sensing of Environment (4)

Formerly: Remote Sensing: Types and Applications

GEOG 433 Landform Analysis and Landscape Planning (3)

Formerly: The Land-Surface System

GEOG 439 Plants, People, and Climate in North America (3)

Formerly: Plant Geography of North America

Rationale: The new titles better reflect the content of the courses. Impact on other units: None. Financial impact: None.

GEOG 454 GIS for Terrain Analysis (3)

Formerly: Terrain Analysis

Rationale: New title better reflects course content. Course is now heavily based on the GIS analysis of digital elevation models. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DROP (RE) PREREQUISITE(S)

∗ GEOG 132 Landscapes and Environmental Change (4)

Formerly: Geography of the Natural Environment II

(Re) Prerequisite(s): 131

REVISE CREDIT HOURS AND ADD CONTACT HOUR DISTRIBUTION

GEOG 334 Meteorology (4)

Contact Hour Distribution: 3 hours lecture and 2 hours lab.
Formerly: Meteorology
No contact hour distribution

Rationale: Meteorology is a heavily hands-on, technology-driven course. Students would benefit from this course having a lab component so they can have real-time weather analysis experience. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>GEOG 334</td>
<td>Environmental and Soil Sciences Major – Conservation Agriculture and Environmental Sustainability Concentration, 2nd footnote</td>
</tr>
<tr>
<td></td>
<td>Environmental and Soil Sciences Major – Environmental Science Concentration, 2nd footnote</td>
</tr>
<tr>
<td></td>
<td>Environmental and Soil Sciences Major – Soil Science Concentration, 2nd footnote</td>
</tr>
<tr>
<td></td>
<td>Geography Major – Select one physical geography course: list</td>
</tr>
</tbody>
</table>

REVISE TITLE AND DESCRIPTION

GEOG 361 Regional Dynamics of the United States and Canada (3) Regional explorations of changes in the cultural, economic, social, and physical landscapes of Canada and the United States, and their impacts. Writing-emphasis course.

Formerly: Regional Geography of the United States and Canada. Physical, economic, and social distributions as they relate to and give distinctive character to regions of the United States and Canada. Writing-emphasis course.

Rationale: Revisions better reflect the course content in terms of constant change across the countries and the need to view the interactions and dynamics within regional contexts. Impact on other units: None. Financial impact: None.


Rationale: Revisions reflect changes in topics emphasized by the current primary instructor. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION OF PRIMARY CROSS-LIST

† GEOG 374 – Emerging Landscapes of East Asia (3) Exploration of the emerging economies across the region in terms of their evolving cultural, economic, and political landscapes. Writing-emphasis course. (Same as Asian Studies 374.)

Formerly: Geography of East Asia. Physical, cultural, and economic characteristics of East Asia. Writing-emphasis course. (Same as Asian Studies 374)

Geography is primary.

Rationale: Revisions better reflect the course content in terms of the dynamic nature of East Asia and the continued focus of the course on the region's economic geographies. Impact on other units: Cross listed with Asian Studies. Financial impact: None.

DEPARTMENT OF HISTORY
(HIST) History

ADD

HIST 299 Thinking Historically (3) Fundamentals of the historian's craft. Variable content. Required for all majors except history honors students.

Rationale: The department’s recent undergraduate program assessment affirms that students require more intensive training in critical analysis and research skills. Greater emphasis on intensive reading, problem solving and lab-like exercises is needed earlier in the academic careers of majors. Impact on other units: None. Financial impact: None.

HIST 362 History of American Education (3) Examines the origins of education and the rise of public schools as the dominant means of educating children in what is now the United States. The course is organized chronologically, beginning before European colonization and continuing through the present day. Writing-emphasis course.

Rationale: Education majors currently pursue coursework in the History Department to fulfill their social studies requirements, yet neither History nor the College of Education, Health, and Human Sciences offers a course in the History of Education in the U.S. Impact on other units: None. Financial impact: None.

Rationale: This course has been taught for years under 354 – United States, 1877-1933. The course needs its own number to identify the specific topic and add a discrete course number so it can be used in Cinema Studies and in Connections packages. Impact on other units: None. Financial impact: None.

HIST 396 The American Century (3) American cultural history focusing on the role of popular culture in shaping and reflecting American ideals, and domestic and international influence and power in the 20th Century. Examines a wide range of media in US and global context. Writing emphasis course.

Rationale: Course has been taught as a topics course and now needs its own number to make the course permanent and distinguishable from other topics courses. Impact on other units: None. Financial impact: None.

ADD AND REQUEST VARIABLE TITLE

HIST 432 Topics in Modern European History (3) Selected themes and issues in modern European history, eighteenth century to present. Variable content. Repeatability: May be repeated. Maximum 9 hours.

Rationale: In spring 2014, HIST 471, 472, and 473 (Studies in Western, Central, and Eastern European History) were dropped from the catalog. This course will add a needed variable-content number to replace those courses while contributing to the attempt to streamline the catalog. Impact on other units: None. Financial impact: None.

DROP PRIMARY CROSS-LIST

† HIST 359 American Religious History (3) (Same as Religious Studies 359.)

ADD SECONDARY CROSS-LISTED COURSE:

† HIST 359 American Religious History (3) (See Religious Studies 359.)

Religious Studies will now be primary.

Rationale: Religious Studies will take over primary responsibility for teaching this course. Impact on other units: Cross-listed Religious Studies course. Financial impact: None.

† HIST 300 The Rise and Fall of Slavery in the United States (3) (Same as Africana Studies 300 and American Studies 300.)

Formerly: The Rise and Fall of Slavery in the United States. (Same as Africana Studies 300.)

History is primary.

Rationale: This is an appropriate course for the American Studies program. Impact on other units: Cross listed in American Studies and Africana Studies. Financial impact: None.

† HIST 374 History of the Civil Rights Movement in the United States (3) (Same as Africana Studies 374 and American Studies 374.)

Formerly: History of the Civil Rights Movement in the United States. (Same as Africana Studies 374.)

Rationale: This is an appropriate course for the American Studies program. Impact on other units: Cross listed with Africana Studies and American Studies. Financial impact: None.

† HIST 469 - Studies in African History (3) Significant issues in African history. Variable content. Writing-emphasis course. (Same as Africana Studies 469.)

Formerly: Studies in African History
No cross listing.

Rationale: This is an appropriate course for the Africana Studies program. Impact on other units: Cross listing with Africana Studies. Financial impact: None.

DROP

HIST 330 – History of England (3)
HIST 331 – History of England (3)
HIST 339 – Modern Ireland, 1760-Present (3)
HIST 375 – Revolutions in Historical Perspective (3)
HIST 470 – Studies in British History (3)
HIST 471 – Studies in Western European History (3)
HIST 472 – Studies in Central European History (3)
HIST 473 – Studies in Eastern European History (3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>HIST 330</td>
<td>History Major – Select one course in European History: list</td>
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<tr>
<td></td>
<td>History Major – Select one course from Pre-1750 History: list</td>
</tr>
<tr>
<td></td>
<td>History Major Honors Concentration – Select one course in European History: list</td>
</tr>
<tr>
<td></td>
<td>History Major Honors Concentration – Select one course from Pre-1750 History: list</td>
</tr>
<tr>
<td>HIST 331</td>
<td>History Major – Select one course in European History: list</td>
</tr>
<tr>
<td></td>
<td>History Major – Honors Concentration, Select one course in European History: list</td>
</tr>
<tr>
<td>HIST 339</td>
<td>History Major – Select one course in European History: list</td>
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<tr>
<td></td>
<td>History Major – Honors Concentration, Select one course in European History: list</td>
</tr>
<tr>
<td>HIST 375</td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Critical Issues in Foreign Studies</td>
</tr>
<tr>
<td>HIST 470</td>
<td>History Major – Select one course in European History: list</td>
</tr>
<tr>
<td></td>
<td>History Major – Honors Concentration, Select one course in European History: list</td>
</tr>
<tr>
<td>HIST 471</td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Europe list</td>
</tr>
<tr>
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<td>History Major – Select one course in European History: list</td>
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<tr>
<td></td>
<td>History Major – Honors Concentration, Select one course in European History: list</td>
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<tr>
<td></td>
<td>Modern Foreign Languages and Literatures Major – German Studies Concentration, Select one history course: list</td>
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<tr>
<td></td>
<td>Modern Foreign Languages and Literatures Major – German Studies Concentration, Select two additional courses: list</td>
</tr>
<tr>
<td>HIST 472</td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Europe list</td>
</tr>
<tr>
<td></td>
<td>History Major – Select one course in European History: list</td>
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<tr>
<td></td>
<td>History Major – Honors Concentration, Select one course in European History: list</td>
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<tr>
<td></td>
<td>Modern Foreign Languages and Literatures Major – German Studies Concentration, Select one history course: list</td>
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<tr>
<td></td>
<td>Modern Foreign Languages and Literatures Major – German Studies Concentration, Select two additional courses: list</td>
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<tr>
<td>HIST 473</td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Europe list</td>
</tr>
<tr>
<td></td>
<td>History Major – Select one course in European History: list</td>
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<tr>
<td></td>
<td>History Major – Honors Concentration, Select one course in European History: list</td>
</tr>
</tbody>
</table>

DROP PRIMARY CROSS-LIST

† HIST 324 Women in European History (3) (Same as Women’s Studies 326)

Rationale: These courses are no longer being taught and should be dropped from the catalog. Impact on other units: HIST 324 is cross listed in Women’s Studies. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>HIST 324</td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Europe list</td>
</tr>
<tr>
<td></td>
<td>History Major – Select one course in European History: list</td>
</tr>
<tr>
<td></td>
<td>Cross-list with WOST 326</td>
</tr>
</tbody>
</table>

DROP SECONDARY CROSS-LIST

† HIST 345 Religion in the United States (3) (See Religious Studies 351.)

Rationale: This course is being replaced by REST/HIST 359. Impact on other units: Cross listed Religious Studies course. Financial impact: None.

REVISE TITLE

HIST 336 Modern France (3)
Formerly: Modern France: A Survey of French History from the Enlightenment to the Present

Rationale: New title better corresponds with other courses currently in the catalog. Impact on other units: None. Financial impact: None.

**HIST 434 – Modern European Imperialism (3)**

Formerly: Modern European Imperialism: A Survey of the Rise and Fall of European Empires

Rationale: New title better corresponds with other courses currently in the catalog. Impact on other units: None. Financial impact: None.

**ADD (RE) PREREQUISITE(S)**

**HIST 499 Senior Research Seminar (3)**

(RE) Prerequisite(s): 299.

Formerly: Senior Research Seminar

No prerequisite

Rationale: The department’s recent undergraduate program assessment affirms that students require more intensive training in critical analysis and research skills before taking the research seminar. The new 299 course will provide that training. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>HIST 499</td>
<td>General Education Requirement – Approved Communicating Through Writing (WC) Courses, History list</td>
</tr>
<tr>
<td></td>
<td>History Major – Select 24 upper-division hours. Complete:</td>
</tr>
<tr>
<td></td>
<td>History Major (uTrack Requirements) – Term 6</td>
</tr>
</tbody>
</table>

**DEPARTMENT OF INTERDISCIPLINARY PROGRAMS**

**ADD**

**INPG 220 Introduction to Law and the Legal Profession (1)** Introduction to the practice of law, to areas of law taught in the first year of law school, and to legal method and authorities. Topics may include the legal profession, legal history, legal institutions, civil and common law systems, civil procedure, criminal law and procedure, torts, contracts, and property law.

Rationale: Will provide undergraduate students who may want to pursue a J.D. degree with an introduction to law and the legal profession and help students decide whether their interests and aptitudes are well matched to a legal career. It will also provide College of Arts and Sciences with focused advising opportunities for UG students interested in law school. Impact on other units: None. The College of Law supports this proposal. Financial Impact: None.

**INPG 353 VolsTeach: Perspectives on Math and Science (3)** Provides an exploration of the development of ideas in mathematics and science throughout history. Emphasis on critical thinking and writing skills, lesson planning, and exploration of mathematical and science concepts.

(RE) Prerequisite(s): 120.

Rationale: This course has been taught under EEB 409 but doesn’t fit there. The course needs its own number so the VolsTeach students can get major credit for the course. Impact on other units: None. Financial Impact: None.

**INPG 499 Senior Portfolio (1)** Students create a comprehensive, annotated portfolio of work completed for their major. It is expected that students will take this course during the semester that they graduate.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction: Minimum student level – Senior.

Registration Permission: Consent of instructor.

Rationale: Portfolios are increasingly being used to assess student achievement at the undergraduate, graduate, and professional level. This course will require the student to demonstrate mastery of a subject beyond the level demonstrated in individual courses. Because it includes explicit statements of self-reflection and evaluation, it becomes more than just a collection of coursework. Impact on other units: None. Financial impact: None.

(AFST) Africana Studies

**ADD SECONDARY CROSS-LIST**

† **AFST 469 Studies in African History (3)** (See History 469.) History is Primary.
Rationale: This is an appropriate course for the Africana Studies program. Impact on other units: Cross listed History course. Financial impact: None.

† AFST 476 African American Psychology (3) (See Psychology 476.)
Psychology is Primary.

Rationale: This is an appropriate course for the Africana Studies program. Impact on other units: Cross listed Psychology course. Financial impact: None.

REVISE (RE) PREREQUISITE(S)

AFST 493 Independent Study (1-6)
(RE) Prerequisite(s): 201 and 202; or 235 and 236.

Formerly: Independent Study
(RE) Prerequisite(s): 201 and 202

Rationale: Many Africana Studies majors and minors, who may need to take 493 in their senior year to graduate, have not taken 201 and 202 but instead opted for 235 and 236. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST 493</td>
<td>Interdisciplinary Programs Major – Africana Studies Concentration, Concentration Requirements paragraph, Select 3 hours: list, Select 21 hours: list</td>
</tr>
<tr>
<td></td>
<td>Africana Studies Minor – Minor Requirements paragraph, Select 9 hours: list</td>
</tr>
</tbody>
</table>

(AMST) American Studies

ADD SECONDARY CROSS-LIST

† AMST 300 The Rise and Fall of Slavery in the United States (3) (See History 300.)
History is primary.

Rationale: This is an appropriate course for the American Studies program. Impact on other units: Cross listed History course. Financial impact: None.

† AMST 314 Latinos in the United States (3) (See Anthropology 314.)
Anthropology is primary.

Rationale: This is an appropriate course for the American Studies program. Impact on other units: Cross listed Anthropology course. Financial impact: None.

† AMST 359 American Religious History (3) (See Religious Studies 359.)
Religious Studies is primary.

Rationale: This is an appropriate course for the American Studies program. Impact on other units: Cross listed Religious Studies course. Financial impact: None.

† AMST 374 History of the Civil Rights Movement in the United States (3) (See History 374.)
History is primary.

Rationale: This is an appropriate course for the American Studies program. Impact on other units: Cross listed History course. Financial impact: None.

(ASST) Asian Studies

DROP

† ASST 121 Elementary Modern Standard Arabic (4)
† ASST 122 Elementary Modern Standard Arabic (4)
† ASST 221 Intermediate Modern Standard Arabic (4)
† ASST 222 Intermediate Modern Standard Arabic (4)

Rationale: Modern Foreign Languages decided that these courses should only be listed in Arabic. Impact on other units: Primary listing will move to Arabic. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASST 121</td>
<td>Interdisciplinary Programs Major – Linguistics Concentration, Corequisites, Complete a two-semester sequence (non-Indo-European language): list</td>
</tr>
</tbody>
</table>
† ASST 333 Islam in the Modern World (3)
Rationale: The primary department is dropping the course. Impact on other units: Cross listed Religious Studies course. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>ASST 333</td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Middle East list</td>
</tr>
<tr>
<td></td>
<td>Crosslist with REST 333</td>
</tr>
</tbody>
</table>

REVISE TITLE

† ASST 332 Introduction to Islam (3) (See Religious Studies 332.)
Formerly: Classical Islam
Religious Studies is primary.
Rationale: Primary department is revising course title. Impact on other units: Cross listed Religious Studies course. Financial impact: None.

† ASST 374 Emerging Landscapes of East Asia (3) (See Geography 374.)
Formerly: Geography of East Asia
Geography is primary.
Rationale: Primary department is revising course title. Impact on other units: Cross listed Geography course. Financial impact: None.

(CNST) Cinema Studies

ADD SECONDARY CROSS-LIST

† CNST 423 Themes and Genres in German Cinema (3) (See German 423.)
German is primary.
Rationale: This is an appropriate course for the Cinema Studies program. Impact on other units: Cross listed German course. Financial impact: None.

REVISE TITLE

† CNST 236 Introduction to Cinema and Video Art (3) (See Art Four-Dimensional Arts 236.)
Formerly: Introduction to Video Art
Art Four-Dimensional Arts is primary.
Rationale: Primary course is revising course title. Impact on other units: Cross listed Art Four-Dimensional Arts course. Financial impact: None.

† CNST 323 German Film Survey (3) (See German 323.)
Formerly: German Film
German is primary.

Rationale: Primary department is revising course title. Impact on other units: Cross listed German course. Financial impact: None.

† CNST 435 Narrative Filmmaking (4) (See Art Four-Dimensional Arts 435.)
Formerly: Digital Media and 16mm Film as Art
Art Four-Dimensional Arts is primary.

Rationale: Primary department is revising course title. Impact on other units: Cross listed Art Four-Dimensional Arts course. Financial impact: None.

(JST) Judaic Studies

REVISE TITLE

† JST 350 The Afterlife of the Holocaust (3) (See German 350.)
Rationale: Primary department is revising course title. Impact on other units: Cross listed German course. Financial impact: None.

(WOST) Women’s Studies

ADD

WOST 230 Women in the Media (3) The ways in which media content (film, television, gaming, social media, advertising) constructs and challenges the perceptions of women and gender.

WOST 240 Women, Gender, and Sexuality (3) Examines how women, gender, and/or sexuality shape, and are shaped by, the world around them. Topics include constructs of difference, sexual and reproductive rights, body politics, pornography, and LGBTQ concerns grounded in feminism.

WOST 370 Gender and Globalization (3) This broad, international and intercultural course examines how economic and political processes affect gender, culture, and society across the globe. Emphasis is placed upon women’s subjectivity and agency in relation to these processes, and upon diverse forms of women’s activism for social change.

Rationale: Women’s Studies currently offers no courses that cover all the specific topics in these courses. Impact on other units: None. Financial impact: None.

DROP

WOST 210 Images of Women in Literature: Biography and Autobiography (3)
WOST 215 Images of Women in Literature: Fiction, Poetry, Drama (3)
WOST 360 Women in Cross-Cultural Perspective (3)

Rationale: The content of these courses will no longer be taught. Those portions that will be taught will fit into the new courses. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>WOST 210</td>
<td>College of Arts and Sciences – College-wide Requirements: Perspectives, Foreign Language, 2nd paragraph, 4th bullet</td>
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<tr>
<td></td>
<td>Interdisciplinary Programs Major – Women's Studies Concentration, Select one course: list</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Women's Studies Concentration, Term 3</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Women's Studies Concentration, Term 4 Milestone Notes</td>
</tr>
<tr>
<td></td>
<td>Women's Studies Minor – Select one course: list</td>
</tr>
<tr>
<td>WOST 215</td>
<td>College of Arts and Sciences – College-wide Requirements: Perspectives, Foreign Language, 2nd paragraph, 4th bullet</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Women's Studies Concentration, Select one course: list</td>
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<tr>
<td></td>
<td>Interdisciplinary Programs Major – Women's Studies Concentration, Term 3</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Women's Studies Concentration, Term 4 Milestone Notes</td>
</tr>
<tr>
<td></td>
<td>Women's Studies Minor – Select one course: list</td>
</tr>
</tbody>
</table>
WOST 360 | College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Critical Issues in Foreign Studies list
Interdisciplinary Programs Major – Global Studies Concentration, A. Select five courses from primary track and two courses from secondary track; Track I – Global Society and Culture
Interdisciplinary Programs Major – Global Studies Concentration, A. Select five courses from primary track and two courses from secondary track; Track II – Global Politics and Economy
Global Studies Minor – Track I – Global Society and Culture
Global Studies Minor – Track II – Global Politics and Economy
Interdisciplinary Programs Major – Women's Studies Concentration, Contemporary Issues list
Child and Family Studies Major – Community Outreach Track, SPECIALTY AREAS, Child and Family Diversity list

DROP SECONDARY CROSS-LIST

† WOST 326 Women in European History (3) (See History 324.)
History is primary.

Rationale: The primary department is dropping this course. Impact on other units: History is primary. Financial impact: None

† WOST 433 French and Francophone Women Writers (3) (See French 433.)
French is primary.

Rationale: This course is being changed by the primary department to be taught for graduate credit. It will now be taught in French and no longer appropriate for the Women’s Studies program. Impact on other units: Cross listed French course. Financial impact: None.

REVISE DESCRIPTION

WOST 220 Women in Society (3) An introduction to the roles and identities of women in various societies. Topics include history, social and cultural roles, religion, politics, media, and literature.

Formerly: Women in Society. Role played by women in various societies during different historical periods. Factors which have limited women’s participation in society. Social scientists’ assumptions about women.

Rationale: This course is being revised to update content and to serve as an instructional Women’s Studies course. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION

WOST 310 Women and Social Change (3) Role of women in social and cultural transformation in the US and Europe. Major topics include women’s legal and political status, the emergence and development of feminism, women and the creative arts, labor politics and wages, and women’s roles in industrial and post-industrial society.

Formerly: Emergence of the Modern American Woman. Role of women in the development of American civilization and values. Major topics include women’s legal and political status, the emergence and development of feminism, women and the creative arts, and women’s roles in industrial and post-industrial American society. Writing-emphasis course.

Rationale: The title and description are being changed to encompass the literature regarding change in women’s status in Europe and to emphasize women’s roles in labor politics and wages. Impact on other units: None. Financial impact: None.

REVISE TITLE OF SECONDARY CROSS-LIST

† WOST 384 Gender and Sexuality in Greece and Rome (3) (See Classics 384.)
Formerly: Gender and Sexuality in Ancient Rome
Classics is primary.

Rationale: The primary department is revising the course title. Impact on other units: Cross listed Classics course. Financial impact: None.

DEPARTMENT OF MATHEMATICS
(MATH) Mathematics

ADD

MATH 237 Honors: Differential Equations I (3) Honors version of Math 231.
Rationale: With increased enrollment in Honors courses there is a demand for the honors version of Math 231. Impact on other units: None. Financial impact: None.

MATH 397 Junior Honors Seminar (2) Preparation for graduate school in Mathematics and related fields. Review of the main undergraduate math topics, with emphasis on problem solving.  
Grading Restriction(s): Satisfactory/No Credit grading only.  
Registration Restriction(s): Honors mathematics concentration only.

Rationale: Instead of taking Math 497 twice, honors students will take 397 in their junior year and then 497 in their senior year. Impact on other units: None. Financial impact: None.

MATH 398 Math Honors Program (0) Maintain the requirements of the Math Honors Program.  
Grading Restriction(s): Satisfactory/No Credit grading only.  
Repeatability: May be repeated. Maximum 3 times.  
Registration Restriction(s): Honors mathematics concentration only.

Rationale: This course will serve to enforce other requirements of Math Honors Program. Impact on other units: None. Financial impact: None.

MATH 495 Math Proficiency (0) Student will demonstrate proficiency in mathematics.  
Grading Restriction(s): Satisfactory/No Credit grading only.

Rationale: As part of the preparation for the SACS review, we realized we needed some way to assess the learning for all our mathematics majors. This course will serve this purpose and will be a requirement to the major. Impact on other units: None. Financial impact: None.

REVISE CREDIT HOURS

MATH 200 Matrix Computations (2)  
Formerly: Matrix Computations (1)

Rationale: Proper accounting of credit hours with class time. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>MATH 200</td>
<td>Biosystems Engineering Major – Term 5</td>
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<tr>
<td></td>
<td>Biosystems Engineering Major – Pre-Professional Concentration, Term 5</td>
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<tr>
<td></td>
<td>Chemical Engineering Major – Term 3</td>
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<tr>
<td></td>
<td>Chemical Engineering Major – Biomolecular Engineering Concentration, Term 3</td>
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<td></td>
<td>Industrial Engineering Major – Term 4</td>
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<tr>
<td></td>
<td>Materials Science and Engineering Major – Term 4</td>
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<td></td>
<td>Materials Science and Engineering Major – Biomaterials Concentration – Term 4</td>
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<tr>
<td></td>
<td>Materials Science and Engineering Major – Nanomaterials Concentration – Term 4</td>
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<td></td>
<td>Aerospace Engineering Major – Term 3</td>
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<td>Biomedical Engineering Major – Term 3</td>
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<td>(RE) Prerequisite for BME 271</td>
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<td>(RE) Prerequisite for IE 301</td>
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<td>Credit Restriction for MATH 200</td>
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<td>(RE) Prerequisite for MATH 371</td>
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<td>(RE) Prerequisite for MATH 411</td>
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<td>(RE) Prerequisite for MATH 431</td>
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<td>(RE) Prerequisite for ME 391</td>
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<td></td>
<td>(RE) Prerequisite for ME 397</td>
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<td>(RE) Prerequisite for ME 464</td>
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</tbody>
</table>

DROP REPEATABILITY

MATH 497 Undergraduate Honors Seminar (2)
Formerly: Undergraduate Honors Seminar.
Repeatability: May be repeated. Maximum 8 hours.

Rationale: With the addition of Math 397 students will no longer have to take 497 twice, thus it need not be repeatable. Impact on other units: None. Financial impact: None.

DEPARTMENT OF MICROBIOLOGY
(MICR) Microbiology

ADD

MICR 333 Astrobiology (3) Intended for any major, an exploration of fundamental concepts in astrobiology. Themes discussed include the origin and history of life on Earth, solar system exploration and life in extreme environments.
(RE) Prerequisite: One eight-credit sequence chosen from ASTR 151-ASTR 153 and ASTR 152-ASTR 154; ASTR 217-ASTR 218; BOL 101-BOL 102; BOL 111-BOL 112; BOL 150-BOL 160-BOL 159; BOL 158-BOL 168-BOL 167; CHEM 100-CHEM 110; CHEM 120-CHEM 130; CHEM 128-CHEM 138; GEOG 131-GEOG 132; GEOG 137-GEOG 132; or two courses chosen from GEOL 101, GEOL 102, GEOL 103, GEOL 104, GEOL 107, GEOL 108; or PHYS 135-PHYS 136, PHYS 137-PHYS 138, or PHYS 221-PHYS 222.

Rationale: New faculty member would like to develop this new course as part of a connections package. Impact on other units: None. Financial impact: None.

MICR 431 Advanced Immunology (3) Evaluation of current immunological research and methods used to examine the evolution of the innate and adaptive immune responses, the role of microbial communities in host health, as well as the development of vaccines, cancer therapeutics, and allergy/autoimmunity treatments.
(RE) Prerequisite: MICR 330

Rationale: There is student demand for a more in-depth and higher level immunology course. This course’s development is being led by a new faculty member in the department. Impact on other units: None. Financial impact: None.

MODERN FOREIGN LANGUAGES AND LITERATURES
(ARAB) Arabic

DROP AS SECONDARY CROSS-LIST

† ARAB 121 Elementary Modern Standard Arabic I (4)
† ARAB 122 Elementary Modern Standard Arabic II (4)
† ARAB 221 Intermediate Modern Standard Arabic I (4)
† ARAB 222 Intermediate Modern Standard Arabic II (4)

ADD AS PRIMARY COURSES (NO LONGER CROSS LISTED):

ARAB 121 Elementary Modern Standard Arabic I (4) Introduction to Arabic.
Grading Restriction(s): A, B, C, No Credit grading only.
Credit Restriction: Not available for students eligible for 122 or higher.

ARAB 122 Elementary Modern Standard Arabic II (4) Introduction to Arabic.
Grading Restriction(s): A, B, C, No Credit grading only.
Credit Restriction: Not available for students eligible for 221 or higher.

* ARAB 221 Intermediate Modern Standard Arabic I (4)
Satisfies General Education Requirement: (CC)
(RE) Prerequisite(s): 122 with grade of C or better.

* ARAB 222 Intermediate Modern Standard Arabic II (4)
Satisfies General Education Requirement: (CC)
(RE) Prerequisite(s): 221.

Rationale: These courses are being moved from Asian Studies and will no longer be cross listed. Impact on other units: Former Asian Studies courses cross listed with Arabic. Financial impact: None.

ADD

ARAB 431 Media Arabic (3) This course focuses on authentic Arabic media, print media, blogs, videos, and computer based material. Activities will include reading/listening news sources for comprehension, in-class discussions of current events in the Arab world, the geo-political situation, different Arab countries’ economies, arising social issues and popular culture.
(DE) Prerequisite(s): 332 or permission of instructor.
ARAB 432 Introduction to Modern Arabic Literature (3) This course introduces students to the canonical texts of modern Arabic literature. It focuses on various trends in modern Arabic literature across genres, regions and national literatures. Making use of film and social media will help students better understand the literary culture of the Arab world. Taught in Arabic.

(DE) Prerequisite(s): 332 or permission of instructor.

Rationale: These courses are needed to further build the Arabic program in the department and support the potential Arab Studies minor. Impact on other units: None. Financial impact: None.

(CHIN) Chinese

ADD

CHIN 432 Advanced Reading and Composition (3) Through extensive reading and writing, students will acquire a large amount of vocabulary and become more skillful readers and writers of Chinese.

(RE) Prerequisite(s): 232 or equivalent.

Rationale: To offer a full array of Chinese language classes more semesters of 400-level language classes are needed. Impact on other units: None. Financial impact: None.

CHIN 471 Introduction to Chinese Linguistics (3) Surveys various linguistic aspects of Mandarin Chinese, including phonetics and phonology, morphology, syntax, and sociolinguistics. The class is conducted in English, but students will work with Chinese language data in their reading and written assignments.

(DE) Prerequisite(s): 132 or equivalent.

Rationale: To enrich the upper division courses on Chinese-related topics, it is necessary to add a class on Chinese linguistics. Having in-depth linguistic knowledge about Chinese will help students with their language learning. Impact on other units: None. Financial impact: None.

REVISE TITLE AND (RE) PREREQUISITES, ADD DESCRIPTION

CHIN 431 Chinese Literature and Culture (3) Students will learn to express complicated ideas fluently both in speaking and in prose. Topics may include film, literature, news, business Chinese, etc. The class is conducted in Chinese.

(RE) Prerequisite(s): 232 or equivalent.

Formerly: Readings in Chinese Literature

(RE) Prerequisite(s): 232.

Rationale: Expanding the possible topics from only literature to a number of additional areas in order to recognize that different instructors may have different areas of expertise. Impact on other units: None. Financial impact: None.

(FREN) French

REVISE DESCRIPTION, ADD (RE) PREREQUISITE(S), DELETE CROSS-LIST

† FREN 433 French and Francophone Women Writers (3) Works by women writing in French from the Middle Ages to the present, considered in the context of French and Anglophone gender theory. Writing-emphasis course.

(RE) Prerequisite(s): 353.

Formerly: French and Francophone Women Writers. Works by women writing in French considered in cultural context. In English with readings in French for majors. May be applied toward the French major. Writing-emphasis course. (Same as Women's Studies 433.)

Rationale: The French section would like to add this course to the graduate catalog and thus to change the language of instruction to French. To do this we are dropping the cross-listing with Women's Studies. Impact on other units: Cross listed with Women's Studies. Financial impact: None.

(GERM) German

ADD

GERM 370 Witches: Myth, Reality, and Representation (3) Traces representations of witches from the Middle Ages to contemporary pop culture. Covers the witch persecutions in central Europe, the politics surrounding the Salem witch trials, stories of witches in 19th-century fairy tales, and representations of witches in popular films and literature today. Aside from covering important moments in the cultural history of central Europe, the class exposes students to the methodologies of critical media studies. Writing-emphasis course.

Rationale: We have offered a course with this content several times in the last four years and have attracted large numbers of students across the university. It is expected the course will be offered regularly in the future and now needs its own number. Impact on other units: None. Financial impact: None.
GERM 455 German Literatures and Cultures (3) Seminar with varying topics about literatures and cultures in the German-speaking world. Writing emphasis course. 
(Re) Prerequisite(s): 321 and 322. 
Repeatability: May be repeated if topic differs. Maximum 12 hours.

Rationale: We are adding this topics class taught in German to allow instructors to teach specialized, varying topics. The other topics course we are currently revising (420) is taught in English. Impact on other units: None. Financial impact: None.

ADD AND CROSS-LIST
† GERM 423 Themes and Genres in German Cinema (3) A study of selected themes and genres in German Cinema. Writing emphasis course. (Same as Cinema Studies 423.)

Rationale: Instead of offering one German Cinema course that serves as a catch-all for all German film courses, both surveys and special topics courses, we are proposing to offer a rotation of two courses with regularized content. Impact on other units: Cross listed with Cinema Studies. Financial impact: None.

DROP
GERM 431 Images of Nature and the Body in German Culture (3) 
GERM 432 German Creative Thinking: Interdisciplinary Dialogues (3)

Rationale: The titles of these courses do not accurately reflect the content we are offering in our 400-level seminars. We are proposing to add more general titles under which we will teach our literature and culture content at the upper level. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>GERM 431</td>
<td>Interdisciplinary Programs Major – Comparative Literature Concentration, Select 9 hours (300-level literature in a foreign language): list</td>
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<td></td>
<td>Interdisciplinary Programs Major – Comparative Literature Concentration, Select 12 hours (300-400 level literature): list</td>
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<tr>
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<td>Comparative Literature Minor – Select 6 hours (300-400 level literature in a foreign language): list</td>
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<td>Comparative Literature Minor – Select 6 hours (from different department): list</td>
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<tr>
<td></td>
<td>Modern Foreign Languages and Literatures Major – German Studies Concentration, Select four literature, culture, arts courses: list</td>
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<tr>
<td></td>
<td>Modern Foreign Languages and Literatures Major – Language and World Business/German Concentration, I. Language Requirement: German – 27 hours, C. Select three courses: list</td>
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<tr>
<td></td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Literature Courses Taught in a Foreign Language list</td>
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<td>Modern Foreign Languages and Literatures Major – Language and World Business/German Concentration, I. Language Requirement: German – 27 hours, C. Select three courses: list</td>
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</tbody>
</table>

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

GERM 311 Advanced Language I (3) This course emphasizes writing, listening, and speaking on an advanced level; review of major grammatical concepts. 
(Re) Prerequisite(s): 202 or 223 or placement by departmental exam.

Formerly: Conversation and Composition
(RE) Prerequisite(s): 202 or 223 or placement score higher than 454.

**GERM 312 Advanced Language II** (3) This course emphasizes writing, listening, and speaking on an advanced level; review of major grammatical concepts.
(Re) Prerequisite(s): 202 or 223 or placement by departmental exam.

Formerly: Conversation and Composition
(Re) Prerequisite(s): 202 or 223 or placement score higher than 454.

Rationale: Courses are being renamed to be more consistent and give the students a clearer sense of sequence and content and descriptions are being added. Impact on other units: None. Financial impact: None.

**GERM 411 Advanced Language III** (3) Reaching a more advanced level in writing, listening, and speaking; review of advanced grammatical concepts.
(Re) Prerequisite(s): 311 or 312.

Formerly: Advanced Conversation and Composition
(Re) Prerequisite(s): 311 and 312.

**GERM 412 Advanced Language IV** (3) Reaching a more advanced level in writing, listening, and speaking; review of advanced grammatical concepts.
(Re) Prerequisite(s): 311 or 312.

Formerly: Advanced Conversation and Composition
(Re) Prerequisite(s): 311 and 312.

Rationale: These courses are being renamed and descriptions added to be more consistent and give students a clearer sense of sequence and content. Impact on other units: None. Financial impact: None.

**REVISE TITLE**

† **GERM 323 German Film Survey** (3) (Same as Cinema Studies 323)

Formerly: German Film

Rationale: Change is being made in tandem with the addition of 423 so that 323 is taught with regularized content. Impact on other units: Cross listed with Cinema Studies. Financial impact: None.

**GERM 416 Berlin: Culture and History** (3)

Formerly: Metropolis Revisited

Rationale: The change in course name ensures that the course title clearly reflects its content. Impact on other units: None. Financial impact: None.

**REVISE TITLE OF PRIMARY CROSS-LIST**

† **GERM 350 The Afterlife of the Holocaust** (3) (Same as Judaic Studies 350)

Formerly: German-Jewish Topics in Literature and Culture

Rationale: The course name change ensures that the title reflects its content with greater specificity and clarity. Impact on other units: Cross listed with Judaic Studies. Financial impact: None.

**REVISE TITLE AND DESCRIPTION, ADD REPEATABILITY**

**GERM 363 Contemporary German Cultures** (3) Varying topics covering art, music, literature, society, and politics in the German speaking world. Taught in English. Writing emphasis course.
Repeatability: May be repeated with approval of department. Maximum 6 hours.

Formerly: Modern German Culture. German culture from the mid-19th century to the present — customs, art, music, literature, society, and state. Readings in English for non-majors and in German for majors. Fulfills upper-level distribution requirement for foreign studies for those who have not satisfied the history requirement with Western Civilization. Taught in English. Writing-emphasis course.

Rationale: Different German faculty teach this class with very different content. We want to allow students to repeat the course when taken with a different topical focus. The new description reflects the variety of topics covered and the new title reflects the focus of the course. Impact on other units: None. Financial impact: None.

**GERM 420 Selected Topics in German Literatures and Cultures** (3) Writing-emphasis course. Taught in English.
Repeatability: May be repeated. Maximum 6 hours.

Formerly: Selected Topics in German Literature from 1750 to the Present. Writing-emphasis course.

Rationale: This is our 400-level course taught in English with varying topics. We want to allow students to repeat the course when taken with a different topical focus. Impact on other units: None. Financial impact: None.

(ITAL) Italian

ADD

ITAL 315 Italian History and Culture through Songs (3) Focuses on significant events in 19th- and 20th-century Italian history and culture through the lyrics of Italy’s popular music. Topics range from war to emigration, crime, economic booms and crises, and changing social and political currents.
(RE) Prerequisite(s): 212 or permission of department.
Repeatability: May be repeated. Maximum 6 hours.

ITAL 406 – Italian History through Art (3) Surveys the history of Italian art from the Middle Ages to the 20th century, with emphasis on the social reasons that promoted it, and on the impact it had on Italian culture.
(RE) Prerequisite(s): 212 or permission of department.
Repeatability: May be repeated. Maximum 6 hours.

Rationale: These courses will allow students to complete the Italian minor or major in a more timely fashion. Impact on other units: None. Financial impact: None.

ADD AND REQUEST VARIABLE TITLE

ITAL 442 Special Topics in Italian Culture (3) Selected topics in Italian culture from the early Middle Ages to the present. Writing emphasis course. Taught in English.
Repeatability: May be repeated if topic differs. Maximum 6 hours.

Rationale: The flexibility of a special topics class will help in offering more variety for students and allow them to complete the minor or major in a more timely fashion. Impact on other units: None. Financial impact: None.

(JAPA) Japanese

REVISE (RE) PREREQUISITE(S)

JAPA 451 Readings in Pre-Modern Japanese Literature (3)
(RE) Prerequisite(s): 352 or equivalent.

Formerly: Readings in Pre-Modern Japanese Literature
(RE) Prerequisite(s): 252

JAPA 452 Readings in Modern Japanese Literature (3)
(RE) Prerequisite(s): 352 or equivalent

Formerly: Readings in Modern Japanese Literature
(RE) Prerequisite(s): 252

Rationale: Revising prerequisites to ensure that students are prepared for 400-level Japanese classes. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>JAPA 451</td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, I. China (30 hours), Select 6 hours (other geographical – cultural area): list</td>
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<tr>
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<td>Interdisciplinary Programs Major – Asian Studies Concentration, I. China (30 hours), Select 12 remaining hours: list</td>
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<td></td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, II. Islamic World (30 hours), Select 6 hours (other geographical – cultural area): list</td>
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<td>Interdisciplinary Programs Major – Asian Studies Concentration, II. Islamic World (30 hours), Select 12 remaining hours: list</td>
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<td>Interdisciplinary Programs Major – Asian Studies Concentration, III. Japan (30 hours), Select 6 hours (Subdivision A): list</td>
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<td>Interdisciplinary Programs Major – Asian Studies Concentration, III. Japan (30 hours), Select 12 remaining hours: list</td>
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<tr>
<td></td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, IV. South Asia (30 hours), Select 6 hours (other geographical – cultural area): list</td>
</tr>
</tbody>
</table>
Interdisciplinary Programs Major – Asian Studies Concentration, IV. South Asia (30 hours), Select 12 remaining hours: list
Asian Studies Minor – I. China, Select 3 hours (other geographical-cultural area): list
Asian Studies Minor – II. Islamic World, Select 3 hours (other geographical-cultural area): list
Asian Studies Minor – III. Japan, Select 6 hours (Subdivision A): list
Asian Studies Minor – IV. South Asia, Select 3 hours (other geographical-cultural area): list

Interdisciplinary Programs Major – Comparative Literature Concentration, Select 9 hours (300-level literature in a foreign language): list
Interdisciplinary Programs Major – Comparative Literature Concentration, Select 12 hours (300-400 level literature): list
Comparative Literature Minor – Select 6 hours (300-400 level literature in a foreign language): list
Comparative Literature Minor – Select 6 hours (from different department): list

Medieval and Renaissance Studies Concentration – Interdisciplinary Programs Major, Select five upper-level elective courses from at least two departments: list
Medieval and Renaissance Studies Minor – Select three upper-level elective courses from at least two departments: list

Modern Foreign Languages and Literatures Major – Language and World Business/Japanese Concentration, I. Language Requirement: Japanese – 26 hours, A. Complete: list
Japanese Minor – Required Courses, Complete: list

JAPA 452

Interdisciplinary Programs Major – Asian Studies Concentration, I. China (30 hours), Select 6 hours (other geographical-cultural area): list
Interdisciplinary Programs Major – Asian Studies Concentration, I. China (30 hours), Select 12 remaining hours: list
Interdisciplinary Programs Major – Asian Studies Concentration, II. Islamic World (30 hours), Select 6 hours (other geographical-cultural area): list
Interdisciplinary Programs Major – Asian Studies Concentration, II. Islamic World (30 hours), Select 12 remaining hours: list
Interdisciplinary Programs Major – Asian Studies Concentration, III. Japan (30 hours), Select 6 hours (Subdivision A): list
Interdisciplinary Programs Major – Asian Studies Concentration, III. Japan (30 hours), Select 12 remaining hours: list
Interdisciplinary Programs Major – Asian Studies Concentration, IV. South Asia (30 hours), Select 6 hours (other geographical-cultural area): list
Interdisciplinary Programs Major – Asian Studies Concentration, IV. South Asia (30 hours), Select 12 remaining hours: list
Asian Studies Minor – I. China, Select 3 hours (other geographical-cultural area): list
Asian Studies Minor – II. Islamic World, Select 3 hours (other geographical-cultural area): list
Asian Studies Minor – III. Japan, Select 6 hours (Subdivision A): list
Asian Studies Minor – IV. South Asia, Select 3 hours (other geographical-cultural area): list
Interdisciplinary Programs Major – Comparative Literature Concentration, Select 9 hours (300-level literature in a foreign language): list
Interdisciplinary Programs Major – Comparative Literature Concentration, Select 12 hours (300-400 level literature): list
Comparative Literature Minor – Select 6 hours (300-400 level literature in a foreign language): list
Comparative Literature Minor – Select 6 hours (from different department): list

Modern Foreign Languages and Literatures Major – Language and World Business/Japanese Concentration, I. Language Requirement: Japanese – 26 hours, A. Complete: list
Japanese Minor – Required Courses, Complete: list

(RUSS) Russian
ADD

RUSS 321 Anton Chekhov: Russia’s Bridge to the 20th Century (3) Explores the pivotal role in world literature of Anton Chekhov, Russia’s master of the short story and history’s second-most influential dramatist after Shakespeare. Examines the difference
between the early "light" stories and the mature works as a sign of the author's intuitive awareness of changes taking place in the Russian empire at the turn of the 20th century. Taught in English. Writing emphasis course.

Rationale: This new course fills a major gap in the existing curriculum. Impact on other units: None. Financial impact: None.

RUSS 322 Dostoevsky, Terror, and Pan-Slavic Utopia (3) Explores the writings of Fyodor Dostoevsky as expressions of an ideology formed at the nexus of utopianism and anarchism—nirvana and despair. His thought forms a background for considering modern examples of radical and idealist thinking. Taught in English. Writing emphasis course.

Rationale: This course is being added to update the curriculum and maintain its relevance to contemporary affairs. Impact on other units: None. Financial impact: None.

RUSS 373 Despotic Family, Despotic State: Despotism as a Cultural Phenomenon in Russia (3) Focuses on the major cultural and historical trends that led first to the Bolshevik Revolution, and seventy years later to the counterrevolution. Literary, artistic, philosophical, and popular materials cover the period from the proclamation of Moscow Princedom as the Third Rome (early 16th c.) to modern times. Writing-emphasis course.

(REA) Prerequisite(s): ENGL 101 and 102.

Rationale: Course is being added to replace 371 because content has changed significantly. Impact on other units: None. Financial impact: None.

DROP

RUSS 371 Martyrs, Mobs, and Madmen in Russian Culture: 988-1861 (3)

Rationale: Course is changing enough to need a new number. Being replaced by 373. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>RUSS 371</td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Europe list</td>
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<tr>
<td></td>
<td>Interdisciplinary Programs Major – Medieval and Renaissance Studies Concentration, Select five upper-level elective courses from at least two departments: list</td>
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<tr>
<td></td>
<td>Medieval and Renaissance Studies Minor – Select three upper-level elective courses from at least two departments: list</td>
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<tr>
<td></td>
<td>Modern Foreign Languages and Literatures Major – Russian Studies Concentration, Select 15 hours: list</td>
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<tr>
<td></td>
<td>Modern Foreign Languages and Literatures Major – Language and World Business/Russian Studies Concentration – I. Language Requirement: Russian – 27 hours, B. Select 9 hours: list</td>
</tr>
</tbody>
</table>

ADD (RE) PREREQUISITE(S)

★ RUSS 221 Rebels, Dreamers, and Fools: The Outcast in 19th Century Russian Literature (3)
(REA) Prerequisite(s): ENGL 101 and 102.

Formerly: Rebels, Dreamers, and Fools: The Outcast in 19th Century Russian Literature
No prerequisite

★ RUSS 222 Heaven or Hell: Utopias and Dystopias in 20th Century Russian Literature (3)
(REA) Prerequisite(s): ENGL 101 and 102.

Formerly: Heaven or Hell: Utopias and Dystopias in 20th Century Russian Literature
No prerequisite

Rationale: These courses were made WC before the ENGL 101-102 prerequisite became part of the designation. This change simply allows conformity with current WC standard. Impact on other units: None. Financial impact: None.

SCHOOL OF MUSIC
(MUTC) Music Technology

ADD AND REQUEST VARIABLE TITLE

MUTC 450 Computer Projects (3) Variable topics. Topics may include high-level programming of computer-managed instructional materials; development of Internet resources including web pages; use of recording and mixing software. Repeatability: May be repeated. Maximum 6 hours.

Rationale: Will enhance theory students' knowledge of technology in music theory and composition. Although they are exposed to some technology in other classes, this class would provide in-depth discussions of programming, web design, and sequencing. Impact on other units: None. Financial impact: None.
DEPARTMENT OF PHILOSOPHY
(PHIL) Philosophy

ADD

PHIL 374 Philosophy of Action (3) An introduction to central debates in the philosophy of action. Specific topics may include the nature of action; knowledge of action; acting intentionally; reasons for action; moral responsibility; free will and determinism. Writing emphasis course.

Rationale: We now have four tenure-track faculty with significant research and teaching interests in Philosophy of Action. The topic has become a nationally recognized departmental strength and lies at the intersection of other topics that are nationally recognized strengths, including political philosophy and epistemology. Adding this course will significantly advance faculty research and student learning in the indicated topic as well as neighboring ones. Impact on other units: None. Financial impact: None.

REVISE TITLE AND DESCRIPTION

PHIL 326 Topics in 19th- and 20th-Century Philosophy (3) A historically-oriented selection of prominent topics and/or thinkers from the 19th and 20th centuries. Writing emphasis course.

Formerly: 19th- and 20th-Century Philosophy. Writing-emphasis course.

Rationale: The course needed and lacked a substantive description. The current title is liable to convey, incorrectly, that the course aims to provide a reasonably comprehensive survey of 19th- and 20th-Century philosophical topics/figures. The new title is less potentially misleading in this regard. Impact on other units: None. Financial impact: None.

PHYSICS AND ASTRONOMY
(PHYS) Physics

ADD

PHYS 293 Introduction to Research (1-3) Introduction to research in a field of particular interest, with faculty guidance. Repeatability: May be repeated. Maximum 6 hours.
Credit Restriction: May not be used for major.
Registration Permission: Consent of department.

Rationale: Addition of this course will add and encourage introductory undergraduate research. Impact on other units: None. Financial impact: None.

PHYS 451 A Survey of Contemporary Physics (3) Modern physics research beyond the college textbook level. Students will be instructed in articulating the importance of basic and applied physics research to other science disciplines and the general public. Consists of a series of advanced topic lectures, discussions, reading assignments, and six oral presentations. Intended for physics majors.
(Re) Prerequisite(s): 411 or permission of instructor.

Rationale: Changing the scope of PHYS 401 has initiated the need to change the course number to PHYS 451. Impact on other units: None. Financial impact: None.

DROP

PHYS 401 A Survey of Physics (3)

Rationale: Being revised and revamped and offered as new course. Impact on other units: None. Financial impact: None.

Equivalency Table

<table>
<thead>
<tr>
<th>Current Course Physics (PHYS)</th>
<th>Equivalent Course Effective Fall 2015 Physics (PHYS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>401</td>
<td>451</td>
</tr>
</tbody>
</table>

ADD

PHYS 494 Special Topics in Physics (1-3) Topics of current interest in physics, or a particular interest to upper-level students. Repeatability: May be repeated. Maximum 6 hours.
Registration Permission: Consent of department.

Rationale: Needed to separate the content of PHYS 493, 494, and 498. Impact on other units: None. Financial impact: None.
PHYS 498 Honors Thesis in Physics (3) Advanced students work with faculty on research projects requiring knowledge and skills acquired in physics curriculum. A written honors thesis is defended orally before a faculty committee.
Registration Permission: Consent of department.
Rationale: To provide a separate course for honors thesis. Impact on other units: None. Financial impact: None.

REVISE DESCRIPTION

PHYS 135 Introduction to Physics for Physical Science and Mathematics Majors I (4) Calculus-based physics of mechanics, sound, waves, and thermodynamics. May be taught as lecture with lab, integrated lecture and lab, or online with on-campus lab. Check with instructor.

Formerly: Introduction to Physics for Physical Science and Mathematics Majors I. Calculus-based physics of mechanics and waves.

Rationale: Moving thermodynamics from 136 to 135 and describing alternate teaching techniques. Impact on other units: None. Financial impact: None.

PHYS 136 Introduction to Physics for Physical Science and Mathematics Majors II (4) Calculus-based physics of electricity, magnetism, and optics. May be taught as lecture with lab, integrated lecture and lab, or online with on-campus lab. Check with instructor.

Formerly: Introduction to Physics for Physical Science and Mathematics Majors II. Calculus-based physics of thermodynamics, electricity, magnetism, and optics.

Rationale: Dropping thermodynamics from description. This is moving to 135. Impact on other units: None. Financial impact: None.


Rationale: To more closely connect description of 137 to that of 135. Impact on other units: None. Financial impact: None.


Formerly: Honors: Fundamentals of Physics for Physics Majors II. Calculus-based physics of electricity, magnetism, and optics.

Rationale: To more closely connect description of 138 to that of 136. Impact on other units: None. Financial impact: None.

DEPARTMENT OF PSYCHOLOGY

ADD

PSYC 471 Psychology of Prejudice (3) Research and theory on the types of stereotyping and prejudice, their causes and consequences, and strategies for their reduction.

(RE) Prerequisite(s): 110 or 117.

Rationale: Has been offered for several years as a special topics course. Its popularity and frequency of offering warrant giving the course its own number. It is also likely to be a good candidate for a connections package. Impact on other units: None. Financial impact: None.

ADD AND CROSS-LIST

† PSYC 476 African American Psychology (3) Introduction to the history, theory, research, and practice of African American psychology with a focus on the psychological, social, and educational realities of African Americans. (Same as Africana Studies 476.)

(RE) Prerequisite(s): 110 or 117.

Registration Restriction(s): Minimum student level – junior.

Psychology is primary.

Rationale: Has been offered as a special topics course and now needs its own number. Adding it with its own number also allows it to be cross listed. Impact on other units: Cross listed with Africana Studies. Financial impact: None.

REVISE TO DROP CROSS LISTING

† PSYC 415 Psychology of Religion (3)

Formerly: Psychology of Religion. (Same as Religious Studies 415.)
Psychology is primary.

Rationale: Religious Studies no longer wants to cross list the course. Impact on other units: Cross listed with Religious Studies. Financial impact: None.

REVISE TITLE AND DESCRIPTION

PSYC 461 Behavioral Neuroscience (3) Nervous system and physiological mechanisms of behavior. Biological basis of emotion, learning, memory, and stress.

Formerly: Physiological Psychology. Nervous system and physiological correlates of behavior. Biological basis of emotion, learning, memory, and stress.

Rationale: The title change more accurately reflects the contemporary nature of the course content as well as better communicating the sequencing of behavioral neuroscience courses in the department. Impact on other units: Included in the Neuroscience program. Financial impact: None.

DEPARTMENT OF RELIGIOUS STUDIES
(REST) Religious Studies

ADD

REST 336 Literature of Islam (3) Focuses on expressions of religious devotion, transformation, and critique in the literatures of the Muslim world, as well as on the relationship between Islam, literature, and the written word in different temporal and geographical contexts. Topics may include: pilgrimage and migration, autobiography, theology, hagiography, conversion narratives, Sufi poetry and prose, post-colonial literature and Islam, gender, coming-of-age stories, Islam in the West.

Rationale: This course will allow our new hire in Islam to offer a needed lower level course in Islam. Impact on other units: None. Financial impact: None.

ADD SECONDARY CROSS-LIST

† REST 341 Religion and Spirituality in American Literature (3) (See English 341) English is primary.

Rationale: This new English course is relevant to the Religious Studies program. Impact on other units: Cross listed English course. Financial impact: None.

ADD AND REQUEST VARIABLE TITLE

REST 436 Seminar in Islamic Studies (3) A thematic study of Islam. Themes will vary. Repeatability: May be repeated. Maximum 6 hours.

Rationale: This course will allow the new faculty member in Islamic Studies to offer a range of needed senior seminars under this number. Impact on other units: None. Financial impact: None.

REST 479 Seminar in East Asian Religions (3) A thematic study of religion in China, Japan, and/or Korea. Themes will vary. Writing emphasis course. Repeatability: May be repeated. Maximum 6 hours.

Rationale: There is currently no 400-level course dedicated to East Asian religions, though there are topics courses at the 400 level for other regional and temporal specializations. Adding this course will fill a gap in the curriculum. Impact on other units: None. Financial impact: None.

DROP AS SECONDARY CROSS-LIST

† REST 359 American Religious History (3) History is currently primary.

ADD AS PRIMARY CROSS-LIST

† REST 359 American Religious History (3) Surveys the role and significance of religion in American history. Writing emphasis course. (Same as History 359.) Credit Restriction: Students may not receive credit for both History 359 and Religious Studies 351.

Rationale: The primary unit for this course will now be Religious Studies and History will be secondary. Impact on other units: Currently cross listed History course. Financial impact: None.

DROP
REST 334 Shari‘a: Islamic Law and Ethics (3)
REST 384 Zen Buddhism (3)

Rationale: These courses no longer play an important role in our curriculum. Impact on other units: None. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>REST 334</td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, I. China (30 hours), Select 6 hours (other geographical – cultural area): list</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, I. China (30 hours), Select 12 remaining hours: list</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, II. Islamic World (30 hours), Select 6 hours (Subdivision A): list</td>
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<tr>
<td></td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, II. Islamic World (30 hours), Select 12 remaining hours: list</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, III. Japan (30 hours), Select 6 hours (other geographical – cultural area): list</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, III. Japan (30 hours), Select 12 remaining hours: list</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, IV. South Asia (30 hours), Select 6 hours (other geographical – cultural area): list</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – Asian Studies Concentration, IV. South Asia (30 hours), Select 12 remaining hours: list</td>
</tr>
<tr>
<td></td>
<td>Asian Studies Minor – I. China, Select 3 hours (other geographical – cultural area): list</td>
</tr>
<tr>
<td></td>
<td>Asian Studies Minor – II. Islamic World, Select 6 hours (Subdivision A): list</td>
</tr>
<tr>
<td></td>
<td>Asian Studies Minor – III. Japan, Select 3 hours (other geographical-cultural area): list</td>
</tr>
<tr>
<td></td>
<td>Asian Studies Minor – IV. South Asia, Select 3 hours (other geographical-cultural area): list</td>
</tr>
</tbody>
</table>

Credit Restriction for REST 334

REST 384

College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Asia list

Interdisciplinary Programs Major – Asian Studies Concentration, I. China (30 hours), Select 6 hours (Subdivision A): list

Interdisciplinary Programs Major – Asian Studies Concentration, I. China (30 hours), Select 12 remaining hours: list

Interdisciplinary Programs Major – Asian Studies Concentration, II. Islamic World (30 hours), Select 6 hours (other geographical – cultural area): list

Interdisciplinary Programs Major – Asian Studies Concentration, II. Islamic World (30 hours), Select 12 remaining hours: list

Interdisciplinary Programs Major – Asian Studies Concentration, III. Japan (30 hours), Select 6 hours (other geographical – cultural area): list

Interdisciplinary Programs Major – Asian Studies Concentration, III. Japan (30 hours), Select 12 remaining hours: list

Interdisciplinary Programs Major – Asian Studies Concentration, IV. South Asia (30 hours), Select 6 hours (other geographical – cultural area): list

Interdisciplinary Programs Major – Asian Studies Concentration, IV. South Asia (30 hours), Select 12 remaining hours: list

Asian Studies Minor – I. China, Select 6 hours (Subdivision A): list

Asian Studies Minor – II. Islamic World, Select 3 hours (other geographical-cultural area): list

Asian Studies Minor – III. Japan, Select 3 hours (other geographical-cultural area): list

Asian Studies Minor – IV. South Asia, Select 3 hours (other geographical-cultural area): list

Religious Studies Major – II. Select one course from each of the following areas (12 hours); C. South, Southeast, and East Asia list

Religious Studies Major – Honors Concentration, II. Select one course from each of the following areas (12 hours); C. South, Southeast, and East Asia list

DROP PRIMARY CROSS-LIST

† REST 333 Islam in the Modern World (3) (Same as Asian Studies 333.)

Rationale: Course no longer plays an important role in our curriculum. Impact on other units: Cross listed with Asian Studies. Financial impact: None.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>REST 333</td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, Middle East list</td>
</tr>
</tbody>
</table>
Interdisciplinary Programs Major – Asian Studies Concentration, I. China (30 hours), Select 6 hours (other geographical – cultural area): list

Interdisciplinary Programs Major – Asian Studies Concentration, II. Islamic World (30 hours), Select 6 hours (Subdivision A): list

Interdisciplinary Programs Major – Asian Studies Concentration, III. Japan (30 hours), Select 6 hours (other geographical – cultural area): list

Interdisciplinary Programs Major – Asian Studies Concentration, IV. South Asia (30 hours), Select 6 hours (other geographical – cultural area): list

Interdisciplinary Programs Major – Global Studies Concentration, A. Select five courses from primary track and two courses from secondary track:

Interdisciplinary Programs Major – Global Studies Concentration, A. Select five courses from primary track and two courses from secondary track:

Global Studies Minor – Select two courses; Track I - Global Society and Culture list

Religious Studies Major – II. Select one course from each of the following areas (12 hours):

Religious Studies Major – II. Select one course from each of the following areas (12 hours):

Cross-list with ASST 333

† REST 351 Religion in the United States (3) (Same as History 345)
Religious Studies is primary.

Rationale: This course is being replaced by Religious Studies 359. Impact on other units: Cross listed with History 345 which is being dropped. Financial impact: None.

<table>
<thead>
<tr>
<th>Current Course</th>
<th>Equivalent Course Effective Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>REST 351</td>
<td>Religious Studies (REST)</td>
</tr>
<tr>
<td>351</td>
<td>359</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>REST 351</td>
<td>College of Arts and Sciences – College-wide Requirements: Upper-Level Distribution, List A – United States Studies list</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Programs Major – American Studies Concentration, Select 15 additional upper-division credit hours: list</td>
</tr>
<tr>
<td></td>
<td>Music Major – Sacred Music Concentration, Organ Track, 3rd footnote</td>
</tr>
<tr>
<td></td>
<td>Music Major – Sacred Music Concentration, Piano Track, 3rd footnote</td>
</tr>
<tr>
<td></td>
<td>Music Major – Sacred Music Concentration, Voice Track, 4th footnote</td>
</tr>
<tr>
<td></td>
<td>Religious Studies Major – II. Select one course from each of the following areas (12 hours); B. North America and Africa list</td>
</tr>
<tr>
<td></td>
<td>Cross-list with HIST 345</td>
</tr>
<tr>
<td></td>
<td>Credit Restriction for HIST 359</td>
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<tr>
<td></td>
<td>Credit Restriction for REST 351</td>
</tr>
</tbody>
</table>

DROP AS SECONDARY CROSS-LIST

REST 415 Psychology of Religion (3) (See Psychology 415.)
Psychology is primary.

Rationale: This course no longer fits in the Religious Studies curriculum. Impact on other units: Cross listed Psychology course. Financial impact: None.
REVISE TITLE AND DESCRIPTION

† REST 332 Introduction to Islam (3) Introduction to major concepts in the study of Islam from a historical and cultural perspective. Addresses the diverse ways in which Muslims have experienced, interpreted, and put into practice the message of the Qur’an transmitted by the Prophet Muhammad. Topics will include: the life of the Prophet Muhammad, Islamic, Sufism, ritual and practice, theology, art and literature. (Same as Asian Studies 332.)

Formerly: Classical Islam. Content limited to events prior to 1773 CE, focusing on the Qur’an, the prophetic tradition, Islamic law, Sunnism, Shi’ism, and Sufism. Writing emphasis course. (Same as Asian Studies 332.)

Religious Studies is primary.

Rationale: Reflects recent changes in course instructors and mirrors other introductory courses in the department. Impact on other units: Cross listed with Asian Studies. Financial impact: None.

DEPARTMENT OF SOCIOLOGY
(SOCI) Sociology

ADD

SOCI 419 Sociology and Science Fiction (3) Examines how science fiction relates to social problems and issues. Will examine film and texts through the lenses of social theory.

Rationale: Needed new course that will be offered regularly. Impact on other units: None. Financial impact: None.

SOCI 497 Honors Independent Study (1-15) Advanced independent study within the sociology honors concentration. Students may do readings, research, analysis, writing and presentations related to their areas of interest.
Repeatable: May be repeated. Maximum 15 hours.
Comment(s): Prior departmental approval of number of hours and topics is required.

Rationale: New required course that adds to department’s honors concentrations. Impact on other units: None. Financial impact: None.

DROP (RE) PREREQUISITE(S)

SOCI 465 Social Values and the Environment (3)

Formerly: Social Values and the Environment
(RE) Prerequisite(s): 110 or 120

Rationale: This course is interdisciplinary in nature and serves students from a variety of majors. The current prerequisite has led to a significant decrease in its overall enrollment, especially from students outside of the department, and is no longer necessary for the course. Impact on other units: None. Financial impact: None.

DEPARTMENT OF THEATRE
(THEA) Theatre

ADD

THEA 490 Professional Practices (1) Course will focus on the integration of knowledge and skills acquired in the program, culminating in a Senior Creative Synthesis project. Students will present work that demonstrates preparedness for the profession and/or further professional training.
Registration Restriction(s): Theatre major, minimum student level – senior.

Rationale: Based on program assessment, we discovered that our students struggle unifying/synthesizing the broad base of collective topics in our major. We also desire the major to have a capstone course/project. Impact on other units: None. Financial impact: None.

Part II. Program Changes

REVISE MAIN COLLEGE PAGE

Theresa M. Lee, Dean
Angela Batey, Associate Dean for Diversity
Christine R. Boake, Associate Dean for Research and Facilities
Robert J. Hinde, Associate Dean for Academic Programs
Andrew Kramer, Associate Dean for Academic Personnel
Brent Mallinckrodt, Associate Dean for Graduate Studies
Readmission

Information regarding readmission to the College of Arts and Sciences is available at http://admissions.utk.edu/apply/readmission-applicants/. The official notification of readmission from the Office of Undergraduate Admissions will provide additional details regarding academic advising.

Requirements for Degrees

Revise 4th and 6th Bullets

- Appropriate work to satisfy the Foundations, Perspectives, and Connections Upper-Level Distribution requirements. (These three requirements do not apply to students in the College Scholars Program.)
- Completion of at least one major consisting of 30 to 48 credit hours at 200 level or above. Courses used for the major may also be used to satisfy Foundations, Perspectives, and Connections requirements as described below.

Satisfactory/No Credit Courses

Revise 1st and 3rd Bullets under 4th Paragraph

- Except for courses offered only on the S/NC basis, courses taken under the S/NC option may not be applied towards Foundations, Perspectives, or Connections Upper-Level Distribution requirements, towards major and minor requirements, or towards major or minor preparatory work, prerequisites, or corequisites unless specifically permitted by petition.
- A transfer student with S/NC or equivalent credit earned prior to admission to the University of Tennessee, Knoxville, in a course which satisfies a Foundations, Perspectives, or Connections Upper-Level Distribution requirement may count it for that purpose. Transfer students who want to apply S/NC or equivalent credit to a major or minor requirement, or to major or minor preparatory work, prerequisites, or corequisites, must receive permission to do so by petition.

College-wide requirements for B.A. and B.S. students

To receive a B.A. or B.S. degree from the College of Arts and Sciences, students must satisfy the Foundations, Perspectives, and Connections Upper-Level Distribution requirements as well as the requirements for a major in the college. The Foundations, Perspectives, and Connections Upper-Level Distribution requirements are described in detail below.

Except as otherwise noted, no course may be applied to both the Perspectives requirement and the Connections Upper-Level Distribution requirement, and no course may be used to satisfy two different components of the Perspectives requirement. Up to six credit hours of courses used to satisfy the Perspectives requirement may also be applied to the requirements of a student's primary major. In addition, Foundations courses may be applied to the requirements of a major.

Communicating through Writing

To further develop the writing skills that are foundational to advanced work in the College of Arts and Sciences, all students pursuing a degree from the college must, after satisfying the first year English composition requirement, complete one additional course designated as a General Education Communicating through Writing (WC) course. This additional course may also be applied to either the Perspectives or Connections Upper-Level Distribution requirement of the college. If applied to the Perspectives requirement, it may also be used to satisfy major requirements.

Communicating Orally

The ability to communicate one’s ideas orally is as important as the ability to express them in writing, and oral communication skills are foundational to advanced work in the College of Arts and Sciences. All students pursuing a degree from the college must therefore complete one course designated as a General Education Communicating Orally (OC) course. If applied to the Perspectives requirement, it may also be used to satisfy major requirements.

Quantitative Reasoning

All students pursuing a degree from the College of Arts and Sciences must demonstrate the ability to use the tools of quantitative analysis. Students may meet this college requirement either by completing two of the following courses, or by completing one of the following courses and also COSC 100, or COSC 102, PHIL 130, or PHIL 235.

MATH 113, MATH 115, MATH 117, MATH 123, MATH 125, MATH 141, MATH 142, MATH 147, MATH 148, MATH 151, MATH 152, MATH 202; STAT 201, STAT 207.

List A – Literature and Philosophical and Religious Thought

AFST 225; CLAS 221, CLAS 222, CLAS 253; ENGL 201, ENGL 202, ENGL 206, ENGL 207, ENGL 208, ENGL 221, ENGL 222, ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 237, ENGL 238, ENGL 247, ENGL 248, ENGL 251, ENGL 252, ENGL 253, ENGL 254, ENGL 258; PHIL 101, PHIL 107, PHIL 200, PHIL 244, PHIL 252; RUSS 221, RUSS 222.
List B – Study or Practice of the Arts

ARCH 111, ARCH 117, ARCH 211, ARCH 212, ARCH 217, ARCH 218; ARTD 150; ARTH 162, ARTH 172, ARTH 173, ARTH 177, ARTH 178, ARTH 183; CLAS 232; MUCO 110, MUCO 115, MUCO 120, MUCO 125, MUCO 290; THEA 100, THEA 107.

Natural Sciences

ASTR 151-ASTR 153 and ASTR 152-ASTR 154 (all four of these courses must be completed to fulfill the 8-credit requirement), ASTR 217-ASTR 218; BIOL 101-BIOL 102, BIOL 111-BIOL 112, BIOL 150-BIOL 160-BIOL 159 (all three of these courses must be completed to fulfill the 8-credit requirement), BIOL 158-BIOL 168-BIOL 167 (all three of these courses must be completed to fulfill the 8-credit requirement); CHEM 100-CHEM 110, CHEM 120-CHEM 130, CHEM 128-CHEM 138; GEOG 131-GEOG 132, GEOG 137-GEOG 132; two courses chosen from GEOL 101, GEOL 102, GEOL 103, GEOL 104; GEOL 107, GEOL 108; PHYS 135-PHYS 136, PHYS 137-PHYS 138, PHYS 221-PHYS 222.

Social Sciences

Students may meet this requirement by completing two courses, from two different departments, chosen from the list below.

AFST 201, AFST 202; ANTH 130, ANTH 137; CFS 210, CFS 220; ECON 201, ECON 207; EDPY 210; GEOG 101, GEOG 111, GEOG 121; POLS 101, POLS 102, POLS 107; PSYC 110, PSYC 117; REST 232, REST 233; SOCI 110, SOCI 120, SOCI 127; UNHO 267, UNHO 268.

Foreign Language

Revise 1st, 2nd, and 4th Bullets

- Completion of one of the following intermediate-level foreign language sequences: ASST 221-ASST 222, ASST 241-ASST 242, ASST 261-ASST 262; CHIN 231-CHIN 232; FREN 211-FREN 212; GER 211-GER 212; (Greek) CLAS 261-CLAS 264; (Latin) CLAS 251-CLAS 252; ITAL 211-ITAL 212; JAPA 251-JAPA 252; PORT 211-PHYS 221; REST 221-REST 222; RUSS 201-RUSS 202; SPAN 211-SPAN 212; or SPAN 217-SPAN 218.
- Completion of a six-hour intensive intermediate-level foreign language course. Any one of the following courses will satisfy the requirement: FREN 223, GER 223, ITAL 223, PORT 223, SPAN 223.
- Students whose native language is not English may satisfy the requirement with ENGL 131 and ENGL 132 and any two of the following courses: AFST 225, AFST 226, AFST 233; CHIN 311; CLAS 253; COLI 202; ENGL 201, ENGL 202, ENGL 206, ENGL 207, ENGL 208, ENGL 221, ENGL 222, ENGL 225; ENGL 226, ENGL 231, ENGL 232, ENGL 233, ENGL 237, ENGL 238, ENGL 247, ENGL 248, ENGL 251, ENGL 252, ENGL 253, ENGL 254, ENGL 258; FREN 330; ITAL 401, ITAL 402; JAPA 313, JAPA 314; JST 312; LAC 315; MRST 261, MRST 262; MRST 401, MRST 402; MFL 300; PORT 315; REST 312; RUSS 221, RUSS 222; WOST 210, WOST 215.

Foreign Language Placement Information

All students who wish to enroll in a foreign language course, who have completed at least two years of this language in high school and who have not yet taken a college course in the language, must take a placement examination before enrolling. Placement in the appropriate course will be determined by the score on the examination. Examinations for most languages will be given online prior to orientation and at any time during the fall, spring, and summer. Students who place into 200-level courses will receive six hours of elementary language credit upon successful completion of a 200-level course in the same language, provided that they do not subsequently enroll and receive credit for any 100-level course in the same language. If they do, elementary placement credit is forfeited and removed from the student’s transcript.

Students who place into 300-level courses will receive six hours of intermediate language credit upon successful completion of a 300-level course in the same language, provided that they do not subsequently enroll and receive credit for any 200-level course in the same language. If they do, intermediate placement credit is forfeited and removed from the student’s transcript. Those students who place into 200- or 300-level courses and do not wish to continue in a language, but wish to receive six hours of 100- or 200-level credit, respectively, for their online exam, may do so by completing a proctored placement exam during the fall, spring, or summer and confirming the results of their online placement exam.

(Insert after the paragraphs on Non-U.S. History)

Global Challenges

With recent advances in transportation and communication technologies and changes in the nature of global economic forces, many environmental, political, and social concerns have acquired distinctive international or transnational dimensions. Courses that satisfy the Global Challenges requirement provide students with the opportunity for focused inquiry into the historical origins of, or contemporary thought regarding, one of the critical international or transnational issues facing today’s world.

Students satisfy this component of the Perspectives requirement by completing one of the following courses:


College-wide Requirements: Connections
In completing the Connections requirement of the college, students undertake a focused educational experience that complements in-depth study in their chosen major field. Students may satisfy the Connections requirement in one of three ways:

- Completion of nine credit hours of study abroad course work. These nine hours of course work may, if appropriate, be applied to non-Connections degree requirements. The nine hours of course work do not need to be taken during a single academic term or at a single study abroad site. Students interested in pursuing study abroad are strongly encouraged to contact a study abroad advisor at the Center for International Education.

- Completion of a minor or a second major. The minor or second major may be in the College of Arts and Sciences or in another college. Courses used to satisfy the requirements of a minor or a second major may also be used to meet Perspectives requirements.

- Completion of nine credit hours drawn from one of the Connections Packages listed here. The nine credit hours must be drawn from at least two different departments. Three of the nine credit hours may be applied toward a student's major requirements. Connections Packages are topically-oriented collections of upper-division courses that have been designed by faculty to focus students' attention on questions that have substantial multidisciplinary character.

**Connections Packages**

**Ancient Mediterranean Studies**

**Art, Science, and Human Knowledge**
- ARTH 403, 454; EEB 305; ENGL 301, 302, 456; HIST 431, 435; PHIL 360, 370, 371; PHYS 401; PSYC 415; REST 300, 375; RUSS 424.

**Biodiversity and Humans**
- ANTH 303; EEB 304, 305, 306, 330, 351, 424, 484; GEOG 413, 432, 435, 439; GEOL 320; SOCI 363.

**Capitalism**
- AFST 480; ENGL 340, 433; GEOG 343, 363, 451; HIST 221, 350, 351; PHIL 340, 391.

**Culture and Artistic Achievement: Arts in the United States**
- ARTH 470, 472, 473; ENGL 331, 332, 333, 334, 381, 444; MUCO 411, 413; POLS 312, REST 354.

**Our World: Contemporary Arts and Culture**
- ANTH 320, 325; CNST 422; ENGL 334, 335, 336, 340, 345, 423, 453, 455, 456, 459; GEOG 320; GERM 323, 416; ITAL 414, JAPA 321, MUCO 412, 413; PORT 315, 326, 430; RUSS 424, SOCI 472.

**Emerging Asia**
- GEOG 374, 375, 451; HIST 389, 390, 392, 393; POLS 410, 454, 471, 474, 479.

**Environment and Society**

**Exploring Our World with Data Science**
- GEOG 411, 413, 414, 415, 449; GEOL 425, 450; MATH 323, 411.

**GIS for Environment and Natural Resources**
- GEOG 310, 411, 413, 415, 433, 436, 454; GEOL 425, 450, 455; SOCI 360, 465.

**GITS for Our Changing World**
- ANTH 325, 420; GEOG 310, 333, 344, 411, 414, 415, 441, 449; POLS 472.

**Global Social Justice**
- AMST 310, 450; GEOG 343, 451; PHIL 391, 441; SOCI 341, 342, 345, 442, 446, 449, 451, 452, 453, 455, 472.

**How to Live in the Premodern World**

**Humans Living on a Dynamic Earth**

**Inequality: Race, Ethnicity, Class, and Gender**
- AMST 310; CLAS 384; ENGL 331, 332, 333, 444; GEOG 363, 365, 442; GERM 433, 434; HIST 380, 436; PHIL 382; SOCI 341, 343, 345, 375, 442, 451, 452, 453, 463, 466, 472; SPAN 433, 484.

**Law, Rights, and Justice**
- ENGL 490; PHIL 390, 391, 392, 441; POLS 330, 430, 431, 435; SOCI 451, 452, 453, 455.
Mobility and Migration
ANTH 320, 322, 325; ENGL 333; GEOG 344, 442, 449; GERM 433; HIST 434; ITAL 414; PHIL 441; SPAN 465.

New Geographies of the Global Economy
GEOG 340, 445, 451; POLS 350, 365, 471, 479; SOCI 342, 442, 446.

Premodern Societies

Shifting Borders and Cultures in Europe
GEOG 371; GERM 323, 350, 363; HIST 320, 332, 343, 434, 435; REST 385, 386.

Understanding Climate Change
EEB 404, 433; GEOG 331, 333, 334, 430, 432, 434, 439; GEOL 456, 459.

Visual Cultures and Media Studies
ENGL 334; FREN 420; GEOG 423; GERM 323; ITAL 422; JAPA 315; MFLL 465; PHIL 350; POLS 312; PORT 326; SOCI 410; SPAN 434; WOST 369.

College-wide Requirements: Upper Level Distribution

In these courses, students use skills and knowledge acquired in their Foundations and Perspectives courses to understand and analyze a highly interdependent world system and to make informed comparisons among contemporary cultures. These courses develop understanding of United States society, of national and international diversity, and of critical issues of the modern world. All students must complete one course from each list. All courses are writing-emphasis courses.

List A – United States Studies
AFST 315, AFST 331, AFST 333, AFST 343, AFST 352, AFST 353, AFST 354, AFST 356, AFST 429, AFST 471, AFST 472, AFST 480, AFST 484, AMST 310, AMST 312, AMST 320, AMST 334, AMST 343, AMST 354, AMST 355, AMST 381, AMST 423, ANTH 305, ANTH 310, ANTH 315, ANTH 320, ANTH 322, ANTH 360, ANTH 363, ANTH 454, ARTH 470, ARTH 472, ARTH 473, CNST 312, CNST 334, CNST 469; EEB 305, ECON 331, ECON 333, ECON 361, ECON 362, ECON 413, ECON 435, ECON 471, ECON 472, ENGL 331, ENGL 332, ENGL 333, ENGL 334, ENGL 381; GEOG 361, GEOG 363, GEOG 365, GEOG 366, GEOG 423, GEOG 441; HIST 325, HIST 326, HIST 345, HIST 349, HIST 350, HIST 351, HIST 354, HIST 355, HIST 356, HIST 357, HIST 363, HIST 364, HIST 379, HIST 380, HIST 417, PHIL 390; POLS 311, POLS 312, POLS 330, POLS 374, PSYC 434, REST 351, REST 352, REST 353, REST 354, REST 355, REST 430, SOCI 310, SOCI 341, SOCI 343, SOCI 455, SOCI 472, WOST 310, WOST 325, WOST 332, WOST 340, WOST 434, WOST 484.

List B – Foreign Studies
This list is subdivided by geographic area and topic. If Western Civilization (HIST 241-HIST 242) or Medieval Civilization (MRST 201-MRST 202) is used to satisfy the Non-U.S. History Perspectives requirement, courses from the Europe list may not be used to satisfy the Upper-Level Distribution requirement.

Africa
AFST 335, AFST 371, AFST 372, AFST 373, AFST 381, AFST 421, AFST 452, AFST 464, AFST 465, AFST 466; ANTH 324, ANTH 373; ARTH 461, ARTH 462, ARTH 463; ENGL 335; GEOG 343; HIST 371, HIST 372, HIST 381; POLS 452; REST 373.

Asia
ARTH 411, ARTH 413, ARTH 414, ARTH 416, ARTH 419, ARTH 464; ASLN 315, ASLN 413; ASST 374; CNST 315, CNST 486; GERM 374; GERM 376; HIST 382, HIST 386; HIST 390; HIST 391, HIST 392, HIST 496; JAPA 321, JAPA 413, JST 382, PHIL 374, PHIL 376, PHIL 379, POLS 454, REST 374, REST 375, REST 376, REST 379, REST 382, REST 383, REST 384, REST 401, REST 476.

Europe

Latin America
AFST 319, AFST 336; ANTH 313, ANTH 316, ANTH 319, ANTH 323; CNST 326, CNST 434, CNST 465; ENGL 336; GEOG 373; HIST 343, HIST 344, HIST 360, HIST 361, HIST 475; LAC 303, LAC 313, LAC 314, LAC 319, LAC 326, LAC 331, LAC 343, LAC 344, LAC 360, LAC 361, LAC 373, LAC 401, LAC 430, LAC 456, LAC 465, LAC 475; POLS 350, POLS 365; REST 302, REST 320, REST 380, REST 386, REST 401, REST 425, REST 440; SOCI 442, SOCI 446; WOST 320, WOST 360.

Middle East

ANTH 463; ASST 332, ASST 333; HIST 369, HIST 370, HIST 383, HIST 400; JST 311, JST 369, JST 370, JST 381, JST 383, JST 385, JST 405; REST 311, REST 332, REST 333, REST 381, REST 385, REST 405, REST 423.

Critical Issues in Foreign Studies

AFST 442; ANTH 302, ANTH 325; CNST 482; ECON 322; GEOG 344, GEOG 345, GEOG 445, GEOG 451; GLBS 482; HIST 375, HIST 395; HIST 418, HIST 484; JST 320, JST 386, JST 395, JST 484; MATH 400; MELL 482; POLS 350, POLS 365; REST 302, REST 320, REST 380, REST 386, REST 401, REST 428; SOCI 446; WOST 320, WOST 360.

Literature Courses Taught in a Foreign Language

ASLN 451, ASLN 452; CLAS 351, CLAS 352, CLAS 401, CLAS 402, CLAS 405, CLAS 406, CLAS 414, CLAS 431, CLAS 432, CLAS 435, CLAS 471, CLAS 472, FREN 353, FREN 410, FREN 415, FREN 430, GERM 301, GERM 300, GERM 305, GERM 419, GERM 420, GERM 431, GERM 432, GERM 433, GERM 434, ITAL 405, ITAL 411; LAC 301, PORT 301, PORT 422; RUSS 451, RUSS 452; SPAN 330, SPAN 332, SPAN 333, SPAN 334, SPAN 432, SPAN 479, SPAN 480, SPAN 482, SPAN 484, SPAN 486.

Majors

Students transferring from other institutions must complete at least nine 9 credit hours at the University of Tennessee, Knoxville, in each major earned in the College of Arts and Sciences. Students may elect as many courses as desired in any department or program. Majors available for students pursuing a B.A. or B.S. degree include: anthropology, art, art history, biological sciences, chemistry, classics, economics, English, geography, geology and environmental studies, history, interdisciplinary programs, mathematics, modern foreign languages and literatures, music, philosophy, physics, political science, psychology, religious studies, sociology, statistics, and theatre.

Optional Multiple Majors

Students who satisfy the requirements of a degree in a college other than Arts and Sciences may also major inside the College of Arts and Sciences with the approval of the degree-granting unit. These students need complete only the major requirements, not the Foundations, Perspectives, or Connections Upper-Level Distribution requirements for Arts and Sciences degrees. The Arts and Sciences major may also be listed on the student’s transcript.

Elective Courses

Students completing a B.A. or B.S. degree in the college have the opportunity to select elective courses that supplement and support the work being done in the major and in the college-wide Foundations, Perspectives, and Connections Upper-Level Distribution requirements. This dimension of the student’s experience at the university represents that freedom within which total education may be rounded out and enriched. Elective courses should be chosen with care so that they will truly enhance the student’s total program and help in the achievement of well thought-out educational objectives.

Some of the choices which the student might make in selecting the elective courses are additional courses in the major field; a related minor; an area in the arts, or an off-campus semester.

Writing-Emphasis Courses

A writing-emphasis course requires a student to complete at least 2,000 words of writing during the semester. This normally consists of at least one sustained formal essay or report of 1,000 or more words, plus additional writing assignments such as in-class essay exams, journals, book reviews, short-response papers, and the like. Writing-emphasis courses are designed to help students learn subject material through writing; develop critical thinking and written communication skills; and demonstrate the ability to craft and sustain an argument in writing. Writing-emphasis courses do not necessarily satisfy the University's General Education Communicating through Writing (WC) requirement. A writing-emphasis course is so designated in the course description found in the Undergraduate Catalog.
Rationale: Further implementation of the change in college curriculum that was started last year. We are now eliminating the upper level distribution and putting in global challenges courses and connections packages. Impact on other units: None. Financial impact: None.

DEPARTMENT OF ANTHROPOLOGY

Revise Anthropology Major, BA
Add to list, revise course titles

Major Requirements
Select one course
Cultural Area
- ANTH 314 - Latinos in the United States

Rationale: This new course is appropriate for this area of the major. Impact on other units: None. Financial impact: None.

Major Requirements
Select one course
Cultural Method and Theory:
- ANTH 421 - Refugees and Displaced People, Refugee and Migrant Children

Revise Anthropology Major, BA – Disasters, Displacement and Human Rights Concentration
Add to list, revise course titles

Concentration Requirements
(3rd section) Select one course:
- ANTH 421 - Refugees and Displaced People, Refugee and Migrant Children
- ANTH 432 - Anthropology of Warfare, and Violence, and Peace

Rationale: These course titles are being changed to reflect current course content and need to be changed here. Impact on other units: None. Financial impact: None.

Select 15 additional hours:
Cultural Area
- ANTH 314 - Latinos in the United States

Rationale: This course is appropriate for the cultural area. Impact on other units: None. Financial impact: None.

SCHOOL OF ART

Revise Art Major, BA
Revise course titles

II. Major
A. Select 12 hours 200-level studio courses
Four-Dimensional Arts:
- ARTC 232 - Introduction to Performance and Sound as Art
- ARTC 236 - Introduction to Cinema and Video Art

B. Select 15 hours 300-400 level studio courses
Four-Dimensional Arts:
- ARTC 435 - Narrative Filmmaking Digital Media and 16mm Film as Art

Revise Studio Art Major, BFA – Two-Dimensional Arts Concentration
Revise course titles

I. Foundation
D. Select one course from each concentration (200-level studio courses)
Four-Dimensional Arts:
- ARTC 232 - Introduction to Performance and Sound as Art
- ARTC 236 - Introduction to Cinema and Video Art

II. Concentration – Two-Dimensional Arts
C. Select 18 hours (200-400 level studio electives, concentration courses)
Four-Dimensional Arts:
- ARTC 232 - Introduction to Performance and Sound as Art
- ARTC 236 - Introduction to Cinema and Video Art
- ARTC 435 - Narrative Filmmaking Digital Media and 16mm Film as Art
Revise Studio Art Major, BFA – Three-Dimensional Arts Concentration

Revise course titles

I. Foundation
D. Select one course from each concentration (200-level studio courses)
Four-Dimensional Arts:
- ARTC 232 - Introduction to Performance and Sound as Art
- ARTC 236 - Introduction to Cinema and Video Art

II. Concentration
Three-Dimensional Arts:
C. Select 18 hours (200-400 level studio electives concentration courses)
- ARTC 232 - Introduction to Performance and Sound as Art
- ARTC 236 - Introduction to Cinema and Video Art
- ARTC 435 - Narrative Filmmaking Digital Media and 16mm Film as Art

Revise Studio Art Major, BFA – Four-Dimensional Arts Concentration

Revise heading and course titles

I. Foundation
D. Select one course from each concentration (200-level studio courses)
Four-Dimensional Arts
- ARTC 232 - Introduction to Performance and Sound as Art
- ARTC 236 - Introduction to Cinema and Video Art

II. Concentration – Four-Dimensional Arts
A. Select 3 hours (200-level studio course), Four-Dimensional Arts (Film, Video, and Performance)
- ARTC 232 - Introduction to Performance and Sound as Art
- ARTC 236 - Introduction to Cinema and Video Art

B. Select 20 hours (300-400 level concentration courses)
Four-Dimensional Arts (Film, Video, and Performance)
- ARTC 435 - Narrative Filmmaking Digital Media and 16mm Film as Art

C. Select 18 hours (200-400 level studio electives concentration courses)
- ARTC 232 - Introduction to Performance and Sound as Art
- ARTC 236 - Introduction to Cinema and Video Art
- ARTC 435 - Narrative Filmmaking Digital Media and 16mm Film as Art

Rationale: Present language suggests that these hours must be within the student’s chosen concentration but they can actually be chosen from 2D, 3D, or 4D courses. Impact on other units: None. Financial impact: None. The titles for these courses are being changed and should be revised in the major descriptions also. Impact on other units: None. Financial impact: None.

Revise Graphic Design Major, BFA

Add to or drop from lists, revise headings and course titles

Requirements for the Bachelor of Fine Arts, Graphic Design Major
I. Foundation Art Core (15-18 hours)
Complete:
- ARTA 211 - Drawing I

II. Graphic Design (44-41 hours)

D. Complete 8-7 hours:
- ARTD 444 - Graphic Design Center Practicum (maximum 6 hrs)
- ARTD 456 - Graphic Design Practicum

III. Required Design and Professional (6-6 hours)
A. Complete 9 hours Select two courses
- ARTD 406 - Interaction Design
- ARTD 444 - Graphic Design Center Practicum (maximum 6 hours)

Note: Appropriate courses in other departments may be substituted with the approval of student’s assigned advisor.

IV. Studio (15-18 hours)
A. Select 15-18 hours from list below
Rationale: Addition of one hour to ARTD 400 and 405 requires reduction of hours elsewhere. Drawing 211 is being made an elective as not all GD students need this course. Third hour is being added to D. Practicum. ARTD 405 is listed twice so is being deleted in one section. Required Design and Professional is being increased from 6 to 9 hours as other desirable course options outside Art can be taken here. Note added re possibility of substitutions and to ensure that students get approval of advisor. Studio electives reduced from 18 to 15 to balance increase in required D and P.

DEPARTMENT OF MICROBIOLOGY

Revise Biological Sciences Major, BS – Microbiology Concentration
Add courses to lists, revise honors option text

II. Upper-Division Courses
A. Select 9 hours:
   - MICR 431 – Advanced Immunology

B. Select 6 additional hours:
   - BCMB 321 – Introductory Plant Physiology
   - GEOL 465 - Geomicrobiology
   - MICR 333 – Astrobiology

Rationale: Adding new courses that fit in these categories. Impact on other units: BCMB and EPS approve addition of their courses. Financial impact: None.

Honors Option, revise 1st and 4th bullets:
   - A minimum GPA of 3.3 in microbiology concentration courses.
   - An honors thesis based on the independent research project undertaken during MICR 401 and MICR 402.

Rationale: Adding the word concentration to minimum GPA statement and making clear that the research project should be undertaken during the two Microbiology courses. Impact on other units: None. Financial impact: None.

DEPARTMENT OF EARTH AND PLANETARY SCIENCES

Revise Geology and Environmental Studies Major, BS – Environmental Studies Concentration
Add to or drop from lists

Concentration Requirements
A. Select 15 hours
   - FWF 420 - International Natural Resources

B. Select one course
   - GEOL 454 - Environmental Restoration

C. Select one course
   - CBE 481 - Green Engineering
   - FORS 335 - Principles of Urban Forestry

Rationale: The addition of new courses (FWF 420, GEOL 454, FORS 335) is needed to meet increasing enrollment in the major and provide more course options to allow on time graduation. CBE 481 was dropped because it is not offered on a regular basis. Impact on other units: Possible small enrollment increases in courses being added to concentration choices. Financial impact: None.

DEPARTMENT OF ENGLISH

Revise English Major, BA – Creative Writing Concentration
Add to or drop from lists, revise headings and course titles

English major
Select one course from each area
   - Special Topics, Major Authors, or Senior Seminar
   - ENGL 484 - Special Topics in Writing
   - ENGL 499 - Senior Seminar

Rationale: During 10-year review it was found that English majors' comprehension of research skills was uneven. This category that all majors must take is being revised to focus on these skills. The course changes and revised title are necessary to rethink the category. Impact on other units: None. Financial impact: None.

Creative Writing Concentration
Select three courses
   - ENGL 363 - Writing Poetry
Revise English Major, BA – Literature Concentration
Add to or drop from lists, revise headings and course titles

   English major
   Select one course from each area
     Capstone: Special Topics, Major Authors, or Senior Seminar
     ENGL 494 - Special Topics in Writing
     ENGL 499 - Senior Seminar

Rationale: During 10-year review it was found that English majors' comprehension of research skills was uneven. This category that all majors must take is being revised to focus on these skills. The course changes and revised title are necessary to rethink the category. Impact on other units: None. Financial impact: None.

   Literature Concentration
   Select one American literature course
     ENGL 331 - Race and Ethnicity in American Literature
     ENGL 332 - Women in American Literature
     ENGL 333 - Black American Literature and Aesthetics

   Select one pre-1800 literature course
     ENGL 301 - British Culture to 1660
     ENGL 321 - Introduction to Old English

   Select one additional literature course
     ENGL 301 - British Culture to 1660
     ENGL 302 - British Culture: 1660 to Present
     ENGL 321 - Introduction to Old English
     ENGL 331 - Race and Ethnicity in American Literature
     ENGL 332 - Woman in American Literature
     ENGL 333 - Black American Literature and Aesthetics
     ENGL 335 - African Literature
     ENGL 336 - Caribbean Literature
     ENGL 381 - American Tales, Songs, and Material Culture: An Introduction to Folklore
     ENGL 494 - Cultural Rhetorics

Rationale: We would like to make literature concentrators take 400-level courses to fulfill most of their concentration coursework so the 300-level courses are being removed from the requirements lists. Impact on other units: None. Financial impact: None. ENGL 494 is being added and should go into this category. Impact on other units: None. Financial impact: None.

Revise English Major, BA – Rhetoric and Writing Concentration
Add to or drop from lists, revise headings and course titles

   English major
   Select one course from each area
     Capstone: Special Topics, Major Authors, or Senior Seminar
     ENGL 494 - Special Topics in Writing
     ENGL 499 - Senior Seminar

Rationale: During 10-year review it was found that English majors' comprehension of research skills was uneven. This category that all majors must take is being revised to focus on these skills. The course changes and revised title are necessary to rethink the category. Impact on other units: None. Financial impact: None.

   Rhetoric and Writing Concentration
   Select one additional course in rhetoric or writing
     ENGL 494 - Cultural Rhetorics

Rationale: This is a new course being added and should go into this category. Impact on other units: None. Financial impact: None.

Revise English Major, BA – Technical Communication Concentration
Add to or drop from lists, revise headings and course titles
English major
Select one course from each area
- Capstone: Special Topics, Major Authors, or Senior Seminar
  - ENGL 484 - Special Topics in Writing
  - ENGL 499 - Senior Seminar

Rationale: During 10-year review it was found that English majors' comprehension of research skills was uneven. This category that all majors must take is being revised to focus on these skills. The course changes and revised title are necessary to rethink the category. Impact on other units: None. Financial impact: None.

Technical Communication Concentration,
Select one additional course in rhetoric or writing
- ENGL 494 - Cultural Rhetorics

Rationale: This is a new course being added and should go into this category. Impact on other units: None. Financial impact: None.

DEPARTMENT OF GEOGRAPHY

Revise Geography Major, BA
Revise course titles

Prerequisites
Select one course
- GEOG 131 - Weather, Climate, and Climate Change Geography of the Natural Environment I
- GEOG 137 - Honors: Weather, Climate, and Climate Change Honors: Geography of the Natural Environment I

Prerequisites
Complete
- GEOG 132 - Landscapes and Environmental Change Geography of the Natural Environment II

Major Requirements
Select one geospatial course
- GEOG 413 - Introductory Remote Sensing of Environment Remote Sensing: Types and Applications

Major Requirements
Select one human geography course
- GEOG 442 - Urban Spaces and Urban Society Urban Social Geography

Major Requirements
Select one regional geography course
- GEOG 361 - Regional Dynamics of the United States and Canada Regional Geography of the United States and Canada
- GEOG 374 - Emerging Landscapes of East Asia Geography of East Asia

Major Requirements
Select one physical geography course
- GEOG 433 - Landform Analysis and Landscape Planning The Land-Surface System
- GEOG 439 - Plants, People, and Climate in North America Plant Geography of North America
- GEOG 454 - GIS for Terrain Analysis Terrain Analysis

Rationale: All these titles were changed to more clearly reflect current course content. Impact on other units: Several units use these courses and their entries have been updated. Financial impact: None.

DEPARTMENT OF HISTORY

Revise History Major BA
Add to or drop from lists, add or revise headings, revise course titles

Major Requirements
The major consists of 33 30 hours, including:

Complete 9 Select 6 hours:
A. Select 6 hours
- HIST 221 - History of the United States
- HIST 222 - History of the United States or
- HIST 227 - Honors: History of the United States
- HIST 228 - Honors: History of the United States
B. Complete:
  • HIST 299 - Thinking Historically

Rationale: Adding a requirement of new course HIST 299 to provide earlier training in critical analysis and research skills. Impact on other units: None. Financial impact: None.

Select 24 upper-division hours including at least 6 hours at 400 level

Rationale: The department feels that all majors should have at least two courses at the 400 level. Impact on other units: None. Financial impact: None.

Select one course in European History:
  • HIST 311 - Dark Age Empire
  • HIST 324 - Women in European History
  • HIST 330 - History of England
  • HIST 331 - History of England
  • HIST 339 - Modern Ireland, 1760-Present
  • HIST 340 - Revolution in Modern European History: France and Russia
  • HIST 432 - Topics in Modern European History
  • HIST 470 - Studies in British History
  • HIST 471 - Studies in Western European History
  • HIST 472 - Studies in Central European History
  • HIST 473 - Studies in Eastern European History

Select one course in United States History:
  • HIST 300 - The Rise and Fall of Slavery in the United States
  • HIST 345 - Religion in the United States
  • HIST 346 - African-American Religious History
  • HIST 362 - History of American Education
  • HIST 366 - Hollywood and the 20th Century
  • HIST 374 - History of the Civil Rights Movement in the United States
  • HIST 376 - African-American Women’s History from Slavery to the Present
  • HIST 396 - The American Century
  • HIST 436 - History of Gender and Sexuality in the U.S.
  • HIST 439 - Food and Power in United States History

Select two courses (from two different areas)
  Asia
  • HIST 394 - Chinese Intellectual History: Early Times

Select one course from Pre-1750 History:
  • HIST 330 - History of England

Revise History Major BA, Honors Concentration
Add to or drop from lists, revise course titles

Select 24 upper-division hours
Select one course in European History:
  • HIST 311 - Dark Age Empire
  • HIST 330 - History of England
  • HIST 331 - History of England
  • HIST 332 - Women in European History
  • HIST 336 - Modern France: A Survey of French History from the Enlightenment to the Present
  • HIST 339 - Modern Ireland, 1760-Present
  • HIST 340 - Revolution in Modern European History: France and Russia
  • HIST 432 - Topics in Modern European History
  • HIST 434 - Modern European Imperialism: A Survey of the Rise and Fall of European Empires
  • HIST 470 - Studies in British History
  • HIST 471 - Studies in Western European History
  • HIST 472 - Studies in Central European History
  • HIST 473 - Studies in Eastern European History

Select one course in United States History:
  • HIST 300 - The Rise and Fall of Slavery in the United States
  • HIST 345 - Religion in the United States
  • HIST 346 - African-American Religious History
  • HIST 362 - History of American Education
• HIST 366 - Hollywood and the 20th Century
• HIST 374 - History of the Civil Rights Movement in the United States
• HIST 376 - African-American Women’s History from Slavery to the Present
• HIST 396 - The American Century
• HIST 436 - History of Gender and Sexuality in the U.S.
• HIST 439 - Food and Power in United States History

Select two courses (from two different areas)
Asia
• HIST 394 - Chinese Intellectual History: Early Times

Select one course from Pre-1750 History:
• HIST 330 - History of England

Revise History Minor
HIST 241*-HIST 242* or HIST 261*-HIST 262* (or honors equivalents) plus 15 hours at the 300 and 400 level at least 6 hours in United States History (200 or above) and 9 upper-division hours (300 or above).

Rationale: These changes are to clean up the major, deleting courses that have been dropped and adding in appropriate places new courses and those that were added earlier but did not get into the major description. Impact on other units: None. Financial impact: None.

INTERDISCIPLINARY PROGRAMS

AMERICAN STUDIES

Revise American Studies Concentration, BA (Interdisciplinary Programs Major)
Add to or drop from lists, revise headings and course titles

Concentration Requirements
Complete 3 credit hours:
• AMST 310 Introduction to American Studies
• AMST 450 - Senior Seminar in Interdisciplinary American Studies

Rationale: It will benefit some of our students to take the Senior Seminar instead of the introductory course and will benefit the program to have a somewhat larger pool of students in 450. Impact on other units: None. Financial impact: None.

Select one upper-division United States history course:
• AMST 300 - The Rise and Fall of Slavery in the United States
• AMST 374 - History of the Civil Rights Movement in the United States
• HIST 346 - African-American Religious History
• HIST 363 - U.S. Constitutional History to 1877
• HIST 364 - U.S. Constitutional History from 1877 to the Present
• HIST 376 - African-American Women’s History from Slavery to the Present
• HIST 439 - Food and Power in United States History

Select one upper-division American Literature course:
• ENGL 341 - Religion and Spirituality in American Literature
• ENGL 345 - Graphic Novel and Comics
• ENGL 494 - Cultural Rhetorics

Select one upper-division anthropology, economics, political science, or sociology course:
• AMST 314 - Latinos in the United States
• SOCI 360 - Environment and Resources

Select 15 additional upper-division credit hours:
• AMST 450 - Senior Seminar in Interdisciplinary American Studies
• GEOG 361 - Regional Dynamics Geographies of the United States and Canada
• JREM 444 - Journalism as Literature
• JREM 464 - Media, Diversity, and Society
• MUCO 411 - Music of Appalachia
• MUCO 412 - Women, Performance Art, and the Avant Garde
• PSYC 476 - African American Psychology
• REST 351 - Religion in the United States
• REST 359 - American Religious History
• REST 360 - Witchcraft, Magic and Religion
• REST 380 - Buddhism in the Americas
SOCI 455 - Law and Society

Rationale: AMST 450 and SOCI 455 are used in different areas and should be deleted from this category. REST 351 is being dropped. Impact on other units: None. Financial impact: None. The primary department is revising the title of GEOG 361. Impact on other units: Geography is the primary department. Financial impact: None. These changes are to add appropriate courses, with approval of home departments, to the American Studies program. Impact on other units: The units that own added courses have approved the additions. Financial impact: None.

Revise American Studies Minor
Add to or drop from lists, revise headings

Minor Requirements
Complete 3 credit hours:
- AMST 310 - Introduction to American Studies
- AMST 450 - Senior Seminar in Interdisciplinary American Studies

Rationale: It will benefit some of our students to take the Senior Seminar instead of the introductory course and will benefit the program to have a somewhat larger pool of students in 450. Impact on other units: None. Financial impact: None.

ASIAN STUDIES

Revise Asian Studies Concentration, BA (Interdisciplinary Programs Major)
Add to or drop from lists, revise course titles and department code

Concentration Requirements
I. China (30 hours)
Select 6 hours (Subdivision A):
- REST 384 - Zen Buddhism

Rationale: Course is being dropped by the primary department. Impact on other units: Religious Studies course. Financial impact: None.

Select 6 hours (Subdivision B):
- GEOG 374 - Emerging Landscapes of East Asia

Rationale: Course title is being changed by the primary department. Impact on other units: Geography course. Financial impact: None.

Select 6 hours (other geographical – cultural area):
- POLS 455 - South Asian Government and Politics
- REST 332 - Islam in the Modern World
- REST 333 - Shari'a: Islamic Law and Ethics
- REST 334 - Shari'a: Islamic Law and Ethics

Rationale: This is an appropriate course for the Asian Studies program. Impact on other units: Political Science course. Financial impact: None.

REST 332 is being revised and REST 333 and 334 are being dropped by the primary department. Impact on other units: Religious Studies course. Financial impact: None.

Select 12 remaining hours:
- GEOG 374 - Emerging Landscapes of East Asia
- POLS 455 - South Asian Government and Politics
- REST 332 - Introduction to Classical Islam
- REST 333 - Islam in the Modern World
- REST 334 - Shari'a: Islamic Law and Ethics
- REST 384 - Zen Buddhism

Rationale: The primary department is revising the course title of GEOG 374. Impact on other units: Geography course. Financial impact: None.
POLS 455 is an appropriate course for the Asian Studies program. Impact on other units: Political Science course. Financial impact: None.
The primary department is revising the course title of REST 332. Impact on other units: Religious Studies course. Financial impact: None.
The primary department is dropping REST 333, 334, and 384. Impact on other units: Religious Studies courses. Financial impact: None.

II. Islamic World (30 hours)
Corequisites:
• **ARAB ASST 221** - Intermediate Modern Standard Arabic I
• **ARAB ASST 222** - Intermediate Modern Standard Arabic II

Rationale: These courses are moving to Arabic and being dropped from Asian Studies. Impact on other units: Now Arabic courses. Financial impact: None.

Select 6 hours (Subdivision A):
- REST 332 - *Introduction to Classical Islam*
- REST 333 - *Islam in the Modern World*
- REST 334 - *Sharī‘a: Islamic Law and Ethics*
- REST 336 - *Literatures of Islam*
- REST 436 - *Seminar in Islamic Studies*

Rationale: The primary department is revising the course title of REST 332. Impact on other units: Religious Studies course. Financial impact: None. The primary department is dropping REST 333 and 334. Impact on other units: Religious Studies courses. Financial impact: None. REST 336 and 436 are appropriate courses for the program. Impact on other units: Religious Studies courses. Financial impact: None.

Select 6 hours (other geographical – cultural area):
- GEOG 374 - *Emerging Landscapes: Geography of East Asia*
- POLS 455 - *South Asian Government and Politics*
- REST 384 - *Zen Buddhism*

Rationale: Primary department is changing the course title of GEOG 374. Impact on other units: Geography course. Financial impact: None. POLS 455 is an appropriate course for the program. Impact on other units: Political Science course. Financial impact: None. The primary department is dropping REST 384. Impact on other units: Religious Studies course. Financial impact: None.

Select 12 remaining hours:
- GEOG 374 - *Emerging Landscapes: Geography of East Asia*
- POLS 455 – *South Asian Government and Politics*
- REST 332 - *Introduction to Classical Islam*
- REST 333 - *Islam in the Modern World*
- REST 334 - *Sharī‘a: Islamic Law and Ethics*
- REST 384 - *Zen Buddhism*

Rationale: The primary course is revising the title of GEOG 374. Impact on other units: Geography course. Financial impact: None. POLS 455 is an appropriate course for the program. Impact on other units: Political Science course. Financial impact: None. The primary department is revising the title of REST 332. Impact on other units: Religious Studies course. Financial impact: None. The primary department is dropping REST 333, 334, and 384. Impact on other units: Religious Studies courses. Financial impact: None.

II. Japan (30 hours)
 Select 6 hours (Subdivision B):
- GEOG 374 - *Emerging Landscapes: Geography of East Asia*

Rationale: The primary course is revising the title. Impact on other units: Geography course. Financial impact: None.

Select 6 hours (other geographical – cultural area):
- POLS 455 – *South Asian Government and Politics*
- REST 332 - *Introduction to Classical Islam*
- REST 333 - *Islam in the Modern World*
- REST 334 - *Sharī‘a: Islamic Law and Ethics*
- REST 384 - *Zen Buddhism*

Rationale: POLS 455 is an appropriate course for the program. Impact on other units: Political Science course. Financial impact: None. The primary department is revising the title of REST 332. Impact on other units: Religious Studies course. Financial impact: None. The primary department is dropping REST 333, 334, and 384. Impact on other units: Religious Studies courses. Financial impact: None.

Select 12 remaining hours:
- GEOG 374 - *Emerging Landscapes: Geography of East Asia*
- POLS 455 – *South Asian Government and Politics*
- REST 332 - *Introduction to Classical Islam*
- REST 333 - *Islam in the Modern World*
- REST 334 - *Sharī‘a: Islamic Law and Ethics*
- REST 384 - *Zen Buddhism*
Rationale: The primary course is revising the title of GEOG 374. Impact on other units: Geography course. Financial impact: None. POLS 455 is an appropriate course for the program. Impact on other units: Political Science course. Financial impact: None. The primary department is revising the title of REST 332. Impact on other units: Religious Studies course. Financial impact: None. The primary department is dropping REST 333, 334, and 384. Impact on other units: Religious Studies courses. Financial impact: None.

IV. South Asia (30 hours)
Select 6 hours (Subdivision A):
- REST 376 – Theravada Buddhism

Rationale: Moving from Subdivision B because it is no longer needed there. Impact on other units: Religious Studies course. Financial impact: None.

Complete 6 hours (Subdivision B):
- POLS 455 - South Asian Government and Politics
- REST 376 – Theravada Buddhism

Rationale: POLS 455 is an appropriate course for the program. Impact on other units: Political Science course. Financial impact: None. Moving REST 375 to Select 6 hours (Subdivision A). Impact on other units: Religious Studies course. Financial impact: None.

Select 6 hours (other geographical – cultural area):
- REST 332 - Introduction to Classical Islam
- REST 333 - Islam in the Modern World
- REST 334 - Shari’a: Islamic Law and Ethics
- REST 384 - Zen Buddhism


Select 12 remaining hours:
- GEOG 374 - Emerging Landscapes Geography of East Asia
- POLS 455 - South Asian Government and Politics
- REST 332 - Introduction to Classical Islam
- REST 333 - Islam in the Modern World
- REST 334 - Shari’a: Islamic Law and Ethics
- REST 384 - Zen Buddhism

Rationale: The primary course is revising the title of GEOG 374. Impact on other units: Geography course. Financial impact: None. POLS 455 is an appropriate course for the program. Impact on other units: Political Science course. Financial impact: None. The primary department is revising the title of REST 332. Impact on other units: Religious Studies course. Financial impact: None. The primary department is dropping REST 333, 334, and 384. Impact on other units: Religious Studies courses. Financial impact: None.

Revise Asian Studies Minor
Minor Requirements
I. China
Select 6 hours (Subdivision A):
- REST 384 – Zen Buddhism

Rationale: The primary department is dropping this course. Impact on other units: Religious Studies courses. Financial impact: None.

Select 6 hours (Subdivision B):
- GEOG 374 - Emerging Landscapes Geography of East Asia

Rationale: The primary course is revising the title. Impact on other units: Geography course. Financial impact: None.

Select 3 hours (other geographical – cultural area):
- REST 332 - Introduction to Classical Islam
- REST 333 - Islam in the Modern World
- REST 334 - Shari’a: Islamic Law and Ethics


II. Islamic World
Select 6 hours (Subdivision A):
- REST 332 - Introduction to Classical Islam
- REST 333 - Islam in the Modern World
- REST 334 - Shari'a: Islamic Law and Ethics
- REST 336 - Literatures of Islam
- REST 436 - Seminar in Islamic Studies


Select 3 hours (other geographical – cultural area):
- GEOG 374 - Emerging Landscapes Geography of East Asia
- REST 384 - Zen Buddhism

Rationale: The primary course is revising the title of GEOG 374. Impact on other units: Geography course. Financial impact: None. The primary department is dropping REST 384. Impact on other units: Religious Studies courses. Financial impact: None.

III. Japan
Select 6 hours (Subdivision B):
- GEOG 374 - Emerging Landscapes Geography of East Asia

Rationale: The primary course is revising the title of GEOG 374. Impact on other units: Geography course. Financial impact: None.

Select 3 hours (other geographical – cultural area):
- REST 332 - Introduction to Classical Islam
- REST 333 - Islam in the Modern World
- REST 334 - Shari'a: Islamic Law and Ethics
- REST 384 - Zen Buddhism

Rationale: The primary department is revising the title of REST 332. Impact on other units: Religious Studies course. Financial impact: None.

IV. South Asia
Select 3 hours (other geographical-cultural area):
- POLS 455 - South Asian Government and Politics
- REST 332 - Introduction to Classical Islam
- REST 333 - Islam in the Modern World
- REST 334 - Shari'a: Islamic Law and Ethics
- REST 384 - Zen Buddhism

Rationale: POLS 455 is an appropriate course for the program. Impact on other units: Political Science course. Financial impact: None. The primary department is revising the title of REST 332. Impact on other units: Religious Studies course. Financial impact: None. The primary department is dropping REST 333, 334, and 384. Impact on other units: Religious Studies courses. Financial impact: None.

CINEMA STUDIES

Revise Cinema Studies Concentration, BA (Interdisciplinary Programs Major)
Add or drop from lists, revise requirements and course titles

Concentration Requirements
Select two courses, one at the 400 level:
- CNST 235 – Introduction to Digital Media and 16mm Film as Art
- CNST 236 – Introduction to Cinema and Video Art
- CNST 435 – Narrative Filmmaking
- CNST 436 – Video Art
- JREM 336 – Video Production
- JREM 436 – Advanced Video Production

Rationale: The heading change is to make sure that at least one 400 level course is included. Art is changing the title of 236, 235 will no longer be regularly offered, and several courses are being added as choices. Impact on other units: Art and JREM have endorsed the revision. Financial impact: None.

Complete 21 additional hours:
History/Theory/Aesthetics
- CNST 329 – German Film Survey
CNST 423 – Themes and Genres in German Cinema

Production:
- CNST 435 – Narrative Filmmaking Digital Media and 16mm Fil as Art

Rationale: The primary department has revised the title to CNST 323. Impact on other units: German course. Financial impact: None. CNST 423 is an appropriate course for the program. Impact on other units: German course. Financial impact: None. The primary department is revising the course title of CNST 435. Impact on other units: Art course. Financial impact: None.

COMPARATIVE LITERATURE

Revise Comparative Literature Concentration, BA (Interdisciplinary Programs Major)

Comparative Literature Concentration
The concentration in comparative literature consists of 30 hours.

Select 12 hours (300-400 level literature):

Note: The following 12 hours should include at least two of the following departments – Classics, English, Modern Foreign Languages and Literatures, and Religious Studies. Certain courses in philosophy, theatre, and interdisciplinary programs may be substituted with the approval of the chairperson of the comparative literature program.

[The above Comparative Literature changes have already been made in the catalog. This is just for a record of approval.]

GLOBAL STUDIES

Revise Global Studies Concentration, BA (Interdisciplinary Programs Major)

Add to lists and add note

Concentration Requirements
A. Select five courses from primary track and two courses from secondary track

Track I – Global Society and Culture:
- AFST 421 – Comparative Studies in African and African-American Societies
- GEOG 421 – Geography of Folk Societies
- GEOG 435 – Biogeography
- GEOG 445 – Cities in a World System
- MFLL 482 – Special Topics in Global Cinema
- REST 232 – Religions in Global Perspective
- REST 355 – Topics in North American Religion
- REST 376 – Buddhism in South and Southeast Asia
- REST 380 – Buddhism in the Americas

Track II – Global Politics and Economy:
- ANTH 325 – Migration and Transnationalism
- ANTH 414 – Political Anthropology
- ANTH 415 – Environmental Anthropology
- ANTH 419 – Anthropology of Human Rights
- ANTH 432 – Anthropology of Warfare and Violence
- ANTH 459 – Selected Topics in Anthropology
- BUAD 361 – The Firm in a Global Context
- ECON 361 – Regional and Urban Economics
- GEOG 340 – Economic Geography: Core Concepts
- GEOG 449 – Geography of Transportation
- GEOG 451 – The Global Economy
- POLS 461 – Comparative Public Policy

B. Select two regional studies courses:
- AFST 335 – African Literature
- ANTH 315 – The African Diaspora
- ANTH 323 – Topics in Latin American Ethnography
- ANTH 324 – Topics in African Ethnography
- ANTH 454 – Archaeology of the African Diaspora
- ARTH 411 – Art of South and Southeast Asia
- ARTH 413 – Art of China I
- ARTH 414 – Art of China II
- ARTH 416 – Chinese Art of the 20th and 21st Centuries
- ARTH 419 – Art of Japan
- ARTH 461 – Art of Southern and Eastern Africa
Major Requirements

Select two courses

Track I – Global Society and Culture:

- ARTH 463 – Arts of the African Diaspora
- ARTH 464 – Oceanic Art
- GEOG 371 – Geography of Europe
- GEOG 374 – Emerging Landscapes of East Asia
- GEOG 375 – Geography of South Asia
- POLS 451 – Ethnic Conflict in Foreign Countries
- POLS 454 – Government and Politics of China and Japan
- POLS 459 – Government and Politics of Post-Communist Countries
- POLS 461 – Comparative Public Policy
- POLS 463 – Contemporary Middle East Politics
- REST 305 – Contemporary Religious Thought and Practice
- REST 374 – Hindu Traditions
- REST 375 – Theravada Buddhism
- REST 383 – Religions of Japan
- SPAN 333 – Survey of Spanish-American Literature: 1700-Present
- SPAN 401 – Cultural Plurality and Institutional Changes in Latin America
- SPAN 402 – Latin American and Caribbean Studies Seminar
- SPAN 465 – Latin American Film and Culture
- SPAN 482 – Trends in Hispanic Thought
- SPAN 489 – Topics in Hispanic Civilization

(Add note at the end of concentration description.)

NOTE: Additional courses not listed above may be petitioned for credit upon successful completion with the Director of Global Studies when the course content is consistent with the objectives of the major.

Revise Global Studies Minor

Add to lists and add note

Minor Requirements

Required Courses

Select two courses

Track I – Global Society and Culture:

- AFST 421 – Comparative Studies in African and African-American Societies
- GEOG 421 – Geography of Folk Societies
- GEOG 435 – Biogeography
- GEOG 445 – Cities in a World System
- MFLL 482 – Special Topics in Global Cinema
- REST 232 – Religions in Global Perspective
- REST 355 – Topics in North American Religion
- REST 376 – Buddhism in South and Southeast Asia
- REST 380 – Buddhism in the Americas

Track II – Global Politics and Economy:

- ANTH 325 – Migration and Transnationalism
- ANTH 414 – Political Anthropology
- ANTH 415 – Environmental Anthropology
- ANTH 419 – Anthropology of Human Rights
- ANTH 432 – Anthropology of Warfare and Violence
- ANTH 459 – Selected Topics in Anthropology
- BUAD 361 – The Firm in a Global Context
- ECON 361 – Regional and Urban Economics
- GEOG 340 – Economic Geography: Core Concepts
- GEOG 449 – Geography of Transportation
- GEOG 451 – The Global Economy
- POLS 461 – Comparative Public Policy

(Add note at the end of minor description.)

NOTE: Additional courses not listed above may be petitioned for credit upon successful completion with the Director of Global Studies when the course content is consistent with the objectives of the minor.

Rationale: The courses in the above lists have been being petitioned by students. They are appropriate courses for the program and all primary departments have approved their inclusion. Impact on other units: No direct impact. Approvals have been given by departments. Financial impact: None.

LATIN AMERICAN AND CARIBBEAN STUDIES

Revise Latin American and Caribbean Studies Concentration– General Studies Track (Interdisciplinary Programs Major)
Major Requirements, 2nd heading, revise to:
Select 27 upper-division 24 hours

Revise Latin American and Caribbean Studies Concentration—Brazilian Studies Track (Interdisciplinary Programs Major)

Major Requirements, 3rd heading, revise to:
Select 15 upper-division 12 hours

[The above LACS changes have already been made in the catalog. This is just for a record of approval.]

Revise Latin American and Caribbean Studies Concentration - General Studies Track, BA (Interdisciplinary Programs Major)
Add or drop from lists, revise headings

Major Requirements
Select 3 hours:
- PORT 309 - Intermediate Conversation and Composition
- PORT 315 - Aspects of Luso-Brazilian Literature
- PORT 326 - Brazilian Cinema
- PORT 400 - Portuguese for Speakers of Another Romance Language

Rationale: 315 and 326 are courses on Brazilian culture taught in English. Replacing them with 309 and 400, which are language courses taught in Portuguese, will ensure that all LAC majors on the general track have exposure to a major Latin American language. Impact on other units: Faculty in the Portuguese program in Modern Foreign Languages and Literatures have been consulted and support this change. Financial impact: None.

Select 27 upper-division hours (at least 21 hours must be upper division)
- HIST 255 - Introduction to Latin American and Caribbean Studies
- HIST 256 - Introduction to Latin American and Caribbean Studies
- PORT 301 - Cultural Readings in Portuguese
- PORT 303 - Highlights of Brazilian Civilization
- PORT 309 - Intermediate Conversation and Composition
- PORT 400 - Portuguese for Speakers of Another Romance Language

Rationale: Change allows addition of two important LAC course offerings at the 200-level which do not currently count toward the major. Impact on other units: None. Financial impact: None.

Revise Latin American and Caribbean Studies Concentration - Brazilian Studies Track, BA (Interdisciplinary Programs Major)
Add to lists and revise note

Major Requirements
Select 9 hours, add courses to list:
- PORT 301 - Cultural Readings in Portuguese
- PORT 303 - Highlights of Brazilian Civilization
- PORT 400 - Portuguese for Speakers of Another Romance Language

Select 6 hours (Summer Study Abroad)

Select 15 upper-division hours:
- PORT 301 - Cultural Readings in Portuguese
- PORT 303 - Highlights of Brazilian Civilization
- PORT 309 - Intermediate Conversation and Composition
- PORT 400 - Portuguese for Speakers of Another Romance Language

Rationale: The above course additions are important Portuguese and Latin American and Caribbean courses which should be included in the LAC offerings. Impact on other units: History courses have always been used by the program. Modern Foreign Languages and Literatures faculty have been consulted and concur with the additions. Financial impact: None.

Revising heading reflects the reality that students may satisfy the study abroad requirement through appropriate semester-long programs as well as summer programs. Impact on other units: None. Financial impact: None.

Note:
To satisfy the Study Abroad Requirement, a minimum of 6 hours must be taken in an approved study abroad program in Brazil. The Programs Abroad Office offers several opportunities in Brazil. A minimum of 6 hours must be taken as part of UT Knoxville’s summer study program in Fortaleza, Brazil. Students are encouraged to consider completing the requirements for the minor in Portuguese.

Rationale: The study abroad program in Fortaleza, Brazil no longer operates regularly and we would also like students to consider other programs that might fit their needs more effectively. Impact on other units: None. Financial impact: None.
Revise Latin American and Caribbean Studies Minor

The minor consists of **18 hours** taken from courses offered by at least three different academic departments. **Three** of the hours are to be the Introduction to Latin American and Caribbean Studies sequence LAC 251*-LAC 252*; **3** of the hours are to be selected from either SPAN 323, or PORT 309 315, or PORT 400 326; the remaining **15** hours are to be selected from either Latin American and Caribbean Studies Concentration - Brazilian Studies Track, BA (Interdisciplinary Programs Major) or Latin American and Caribbean Studies Concentration - General Studies Track, BA (Interdisciplinary Programs Major).

Rationale: Requires that minors develop some capacity in at least one major Latin American language and removes the minor’s reliance on LAC 251 and 252, which are courses taught by the history department where coverage of the courses is uncertain because of staffing issues. The classes may still be used to satisfy the minor if students wish, but they are not required. Impact on other units: None. Financial impact: None.

LINGUISTICS

Revise Linguistics Concentration (Interdisciplinary Programs major)

Add or drop courses from lists, add heading, add and revise text

**Corequisites**

**Language Corequisite** Complete a two-semester (non-Indo-European language)

Completion of a third year of foreign language study (upper-division courses) – either Indo-European or non-Indo-European – plus a two-semester sequence of another language chosen so that both one Indo-European and one non-Indo-European language are studied to fulfill this corequisite.

Non-Indo-European languages may be selected from the following:

- ASL 111 - Elementary American Sign Language I
- ASL 112 - Elementary American Sign Language II
- **ARAB ASST 121** - Elementary Modern Standard Arabic I
- **ARAB ASST 122** - Elementary Modern Standard Arabic II
- ASST 141 - Elementary Modern Hebrew I
- ASST 142 - Elementary Modern Hebrew II
- CHIN 131 - Elementary Chinese I
- CHIN 132 - Elementary Chinese II
- JAPA 151 - Elementary Japanese I
- JAPA 152 - Elementary Japanese II
- REST 121 - Elementary Biblical Hebrew I
- REST 122 - Elementary Biblical Hebrew II
- or other non-Indo-European languages offered in a two-course sequence and approved by the Linguistics Committee.

**Statistics Corequisite**

Completion of one semester of statistics. This requirement may be met by completing either Statistics 201 or 207, either of which will also help meet the Quantitative Analysis requirement of the College. Other appropriate statistics courses may be taken if approved by the Linguistics Committee.

Complete any two upper-level courses (in the same Indo-European language):

- French
- German
- Greek
- Italian
- Latin
- Portuguese
- Russian
- Spanish

Concentration Requirements (30 credit hours)

Select one course:

- Audiology and Speech Pathology 305
Rationale: Updating the program to delete obsolete courses and add relevant courses, giving students the choice of Indo-European or non-Indo-European language, adding a statistics requirement, and expanding options for phonetics courses. Impact on other units: Not changed. Financial impact: None.

Revise Linguistics Minor
Add courses to list

Minor Requirements
Select 6 hours (in consultation with advisor):
- CHIN 471 - Introduction to Chinese Linguistics
- SPAN 420 - Applied Linguistics
- SPAN 421 - Phonetics
- WLEL 476 ESL Methods

Rationale: The added courses are appropriate for the Linguistics minor. Impact on other units: Units whose courses are being added as choices have been consulted. Financial impact: None.

NEUROSCIENCE
Add or drop courses from list, revise headings, concentration opening statement, and parenthetical notes
Revise Neuroscience Concentration, BA (Interdisciplinary Programs Major)

Neuroscience Concentration:

The concentration consists of 32-34 hours. Some courses may require prerequisites or corequisites that are not part of the neuroscience concentration.

Rationale: An extra hour has been added to the concentration. Impact on other units: None. Financial impact: None.

I. Neuroscience Core

Complete 15-14 hours:
- BCMB 311 – Advanced Cellular Biology
- BCMB 415 – Foundations in Neurobiology
- INPG 200 – Introductory Interdisciplinary Topics (one offering for 1 hour)
- INPG 400 – Advanced Interdisciplinary Topics (complete 2 hours, one offering for 1 hour, second offering for 1 additional hour)
- INPG 499 – Senior Portfolio (one offering for 1 hour)
- PHIL 345 – Bioethics
- PSYC 301 – Foundations of Behavioral Neuroscience

Rationale: A second foundations class and a new Senior Portfolio course have been added to the core. Impact on other units: A Psychology class has been added to the core. Psychology has approved this addition. Financial impact: None.

II. Laboratory Experience

Select 4 hours
- BCMB 403 – Neurogenetics Laboratory
- BCMB 452 – Independent Research in BCMB
- EEB 400 – Undergraduate Research

Rationale: Due to a current lack of mentors and the number of restricted enrollment laboratory courses, it is difficult to register for more than 2 hours of laboratory. BCMB 403 is a better fit for this category. Impact on other units: None. Financial impact: None.

III. Remaining Hours

Complete 15 hours:
- AUSP 302 - Acoustics and Perception
- AUSP 303 - Introduction to Hearing Science
- AUSP 306 - Anatomy and Physiology of Speech
- BCMB 412 – Molecular Biology and Genomics
- BCMB 423 - Neural Basis of Behavior
- BME 480 - Computational Cell Biology
- COSC 420 - Biologically-Inspired Computation
- ECE 471 - Introduction to Pattern Recognition
- EEB 450 - Comparative Animal Behavior
- EEB 454 - Animal Communication
- MSE 485 - Advanced Biomaterials: Biological Application of Nanomaterials
- MSE 486 - Cell and Tissue-Biomaterials Interaction
- PHIL 373 - Philosophy of Mind
- PSYC 310 - Learning and Thinking
- PSYC 314 - Cognitive Basis of Behavior
- PSYC 320 - Motivation
- PSYC 370 - Evolutionary Psychology and Ethology
- PSYC 400 - Advanced Cognitive Psychology
- PSYC 410 - Sensory Processes and Perception
- PSYC 461 - Behavioral Neuroscience
- PSYC 464 - Drugs and Behavior

At most 9 hours may be taken from a single list. Courses must be distributed across 2 or more departments.

A. Behavioral and Cognitive Neuroscience:
- ANTH 494 – Primate Behavior
- EEB 370 – Evolutionary Psychology and Ethology
- EEB 450 – Comparative Animal Behavior
- EEB 454 – Animal Communication
- PSYC 310 – Learning and Thinking
- PSYC 320 – Motivation
- PSYC 400 – Advanced Cognitive Psychology
B. Integrative Neuroscience:
- AUSP 302 - Acoustics and Perception
- AUSP 303 - Introduction to Hearing Science
- AUSP 306 - Anatomy and Physiology of Speech
- BCMB 423 - Neural Basis of Behavior
- PSYC 301 - Foundations of Behavioral Neuroscience
- PSYC 410 - Sensory Processes and Perception
- PSYC 461 - Physiological Psychology
- PSYC 464 - Drugs and Behavior

C. Computational and Materials Neuroscience:
- BME 480 - Computational Cell Biology
- COSC 420 - Biologically-Inspired Computation
- ECE 471 - Introduction to Pattern Recognition
- MSE 485 - Advanced Biomaterials: Biological Application of Nanomaterials
- MSE 486 - Cell and Tissue-Biomaterials Interaction

Rationale: Given that students must take courses from multiple disciplines as part of the prerequisite, core, laboratory and electives it was deemed unnecessary to require them to take courses from at least two departments as a means of achieving training in a broad area of disciplines. For this reason we also decided to delete the A-C categories in the original listing. Courses were added or dropped based upon their availability and suitability for neuroscience students. Impact on other units: All units have given permission to use their courses. Financial impact: None.

Revise Neuroscience Minor
Add or drop courses to lists, revise or drop headings

The neuroscience minor consists of 20 18 hours.

II. Select 15 12 hours from the following:
- AUSP 302 - Acoustics and Perception
- AUSP 303 - Introduction to Hearing Science
- AUSP 306 - Anatomy and Physiology of Speech
- BCMB 416 – Neurobiology Laboratory
- BCMB 423 - Neural Basis of Behavior
- BCMB 452 – Independent Research in BCMB
- BME 480 - Computational Cell Biology
- COSC 420 - Biologically-Inspired Computation
- COSC 493 – Independent Study
- ECE 471 - Introduction to Pattern Recognition
- EEB 400 – Undergraduate Research
- EEB 450 - Comparative Animal Behavior
- EEB 454 - Animal Communication
- EEB 459 – Comparative Animal Behavior Laboratory
- INPG 493 – Independent Study
- MSE 485 - Advanced Biomaterials: Biological Application of Nanomaterials
- MSE 486 - Cell and Tissue-Biomaterials Interaction
- MSE 494 – Special Project Laboratory
- PHIL 373 - Philosophy of Mind
- PSYC 301 - Foundations of Behavioral Neuroscience
- PSYC 310 - Learning and Thinking
- PSYC 314 - Cognitive Basis of Behavior
- PSYC 320 - Motivation
- PSYC 370 - Evolutionary Psychology and Etholog
- PSYC 400 - Advanced Cognitive Psychology
- PSYC 461 - Behavioral Neuroscience
- PSYC 464 - Drugs and Behavior
- PSYC 489 – Supervised Research

A. Select 6 hours (drawn from at least two of the three lists):

Behavioral and Cognitive Neuroscience
- ANTH 494 – Primate Behavior
- EEB 370 - Evolutionary Psychology and Etholog
- EEB 450 - Comparative Animal Behavior
- EEB 454 – Animal Communication
• PSYC 310 - Learning and Thinking
• PSYC 320 - Motivation
• PSYC 400 - Advanced Cognitive Psychology

Integrative Neuroscience
• AUSP 302 - Acoustics and Perception
• AUSP 303 - Introduction to Hearing Science
• AUSP 306 - Anatomy and Physiology of Speech
• BCMB 423 - Neural Basis of Behavior
• PSYC 301 - Foundations of Behavioral Neuroscience
• PSYC 410 - Sensory Processes and Perception
• PSYC 461 - Physiological Psychology
• PSYC 464 - Drugs and Behavior

Computational and Materials Neuroscience
• BME 480 - Computational Cell Biology
• COSC 420 - Biologically-Inspired Computation
• ECE 471 - Introduction to Pattern Recognition
• MSE 485 - Advanced Biomaterials: Biological Application of Nanomaterials
• MSE 486 - Cell and Tissue-Biomaterials Interaction

B. Select 6 hours:

Behavioral and Cognitive Neuroscience
• ANTH 494 - Primate Behavior
• EEB 370 - Evolutionary Psychology and Ethology
• EEB 450 - Comparative Animal Behavior
• EEB 464 - Animal Communication
• PSYC 310 - Learning and Thinking
• PSYC 320 - Motivation
• PSYC 400 - Advanced Cognitive Psychology

Integrative Neuroscience
• AUSP 302 - Acoustics and Perception
• AUSP 303 - Introduction to Hearing Science
• AUSP 306 - Anatomy and Physiology of Speech
• BCMB 423 - Neural Basis of Behavior
• PSYC 410 - Sensory Processes and Perception
• PSYC 461 - Physiological Psychology
• PSYC 464 - Drugs and Behavior

Computational and Materials Neuroscience
• BME 480 - Computational Cell Biology
• COSC 420 - Biologically-Inspired Computation
• ECE 471 - Introduction to Pattern Recognition
• MSE 485 - Advanced Biomaterials: Biological Application of Nanomaterials
• MSE 486 - Cell and Tissue-Biomaterials Interaction

Neuroscience Lab Experience
• BCMB 416 - Neurobiology Laboratory
• BCMB 452 - Independent Research in BCMB
• COSC 493 - Independent Study
• EEB 400 - Undergraduate Research
• EEB 459 - Comparative Animal Behavior Laboratory
• INPG 493 - Independent Study
• MSE 491 - Special Project Laboratory
• PSYC 489 - Supervised Research

or other independent research course with approval of Program Chair

Rationale: Given that students must take courses from multiple disciplines to satisfy requirements for the minor it was deemed unnecessary to require them to take courses from at least two departments as a means of achieving training in a broad area of disciplines. For this reason we also decided to delete the A-C categories in the original listing. Courses were added or dropped based upon their availability and suitability for neuroscience students. Impact on other units: All units have given permission to use their courses. Financial impact: None.
SUSTAINABILITY

Revise Sustainability Concentration, BA (Interdisciplinary Programs Major)
Add or drop courses from lists; add, drop, or revise headings, hours, and course titles
Prerequisites (13-14 hours)
Complete
- ECON 201 – Introductory Economics: A Survey Course* 
- GEOL 206 - Sustainability: Reducing our Impact on Planet Earth
- GLBS 250 - Introduction to Global Studies *

Select one course:
- BIOL 260 - Ecology
- BIOL 269 - Ecology Field-Based Laboratory

Select one course:
- GEOL 103 - The Earth's Environments *
- GEOG 131 - Weather, Climate, and Climate Change Geography of the Natural Environment I *

Rationale: The introductory economics course is being moved from the concentration requirements to prerequisites where it is a better fit. Impact on other units: None. The economics course was always a required course. Financial impact: None. Geography revised the course title of GEOG 131. Impact on other units: None. Financial impact: None.

Concentration Requirements
The concentration consists of 33-34 hours.

I. Sustainability Social Science Core
Select two courses:
- ANTH 415 – Environmental Anthropology
- AREC 315 – Agricultural and Environmental Law
- FWF 320 – Human Dimensions of Natural Resources
- GEOG 345 – People and Environment
- SOCI 360 – Environment and Resources

Select one course:
- BSET 326 – GIS/GPS Applications in Agriculture and Environmental Science
- GEOG 310 – Introduction to Cartography
- GEOG 411 – Introduction to Geographic Information Science

II. Natural Science Core
Select two courses:
- CBE 481 - Green Engineering
- EEB 484 - Conservation Biology
- GEOG 436 - Water Resources
- GEO 455 - Environmental Geology

III. Economics and Sustainability
Complete:
- ECON 201 – Introductory Economics: A Survey Course *

Select one course:
- AREC 445 – Economics of Biomass for Renewable Energy
- AREC 470 – Policy Analysis for Environmental and Natural Resource Management
- ECON 362 – Environmental and Natural Resource Policy

III. IV. Resource Management
A. Management Policies
Select two courses:
- ANTH 461 - Archaeological Resource Management
- FORS 422 – Forest and Wildland Resource Policy
- FWF 320 – Human Dimensions of Natural Resources
- FWF 420 – International Natural Resource Issues
- SOCI 362 – Population

B. Management Science
Select three courses:
IV. Ethics and Sustainability
Select one course:
- PHIL 346 – Environmental Ethics*
- SOCI 342 – Globalization and Justice

V. Climate Change
Select one course:
- ESS 462 – Environmental Climatology
- GEOG 333 – Climate Change and Human Resources
- GEOG 430 – Global Environments of the Quaternary
- GEOL 456 – Global Climate Change

VI. Capstone Experience
Complete 9 hours:
- GEOL 493 – Independent Study

Rationale: Sustainability is a new and rapidly growing program and there are several new courses that need to be added to the concentration. The program is being reorganized to better reflect the practical skills useful for a career in the field. Courses promoting GIS skills are being added and the resource management courses are subdivided into management policy and management science which is a more logical organization. Impact on other units: All affected units have given permission to use their courses. Financial impact: None.

Revise Sustainability Minor
Add or drop courses from lists, revise course titles, add or drop headings

Minor Requirements
The minor consists of 15 hours.

Complete:
- GEOL 206 – People and Environment Sustainability: Reducing our Impact on Planet Earth

Sustainability Challenges
Select one course:
- GEOG 345 – People and Environment
- GEOL 202 – Earth as an Ecosystem
- SOCI 360 – Environment and Resources

Economics and Policy
Select two courses:
- AREC 315 – Agricultural and Environmental Law
- AREC 470 – Policy Analysis for Environmental and Natural Resources Management
- ECON 362 – Environmental and Natural Resource Policy
- FORS 422 – Forest and Wildland Resource Policy
- FWF 320 – Human Dimensions of Natural Resources
- FWF 420 – International Natural Resource Issues

Resource Management
Select one course:
- BSET 345 – Green Construction and Construction Safety
- EEB 484 – Conservation Biology
- FORS 335 – Principles of Urban Forestry
- GEOG 436 – Water Resources
- GEOL 454 – Environmental Restoration

Select two courses:
- AREC 315 – Agricultural and Environmental Law
- AREC 470 – Policy Analysis for Environmental and Natural Resources Management
- AREC 472 – Natural Resource Economics
- ECON 362 – Environmental and Natural Resource Policy
- FWF 320 – Human Dimensions of Natural Resources
- CBE 481 – Green Engineering
WOMEN’S STUDIES

Revise Women’s Studies Concentration, BA (Interdisciplinary Programs Major)
Add or drop courses from lists, revise course title

Concentration Requirements
Complete:
- WOST 310 – Women and Social Change Emergence of the Modern American Woman

Select one course
- WOST 210 – Images of Women in Literature: Biography and Autobiography
- WOST 215 – Images of Women in Literature: Fiction, Poetry, Drama
- WOST 230 – Women in the Media
- WOST 240 – Women, Gender, and Sexuality

Select one course from each area
Contemporary Issues
- WOST 360 – Women in Cross Cultural Perspective
- WOST 370 – Gender and Globalization

Revise Women’s Studies Minor
Add or drop courses in lists, revise or drop headings

Minor Requirements
The minor consists of 18 hours. Approved special topics courses related to women’s studies may be applied toward the minor.

Select one course Complete:
- WOST 220 – Women in Society
- WOST 310 – Women and Social Change

Select one course:
- WOST 210 – Images of Women in Literature: Biography and Autobiography
- WOST 215 – Images of Women in Literature: Fiction, Poetry, Drama

Select 15-42 hours:
- Any 300-400 level WOST courses

Rationale: The changes to the major and minor were made because of course deletions, additions, and revisions. Impact on other units: None. Financial impact: None.

DEPARTMENT OF MATHEMATICS

Revise Mathematics Major, BS
Add text, add course to list

The undergraduate mathematics major is designed to provide a broad introduction to mathematics which serves as preparation for a wide variety of careers. The requirements below, which provide a solid introduction to four of the core components of mathematics, should be regarded as minimal preparation for careers in mathematics or closely related mathematical fields. Students with special interests and talents are encouraged to take as many other mathematics courses as their schedule permits. In order to graduate, majors must take Math 495.

Major Requirements
1. For the Core, complete all of the following (or honors equivalents):
   - MATH 495 – Math Proficiency

Rationale: For the two changes above, Math 495 is a new zero credit course designed to assess the learning for all mathematics majors. Impact on other units: None. Financial impact: None.
In addition to a more rapid curriculum, the honors program offers enhanced academic advising and opportunities for students to interact with their peers through the Undergraduate Honors Seminar (MATH 397 and MATH 497) in which honors students will discuss their theses and other undergraduate research projects.

Rationale: Adding the new honors course MATH 397. Impact on other units: None. Financial impact: None.

Revise last bulleted section

The requirements to graduate with honors in mathematics are the same as those for the mathematics major except the total requirement is 43-38 hours and includes:

- For Depth (3), complete 2 pairings, one of which must be an honors sequence (MATH 447-MATH 448, MATH 457-MATH 458), a pairing taken as honors through honors-by-contract, or a math graduate sequence.
- Graduate with an overall GPA of at least 3.25 and an MGPA of at least 3.4.
- Complete at least 2 hours of MATH 397 and 24 hours of MATH 497.

Complete MATH 398 every semester that you are a member of the Math Honors Program.

Revise last bullet section

The requirements to graduate with honors in mathematics are the same as those for the mathematics major except the total requirement is 43-38 hours and includes:

- For Depth (3), complete 2 pairings, one of which must be an honors sequence (MATH 447-MATH 448, MATH 457-MATH 458), a pairing taken as honors through honors-by-contract, or a math graduate sequence.
- Graduate with an overall GPA of at least 3.25 and an MGPA of at least 3.4.
- Complete at least 2 hours of MATH 397 and 24 hours of MATH 497.

Complete MATH 398 every semester that you are a member of the Math Honors Program.

The minor consists of 18 hours of coursework in Arabic and Middle-East related courses.

Complete:

ARAB 331 - Advanced Arabic Composition and Grammar
ARAB 332 - Formal Spoken Arabic

Select 12 hours:

ARAB 431 - Media Arabic
ARAB 432 - Introduction to Modern Arabic Literature
HIST 369 - History of the Middle East
HIST 370 - History of the Middle East
HIST 395 - The Crusades and Medieval Christian-Muslim Relations
POLS 463 - Contemporary Middle East Politics
REST 332 - Introduction to Islam

Rationale: A minor in Arab Studies will provide incentive for students interested in Arabic and the Arab world to continue their studies in Arabic beyond the required two years and will strengthen their competency in Arabic while expanding their knowledge of Middle Eastern politics, history and religion. Impact on other units: All units whose courses are included have given their approval. Financial impact: None.

MODERN FOREIGN LANGUAGES AND LITERATURES

ARABIC

◆ ADD ARAB STUDIES MINOR

Minor Requirements:
The minor consists of 18 hours of coursework in Arabic and Middle-East related courses.

Complete:

ARAB 331 - Advanced Arabic Composition and Grammar
ARAB 332 - Formal Spoken Arabic

Select 12 hours:

ARAB 431 - Media Arabic
ARAB 432 - Introduction to Modern Arabic Literature
HIST 369 - History of the Middle East
HIST 370 - History of the Middle East
HIST 395 - The Crusades and Medieval Christian-Muslim Relations
POLS 463 - Contemporary Middle East Politics
REST 332 - Introduction to Islam

Rationale: A minor in Arab Studies will provide incentive for students interested in Arabic and the Arab world to continue their studies in Arabic beyond the required two years and will strengthen their competency in Arabic while expanding their knowledge of Middle Eastern politics, history and religion. Impact on other units: All units whose courses are included have given their approval. Financial impact: None.

FRENCH

Revise Modern Foreign Languages and Literatures Major, BA – Honors French and Francophone Studies Concentration

The honors concentration consists of at least 33 hours of French courses numbered above FREN 302. Students must have at least 12 hours of honors courses, one of which must be an honors-by-contract course in French. Application may be made after completion of FREN 353 or the equivalent. Students must present a cumulative GPA in French classes of not less than 3.5 and an overall GPA of not less than 3.25. A final honors project (FREN 493) of a long essay or a portfolio, directed by a French faculty member and approved by the French honors committee, must be completed with a grade of B or higher during the last 30 hours of course work. This project will encompass both a written essay or portfolio and an oral presentation to the French faculty. French honors students will also complete a study abroad experience in France or another French-speaking country.

Rationale: With the aim of streamlining the bureaucratic process associated with obtaining an honors degree, the French section would like to adjust the honors concentration to remove references to a) approval by the French Honors Committee and b) an oral presentation of the final project to the entire French faculty. Impact on other units: None. Financial impact: None.

REVISE ALL LANGUAGE AND WORLD BUSINESS CONCENTRATIONS TO DELETE 2ND PARAGRAPH

Modern Foreign Languages and Literatures Major, BA – Language and World Business/Chinese Concentration
Modern Foreign Languages and Literatures Major, BA – Language and World Business/French and Francophone Studies Concentration
Modern Foreign Languages and Literatures Major, BA – Language and World Business/German Concentration
Modern Foreign Languages and Literatures Major, BA – Language and World Business/Hispanic Studies Concentration
Modern Foreign Languages and Literatures Major, BA – Language and World Business/Italian Concentration
Modern Foreign Languages and Literatures Major, BA – Language and World Business/Japanese Concentration
Modern Foreign Languages and Literatures Major, BA – Language and World Business/Portuguese Concentration
Modern Foreign Languages and Literatures Major, BA – Language and World Business/Russian Studies Concentration

Due to extensive and multidisciplinary coursework required by the language and world business concentration/major, students are permitted to use three courses from the concentration/major to fulfill College of Arts and Sciences Basic Skills and Distribution requirements. These courses include STAT 201* (toward fulfilling the quantitative reasoning requirement), ECON 201* (toward fulfilling the Social Science requirement), and one course toward fulfilling the Humanities List A – Literature requirement or the Upper Level Distribution List B – Foreign Studies requirement.

Rationale: Beginning in 2014, college general requirements for the BA were reduced by two courses in the Social Science areas, one course in the Arts & Humanities area, and one course in the Natural Science area. For this reason the additional overlap is no longer needed. Also the language is outdated since there will no longer be an Upper Level Distribution requirement. Impact on other units: None. Financial impact: None.

RUSSIAN

Revise Modern Foreign Languages and Literatures Major, BA – Russian Studies
Add or drop courses in lists

Major Requirements
Select 15 hours:
- RUSS 371 – Martyrs, Mobs, and Madmen in Russian Culture: 988-1861
- RUSS 373 – Despotic Family, Despotic State: Despotism as a Cultural Phenomenon in Russia

Revise Modern Foreign Languages and Literatures Major, BA – Language and World Business/Russian Studies Concentration
Add or drop courses in lists

I. Language Requirement: Russian – 27 hours
B. Select 9 hours:
- RUSS 371 – Martyrs, Mobs, and Madmen in Russian Culture: 988-1861
- RUSS 373 – Despotic Family, Despotic State: Despotism as a Cultural Phenomenon in Russia

Rationale: Correcting course list to reflect course additions and deletions. Impact on other units: None. Financial impact: None.

◆ADD RUSSIAN LITERATURE IN TRANSLATION MINOR

Minor Requirements
The minor consists of 18 hours of coursework in Russian literature or culture, taught in English.

Select 18 hours:
- RUSS 221 – Rebels, Dreamers and Fools: The Outcast in 19th Century Russian Literature
- RUSS 222 – Heaven or Hell: Utopias and Dystopias in 20th Century Russian Literature
- RUSS 321 – Anton Chekhov: Russia’s Bridge to the 20th Century
- RUSS 322 – Dostoevsky, Terror, and Pan-Slavic Utopia
- RUSS 325 – Russian Film
- RUSS 371 – Martyrs, Mobs, and Madmen in Russian Culture: 988-1861
- RUSS 372 – Modern Russian Culture through Readings and Dramatic Production
- RUSS 424 – Nabokov’s Novels and Stories
- RUSS 426 – Methods of Historical Linguistics
- RUSS 493 – Independent Study

Rationale: This minor will help serve the needs of the new curriculum of the College which allows a minor to be used to fulfill the Connections requirement. It will also more effectively use the resources of the Russian program to serve the university community with its expertise, while increasing enrollments in Russian literature courses with possible benefits for language course enrollments as well. Impact on other units: None. Financial impact: None.

SCHOOL OF MUSIC

Revise School of Music department text

Ensembles
Ensemble participation during each semester of residence is required of all full-time Bachelor of Music students except during student teaching. Students are required to participate in ensembles appropriate to their specific degree program. Ensemble requirements vary among the concentrations; specific requirements for each concentration are found in the Undergraduate Catalog. Enrollment in all ensembles is by audition or consent of instructor. All ensembles in the School of Music are one credit. The amount...
of rehearsal time will vary based on the type of ensemble (i.e. advanced ensembles rehearse more than other ensembles), performance expectations and the necessary rehearsal time to achieve the quality expected of each ensemble.

Applied Music
Applied study is classified as principal or secondary. Students register for credit appropriate to their program (1-3 credit hours). Students registered for 1 hour of credit receive a half-hour lesson per week (minors, non-music majors). Students registered for 2-3 credit hours receive a one-hour lesson per week (2 credit hours, generally BM: Music Education, Sacred Music, Studio Music and Jazz and BA majors; 3 credit hours, BM: Performance majors). Determination of the mode of instruction rests with the department. Applied music courses do not permit non-credit registration nor may students elect non-conventional grading. Typical practice minimums (although studios can set more stringent requirements) are: 1 credit hour lesson – 1 hour per day; 2 credit hour lesson – 2 hours per day; 3 credit hour lesson – 3 hours per day.

Bachelor of Arts Degree
(Revise headings to the indented text)
  BA – Applied Music Concentration
  BA – Music and Culture Concentration

Rationale: Statements on ensemble credit hours and applied lesson hours are necessary for NASM accreditation. These degree titles have been listed with different titles in the past, causing confusion. Impact on other units: None. Financial impact: None.

Revise Music Major, BM – Sacred Music Concentration – Voice Track, Major Requirements

<table>
<thead>
<tr>
<th>Fourth Year</th>
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<tbody>
<tr>
<td>*Quantitative Reasoning Electives *</td>
<td>6</td>
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<tr>
<td>MUPF 455 , MUPF 456 (2,2)</td>
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<tr>
<td>*Music Ensemble (1,1)</td>
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<tr>
<td>MUSC 200 (0,0)</td>
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<tr>
<td>MUSC 495</td>
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<tr>
<td>Music Voice 580, 585</td>
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<tr>
<td>MUVC 450 , MUVC 460</td>
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<tr>
<td>MUSC 401</td>
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<tr>
<td>MUTH 450</td>
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<td></td>
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<tr>
<td>*Religious Studies</td>
<td>3</td>
<td></td>
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<tr>
<td>Electives</td>
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</table>

| TOTAL | 120 |

Revise Music Major, BM – Sacred Music Concentration – Voice Track, uTrack Requirements

<table>
<thead>
<tr>
<th>Term 8</th>
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<tbody>
<tr>
<td>MUPF 456</td>
<td>2</td>
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<td>MUSC 200</td>
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<td>MUSC 401</td>
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<tr>
<td>MUVC 460</td>
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<tr>
<td>MUVC 585</td>
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<tr>
<td>Music Ensemble</td>
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</tr>
<tr>
<td>Quantitative Reasoning Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>3 5</td>
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</tr>
</tbody>
</table>

| TOTAL | 120 |

Rationale: Adding MUTH 450 Choral Arranging meets an NASM accreditation need for additional composition and arranging within the Sacred Music: Voice degree. Impact on other units: None. Financial impact: None.

Revise Music Major, BA – Music and Culture Concentration, Major Requirements

<table>
<thead>
<tr>
<th>III. Required Courses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MUSC 200 – Solo Class (2 - 4 semesters minimum)</td>
<td></td>
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</table>

Revise Music Major, BA – Music and Culture Concentration, uTrack Requirements

<table>
<thead>
<tr>
<th>Term 3</th>
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</thead>
<tbody>
<tr>
<td>Foreign Language (intermediate level)*</td>
<td>3</td>
<td>MUTH 110</td>
</tr>
<tr>
<td>MUOC 210 *</td>
<td>3</td>
<td>MUTH 130</td>
</tr>
<tr>
<td>MUSC 200</td>
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</table>
MUTH 210  
MUTH 230  
Quantitative Reasoning Elective*  

<table>
<thead>
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<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUTH 210</td>
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<tr>
<td>MUTH 230</td>
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<tr>
<td>Quantitative Reasoning Elective*</td>
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**Term 4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Arts and Humanities (List A)*</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (intermediate level)*</td>
<td>3</td>
</tr>
<tr>
<td>MUCO 220 *</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 220</td>
<td>3</td>
</tr>
<tr>
<td>MUCO 290 *</td>
<td>3</td>
</tr>
<tr>
<td>Non-U.S. History*</td>
<td>3</td>
</tr>
</tbody>
</table>

Rationale: Deleting Solo Class semesters 3 and 4 corrects a catalog error. Impact on other units: None. Financial impact: None.

**Revise Music Minor – Music Business**

Add course to list

Required Courses

Select one course, add to list:
- ENT 425 – Entrepreneurial Marketing

Rationale: This new course provides information that music students could use. Impact on other units: The College of Business has been consulted and approves of this inclusion. Financial impact: None.

**DEPARTMENT OF PHILOSOPHY**

Add course to lists

Revise Philosophy Major, BA
Revise Philosophy Major, BA – Honors Philosophy Concentration
Revise Philosophy Major, BA – Legal and Political Philosophy Concentration
Revise Philosophy Major, BA – Honors Legal and Political Philosophy Concentration

Concentration Requirements

II. Select one course from each area:
- D. Epistemology, Metaphysics, Logic
  - PHIL 374 – Philosophy of Action

Revise Philosophy Major, BA – Philosophy of Science and Medicine Concentration
Revise Philosophy Major, BA – Honors Philosophy of Science and Medicine Concentration

Concentration Requirements

III. Select three courses:
- PHIL 374 – Philosophy of Action

Rationale: This is a new course being proposed for fall 2015 and it should be added to the Philosophy program descriptions. Impact on other units: None. Financial impact: None.

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

Revise Physics Major, BS – Academic Concentration
Revise Physics Major, BS – Astronomy Concentration
Revise Physics Major, BS – General Concentration
Revise heading, add course to list

Physics Major Requirements (29 26 hours)
Complete:
- PHYS 451 – A Survey of Contemporary Physics

Rationale: The department has decided that this new course should be a part of the Physics major. Impact on other units: None. Financial Impact: None.

**Revise Physics Minor**

Revise heading and course list

Minor Requirements

Complete A, B, or C below Select one sequence:

A.
- PHYS 135 - Introduction to Physics for Physical Science and Mathematics Majors I* 

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• PHYS 136 - Introduction to Physics for Physical Science and Mathematics Majors II*

B.
• PHYS 137 - Honors: Fundamentals of Physics for Physics Majors I*
• PHYS 138 - Honors: Fundamentals of Physics for Physics Majors II*

C.
• EF 151 – Physics for Engineers I*
• EF 152 – Physics for Engineers II*
• PHYS 231 – Fundamentals of Physics: Electricity and Magnetism*
• PHYS 232 – Fundamentals of Physics: Wave Motion, Optics, and Modern Physics*

Rationale: This revision will bring the minor requirements in line with the major requirements. Impact on other units: None. Financial impact: None.

DEPARTMENT OF POLITICAL SCIENCE

◆ Add Political Science Major, BA – International Affairs Concentration

College Requirements
• Arts and Sciences

Prerequisites
Select one course:
• POLS 101: United States Government and Politics
• POLS 107: Honors: United States Government and Politics

Complete:
• POLS 102: Introduction to Political Science*

International Affairs Concentration
Students majoring in political science who wish to emphasize transnational politics in their study may select the concentration in international affairs. The concentration consists of 31 hours of course work in political science beyond the 100-level course work.

Complete:
• POLS 249 – Introduction to Comparative Politics
• POLS 265 – Introduction to International Relations

Select one course:
• POLS 200 – Introduction to Political Philosophy
• POLS 201 – Research Methods

A. Select four courses from the two lists below, including at least one course from each list:

List 1: International Relations
• POLS 366 – United States Foreign Policy Process
• POLS 370 – Contemporary International Problems
• POLS 470 – International Law
• POLS 471 – International Political Economy
• POLS 472 – Conflict Processes
• POLS 473 – Negotiation, Bargaining, and Diplomacy
• POLS 474 – International Organization
• POLS 479 – Regional Analysis of International Politics

List 2: Comparative Government and Politics
• POLS 350 – Political Change in Developing Areas
• POLS 451 – Ethnic Conflict in Foreign Countries
• POLS 452 – The Politics of Sub-Saharan Africa
• POLS 453 – Western European Politics
• POLS 454 – Government and Politics of China and Japan
• POLS 456 – Latin American Government and Politics
• POLS 459 – Government and Politics of Post-Communist Countries
• POLS 461 – Comparative Public Policy
• POLS 463 – Contemporary Middle East Politics

B. Select three courses:
• Any 300-400 level political science course

C. Complete:
• POLS 480 – Capstone

Rationale: Students have been requesting this concentration, which many other colleges and universities offer (either as a concentration within Political Science or as a free-standing major). This will require no additional resources. It simply is a repackaging of existing courses. Impact on other units: None. Financial impact: None.

Revise Political Science Major, BA - Honors Concentration
Revise text and heading, and drop course from list

Honors Concentration
The department's Honors Program emphasizes the ideals of a superior liberal arts education and gives students a more rigorous and intensive preparation in political science. The honors concentration consists of thirty-four (34) hours in political science courses numbered 200 and above, including completion of POLS 201, POLS 480, POLS 487, and POLS 488, and POLS 499. These 34 hours must include four courses numbered at the 200-level, which must be completed with a minimum cumulative average of 3.0. To graduate with honors in political science, the student must have a minimum GPA of 3.3 in political science, a minimum cumulative GPA of 3.25, and at least 12 hours of honors courses (POLS 487 and POLS 488 count toward this total, as do any hours earned through honors by contract).

Select three courses:
- Foundations of Political Science
  - POLS 200 - Introduction to Political Philosophy
  - POLS 201 - Research Methods
  - POLS 240 - Introduction to Public Administration and Public Policy
  - POLS 249 - Introduction to Comparative Politics
  - POLS 265 - Introduction to International Relations

Rationale: This represents a correction to language adopted last year as part of the revision of the undergraduate major to bring it into line with the new A&S curriculum. We since learned that our honors program is not in compliance with College standards as to the minimum number of honors courses required so we are addressing this by allowing students to use courses taken through honors by contract. Impact on other units: None. Financial impact: None.

Revise Political Science Minor

Minor Requirements
The minor consists of 15 hours of courses numbered 200 and above.

Prerequisites
Select one course:
- POLS 101 - United States Government and Politics*
- POLS 107 - Honors: United States Government and Politics*

Complete:
- POLS 102 - Introduction to Political Science*

Required Courses
Select two of the following courses:
- POLS 200 Introduction to Political Philosophy
- POLS 201 Research Methods
- POLS 240 Introduction to Public Administration and Public Policy
- POLS 249 Introduction to Comparative Politics
- POLS 265 Introduction to International Relations

Select 12 hours:
- POLS courses numbered 300 and above

Rationale: Restructuring of the minor in tandem with the new Arts and Sciences curriculum. Impact on other units: None. Financial impact: None.

PRE-PROFESSIONAL PROGRAMS

◆ Add Pre-Professional Programs Major, B.S. – Pre-Law Concentration

The college offers an accelerated B.S./J.D. program with the College of Law. For joint B.S./J.D. students, College of Law admissions requirements are higher than those normally expected for J.D. applicants. Desired College of Law qualifications include a minimum of 3.5 undergraduate GPA and a Law School Admissions Test (LSAT) score of 160 or higher.

Students pursing this program complete their first three years of coursework in the College of Arts and Sciences, and their last three years of coursework in the College of Law. During their first three years, students will fulfill all University General Education requirements and all College of Arts and Sciences requirements for a B.S. degree, will complete a minor in the College of Arts and
Sciences, will complete 13 hours of pre-law professional electives, and will complete a total of at least 90 hours of undergraduate coursework.

Students interested in pursuing the accelerated B.S./J.D. program are counseled initially in Arts and Sciences Advising Services (313 Ayres Hall) regarding both College of Law admissions standards and undergraduate degree requirements for the College of Arts and Sciences. If the student is a likely candidate for admission into the J.D. program, she or he should consult with the College of Law Admissions Office, take the LSAT, and submit an application to the College of Law. Upon admission to the joint B.S./J.D. program, a student will begin College of Law coursework in the fourth year and, upon successful completion of 30 hours of College of Law coursework, will be awarded a B.S. degree in Pre-Professional Programs with a concentration in Pre-Law at the end of that year. The student will receive the J.D. degree upon successful completion of the graduation requirements for that degree.

College Requirements

Complete a minor in any department, school, or interdisciplinary program in the College of Arts & Sciences. Consult Minors A-Z for a list of minors and descriptions of their requirements.

Professional Electives

Complete
- INPG 220 – Introduction to Law and the Legal Profession (1 hour)
- 12 hours from the courses listed below, at least 9 hours must be chosen from List A.

(A) Writing-emphasis and writing-intensive courses
- AFST 480 – African-American Communities in Urban America
- AFST 484 – African-American Women in American Society
- AMST 310 – Introduction to American Studies
- ANTH 320 – American Cultures
- ANTH 414 – Political Anthropology
- ANTH 419 – Anthropology of Human Rights
- CLAS 362 – Roman Law
- ECON 333 – Law and Economics
- ENGL 334 – Film and American Culture
- ENGL 381 – American Tales, Songs, and Material Culture: An Introduction to Folklore
- HIST 325 – Women in American History
- HIST 326 – Gay American History
- HIST 329 – Native American History
- HIST 351 – The American Revolution, 1763-1789
- HIST 354 – United States, 1877-1933
- HIST 355 – United States, 1933-the Present
- HIST 363 – U.S. Constitutional History to 1877
- HIST 364 – U.S. Constitutional History from 1877 to the Present
- HIST 374 – History of the Civil Rights Movement in the United States
- HIST 379 – The African-American Experience from the Colonial Period to the Civil War
- HIST 380 – The African-American Experience from the Civil War to the Present
- PHIL 244 – Professional Responsibility
- PHIL 345 - Bioethics
- PHIL 346 – Environmental Ethics
- PHIL 390 – Philosophical Foundations of Democracy
- PHIL 391 – Social and Political Philosophy
- PHIL 392 – Philosophy of Law
- POLS 312 – Popular Culture and American Politics
- POLS 330 – Law in American Society
- POLS 461 – Comparative Public Policy
- REST 320 – Gender and Religion
- REST 351 – Religion in the United States
- REST 353 – Religion, Race, and Ethnicity in North America
- REST 354 – Religion and Popular Culture in the United States
- SOCI 260 – Introduction to the Study of Environmental Issues
- SOCI 310 – American Society
- SOCI 341 – Social Inequalities
- SOCI 360 – Environment and Resources
- SOCI 472 – Civil Rights Movement

(B) Other professional electives
- AFST 473 – Black Male in American Society
- ANTH 415 – Environmental Anthropology
- ANTH 421 – Refugees and Displaced People
Upon satisfactory completion of the following 30 hours of coursework in the College of Law, a student will be awarded the B.S. degree in Pre-Professional Programs, Pre-Law Concentration:

- LAW 801 – Civil Procedure I
- LAW 802 – Civil Procedure II
- LAW 803 – Contracts I
- LAW 804 – Contracts II
- LAW 805 – Legal Process I
- LAW 806 – Legal Process II
- LAW 807 – Torts I
- LAW 808 – Torts II
- LAW 809 – Criminal Law
- LAW 810 – Property

**Rationale:** This concentration provides well-prepared and highly motivated undergraduate students with a three-year undergraduate experience that prepares them for the rigors of law school. Impact on other units: None. The College of Law supports this proposal. Financial impact: None. Courses are already regularly taught and are frequently chosen as electives by pre-law students.

**DEPARTMENT OF RELIGIOUS STUDIES**

**Revise Religious Studies Major, BA**

Add or drop courses from lists, revise headings

**Major Requirements**

I. Complete, Add:

- REST 300 – Method and Theory in Religious Studies

II. Select one course from each of the following areas (12 hours):

A. Mediterranean Europe and the Middle East
Revise Religious Studies Major, BA, Honors Concentration
Add or drop courses from lists, revise headings

I. Complete:
- REST 300 – Method and Theory in Religious Studies

II. Select one course from each of the following areas (12 hours):
A. Mediterranean Europe and the Middle East
- REST 336 – Literatures of Islam
- REST 333 – Islam in the Modern World

B. North America and Africa
- REST 351 – Religion in the United States
- REST 354 – Religion and Popular Culture in the United States
- REST 356 – Rastafari and Afro-Caribbean Religions
- REST 359 – American Religious History
- REST 360 – Witchcraft, Magic and Religion
- REST 380 – Buddhism in the Americas

C. South, Southeast, and East Asia
- REST 380 – Buddhism in the Americas
- REST 384 – Zen Buddhism

D. Methods and Issues in Religious Studies
- REST 300 – Method and Theory in Religious Studies
- REST 303 – Sociology of Religion

III. Select 18 additional hours:
- Any religious studies courses numbered 300 or above (completed through honors-by-contract)

Rationale: These revisions are necessary because of course changes (some dropped, some new courses added, some title and/or content changes, etc.). Impact on other units: None. Financial impact: None.

Revise Religious Studies Minor

Minor Requirements
The minor consists of 15 hours in the department of religious studies. Students are encouraged to discuss their program with a faculty member in the department.

Select 3 hours:
- any 200-level or higher religious studies course

Select 12 hours:
- any 300-400 level religious studies courses
Sociology and 6 additional hours of honors Sociology coursework chosen in consultation with an advisor. The 6 additional hours include SOCI 127 (or another honors course approved by the Director of Undergraduate Studies); SOCI 457 Honors Thesis in Sociology and 6 additional hours of honors Sociology coursework chosen in consultation with an advisor. The 6 additional hours may include Sociology 497 or honors by contract courses in Sociology. In addition, students are required to complete an advanced sociological research methods course in the department (SOCI 431 or other courses approved by the department). All prerequisites and requirements of the general sociology major or area of concentration are also required. The Honors Thesis may be original research or an in-depth theoretical exploration of an area within Sociology, to be decided with the faculty member who agrees to direct the thesis.

Formal application must be made to the Director of Undergraduate Studies for admission to the Honors concentration. Please send a letter of application, detailing your interest in the honors major and your academic performance.

Rationale: Reflects new requirements for majors with honors concentrations in Sociology. This has been vetted by the college and is in keeping with university guidelines and it allows us to expand our honors course offerings. Impact on other units: None. Financial impact: None.

The Honors concentration in Sociology requires a 3.3 overall GPA and a 3.5 GPA in Sociology coursework, with no grade of less than B+ in any Sociology course. Requirements are SOCI 127 - (or approval of Director of Undergraduate Studies); SOCI 431 - Applied Sociological Research, or SOCI 531 - Research Methods in Sociology, either one Honors by Contract course in Sociology or one graduate level course in Sociology, Honors Thesis in Sociology (SOCI 457), and all other requirements for the major. The Honors Thesis may be original research or an in-depth theoretical exploration of an area within Sociology, to be decided with the faculty member who agrees to direct the thesis. Students may obtain the Honors concentration in addition to other concentrations available in Sociology. Formal application must be made to the Director of Undergraduate Studies for admission to the Honors concentration.

ADD Sociology Major, BA – Honors Criminology and Criminal Justice Concentration

Students may pursue a concentration in Sociology with Honors, a concentration in Criminology and Criminal Justice with Honors, or a concentration in Environmental Issues with Honors. The Honors concentration requires a 3.3 overall GPA, a 3.5 GPA in Sociology coursework, with no grade of less than B+ in any Sociology course, and at least 12 hours of honors courses. Honors courses must include SOCI 127 (or another honors course approved by the Director of Undergraduate Studies); SOCI 457 Honors Thesis in Sociology and 6 additional hours of honors Sociology coursework chosen in consultation with an advisor. The 6 additional hours may include Sociology 497 or honors by contract courses in Sociology. In addition, students are required to complete an advanced sociological research methods course in the department (SOCI 431 or other courses approved by the department). All prerequisites and requirements of the general sociology major or area of concentration are also required. The Honors Thesis may be original research or an in-depth theoretical exploration of an area within Sociology, to be decided with the faculty member who agrees to direct the thesis.

Formal application must be made to the Director of Undergraduate Studies for admission to the Honors concentration. Please send a letter of application, detailing your interest in the honors major and your academic performance.

Rationale: Reflects new requirements for majors with honors concentrations in Sociology. This has been vetted by the college and is in keeping with university guidelines and it allows us to expand our honors course offerings. Impact on other units: None. Financial impact: None.

ADD Sociology Major, BA – Honors Environmental Issues Concentration

Students may pursue a concentration in Sociology with Honors, a concentration in Criminology and Criminal Justice with Honors, or a concentration in Environmental Issues with Honors. The Honors concentration requires a 3.3 overall GPA, a 3.5 GPA in Sociology coursework, with no grade of less than B+ in any Sociology course, and at least 12 hours of honors courses. Honors courses must include SOCI 127 (or another honors course approved by the Director of Undergraduate Studies); SOCI 457 Honors Thesis in Sociology and 6 additional hours of honors Sociology coursework chosen in consultation with an advisor. The 6 additional hours may include Sociology 497 or honors by contract courses in Sociology. In addition, students are required to complete an advanced sociological research methods course in the department (SOCI 431 or other courses approved by the department). All prerequisites and requirements of the general sociology major or area of concentration are also required. The Honors Thesis may be original research or an in-depth theoretical exploration of an area within Sociology, to be decided with the faculty member who agrees to direct the thesis.

Formal application must be made to the Director of Undergraduate Studies for admission to the Honors concentration. Please send a letter of application, detailing your interest in the honors major and your academic performance.
Rationale: Reflects new requirements for majors with honors concentrations in Sociology. This has been vetted by the college and is in keeping with university guidelines and it allows us to expand our honors course offerings. Impact on other units: None. Financial impact: None.

STATISTICS

Revise Statistics (Arts and Sciences) Minor
Add or drop courses from lists, revise heading

Minor Requirements
The minor consists of 15 hours.
Select one course:
- STAT 201 – Introduction to Statistics*
- STAT 207 – Honors: Introduction to Statistics*
- STAT 251 – Probability and Statistics for Scientists and Engineers

Complete:
- BAS 320 – Regression Modeling

Select 9-12 hours:
- BAS 320 – Regression Modeling
- BAS 340 – Experimental Methods and Process Improvement
- BAS 471 – Business Analytics Capstone
- BAS 474 – Data Mining and Business Analytics
- BAS 475 – Applied Time Series and Forecasting
- MATH 423 – Probability
- MATH 424 – Stochastic Processes
- MATH 425 – Statistics

Rationale: Revised to include the honors version of 201 and to move BAS 320 into a required section as it is a prereq for higher level courses and a must for a minor. Impact on other units: Revision is initiated by the College of Business Administration. Financial impact: None.

DEPARTMENT OF THEATRE

Revise Theatre Major, BA
Revise hours required and add courses to lists

Major Requirements
The major consists of 37-36 hours. Three of the twelve hours of theatre electives may be in cognate areas approved by the department. At least half of the major must be at the 300 level or above.

Complete:
- THEA 220 - Acting I
- THEA 300 - Play Analysis *
- THEA 411 - Theatre History I
- THEA 412 - Theatre History II
- THEA 430 - Directing for the Stage
- THEA 490 – Professional Practices

Rationale: Adding a new one credit hour capstone course (490) that all seniors will take to help with synthesis of programmatic information adds one hour to the requirements. Impact on other units: None. Financial impact: None.

Select one course, add to course list:
- THEA 330 - Stage Management
- THEA 340 - Costume Design I
- THEA 345 – Costume Construction ADD COURSE
- THEA 355 - Scenic Design I
- THEA 362 - Lighting Design I
- THEA 373 - Introduction to Sound Design
- THEA 475 – Projection and Media Design ADD COURSE

Rationale: These courses were overlooked when creating the selection list. The list should have contained all first level design/technology/management courses offered in the major. Impact on other units: None. Financial impact: None.

Major Requirements, revise first sentence:

HASLAM COLLEGE OF BUSINESS
All changes effective fall 2015.
Part I. COURSE CHANGES

(BUAD) Business Administration

REVISE GRADING RESTRICTION

BUAD 217 Leadership Seminar: Approaches (1)
Grading Restriction: Letter grade only.

Formerly: Satisfactory/No Credit grading only.
Rationale: This change affects only Global Leadership Scholar students and provides more appropriate incentives for the students.
We have increased the rigor of the leadership component this year and it is important that the grading method reflect the increase in rigor. Staffing Impact: None. Financial Impact: None. Impact on Other Academic Units: None. This course is not tied to any specific degree program or learning outcome.

DEPARTMENT OF ACCOUNTING AND INFORMATION MANAGEMENT

Program Learning Outcomes for the BSBA in Accounting
1. To understand major differences between US GAAP and IFRS.
2. Upon completion of the course of instruction, the student will be able to construct documentation diagrams of an organizational business process manually and using documentation software (such as Visio).

(ACCT) Accounting

REVISE (RE) PREREQUISITE(S) AND REGISTRATION RESTRICTION

ACCT 411 Financial Compliance and Operational Auditing (3)
(RE)Prerequisite(s): 301 with grade of B- or better or permission of instructor.
Registration Restriction(s): Accounting majors.

Formerly: (RE) Prerequisite(s): 301 with grade of C or better.
Registration Restriction(s): Majors in the College of Business Administration.
Rationale: This change will help ensure that students have the foundational knowledge necessary to take the course. Staffing Impact: None. Financial Impact: None. Impact on Other Academic Units: None; Internal Auditing concentration in Finance, Marketing, and Supply Chain Management is being dropped, so proposal will not impact students from other majors. This proposal does not alter or impact the current Program Learning Outcomes for the BSBA in Accounting.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 411</td>
<td>Accounting Major – Collateral Option, Term 7</td>
</tr>
<tr>
<td></td>
<td>Finance Major – Dual Concentration with Internal Auditing, Term 7</td>
</tr>
<tr>
<td></td>
<td>Marketing Major – Dual Concentration with Internal Auditing, Term 8</td>
</tr>
<tr>
<td></td>
<td>Supply Chain Management Major – Dual Concentration with Internal Auditing, Term 7</td>
</tr>
</tbody>
</table>

ACCT 431 Federal Income Taxation (3)
(RE)Prerequisite(s): 301 with grade of B- or better or permission of instructor.
Registration Restriction(s): Accounting majors.

Formerly: (RE) Prerequisite(s): 301 with grade of C or better.
Registration Restriction(s): Majors in the College of Business Administration.
Rationale: This change will help ensure that students have the foundational knowledge necessary to take the course. Staffing Impact: None. Financial Impact: None. Impact on Other Academic Units: None; students pursuing a Finance major with an Accounting collateral will no longer be able to choose ACCT 431 as a course option, so proposal will not impact students from other majors. This proposal does not alter or impact the current Program Learning Outcomes for the BSBA in Accounting.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 431</td>
<td>Accounting Major – Collateral Option, Term 8, 6th footnote (twice)</td>
</tr>
<tr>
<td></td>
<td>Economics Major (Business Administration) – Collateral Option, Accounting list</td>
</tr>
<tr>
<td></td>
<td>Finance Major – Collateral Option, Accounting list</td>
</tr>
</tbody>
</table>

REVISE REGISTRATION RESTRICTION

ACCT 414 Advanced Financial Reporting (3)
Registration Restriction(s): Accounting majors.
Formerly: Majors in the College of Business Administration.

Rationale: Only Accounting majors should take this course anyway; change just formalizes this. Staffing Impact: None. Financial Impact: None. Impact on Other Academic Units: None; only Accounting majors take this course. This proposal does not alter or impact the current Program Learning Outcomes for the BSBA in Accounting.

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ACCT 414</td>
<td>Accounting Major – Collateral Option, Term 8; 6th footnote (twice)</td>
</tr>
</tbody>
</table>

DEPARTMENT OF BUSINESS ANALYTICS AND STATISTICS

Program Learning Outcomes for the BSBA in Business Analytics
1. Students will be able to identify the necessary data to use and perform the proper analysis to address an important business question.
2. Students will be able to clearly and effectively present (in writing) the results of their own data analysis conducted to address an important business question in business language for a general manager.

(BAS) Business Analytics and Statistics

ADD

BAS 310 Analytic Models for Decision Optimization (3) Analytical approaches for generating solutions to optimization problems, decision models, and queuing systems. Linear and integer programming, decision making under uncertainty, Monte Carlo simulation, and waiting line models. Formulation, solution, analysis, and interpretation of spreadsheet-based models for common business decision-making situations such as supply chain network design, portfolio analysis, scheduling, media mix and product mix decisions.

(RE)Prerequisite(s): Statistics 201, 207 or 251

Rationale: After benchmarking our program against other Business Analytics undergraduate programs around the country, we discovered that most of these programs have at least one course on these topics, yet our program lacked any such course. In an attempt to fill this gap, this course was developed. Additionally, recruiters of our students often ask them what they learned about “optimization” in their coursework, and these students have had to answer “nothing”. Potential employers of Business Analytics students expect an exposure to at least some of these topics. Staffing Impact: The capacity to teach this course currently exists within our department, especially since we have recently hired two new full-time faculty members. No additional faculty will need to be hired to teach this one course. Financial Impact: None. Impact on Other Academic Units: None. This proposal supports Learning Outcome 1. As practitioners in the area of “Business Analytics”, our students will at some point in their career encounter business questions that, without the tools and techniques taught in this course, they will be unable to address. This course adds to their collection of analysis tools that will better equip them to solve a broader range of business questions commonly posed of “Business Analytics Professionals”. Support from Assessment Activities: Assessment activities did not prompt the creation of this new course. Rather, benchmarking of other Business Analytics Undergraduate programs around the United States showed that we had a gap in our undergraduate Business Analytics offerings in this area. However, in the future, if this course becomes a required course for our majors, assessment instruments that directly measure the learning outcome mentioned above will be modified to cover the topics in this new course.

REVISE (RE) PREREQUISITE(S)

BAS 454 - Statistics for Business Analysts (3)

(RE) Prerequisite(s): 320 with grade of C or better or Economics 381 with grade of C or better or consent of instructor.

Formerly: 320 with grade of C or better or consent of instructor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>BAS 454</td>
<td>Business Analytics Major – Collateral Option, 6th footnote</td>
</tr>
<tr>
<td></td>
<td>Business Analytics Major – Dual Concentration with Information Management, Term 7</td>
</tr>
<tr>
<td></td>
<td>Business Analytics Major – Dual Concentration with International Business, Term 6</td>
</tr>
<tr>
<td></td>
<td>Business Analytics Major – Dual Concentration with Marketing, Term 8</td>
</tr>
<tr>
<td></td>
<td>Business Analytics Major – Dual Concentration with Supply Chain Management, Term 6</td>
</tr>
</tbody>
</table>

BAS 474 Data Mining and Business Analytics (3)

(RE) Prerequisite(s): 320 with grade of C or better or Economics 381 with grade of C or better or consent of instructor.

Formerly: 320 with grade of C or better or consent of instructor.

Rationale: Economics plans to revise the courses needed to satisfy a collateral in Business Analytics from BAS 320 and BAS 474 to BAS 454 and BAS 474. Since BAS 320 is being removed from their required Business Analytics courses, and is the prerequisite to BAS 454 and 474, ECON 381 serves to adequately prepare students for BAS 454. Thus, adding ECON 381 as an adequate prereq for BAS 454 and 474 allows qualified Economics students to take these courses without taking BAS 320. Staffing Impact: Enough capacity exists in BAS 454 to be able to handle these few Economics majors with a Business Analytics collateral without any additional faculty or GTAs. Economics majors, Business Analytics collateral option students already take BAS 474. Financial Impact:
None. Impact on Other Academic Units: This change allows Economics majors, Business Analytics collateral option students to take BAS 454 and 474, without taking BAS 320. Support from Assessment Activities: These changes were not prompted by learning outcomes.

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BAS 474</td>
<td>Statistics Major (Arts and Sciences) – Major Requirements, Select two courses: (2nd of this heading)</td>
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<tr>
<td></td>
<td>Statistics Major (Arts and Sciences), (uTrack Requirements) – Term 8</td>
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<tr>
<td></td>
<td>Statistics Major (Arts and Sciences) Minor – Select 12 hours:</td>
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<td></td>
<td>Business Analytics Major – Collateral Option, Term 8</td>
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<td>Marketing Major – Dual Concentration with Business Analytics, Term 8</td>
</tr>
<tr>
<td></td>
<td>Supply Chain Management Major – Dual Concentration with Business Analytics, Term 8</td>
</tr>
</tbody>
</table>

DEPARTMENT OF ECONOMICS

Program Learning Outcomes for the BSBA in Economics
1. Students will be able to explain how a change in market fundamentals affects predicted market outcomes.
2. Students will be able to identify a monetary versus fiscal policy action. They will be able to explain impacts of each policy action upon GDP, employment/unemployment and inflation.

(ECON) Economics

ADD

ECON 335 Economics of Strategy (3) Microeconomic principles applied to strategic firm or organization decision making. Analytic tools for assessing long-run profit potential and probability of organizational success, as well as guiding strategic decisions. Experiential learning component (such as Bloomberg, or other).

(RE)Prerequisite(s): 201 or 207; Statistics 201 or 207
Credit Restriction: Students cannot receive credit for both 312 and 335.

Rationale: ECON 335 focuses on aspects of economics that are valuable to business and policy decision makers, including students who may not be Economics majors. ECON 335 will include business oriented applications, and include an experiential learning component. This is consistent with College objectives and feedback from the Economics Advisory Council. The course adds value for majors and non-majors (content, analytics, and application). ECON 335 will be well oriented for CBA non-Econ majors who are getting collaterals in Economics. ECON 312 will be dropped next year. Staffing Impact: None. If course is approved, faculty resources will shift from ECON 312 to ECON 335. Financial Impact: None. Impact on Other Academic Units: Can affect CBA departments with collaterals in Economics. ECON 312 will be dropped in next year's curricular change process. ECON 335 can be valuable for these students, and a suitable replacement. ECON will communicate further with these departments, prior to dropping of ECON 312 in next year's process. The course is consistent with the learning outcome that “students will understand how a change in market fundamentals affects market outcomes.” The course moves students forward in their ability to analyze, problem solve, and apply. It will help students more fully understand “change in market fundamentals; broad set of impacts and new outcomes” issues, and improve their abilities with independent application. This is consistent with feedback from our Economics Advisory Committee and employers. Support from Assessment Activities: This course is supported by informal assessment and feedback, rather than established formal assessment activities. It builds on feedback from our Economics Advisory Council, and recent College discussions. It is consistent with College newly stated initiatives to expand problem-based learning components in courses.

Part II: PROGRAM CHANGES

REVISE COLLEGE TEXT

Replace all occurrences of “College of Business Administration” with “Haslam College of Business”.

REVISE COLLEGE TEXT (MAJORS WITH COLLATERALS AND CONCENTRATIONS CHART)

2015 Majors with Collaterals and Concentrations
Rationale: The Internal Auditing concentration is being dropped due to low number of students pursuing this option. Roughly one or two students per year pursue this concentration. Staffing Impact: None. Financial Impact: None. Impact on Other Units: The affected departments (Finance, Marketing and Supply Chain Management) have agreed to this change in coordination with the Department of Accounting and Information Management.

REVISE COLLEGE TEXT (GLOBAL LEADERSHIP SCHOLARS HEADING)

The Global Leadership Scholars Program offered by the Haslam College of Business College of Business Administration serves its talented and motivated undergraduate students. The program consists of specified honors classes, seminars in leadership training, international experiences, and extracurricular activities including community service. Taught by a cadre of designated honors faculty and invited guest lecturers, the program promotes the development of international and intercultural awareness, leadership, and personal and professional growth and responsibility. Upon application, students can be admitted at the end of their first year; and a secondary round of limited admission will occur at the end of the second year. Accepted students will be admitted to the major of their choice and will pursue a dual concentration or collateral in international business.

Rationale: GLS students who major in Accounting with a concentration in International Business must currently take three additional courses to be prepared for the MACC program. This is in addition to the 10-hour leadership curriculum all GLS students must complete. This proposed change allows GLS Accounting majors to avoid having to take an additional semester to graduate by giving them the option to pursue a collateral instead of a concentration. It also provides additional flexibility for other majors to pursue second majors or minors and get more in-depth with their primary area of study. We feel that the combination of 6 hours of an international internship, 3 additional hours of IB coursework, an entire semester abroad, and other international topics within non-IB courses constitutes sufficient international exposure for GLS students who choose this option. The rationale for removing the secondary round of admissions at the end of the second year is that 1) we have never done that and don’t intend to, 2) we don’t want students to wait to apply, thinking they can get into the program in their junior year when they really can’t, and 3) if there were a very special situation in which we wanted to admit someone at the end of their second year we could still do so without the statement in the catalog. Staffing Impact: None. Financial Impact: None. Impact on Other Academic Units: None. Business Analytics and Economics majors do not currently have an international business collateral option. This proposal does not require that these majors establish a collateral in International Business. Students who want to major in any of these fields can still pursue a dual concentration as before.

REVISE ALL COLLEGE MAJORS

Revise Term 1 milestone from 2.0 cumulative GPA to 2.5 cumulative GPA.

Rationale: All Haslam College of Business students are required to maintain a 2.5 cumulative GPA or they will be placed on college probation. Previously, students having between a 2.0 and a 2.5 cumulative GPA at the end of Term 1 would be told the somewhat contradictory statements that they were “on-track” yet were on college probation. This change will put milestones in line with college GPA requirements and will lessen student confusion. Staffing Impact: None. Financial Impact: None. Impact on Other Units: None.
Program Learning Outcomes for the BSBA in Accounting
1. To understand major differences between US GAAP and IFRS.
2. Upon completion of the course of instruction, the student will be able to construct documentation diagrams of an organizational business process manually and using documentation software (such as Visio).

REVISE DEPARTMENT AND PROGRAM TEXT
Paragraphs 3 and 4

The primary objective of the 30 semester-hour MAcc program, which typically includes 24 graduate-level semester hours of accounting and 6 hours of business, is to prepare students for careers as professional accountants. MAcc students select a specialty area in (1) audit/controls (2) information management or (3) taxation.

Taken together, the BS and MAcc programs provide graduates not only with two academic degrees, but also with the educational requirements to sit for the CPA and/or CISA exam as well as the academic preparation to begin successful careers as professional accountants. Most states, including Tennessee, require 150 semester hours of education to sit for the CPA exam. At UT, students may earn 120 semester hours in the undergraduate program and then 30 hours in the MAcc program, for a total of 150 semester hours. The accounting faculty strongly encourages MAcc students to take the CPA and CISA exams as soon as they qualify.

Add after Paragraph 8 on Department text and before uTrack Requirements on major text:

**Accounting Major Progression Requirements**
Students must earn the minimum B- grade in ACCT 301 to have access to higher-level accounting courses and continue in the major. Students not earning the required B- will have one additional attempt to continue in the major. The nature of the additional attempt will depend on the original grade earned in ACCT 301. Two situations exist:

1. Students earning a C- or less will be allowed to retake ACCT 301 one time to attempt earning the B- required to continue in the accounting major. Any student in this situation who does not attain the required B- on the second attempt may not take ACCT 301 a third time for purposes of continuing in the accounting major and may not take the comprehensive exam discussed in item 2.

2. Students earning a C or C+ on their first attempt in ACCT 301 can only meet the prerequisite requirement by demonstrating competency through a one-time opportunity to take a comprehensive ACCT 301 exam. A score of B- or better (78) on this exam will allow a student to continue in the accounting major. The exam grade, however, will not change the ACCT 301 grade on the student’s academic record. The exam will be offered and must be taken within 30 days of completing ACCT 301. An exam fee will be assessed to cover the cost of administering and scoring the exam.

Rationale: This proposal is intended to help students perform better in upper level accounting courses, by ensuring that they have the foundational knowledge before progressing. In addition, we have found that students earning below a B- in ACC 301 often struggle in future accounting courses, sometimes withdrawing or earning failing grades. In either case, student difficulties in successfully progressing through the major adversely affects the university’s 5-year graduation rate, an increasingly important metric to the university. Staffing Impact: None. Financial Impact: Approximately 20 students per semester may require the comprehensive exam option. The above fee will be assessed to cover the cost of administering and scoring the exam. Impact on Other Academic Units: None. Accounting collaborators offered by Finance and Economics majors are being revised; students may still pursue these options if above requirement is not met for Accounting major.

Proposal supports Program Learning Outcome 1. However, that particular learning outcome will likely change over time. As new, measurable learning outcomes evolve to replace the current one, the B- grade in Accounting 301 will help ensure that we have students who can meet the learning objectives that are expected throughout the undergraduate accounting major.

**REVISE ACCOUNTING MAJOR – COLLATERAL OPTION**
(including adding footnote 7; see terms 3, 4, 5, 6, and 8)

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>&quot;ENGL 101&quot; or ENGL 118&quot;</td>
<td>3</td>
<td><strong>2.5</strong> cumulative GPA</td>
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<td>&quot;Intermediate Foreign Language&quot;</td>
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<td>&quot;MATH 123&quot;, MATH 141&quot;, or MATH 147&quot;</td>
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<tr>
<td>&quot;Natural Sciences Electives&quot;</td>
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<td>&quot;Social Sciences Elective&quot;</td>
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<tr>
<td>Term 3</td>
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<tr>
<td>&quot;ACCT 200 or ACCT 207&quot;</td>
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<td>ACCT 200</td>
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<td>&quot;Arts and Humanities Elective*&quot;</td>
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<td>&quot;ECON 201&quot; or ECON 207&quot;</td>
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<td>&quot;ENGL 255&quot;, &quot;ENGL 257&quot;, or &quot;ENGL 295&quot;</td>
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<td>&quot;Unrestricted Elective&quot;</td>
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<td>Term 4</td>
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<td>&quot;Arts and Humanities Elective*&quot;</td>
<td>3</td>
<td>CMST 210* or CMST 240*</td>
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<td>BUAD 242</td>
<td>2</td>
<td>ENGL 255* or ENGL 295*</td>
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<tr>
<td>MGT 201</td>
<td>3</td>
<td>MATH 123* or MATH 142*</td>
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</tbody>
</table>
REVISE ACCOUNTING MAJOR – DUAL CONCENTRATION WITH INTERNATIONAL BUSINESS

Term 1 | Hours | Milestone Notes
--- | --- | ---
1. STAT 201* or STAT 207* | 3 |
2. Unrestricted Elective | 3 |

Term 5

ACCT 301 | 3 | BUAD 242
BUAD 331, BUAD 332 | 4 |
BUAD 341, BUAD 342 | 4 |
FINC 301 | 3 |

Term 6

ACCT 311 | 3 | 2.5 cumulative GPA
BUAD 353, BUAD 361 | 6 | ACCT 301 with grade of B- or better
Collateral | 3 |
INMT 341 | 3 |

Term 8

ACCT 414 or ACCT 431 | 3 |
Collateral (or MAcc option) | 3 |
MGT 402 | 3 |
Unrestricted Electives | 6 |

Any courses not already required for the major. Students admitted to Global Leadership Scholars will fulfill 10 hours of electives with the following courses – BUAD 217, BUAD 317, BUAD 417, BUAD 427, and BUAD 497.

In the spring of their Third Year, students normally make the decision whether to enter the job market upon graduation or apply to the Master of Accountancy program. ACCT 414 and ACCT 431 are both prerequisites to the MAcc program; therefore, students planning to enter the MAcc program should take ACCT 414 or ACCT 431 (whichever was not taken to satisfy the major requirement) instead of FINC 455 in the finance collateral, instead of INMT 442 or INMT 443 in the information management collateral, instead of SCM 411, SCM 412, SCM 413, or SCM 421 in the supply chain management collateral, and instead of three of the required nine hours in the international business collateral. Students admitted to Global Leadership Scholars who plan to enter the MAcc program should take both ACCT 414 and 431 and will still need to take the required nine hours in the international business collateral.

Students admitted to Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 357, ECON 207*, FINC 307, MGT 207, MGT 407, and STAT 207*.

DEPARTMENT OF BUSINESS ANALYTICS AND STATISTICS

Program Learning Outcomes for the BSBA in Business Analytics
1. Students will be able to identify the necessary data to use and perform the proper analysis to address an important business question.
2. Students will be able to clearly and effectively present (in writing) the results of their own data analysis conducted to address an important business question in business language for a general manager.

REVISE BUSINESS ANALYTICS MAJOR – COLLATERAL OPTION

Term 1 | Hours | Milestone Notes
--- | --- | ---
1. ENGL 101* or ENGL 118* | 3 | 2.5 cumulative GPA
2. Intermediate Foreign Language* | 3 |
3. MATH 123*, MATH 141*, or MATH 147* | 3-4 |
4. Natural Sciences Electives* | 3-4 |
5. Social Sciences Elective* | 3 |

Select three courses from INMT 342, BAS 310, BAS 340, BAS 370, BAS 454, BAS 475.

Rationale: Reflects new addition of BAS 310 course to be used as BAS elective option. Staffing Impact: The capacity to teach this course currently exists within our department, especially since we have recently hired two new full-time faculty members. No additional faculty will be hired to teach this one course. Financial Impact: None. Impact on Other Academic Units: None. This proposal supports Learning Outcome 1. As practitioners in the area of "Business Analytics", our students will at some point in their career encounter business questions that, without the tools and techniques taught in this course, they will be unable to address. This course adds to their collection of analysis tools that will better equip them to solve a broader range of business questions commonly posed of "Business Analytics Professionals". Support from Assessment Activities: Assessment activities did
not prompt the creation of this new course. Rather, benchmarking of other Business Analytics Undergraduate programs around the United States showed that we had a gap in our undergraduate Business Analytics offerings in this area. However, in the future, if this course becomes a required course for our majors, assessment instruments that directly measure the learning outcome mentioned above will be modified to cover the topics in this new course.

### REVISE BUSINESS ANALYTICS MAJOR – DUAL CONCENTRATION WITH INFORMATION MANAGEMENT

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<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
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<td>Unrestricted Elective</td>
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Rationale: Reflects new addition of BAS 310 course to be used as BAS elective option.

### REVISE BUSINESS ANALYTICS MAJOR – DUAL CONCENTRATION WITH INTERNATIONAL BUSINESS

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Rationale: Reflects new addition of BAS 310 course to be used as BAS elective option.

### REVISE BUSINESS ANALYTICS MAJOR – DUAL CONCENTRATION WITH MARKETING

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<td>BAS 474</td>
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Rationale: Reflects new addition of BAS 310 course to be used as BAS elective option.

### REVISE BUSINESS ANALYTICS MAJOR - DUAL CONCENTRATION WITH SUPPLY CHAIN MANAGEMENT

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<td>BAS 320</td>
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Rationale: Reflects new addition of BAS 310 course to be used as BAS elective option.

### DEPARTMENT OF ECONOMICS

Program Learning Outcomes for the BSBA in Economics
1. Students will be able to explain how a change in market fundamentals affects predicted market outcomes.
2. Students will be able to identify a monetary versus fiscal policy action. They will be able to explain impacts of each policy action upon GDP, employment/unemployment and inflation.

### REVISE ECONOMICS MAJOR – COLLATERAL OPTION

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<td>3-4</td>
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### Social Sciences Elective*

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### Term 6

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<tbody>
<tr>
<td>BUAD 353, BUAD 361</td>
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</table>

#### Economics Collateral Options

- ACCOUNTING - ACCT 321 (ACCT 301 prerequisite), and one of ACCT 311 (ACCT 301 prerequisite), ACCT 431 (ACCT 301 prerequisite), or INMT 341.
- BUSINESS ANALYTICS - BAS 320, BAS 454, BAS 474.

Rationale: Feedback from instructors, and evidence gathered in department, indicated that CBA Economics majors did not have adequate foundation in a key area (consumer theory). This affected their performance in subsequent classes in the major. The Economics 311 class covers producer theory and consumer theory, and better prepares Economics students for subsequent courses in their major. Staffing Impact: None, student population, and faculty assignments, will shift from ECON 312 to 311.

### Term 1

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<td>3</td>
<td>BUAD 341, BUAD 342</td>
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<td>4</td>
<td>ECON 311 312</td>
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<td>FINC 301</td>
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### Term 5

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<td>4</td>
<td>ECON 313</td>
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Rationale: Reflects change in Economics major from requiring Economics 312 to requiring 311.

### REVISE ECONOMICS MAJOR – TRADITIONAL OPTION

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<td>3</td>
<td>BUAD 341, BUAD 342</td>
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ECON 311 312  
Economics Elective (300-level) 3
Unrestricted Elective 2

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<td>ECON 311 312</td>
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<tr>
<td>FINC 301</td>
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</table>

Rationale: Reflects change in Economics major from requiring Economics 312 to requiring 311.

DEPARTMENT OF FINANCE

Program Learning Outcomes for the BSBA in Finance
1. Students will demonstrate mastery of these principles of finance: present value, future value and net present valuative calculations, and make correct value maximizing choices based on an understanding of time value of money and capital budgeting principles.

2. Students will perform ex-post and ex-ante return and risk calculations, and make correct choices based on an understanding of systematic risk, unsystematic risk, total risk, and total return concepts.

REVISE FINANCE MAJOR – COLLATERAL OPTION, Accounting
(including adding footnote 7; see terms 3, 4, 5, 6, and 8)

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<td>MATH 123*, MATH 141*, or MATH 147*</td>
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<td>Natural Sciences Electives*</td>
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<td>Unrestricted Electives</td>
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Finance Collateral Options
ACCOUNTING – ACCT 321; and any one of ACCT 311 or INMT 341, or ACCT 441 (increase Finance Electives by 3 hours).
ENTREPRENEURSHIP – MGT 331, ENT MGT 350, ENT MGT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, or ENT 460.

* Any courses not already required for the major. Students admitted to Global Leadership Scholars will fulfill 10 hours of electives with the following courses – BUAD 217, BUAD 317, BUAD 417, BUAD 427, and BUAD 497.

6 Finance electives chosen from FINC 402, FINC 435, FINC 445, FINC 463, FINC 475, FINC 485, FINC 493, FINC 495; IB 449.
Students admitted to Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 357, ECON 207*, FINC 307, MGT 207, MGT 407, and STAT 207*.

Rationale: Change in Accounting collateral will better match coursework with collateral. Staffing Impact: None; other classes will be able to satisfy demand. Financial Impact: None. Impact on Other Units: None; Finance and Accounting have agreed to this change.

REVISE FINANCE MAJOR – DUAL CONCENTRATION WITH BUSINESS ANALYTICS

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<tr>
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◆ DROP FINANCE MAJOR – DUAL CONCENTRATION WITH INTERNAL AUDITING

Rationale: The Internal Auditing concentration is being dropped due to low number of students pursuing this option. Roughly one or two students per year pursue this concentration. Staffing Impact: None. Financial Impact: None. Impact on Other Units: The affected departments (Finance, Marketing and Supply Chain Management) have agreed to this change in coordination with the Department of Accounting and Information Management.

REVISE FINANCE MAJOR – DUAL CONCENTRATION WITH INTERNATIONAL BUSINESS

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DEPARTMENT OF MANAGEMENT

Program Learning Outcomes for the BSBA in Human Resource Management
1. Students will be able to analyze the impact of the recruitment and selection process on organizational success.
2. Students will assess 1) effective employee performance, 2) strategies that will enable their organization to retain these employees, and 3) ways in which quality employees contribute to the overall success of the organization.

Program Learning Outcomes for the BSBA in Management
1. Students will demonstrate their ability to make decisions using PrOACT, a well-accepted, systematic decision-making tool.
2. Students will demonstrate their ability to use the "principled negotiation method" in a real negotiation situation.

REVISE HUMAN RESOURCE MANAGEMENT MAJOR – COLLATERAL OPTION

(including adding footnote 6; see terms 3, 4, 5, 6, and 8)

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163
REVISE HUMAN RESOURCE MANAGEMENT MAJOR – DUAL CONCENTRATION WITH INTERNATIONAL BUSINESS

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REVISE MANAGEMENT MAJOR – COLLATERAL OPTION

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Management Collateral Options

ENTREPRENEURSHIP – ENT MGT 350, ENT MGT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, or ENT 460

Any courses not already required for the major. Students admitted to Global Leadership Scholars will fulfill 10 hours of electives with the following courses – BUAD 217, BUAD 317, BUAD 417, BUAD 427, and BUAD 497.

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REVISE MANAGEMENT MAJOR – DUAL CONCENTRATION WITH INTERNATIONAL BUSINESS

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DEPARTMENT OF MARKETING AND SUPPLY CHAIN MANAGEMENT
Program Learning Outcomes for the BSBA in Marketing
1. Students will be able to demonstrate key concepts related to brands and brand management.
2. Students will be able to apply the marketing principles of segmentation, targeting and positioning.

Program Learning Outcomes for the BSBA in Supply Chain Management
1. Students will demonstrate an understanding of purchasing, logistics and operations concepts and principles that are essential for managing and controlling supply chain functions.
2. Students will be able to participate in global supply chain decision making from a managerial point of view.

REVISE MARKETING MAJOR – COLLATERAL OPTION
(including adding footnote 6; see terms 3, 4, 5, 6, and 8)

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Marketing Collateral Options
ENTREPRENEURSHIP – \(\text{ENT MGT 350, ENT MGT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, or ENT 460}\)

Any courses not already required for the major. Students admitted to Global Leadership Scholars will fulfill 10 hours of electives with the following courses – BUAD 217, BUAD 317, BUAD 417, BUAD 427, and BUAD 497.

Students admitted to Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 357, ECON 207*, FINC 307, MGT 207, MGT 407, and STAT 207*.

REVISE MARKETING MAJOR – DUAL CONCENTRATION WITH BUSINESS ANALYTICS

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REVISE MARKETING MAJOR – DUAL CONCENTRATION WITH INFORMATION MANAGEMENT

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◆DROP MARKETING MAJOR – DUAL CONCENTRATION WITH INTERNAL AUDITING

Rationale: The Internal Auditing concentration is being dropped due to low number of students pursuing this option. Roughly one or two students per year pursue this concentration. Staffing Impact: None. Financial Impact: None. Impact on Other Units: The
affected departments (Finance, Marketing and Supply Chain Management) have agreed to this change in coordination with the Department of Accounting and Information Management.

### Revise Marketing Major – Dual Concentration with International Business

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### Revise Marketing Major – Dual Concentration with Supply Chain Management

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### Revise Supply Chain Management Major - Collateral Option

(including adding footnote 6; see terms 3, 4, 5, 6, and 8)

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**Supply Chain Management Collateral Options**

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### Revise Supply Chain Management Major – Dual Concentration with Business Analytics

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### Revise Supply Chain Management Major – Dual Concentration with Information Management

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◆ Drop Supply Chain Management Major – Dual Concentration with Internal Auditing
Rationale: The Internal Auditing concentration is being dropped due to low number of students pursuing this option. Roughly one or two students per year pursue this concentration. Staffing Impact: None. Financial Impact: None. Impact on Other Units: The affected departments (Finance, Marketing and Supply Chain Management) have agreed to this change in coordination with the Department of Accounting and Information Management.

REVISE SUPPLY CHAIN MANAGEMENT MAJOR – DUAL CONCENTRATION WITH INTERNATIONAL BUSINESS

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REVISE SUPPLY CHAIN MANAGEMENT MAJOR – DUAL CONCENTRATION WITH MARKETING

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INTERCOLLEGIATE PROGRAMS

Program Learning Outcomes for the BSBA in Public Administration
1. Students will be able to recognize how a change in market fundamentals will affect predicted market outcomes.
2. Students will be able to explain the rationale for government entities (and non-government organizations, NGOS) in a market economy.
3. Students will be able to explain/identify the effects of taxes on individual behavior and firms.

REVISE PUBLIC ADMINISTRATION MAJOR

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Rationale: Feedback from instructors, and evidence gathered in department, indicated that Public Administration majors did not have adequate foundation in some key areas (consumer theory). This affected their performance in subsequent classes in the major. The Economics 311 class covers producer theory and consumer theory, and better prepares Public Administration students for subsequent courses in their major. Staffing Impact: None; student population, and faculty resources, will shift from ECON 312 to 311. Financial Impact: None. Impact on Other Academic Units: None. The change is consistent with the learning outcome that "students will understand how a change in market fundamentals affects market outcomes." HCB Public Administration majors were assessed in ECON 312. From upper division classes, we have some evidence that HCB Public Administration majors did not have sufficient preparation in some key areas of economics. This had consequences in later courses. We feel that this is a gap that is important to address now. Learning outcomes and assessment now will tie to ECON 311. Support from Assessment Activities: Assessment for HCB Public Administration majors currently is conducted in ECON 312. The 312 course and present learning objectives do not give adequate attention to consumer theory. Informal assessment within the department did identify the gap in preparation. The proposed change will affect where assessment takes place. Assessment will be conducted in Economics 311.

COLLEGE OF COMMUNICATION AND INFORMATION

All changes effective fall 2015

I. COURSE CHANGES

SCHOOL OF ADVERTISING AND PUBLIC RELATIONS
(ADVT) Advertising

Program Learning Outcomes for the B. S. in Advertising:
1. Understand the structure of the advertising industry.
2. Understand advertising’s role in a marketing organization.
3. Understand the social, legal and economic consequences of advertising.
4. Understand strategy and tactics involved in developing and evaluating an advertising campaign.
5. Understand how to conduct secondary and primary advertising strategy research.
6. Understand how to translate research findings into actionable advertising and creative strategy.
7. Understand the basics of executing creative strategy visually and verbally.
8. Understand how to place advertising in appropriate advertising media.
9. Understand how to conceptualize and evaluate strategic alternatives.

ADD

ADVT 460 Account Planning (3) Account Planning focuses on the development of advertising strategy based on insight-oriented research. Emphasis on the use of qualitative research in advertising strategy development; secondary and quantitative data are also used.
ADD

(R) Prerequisite(s): 340.

Rationale: This course has been offered successfully for 10 years as a special topics class. Students taking the class have a good track record of securing internships and jobs in account planning. UT is one of the few programs in the country offering such a class. Impact of Other Units: None. Course has served as an elective for students in marketing or other majors where consumer research is important. Financial Impact: None. Assessment activities in support of change: This course has been offered successfully for 10 years as a special topics class. Students taking the class have a good track record of securing internships and jobs in account planning. UT is one of the few programs in the country offering such a class. Annual contact with major advertising agencies indicates that account planning continues to be a vital function within the advertising industry.

ADD

† ADVT 461 Social Media (3) Practical and analytical skills necessary to create, evaluate, and execute social media campaigns. Course emphasis is on on-line reputation management; ethical, legal, and privacy issues; and evaluating digital technologies. (RE) Prerequisite(s): 340. (Same as Public Relations 461)

Rationale: This course has been offered successfully for 5 years as a special topics class. Students taking the class have a good track record of securing internships and jobs in social media. UT is one of the few programs in the country offering such a class. Impact of Other Units: None. Course has served as an elective for students in marketing or other majors where consumer research is important. Financial Impact: None. Assessment activities in support of change: This course has been offered successfully for five years as a special topics class. Students taking the class have a good track record of securing internships and jobs in account planning. UT is one of the few programs in the country offering such a class. Annual contact with major advertising and media agencies indicates that social and other new media platforms continue to be an important and emerging area of advertising.

(PBRL) Public Relations

Program Learning Outcomes for the B. S. in Public Relations:
1. Understand the structure of the public relations industry, including job application requirements, hiring trends in the profession, and the wide range of career opportunities.
2. Understand public relations’ role in the public, private, non-profit, and non-governmental sectors of society.
3. Understand the social, legal, economic, cultural, and ethical consequences of public relations.
4. Understand the social, legal, economic, cultural, and ethical issues – including historical – facing the public relations profession.
5. Understand the various types of research used in public relations.
6. Understand the research, strategy, and tactics involved in developing and evaluating a public relations campaign.
7. Understand how to conduct secondary and primary public relations research.
8. Understand how to translate research findings into actionable public relations strategies and tactics.
9. Understand the basics of executing public relations strategy visually and verbally.
10. Understand the resources used for the distribution of public relations materials, including media relations, among multiple media platforms.
11. Understand the communication/mass communication theories and practices governing the techniques of public relations writing.
12. Understand and appreciate the diversity of people, curricula, scholarship, research, and creative activities of the public relations discipline.
13. Understand how to work with others and to make a professional presentation to stakeholders/clients.
14. Understand international public relations and the best practices and impacts of practicing public relations in a global economy.

ADD

PBRL 420 Advanced Public Relations Writing (3) Advanced mechanics of effective writing for various media to achieve organizational goals and produce professional-quality public relations materials. Advanced understanding of governing communication and persuasion theories. Focus on implementation of research-based, planned, strategic, and managed techniques in a lab setting. (RE) Prerequisite(s): 320

Rationale: There is a strong need for more writing training as indicated by research conducted by the School as well as national academic and professional organizations. Annual contact with leaders in the public relations industry indicates that advanced writing skills continue to be an important area of development in public relations training. This class uses PBRL 320 as the foundation to learn how to produce quality public relations materials for organizations. Impact on other units: None. Financial impact: None. Assessment activities in support of change: The course is recommended by a study commissioned in the School of Advertising and Public Relations that assessed advanced writing courses in undergraduate public relations programs among our peer institutions: “Recommendations for PR Curriculum: A Summary of Research Findings and Brief Recommendations for Public Relations Curriculum.” Also, additional writing courses are encouraged by the Commission for Public Relations Education’s assessment of the public relations in their report entitled, “Public Relations Education for the 21st Century: The Professional Bond.” Faculty met and reviewed longitudinal data in the form of student comments on evaluations that indicated a strong need for more writing training.

ADD
PBRL 430 Crisis Communication (3) Emphasis on practical and theoretical applications to preparing for and engaging in crisis communication and management, including risk communication and issues management. (RE) Prerequisite(s): Junior or senior standing. Credit Restriction: Students cannot receive credit for both PBRL 430 and PBRL 530.

Rationale: Annual contact with leaders in the public relations industry indicates that crisis communication continues to be an important and growing area of public relations. Course content is missing within major at the undergraduate level. Impact on other units: None. Financial impact: None. Assessment activities in support of change: Course recommended by the Commission for Public Relations Education’s assessment of undergraduate public relations programs in their report entitled, “Public Relations Education for the 21st Century: The Professional Bond.”

ADD

† PBRL 461 Social Media (3)
(RE) Prerequisite(s): 340. (See Advertising 461)

Rationale: This course has been offered successfully for 5 years as a special topics class. Students taking the class have a good track record of securing internships and jobs in social media. UT is one of the few programs in the country offering such a class. Impact of Other Units: None. Course has served as an elective for students in marketing or other majors where consumer research is important. Financial Impact: None. 6, 9, and 10. Assessment activities in support of change: This course has been offered successfully for five years as a special topics class. Students taking the class have a good track record of securing internships and jobs in account planning. UT is one of the few programs in the country offering such a class. Annual contact with major advertising and media agencies indicates that social and other new media platforms continue to be an important and emerging area of public relations.

REVISE TITLE

PBRL 320 Public Relations Writing (3)

Formerly: Public Relations Communication

Rationale: More appropriate description of course and matches the new title of the advanced writing course. Impact on other units: None. Financial impact: None.

DROP (RE) PREREQUISITE(S), REVISE REGISTRATION RESTRICTION(S)

PBRL 490 Special Topics (3)
Registration Restriction(s): Permission of instructor.

Formerly: (RE) Prerequisite(s): 320. Registration Restriction(s): Public relations major.

Rationale: Permission of instructor more appropriate registration restriction in light of students entering as majors. Impact on other units: None. Financial impact: None.

REVISE REGISTRATION RESTRICTION(S)

PBRL 492 Field Experience (1-2)
Registration Restriction(s): Permission of instructor.

Formerly: Public relations major.

Rationale: Permission of instructor more appropriate registration restriction in light of students entering as majors. Impact on other units: None. Financial impact: None.

SCHOOL OF COMMUNICATION STUDIES
(CMST) Communication Studies

Program Learning Outcomes for the B.A. in Communication:
1. Apply the theories that help describe and explain communication in real-world situations.
2. Create, maintain, and dissolve relationships effectively in dyadic, small group, and organizational settings.
3. Develop pertinent communication questions, collect and analyze data to address those questions, and present those results in a written and oral format that can be understood by others not familiar with the topic.
4. Present ideas effectively in written and oral formats.
5. Develop, analyze, and critique messages and arguments presented in public, professional, and personal environments.

REVISE (RE) PREREQUISITE(S)

CMST 354 - Research Methods in Communication Lab (1)
(RE)Prerequisite(s): 352

Formerly: (RE) Prerequisite(s): 210 or 240 or 250, 352; English 102; Psychology 110.

Rationale: The statement on progression requirements eliminates the need for all of these classes to be listed as restrictions. Impact on other units: None. Financial impact: None.

CMST 360 – Professional Skills in Communication Lab (2)
(RE) Prerequisites: 352

Formerly: (RE) Prerequisite(s): 210 or 240 or 250, 352; English 102; Psychology 110.

Rationale: The statement on progression requirements eliminates the need for all of these classes to be listed as restrictions. Impact on other units: None. Financial impact: None.

REVISE (RE) COREQUISITE(S)

CMST 356 - Research Methods in Communication Studies (3)
(RE) Corequisite(s): 354 and 360; and one course from: Mathematics 115, 117, Statistics 201, or 207

Formerly: (RE) Co-requisite(s): 354 and 360; and Mathematics 115 or Statistics 201

Rationale: Students who completed the honors versions of statistics in the math or statistics departments were not able to enroll in research methods. Impact on other units: None. Financial impact: None.

II. PROGRAM CHANGES

REVISE COLLEGE TEXT

uTrack Requirements (for students entering fall 2013 or later) (paragraph)
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 may 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.

Unless a declared honors major, students majoring or minor ing in Communication Studies must complete all uTrack milestone requirements prior to enrolling in any 300- or 400-level Communication Studies courses.

Progression Requirements
Paragraph #1
Transfer students entering the College in fall 2013 or later are required to meet progression requirements for their major.

Paragraph #4
Students in the advertising or public relations major must complete a minimum of 15 credit hours at UT Knoxville, with a minimum 2.5 UT cumulative GPA, and have completed ENGL 102 - English Composition II, ADVT 250 - Advertising Principles or PBRL 270 - Public Relations Principles, CCI 150 - Communication in an Information Age, ANTH 130 - Cultural Anthropology or ANTH 137 - Honors: Cultural Anthropology, MATH 125 - Basic Calculus or MATH 141 - Calculus I or MATH 147 - Honors: Calculus I, and STAT 201 - Introduction to Statistics or STAT 207 - Honors: Introduction to Statistics no later than the end of their third semester at UT Knoxville. All courses in the core Advertising progression (ADVT 310 – Advertising and Public Relations Research Methods, ADVT 350 – Advertising Creative Strategy, ADVT 360 – Advertising Media Strategy, ADVT 380 – Advertising Professional Seminar, ADVT 450 – Advertising Management, ADVT 470 – Advertising Campaigns, and ADVT 480 – Advertising Issues) must be taken at UT Knoxville.

Rationale: The advertising curriculum is a program of highly-integrated sequential courses leading to mastery of a defined body of knowledge about advertising. Each course in the sequence assumes mastery of material in a pre-requisite course. Faculty begin each course with the assumption that you bring to that course all the knowledge required for successful completion of lower-level courses. Impact on other units: None. Financial impact: None.

ADVERTISING AND PUBLIC RELATIONS

REVISE ADVERTISING MAJOR

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Rationale: There is a strong need for more writing training as indicated by research conducted by the School, as well as national academic and professional organizations. Annual contact with leaders in the public relations industry indicates that advanced writing skills in public relations continue to be an important area of public relations. The revision to move the writing course from JREM to PBRL was requested and is supported by the School of Journalism and Electronic Media. Financial Impact: None. Impact on other units: Reduction in enrollment in JREM 333, JREM 375, JREM 441, and JREM 430.

### COMMUNICATION STUDIES

### REVISE COMMUNICATION STUDIES MAJOR

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REVISE COMMUNICATION STUDIES MAJOR – HONORS

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REVISE JOURNALISM AND ELECTRONIC MEDIA MAJOR

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<td>1College Elective</td>
<td>3</td>
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<tr>
<td>1Concentration Elective</td>
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</table>
I. Course Changes

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS) Education Leadership and Policy Studies

ADD

ELPS 201 Foundations of Leadership Studies (3) Introduction to the foundational elements of intrapersonal and organizational leadership. Students will also develop an awareness of "self" as a leader in relation to others within the collegiate setting and life practice. Participation limited to Leadership Studies Minors.

(RE) Registration Restriction(s): Restricted to students admitted to the Leadership Studies minor.

Rationale: Added to support the new minor with content not currently available in other courses. Format of course including location: Conventional methodology/on campus/seminar format (SEM). Combines discussion, lecture, guest speakers, an off-campus service learning project, active learning/self-awareness exercises/instruments, and written reflection/application to self within a portfolio format. Impact on other units/courses: ELPS 201 is a prerequisite for ELPS 450, 451 and 493. No conflict or impact outside of the program. Departmental/Program verification of no conflict is included in the attachments to this proposal (Letters of Support: No Conflict – Attached). Financial impact: The addition of this course will have minimal budgetary impact. This program is a collaboration between the Educational Leadership and Policy Studies Department and the Division of Student Life (Letters of Support: Vice President of Student Life – Attached). It is anticipated that the minor will need 3 sections of ELPS 201 annually. A doctoral student will teach one section of this course as a designated part of his or her job. The ELPS Department and staff within the Division of Student Life will absorb the additional two sections of this course. A donor gift will provide three years of seed funding for the Leadership Minor. This gift allows for teaching honorariums to be given to qualified Student Life staff for whom teaching in the minor is not a part of their position. Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we have prepared learning outcomes and an assessment plan for this course. Assessment Activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education that reflect this course’s proposed learning outcomes.

ELPS 211 Servant Leadership & Social Justice Seminar (1) An exploration of the connection between leadership and service through servant leadership, social change, social justice theory, and community service. Participation in Leadership and Service Living Learning Community required for registration.

Registration Permission(s): Participation in Leadership and Service Living Learning Community or consent of the instructor.

Rationale: Added to support the new minor with content not currently available in other course approved through the curriculum review process. The minor re-conceptualizes the course content as part of a larger curriculum. Format of course including location: Conventional methodology/on-campus with an off-campus service learning component/ seminar format (SEM). Combines class discussion, lecture, guest speakers, off-campus service learning projects, and active learning exercises. Impact on other units/courses: Currently this course is being taught as a section of COUN 205 which will not be taught if the minor curriculum is implemented. The Educational Psychology and Counseling Department is aware and fully supportive of these changes. No other conflict or impact found. Departmental/Program verification of no conflict is included in the attachments to this proposal. Financial impact: This addition does not require any additional resources. The credentialed student life staff for whom it is a designated part of their jobs to teach the Servant Leadership and Social Justice section of COUN 205 will transition to teaching ELPS 211 (Letters of Support: COUN and EDPY Reductions - Attached). Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we have prepared learning outcomes and an assessment plan for this course. Assessment Activities: Multiple
University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education that reflect this course’s proposed learning outcomes.

**ELPS 310 Emerging Leaders** (3) Governance of student life while in college, leadership in the community, and theories in contemporary interpersonal and organizational leadership. Participation in Emerging Leaders Program required for registration. Registration Permission(s): Participation in Emerging Leaders program or consent of the instructor.

**Rationale:** Added to support the new minor with content not currently available in other course approved through the curriculum review process. The minor re-conceptualizes the course content as part of a larger curriculum. Format of course including location: Conventional methodology/on campus/seminar format (SEM). Appropriate contact hours relative to instruction time will be honored. Combines class discussion, lecture, guest speakers, active learning/self-awareness exercises/instruments, and field trip with an off-campus service learning project. Impact on other units/courses: Currently this course is being taught as a section of HEAM 200 which will be dropped once the minor curriculum is implemented. HEAM courses are administered by the Educational Leadership and Policy Studies Department. The student life staff and an ELPS faculty member currently teaching these sections will instead teach sections within the minor. No other conflict or impact found. Departmental/Program verification of no conflict is included in the attachments to this proposal (Letters of Support: No Conflict - Attached). Financial impact: This addition does not require any additional resources. The credentialed student life staff for whom it is a designated part of their jobs to teach the Emerging Leaders section of HEAM 200 will transition to teaching ELPS 310. Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we have prepared learning outcomes and an assessment plan for this course. Assessment Activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education that reflect this course’s proposed learning outcomes.

**ELPS 350 Leadership Skill Development & Application** (1-3) Interpersonal leadership theories, practice, skill development, and application in supervised collegiate leadership setting, with an in-depth focus on leadership as a behavior. Comprised of three one credit hour components: one leadership skills and practices seminar and two applied leadership experiences—a positional leadership practicum and directed leadership development activities—focusing on ethical leadership and intercultural communication. Contact Hour Distribution: A leadership skills and practices seminar (one credit hour) and two applied leadership experiences—a positional leadership practicum (one credit hour) and directed leadership development activities (one credit hour)—focusing on ethical leadership and intercultural. To receive the three hours of credit required by the minor students must complete one credit hour of each component. Repeatability: May be repeated three times; with a maximum of 7 credit hours. The Leadership Development component is not repeatable. Registration Permission(s): Consent of instructor.

**Rationale:** Added to support the new minor with content not currently available in other course approved through the curriculum review process. The minor re-conceptualizes the course content as part of a larger curriculum. Format of course including location: The class is comprised of three one-credit hour components taught on-campus: a seminar in applied leadership skills and practices (SEM), a practicum experience in an approved campus positional leadership experience with online delivery of ethical and leadership theory content (PRÆ/TE), and directed out-of-class leadership development experiences with online intercultural communication skills content (INT/TE). Appropriate contact hours relative to instruction time and practica will be honored. Written reflection/application to self-in relation to others. Impact on other units/courses: ELPS 350 is a prerequisite for ELPS 450 and ELPS 451. Currently sections of similar courses are being taught as sections under COUN 205 which will not be taught once the minor curriculum is implemented. The Educational Psychology and Counseling Department is aware and fully supportive of these changes. No other conflict or impact found. Departmental/Program verification of no conflict is included in the attachments to this proposal. Financial impact: The addition of this course will have minimal budgetary impact. The credentialed student life staff for whom it is a designated part of their jobs to teach position/site-specific applied leadership sections of COUN 205 will transition to teaching ELPS 350. (Letters of Support: COUN Reductions - Attached). The current EDYP 404 section of this course is being piloted by ELPS faculty will continue to do so as an ELPS 350 section. Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we have prepared learning outcomes and an assessment plan for this course. Assessment Activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education and work experiences with an academic dimension that reflect this course’s proposed learning outcomes.

**ELPS 411 Leadership Knoxville Scholars Capstone Seminar** (3) Application of collegiate leadership knowledge and experiences to problems facing the Knoxville community and use in lives and careers after college. Intensive interaction with leaders and leadership development activities in the Knoxville community support students’ participation in a multi-semester problems project. Membership in the Leadership Knoxville Scholars program required for registration. Registration Permission(s): Admission to Leadership Knoxville Scholars program required or consent of the instructor.

**Rationale:** Added to support the new minor with content not currently available in other courses. Format of course including location: Conventional methodology/on-campus with off-campus service learning component/seminar format (SEM). Appropriate contact hours relative to instruction time will be honored. Combines class discussion, lecture, guest speakers, and a problems-based off-campus service learning team project. Impact on other units/courses: The curriculum is currently being piloted as a section of EDYP 404: Special Topics and will transition to ELPS 411 if the minor is approved. No other program and course conflicts with or impact on other departments have been identified. Departmental/Program verification of no
conflict is included in the attachments to this proposal. Financial impact: The credentialed student life staff for whom teaching the piloted course as a designated part of their jobs will transition to teaching ELPS 411 creating no financial impact. (Letters of Support: Departmental Support for COUN Reductions - Attached). Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we have prepared learning outcomes and an assessment plan for this course. Assessment Activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education that reflect this course’s proposed learning outcomes.

ELPS 450 Leadership in Transition (3). An examination of organizational leadership for change. Application of leadership theories, frameworks, constructs, self-awareness, and skills to post-collegiate goals, life-long learning, leadership problems, and an applied project.

Contact Hour Distribution: Combines one credit hour of class discussion, lecture, and guest speakers, with a two credit hour Leading in Transition problems-based service learning team project. Appropriate contact hours relative to instruction time will be honored.

Repeatability: May be repeated; Maximum 6 hours.

(Re) Prerequisite(s): 201 and 350.

Recommended Background: Completed Leadership minor elective.

Registration Restriction(s): Restricted to students enrolled in Leadership Studies minor and departmental permission.

Rationale: Added to support the new minor with content not currently available in other courses.

Format of course including location: Conventional methodology/on-campus with an off-campus service learning component (LEC/OFF). Combines discussion, lecture, guest speakers, a 2 credit hour service learning project component, and written portfolio reflection/application to self in an organizational context. Impact on other units/courses: No program and course conflict or impact has been identified. Departmental/Program verification of no conflict is included in the attachments to this proposal. Financial impact: Teaching of this course it will fall under ELPS Department responsibility. Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we have prepared learning outcomes and an assessment plan for this course. Assessment Activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education that reflect this course’s proposed learning outcomes.

ELPS 451 Leadership in Transition Seminar (1). An examination of organizational leadership for change. Application of leadership theories, frameworks, constructs, self-awareness, and skills to post-collegiate goals, life-long learning, and leadership problems.

(Re) Prerequisite(s): 201 and 350.

(Re) Prerequisite(s) or Corequisite(s): 411 [note that this will be listed in catalog as a prerequisite, but will be noted in Banner as pre- or co-requisite]

Recommended Background: Completed Leadership minor elective.

(Re) Registration Restriction(s): Restricted to students enrolled in Leadership Studies minor and departmental permission.

Rationale: Added to support the new minor with content not currently available in other courses.

Format of course including location: Conventional methodology/on-campus format (LEC). Combines discussion, lecture, guest speakers, and written reflection/application to self within a portfolio format. Impact on other units/courses: Students minoring in Leadership Studies and enrolled in ELPS 411 must complete the ELPS 451 course to fulfill the requirements of the minor. No other program and course conflict or impact has been identified. Departmental/Program verification of no conflict is included in the attachments to this proposal. Financial impact: This section will be merged with the lecture component of ELPS 450. Teaching of this course will fall under ELPS Department responsibility. Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we have prepared learning outcomes and an assessment plan for this course. Assessment Activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education that reflect this course’s proposed learning outcomes.

ADD AND REQUEST APPROVAL FOR VARIABLE TITLE(S)

ELPS 493 Independent Study (1-3) Independent investigation of problems and issues in leadership.

Repeatability: May be repeated three times; Maximum 6 hours.

(Re) Prerequisite(s): 201

Registration Restriction(s): Registration is limited to students enrolled in the Leadership Minor and consent of the instructor.

Rationale: Added to support the new minor with content not currently available in other courses.

Format of course including location: This course provides credit for self-directed research (PSI). Appropriate contact hours, guidance, supervision, and accountability will be honored. Impact on other units/courses: None. Financial impact: The addition of these courses will have minimal budgetary impact. ELPS 493 will be taught by qualified student life staff and ELPS faculty members as needed and resources allow. Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we will prepare individualized learning outcomes and an assessment plan for each independent study. Assessment Activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education that reflect the study’s proposed learning outcomes.

ELPS 495 Special Topics (1-3) Faculty-initiated courses. Detailed study of a specialized area of leadership. Topics vary.

Repeatability: May be repeated twice; Maximum 6 hours.

Registration Permission(s): Consent of instructor.
Rationale: Added to support the new minor with content not currently available in other courses. Format of course including location: Variable topic with format appropriate to course content and pedagogy. Appropriate contact hours relative to instruction time will be honored. Impact on other units/courses: None. Financial impact: The addition of these courses will have minimal budgetary impact. ELPS 495) will be taught by qualified student life staff and ELPS faculty members as needed and resources allow. Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we will prepare individualized learning outcomes and an assessment plan for each special topics course. Assessment Activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education that reflect the course’s proposed learning outcomes.

(HEAM) Higher Education Administration

DROP

HEAM 200 Student Leadership Development (3)

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<th>Course</th>
<th>Course Impact</th>
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<tr>
<td>HEAM 200</td>
<td>None</td>
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Rationale: The Leadership Minor and the ELPS course created for this minor eliminate the need for this course and more accurately reflect the content of the sections currently being provided under this Course title and number. Impact on other units/courses: None. Students currently taking this course will be eligible for similar, though not substantially identical, courses within the minor. HEAM 200 will not be taught once the minor curriculum is implemented. The student life staff and an ELPS faculty member currently teaching these sections will instead teach sections within the minor. The Educational Leadership and Policy Studies Department is aware and fully supportive of this change. Financial impact: This course elimination will have minimal budgetary impact. The credentialed student life staff and an ELPS faculty member for whom it is a designated part of their jobs to teach HEAM 200 will transition to teaching ELPS 211, ELPS 310, ELPS 350, ELPS 411, ELPS 450, and ELPS 451. Student Learner Outcomes: The course is being dropped because student learning outcomes for this class were inconsistent across sections. The new curriculum ensures that student learning outcomes will be consistent with an integrate curriculum and across sections. Assessment Activities: An assessment of this course, in conjunction with assessment findings from national and UTK leadership studies, convinced us of the need for this proposal to add a Leadership Studies minor and supported the decision to re-conceptualize this course into multiple courses supporting the minor.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

(PYED) Physical Education

ADD

PYED 210 Intermediate Badminton (1) Course teaches advanced knowledge of badminton technique, game strategy, and rules for singles and doubles play. Student should have at least basic badminton skills before taking this class.

Rationale: Course has been offered at least three times as a special topics course and there is sufficient student demand to make it a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing Physical Education Activity Program (PEAP)-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 212 Martial Arts: Judo (2) Course teaches the techniques, principles, history, and vocabulary the martial art of Judo & Judo competition.

Rationale: Class has been offered under Arts: Special Topics for at least 4 years and has sufficient student demand to become a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 214 Martial Arts: Jujitsu for Self Defense (2) Course teaches the techniques, principles, history, and vocabulary of the martial art of Jujitsu.

Rationale: Class has been offered under Special Topics for at least 4 years and has sufficient student demand to become a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 220 Martial Arts: Modern Combative Techniques (2) Course is designed to provide the student with the skills necessary to be successful in a physical altercation. The legalities, philosophy of, and strategies of such encounters will be studied.
Rationale: Class has been offered under Special Topics for at least 4 years and has sufficient student demand to become a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 222 Martial Arts: Advanced Modern Combative Techniques (2) Course provides the student with a working knowledge of the practical use of martial arts weapons in combat encounters, as well as the history and philosophy of their development by warriors.

Rationale: Class has been offered under Special Topics for at least 4 years and has sufficient student demand to become a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 223 Martial Arts: Samurai Swordsmanship (2) Course is designed to provide the student with a working knowledge of the use of the Japanese Samurai Sword. Also studied will be the philosophies and lifestyle of the Samurai Warrior.

Rationale: Class has been offered under Special Topics for at least 4 years and has sufficient student demand to become a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 224 Martial Arts: Tai Chi Sword (2) Course will refine the basic skills of Tai Chi and develop more complex movement patterns by the introduction of a Tai Chi Chuang sword form.

Rationale: Class has been offered under Special Topics for at least 4 years and has sufficient student demand to become a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 233 Martial Arts: Tai Chi Form (2) Course teaches the student some of the beginning yang style form moves of Tai Chi.

Rationale: Class has been offered under Special Topics for at least 4 years and has sufficient student demand to become a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 234 Outdoor Leadership (2) Course consists of a dual focus on outdoor leadership development and administration practices of outdoor programming. Registration Restriction(s): Instructor permission required.

Rationale: Class has been offered under Special Topics for at least 4 years and has sufficient student demand to become a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 236 Outdoor Leadership (2) Course consists of a dual focus on outdoor leadership development and administration practices of outdoor programming. Registration Restriction(s): Instructor permission required.

Rationale: Class has been offered under Special Topics for at least 4 years and has sufficient student demand to become a regular course. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

PYED 241 Basketball (1) Introduction to history of basketball, concepts and basics of the game, fundamentals, skills, and rules.

Rationale: Frequently requested course. Will give additional PYED options for colder months of the school year. Course format and location: This course will use lectures supplemented by activities. Impact on other units: None. Financial Impact: None. Course will be taught by graduate teaching associate or adjunct instructor out of existing PEAP-designated funds. Learner outcomes supported: No need to address since PEAP program does not yield a degree or certificate. Support from assessment activities: No assessment activities were conducted.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

Learning objectives for Special Education, BS:
1. Planning: Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Instruction: Develops instructional activities that take into account students’ strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3. Assessment: Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. Uses current technologies to maximize content learning in varied contexts.
5. Learning Environments: Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6. (From InTASC Standard 2) Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards. 

7.a-b (from InTASC Standard 10) Seeks appropriate roles and opportunities to take responsibility for well-being of individuals with disabilities, to collaborate with students, families, colleagues, school professionals, and community members to ensure individual learner growth, and to advance well-being of individuals with disabilities.

(ARED) Art Education

DROP

ARED 301 Foundation of Art Education (3)
ARED 302 Multiculturalism in Visual Art (3)
ARED 303 Concepts of Sculpture and Crafts (3)

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<th>Course</th>
<th>Course Impact</th>
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<td>ARED 301</td>
<td>Child and Family Studies Major – Community Outreach Track, SPECIALTY AREAS, Working with Children list</td>
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<td>Art Education Major (serves as a second major only with a BA in Art or a BFA in Studio Art) – Complete (25 undergraduate hours)</td>
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<td>(RE) Prerequisite for ARED 303</td>
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<td>(RE) Prerequisite for ARED 400</td>
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<tr>
<td>ARED 302</td>
<td>Art Education Major (serves as a second major only with a BA in Art or a BFA in Studio Art) – Complete (25 undergraduate hours)</td>
</tr>
<tr>
<td>ARED 303</td>
<td>Art Education Major (serves as a second major only with a BA in Art or a BFA in Studio Art) – Complete (25 undergraduate hours)</td>
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Rationale: The Art Education Major is being dropped and we are adding an Art Education Minor. The Art Education Track 2 concentration historically has offered a second undergraduate major to Art majors and is thus time-intensive to deliver. Resources remain inadequate to adequately staff the program. To keep the program viable, the undergraduate major will become a minor, consistent with other 5-year internship programs in TPTE and reducing the number of undergraduate TPTE courses by two. Impact on other units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. The changes to art education from a major to a minor may increase the enrollment in some of the art studio courses in the BFA or Art Studio Major in the School of Art. The School of Art has provided a letter of support for this change. Financial Impact: Financial needs for resources and faculty will be reduced by this change. Learning outcomes supported by this change: this change eliminates the Art Education major so those learning outcomes will also be eliminated. Support from assessment activities: No assessment activities were conducted.

ADD

ARED 401 Theory & Practice in Art Education II (3) Advanced instruction and hands on microteaching practice that includes elementary, middle, and secondary theme or centrally focused unit plans based upon diversity, multiculturalism, visual culture, technology and interdisciplinary methods.

Registration Restriction(s): Admission to teacher education.

(RE) Pre- or co-requisite(s): ARED 350 [note that this will be listed in catalog as a prerequisite, but will be noted in Banner as pre- or co-requisite]

(RE) Prerequisite(s): ARED 400

Rationale: The Art Education Major is being dropped and we are adding an Art Education Minor. The Art Education Track 2 concentration historically has offered a second undergraduate major to Art majors and is thus time-intensive to deliver. Resources remain inadequate to adequately staff the program. To keep the program viable, the undergraduate major will become a minor, consistent with other 5-year internship programs in TPTE and reducing the number of undergraduate TPTE courses by 2. Impact on other units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. The changes to art education from a major to a minor may increase the enrollment in some of the art studio courses in the BFA or Art Studio Major in the School of Art. The School of Art has provided a letter of support for this change. Financial Impact: Financial needs for resources and faculty will be reduced by this change. Learning outcomes supported by this change: this change eliminates the Art Education major so those learning outcomes will also be eliminated. Support from assessment activities: No assessment activities were conducted.

REVISE TITLE, DESCRIPTION, PREREQUISITES, COREQUISITES, REGISTRATION RESTRICTION

ARED 400 Theory and Practice in Art Education I (3) Basic instruction and hands on practice for K-12 level appropriate 2-D and 3-D art experiences that include production, form and function (art criticism), art context (art history), personal perspective (aesthetics), academic language and lesson plan formats.

Registration Restriction(s): Admission to teacher education or permission of instructor.

(RE) Pre or Co-requisite(s): ARED 350 [note that this will be listed in catalog as a prerequisite, but will be noted in Banner as pre- or co-requisite]

(RE) Prerequisite(s): EDPY 210 or permission of instructor

Formerly: Curriculum, Planning, and Teaching Strategies (3) Program development, instructional methods, professional literature, contemporary issues, simulation and micro teaching situations.
Undergraduate Council Minutes

January 27, 2015

(Re) Prerequisite 301
Registration Restriction: Admission to teacher education.

Rationale: The Art Education Major is being dropped and we are adding an Art Education Minor. The Art Education Track 2 concentration historically has offered a second undergraduate major to Art majors and is thus time-intensive to deliver. Resources remain inadequate to adequately staff the program. To keep the program viable, the undergraduate major will become a minor, consistent with other 5-year internship programs in TPTE and reducing the number of undergraduate TPTE courses by 2. Impact on other units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. The changes to art education from a major to a minor may increase the enrollment in some of the art studio courses in the BFA Art Studio Major in the School of Art. The School of Art has provided a letter of support for this change.

Financial Impact: Financial needs for resources and faculty will be reduced by this change. Learning outcomes supported by this change: This change eliminates the Art Education major so those learning outcomes will also be eliminated. Support from assessment activities: No assessment activities were conducted.

(ASL) American Sign Language

ADD

ASL 421 Deaf Culture and Community (3) Comprehensive overview of the Deaf and hard-of-hearing populations of North America. Consideration also given to similarities and differences with international Deaf communities. Students will explore beliefs, theories, and evidence about the experience of Deaf people. Examination of the concepts and implications of disability theory, social and medical models as ways of defining the Deaf population; demographics of the Deaf community; distinctions among the pre- and post-lingually deaf, oral and sign language users, and under-represented groups that comprise the larger Deaf community; impact of deaf education on the history and organizational structure of the Deaf community.

Rationale: UTK has a full complement of five ASL courses including two that meet the General Education requirement for second/foreign languages. However we have no supporting courses related to social or cultural aspects of the Deaf community. There is a need for understanding Deaf cultures that use signed languages as their primary mode of communication in order to better understand the appropriate use of that language in various situations. Students majoring in fields related to deafness such as Deaf Education and Educational Interpreting have a need to understand Deaf culture in order to be able to work with their Deaf students or clients effectively and with respect. This is part of the accreditation standards and is currently being covered in ASL courses in a fragmentary fashion. This course will also be of significance to students in the proposed Rehabilitation Counselor Education: Deafness Focus graduate certificate program in the Educational Psychology and Counseling department. Additionally it will be of interest to those students interested in the topics of culture, diversity, and disability studies. Impact on other units: This proposed course will also be needed by Educational Psychology and Counseling department for their planned graduate certificate in Deafness Rehabilitation Counseling. There is no impact on other units at the UG level. Format and course location: Lecture/on campus or online/distance education (depending on which section is offered) Note: Initial offerings to be online only but we would eventually like to have lecture/on campus sections offered in ASL depending on the student demand and need. Financial impact: This course will initially be offered during the summer only but will move to Fall/Spring as resources become available to support the teaching load and to avoid impact on availability of faculty to teach other courses. Learner outcomes supported by this change: This change supports outcomes #6 and #7 in the SPEC ED BS program. Support for this change from assessment activities: Informal strategic planning for program by the Deaf Ed/Ed Interpreting team indicates a need for the course. New course will enable the department to meet the Council for Exceptional Children/Council on Education of the Deaf (CEC/CEC) joint initial preparation standards for teachers and will also provide one of the courses for a graduate certificate in Deafness Rehabilitation in the Department of Educational Psychology and Counseling.

(ELED) Elementary Education

REVISE CREDIT HOURS

351 Laboratory and Field Studies in Elementary Education (1)

Formerly: Laboratory and Field Studies in Elementary Education (1-2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 351</td>
<td>Elementary Education Minor – Complete (25 undergraduate hours) list</td>
</tr>
<tr>
<td></td>
<td>Special Education Major – Modified and Comprehensive Special Education with K-5 Concentration (with Optional Endorsement in Early Childhood Special Education), Term 6</td>
</tr>
</tbody>
</table>

Rationale: This course has been a variable credit course and we would like to limit it to 1 hour of credit. Impact on other units: It reduces the number of credits in term 8 for students in the Special Education Majors. Special Education faculty are aware and have provided a statement of support for this change. Financial impact: None

Learning outcomes supported by this change: The revision is not related to any outcomes. Support from assessment activities: No assessment activities were conducted.

(REED) Reading Education

REVISE CREDIT HOURS

REED 430 Elementary and Middle School Developmental Reading Instruction (3)
Formerly: 430 Elementary and Middle School Developmental Reading Instruction (2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>REED 430</td>
<td>Child and Family Studies Major – Early Childhood Education Teacher Licensure Pre K-3 Track, Term 7</td>
</tr>
<tr>
<td></td>
<td>Elementary Education Minor – Complete (25 undergraduate hours) list</td>
</tr>
<tr>
<td>Special Education Major</td>
<td>– Education of the Deaf and Hard of Hearing Concentration, Term 6</td>
</tr>
<tr>
<td>Special Education Major</td>
<td>– Modified and Comprehensive Special Education with K-5 Concentration (with Optional Endorsement in Early Childhood Special Education), Term 5</td>
</tr>
</tbody>
</table>

Rationale: The REED 430 instructors have consistently received feedback that the expectations and workload far exceeded what was typical of a 2 hour class. More importantly, understanding how to teach reading is a critical element of effective elementary teaching preparation, as reflected in the expectations of the teacher evaluation system in Tennessee and the emphasis on reading and literacy in the Common Core State Standards. This is the only required undergraduate reading course, and increasing the associated credit hours to 3 will allow us to explore effective reading instruction with more depth. Impact on other units: It impacts Child and Family Studies in that the REED 430 is a required course in their Child and Family Studies Major, Early Childhood Education Teacher Licensure Pre K-3 Track. This would presumably increase this track’s major by 1 credit hour. This change will also affect the credit hours in the Special Education Majors. Child and Family Studies, Special Education, and Deaf Education faculty are aware and have provided statements of support for this change. Learning outcomes supported by this change: The revisions are not related to any outcomes. Support from assessment activities: The REED 430 instructors have consistently received feedback that the expectations and workload far exceeded what was typical of a 2 hour class. TVAAS data provided by the state also indicates that while our students are successful, their reading scores are slightly lower than the state average.

II. PROGRAM CHANGES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

ADD TEXT TO DEPARTMENT PAGE

◆ ADD LEADERSHIP STUDIES MINOR

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

Admission

Admission to the Leadership Studies minor is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An Admissions Committee comprised of ELPS faculty and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of student with leadership potential and varied experiences. Students are admitted into the minor based on the following criteria:

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

Minimally, students must be and remain in good standing with the university.

Additional admission, timeline, curricular, and program contact information is available at: http://leadershipminor.utk.edu/

Minor Requirements

The minor requires 12 hours of coursework.

In addition to the nine hours of Core Requirements students must complete three hours of electives to be selected from the following list of approved electives. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements must be completed for each term of enrollment. Co-curricular requirements must be met prior to graduation.

Core Requirements
Select 9 hours from:
- ELPS 201 Foundations of Leadership Studies
- ELPS 350 Leadership Skill Development and Application
- ELPS 450 Leadership in Transition (3)
or
- ELPS 451 Leadership in Transition Seminar
- ELPS 411 Leadership Knoxville Scholars Capstone Seminar

Electives*
Select 3 hours from:
- ALEC 202: Leadership and Diversity in Organizations and Communities
- ALEC 303: Classic Figures in Leadership
- ALEC 304: Leadership, Motivation, Power and Influence
- ELPS 211: Servant Leadership and Social Justice (1)**
- ELPS 310: Emerging Leaders
- ELPS 350: Applied Leadership Skills (1-3; repeatable with a maximum of 7)
- ELPS 493: Independent Study in Leadership
- ELPS 495: Special Topics in Leadership
- ENT 411: Leadership in Non-profits and Social Enterprise
- HEAM 455: Seminar in Student Leadership
- PSYC 435: Multicultural Psychology
- PYED 246: Outdoor Leadership

Co-curricular Requirements
- 60 hours of Leadership Co-curricular Experiences ***
- Leadership Development Portfolio

* Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.
** Registration is limited to Leadership and Service Living-Learning Community
*** Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program upon Departmental approval of the student petition.

Rationale: Employers consistently identify leadership and opportunities to practice leadership (e.g., internships, scholarly research and consulting with faculty supervision, campus leadership positions) as essential factors in college recruiting and hiring decisions (National Evidence of Demand - Attached). Students expect that the University of Tennessee will prepare them to make effective and meaningful contributions within their personal, local, national, and global communities. UT’s commitment to developing the leaders of tomorrow is at the foundation of the university’s Vol Vision/Top 25 and Ready for the World initiatives. Furthermore, CEHHS, the Division of Student Life, and the Department of Educational Leadership and Policy Studies have accepted the charge to facilitate leadership education as outlined in our missions and strategic plans.

Despite our institutional commitment to leadership education, assessment data suggests that UTK undergraduate students’ expectations and needs are not being met (UTK Demand - Attached). UTK has a number of curricular and co-curricular leadership programs (Leadership at UTK - Attached); however at this point, those programs are either available only to students within a specific undergraduate discipline (i.e. business, agriculture, and engineering), reserved for students identified through highly selective processes (i.e., honors) and/or as a graduate student course of study (i.e., educational leadership). Likewise, though diverse and numerous, the leadership development opportunities available through the Division of Student Life have yet to be integrated into a credit-bearing, comprehensive academic curriculum, learning outcomes, and an assessment plan (Learning Outcomes and Assessment Plan – Attached).

Many of our Top 25 peer campuses (21 out of 27) provide a formalized academic leadership curriculum that is accessible to all students (Top 25 - Attached). To truly set UTK apart from our peers, we need not only an academic program that operates independently of disciplinary focus (e.g. business) or selective status (e.g., honors), but one that is also intentionally structured to integrate the curricular, co-curricular, and extra-curricular leadership/learning experiences of our undergraduates. In short, the demand for leadership education far exceeds the supply, and a synthesis of the above is not only inevitable, but necessary and meaningful contributions within their personal, local, national, and global communities. UT’s commitment to developing the leaders of tomorrow is at the foundation of the university’s Vol Vision/Top 25 and Ready for the World initiatives. Furthermore, CEHHS, the Division of Student Life, and the Department of Educational Leadership and Policy Studies have accepted the charge to facilitate leadership education as outlined in our missions and strategic plans.

Format of Program: The Leadership Studies Minor will use a cohort model based on the year of acceptance into the program. Students will participate in social, civic, and academic engagement activities in addition and related to the coursework. The minor is grounded in Dewey’s philosophy of experiential education and Kolb’s theory of experiential learning. It was operationally modeled on aspects of the University of Maryland’s leadership minor, Florida State University’s Leadership Certificate, and the Bonner Scholars Program. Small group discussion, mentoring, problem-based learning, and significant application will guide students in using the content across multiple settings, reflecting on and recognizing the value of the concepts and frameworks learned, and make personal meaning for current and future leadership.

Impact on other units/programs: The Leadership Studies minor re-conceptualizes the content of HEAM 200 and some COUN 205 course sections as part of a larger curriculum and proposes a grouping of new courses to complete the program. The impact of this program on other courses is minimal. Of the proposed courses, two are prerequisites - ELPS 201 for ELPS 450, 451 and 493 and ELPS 350 for ELPS 450 and 451. All HEAM 200 sections, some COUN 205, and the new courses being piloted as EDPY 404 sections will not be taught in the future if the minor curriculum is implemented. The student life staff and an ELPS faculty member currently teaching these sections of similar courses will instead teach sections of the re-conceptualized courses within the minor.

The Educational Psychology and Counseling Department and Educational Leadership and Policy Studies Departments are aware and fully supportive of these changes (Letters of Support: COUN and EDPY Reductions - Attached).

Furthermore, this minor does not conflict in content with any programs offered by other colleges and/or departments. Offering this program expands access to formal leadership education without duplicating content or creating competing programs. The proposed ELPS courses and course of study differ from what is currently offered, both in curriculum and the accessibility of courses.
Registration in other leadership courses is limited by major, honors designation, or significant major-specific prerequisites. Presently, the only academically recognized Leadership courses of study offered to undergraduate students at UTK target a single discipline or professional setting, or are limited to a highly selective group of students. These include: Agriculture, Leadership, Education, and Communications (ALEC) major and minor, the Honors Engineering Leadership minor, the College of Business Administration’s Global Leadership Scholars, Haslam Scholars, and the ROTC-related coursework in the Department of Military Science and Leadership (Leadership at UTK – Attached). Additionally, unlike these programs, the ELPS Leadership Studies minor focuses specifically on leadership in the collegiate setting and on students’ experiences. The content of this set of courses is unique in that all apply leadership concepts, principles, and theories to college curricular, co-curricular, and extra-curricular activities as experiential learning settings. Departmental/Program verification of no conflict is included in the attachments to this proposal.

Financial impact: The addition of this program will have modest budgetary impact as outlined below. This program is a collaboration between the Educational Leadership and Policy Studies Department and the Division of Student Life (Letters of Support: Vice President of Student Life – Attached).

Of the nine courses being proposed for the minor:

- Four courses (ELPS 211, ELPS 310, ELPS 350, and ELPS 411) do not require any additional resources. The credentialed student life staff and an ELPS faculty member for whom it is a designated part of their jobs to teach COUN 205, EDPY 404 and HEAM 200 will transition to teaching ELPS 211, ELPS 310, ELPS 350, and ELPS 411. (Letters of Support: COUN and EDPY Reductions - Attached).

- One core requirement course (ELPS 201) needs additional resources. It is anticipated that the minor will need 3 sections of ELPS 201 annually. A doctoral student will teach one section of this course as a designated part of his or her job. The ELPS Department faculty and staff within the Division of Student Life will absorb the additional two sections of this course.

- One section of ELPS 350 and two additional courses (ELPS 450/451) which will be taught annually as one merged class will require dedicated ELPS faculty. The curriculum is currently being developed and taught by a Visiting Assistant Professor, but will be absorbed by ELPS faculty, if needed.

- Two courses (ELPS 493 and ELPS 495) will be taught by qualified student life staff and ELPS faculty members only as needed and resources allow.

Administrative responsibilities for the program will be shared between the Department of Educational Leadership and Policy Studies and the Division of Student Life. The risk management responsibilities will be managed in accordance with the Leadership Studies minor risk protocols (Leadership Studies Minor Risk Management – Attached).

A donor gift will provide three years of seed funding for the Leadership Minor. This gift allows for teaching honorariums to be given to qualified Student Life staff for whom teaching in the minor is not a part of their position. The funds also can be used for doctoral student assistance, purchase of materials, and other program costs.

The ELPS Department will be responsible for uncovered teaching duties.

Student Learner Outcomes: SACS Learning Outcomes are not required for minors. However, we have prepared learning outcomes and an assessment plan for each course and the overall program. Program Assessment Activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to this proposal, have validated the need for increasing access to the formalized leadership education that reflect this minor’s proposed learning outcomes. Additional documentation attached (National Evidence, Top 25, UTK Demand, and Leadership at UTK – Attached).

DEPARTMENT OF NUTRITION

Learning objectives for the BS in Nutrition

1. Upon completing the program, students who apply for dietetic internship programs will attain placement in a dietetic internship program.
2. Upon completing the program the students who apply will attain placement in a graduate or non-dietetics health professional program.
3. Upon completing the program, the student will demonstrate the ability to understand, interpret, and apply the science of nutrition in individual, clinical, and community settings.
4. Upon completing the program the student will be able to apply critical thinking skills to solve problems.

REVISE NUTRITION MAJOR, BS IN HEALTH AND HUMAN SCIENCES: DIETETICS CONCENTRATION

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>CHEM 120* or CHEM 128*</td>
<td>4</td>
<td>2.6 cumulative GPA</td>
</tr>
<tr>
<td>ENGL 101* or ENGL 118*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*Unrestricted Elective (MATH 119 recommended if needed)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NUTR 100*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 110* or PSYC 117*</td>
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<th>Hours</th>
<th>Milestone Notes</th>
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</thead>
<tbody>
<tr>
<td>BCMB 230</td>
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<td>3.0 cumulative GPA</td>
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<tr>
<td>CHEM 350</td>
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<td>CHEM 130* with a grade of C or better</td>
</tr>
<tr>
<td><em>Cultures and Civilizations Elective</em></td>
<td>3</td>
<td>NUTR 100* with a grade of C or better</td>
</tr>
<tr>
<td>NUTR 201</td>
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</tr>
<tr>
<td>*Unrestricted Elective</td>
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<table>
<thead>
<tr>
<th>Term 4</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Arts and Humanities Elective</em></td>
<td>3</td>
<td>BCMB 230 with a grade of C or better</td>
</tr>
</tbody>
</table>
REVISE NUTRITION MAJOR, BS IN HEALTH AND HUMAN SCIENCES: BASIC SCIENCE CONCENTRATION

Term 1
CHEM 120* or CHEM 128* 4
ENGL 101* or ENGL 118* 3
1Unrestricted Elective (MATH 119 recommended if needed) 3
NUTR 100* 3
BIOL 150* or BIOL 158* 3

Term 2
BCMB 230 5
CHEM 350 3
EEB 240 4
NUTR 201 1
BIOL 220 2

Term 3
CHEM 360 3
BIOL 240 4
NUTR 302 3
CLAS 273 3
1Unrestricted Elective 2

Term 4
BCMB 230 5
CHEM 130* with a grade of C or better
EEB 240 4
NUTR 100* with a grade of C or better

Rationale: Establishing a higher grade requirement for organic chemistry is desirable to enhance success rates in subsequent upper-level nutrition coursework focused on metabolism (NUTR 311, 313, 314). Likewise, a higher GPA milestone is expected to help raise the acceptance rate of graduates to dietetic internships and enhance acceptance to graduate and other health professional programs. Modifying the GPA milestone is expected to enhance both student success post-graduation, in either concentration, and be critical to maintenance of program accreditation through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Impact on other units: None. Financial Impact: None. This will not require any change in current faculty course loads. Learner Outcomes Supported: These changes support Learner Outcomes 1 and 2. Support from assessment activities: Over the last several years, applications to dietetic internships have risen to record levels nationally with little concomitant increase in available positions. Internships almost universally have a minimum 3.0 GPA requirement to apply. Additionally, growing numbers of nutrition students express interest in entering non-dietetics health professions and graduate programs, where GPA also plays a role in acceptance rates. Note: Students planning for non-dietetics health professions or graduate programs may complete either the dietetics or basic science concentration within the nutrition major.

DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

REVISE HOTEL, RESTAURANT, AND TOURISM MAJOR - BS IN RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

Term 2
1Arts and Humanities Elective * 3
ENGL 102 * 3
MATH 125 * 3
1Natural Sciences Electives * 4 2-4
2Unrestricted Elective 3

Term 7
2Cultures and Civilizations Elective * 3
2FINC 300 3
HRT 410 4
2Hotel, Restaurant, and Tourism Elective 3
2MARK 300 3

Term 8
HRT 425 3
HRT 492 or 2HRT Electives (6 hrs of either option) 6
2Hotel, Restaurant, and Tourism Elective 3
2Unrestricted Elective 3

TOTAL 120-121 122-124
Rationale: In Term 1 and Term 2, the Natural Science Electives are both listed as 3-4 credits. We are changing that listing to 4 in Term 2, because one Natural Science is required to have a lab. We are then removing the Cultures & Civilizations elective in Term 7 because we currently have it in Terms 1 & 5, as well (for a total of three), and only two are required by the University. This will reduce the total hours to 120. Also, in Term 8 we are dropping "or HRT Electives (6 hours of either option)" that follows HRT492. In previous years HRT 492 was a second internship, and optional. The current curriculum requires 6 hours of one internship, which is HRT 492. Impact on Other Units: No impact on other academic units. Financial Impact: No financial impact. Support from assessment activities: N/A

REVISE TOURISM AND HOSPITALITY MANAGEMENT MINOR
Add or drop courses from lists, revise heading

Minor Requirements
Select three of four Complete:
- HRT 212 - Conventions, Meetings, and Events

Select two courses:
- HRT 423 – Marketing for Hospitality and Tourism
- HRT 445 - Advanced Food Production and Service Management

Rationale: The minor exposes students to areas of emphasis within the hospitality and tourism industry by including a choice of three out of the four introductory classes. When this minor was started, we did not have the demand for meeting and event planning, so we wanted to make that course available in the minor (HRT 212). In addition, HRT 435 requires HRT 212 as a pre-requisite, so the minor was actually incorrect before. We also added HRT 445, as we find that is a very helpful class for meeting and event planning, and also provides an advanced class for those that want to pursue foodservice. We have removed HRT 423, as it now requires all four introductory classes, and we do not feel that is appropriate for the minor as it usually is more targeted. Impact on Other Units: No impact on other academic units. Financial Impact: No financial impact. Support from assessment activities: A faculty review of the curriculum, and desiring to meet the differing needs of the students led to these proposed changes.

REVISE RESTAURANT AND FOODSERVICE MANAGEMENT MINOR
Add or drop courses from lists

Minor Requirements
Select Two Courses:
- HRT 211 - Hotel and Resort Operations
- HRT 212 - Conventions, Meetings, and Events
- HRT 311 - Human Resources Management in Hospitality and Retailing
- HRT 361 - Issues and Trends in Customer Service
- HRT 435 - Meeting Planning, Special Events, and Convention Management
- any Hotel, Restaurant and Tourism courses

Rationale: Selecting focused courses that will be complementary to required courses instead of selecting any two HRT courses. Impact on Other Units: No impact on other academic units. Financial Impact: No financial impact. Support from assessment activities: A faculty review of the curriculum, and desiring to meet the differing needs of the students led to these proposed changes.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

◆ DROP ART EDUCATION MAJOR
(Serves as a second major only with a BA in Art or a BFA in Studio Art.)

Rationale: The Art Education Major is being dropped and we are adding an Art Education Minor. The Art Education Track 2 concentration historically has offered a second undergraduate major to Art majors and is thus time-intensive to deliver. Resources remain inadequate to adequately staff the program. To keep the program viable, the undergraduate major will become a minor, consistent with other 5-year internship programs in TPTE and reducing the number of undergraduate TPTE courses by 2. Impact on other units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. The changes to art education from a major to a minor may increase the enrollment in some of the art studio courses in the BFA or Art Studio Major in the School of Art. The School of Art has provided a letter of support for this change. Financial Impact: Financial needs for resources and faculty will be reduced by this change. Learning outcomes supported by this change: this change eliminates the Art Education major so those learning outcomes will also be eliminated. Support from assessment activities: No assessment activities were conducted.

◆ ADD ART EDUCATION MINOR

Art Education Minor

Students seeking licensure to teach art in the schools pursue the Bachelor of Fine Arts degree with a major in studio art or the Bachelor of Arts Degree with a major in art in the College of Arts and Sciences and will complete a minor in art education at the undergraduate level. The undergraduate minor in art education includes the following.
Complete (19 Undergraduate Hours):
Post-Baccalaureate Professional Year (24 graduate hours)
The following courses are taken during the post-baccalaureate professional year. Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration. Teacher licensure is granted at the successful completion of the professional year; 12 additional hours may be taken to complete the master's degree. For details, see the Graduate Catalog.

Complete (24 graduate hours)
- ARED 530 - Production and Critical Pedagogy in Art
- ARED 540 - Use and Construction of Instructional Materials for Teaching Art
- TPTE 574 - Analysis of Teaching for Professional Development
- TPTE 575 - Professional Internship in Teaching
- TPTE 591 - Clinical Studies

Rationale: The Art Education Major is being dropped and we are adding an Art Education Minor. The Art Education Track 2 concentration historically has offered a second undergraduate major to Art majors and is thus time-intensive to deliver. Resources remain inadequate to adequately staff the program. To keep the program viable, the undergraduate major will become a minor, consistent with other 5-year internship programs in TPTE and reducing the number of undergraduate TPTE courses by 2. Impact on other units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. The changes to art education from a major to a minor may increase the enrollment in some of the art studio courses in the BFA or Art Studio Major in the School of Art. The School of Art has provided a letter of support for this change. Financial Impact: Financial needs for resources and faculty will be reduced by this change. Learning outcomes supported by this change: this change eliminates the Art Education major so those learning outcomes will also be eliminated. Support from assessment activities: No assessment activities were conducted.

REVISE AUDIOLOGY AND SPEECH PATHOLOGY MAJOR, BS IN AUDIOLOGY AND SPEECH PATHOLOGY

Progression Requirements

Once 60 credit hours have been completed with an overall GPA of 3.0 or above, students in the joint degree program will seek conditional admission to UTHSC. **An application fee will be assessed.** Full admission will be granted for those students who have completed 90 hours with a GPA of 3.0 or better and have completed the course, AUSP 300 Introduction to Communication Disorders with a grade of B or better. If admitted to the UTK/UTHSC joint degree program, the final year of the undergraduate program will be completed as an Audiology and Speech Pathology major. **An application fee will be assessed.** The admitted students will remain in Knoxville, where the Audiology and Speech Pathology Department is located. Tuition will be assessed based on UTK tuition rates.

<table>
<thead>
<tr>
<th>Term 7</th>
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<tbody>
<tr>
<td>AUSP 303, AUSP 305, AUSP 306, AUSP 320</td>
<td>12</td>
<td>No milestones</td>
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<tr>
<td><strong>AUSP 461 AUSP 433, AUSP 455</strong></td>
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<tr>
<th>Term 8</th>
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<tbody>
<tr>
<td>AUSP 302</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>AUSP 433, AUSP 435, AUSP 455, AUSP 461, AUSP 473, AUSP 494</strong></td>
<td>12</td>
<td>No milestones</td>
</tr>
</tbody>
</table>

Rationale: The changes to curriculum were made to provide students with a better sequence of learning. ASP 435 is a speech sound disorders class, which requires knowledge of phonetics (ASP 305). Therefore, students are better prepared for ASP 435 when it is offered in spring and they have already taken 305. ASP 461 requires no previous knowledge and can be taken in the fall. ASP 455 is a new 2-credit class on adult language disorders, that will be best received in the spring after students have already gained knowledge in areas of language develop (ASP 320) and anatomy and physiology (ASP 306) in the fall. Because ASP 455 is a 2 credit class it makes sense that student take the 1 credit observation class (ASP 433) in the same semester as ASP 455 so that they take a total of 15 credits in both fall and spring semesters. Impact on other units: None. Financial Impact: None. Learning outcomes supported by this change: Revision is not related to learner outcomes. Support from assessment activities: A minor wording change was made so that it is clearer as to when the application fee will be assessed. Program faculty recognized a need for better course sequencing.

REVISE SPECIAL EDUCATION MAJOR, BS IN EDUCATION – EDUCATION OF THE DEAF AND HARD OF HEARING CONCENTRATION

<table>
<thead>
<tr>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>ASL 212*</td>
<td>3</td>
<td>ASL 112</td>
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<tr>
<td>EDDE 425</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL 252*</td>
<td>3</td>
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</tr>
<tr>
<td>Term 6</td>
<td>EDDE 419</td>
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<td>Educational Methods</td>
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<tr>
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<td>SPED 402</td>
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<td></td>
<td>REED 430 or REED 461 or REED 543</td>
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<tr>
<td>Term 7</td>
<td>EDDE 415</td>
<td>3</td>
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<td>EDPY 401</td>
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<td>Professional Electives</td>
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<td>ETEC TPTE 486</td>
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<td>Term 8</td>
<td>AUSP 494</td>
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<td></td>
<td>EDDE 410, EDDE 416</td>
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<td>Professional Electives</td>
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<td>ASL 435</td>
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<td>UNDERGRADUATE TOTAL</td>
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</table>

Rationale: These changes were made to reflect that ASL 435 is only taught in the spring. The credit hours for a general elective were adjusted to 1 credit hour to accommodate the change to 3 credit hours for REED 430. Impact on other units: None. Financial impact: None. Learner outcomes supported by this change: These revisions are not related to learner outcomes. Support from assessment activities: No assessment activities were conducted.

REVISE TERMS SPECIAL EDUCATION MAJOR, BS IN EDUCATION – EDUCATIONAL INTERPRETING CONCENTRATION

<table>
<thead>
<tr>
<th>Term 3</th>
<th>ASL 111</th>
<th>3</th>
<th>ASL 111</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communicating through Writing Elective*</td>
<td>3</td>
<td>ENGL 102*</td>
</tr>
<tr>
<td></td>
<td>HIST 241* or HIST 247*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHIL 244*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unrestricted Elective</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Term 5*</td>
<td>ASL 211</td>
<td>3</td>
<td>ASL 211*</td>
</tr>
<tr>
<td></td>
<td>Unrestricted Elective –Cultures and Civilizations Elective*</td>
<td>3</td>
<td>EI 335</td>
</tr>
<tr>
<td></td>
<td>EDPY 210*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI 335, EI 340</td>
<td>6</td>
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</tr>
<tr>
<td>Term 6</td>
<td>ASL 212*</td>
<td>3</td>
<td>ASL 212*</td>
</tr>
<tr>
<td></td>
<td>EDPY 401</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI 350</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYC 300</td>
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<tr>
<td></td>
<td>ETEC TPTE 486</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term 8</td>
<td>Unrestricted Elective –Cultures and Civilizations Elective*</td>
<td>3</td>
<td>No milestones</td>
</tr>
<tr>
<td></td>
<td>EDDE 416</td>
<td>3</td>
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<tr>
<td></td>
<td>EI 440</td>
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<tr>
<td></td>
<td>SPED 402</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>120-121</td>
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<td></td>
</tr>
</tbody>
</table>

Rationale: Students were previously taking 6 CC classes. The changes would allow students to supplement their programs with other ASL or program-related courses. Term 6: Updated prefix from TPTE 486 to ETEC 486. Impact on other units: None. Financial impact: None. Learner outcomes supported by this change: These revisions are not related to learner outcomes. Support from assessment activities: No assessment activities were conducted.

Students are required to complete two math courses or one math and one statistics course from the Quantitative Reasoning University General Education list. At least one of the Natural Science Electives must include a lab. Select any course not already required for the major. RSM 226 and ASL 421 are recommended courses for three hours.
Impact: none. Learner outcomes supported by this change: This change supports outcome Special Education SLO #6 as we are recommending students take ASL 421 (Deaf Culture) as an unrestricted elective. Support from assessment activities: None.

◆DROP SPECIAL EDUCATION MAJOR, BS IN EDUCATION – MODIFIED AND COMPREHENSIVE SPECIAL EDUCATION WITH K-5 CONCENTRATION (WITH OPTIONAL ENDORSEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION)

◆DROP SPECIAL EDUCATION MAJOR, BS IN EDUCATION – MODIFIED AND COMPREHENSIVE SPECIAL EDUCATION WITH 6-12 CONCENTRATION (WITH OPTIONAL ENDORSEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION)

◆ADD SPECIAL EDUCATION MAJOR, BS IN EDUCATION – INTERVENTIONIST AND COMPREHENSIVE SPECIAL EDUCATION WITH ELEMENTARY EDUCATION CONCENTRATION (WITH OPTIONAL ENDORSEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION)

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.

Progression Requirements
Progression to the interventionist and comprehensive special education with elementary education (ELED) concentration requires a 2.7 cumulative GPA after a minimum of 45 semester hours of course work. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.7 while in the program. Students must earn a grade of C or better in all teacher education courses. Students with less than a 2.7 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Requirements for the Bachelor of Science in Education • Special Education Major • Modified and Comprehensive Special Education with Elementary Education Concentration (with Optional Endorsement in Early Childhood Special Education)

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>4</td>
<td>2.3 cumulative GPA</td>
</tr>
<tr>
<td>Biological Sciences with Lab Electives*</td>
<td>4</td>
<td>2.3 cumulative GPA</td>
</tr>
<tr>
<td>ENGL 101* or ENGL 118*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Sciences Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Term 2

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102*</td>
<td>3</td>
<td>Quantitative Reasoning Elective*</td>
</tr>
<tr>
<td>Physical Science w/out Lab Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Sciences Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>3</td>
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</table>

Term 3

<table>
<thead>
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<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 210*</td>
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<td>2.7 cumulative GPA</td>
</tr>
<tr>
<td>Economics Elective</td>
<td>3</td>
<td>ENGL 102*</td>
</tr>
<tr>
<td>Intermediate Foreign Language*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Non-U.S. History</td>
<td>3</td>
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</tr>
<tr>
<td>PHIL 252*</td>
<td>3</td>
<td></td>
</tr>
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</table>

Term 4

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Foreign Language*</td>
<td>3</td>
<td>Intermediate Foreign Language Elective*</td>
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<tr>
<td>Non-U.S. History</td>
<td>3</td>
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</tr>
<tr>
<td>PHIL 244*</td>
<td>3</td>
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</tr>
<tr>
<td>Political Science Elective</td>
<td>3</td>
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<td>RSM 226</td>
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Term 5

<table>
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</thead>
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<td>Two Natural Sciences Electives*</td>
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<td>INSC 330</td>
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<td>REED 430</td>
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<tr>
<td>SPED 402</td>
<td>3</td>
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<tr>
<td>ETEC 486</td>
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</table>

Term 6

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 351, ELED 422</td>
<td>7</td>
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<tr>
<td>EDPY 401</td>
<td>3</td>
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<tr>
<td>SPED 325</td>
<td>1</td>
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<tr>
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Term 7

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 419, SPED 420, SPED 430, SPED 490</td>
<td>15</td>
<td>No milestones</td>
</tr>
</tbody>
</table>

Term 8
### SPECIAL EDUCATION MAJOR, BS IN EDUCATION – INTERVENTIONIST AND COMPREHENSIVE SPECIAL EDUCATION WITH SECONDARY EDUCATION CONCENTRATION (WITH OPTIONAL ENDORSEMENT IN EARLY CHILDHOOD EDUCATION)

**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.

**Progression Requirements**

Progression to the interventionist and comprehensive with secondary concentration requires a 2.7 cumulative GPA after a minimum of 45 semester hours of course work. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.7 while in the program. Students must earn a grade of C or better in all teacher education courses. Students with less than a 2.7 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

**Requirements for the Bachelor of Science in Education • Special Education Major • Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education)**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Biological Sciences with Lab Electives*&quot;</td>
<td>4</td>
<td>2.3 cumulative GPA</td>
</tr>
<tr>
<td>ENGL 101* or ENGL 118*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;Quantitative Reasoning Elective*&quot;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;Social Sciences Elective*&quot;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;Unrestricted or Professional Elective&quot;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
<td>Quantitative Reasoning Elective*</td>
</tr>
<tr>
<td>&quot;Physical Science w/out Lab Elective*&quot;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;Quantitative Reasoning Elective*&quot;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;Social Sciences Elective*&quot;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;Unrestricted or Professional Elective&quot;</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDPY 210*</td>
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<td>2.7 cumulative GPA</td>
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<tr>
<td>&quot;Intermediate Foreign Language*&quot;</td>
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<td>ENGL 102*</td>
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<tr>
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</tr>
<tr>
<td>PHIL 252*</td>
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<tr>
<td>&quot;Professional Elective&quot;</td>
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<tr>
<td>Term 4*</td>
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</tr>
<tr>
<td>&quot;Intermediate Foreign Language*&quot;</td>
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<td>Intermediate Foreign Language Elective*</td>
</tr>
<tr>
<td>&quot;Non-U.S. History&quot;</td>
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<td></td>
</tr>
<tr>
<td>PHIL 244*</td>
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<td></td>
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<tr>
<td>&quot;Professional Elective&quot;</td>
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<tr>
<td>Term</td>
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<td>5</td>
<td>RSM 226</td>
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<tr>
<td></td>
<td>&quot;Educational Methods&quot;</td>
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<td>&quot;Professional Elective&quot;</td>
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<tr>
<td></td>
<td>REED 461</td>
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<td>SPED 402</td>
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<td></td>
<td>ETEC 486</td>
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</tr>
<tr>
<td>6</td>
<td>EDPY 401</td>
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<td>TPTE 352</td>
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<td>7</td>
<td>SPED 419, SPED 420, SPED 430, SPED 490</td>
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<td>8</td>
<td>SPED 422, SPED 432, SPED 456, SPED 459</td>
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</tr>
<tr>
<td></td>
<td>UNDERGRADUATE TOTAL</td>
<td>120</td>
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</tbody>
</table>

**POST-BACCALAUREATE PROFESSIONAL YEAR**

Students must apply to and be admitted by the Graduate School prior to registration.

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>ELED Course</td>
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<tr>
<td></td>
<td>TPTE 574, TPTE 575</td>
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<tr>
<td>10</td>
<td>ELED Course</td>
</tr>
<tr>
<td></td>
<td>TPTE 575, TPTE 591</td>
</tr>
<tr>
<td></td>
<td>GRADUATE TOTAL</td>
</tr>
</tbody>
</table>

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1. Meets University General Education Requirement.
2. Chosen from University General Education list.
3. Students are required to complete two math or one math and one statistics course from the University General Education list.
5. Interview in term 4 due to course sequencing.
6. Select the course that correlates with the specialization for your secondary endorsement from ENED 459, MEDU 485, SSCE 454, SCED 496.
7. Choose courses from Professional Elective List below, corresponding to the secondary subject area chosen.

**English Education** - choose 15 credit hours of English courses at 300 level and above;
**Mathematics Education** - MATH 142* or MATH 148*, MATH 241 or MATH 247, MATH 300 or MATH 307, MATH 460, and MATH 423 or MATH 424.
**Natural Sciences (Biology)** - BIOL 160*, BIOL 240, BIOL 260-BIOL 269, and 3 credit hours of biological sciences courses at 300 level or above;
**Natural Sciences (Chemistry)** - CHEM 130* or CHEM 138*, CHEM 310-CHEM 319, and 6 credit hours of chemistry courses at 300 level or above;
**Natural Sciences (Physics)** - PHYS 135*, PHYS 136*, PHYS 250, and 6 credit hours of astronomy or physics at 300 level or above;
**Natural Sciences (Earth Science)** - GEOL 101* or GEOL 107* and (GEOL 102* or GEOL 108* or GEOL 103* or GEOL 104*), and 9 credit hours in geology at the 300 level or above;
**Social Science (Economics)** - ECON 201* or ECON 207*, ECON 311, ECON 313, and 6 credit hours of economic courses at 300 level or above;
**Social Science (Geography)** - Choose 6 hours from GEOG 101, GEOG 121, GEOG 131* or GEOG 137*, GEOG 132*, and 9 hours of geography courses at 300 level or above;
**Social Science (Government)** - POLS 101* or POLS 107*, POLS 102*, and 9 credit hours of political science courses 300 level or above;
**Social Science (History)** - HIST 221 or HIST 227, HIST 222 or HIST 228, and 9 credit hours of history courses at 300 level or above to include a course in World History.

**Rationale:** The TN Department of Education changed the special education licensure names. These changes are necessary to align our program name using the State’s language. Additionally, this corrects the credit hours for ELED 351 and REED 430 in the elementary education concentration to align with the changes to the credit hours for those courses (up for approval in this same narrative). Impact on other units: No impact on other units as this is a change of name only. Financial Impact: none. Learning outcomes supported by this change: Revision is not related to learning outcomes. Support from Assessments Activities: none. This is a name change to align our program names with the new state licensure names.

**REVISE LIST OF PROGRAMS FOR DEPARTMENT ON COLLEGE INFORMATION PAGE**
Art Education Minor (serves as a second major only with a BA in Art or a BFA in Studio Art)
Audiology and Speech Pathology Major, BS in Audiology and Speech Pathology
Elementary Education Minor
English as a Second Language Education Minor
Mathematics Education Grades 6-8 Minor
Middle Grades Education Minor
Science Education Grades 6-8 Minor
Secondary Education Minor
Special Education Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration
Special Education Major, BS in Education – Educational Interpreting Concentration
Special Education Major, BS in Education – Interventionist and Comprehensive Special Education with Secondary Concentration (with Optional Endorsement in Early Childhood Education)
Special Education Major, BS in Education – Interventionist and Comprehensive Special Education with Elementary Education Concentration (with Optional Endorsement in Early Childhood Special Education)
Special Education Major, BS in Education – Modified and Comprehensive Special Education with 6-12 Concentration (with Optional Endorsement in Early Childhood Special Education)
Special Education Major, BS in Education – Modified and Comprehensive Special Education with K-5 Concentration (with Optional Endorsement in Early Childhood Special Education)
World Language Education Minor

Rationale: We are changing the names of the Special Education concentrations to make our program align with new state licensing requirements. We are also dropping the Art Education Major and adding Art Education Minor. The Art Education Track 2 concentration historically has offered a second undergraduate major to Art majors and is thus time-intensive to deliver. Resources remain inadequate to adequately staff the program. To keep the program viable, the undergraduate major will become a minor, consistent with other 5-year internship programs in TPTE and reducing the number of undergraduate TPTE courses by 2. Impact on other Units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. It provides another option for employment for students in Arts & Sciences majors. The changes to art education from a major to a minor may increase the enrollment in some of the art studio concentrations in sport management and therapeutic recreation.

Learning outcomes supported by this change: These revisions are not related to learner outcomes. Support from assessment activities: None. The name changes are necessary to align our programs with new state licensing requirements.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

REVISE TEXT ON COLLEGE PAGE

Degrees and Majors
Item 2

Bachelor of Science in Education – art education major; special education major (concentrations in education of the deaf and hard of hearing, educational interpreting, interventionist and comprehensive special education with elementary education, and interventionist and comprehensive special education with secondary modified and comprehensive special education with K-5, and modified and comprehensive special education with 6-12); kinesiology major; and recreation and sport management major (concentrations in sport management and therapeutic recreation).

Rationale: Art Education is changing from a major to a minor so we have removed it from the paragraph; the name for two of the special education majors is changed because the state has changed the names of the licenses. Both of these changes are being submitted in this narrative. Impact on other units: None. Financial Impact: Financial impact on the department is decreased based the decreased teaching load for the art ed faculty. No financial impact for the special education name change.

Learning outcomes supported by this change: These revisions are not related to learner outcomes. Support from assessment activities: None conducted. The name change is necessary to align our programs with new state licensing requirements.

Minors

Paragraph 1

The academic departments within the College of Education, Health and Human Sciences offer minors in art education, child and family studies, elementary education (for Arts and Sciences students only), English as a second language education, mathematics education grades 6-8, science education grades 6-8, middle grades education (for Arts and Sciences students only), nutrition, public health, restaurant and food service management, retail and consumer sciences, retail technology, secondary education (for Arts and Sciences students only), tourism and hospitality management, and world language education.

Rationale: The Art Education Major is being dropped and we are adding an Art Education Minor. The Art Education Track 2 concentration historically has offered a second undergraduate major to Art majors and is thus time-intensive to deliver. Resources remain inadequate to adequately staff the program. To keep the program viable, the undergraduate major will become a minor, consistent with other 5-year internship programs in TPTE and reducing the number of undergraduate TPTE courses by 2. Impact on other units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. The changes to art education from a major to a minor may increase the enrollment in some of the art studio
courses in the BFA or Art Studio Major in the School of Art. The School of Art has provided a letter of support for this change. Financial Impact: Financial needs for resources and faculty will be reduced by this change. Learning outcomes supported by this change: this change eliminates the Art Education major so those learning outcomes will also be eliminated. Support from assessment activities: No assessments were conducted.

THEORY AND PRACTICE IN TEACHER EDUCATION

REVISE TEXT ON DEPARTMENT PAGE

Teaching Minors

Paragraph 1

Students who are earning a baccalaureate degree in the College of Arts and Sciences and who are also seeking teacher licensure in art education, elementary education, English as a Second Language education, English education, mathematics education grades 6-8, science education grades 6-8, middle grades education, social science education, or world language education must earn a minor (or the equivalent of a minor) in art education, elementary education, English as a Second Language education, mathematics education grades 6-8, science education grades 6-8, middle grades, world language education, or secondary education. Students interested in the secondary mathematics or sciences undergraduate program teacher licensure must participate in the VolsTeach program offered through the College of Arts and Sciences.

Rationale: The change from middle grades to mathematics education grades 6-8 and science education grades 6-8 was approved by UG CRC in Sep 2014; the wording in this paragraph was missed when we submitted those changes so this is just a correction. We are adding the word education after elementary as a correction – it should have been there to make the wording throughout the paragraph consistent. Art education is being added because it is being changed from a major to a minor. The changes in the statement on VolsTeach is just to make it read more clearly. Impact on other units: none. Financial Impact: none. Learning outcomes supported by this change: The revision is not related to learner outcomes. Support from assessment activities: none conducted.

COLLEGE OF ENGINEERING
All Changes Effective Fall 2015.

I. COURSE CHANGES

DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCES
(BSE) Biosystems Engineering

Program Learning Outcomes for the B.S. in Biosystems Engineering:

1. An ability to apply basic mathematics, science, and engineering science, including especially how those are related to biological systems.
2. An ability to apply common engineering tools, including problem formulation, design, and data collection and analysis.
3. An ability to perform in the non-technical aspects required of engineers, including communications and working in teams.
4. A demonstrated understanding of how engineers fit into the broader society, including ethical behavior and lifelong learning responsibilities.

ADD

BSE 499 Research Problem in Biosystems Engineering (1-6) Designed for students working without pay on largely self-directed research problems under the guidance of a departmental faculty mentor. May be used to meet up to 3 hours of Technical Elective credit with preapproval of both the faculty mentor and the academic advisor.

Registration Restriction: Departmental approval.

Repeatability: May be repeated for maximum of 6 hours.


This course supports Program Learning Outcome 2 for the B.S. in Biosystems Engineering. Support from assessment activities: Assessment completed: Fall 2016. Assessment method: Evaluation of research problem report by faculty mentor.

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING
(CE) Civil Engineering

Program Learning Outcomes for the B.S. in Civil Engineering:

1. An ability to identify, analyze and solve problems by applying knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret data.
3. An ability to design civil engineering systems, components, or processes to meet desired needs.
4. An ability to function on multidisciplinary teams.
5. An understanding of professional and ethical responsibility.
6. A recognition of the need for, and an ability to engage in life-long learning.
7. An ability to communicate effectively.
8. Knowledge of contemporary issues pertinent to civil engineering for understanding the impact of professional solutions on society and the environment at both the local and global levels.
ADD

CE 340 Construction Engineering and Management I (3) Introduction to construction management concepts including developing an understanding of the goals and objectives of various construction stakeholders, delivery and procurement methods, types of construction contracts, planning, quality assurance and control, health and safety, estimating and scheduling.
Registration Restriction: Civil Engineering majors; minimum student level -- junior.

CE 441 Construction Engineering and Management II (3) Fundamental calculations and case studies associated with construction methods and equipment including selection, productivity, and operations.
(RE) Prerequisite(s): 340.

CE 448 Honors Construction Engineering and Management II (3) Same as 441 with additional Honors project.
(RE) Prerequisite(s): 340.

Rationale: These courses support the addition of the substitution of 340 for 442 as the required course in construction and the establishment of the construction elective concentration sequence. Impact on other units: none. Financial Impact: We recently added a tenure line in the Construction Engineering and Management area and filled a vacancy in the same area, so the resources to support these courses and this elective track are already in place. Other: These curriculum revisions support the extension of three learning outcomes, listed below, into a new focus area, namely construction engineering and management. CE 340 Program Learning Outcome 1; 441 and 448 support Program Learning Outcome(s) 1, 3. Support from assessment activities: Assessment to be completed fall 2016. Assessment method: For 340, Fundamentals of Engineering Exam; for 441 and 448, assessment rubric will be applied student designs.

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE
(COSC) Computer Science

Program Learning Outcomes for the B.S. in Computer Science:
1. Students will apply knowledge of computing and mathematics appropriate to the discipline
2. Students will analyze problems, and identify and define the computing requirements appropriate to their solution
3. Students will design, implement, and evaluate computer-based systems, processes, components, or programs to meet desired needs
4. Students will use current techniques, skills, and tools necessary for computing practice
5. Students will apply design and development principles in the construction of software systems of varying complexity

DROP COMMENT

*COSC 102 Introduction to Computer Science (4).
Remove QR (Quantitative Reasoning) Designation

Formerly: Satisfies General Education Requirement: (QR)

Rationale: 102 course is intended for majors and too many non-majors with inadequate backgrounds are taking the course, thus slowing down the course and making it impossible to present material in the depth that instructors in the subsequent "Computer Organization" course expect. Non-majors could still take COSC 100, which is intended for non-majors and is of Gen-Ed designation.
Impact on other units: students from non EECS departments that used to take COSC 102 for the QR designation will now have to switch to taking COSC 100. Financial impact: None.

ADD

COSC 130 Computer Organization (4) Number systems, Boolean algebra, combinational and sequential circuits, registers, processor functional units and control, pipelining, memory and caching, stored program computing, memory management, computer system organization, and assembly language programming.
Contact Hour Distribution: 3 hours lecture and 1 lab.
(RE) Prerequisite(s): 102

Equivalency Table

Current Course
Computer Science (COSC) | Equivalent Course Effective Fall 2015
Computer Science (COSC)

| 160 | 160 |
| 130 |

Rationale: Since COSC 160 will become a pre-reg for COSC 140, it should be re-numbered so that it has a lower number than COSC 140. The rationale for changing COSC 160’s number rather than 140’s number is that x3x courses in COSC are architecture courses and COSC 160 is an architecture course. x4x courses are software courses, so COSC 140 is appropriately numbered.

COSC 434 Network Security (3) In-depth introduction to core Internet and wireless technologies, related security concerns, common security vulnerabilities, and good security practices. Hands-on experience exploiting network protocols and communications, and setting up secure network connections.
(RE) Prerequisite(s): Electrical and Computer Engineering 453, Electrical and Computer Engineering 461.

Rationale: To provide fundamental understanding of core Internet and wireless technologies, related security concerns, common security vulnerabilities, and good security practices. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty. Assessment: This course supports Program Learning Outcome: 2. Support from assessment activities: Assessment completed: Spring 2016. Assessment method: Rubric for a direct measure.

COSC 445 Fundamentals of Digital Archeology (3) This is an advanced topic course focused on developing multi-disciplinary skills of discovering, retrieving, analyzing, and presenting operational data. Students will use critical thinking and intense practice solving real-world problems to recognize and address key operational issues: the lack of context, missing observations, and incorrect values. At the end of the course students will be able to discover operational data, to retrieve and store it, to recover context, to estimate the impact of missing events, to identify unreliable or incorrect values, and to present the results.

Recommended Background: 340, 370, Electrical and Computer Engineering 313

Rationale: To fill the critical gap in knowledge between the programming, statistical and machine learning, and the operational data that is increasingly used to transform the way the work and learning are done. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty. Assessment: This course supports Program Learning Outcome: 3. Support from assessment activities: Assessment completed: Fall 2015. Assessment method: Rubric for a direct measure.

COSC 466 Web Security (3) In-depth introduction to core web technologies, related security concerns, and common vulnerabilities. Hands on experience with multi-tier web applications (HTML, JavaScript, HTTP, application frameworks, and databases), vulnerability analysis and exploitation (injection, authentication, access control, client-side and server-side issues), and building secure applications.

(RE) Prerequisite(s): 302.

Rationale: To provide fundamental understanding of core web technologies, related security concerns, and common security vulnerabilities. To provide hands on experience auditing web applications for vulnerabilities, exploiting them, and building secure applications that avoid them. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty. Assessment: This course supports Program Learning Outcome: 3. Support from assessment activities: Assessment completed: Fall 2016. Assessment method: Rubric for a direct measure.

COSC 483 Applied Cryptography (3) In-depth introduction to the underlying mathematics, computational methodologies, associated theoretical considerations, applications and practical cryptographic techniques.

(RE) Prerequisites: Mathematics 251, Computer Science 311.

Rationale: Cryptography lays the foundation for security-related subjects. It is an essential component for any cybersecurity program. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty and especially new hires. Assessment: This course supports Program Learning Outcome: 1. Support from assessment activities: Assessment completed: Fall 2016. Assessment method: Rubric for a direct measure.

(ECE) Electrical and Computer Engineering

Program Learning Outcomes for the B.S. in Electrical Engineering:
1. Students will apply knowledge of mathematics, science, and electrical engineering
2. Students will design and conduct electrical engineering experiments, as well as analyze and interpret data
3. Students will design systems, components, or processes to meet desired needs within realistic constraints
4. Students will identify, formulate, and solve electrical engineering problems
5. Students will use the techniques, skills, and modern engineering tools necessary for electrical engineering practice

ADD

ECE 459 Secure and Trustworthy Computer Hardware Design (3) In-depth introduction to a range of new developments for the design of secure and trustworthy computer hardware. Topics covered include physical and invasive attack models, side-channel analysis (SCA) attacks, physical unclonable functions, hardware-based random number generators, watermarking of intellectual property (IP) blocks, FPGA security, passive and active metering for piracy prevention, and hardware Trojan detection and isolation.

(RE) Prerequisites: 351 or instructor approval.

Rationale: The prevalence of digital devices provides many benefits but also come with a wide variety of new and challenging security and privacy concerns. Additional security issues arise from the globalization of computer hardware design and manufacture where a wide variety of parties are involved in the development of modern computer systems. Thus, trust and security are necessary through the full lifecycle of any computer system, from design to fabrication to deployment and use. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty and especially new hires. Assessment: This course supports Program Learning Outcome: 3. Support from assessment activities: Assessment completed: Fall 2015. Assessment method: Rubric for a direct measure.
ECE 461 Introduction to Computer Security (3) Introduction to security concepts, concerns, common vulnerabilities, solutions and techniques, and good security practices. Hands-on experience analyzing computer security vulnerabilities and designing secure computer systems and applications. (RE) Prerequisites: 313 or equivalent; and Computer Science 102 or equivalent. Registration requirement: Junior standing or consent of the instructor.

Rationale: The course will provide insight into what computer security means, both in the abstract and in the context of real systems. The course will help students recognize potential threats to privacy, integrity and availability; be aware of some of the underlying formalisms and technologies that attempt to address these challenges; and be conversant with current security-related issues in the field. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty. Assessment: This course supports Program Learning Outcome: 5. Support from assessment activities: Assessment completed: Spring 2016. Assessment method: Rubric for a direct measure.

ECE 462 Cyber-Physical Systems Security (3) Introduction to security challenges and techniques at both the physical layer and the cyber layer of important cyber-physical systems, including transportation systems, avionics, industrial automation systems, vehicular systems, medical systems, power systems, SCADA, nuclear plants, etc. (RE) Prerequisites: Computer Science 102 or equivalent, 313 or equivalent. Registration requirement: Junior standing or consent of the instructor.

Rationale: With cyber and physical processes collaborating with each other to form a distributed open system, increasing the overall complexity of the resulting architecture over traditional real-time, embedded or services systems, this course discusses the security issues of the physical environment where people live, work, and play that are instrumented and controlled by some form of computer system. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty and especially new hires. Assessment: This course supports Program Learning Outcome: 4. Support from assessment activities: Assessment completed: Spring 2016. Assessment method: Rubric for a direct measure.

ECE 463 Introduction to Datacenters (3) Technologies and best practices in data center structure, management and maintenance. Topics include datacenter structure and design, requirements, performance, security, power & cooling, storage systems, networking, capacity/workload management, testing and analysis. Students from engineering disciplines that can take this course include Electrical, Computer, Industrial, Mechanical, and Nuclear Engineering, and Computer Science. (RE) Prerequisite(s): Computer Science 130.

Rationale: The complexity and diversity of the computing services and computing environments has made datacenter design, operation and management challenging. This course fills a critical gap in knowledge around datacenter technology and best practices in the datacenter infrastructure to deliver information services. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty. (Professor Mark Dean). Assessment: This course supports Program Learning Outcome: 3. Support from assessment activities: Assessment completed: Fall 2015. Assessment method: Rubric for a direct measure.

ECE 469 Mobile and Embedded Systems Security (3) Introduction to mobile device security with a specific emphasis on mobile phones. Focus on mobile security in payment systems, authentication (e.g., biometric), and mobile malware. Hands-on experience with vulnerabilities and exploits with mobile device systems. In-depth case studies of mobile devices in medical device systems and transportation systems. (RE) Prerequisite(s): Computer Science 302.

Rationale: To provide understanding of mobile device system security with specific emphasis on mobile phones. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None, course will be taught by the current faculty. Assessment: This course supports Program Learning Outcome: 5. Support from assessment activities: Assessment completed: Fall 2016. Assessment method: Rubric for a direct measure.

ECE 496 Power and Energy Systems Seminar (1) Current topics in power and energy systems. Repeatability: May be repeated. Maximum 2 hours. (RE) Prerequisite(s): 325.

Rationale: The graduate seminar series currently available will be opened to senior undergraduate students. This will be available as an alternative to the traditional senior seminar (ECE 495), and required for students completing a concentration in power and energy systems. Course format and location: Standard format, on-campus. Impact on other academic units: None. Financial impact: None. Assessment: This course supports Program Learning Outcome: 4. Support from assessment activities: Assessment completed: Spring 2016. Assessment method: Rubric for a direct measure.

DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING
(IE) Industrial Engineering

Program Learning Outcomes for the B.S. in Industrial Engineering:
1. Ability to formulate engineering problems and design solutions
2. Ability to design and conduct experiments, analyze data, and interpret results
3. Ability to function and communicate effectively as teams
4. Ability to practice engineering in a global economy
REVISE TITLE AND DESCRIPTION

IE 300 Quality Control and Management (3) Theory and application of statistical quality control and improvement, including both traditional and modern methods; statistical process monitoring; and process and measurement system capability analysis.

Formerly: Engineering Data Analysis and Process Improvement (3) Engineering statistical methods as applied to modern engineering and business environments, process improvement, inferences about process output and behavior, and measurement systems. Content includes engineering and statistical tolerances; tools for creative problem solving and process analysis; statistical process control including capability analyses and measurement studies, including gauge R&R studies; quality control in lean environments including short runs and mixed model environments; service applications including non-normality and autocorrelation; an overview of the theory of constraints; one-way analysis of variance; design of experiments including screening, two-factor, and fractional designs; and Six Sigma, including DMAIC and DFSS methodologies. A lab component emphasizes the use of teams to provide hands-on experiences, enhance learning, and develop skills in group dynamics.

Rationale: The changes remove the overlap with 340 and make the course more focused on quality control and management, a major area of Industrial Engineering. Impact on other courses: None. Financial Impact: None. This course supports Program Learning Outcome: 1, 2, 4. Support from assessment activities: Assessment completed: Fall 2013. Assessment method: Initially all grade requirements (activities to be considered for assigning grades) were individually mapped to several outcome components for each outcome. Based on grades earned by the students in the class, average numerical results were then consolidated by outcome components. Finally the outcome component levels of achievement were integrated into a comprehensive level of achievement for each outcome.

DEPARTMENT OF NUCLEAR ENGINEERING

(NE) Nuclear Engineering

Program Learning Outcomes for the B.S. in Nuclear Engineering:
1. Ability to Apply Knowledge of Math, Engineering and Science
2. Ability to Conduct Experiments and Analyze and Interpret Data
3. Ability to Design Component, System or Process to Meet Needs
4. Ability to Function on Multidisciplinary Teams
5. Ability to Identify, Formulate and Solve Engineering Problems
6. Ability to Communicate Effectively
7. Ability to practice engineering in a global economy

ADD

NE 460 Introduction to Fusion Technology (3) This course is an overview of the technologies associated with proposed fusion energy systems.

(RE) Prerequisite(s): 200, Physics 231.

Rationale: Introduction of new technical elective course in fusion technology to represent nuclear engineering department new research and teaching emphasis in fusion energy and boundary plasma physics, and to provide additional technical options to Nuclear Engineering undergraduate students. Impact on other units: None. Financial impact: None. This course supports Program Learning Outcome: 1 and 5. Support from assessment activities: Assessment to be completed: Fall 2015. Assessment method: Student performance on questions on the Final Exam.

II. PROGRAM CHANGES

REVISE TEXT ON COLLEGE MAIN PAGE

Facilities

Most of the college's facilities are on the southeastern corner of "The Hill." Administration and Engineering Professional Practice, Civil and Environmental Engineering are located in Perkins Hall. Civil Engineering, and Industrial Engineering are in the John D. Tickle Building; Electrical Engineering, Computer Engineering, and Computer Science are in the Min H. Kao Building; Industrial Engineering and the Interdisciplinary Engineering Research Centers are in East Stadium Hall; Nuclear Engineering is in the Pasqua Engineering Building; Mechanical Engineering, Aerospace Engineering, Biomedical Engineering, and Chemical Engineering are in Dougherty Hall; Materials Science and Engineering is in Ferris Hall; Nuclear Engineering is in the Pasqua Engineering Building; Interdisciplinary Engineering Research Centers are located in various campus buildings (http://www.engr.utk.edu/research/). The Engineering Fundamentals Division, Engineering Advising Services, Engineering Diversity, Engineering Outreach, and Engineering Honors Program offices are located in Estabrook Hall. Engineering Professional Practice is in Perkins Hall.


Honors First-Year Courses for Honors Concentrations

College of Engineering Honors Programs

The College of Engineering administers an Engineering Honors Program in cooperation with the COE departmental honors concentrations (EHP/HC). This program is independent of (but complementary to) the university’s Chancellors Honors Program
Engineering Honors Program/Departmental Honors Concentration

Admission
Admission as a first year student to the EHP/HC is by invitation, which is extended by the Dean’s office to students meeting rigorous academic standards in their high school coursework and to all students accepted into the Chancellors Honors Program. Recent entering classes have had an average high school core GPA of above 4.0 and an average composite ACT of 33.

Admission as a transfer student or after completing significant coursework at the University of Tennessee is by application to the Honors Director in consultation with the departmental honors concentration in the student’s major department.

Requirements:

Coursework requirement
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology).
- Coursework requirements in the upper division are specific to the individual departments and the student is referred to those individual descriptions for explanation.

GPA Requirement:
A minimum GPA to maintain and graduate with a Departmental Honors Concentration may be required by the individual departments, see departmental description.

Breadth Requirement:
An honors student is expected to broaden their undergraduate experience beyond a prescribed curriculum. EHP/Honors Concentration students must satisfy two of the five National Academy of Engineering (NAE) Grand Challenge Scholars Requirements listed below. One of these must be at an Intermediate level and the other at an introductory level. See College website for details and level descriptions.
1. A research experience
2. Interdisciplinary coursework* that prepares a student to work at the boundary of engineering with public policy, business, ethics, risk, and human behavior
3. An entrepreneurship experience to prepare students to translate invention to innovation.
4. A global experience to build the student’s perspective of these global issues
5. A service learning experience to deepen students’ motivation to bring their technical expertise to bear on societal problems

*Students who satisfy the Chancellors Honors Program (CHP) course requirements will satisfy the Interdisciplinary coursework requirement at an Intermediate level. Other CHP curricular and extra-curricular activities may be counted towards the EHP/Honors Concentration Breadth Requirements if they meet the requirements shown on the college website.

These Breadth Requirements are designed such that students may choose to build on these in order to satisfy all of the requirements for either the Grand Challenge Engineer Program or the Grand Challenge Scholar Program.

NAE Grand Challenge Honors Programs

The National Academy of Engineering Grand Challenge programs are combined curricular and extra-curricular programs with five breadth components that are designed to prepare students to be the generation that solves the grand challenges facing society in this century. These breadth requirements are listed above for the EHP/Departmental Concentration.

The Grand Challenge Engineer Program is for students who wish to concentrate in one of the NAE breadth areas and have an exposure to the others. It requires one Extensive experience and four Introductory Experiences in the five breadth areas. A qualified research experience must be related to one of the 14 NAE Grand Challenges.

The Grand Challenge Scholars Program is for students who wish to build a broad level of experience in all the NAE areas into their undergraduate program. It requires one Extensive experience, two Intermediate experiences, and two Introductory Experiences. A qualified research experience must be related to one of the 14 NAE Grand Challenges.

First-Year Courses for Honors Concentrations
(For Computer Science, see listing in Department of Electrical Engineering and Computer Science section)

Beginning students who wish to pursue an honors concentration in one of the engineering majors will normally be part of the Chancellor’s Honors Program or the Haslam Scholars Program. Requirements for first-year coursework are:
- Four 100- or 200-level departmental honors courses. For engineering students, these would normally be EF 157 *, EF 158 *, (PHYS 137 *-PHYS 138 *) and two courses chosen from MATH 147 *, MATH 148 *, MATH 247 or CHEM 128 *, CHEM 138 *.
- The combination of UNHO 101 and a UNHO 200-level course may be used as an approved substitute for a single 200-level departmental honors course.
Other departmental honors courses may be approved by the individual engineering departments upon entry to their honors concentration.

Coursework requirements in the upper division are specific to the individual departments and the student is referred to those individual descriptions for explanation.

Rationale: This revised Engineering Honors Program will be in addition and exclusive of Chancellor's Honors Program and will bring three current engineering honors programs together in alignment with requirements of National Academy of Engineering Grand Challenge programs. Impact on other units: none. Financial impact: none.

Transfer Students

- Must have earned a minimum 2.8 cumulative average and a C or better in each of these specific courses, or their equivalent: ENGL 101*, CHEM 120* (for Computer Science students: COSC 102* and COSC 130 140 or equivalents), and MATH 141* (and subsequent courses in the three sequences, if taken).

Rationale: Necessary due to change in the Computer Science program in course sequence COSC 102, COSC 130, COSC 140. Impact on other units: none. Financial impact: none.

REVISE RELIABILITY AND MAINTAINABILITY ENGINEERING MINOR

Add, drop, or revise title of courses in lists

Minor Requirements
Select 3 hours: (second group)
- CBE 484 Introduction to Maintainability Engineering
- IE 484 Introduction to Maintainability Maintenance Engineering
- ME 484 Introduction to Maintainability Engineering
- NE 484 Introduction to Maintainability Engineering

Select 3 hours: (third group)
- CBE 301 Application of Statistical and Numerical Techniques in Engineering
- ECE 313 Probability and Random Variables
- MATH 323 Probability and Statistics
- STAT 251 Probability and Statistics for Scientists and Engineers
- IE 200 Engineering Statistics

Select 6 hours:
- CBE 360 Process Dynamics and Control
- ECE 315 Signals and Systems I
- ECE 471 Introduction to Pattern Recognition
- IE 300 Quality Control and Management Engineering Data Analysis and Process Improvement
- ME 345 Mechanical Engineering Instrumentation and Measurement
- ME 363 System Dynamics
- NE 351 Nuclear System Dynamics, Instrumentation, and Controls
- NE 401 Radiological Engineering Laboratory
- MSE 302 Mechanical Behavior of Materials I
- MSE 405 Structural Characterization of Materials
- IE 340 - Process Improvement through Planned Experimentation
  or
- BAS 340 - Experimental Methods and Process Improvement

Rationale: IE 200 is equivalent to STAT 251 but more appropriate for engineering students applying basic probability and statistics. The Industrial and Systems Engineering Department proposes to change the name of IE 300 into "Quality Control and Management". NE 351, MSE 302, and MSE 405 are added as engineering electives to help NE and MSE students to participate in the minor with relevant knowledge. NE 351 is similar to CBE 360 or ME 363. Impact on other units: none. Financial impact: none.

DEPARTMENT OF CHEMICAL AND BIOMOLECULAR ENGINEERING

Chemical Engineering Major, BS in Chemical Engineering

REVISE TEXT ON DEPARTMENT PAGE

Provisional Status

Paragraph 1

Students who have completed CBE 201, CBE 235, CBE 240, and CBE 250 with an overall GPA of at least 2.3 may apply for provisional status. Any student granted provisional status must retake the 200-level CBE course or courses in which a grade less than C- was earned and achieve a C- or better to be admitted to full upper-division status. Grades of C- or better in these four courses are required for graduation. The granting of provisional upper-division status is based on availability of space in the departmental programs after upper-division status students have been accommodated. Provisional students are required to
demonstrate the ability to perform satisfactorily in upper-division courses by completing a total of seven departmental courses with a grade of C- or better in each course (including the four required for upper-division status). Permission to continue with upper-division classes depends on this minimum level of performance.

REVISE CHEMICAL ENGINEERING MAJOR, BS IN CHEMICAL ENGINEERING

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<td>BIOL 160 * or BIOL 168 *</td>
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<td>EF 230</td>
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<td>128</td>
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</table>

1 One technical elective must be a chemical and biomolecular engineering course. CBE 457 may not count as the one CBE course. MSE 201 can be used as technical elective.

Rationale: Math 200 is being changed by the Math Department to be a two-hour course. Our students get this material in EF 230 and CBE 301. Revise footnote (3) to include MSE 201 as a technical elective option. Impact on other academic units: None. Financial impact: None.

REVISE CHEMICAL ENGINEERING MAJOR, BS IN CHEMICAL ENGINEERING, HONORS

In addition to satisfying the requirements for the chemical engineering major, candidates for the honors chemical engineering concentration must also complete the following requirements:

- Maintain a 3.4 Cumulative GPA and an average 3.4 GPA in all CBE courses.
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology).
- Complete two upper-division honors courses in chemical engineering (CBE 447, CBE 467, or CBE 488).
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.

The honors concentration encourages highly motivated students to experience a more rigorous preparation in the Department of Chemical and Biomolecular Engineering. Admission is selective, and application to the honors concentration is made when the student applies for upper-division status.

Candidates for the honors chemical engineering concentration must complete the following requirements:

- First-year courses for honors concentrations in the engineering majors.
- Further requirements for the honors chemical engineering concentration are as follows. Maintain an overall GPA of at least 3.3 and a GPA of at least 3.3 in departmental courses. Complete CBE 407, CBE 447, and one of the following: CBE 467, CBE 488 *, CBE 498. Complete a 3-hour senior design course. This requirement is satisfied by CBE 488 *.


REVISE CHEMICAL ENGINEERING MAJOR, BIOMOLECULAR ENGINEERING CONCENTRATION

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<td>TOTAL</td>
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Rationale: Math 200 is being changed by the Math Department to be a two-hour course. Our students get this material in EF 230 and CBE 301. Impact on other academic units: None. Financial impact: None.

REVISE CHEMICAL ENGINEERING MAJOR, BIOMOLECULAR ENGINEERING CONCENTRATION, HONORS

In addition to satisfying the requirements for the chemical engineering major, candidates for the honors biomolecular engineering concentration must also complete the following requirements:

- Maintain a 3.4 Cumulative GPA and an average 3.4 GPA in all CBE courses.
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology).
- Complete two upper-division honors courses in chemical engineering (CBE 447, CBE 467, or CBE 488).
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.
The honors concentration encourages highly motivated students to experience a more rigorous preparation in the Department of Chemical and Biomolecular Engineering. Admission is selective, and application to the honors concentration is made when the student applies for upper-division status.

Candidates for the honors biomolecular engineering concentration must complete the following requirements.

- First-year courses for honors concentrations in the engineering majors.
- Further requirements for the honors biomolecular engineering concentration are as follows. Maintain an overall GPA of at least 3.3 and a GPA of at least 3.3 in departmental courses. Complete CBE 407, CBE 447, and one of the following: CBE 467, CBE 488*, CBE 498. Complete a 3-hour senior design course. This requirement is satisfied by CBE 488*.


DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

REVISE REQUIREMENTS FOR CIVIL ENGINEERING MAJOR

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</tbody>
</table>

1Select two of the following concentration sequences: construction sequence (CE 441 or 448, and CE 432 or CE 462), environmental sequence (CE 481 or CE 487, and CE 482), geotechnical sequence (CE 430 or CE 437, and CE 432), structural sequence (CE 461 or CE 467, and CE 463), transportation sequence (CE 455 or CE 458, and CE 456), water resources sequence (CE 494 or CE 497, and CE 496).

Rationale: This showcase change supports the addition of the substitution of 340 for 442 as the required course in construction and the establishment of the construction elective concentration sequence as described above in the course revision section. Impact on other units: none. Financial Impact: We recently added a tenure line in the Construction Engineering and Management area and filled a vacancy in the same area, so the resources to support these courses and this elective track are already in place. Other: These curriculum revisions support the extension of three learning outcomes, listed below, into a new focus area, namely construction engineering and management.

REVISE CIVIL ENGINEERING MAJOR, HONORS

In addition to satisfying the requirements for the civil engineering major, candidates for the honors civil engineering concentration must also complete the following requirements:

- Maintain a 3.4 Cumulative GPA
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology)
- Complete two upper-division honors courses in civil engineering (CE 437, CE 448, CE 458, CE 467, CE 487, or CE 497)
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.

Students who wish to pursue the honors civil engineering concentration will normally be part of the Chancellor's Honors Program. Candidates for the honors civil engineering concentration must complete the following requirements:

- First-year courses for honors concentrations in the engineering majors.
- Two upper-division honors courses in civil engineering (CE 407, CE 437, CE 458, CE 467, CE 487, or CE 497).
- A minimum of 3-credit hours of an honors senior project course. This requirement may be satisfied by CE 407 or by enrolling in the honors section of the senior capstone design course (CE 400).


DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

REVISE DEPARTMENTAL MAIN PAGE

Honors Concentrations
Paragraph 3
In addition to satisfying the requirements for the electrical engineering, computer engineering or computer science major, candidates for the honors concentration must also complete the following requirements:

- Maintain an overall GPA of 3.4
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology).
- Two upper-division honors courses in computer science or electrical and computer engineering (COSC 307, COSC 317, COSC 367, COSC 377, COSC 427 or ECE 317, ECE 347, ECE 357, ECE 417, ECE 427, ECE 447, ECE 457, ECE 477, ECE 478, ECE 487).
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.

Students who wish to pursue the honors electrical engineering concentration, honors computer engineering concentration, and honors computer science concentration will normally be part of the Chancellor's Honors Program.

Candidates for the honors electrical engineering concentration and honors computer engineering concentration must complete the first year courses for honors concentration in the engineering majors. Candidates for the honors computer science concentration must meet the first year requirements for the Chancellor's Honors Program.

In addition to satisfying the requirements described above, candidates for these three honors concentrations must also satisfy the following requirements:

- Complete two upper-division honors courses in computer science (COSC 307, COSC 317, COSC 367, COSC 377, COSC 427) or electrical and computer engineering (ECE 317, ECE 347, ECE 357, ECE 417, ECE 427, ECE 447, ECE 457, ECE 477, ECE 478, ECE 487).
- Complete a 3-credit hour senior project course. This can normally be completed as part of the capstone design course, ECE 402* for computer engineering and electrical engineering majors or COSC 402* for computer science majors.


REVISE COMPUTER ENGINEERING MAJOR, BS IN COMPUTER ENGINEERING

3 Among the five Computer Engineering Upper Division Electives, you must choose courses that cover 3 tracks with one of the tracks being Networking & Embedded Systems. The course distribution among the 3 tracks should follow the 2-2-1 pattern, among which at most 2 courses can be at the 3xx-level. The following series lists the acceptable set of electives that may be taken to satisfy the upper division electives for the Computer Engineering major. The electives have been grouped into seven 6 suggested tracks. The tracks group related electives that a student may wish to take in order to achieve a level of expertise in the indicated area. The 500-level courses are listed as suggestions to students admitted into the five-year BS/MS program. ECE 491 - Special Topics may be used as a Computer Engineering and Electrical Engineering upper division elective. Up to two COSC 5XX or ECE 5XX courses may count as upper division elections.

Networking & Embedded Systems

- ECE 453 Introduction to Computer Networks
- ECE 454 - Computer Network Security
- ECE 455 Embedded Systems Design
- ECE 461 Introduction to Computer Security
- ECE 553 Computer Networks
- ECE 555 Embedded Systems
- ECE 556 Wireless Sensor Networks
- COSC 530 Comp Systems Organization

Cybersecurity

- COSC 434 Network Security or COSC 534 Network Security
- COSC 445 Fundamentals of Digital Archeology or COSC 545 Fundamentals of Digital Archeology
- COSC 466 Web Security or COSC 566 Web Security
- COSC 483 Applied Cryptography or COSC 583 Applied Cryptography
- ECE 459 Secure and Trustworthy Computer Hardware Design or ECE 559 Secure and Trustworthy Computer Hardware Design
- ECE 469 Mobile and Embedded Systems Security or ECE 569 Mobile and Embedded Systems Security
- ECE 471 Introduction to Pattern Recognition, ECE 571 Pattern Recognition, COSC 425 Introduction to Machine Learning, or COSC 528 Introduction to Machine Learning


REVISE COMPUTER SCIENCE MAJOR, BS IN COMPUTER SCIENCE

Term 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 130</td>
<td>4</td>
</tr>
<tr>
<td>COSC 160</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
</tr>
<tr>
<td>MATH 142* or MATH 148*</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 136* or PHYS 138*</td>
<td>4-5</td>
</tr>
</tbody>
</table>
Term 3
BIOL 101*, BIOL 150*, BIOL 158*, CHEM 100*,CHEM 120*, CHEM 128* or PHYS 231* 3-4 EF 151* or PHYS 135*
COSC 140 4
MATH 241 or MATH 247 4
COSC 311 or COSC 312 3

Term 4
EF 152* or PHYS 136* 3
COSC 302 or COSC 307 4
MATH 251 or MATH 257 5
COSC 312 3

Term 5
COSC 360 or COSC 367 4
COSC 311 or COSC 317 3
COSC 454 – Computer and Network Security 3
ECE 313 3

Term 6
COSC 361, COSC 365 6
COSC 312 3
No milestones

The following table lists the acceptable set of electives that may be taken to satisfy the upper division electives for the CS major. The electives have been grouped into seven suggested tracks. The tracks group related electives that a student may wish to take in order to achieve a level of expertise in the indicated area. However, it is not mandatory to take any track and students are free to mix and match courses from different tracks to fit their specific interests. COSC 494 - Special Topics in Computer Science, and COSC 493 - Independent Study, may be taken to satisfy the upper division electives. Up to two COSC 5XX or ECE 5XX courses may count as upper division elections.

Systems
- COSC 456 Computer Graphics
- COSC 462 Parallel Programming
- ECE 453 Introduction to Computer Networks
- ECE 461 Introduction to Computer Security

Cybersecurity
- COSC 434 Network Security or COSC 534 Network Security
- COSC 445 Fundamentals of Digital Archeology or COSC 545 Fundamentals of Digital Archeology
- COSC 466 Web Security or COSC 566 Web Security
- COSC 483 Applied Cryptography or COSC 583 Applied Cryptography
- ECE 459 Secure and Trustworthy Computer Hardware Design or ECE 559 Secure and Trustworthy Computer Hardware Design
- ECE 469 Mobile and Embedded Systems Security or ECE 569 Mobile and Embedded Systems Security
- ECE 471 Introduction to Pattern Recognition, ECE 571 Pattern Recognition, COSC 425 Introduction to Machine Learning, or COSC 528 Introduction to Machine Learning

Rationale: Currently both COSC 140 and COSC 311 are offered in Term 3. COSC 311 is a junior-level course and benefits from the increased maturity and discipline of juniors as opposed to sophomores, and so it belongs in the third year. This will improve students' ability to succeed in the course. This also results in COSC majors taking COSC 311 in Term 5 and COSC 312 in Term 6. Change footnote to indicate revision of Systems Track and addition of Cybersecurity Track. Impact on other units: none. Financial Impact: none.

REVISE COMPUTER SCIENCE MINOR

Select one course:
- COSC 130 – Computer Organization
- COSC 160 – Computer Organization
- ECE 255 – Introduction to Logic Design of Digital Systems

Rationale: Since COSC 160 will become a pre-req for COSC 140, it should be re-numbered so that it has a lower number than COSC 140. The rationale for changing COSC 160’s number rather than 140’s number is that x3x courses in COSC are architecture courses.
and COSC 160 is an architecture course. x4x courses are software courses, so COSC 140 is appropriately numbered. Impact on other units: None. Financial impact: None.

**ADD CYBERSECURITY MINOR**

The minor in Cybersecurity prepares graduates to be leaders in the protection of data assets. The curriculum focuses on the techniques, policies, operational procedures, and technologies that secure and defend the availability, integrity, authentication, confidentiality, and nonrepudiation of information and information systems, in local as well as more broadly based domains. The curriculum allows students to explore security of a variety of computing environments: embedded, mobile, server, datacenter, cloud, distributed, and special purpose (e.g. HPC). The minor helps prepare students for careers that address security in application design, information systems, infrastructure, system management, and policy.

The Cybersecurity Minor program is intended for students majoring in computer science, computer engineering, and electrical engineering. The Concepts of Cybersecurity Minor program is intended to be a university-wide program except for EECS students.

**Minor Requirements**

The minor requires the completion of a minimum of **15 credits**.

This minor program is intended for students majoring in computer science, computer engineering, and electrical engineering. It includes six hours of core curriculum and nine hours of electives.

**Complete core curriculum (6 hours)**
- ECE 461 Introduction to Computer Security (3)
- ECE 462 Cyber-Physical Systems Security (3)

**Select three courses (9 hours)**
- COSC 434 Network Security or COSC 534 Network Security
- COSC 445 Fundamentals of Digital Archeology or COSC 545 Fundamentals of Digital Archeology
- COSC 466 Web Security or COSC 566 Web Security
- COSC 483 Applied Cryptography or COSC 583 Applied Cryptography
- ECE 459 Secure and Trustworthy Computer Hardware Design or ECE 559 Secure and Trustworthy Computer Hardware Design
- ECE 469 Mobile and Embedded Systems Security or ECE 569 Mobile and Embedded Systems Security
- ECE 471 Introduction to Pattern Recognition, ECE 571 Pattern Recognition, COSC 425 Introduction to Machine Learning, or COSC 526 Introduction to Machine Learning

Rationale: Protection of data assets is a growing need and this minor prepares computer science, computer engineering, and electrical engineering students for security-related careers. Impact on other units: none. Financial Impact: none.

**ADD CONCEPTS OF CYBERSECURITY MINOR**

**Minor Requirements**

The minor requires the completion of a minimum of **15-16 credits**.

This minor program is intended for students not majoring in computer science, computer engineering, or electrical engineering. It includes 6 hours of core curriculum, 6-7 hours of math and programming pre-requisites, and 3 hours of discipline-specific elective.

**Complete core curriculum (6 hours)**
- ECE 461 Introduction to Computer Security
- ECE 462 Cyber-Physical Systems Security

**Choose one course in Engineering Programming (3-4 hours)**
- COSC 102 Introduction to Computer Science
- NE 362 Numerical Methods and Fortran
- IE 421 Information Systems Analysis and Design

**Choose one course Probability (3 hours)**
- ECE 313 Probability and Random Variables
- MATH 323 Probability and Statistics
- IE 200 Engineering Data Analysis
- CBE 301 Application of Statistical and Numerical Techniques in Engineering
- STAT 251 Probability and Statistics for Scientists and Engineers

**Choose one course Discipline Specific Elective (3 hours)**
- NE 351 Nuclear System Dynamics, Instrumentation, and Controls
  or
- Choose 1 course from the cybersecurity specialty
Rationale: Protection of data assets is a growing need and this minor prepares all engineering students other than those majoring in computer science, computer engineering and electrical engineering for security-related careers. Impact on other units: none. Financial Impact: none.

REVISE ELECTRICAL ENGINEERING MAJOR, BS in ELECTRICAL ENGINEERING

Choose 12 credit hours of four Electrical Engineering senior electives with advisor’s consent. Up to two (2) COSC 5XX or ECE 5XX courses may count as upper division electives. Acceptable senior electrical engineering and computer engineering senior electives are ECE 4xx courses that are not otherwise required: ECE 415, ECE 416, ECE 417, ECE 431, ECE 432, ECE 433, ECE 441, ECE 442, ECE 443, ECE 451, ECE 452, ECE 453, ECE 454, ECE 455, ECE 471, ECE 472, ECE 477, ECE 478, ECE 481, ECE 482.

Rationale: The previous requirement required students to take 2 pairs of 2 course sequences. These pairs were deemed too restrictive by the faculty and so the decision was made to allow the student and their advisor to choose the most appropriate 4 electives. It was also decided to allow students to take up to 2 graduate level courses in order to give our best students increased options for their senior electives. This will aid students who have co-op assignments or who graduate in December to have more choices in their senior electives and to graduate earlier. Impact on other units: None. Financial impact: None.

REVISE ELECTRICAL ENGINEERING MAJOR, BS IN ELECTRICAL ENGINEERING - POWER AND ENERGY SYSTEMS CONCENTRATION

<table>
<thead>
<tr>
<th>Term 7</th>
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</thead>
<tbody>
<tr>
<td>2 Arts and Humanities Elective*</td>
<td>3</td>
<td>No milestones</td>
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</tr>
<tr>
<td>2 Cultures and Civilizations Elective*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE 401*</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power and Energy Systems Electives</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Electrical Engineering Senior Elective</td>
<td>6</td>
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</table>

<table>
<thead>
<tr>
<th>Term 8</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Cultures and Civilizations Elective*</td>
<td>3</td>
<td>No milestones</td>
<td></td>
</tr>
<tr>
<td>ECE 402*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE 496, IE 457, or ME 457</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic, Entrepreneurship, and Innovation Elective</td>
<td>3</td>
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<tr>
<td>Power and Energy Systems Elective</td>
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<tr>
<td>Technical Elective</td>
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<td></td>
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</tr>
<tr>
<td>TOTAL</td>
<td>127</td>
<td>426</td>
<td></td>
</tr>
</tbody>
</table>

Select two four courses (6 32 hours) from: ECE 415, ECE 421, ECE 422, ECE 481, ECE 482, ECE 521, ECE 522, ECE 523, ECE 525.

Choose 6 credit hours of Electrical Engineering senior electives with advisor’s consent. Up to two (2) COSC 5XX or ECE 5XX courses may count as upper division electives. Acceptable senior electives are ECE 4xx courses that are not otherwise required.

Economic, Entrepreneurship, and Innovation Elective chosen from IE 405, IE 457, EF 357, IE 518, IE 557, ME 519, MGT 552, or MGT 560.

Rationale: The previous requirement required students to take all four senior electives in power and energy systems. This was deemed too restrictive by the faculty and so the decision was made to allow the student to take two courses in power and energy systems and two of their choosing from the general list of approved senior electives. In place of the additional requirements on technical electives, students will be required to participate in ECE 496, a seminar course in power and energy systems. Finally, the list of available courses which satisfy program requirements related to entrepreneurship, economics, and innovation is updated to reflect current college course offerings. Impact on other units: None. Financial impact: None.

◆ ADD DATACENTER TECHNOLOGY AND MANAGEMENT MINOR

The College of Engineering offers a minor in datacenter technology and management to establish broad awareness of datacenter requirements, design and management technologies and methodologies, including reliability, security, network systems, storage systems, industrial design, systems management, application environments/management, operations, logistics and energy efficiencies. The program is not expected to deliver deep knowledge in a specific area, but to give a student sufficient basic insight on datacenter operational characteristics and requirements.

Disciplines appropriate for entry into this program include Computer Science, Computer Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering.

The NSA will process clearances for anyone in the program who applies for the NSA’s internship program. There will also be opportunities for students to complete the program and intern at commercial companies interested in this skill set.

Minor Requirements:
The minor requires the completion of six to seven courses (18 to 22 credits). Students are strongly encouraged to complete two semesters of internships.
Note: internships should occur at the end of a student’s sophomore year and at the end of a student’s junior year, primarily during the summer semester. Internships will be hosted at ORNL, NSA datacenters, and commercial datacenters (where appropriate).

Complete:
- IE 483 - Introduction to Reliability Engineering (Same as Chemical and Biomolecular Engineering 483; Nuclear Engineering 483; Mechanical Engineering 483.)
- IE 484 - Introduction to Maintainability Engineering (Same as Chemical and Biomolecular Engineering 484; Nuclear Engineering 484; Materials Science and Engineering 484; Mechanical Engineering 484.)
- ECE 463 - Introduction to Datacenters

Choose one statistics and math (prerequisite for electives):
- Math 323 Probability and Statistics
- ECE 313 Probability and Random Variables
- IE 200 Engineering Data Analysis
- STAT 251 Probability and Statistics for Scientists and Engineers

Choose at least two electives:
- ECE 415 Automatic Control Systems
- ECE 453 Introduction to Computer Networks
- ECE 451 Computer Systems Architecture
- ECE 461 Introduction to Network Security
- ECE 471 Introduction to Pattern Recognition
- COSC 340 Software Engineering
- COSC 360 Systems Programming
- COSC 370 Introduction to Scientific Computing
- COSC 462 Parallel Programming
- IE 300 Engineering Data Analysis and Process Improvement
- IE 340 Process Improvement through Planned Experimentation
- IE 404 Industrial Engineering Design
- IE 405 Engineering Economic Analysis
- IE 421 Information Systems Analysis and Design
- ME 345 Mechanical Engineering Instrumentation and Measurement
- ME 451 Control Systems
- STAT 340 Experimental Methods and Process Improvement
- STAT 340 Experimental Methods and Process Improvement

Rationale: Establish broad awareness of datacenter requirements, design and management technologies and methodologies, including reliability, security, network systems, storage systems, industrial design, systems management, application environments/management, operations, logistics and energy efficiencies. Impact on other units: none. Financial Impact: none.

DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

REVISE INDUSTRIAL ENGINEERING MAJOR, BS in INDUSTRIAL ENGINEERING

Term 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201* or ECON 207*</td>
<td>4</td>
</tr>
<tr>
<td>EF 230</td>
<td>2</td>
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<tr>
<td>IE 202</td>
<td>3</td>
</tr>
<tr>
<td>MATH 200, MATH 231</td>
<td>5</td>
</tr>
<tr>
<td>ME 331</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>129</td>
</tr>
</tbody>
</table>

Rationale: The Math Department increases the hours of Math 200 from 1 to 2, which increases the total hours to 129. The ISE Department recognizes three terms of co-op (EF 333) as a technical elective. Impact on other academic units: None. Financial impact: None.

REVISE INDUSTRIAL ENGINEERING MAJOR, HONORS

In addition to satisfying the requirements for the industrial engineering major, candidates for the honors industrial engineering concentration must also complete the following requirements:
- Maintain an overall GPA of 3.4
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology).
- Two upper-division honors courses in industrial engineering (IE 317, IE 407, IE 408, IE 428).
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.

Students who wish to pursue the honors industrial engineering concentration, will normally be part of the Chancellor's Honors Program. Candidates for the honors concentration in industrial engineering must complete the following requirements.

- First-year courses for honors concentration in the engineering majors.
- Two upper-division honors courses in industrial engineering (IE 317, IE 407, IE 408, IE 428).
- Minimum of 2-credit hours of an honors senior design course. This requirement is normally satisfied as part of their senior capstone design course (IE 422*).

Rationale: For consistency with revisions to the College of Engineering honors program. Impact on other academic units: None. Financial impact: None.

DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING

REVISE MATERIALS SCIENCE AND ENGINEERING MAJOR, BS in MATERIALS SCIENCE AND ENGINEERING

Term 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 200, MATH 231</td>
<td>5</td>
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<tr>
<td>MSE 250, MSE 260, MSE 290</td>
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<tr>
<td>PHYS 232*</td>
<td>4</td>
</tr>
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<td>TOTAL</td>
<td>128</td>
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</table>

Rationale: Math 200 is being revised by the Math Department to be a two-hour course. This increases total hours to 128. Impact on other academic units: None. Financial impact: None.

REVISE MATERIALS SCIENCE AND ENGINEERING MAJOR, BS in MATERIALS SCIENCE AND ENGINEERING, HONORS

In addition to satisfying the requirements for the materials science and engineering major, candidates for the honors materials science and engineering concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology)
- Two upper-division honors courses in Materials Science and Engineering (from 347, 357, 367, 397)
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.

Students who wish to pursue the honors materials science and engineering concentration will normally be part of the Chancellor's Honors Program. Candidates for this concentration must complete the following requirements.

- First-year courses for honors concentration in the engineering majors.
- Two upper-division honors courses in Materials Science and Engineering (chosen from MSE 347, MSE 357, MSE 367, and MSE 397).
- A senior research project or thesis is required. This requirement is satisfied as part of the senior capstone design course (MSE 489*).

REVISE MATERIALS SCIENCE AND ENGINEERING MAJOR, BS in MATERIALS SCIENCE AND ENGINEERING - BIOMATERIALS

Term 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 200, MATH 231</td>
<td>5</td>
</tr>
<tr>
<td>MSE 250, MSE 260, MSE 290</td>
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<tr>
<td>PHYS 232*</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>128</td>
</tr>
</tbody>
</table>

Rationale: Math 200 is being revised by the Math Department to be a two-hour course. This increases total hours to 128-130. Impact on other academic units: None. Financial impact: None.

REVISE MATERIALS SCIENCE AND ENGINEERING MAJOR, BS in MATERIALS SCIENCE AND ENGINEERING - BIOMATERIALS, HONORS

In addition to satisfying the requirements for the materials science and engineering major, candidates for the honors biomaterials concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology)
- Two upper-division honors courses in Materials Science and Engineering (from 347, 357, 367, 397)
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.
Students who wish to pursue the honors biomaterials concentration will normally be part of the Chancellor’s Honors Program. Candidates for this concentration must complete the following requirements:

- First-year courses for honors concentration in the engineering majors.
- Two upper-division honors courses in Materials Science and Engineering (chosen from MSE 347, MSE 357, MSE 367, and MSE 397).
- A senior research project or thesis is required. This requirement is satisfied as part of the senior capstone design course (MSE 499*).

REVISE MATERIALS SCIENCE AND ENGINEERING MAJOR, BS on MATERIALS SCIENCE AND ENGINEERING - NANOMATERIALS

Term 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 200, MATH 231</td>
<td>5</td>
</tr>
<tr>
<td>MSE 250, MSE 260, MSE 290</td>
<td>7</td>
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<tr>
<td>PHYS 232*</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

Rationale: Math 200 is being revised by the Math Department to be a two-hour course. This increases total hours to 128. Impact on other academic units: None. Financial impact: None.

REVISE MATERIALS SCIENCE AND ENGINEERING MAJOR, BS on MATERIALS SCIENCE AND ENGINEERING - NANOMATERIALS, HONORS

In addition to satisfying the requirements for the materials science and engineering major, candidates for the honors nanomaterials concentration must also complete the following requirements:

- Maintain an overall GPA of 3.4
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology).
- Two upper-division honors courses in Materials Science and Engineering (from 347, 357, 367, 397)
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website

Students who wish to pursue the honors nanomaterials concentration will normally be part of the Chancellor’s Honors Program. Candidates for this concentration must complete the following requirements.

- First-year courses for honors concentration in the engineering majors.
- Two upper-division honors courses in Materials Science and Engineering (chosen from MSE 347, MSE 357, MSE 367, and MSE 397.)
- A senior research project or thesis is required. This requirement is satisfied as part of the senior capstone design course (MSE 499*).

Rationale: For consistency with revisions to the College of Engineering honors program. Impact on other units: None. Financial Impact: None.

DEPARTMENT OF MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING

REVISE THE TEXT FOR THE DEPARTMENTAL PAGE

Departmental Academic Standing

Faculty of the Department of Mechanical, Aerospace and Biomedical Engineering expect expects all students who enter to make progress toward graduation. To graduate from the department, a student must earn a minimum cumulative departmental grade point average of 2.0 in all departmental courses counted toward the degree. Students not meeting the required departmental GPA may be dropped from their major in the department.

Graduation Requirements

A minimum GPA of 2.0 in all departmental courses counted toward the degree taken at the University of Tennessee, Knoxville, is required for graduation. No more than two departmental courses in which a C- or lower is the highest grade earned may be counted toward graduation. This is in addition to the university's graduation requirements.

Rationale: Reflects change in department policy for academic standing and graduation. Impact on other units: None. Financial impact: None.

DEPARTMENT OF AEROSPACE ENGINEERING

REVISE AEROSPACE ENGINEERING MAJOR, BS in AEROSPACE ENGINEERING

Term 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201* or ECON 207*</td>
<td>4</td>
</tr>
<tr>
<td>MATH 200; MATH 241 or MATH 247</td>
<td>8</td>
</tr>
<tr>
<td>ME 231, AE 201</td>
<td>4</td>
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</tbody>
</table>

206
REVISE AEROSPACE ENGINEERING MAJOR, BS in AEROSPACE ENGINEERING, HONORS

Rationale: Math 200 is being revised by the Math Department to be a two-hour course. This increases total hours to 129. Impact on other academic units: None. Financial impact: None.

REVISE AEROSPACE ENGINEERING MINOR.

The College of Engineering offers a minor in aerospace engineering to those undergraduate students whose academic history provides the prerequisites for the courses required by the minor. Some of the courses used in the minor may also satisfy requirements for the student’s major. The grade in each of the aerospace engineering courses must be at least C.

Students may enroll in the minor program by completing a form at the Department of Mechanical, Aerospace and Biomedical Engineering, 414 Dougherty Engineering Building. A copy of the completed enrollment form and information on the minor requirements will be forwarded to the student’s home department advisor.

Rationale: Reflects changes in grades required for minor. Impact on other units: None. Financial impact: None.

DEPARTMENT OF BIOMEDICAL ENGINEERING

REVISE BIOMEDICAL ENGINEERING MAJOR, BS in BIOMEDICAL ENGINEERING

Rationale: Math 200 is being revised by the Math Department to be a two-hour course. Reflects changes in requirements for BME elective and technical elective. This increases total hours to 129. Impact on other academic units: None. Financial impact: None.

REVISE BIOMEDICAL ENGINEERING MAJOR, BS in BIOMEDICAL ENGINEERING, HONORS

Rationale: Math 200 is being revised by the Math Department to be a two-hour course. This increases total hours to 129. Impact on other academic units: None. Financial impact: None.
A minimum of 3-credit hours of an honors senior design course. This requirement is normally satisfied as part of the senior capstone design course (BME 469).

Rationale: For consistency with revisions to the College of Engineering honors program. Impact on other units: None. Financial Impact: None.

DEPARTMENT OF MECHANICAL ENGINEERING

REVISE MECHANICAL ENGINEERING MAJOR, BS IN MECHANICAL ENGINEERING, HONORS

Bullets under Paragraph 1

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology)
- Complete two upper-division honors courses in mechanical engineering (ME 367, ME 397, ME 477).
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.
- First-year courses for honors concentrations in the engineering majors. (Note: Most of the honors requirements are course substitutions for the mechanical engineering major.)
- Two upper-division honors courses in mechanical engineering (ME 367, ME 397, ME 477).
- A minimum of 3-credit hours of an honors senior design course. This requirement is normally satisfied as part of the senior capstone design course (ME 460).

Rationale: For consistency with revisions to the College of Engineering honors program. Impact on other units: None. Financial Impact: None.

DEPARTMENT OF NUCLEAR ENGINEERING

REVISE NUCLEAR ENGINEERING MAJOR, BS IN NUCLEAR ENGINEERING, HONORS

Bullets under Paragraph 1

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology)
- Complete two upper-division honors courses in nuclear engineering (NE 347, NE 357, NE 367, NE 427*, NE 447, or NE 467).
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.
- First-year courses for honors concentrations in the engineering majors. (Note: Most of the honors requirements are course substitutions for the nuclear engineering major.)
- Two upper-division honors courses in nuclear engineering (chosen from NE 347, NE 357, NE 367, NE 427*, NE 447, or NE 467).
- A minimum of 3-credit hours of an honors senior design course. This requirement is normally satisfied as part of the senior capstone design course (NE 472).

Rationale: For consistency with revisions to the College of Engineering honors program. Impact on other units: None. Financial Impact: None.

REVISE NUCLEAR ENGINEERING MAJOR, BS IN NUCLEAR ENGINEERING - RADIOLOGICAL ENGINEERING, HONORS

Bullets under Paragraph 1

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, or Biology)
- Complete two upper-division honors courses in nuclear engineering (NE 347, NE 357, NE 367, NE 427*, NE 447, or NE 467).
- Satisfy the breadth requirements for the Engineering Honors Program as shown on the College of Engineering website.
- First-year courses for honors concentrations in the engineering majors. (Note: Most of the honors requirements are course substitutions for the nuclear engineering major.)
- Two upper-division honors courses in nuclear engineering (chosen from NE 347, NE 357, NE 367, NE 427*, NE 447, or NE 467).
- A minimum of 3-credit hours of an honors senior design course. This requirement is normally satisfied as part of their senior capstone design course (NE 472).

Rationale: For consistency with revisions to the College of Engineering honors program. Impact on other units: None. Financial Impact: None.

COLLEGE OF SOCIAL WORK
Program Learning Outcomes for the BSSW program
1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior in the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Effectively engage individuals, families, groups, organizations, and communities
11. Effectively assess individuals, families, groups, organizations, and communities
12. Intervene with individuals, families, groups, organizations, and communities
13. Evaluate outcomes with individuals, families, groups, organizations, and communities

Progression Policies and Requirements
Progression of students in the Bachelor of Science in Social Work (BSSW) program to courses numbered 312 and above is competitive and is based on capacity. Factors considered include overall grade point average, performance in selected lower-division courses, and personal qualifications deemed acceptable for entrance into the professional practice of social work. Students planning to enroll in SOWK 312 in the fall semester must complete and submit the BSSW Progression Application Packet by February 1. Students planning to enroll in SOWK 312 in the spring semester must complete and submit the BSSW Progression Application Packet by September 1. These minimum standards for consideration do not guarantee enrollment in SOWK 312 and progression to upper-division status within the college. The final decision for enrollment in SOWK 312 and progression to upper-division status resides with the department head or designee.

Upper-Division Status
A lower-division student must apply for progression to upper-division status after completing at least 45 credit hours including ENGL 101, ENGL 102, SOWK 200 or SOWK 207 (with a grade of C or better) and SOWK 250 (with a grade of C or better) and an overall GPA of 2.5 or above.

Transfer Students
Transfer students, including internal University of Tennessee, Knoxville, transfers, must meet the minimum requirements stated above to be considered for progression to upper-division status within the college. These minimum standards for consideration do not guarantee enrollment in SOWK 312 and progression to upper-division status within the college. The final decision for enrollment in SOWK 312 and progression to upper-division status resides with the department head or designee.

Students admitted to the university may request a faculty advisor from the College of Social Work. Prior to enrolling in upper-division social work courses, students in the college must successfully complete SOWK 200 or SOWK 207 with a grade of C or better, and SOWK 250 with a grade of C or better, have a cumulative grade point average of 2.50 or higher, and have fulfilled most lower-division and General Education course requirements. Students in the college are encouraged to participate in community service and/or volunteer activities at a social service agency in advance of upper-division social work course work. Students are advised that several field placement agencies and licensing boards require successfully passing a criminal background check.

Rationale: Due to accreditation requirements and limited field placement opportunities in the undergraduate social work program and the increasing numbers of UT undergraduates as well as transfer students who want to major in social work, we need to limit the number of social work majors who wish to progress to our upper-division courses. Impact on other units: Impossible to tell, some students may change majors. Financial impact: None.

REVISE REGISTRATION RESTRICTION(S)

SOWK 312 Interviewing Skills and the Helping Relationship in Social Work Practice (3)
Registration Restriction(s): By permission of instructor only.

Formerly: Social work majors only.

HASLAM SCHOLARS PROGRAM
All changes effective fall 2015

COURSE CHANGES

Program Learning Outcomes
1. Scholars will be able to demonstrate knowledge and understanding of a broad set of intellectual and social competencies across academic disciplines (apply concepts from the social sciences, humanities and natural sciences in their written and oral communication).
2. Scholars will be able to analyze data and evaluate evidence to formulate logical arguments and draw sound conclusions.
3. Scholars will be able to communicate and defend their arguments and conclusions.
4. Scholars will be able to utilize research methods in their own work.
5. Scholars will be able to demonstrate individual and social responsibility.

ADD

**HSP 257 Power:** (3) An examination of historical and contemporary issues surrounding power and privilege and the cultural, political, and economic contexts in which these issues evolved.
Satisfies General Education Requirement: (SS)
Repeatability: May not be repeated.
Registration Restriction: Haslam Scholars only

This course supports Program Learning Outcome 1, 2, 3, and 4.

**HSP 267 Life:** (3) An examination of the interface between science and society in a quest to identify the existence of life elsewhere.
Satisfies General Education Requirement: (NS)
Repeatability: May not be repeated.
Registration Restriction: Haslam Scholars only

This course supports Program Learning Outcome 1, 2 and 3.

**HSP 287 Knowledge:** (3) An examination of the purposes and value of education in a democratic society.
Satisfies General Education Requirement: (AH) (WC)
Repeatability: May not be repeated.
Registration Restriction: Haslam Scholars only

This course supports Program Learning Outcome 1, 2, 3, and 4.

Rationale: The Haslam Scholars Program is revising its core curriculum, including a complete change to its 200-level courses in order to meet the broad mission of the program, which was approved by upper University administration and includes fostering intellectual curiosity and engaging the moral sensibilities of scholars. The proposed courses support the strategies to accomplish program goals, namely, to create a curriculum in which scholars engage in reflective, critical and independent thinking as well as practice the art of persuasive speaking and writing. Impact on other units: None. Financial impact: The estimated cost of each class includes $5,000 for the course buyout for faculty from relevant departments and approximately $4,500 (per semester) to cover the cost of hiring a graduate student to serve as a tutor for the course. The estimated total cost of each class is $9,500. Support from Assessment Activities: Survey of peer- and aspirational peer scholars programs indicates a need to strengthen our curriculum to provide students with opportunities to pursue challenging interdisciplinary courses.

DROP

HSP 195 Summer Leadership Program (1)
HSP 197 Research for Nationally Competitive Scholarships (1)
HSP 258 Foundations of Modernity (3)
HSP 268 Perspectives on Globalization (3)
HSP 288 Energy in the Modern World (3)
HSP 348 Service Learning Project/Internship (3)

Rationale: With the approval of the Haslam Scholars Program’s Strategic Plan by upper University administration, including revision of the program curriculum, these courses are no longer necessary. Impact on other units: None. Financial impact: None

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<thead>
<tr>
<th>Course</th>
<th>Course Impact</th>
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<tbody>
<tr>
<td>HSP 195</td>
<td>Haslam Scholars Program – Required Courses list</td>
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<tr>
<td>HSP 197</td>
<td>Haslam Scholars Program – Required Courses list</td>
</tr>
<tr>
<td>HSP 258</td>
<td>General Education Requirement – Arts and Humanities Courses, Haslam Scholars</td>
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<td>Program list</td>
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<td>Haslam Scholars Program – Required Courses list</td>
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<td>HSP 268</td>
<td>General Education Requirement – Social Sciences Courses, Haslam Scholars</td>
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<td>Haslam Scholars Program – Required Courses list</td>
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<tr>
<td>HSP 288</td>
<td>General Education Requirement – Arts and Humanities Courses, Haslam Scholars</td>
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<td>Animal Science Major, Animal Industries Concentration, 7th footnote</td>
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<td>Animal Science Major, Bioscience Concentration, 3rd footnote</td>
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<td></td>
<td>Animal Science Major, BS in Animal Science – Pre-Veterinary Medicine Concentration, 3rd footnote</td>
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<td></td>
<td>Haslam Scholars Program – Required Courses list</td>
</tr>
</tbody>
</table>
HSP 348 | Haslam Scholars Program – Required Courses list

HSP 491 | Haslam Scholars Program – Required Courses list

ADD

HSP 368 Study Abroad: Edinburgh, Scotland (3) Interdisciplinary study abroad experience focusing on The Scottish Enlightenment and independent scholarship.

Equivalency Table

<table>
<thead>
<tr>
<th>Current Course Haslam Scholars Program (HSP)</th>
<th>Equivalent Course Effective Fall 2015</th>
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<tbody>
<tr>
<td>491</td>
<td>368</td>
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</table>

Rationale: The program has adopted Edinburgh, Scotland as the permanent location for the study abroad course and is no longer a variable topics course. We are seeking a Cultures and Civilization designation for this course, which requires a more specific course title and description. Impact on other units: None. Financial Impact: None.

The University of Tennessee, Knoxville
Curriculum Committee
Addendum to the Minutes of the Meeting
January 13, 2015

Corrections to previously submitted items, as well as omitted changes that should have been submitted at the regularly scheduled meeting, were proposed after the meeting. The Chair of the Curriculum Committee sent these amendments to Members via email

The following items were approved via e-vote.

Submitted by Molly Sullivan on behalf of Katherine Ambroziak, Curriculum Committee Chair
January 27, 2015

COLLEGE OF ARTS AND SCIENCES
All changes effective fall 2015

REVISE PRIOR SUBMISSION

REVISE MAIN COLLEGE PAGE

- Remove the second paragraph under College-wide requirements of B.A. and B.S. students found on page 106 of the Agenda and replace with the following:

The following rules govern students’ ability to apply courses to more than one College of Arts and Sciences degree requirement:

- Except as otherwise noted, no course may be applied to both the Perspectives requirement and the Connections requirement.
- No course may be used to satisfy two different components of the Perspectives requirement.
- Up to six credit hours of courses used to satisfy the Perspectives requirement may also be applied to the requirements of a student’s primary major.
- If a student satisfies the Connections requirement by completing a 9-credit Connections Package, one course that applies to the Connections Package may also be applied to the student’s major requirements.
- Foundations courses may be applied to the requirements of a major.

Rationale: This summarizes in one place the “double-counting” rules that are listed throughout our College-wide requirements. Staff members in Arts & Sciences Advising Services felt that this would simplify advising and make it easier for students to understand degree requirements. Note that no new requirements are being added (and none are being deleted) -- we are simply summarizing the rules in one place. Impact on other units: None. Financial Impact: None.

- Remove the Global Challenges paragraph found on page 108 of the Agenda and replace with the following:

Global Challenges

Students satisfy this component of the Perspectives requirement by completing one of the following courses.

BIOL 105, 150; ENGL 225, 226, 335, 336, 423; GEOG 101, 111, 131, 132, 137, 201, 320, 331, 340, 343, 344, 371, 374, 375, 413, 430, 435, 442, 445, 449, 451; MFLL 300; PHIL 346, 441; POLS 453, 461, 463, 471, 474; REST 101, 102, 386, 476; SOCI 341, 342, 375, 442, 446.

Rationale: The College's Curriculum Committee decided that for courses to be included on this list, the home department would need to prepare a short statement to appear on the course syllabus that explains why the course meets the Global Challenge requirement. Not every department provided those syllabus statements by the deadline set by the College's Curriculum Committee, and some courses are therefore being removed from the list. They may be added back in a future academic year once the home
department provides the required material. Also added to the list are three REST courses; these courses failed to appear on the list the first time because the proposals to add those courses to the list were held up in a junk e-mail folder. Impact on other units: None. Financial Impact: None.

- Remove all Connections Packages listed on pages 108 to 110 of the Agenda and replace with the following:

Connections Packages

Ancient Mediterranean Studies

The “Ancient Mediterranean Studies” Connections Package emphasizes the history and cultures of the people who lived around the Mediterranean Sea from prehistory through the end of late antiquity. Because of the conquests of Alexander the Great and the later unification of the region under the Roman Empire, the influence of the ancient Mediterranean has been far-reaching: from the philosophy of Plato and Aristotle to the art that inspired the Renaissance, from the literature we call the Classics to the medical tradition of the Hippocratic Oath, from Athenian democracy to the Roman Senate, and from the development of Judaism to the rise of Christianity. It is difficult to exaggerate the influence that the ancient Mediterranean has had on Western history and continues to have in our world today. This Connections Package includes courses from Art History, Classics, History, Philosophy, and Religious Studies, emphasizing the deeply interdisciplinary nature inherent in the study of the Ancient Mediterranean world.

Students who complete this Connections Package will be able to: (1) analyze the rich connectivity among the different micro-regions of the ancient Mediterranean; (2) recognize the influence of ancient Mediterranean cultures in our world today; and (3) communicate orally and in writing across traditional disciplinary boundaries.


Biodiversity and Humans

The loss of biodiversity resulting from growing human populations and impacts on Earth is an issue of great global concern, given the importance of biodiversity for human welfare. The concept of biodiversity encompasses the number of species of plants, animals, fungi, and microorganisms in different areas and in the world as a whole, the genes in these species, and the different ecosystems in which the species are found. As humans we are a part of Earth’s biodiversity, and we are shaped by and depend upon the biodiversity around us while also strongly influencing it. Human actions can promote local increases in biodiversity, but on a global scale we are responsible for huge and increasing losses in biodiversity, including species extinctions that have greatly altered the natural world and may threaten human survival. The multidisciplinary theme of this connections package is the interrelationships between biodiversity and humans, including how biodiversity is explored, documented, conceptualized, and exploited by humans; how biodiversity can be increased or decreased by human activity and environmental changes; how changes in biodiversity affect human society and the natural world; and patterns of human biodiversity and their causes.

Students who complete the Biodiversity and Humans connections package will be able to: (1) identify methods used to document and study biodiversity; (2) describe patterns in biodiversity across different wild or managed ecosystems; (3) explain the importance of biodiversity for humans; and (4) give examples of natural and anthropogenic forces that cause changes in biodiversity.

ANTH 303; EEB 304, 305, 306, 330, 351, 424, 484; GEOG 413, 432, 435, 439; GEOL 320; SOCI 363.

Cultural and Artistic Achievement: Arts in the United States

Artistic creation is one significant way that some members of a society respond to and try to represent the culture in which they live and work. This connections package will focus on the traditions of artistic achievement in the visual and fine arts, music, film, and literature produced by artists living and working in the United States.

Students who select this package will be able to: (1) recognize and analyze the aesthetic similarities and differences among various art forms produced in the United States; (2) describe the historical development of conventions and traditions in different art forms; and (3) recognize the relationships between art works and the cultures within which those works were created.

ARTH 470, 472, 473; ENGL 331, 332, 333, 334, 381, 444; MUCO 411, 413; POLS 312; REST 354.

Emerging Asia

The main goal of this connections package is to provide students with the background and analytical tools to understand the dynamics that have facilitated the rise of some of the fastest growing economies in the world across the past half century, and, to understand the impacts of these countries within the region and around the world. The catalysts for the recent economic development and increasing geopolitical power of countries such as China, India, and Japan are rooted in numerous (and interconnected) economic, geographical, historical, and political factors, some of which were influenced by outside actions (and actors).

Students completing this package will be able to: (1) understand the myriad historical factors that have catalyzed this explosive growth, and just as important, stifled development in other parts of Asia; (2) explore patterns of growth in terms of rising economic, industrial, and geopolitical power across the Asia-Pacific region; (3) recognize the cultural, economic, and political impacts of this...
growth not only on China, India, Japan, South Korea, and other countries across Asia, but also outside of the region; and (4) assess the local, regional, and global environmental impacts of this explosive growth.

GEOG 374, 375, 451; HIST 389, 390, 392, 393; POLS 410, 454, 471, 474, 479.

Environment and Society

Environment and Society provides students with a strong social, biophysical and ecological foundation that can be used to identify and assess major socio-environmental issues facing the Earth, the United States and Southern Appalachia. Courses in this cluster engage topics and methodologies related to biodiversity, industrialization and urbanization, pollution, climate change, population, technology, energy resources and environmental justice.

Students completing this package will be able to: (1) recognize the interconnectedness of self, society, and nature; (2) analyze policies, conflicts, and places and degrees of environmental danger; and (3) consider alternatives to current practices.


Geographic Information Science for Our Changing World

Recent developments in Geographic Information Science (GIS) and Technology are transforming our environment and society, changing our natural and societal behaviors/practices in different parts of the world. Understanding the technical and theoretical aspects of GIS is of critical importance to train a new generation of students in developing and applying GIS on various issues associated with environment, natural resources, and social imperatives, which in turn exert their impacts on our dynamic world.

Students completing this package will be able to: (1) understand the problem-solving values of GIS and its role on the information-based society and environment/natural resource management of the twenty-first century; (2) obtain a solid understanding of GIS to analyze environmental and social issues from a spatially integrated science perspective; and (3) gain hands-on experience with a variety of geospatial technologies, ranging from desktop-based to web-based mapping, spatial analysis, and remote sensing-based data processing, to address various environmental and societal issues.

ANTH 325, 420; GEOG 310, 333, 344, 411, 413, 414, 415, 433, 436, 441, 449, 454; GEOL 425, 450, 455; POLS 472; SOCI 360, 465.

Global Social Justice

This connections package explores the problems and promises of social justice in a global age. Courses illuminate the various visions of globalization and the multiple methods and theories through which to analyze the modern world. In order to better understand and address some of the world’s most pressing social problems, students explore the social, economic, political, cultural, ideological, and historical processes that connect disparate parts of the world in highly unequal ways, examining the various factors that contribute to social injustice. Students completing this package will be able to: (1) recognize key processes and elements of globalization as they relate to injustice; (2) critically examine the differential effects of globalization on historically marginalized, oppressed, and vulnerable groups; and (3) consider fair, equitable, and beneficial policies and pathways for peoples engaged in struggles and contests for social justice.

AMST 310, 450; GEOG 343, 451; PHIL 391, 441; SOCI 341, 342, 345, 442, 446, 449, 451, 452, 453, 455, 472.

How to Live in the Premodern World

The connections package “How to Live in the Premodern World” explores how people in the period before ca. 1600 CE responded to the fundamental human problem of how one ought to live life. Students who complete this package will learn about various modes in which people in antiquity conceived of the question of proper living, including religion, philosophy, and social roles. Students will furthermore become familiar with representative examples of these things from various places and times before the modern era, with possibilities ranging from Chinese philosophy to Roman physical ideals and Middle Eastern religion. Finally, students who complete this package will also come to understand different ways scholars in the present examine attitudes and conceptions in antiquity, drawing not only upon texts but also through archaeological exploration and the study of material culture.

Students completing this package will: (1) learn about the ways in which people in premodern (before ca. 1600 CE) societies conceived of the question of a proper life; (2) become familiar with representative answers to that question that appeared in various times and places; and (3) understand methods used by modern scholars to study attitudes and concepts in the distant past.

CLAS 340, 345, 381, 382, 384, 436, 442, 443, 444; HIST 369, 370, 382, 383, 394, 475; PHIL 320; REST 311, 312, 379, 383.

Humans Living on a Dynamic Earth

The Earth’s environment is constantly changing, but just how much and how fast the Earth has changed and is changing has evoked considerable debate. The public often receives misinformation when all the public wants is answers to questions such as: “Is the Earth actually warming up?” “Why can’t we predict hurricanes and earthquakes?” and “How long have humans been altering our environment?” Courses included in the Humans Living on a Dynamic Earth Connections package provide focused opportunities for our undergraduates to learn about our ever-changing Earth and how humans have and will continue to alter the Earth.
Students completing this package will be able to: (1) understand why our Earth’s surface is constantly changing; (2) recognize the gradual (such as erosion by water, wind, and ice) and abrupt (earthquakes and volcanic eruptions) processes that altered and created the landscapes we live in today; and (3) assess and understand how humans have impacted our environment.


Inequalities: Race, Ethnicity, Class, and Gender

This connections package reflects an interdisciplinary approach to the study of race, ethnicity, class, and gender and how these social categories produce stratification, discrimination, and inequality. It focuses upon the ways in which categories of difference interact with one another to shape identities, opportunities, life experiences, and life chances by exploring what categories of difference mean and how they have been defined, constructed, and applied in various contexts.

Students completing this package will: (1) engage in a critical examination of the construction of race, ethnicity, class, and gender in a variety of social, cultural, historical, political, and economic contexts; (2) develop skills in critical thinking, comparative analysis, theory, research methods, and written expression as it relates to identity; and (3) explore strategies and policies necessary for a more informed understanding of difference.

AMST 310; CLAS 384; ENGL 331, 332, 333, 444; GEOG 363, 365, 442; GERM 433, 434; HIST 380, 436; PHIL 382; SOCI 341, 343, 344, 345, 375, 442, 451, 452, 453, 463, 466, 472; SPAN 433, 484.

Mobility and Migration

Modern transportation and communication technologies contribute to an increase in mobility and migration worldwide. This connections package explores identity issues related to mobility and migration, and the historical, socio-cultural, and political contexts within which mobility and migration take place. It also addresses policy issues and ethical questions related to mobility and migration, and the creation, maintenance, and policing of (inter)national borders. Students completing this package will be able to: (1) explain factors that contribute to contemporary forms of mobility and migration; (2) analyze historical, political, social, cultural, and ethical aspects of mobility and migration; and (3) place mobility and migration issues in a national and global context.

ANTH 320, 322, 325; ENGL 333; GEOG 344, 442, 449; GERM 433; HIST 434; ITAL 414; PHIL 441; SPAN 465.

New Geographies of the Global Economy

International trade has increased rapidly in recent decades, encompassing movements in raw materials, manufactured goods, services, information, and labor. Given the current state of the global economy, the location-based aspects of economic activities become even more important to examine, especially in terms of the impacts of trade on people at various scales, ranging from the local to the global levels. Students completing this package will be able to: (1) recognize patterns of trade and economic development; (2) analyze the impacts of trade on economic development and labor; and (3) recognize and evaluate disparities in development, trade policies, wealth, and economic growth.

GEOG 340, 445, 451; POLS 350, 365, 471, 479; SOCI 342, 442, 446.

Our World: Contemporary Arts and Culture

Characterized by globalization, political crisis, and the entrance of technology into all facets of everyday life, the period from 1945 to the present arguably has seen some of the most drastic and accelerated changes of cultural life in human history. Focusing on how the humanities and social sciences analyze and contribute to these changes, this package offers students a rich and complex experience of the post-WWII era, teaching them skills and perspectives that they will need to enter today’s global environment. Courses in the package emphasize critical thinking, comparative analysis, and research methods. Coursework asks students to consider the thorny issues of non-negotiable cross-cultural contact, how we formulate political and ethical values in today's complex world, and the important role of the arts (movies, books, music, media) in constructing our reality.

Students completing this package will be able to: (1) recognize historical, cultural, and sociological movements important to post-945 political environments; (2) analyze the relationships between art and culture that are important to contemporary life; (3) evaluate the importance of new, contemporary art forms in relation to previous arts theories, movements, and performances; and (4) articulate philosophical, ethical, political, and sociological positions concerning how new global exchanges reconfigure how we think about the world and our place within it.

ANTH 320, 325; CNST 422; ENGL 334, 335, 336, 340, 345, 423, 453, 456, 459; GEOG 320; GERM 323, 416; ITAL 414, JAPA 321, MUCO 412, 413; PORT 315, 326, 430; RUSS 424, SOCI 472.

Rise and Decline of Premodern Complex Societies

The connections package “Rise and Decline of Premodern Complex Societies” consists of courses that explore socio-political organization and change in Europe, the Middle East, Africa, the Far East and the New World predating the European Renaissance. One of the fundamental questions in premodern history and archaeology is how complex societies developed from the simple villages that were the earliest form of permanent settlement in human history. This question has bearing on basic issues of the human condition that are still very much in focus in the world today: human relationships, the ability to organize and incorporate ever
larger population groups, the development of socio-political elites, and the wielding of power. Conversely, even though complex societies as a rule had a degree of built-in stability, all have come to an end. A continuing discourse in social archaeology and history is concerned with the question of how complex societies collapsed and reverted to a simpler level of socio-political organization. Students will explore these issues through written and/or archaeological evidence as well as by examining current scholarly approaches.

Students who complete this package will learn to (1) analyze different ways in which premodern societies in various parts of the world were organized; and (2) evaluate how these societies experienced – and dealt with – societal change.


Shifting Borders and Cultures in Europe

With the growing importance of the European Union, both the cultures of Europe and its very borders have become more dynamic and contested. This connections package offers students a multifaceted set of lenses through which investigate broad themes and issues in European history from the medieval period up until the present day. The varied approaches of courses on political and economic history, literature and film, history of science and conceptions of gender, sexuality, and ethnic identity allows students to piece together a comprehensive overview of the changing physical, cultural, religious, and economic characteristics of Europe from the Middle Ages to today.

Students completing this package will be able to: (1) understand and analyze topics in European history, geography, culture, literature, and religion across regions and centuries; (2) engage with a variety of perspectives on shifting borders and cultures in Europe and develop skills to make synthetic and comparative arguments about them in their socio-cultural and historical context; and (3) cultivate basic research skills, develop analytical writing abilities, and practice writing to advance an argument.

GEOG 371; GERM 323, 350, 363; HIST 320, 332, 334, 434, 435; REST 385, 386.

Understanding Climate Change

Climate change is one of the most significant issues of our time, but few citizens have the background to understand the public debates it raises or to move beyond the focus on “Is climate changing?” to consider the effects of climate change on environments, ecosystems, and economies – and humankind’s options for the future. Courses included in the Understanding Climate Change connection package provide opportunities for focused inquiry into the nature of the climate system; how climate interacts with and affects weather, ocean processes, hazards, vegetation, wildlife, and human activity; the evidence for climate change in the past and present; and the longer-term context of natural climate change and variability.

Students who complete this connections package will be able to: (1) identify natural and anthropogenic causes of climate change; (2) describe sources of data on past climate; (3) give examples of how past changes in climate have affected Earth’s environments and ecosystems; (4) recognize how climate change affects human society; and (5) place current climate trends in their longer-term context.

EEB 404, 433; GEOG 331, 333, 430, 432, 434, 439; GEOL 456, 459.

Visual Cultures and Media Studies

In a globalized world, the study of cinema has acquired a new meaning. From the 1960s onward, many countries have witnessed escalating violence, social unrest and war. Many scholars have examined the cinematic representation of these events, however, the process of negotiation inside different countries’ popular cinematic genres has just started to be mapped out. This connection package demonstrates that some of the most important documents of self-representation in the 20th century and of its cultural-political disorientation can be found in films. International references are ever-present in many national cinemas together with the recording of fluctuating national identities, as a consequence the study of cinematic products instead of displaying a direct reliance on Hollywood cultural formats, presents a multiplicity of discordant messages. Cinema after the 1960s occupies a liminal zone that traverses cultures, genres and tastes and challenges the notion of a national cinema that speaks only to its own people. The courses in this package all address aspects of visual culture in the media, be it in film, TV, print, digital media, or the arts. The prominence of the visual in today’s world and its use and abuse for political and social agendas makes it pertinent that we learn how to critically read the visual image. This package also includes courses that offer critical tools for analyzing media in the digital age from cinematic, historical, socio-political and economic point of views.

Students completing this package will be able to: (1) critically analyze their own culture; (2) demonstrate knowledge of foreign cultures other than their own; (3) demonstrate insight into aspects of world geography, global economics, international politics, various religions, philosophies, histories, languages, literatures, or arts; (4) demonstrate intercultural communication concepts; (5) evaluate the impact of historical forces on the modern world; (6) explain the causes of domestic and global social problems; (7) identify and summarize concepts of interdependence; and (8) recognize global systems, processes, social constructs, trends, and issues.

ENGL 334; FREN 420; GEOG 423; GERM 323; ITAL 422; JAPA 315; MFLL 465; PHIL 350; POLS 312; PORT 326; SOCI 410; SPAN 434; WOST 369.

REVISE
Rationale: Further implementation of the change in college curriculum that was started last year. We are now eliminating the upper level distribution and putting in global challenges courses and connections packages. Impact on other units: None. Financial impact: None.

**ADD ADDITIONAL COURSE CHANGES**

**English Department**

**REVISE COURSE COMMENTS**

ENGL 131 Composition for Non-Native Speakers of English I (3)
*Comment(s):* Admission based on TOEFL, IELTS, ACT, or SAT score, or by English Placement Exam.

Formerly: *Comment(s):* Admission by English Placement Exam.

ENGL 132 Composition for Non-Native Speakers of English II (3)
*Comment(s):* Admission based on TOEFL, IELTS, ACT, or SAT score, or by English Placement Exam.

Formerly: *Comment(s):* Admission by English Placement Exam.

Rationale: The changes to the Comment line reflect current practice at UTK, which is that placement in these English courses is done through a variety of methods, not solely through an English placement exam. Impact on other units: None. Financial Impact: None.

**School of Music**

**REVISE MUSIC MAJOR, BM – THEORY/COMPOSITION CONCENTRATION, THEORY TRACK**

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<thead>
<tr>
<th>Requirements for the Bachelor of Music • Music Major • Theory / Composition Concentration • Theory Track</th>
<th>First Year</th>
<th>Hours Credit</th>
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<td>MUTH 450</td>
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<td>MUTH 451: Special Topics—Arranging</td>
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### Requirements for Music Major – Theory/Composition Concentration – Theory Track

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<td>MUTH 110, MUTH 130</td>
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<td>ENGL 102*</td>
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<td>MUCO 220*</td>
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<td>MUPF 294</td>
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<td>MUTC 390*</td>
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<td>MUTH 220, MUTH 240</td>
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<td>MUTH 240</td>
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| Term 5 | | |

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<td>MUSC 200 (5th time)</td>
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<td>MUCO 380*</td>
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<td>MUTH 120; MUTH 140</td>
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<td>Fifth MUEN course – one from MUEN 303, MUEN 304, MUEN 305, MUEN 306, MUEN 330, MUEN 350, MUEN 352, MUEN 353, MUEN 370, MUEN 380, MUEN 383, or MUEN 389</td>
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<td>Natural Sciences Electives*</td>
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<td>Term 6</td>
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Rationale: MUTC 390 is not needed for theory majors. MUTC 450 is a new class in computer technology. Future theory teachers need more technology related classes. This will give them experience in programming, web design, or recording techniques. Removing special titles such as Arranging and Pedagogy from the MUTH 451 offerings allows students to take the course when the topic is of interest to them. The special titles are not in the actual MUTH 451 course. Removal of MUPF 294 from U-track term 4 is because the course is not essential to have at this point in the program. Impact on other units: None. Financial impact: None.

REVISE MUSIC MAJOR – SACRED MUSIC CONCENTRATION, PIANO TRACK

Requirements for Music Major – Sacred Music Concentration – Piano Track

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Requirements for Music Major – Sacred Music Concentration – Piano Track

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Rationale: Replacing MUKB 410 (Organ Practicum) with MUTH 450 satisfied NASM accreditation need for arranging and composition skills. Impact on other units: None. Financial impact: None.

COLLEGE OF NURSING
All changes effective fall 2015

REVISE REPEATABILITY

NURS 488 Nursing Honors Capstone (1-2)
Repeatability: May be repeated twice.

Formerly: Repeatability: May be repeated once.

Rationale: The College intended to revise repeatability when the revision in credit hours was submitted in fall 2013. This change is to correct that oversight and give nursing honors students more flexibility during their last year. Impact on other units: None. Financial Impact: None.
The Haslam Scholars Program is an intimate, four-year enrichment program in which elite students learn from and with one another through a series of integrated, interdisciplinary common seminars and extracurricular experiences, including a common study abroad program. The Haslam Scholars Program seeks a group of students who are academically strong, intellectually curious and who have a desire to change the world. Students should embrace the program’s emphasis on gaining a knowledge base that reflects both depth and breadth, becoming more globally engaged, and serving the communities in which they live and learn. Peer learning, make a commitment to its required four-year course of study, and are excited by the numerous possibilities afforded them to contribute significant forms of leadership and service. \n
Prospective Haslam Scholars will combine exceptional scholarly and intellectual merit with evidence of leadership, service and potential. Maturity and seriousness of purpose, along with evidence of special talents and skills, are among those intangibles essential to the success in an intensive scholars program.

The Haslam Scholars Program curriculum includes three core interdisciplinary courses and a study abroad course taken as a cohort in their first two years of study. Scholars also undertake 6 credit hours of independent, in-depth research in which they complete a substantial scholarly, scientific or artistic endeavor. \n
The curriculum contributes significantly to General Education requirements in every undergraduate degree program.

REVISE MAIN PAGE

HASLAM SCHOLARS PROGRAM

All changes effective fall 2015

The Haslam Scholars Program is an intimate, four-year enrichment program in which elite students learn from and with one another through a series of integrated, interdisciplinary common seminars and extracurricular experiences, including a common study abroad program. The Haslam Scholars Program seeks a group of students who are academically strong, intellectually curious and who have a desire to change the world. Students should embrace the program’s emphasis on gaining a knowledge base that reflects both depth and breadth, becoming more globally engaged, and serving the communities in which they live and learn. Peer learning, make a commitment to its required four-year course of study, and are excited by the numerous possibilities afforded them to contribute significant forms of leadership and service. Prospective Haslam Scholars will combine exceptional scholarly and intellectual merit with evidence of leadership, service and potential. Maturity and seriousness of purpose, along with evidence of special talents and skills, are among those intangibles essential to the success in an intensive scholars program.

The Haslam Scholars Program curriculum includes three core interdisciplinary courses and a study abroad course taken as a cohort in their first two years of study. Scholars also undertake 6 credit hours of independent, in-depth research in which they complete a substantial scholarly, scientific or artistic endeavor. \n
The curriculum contributes significantly to General Education requirements in every undergraduate degree program.

While no strict grade point average or test score minimums will be used in the Haslam Scholars Program selection process. However, Haslam Scholars are likely to have earned a truly superior GPA in a rigorous high school curriculum and scored in the top 1% of the national distribution of standardized test scores (e.g., 33+ ACT composite, 1460+ SAT or 2190+ new SAT).

The Haslam Scholars Program curriculum is 28 credit hours in total, composed of two 1-credit hour special seminars and programs in the first year, a minimum of 4 credit hours of honors course work in the first-year, an exclusive integrated series of three 3-credit hour seminars linked, at their conclusion, to a common 3-credit hour study abroad program, and 6 credit hours of in-depth individual research and its presentation to a 1-credit hour senior colloquium. Haslam Scholars will also engage in three credit hours of common service-learning or executive-level internships.

Required Courses

- Haslam Scholars Program 257 Power (3) (SS)
- Haslam Scholars Program 267 Life (3) (NS)
- Haslam Scholars Program 287 Knowledge (3) (AH)
- Haslam Scholars Program 368 Study Abroad: Scotland (3) (CC)
- University Honors 101 First Year Seminar (1)
- English 118 * (3); or AP or dual enrollment credit. See The Chancellor's Honors description for more detail.
- Haslam Scholars Program 195 Summer Leadership Program (3)
- Haslam Scholars Program 197 Research for Nationally Competitive Scholarships (1)
- Haslam Scholars Program 258 * Foundations of Modernity (3) (AH)
- Haslam Scholars Program 268 * Perspectives on Globalization (3) (SS)
- Haslam Scholars Program 288 * Energy in the Modern World (3) (NS)
- Haslam Scholars Program 348 Service Learning Project/Internship (3)
- Haslam Scholars Program 491 Study Abroad Program (3)
- Haslam Scholars Program 497 Thesis Research (3)
- Haslam Scholars Program 498 Thesis Research (3)
- Haslam Scholars Program 499 Senior Colloquium (1)

Rationale: The Haslam Scholars Program is revising its core curriculum, including a complete change to its 200-level courses in order to meet the broad mission of the program, which was approved by upper University administration and includes fostering intellectual curiosity and engaging the moral sensibilities of scholars. The proposed courses support the strategies to accomplish program goals, namely, to create a curriculum in which scholars engage in reflective, critical and independent thinking as well as practice the art of persuasive speaking and writing. Impact on other units: None. Financial impact: The estimated cost of each class includes $5,000 for the course buyout for faculty from relevant departments and approximately $4,500 (per semester) to cover the cost of hiring a graduate student to serve as a tutor for the course. The estimated total cost of each class is $9,500. Support from Assessment Activities: Survey of peer- and aspirational peer scholars programs indicates a need to strengthen our curriculum to provide students with opportunities to pursue challenging interdisciplinary courses.
The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
December 10, 2014

Call to order: A regular meeting of the General Education Committee was held in the Room 237 of the University Center on December 10, 2014. The meeting was called to order by Kirsten Benson, Committee Chair, at 8:30 a.m.

Members present: Kirsten Benson, Chair, Suzanne Wright, Jim Hall, Harold Roth, R. J. Hinde, Catherine Luther, Masood Parang, John Stier, Dixie Thompson, Chuck Collins, Cheryl Kojima, Barbara Murphy, Jeff Larsen, Mary McAlpin, Katie McCay (proxy for Gary Ramsey), Missy Parker, and Anna Sandelli

Others present: Mary Albrecht, Sylvia Turner, Tim Hulsey, and Molly Sullivan

New Business
Sylvia Turner gave an overview of the strategic plan for the Haslam Scholars Program, noting that new core courses would be created to replace existing courses. Dr. Turner and Tim Hulsey answered questions from the Committee.

After discussion, the following courses were unanimously approved by the Committee as satisfying the University’s General Education requirements: HSP 257 for Social Sciences; HSP 267 for Natural Sciences; HSP 287 for both Arts and Humanities and Communicating Through Writing; and HSP 368 for Cultures and Civilizations. (See attached for details.)

Biology 105 was presented as satisfying the Natural Sciences General Education requirement. The Committee voted unanimously to approve. (See attached for details.)

Interior Design 200 was presented as satisfying the Social Sciences General Education requirement. The proposal was approved without opposition. (See attached for details.)

Approval of the Minutes:
Jeff Larsen made a motion that the Minutes of the October 8, 2014, meeting of the General Education Committee be approved. The motion was seconded and passed without opposition.

Other Business
Kirsten Benson gave a brief update regarding the status of General Education assessment for the spring 2015 term. 2 courses from each General Education area assessed last year have been selected for 2014-15 assessment, to take place in spring 2015. An effort was made to select courses from several Colleges and courses with enrollments large enough to provide meaningful results.

Masood Parang opened discussion of 2+2 agreements with international universities. Details are still being worked out.

Adjournment: Kirsten Benson adjourned the meeting at 9:45 a.m.

Next meeting: Wednesday, January 14, 2015, at 8:30 a.m. in the University Center, Room 237

Minutes submitted by: Molly Sullivan

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL
Broadened Perspectives

Please check the area for approval:

- Arts & Humanities (AH)
- Natural Sciences (NS) (please indicate € Lab or € Non-lab)
- Social Sciences (SS)
- Cultures & Civilizations (CC)

Course Information:

Department: Haslam Scholars Program
Course Number and Title: HSP 257: Power
Course Description & prerequisites: An examination of historical and contemporary issues surrounding power and privilege and the cultural, political and economic contexts in which these issues evolve. No prerequisites.
Frequency of Course Offering: This course will be offered every fall, beginning in fall 2015
Course Capacity per Semester: 15 students per course (one section)
(per course & total if multiple sections)
Contact Name, Phone, Email: Sylvia D. Turner, 974-2479, sturne31@utk.edu

Social Sciences (SS) Outcomes: The goal of the social sciences is to help us understand the way that we live, especially the relation between the individual and the group, sometimes from an historical but often from a contemporary perspective. Vital to the continued health and success of our society is an understanding of the complex individual, political, and social dynamics that make up the modern world. Students should not only have knowledge of the principal concerns of the social sciences, but they should also understand the methods by which social scientists collect and evaluate knowledge.

1. Students will demonstrate understanding of the complex individual, political, and social dynamics that make up the modern world.
2. Students will demonstrate understanding of the methods used by social scientists to collect and evaluate knowledge.

- How do the course goals meet the General Education requirement?
Courses that satisfy the social science general education requirement focus on the relationship between individuals and groups, and the political and social dynamics of the modern world. The proposed course satisfies these requirements by looking at the relationship between individuals and groups with power with power and those who have been disenfranchised politically, socially and economically. In addition, this course will place a strong emphasis on understanding the methodology and data that problematize the issues that will be covered in class. More specifically, the course will incorporate the following learning objectives:

1. Students will be able to problematize/unpack the meaning of "power".
   Assessment: Participation in class discussion and debates; incorporation and demonstration of concepts and issues in student essays and research paper.

2. Students will be able to demonstrate familiarity with concepts related to issues of power and privilege, the academic literature and debates on 'power'.
   Assessment: Participation in class discussion and debates; incorporation and demonstration of concepts and issues in student essays and research paper.

3. Students will be able to present and critically engage the literature and apply insights empirically in an independent research project exploring different facets of power.
   Assessment: Participation in class discussion; incorporation and demonstration of an understanding of empirical research on power into student essays and research paper.

4. Students will also be aware of the ethical questions surrounding the analysis and exercise of power.
   Assessment: Participation in class discussion and debates

5. Students will be able to demonstrate understanding of the complex individual, political, and social dynamics that make up the modern world.
   Assessment: Participation in class discussion and debates; incorporation and demonstration of concepts and issues in student essays and research paper.

6. They will demonstrate understanding of the methods used by social scientists to collect and evaluate knowledge.
   Assessment: Incorporation and demonstration of understanding of empirical research on power into essays and research paper.

- How will this course support students’ achievement of the General Education outcomes for this area?
  This course offers a number of readings that expose students to complex individual, political and social dynamics that make up our society. The readings and course instruction will enable students to understand research methods employed by social scientists to collect and interpret data.

- Provide a brief (one-sentence) summary of how departmental or university assessment activities affected or support the request to designate this course for General Education.
  The Haslam Scholars Program developed a strategic plan, which took into account university-wide initiatives and examined best practices of scholars programs at our peer and aspirational peer institutions. Our assessment found that many scholars programs have decreased the number of general education requirements or incorporated general education requirements into their curriculum, to allow students to complete more courses during their undergraduate careers and facilitate lifelong learning.

- What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency semester to semester?
  The instructors of this course may change from year to year; however, they will be existing faculty members, selected in consultation with the head of the department to which they belong. Faculty will be solicited through the DDDH listserv. We will provide a copy of the approved syllabus to instructors proposing to teach this course. Deviations from the syllabus will be reviewed and approved prior to the beginning of the semester by the Director of the Honors and Scholars Programs to ensure that the course includes all of the elements necessary to satisfy the SS general education course designation, that it is taught in a manner that ensures students achieve the SS General Education student learning outcomes, and to ensure that the changes fall within the framework of the course approved by the Curriculum Committee.

HSP 257: Power

Professor
Contact Info
Class Meeting Time

Email address
Contact Info
Class Meeting Location

Office Hours: Haslam Scholars Program
Suite 130 Howard Baker Center
865.974.7875
http://haslamscholars.utk.edu

COURSE DESCRIPTION
The goal of the course is to introduce students to contemporary issues surrounding power and privilege and the cultural, political, and economic contexts in which these issues evolved. Providing an historical context allows us to investigate these issues from the ground up through texts written by scholars and public intellectuals. The course will also examine the resistance to power abuses. We will examine texts from multiple points of view. The issues covered are sometimes controversial and opinions on the actions we should take vary. The course will emphasize that sound data is more important than dominant opinions in understanding the roots of injustice and the efforts to seek empowerment. Accordingly, we will place a strong emphasis on understanding the methodology used to problematize the issues we cover in this course.
HSP 257 is a three-hour course, which meets university general education requirements for Social Science (SS). This course is required of and limited to students in the Haslam Scholars Program.

LEARNING OBJECTIVES/ASSESSMENT

1. Students will be able to demonstrate familiarity with concepts related to issues of power and privilege, the academic literature and debates on ‘power’. 
   
   Assessment: Participation in class discussion and debates; incorporation and demonstration of concepts and issues in student essays and research paper.

2. Students will be able to present and critically engage the literature and apply insights empirically in an independent research project exploring different facets of power.
   
   Assessment: Participation in class discussion; incorporation and demonstration of an understanding of empirical research on power into student essays and research paper.

3. Students will also be aware of the ethical questions surrounding the analysis and exercise of power.

   Assessment: Participation in class discussion and debates

4. Students will be able to demonstrate understanding of the complex individual, political, and social dynamics that make up the modern world.
   
   Assessment: Participation in class discussion and debates; incorporation and demonstration of concepts and issues in student essays and research paper.

5. They will demonstrate understanding of the methods used by social scientists to collect and evaluate knowledge.

   Assessment: Incorporation and demonstration of understanding of empirical research on power into essays and research paper.

COURSE FORMAT

There are two primary components for this course: whole-group class sessions and small-group tutorials. The class sessions will be discussion-based seminars with in-class exercises, take-home assignments and audio-visual presentations. The tutorial is an hour-long conversation between a tutor who is engaged in research and three-five students who have spent the week reading and writing an essay in answer to an assigned, searching question. The tutorial gives students the chance to read in depth, to formulate their views on a subject, and to consider those views in the light of the detailed, analytical conversation with the tutor.

Tutorial Overview. Students will meet with their assigned tutor each week for one-hour meetings during the semester in an effort to: a) introduce them to a decidedly different pedagogical model which encourages active participation as developing scholars and b) provide them with the opportunity to work closely with recognized scholars working in areas similar to their own. Students will be expected to fully engage in each tutorial, reading and preparing in advance for high-level discourse with their tutor and colleagues. Tutorials are an integral part of the Haslam Scholars curriculum, and will complement broader efforts in their seminar and lectures.

Tutorial Aims. Students should develop their ability:

- to find their own ‘voice’ as writers and scholars within their discipline, not simply relating the views and findings of others, but using them to develop their own understanding and argument;
- to participate where possible in research led scholarship and/or exposure to theory and methodology in their own and related fields;
- to use fully the bibliographic and other scholarly resources of a large research university.

Tutorial Objectives. Students should develop their ability:

- to seriously engage with a subject in a very short period of time, acquiring knowledge of both primary and secondary texts (where appropriate) and being able to distinguish clearly the function of the two;
- to defend (or amend) their views in the tutorial in the face of sustained questioning by their tutor and colleagues;
- to write persuasively and engagingly, following the conventions of their own discipline;
- to produce written work of high quality.

Tutorial Essays. Students will submit three to four 1500-2000-word tutorial essays on a topic that is related to their research interests and/or specific to the tutorial itself. A tutor may suggest a question or series of questions to direct the students’ writing, but this is not required nor expected. As needed, a tutor should assist the scholar in narrowing their essay topic to a manageable point.

Scholars will submit bi-weekly drafts of their essays to the tutor. The tutor will review and provide substantive feedback for the student, who will revise and submit a final tutorial essay prior to the end of the semester. Tutors are not expected to provide graded assessment of the final essay but their editorial review and comments will be included in the final assessment of the students’ program participation and final grade.

UNIVERSITY OF TENNESSEE POLICIES

Accessibility. Your success in this course is important to me. I recognize that there are "multiple" ways to learn and that this multiplicity should be acknowledged in the structure of university courses and the evaluation of their participants. Thus, I encourage students registered in the course to discuss their learning styles and comprehension requirements with me during my office hours or at another arranged time, if necessary. Every student is entitled to a meaningful and stimulating learning experience. Students with disabilities are also strongly encouraged to avail themselves of the services provided by the campus Office of Disability Services, including the provision of note-takers, transcribers, and sign-language interpreters. The Disability Services Office is located at 2227 Dunford Hall 915 Volunteer Blvd. You can also visit the Disability Services Office website.

Academic Integrity. All students are expected to abide by the University Honor Statement,
"An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

**Plagiarism**

"Students are also responsible for any acts of plagiarism. Plagiarism is using the intellectual property of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the university. Specific examples of plagiarism are:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor’s approval;
- Submitting work, either in whole or in part created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph)."

For more information on the expectations of academic integrity shared by all members of the academic community at the University of Tennessee, visit catalog.utk.edu and click on “Academic Policies and Procedures.”

**COURSE REQUIREMENTS/ASSIGNMENTS**

- **Class Attendance and Participation (10%).** Attendance is required for both the class and the tutorial. Participation includes contributing to class discussion and responding to questions posted on blackboard.
- **Tutorial Essays (35%).** Three to four 1500-2000-word tutorial essays, one of which can be used as the foundation for your research paper.
- **Book Review (10%).** You are required to turn in a comparative analysis of either *Wretched of the Earth*, *Pedagogy of the Oppressed*, or *Black Feminist Thought*. Your analysis should be five pages in length, typed and double-spaced. Analytically, you should address the main themes, questions, strengths, weaknesses presented in the book. You should also relate the readings to readings you have encountered in this class or in other classes.
- **Research Paper (25%).** This assignment will incorporate the skills you have developed throughout this course, and will help you sharpen your research skills. For this assignment, you will:
  - Generate your own topic on some aspect of power.
  - Generate an annotated bibliography. An annotated bibliography is a list of sources and a description of those sources. The sources are listed as citations – author, title, year published, etc. – and a collection of citations is called a bibliography. The descriptions are called annotations; they are usually brief – about 150 words – and must include an evaluation of the source. You must create an annotated bibliography using at least ten sources.
  - Make an argument about your topic. This argument must be clearly stated in a working thesis statement. All body paragraphs must be focused and organized, clearly relating back to your thesis.
  - Research sources appropriate to your topic, and effectively use those sources as evidence to support and prove your thesis. Although you may use articles in your reader, you must research and use at least three outside sources. We will discuss research methods and ways to incorporate sources into your writing in class.
  - Cite all sources using MLA Format. Your paper must include proper parenthetical citations and a Works Cited page.

Your research paper must be 5-7 pages, typed, double-spaced, in 12-point font, and in MLA format.

- **End of Semester Debate (10%).**
- **Group Manifesto* (10%).** Social change organizations sometimes issue manifestos, public statements that announce the movement’s existence, make known the movement’s views, declare the movement’s aims, and provide a rationale for those aims. One of the tasks for this class will be to write a manifesto. But a manifesto about what? That is up to you, but the manifesto should be grounded in something that the members of the group have in common. Writing a manifesto will require you to think (together) about what is wrong with things as they are, why those things are wrong, what ought to be done to change those things, and why those changes are the right ones to be made. You also need to think about genre and audience. A manifesto is not a petition. A petition is presented to those who have the power to effectuate change, asking them to make a set of changes.

A manifesto may issue a set of demands, but its audience is only indirectly those in power. Its immediate audience is those who might be persuaded to join with the authors in a movement to demand change.

(*) This assignment was taken from Gil Gott’s “International Social Movements in the 20th and 21st Centuries” course (DePaul University, Spring 2011) and modified.

**GRADING SCALE**

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REQUIRED TEXTS
- Fanon, Frantz. 1963. The Wretched of the Earth. NY: Grove Press

COURSE SCHEDULE

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<td>Power, Social Class and the Economic Order</td>
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<td><strong>THE USES OF POWER</strong></td>
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<td>Poverty and Powerlessness</td>
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<td>Power and the Global Community</td>
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<td><strong>RESISTANCE, EMPOWERMENT AND CHANGE</strong></td>
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PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL

Please check the area for approval:
- [ ] Arts & Humanities (AH)
- [X] Natural Sciences (NS) ** Non-Lab
- [ ] Social Sciences (SS)
- [ ] Cultures & Civilizations (CC)

Course Information:
- Department: Haslam Scholars Program
- Course Number and Title: HSP 267: Life
- Course Description & Prerequisites: An examination of the interface between science and society in a quest to identify the existence of life elsewhere No prerequisites.
- Frequency of Course Offering: This course will be offered every spring, beginning in the spring 2016
- Course Capacity per Semester: 15 students per course (one section) *(per course & total if multiple sections)*
- Contact Name, Phone, Email: Sylvia D. Turner, 974-2479, sturne31@utk.edu

Natural Sciences (NS) Outcomes: As science and technology come to play an increasingly important role in contemporary life, it is essential for all educated persons to have a fundamental understanding of science and its methods. All students should be familiar with one or more scientific disciplines and the role of science in contemporary society. Such familiarity may be gained through acquisition of knowledge of a discipline’s basic vocabulary, chief discoveries, and fundamental principles; exposure to a discipline’s experimental techniques; and the ability to analyze issues with scientific dimensions.

1. Students will demonstrate ability to use the basic vocabulary of a course’s discipline.
2. Students will demonstrate knowledge of fundamental principles, experimental techniques or chief discoveries of a course’s discipline.

- How do the course goals meet the General Education requirement?

Courses that satisfy the natural science requirement teach students the basic vocabulary, chief discoveries and fundamental principles; expose students to the experimental techniques; and, teach students how to analyze issues with scientific dimensions. The proposed course will satisfy these requirements by teaching students the fundamental concepts in
astrobiology, including the definition of life, how we detect life and how we explore environments on Earth and beyond. This course will help students develop the skills that will enable them to discuss scientific issues with fellow scientists and the general public. Students will learn how to formulate empirically-testable hypotheses, interpret visual representations and evaluate scientific data.

Assessment: Demonstration of understanding of basic vocabulary through participation in class, debates and oral presentations; incorporation of vocabulary in written assignments. Demonstration of knowledge of fundamental principles and chief discoveries through written assignments including essays and abstract.

- How will this course support students’ achievement of the General Education outcomes for this area?

  This course provides numerous opportunities for students to demonstrate their ability to use the basic vocabulary of this course’s discipline both in their written work, class discussion and debate exercises. Through readings and classroom instruction students will be exposed to the fundamental principles and chief discoveries of the discipline.

- Provide a brief (one-sentence) summary of how departmental or university assessment activities affected or support the request to designate this course for General Education.

  The Haslam Scholars Program developed a strategic plan, which took into account university-wide initiatives and examined best practices of scholars programs at our peer and aspirational peer institutions. Our assessment found that many scholars programs have decreased the number of general education requirements or incorporated general education requirements into their curriculum, which allows students to complete more courses during their undergraduate careers and facilitate lifelong learning.

- What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency semester to semester?

  The instructors of this course may change from year to year; however, they will be existing faculty members, selected in consultation with the head of the department to which they belong. Faculty will be solicited through the DDDH listserv. We will provide a copy of the approved syllabus to instructors proposing to teach this course. Deviations from the syllabus will be reviewed and approved prior to the beginning of the semester by the Director of the Honors and Scholars Programs to ensure that the course includes all of the elements necessary to satisfy the NS general education course designation, that it is taught in a manner that ensures students achieve the NS General Education student learning outcomes, and to ensure that the changes fall within the framework of the course approved by the Curriculum Committee.

Please e-mail the completed form and syllabus to gened@utk.edu as a Microsoft Word or PDF file.

HSP 267: Life

Dr. Jill Mikucki jmikucki@utk.edu
617 Science & Engineering Research Facility P. 865-974-4301
Class Meeting Time Class Meeting Location

Office Hours

Haslam Scholars Program
Suite 130 Howard H. Baker, Jr. Center for Public Policy
865.974.2479
http://haslamscholars.utk.edu

COURSE DESCRIPTION

“There are two possibilities. Maybe we’re alone. Maybe we’re not. Both are equally frightening.” – Bertrand Russell. The possibility that life may exist beyond planet Earth has captured the imagination for decades. However, it was not until the mid-1990s that the ‘search’ became a legitimate scientific debate; around that time the field of Astrobiology emerged. This course will explore the idea of life beyond Earth from a variety of perspectives including fictional depictions of space travel, ‘ground-truthing’ efforts in the research of extreme environments on Earth and a look at the lives of the scientists who legitimized the search for extraterrestrial life. Readings will be drawn from Astrobiology textbooks, non-fiction accounts of space exploration, current scientific literature and science fiction stories.

HSP 267 is a three-hour course, which meets university general education requirements for Natural Science (NS). This course is required of and limited to students in The Haslam Scholars Program.

OBJECTIVES

By the end of this course, the student will be able to:

- Understand the peer review process and be able to distinguish between various sources of scientific information
- Explain the fundamental concepts in astrobiology including the definition of life, how we detect life and how we explore environments on Earth and beyond.
- Develop oral and written communication skills that enable an informed scientific discussion on the origins and distribution of life in Universe with both fellow scientists and the general public.
- Gain an appreciation for the power of an interdisciplinary approach in exploration and discovery.

You should also be proficient in the following scientific practices:
• Formulate empirically-testable hypotheses
• Interpret visual representations (figures and diagrams)
• Evaluate data and come to a conclusion (with evidence) (formulate an argument)

COURSE OBJECTIVES

• Students will demonstrate ability to use the basic vocabulary of a course’s discipline.
  Assessment: Demonstration of understanding of basic vocabulary through participation in class, debates and oral presentations; incorporation of vocabulary in written assignments.
• Students will demonstrate knowledge of fundamental principles, experimental techniques or chief discoveries of a course’s discipline.
  Assessment: Demonstration of knowledge of fundamental principles and chief discoveries through written assignments including essays and abstract.

COURSE FORMAT

There are two primary components for this course: whole-group class sessions and small-group tutorials. The class sessions will be discussion-based seminars with in-class exercises, take home assignments and audio-visual presentations. The tutorial is an hour-long conversation between a tutor who is engaged in research and three-five students who have spent the week reading and writing an essay in answer to an assigned, searching question. The tutorial gives students the chance to read in depth, to formulate their views on a subject, and to consider those views in the light of the detailed, analytical conversation with the tutor.

Tutorial Overview. Students will meet with their assigned tutor each week for one-hour meetings during the semester in an effort to: a) introduce them to a decidedly different pedagogical model which encourages active participation as developing scholars and b) provide them with the opportunity to work closely with recognized scholars working in areas similar to their own. Students will be expected to fully engage in each tutorial, reading and preparing in advance for high-level discourse with their tutor and colleagues. Tutorials are an integral part of the Haslam Scholars curriculum, and will complement broader efforts in their seminar and lectures.

Tutorial Aims. Students should develop their ability:
• to find their own ‘voice’ as writers and scholars within their discipline, not simply relating the views and findings of others, but using them to develop their own understanding and argument;
• to participate where possible in research led scholarship and/or exposure to theory and methodology in their own and related fields;
• to use fully the bibliographic and other scholarly resources of a large research university.

Tutorial Objectives. Students should develop their ability:
• to seriously engage with a subject in a very short period of time, acquiring knowledge of both primary and secondary texts (where appropriate) and being able to distinguish clearly the function of the two;
• to defend (or amend) their views in the tutorial in the face of sustained questioning by their tutor and colleagues;
• to write persuasively and engagingly, following the conventions of their own discipline;
• to produce written work of high quality.

Tutorial Essays. Students will submit three to four 1500-2000-word tutorial essays on a topic that is related to their research interests and/or specific to the tutorial itself. A tutor may suggest a question or series of questions to direct the students’ writing, but this is not required nor expected. As needed, a tutor should assist the scholar in narrowing their essay topic to a manageable point. Scholars will submit bi-weekly drafts of their essays to the tutor. The tutor will review and provide substantive feedback for the student, who will revise and submit a final tutorial essay prior to the end of the semester. Tutors are not expected to provide graded assessment of the final essay but their editorial review and comments will be included in the final assessment of the students’ program participation and final grade.

UNIVERSITY OF TENNESSEE POLICIES

Accessibility. Your success in this course is important to me. I recognize that there are *multiple* ways to learn and that this multiplicity should be acknowledged in the structure of university courses and the evaluation of their participants. Thus, I encourage students registered in the course to discuss their learning styles and comprehension requirements with me during my office hours or at another arranged time, if necessary. Every student is entitled to a meaningful and stimulating learning experience. Students with disabilities are also strongly encouraged to avail themselves of the services provided by the campus Office of Disability Services, including the provision of notetakers, transcribers, and sign-language interpreters. The Disability Services Office is located at 2227 Dunford Hall 915 Volunteer Blvd. You can also visit the Disability Services Office website.

Academic Integrity. All students are expected to abide by the University Honor Statement,

“An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Plagiarism

“Students are also responsible for any acts of plagiarism. Plagiarism is using the intellectual property of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication
(unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the university. Specific examples of plagiarism are:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor’s approval;
- Submitting work, either in whole or in part created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

For more information on the expectations of academic integrity shared by all members of the academic community at the University of Tennessee, visit catalog.utk.edu and click on “Academic Policies and Procedures.”

ASSIGNMENTS

- **Tutorial Essays (30%)**: Three to four 1500-2000-word tutorial essays
- **Annotated Bibliography (10%)**: An annotated bibliography is a list of sources and a description of those sources. The sources are listed as citations – author, title, year published, etc. – and a collection of citations is called a bibliography. The descriptions are called annotations; they are usually brief – about 150 words – and must include an evaluation of the source. You must create an annotated bibliography using at least ten sources.
- **Debate (10%)**: In the movie Contact (1997), Carl Sagan and Ann Druyan explore how citizens of Earth handle the interception of an intelligent alien communication. After watching the movie prepare an Op-ed piece on the political decision-making involved in making contact, include the role of religion and science in your discussion.
- **Summary of Red Mars (10%)**: Science fiction novels allow the author to envision the future. Kim Stanley Robinson attempts to do this in Red Mars while keeping scientific facts in check, minimizing fantasy. How well was this done? Relate your experience with Red Mars to the world around you today. Summarize a key scientific ‘take home message’ from the book that you found particularly poignant.
- **Abstracts (10%)**: Fundamental to any science paper is the abstract. Abstracts are short but often difficult to write. Students will prepare an abstract that summarizes a life-detection instrument/tool that they think would be useful to life detection on Europa.
- **Oral presentations (15%)**: Students will present their proposed payload-(1 PowerPoint slide) arguing for this instrument. These abstracts will be discussed in class; students generate 1 PowerPoint slide for their payload. Groups will then form around selected payload instrumentation. Answer your hypothesis and the broader impacts of these potential discoveries to science and society.
- **Class Participation (5%)**

GRADING QUESTIONS, CONCERNS, COMMENTS:

Guidelines to determine your overall final grade in the course:

<table>
<thead>
<tr>
<th>Final class average based on xx points</th>
<th>Grade assigned and turned in to Registrar will be:</th>
</tr>
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<tbody>
<tr>
<td>Greater than or equal to 92</td>
<td>A</td>
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<tr>
<td>89-91</td>
<td>A-</td>
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<tr>
<td>88-88</td>
<td>B+</td>
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<td>82-85</td>
<td>B</td>
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<td>76-78</td>
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<td>68-70</td>
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<td>60-67</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

(*)Changes to the syllabus. The instructors have the right to revise/alter any part of the syllabus. If any changes occur, students will be notified immediately via Blackboard, group email and in-class announcements.

TEXTS AND RESOURCES


COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Life of a scientist</td>
<td>Poundstone, &amp; DeVorkin</td>
<td></td>
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<tr>
<td></td>
<td>What is life? Biomolecules</td>
<td>Pace (2001)</td>
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<td></td>
<td><strong>Discussion</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Biomolecules continued</td>
<td>Pace (2001)</td>
<td></td>
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<tr>
<td></td>
<td>Astrobiology – birth of new discipline</td>
<td>Lederberg (1960);</td>
<td></td>
</tr>
</tbody>
</table>
Readings: This list is a start; we will expand on our course bibliography as the term progresses. Please look on blackboard for new additions.

- NASA missions to Mars: (http://mars.jpl.nasa.gov/missions/log/)
- Nisbet and Sleep (2001

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL

Broadened Perspectives

Please check the area for approval:

- X. Arts & Humanities (AH)
- Natural Sciences (NS)
- Social Sciences (SS)
- Cultures & Civilizations (CC)

Course Information:
Department: Haslam Scholars Program
Course Number and Title: HSP 287: Knowledge
Course Description & Prerequisites: An examination of the purposes and value of education in a democratic society. No prerequisites.
Frequency of Course Offering: This course will be offered every fall, beginning in the fall 2016
Course Capacity per Semester: 15 students per course (one section)
(per course & total if multiple sections)
Contact Name, Phone, Email: Sylvia D. Turner, 974-2479, sturne31@utk.edu

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL

Broadened Perspectives

Please check the area for approval:

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Frequency of Course Offering: This course will be offered every fall, beginning in the fall 2016
Course Capacity per Semester: 15 students per course (one section)
(per course & total if multiple sections)
Contact Name, Phone, Email: Sylvia D. Turner, 974-2479, sturne31@utk.edu
**Arts and Humanities (AH) Outcomes:** To live well in the present, one must have an acquaintance with the past, especially with the cultural achievements that are the distinctive hallmarks of all human societies. An appreciation of art, music, theater, literature, and philosophy will not only enrich the lives of students, but it will also help them understand their own and other’s aspirations, both in a historical and a contemporary context.

1. Students will demonstrate knowledge of prominent works in the arts and humanities.
2. Students will demonstrate knowledge of prominent figures/artists/writers/philosophers in the arts and humanities.
3. Students will demonstrate knowledge of cultural/ historical milestones in the arts and humanities.
4. Students will demonstrate an appreciation and understanding of the arts and humanities through critical review of a work (e.g., painting, composition, book, article, or philosophical treatise).

- How do the course goals meet the General Education requirement?

Courses that satisfy the Arts and Humanities general education requirement expose students to cultural achievements from an historical perspective, with a goal of instilling an appreciation for art, music, theater, literature and philosophy. The proposed course satisfies this requirement by examining a range of issues that will deepen students’ understanding of the history of educational thought. The course will include an examination of the debates between classical philosophers on the role of education in society, who should be educated, and the kind of education that is best suited to sustaining a democracy.

1. Students will demonstrate knowledge of prominent works in the arts and humanities.
   Assessment: Participation in class discussions and debates. Demonstration of familiarity of prominent works in the philosophy of education tradition through written assignments/essays.
2. Students will demonstrate knowledge of prominent figures/philosophers.
   Assessment: Participation in class discussions and debates. Demonstration of knowledge of classical figures in the philosophy of education tradition through written assignments/essays.
3. Students will demonstrate knowledge of historical milestones in the philosophy of education tradition.
   Assessment: Demonstration of knowledge of historical milestones through written assignments/essays, class discussions.
4. Students will demonstrate an understanding of the arts and humanities through review of a major work in philosophy.
   Assessment: Demonstration of understanding through critical review (essay) of a major work in the philosophy of education.

- How will this course support students’ achievement of the General Education outcomes for this area?

Through readings and tutorials students will be exposed to prominent works in the arts and humanities including classical philosophers. Students will demonstrate knowledge of cultural and historical milestones through their written work including essays and critical analysis as well as in their class discussions and debates. Students will demonstrate an understanding of the arts and humanities by critically reviewing major works in philosophy.

- Provide a brief (one-sentence) summary of how departmental or university assessment activities affected or support the request to designate this course for General Education.

The Haslam Scholars Program developed a strategic plan, which took into account university-wide initiatives and examined best practices of scholars programs at our peer and aspirational peer institutions. Our assessment found that many scholars programs have decreased the number of general education requirements or incorporated general education requirements into their curriculum, which allows students to complete more courses during their undergraduate careers and facilitate lifelong learning.

- What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency semester to semester?

The instructors of this course may change from year to year; however, they will be existing faculty members, selected in consultation with the head of the department to which they belong. Faculty will be solicited through the DDDH listserve. We will provide a copy of the approved syllabus to instructors proposing to teach this course. Deviations from the syllabus will be reviewed and approved prior to the beginning of the semester by the Director of the Honors and Scholars Programs to ensure that the course includes all of the elements necessary to satisfy the AH general education course designation, that it is taught in a manner that ensures students achieve the AH General Education student learning outcomes, and to ensure that the changes fall within the framework of the course approved by the Curriculum Committee.

**PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL**

**Communicating Through Writing (WC)**

Department: Haslam Scholars Program
Course Number and Title: HSP 287, Knowledge
Credit Hours: 3
Course Description: An examination of the purposes and value of education in a democratic society.
Prerequisites: None
Credit Restrictions (if any): None
Frequency of Course Offering: Every fall, beginning 2016
Course Capacity per Semester: (per course & total if multiple sections) 15
Contact Name, Phone, Email: Sylvia D. Turner, 4-2479, sturne31@utk.edu

**Communicating Through Writing (WC) Outcomes:** Good writing skills enable students to create and share ideas, investigate and describe values, and record discoveries – all skills that are necessary not only for professional success but also for personal fulfillment in a world where communication increasingly takes place through electronic media. Students must be able to identify areas for inquiry, locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and
ethically. They must be able to write correctly, and they must be aware that different audiences and purposes call for different rhetorical responses.

1. Students will demonstrate the ability to write clearly and correctly.
2. Students will demonstrate the ability to employ appropriate rhetorical frameworks or genres, shaping content, tone, organization and style to correspond appropriately to rhetorical situation and context.
3. Students will demonstrate the ability to follow disciplinary conventions, such as the use of relevant and credible evidence and for citing and documenting sources.

How do the course goals meet the “Communicating through Writing” General Education requirement? (Note: English 101 and 102 prerequisites required.)
- Students will demonstrate the ability to write clearly and correctly.
  Assessment: Completion of written assignments, including essays and critical analysis.
- Students will demonstrate the ability to employ appropriate rhetorical frameworks or genres, shaping content, tone, organization and style to correspond appropriately to rhetorical situation and context.
  Assessment: Completion of written assignments, including their essays, educational autobiography and critical analysis of their autobiography.
- Students will demonstrate the ability to follow disciplinary conventions, such as the use of relevant and credible evidence and for citing and documenting sources.
  Assessment: Completion of written assignments, which incorporate correct citations/reference sources.

The proposed course is writing intensive with written assignments comprising 75% of each student’s grade. Students will have an opportunity to revise and resubmit 3-4 essays during the semester. Students will receive writing-focused instruction throughout the semester.

How will this course support students’ achievements of the General Education outcomes for this area? This course offers a variety of writing assignments including essays, an autobiography, a critical analysis and written responses. These assignments will allow students to sharpen their writing skills, gain experience with employing a number of different writing styles/techniques appropriate for the context of each assignment, and practice appropriate discipline-specific conventions.

Provide a brief (one-sentence) summary of how departmental or university assessment activities affected or support the request to designate this course for General Education.
The Haslam Scholars Program developed a strategic plan, which took into account university-wide initiatives and examined best practices of scholars programs at our peer and aspirational peer institutions. Our assessment found that many scholars programs have decreased the number of general education requirements or incorporated general education requirements into their curriculum, which allows students to complete more courses during their undergraduate careers and facilitate life-long learning.

How will the 5,000-word requirement be accomplished (describe the mix of formal and informal writing assignments and activities in the class)?: Please list all writing assignments, including the length or word requirement for each assignment.
The writing assignments include three to four 1500-2000 word essays. Students will submit biweekly drafts of their essays to the course tutor* who will review and provide substantive feedback for the students. Students will revise and submit a final essay prior to the end of the semester. Students also will be required to complete a 5-page Educational Autobiography and a 5-7 page Critical Analysis of their Autobiography during the semester.

(*) Tutors will be Ph.D. students, hired from within relevant departments in consultation with the head of that department.

How will the class integrate writing as a vital component? Please carefully explain how much class time will be devoted to explicit writing instruction, to providing regular opportunities for writing distributed throughout the semester, and how the instructor will provide all students with opportunities for feedback on and help with their writing—whether from instructors’ comments, in-class workshops on papers, in-class lessons on writing conventions, or conferences with the instructor. This emphasis on writing instruction and the process of writing (drafting and revising with individual feedback from the instructor) should be clearly reflected in the attached syllabus.
- The professor will establish a climate of high writing standards early in the semester. Prior to the due date of the first written assignment, the professor will offer writing-focused instruction throughout the semester.
- The professor will communicate elements needed to successfully complete each written assignment prior to the due date.
- Written assignments will be distributed throughout the semester.
- Students will complete essays, which will require them to submit a draft-in-progress on which they will receive substantive feedback. Students will be required to revise and resubmit a final draft.
- The class will include both formal and informal written assignments, which comprise 75% of students’ grade.

What percentage of the course grade will be based on written work? (Note: Passing work on writing assignments should be essential to students’ success in the course.) If the work in this course is graded by someone other than the instructor or is shared by instructor and teaching assistant), please explain how written work will be evaluated.

Seventy-five percent of the course grade will be based on written work:
- Essays (40%)
- Educational Autobiography (15%)
- Critical Analysis of Autobiography (15%)
- Notebooks (5%)
What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency from section to section and from semester to semester?
The instructors of this course may change from year to year; however, they will be existing faculty members, selected in consultation with the head of the department to which they belong. Faculty will be solicited through the DDDH listserv. We will provide a copy of the approved syllabus to instructors proposing to teach this course. Deviations from the syllabus will be reviewed and approved prior to the beginning of the semester by the Director of the Honors and Scholars Programs to ensure that the course includes all of the elements necessary to satisfy the WC general education course designation, that it is taught in a manner that ensures students achieve the WC General Education student learning outcomes, and to ensure that the changes fall within the framework of the course approved by the Curriculum Committee.

Please attach a representative course syllabus (including course description, prerequisites, clear indication that the course is a “Communicating Through Writing” General Education course, and course objectives that include the General Education student learning outcomes), plus a sample of at least one of the significant writing assignments.

HSP 287: Knowledge

Professor
Contact Info
Class Meeting Time

Email address
Contact Info
Class Meeting Location

Office Hours:
Haslam Scholars Program
Suite 130 Howard Baker Center
865.974.7875
http://haslamscholars.utk.edu

COURSE DESCRIPTION
Debates on contemporary issues in education are rooted in early western philosophy. For example, Plato’s The Republic is one of the earliest works to examine the role of education in a stratified society. Within the philosophy of education, classical and contemporary thinkers have devoted significant discourse to questions about liberal v. vocational education, education and enculturation, education for personal development v. education for citizenship. These ideas will be explored through course readings, discussion and reflection. Throughout the semester, we will examine a range of issues through theoretical and practice-oriented lenses that will deepen our understanding of teaching and learning. Focused attention will be given to the ways in which social, political, and economic conditions and interests have guided educational beliefs, policies, practices, and disparate educational opportunities over time. To this end, students will explore the following kinds of philosophical questions through the course content:

- What are the basic aims and ideals of the educational enterprise?
- What is the moral education and how does it differ from other kinds of education?
- How should a just and fair society aim to make us good students, good citizens, and good persons?
- What kind of education is best suited to sustaining our democracy?

HSP 287 is a three-hour course, which meets university general education requirements for Arts and Humanities (AH) and Communicating through Writing (WC). This course is required of and limited to students in the Haslam Scholars Program.

COURSE OBJECTIVES
- Students should demonstrate familiarity with basic philosophical concepts.
- Students should demonstrate an ability to make use of historically and culturally significant conceptions of the aims, goals and methods of education.
- Students should demonstrate an understanding of a variety of moral and political perspectives on the role and value of education in society.
- Students should demonstrate writing proficiency appropriate for a 200-level course.

GENERAL EDUCATION WRITING OUTCOMES
- Students will demonstrate the ability to write clearly and correctly.
- Students will demonstrate the ability to employ appropriate rhetorical frameworks or genres, shaping content, tone, organization and style to correspond appropriately to rhetorical situation and context.
- Students will demonstrate the ability to follow disciplinary conventions, such as the use of relevant and credible evidence and for citing and documenting sources.

GENERAL EDUCATION ARTS AND HUMANITIES OUTCOMES
- Students will demonstrate knowledge of prominent works in the arts and humanities.
- Students will demonstrate knowledge of prominent figures/artists/writers/philosophers in the arts and humanities.
- Students will demonstrate knowledge of cultural/historical milestones in the arts and humanities.
- Students will demonstrate an appreciation and understanding of the arts and humanities through critical review of a work (e.g., painting, composition, book, article, or philosophical treatise).

COURSE MATERIALS/RESOURCES
- Readings will be posted on Blackboard

COURSE FORMAT
There are two primary components for this course: whole-group class sessions and small-group tutorials. The class sessions will be discussion-based seminars with in-class exercises, take home assignments and audio-visual presentations. The tutorial is an hour-long conversation between a tutor who is engaged in research and three-five students who have spent the week reading and writing an essay in answer to an assigned, searching question. The tutorial gives students the chance to read in depth, to formulate their views on a subject, and to consider those views in the light of the detailed, analytical conversation with the tutor.

**Tutorial Overview.** Students will meet with their assigned tutor each week for one-hour meetings during the semester in an effort to: a) introduce them to a decidedly different pedagogical model which encourages active participation as developing scholars and b) provide them with the opportunity to work closely with recognized scholars working in areas similar to their own. Students will be expected to fully engage in each tutorial, as well as reading and preparing in advance for high-level discourse with their tutor and colleagues. Tutorials are an integral part of the Haslam Scholars curriculum, and will complement broader efforts in their seminar and lectures.

**Tutorial Aims.** Students should develop their ability:
- to find their own ‘voice’ as writers and scholars within their discipline, not simply relating the views and findings of others, but using them to develop their own understanding and argument;
- to participate where possible in research led scholarship and/or exposure to theory and methodology in their own and related fields;
- to use fully the bibliographic and other scholarly resources of a large research university.

**Tutorial Objectives.** Students should develop their ability:
- to seriously engage with a subject in a very short period of time, acquiring knowledge of both primary and secondary texts (where appropriate) and being able to distinguish clearly the function of the two;
- to defend (or amend) their views in the tutorial in the face of sustained questioning by their tutor and colleagues;
- to write persuasively and engagingly, following the conventions of their own discipline;
- to produce written work of high quality.

**Tutorial Essays.** Students will submit three to four 1500-2000-word tutorial essays on a topic that is related to their research interests and/or specific to the tutorial itself. A tutor may suggest a question or series of questions to direct the students’ writing, but this is not required nor expected. As needed, a tutor should assist the scholar in narrowing their essay topic to a manageable point. Scholars will submit bi-weekly drafts of their essays to the tutor. The tutor will review and provide substantive feedback for the student, who will revise and submit a final tutorial essay prior to the end of the semester. Tutors are not expected to provide graded assessment of the final essay but their editorial review and comments will be included in the final assessment of the students’ program participation and final grade.

**UNIVERSITY OF TENNESSEE POLICIES**

**Accessibility.** Your success in this course is important to me. I recognize that there are *multiple* ways to learn and that this multiplicity should be acknowledged in the structure of university courses and the evaluation of their participants. Thus, I encourage students registered in the course to discuss their learning styles and comprehension requirements with me during my office hours or at another arranged time, if necessary. Every student is entitled to a meaningful and stimulating learning experience. Students with disabilities are also strongly encouraged to avail themselves of the services provided by the campus Office of Disability Services, including the provision of note-takers, transcribers, and sign-language interpreters. The Disability Services Office is located at 2227 Dunford Hall 915 Volunteer Blvd. You can also visit the Disability Services Office website.

**Academic Integrity.** All students are expected to abide by the University Honor Statement, “An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**Plagiarism**

“Students are also responsible for any acts of plagiarism. Plagiarism is using the intellectual property of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the university. Specific examples of plagiarism are:
- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor’s approval;
- Submitting work, either in whole or in part created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).”

For more information on the expectations of academic integrity shared by all members of the academic community at the University of Tennessee, visit catalog.utk.edu and click on “Academic Policies and Procedures.”

**ASSIGNMENTS/REQUIREMENTS**
- **Attendance and Participation (10%)**. – Attendance is mandatory for all class meetings. Students are also required to attend and participate actively and respectfully in class and Blackboard discussions.

- **Tutorial Essays (40%)** – three to four 1500-2000 word essays.

- **End of the semester Debate (15%)**

- **Educational Autobiography (15%)** – Educational Autobiography. This assignment is designed to allow you to reflect on your experiences within the social institution of education starting with your first day of schooling to present day at The University of Tennessee Knoxville. The paper should be approximately 5 pages in length and as detailed as possible. You will be using this as a basis for a critical analysis, so please keep this in mind when writing about your experiences.

- **Critical Analysis (15%)** - Critical Analysis of Your Educational Autobiography. Using your Educational Autobiography as a text, you will critically analyze your experiences using information from the course readings and our class discussions. In the analysis, you should assess your experiences within the theoretical frameworks presented in the readings and compare your experiences with any empirical information in the readings. Ask yourself questions such as, “How do I understand my experiences differently now than before reading the course materials?”, “How do my experiences compare or contrast with those in the readings?” etc… Your paper should be between 5 to 7 pages. Five additional outside sources must be used.

- **Notebooks (5%).** – Written responses to questions given from time to time. These should be posted on Blackboard. Doing this assignment in a reasonably conscientious way is a requirement of passing the course, but its main purpose will be to help resolve borderline cases at the end of the semester.

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**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90–92%</td>
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<td>NC</td>
<td>Below 72%</td>
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**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Insert Date</td>
<td>Introduction</td>
<td>Course introduction</td>
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<tr>
<td>2</td>
<td>Insert Date</td>
<td>Writing for Success</td>
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<tr>
<td>3</td>
<td>Insert Date</td>
<td>What is it to be an educated person?</td>
<td>R.S. Peters, “The Aims of Education – A Conceptual Inquiry”</td>
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<tr>
<td>4</td>
<td>Insert Date</td>
<td>The Purposes of Education</td>
<td>Theresa Perry, Claude Steele and Asa Hilliard, Young, Gifted and Black (selections)</td>
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<tr>
<td>5</td>
<td>Insert Date</td>
<td></td>
<td>Timothy Regan, Non-Western Educational Traditions (selections)</td>
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<td>6</td>
<td>Insert Date</td>
<td></td>
<td>John Goodlad, What Schools are For (selections)</td>
</tr>
<tr>
<td>7</td>
<td>Insert Date</td>
<td>Schools as institutions</td>
<td>Erving Goffman, Asylums (selections)</td>
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<tr>
<td>8</td>
<td>Insert Date</td>
<td></td>
<td>Randall Collins, The Credential Society (selections)</td>
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<td>9</td>
<td>Insert Date</td>
<td>Who should control education?</td>
<td>Amy Gutman, Democratic Equality (selections)</td>
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<td>Idealism</td>
<td>Plato, Republic (selections)</td>
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<td>Aristotle, Nichomachean Ethics (selections)</td>
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<td>Insert Date</td>
<td>In-class Instruction</td>
<td>Writing Your Autobiography</td>
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<td>13</td>
<td>Insert Date</td>
<td>Naturalism</td>
<td>Jean Jacques Rousseau, Emile (selections)</td>
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<td>14</td>
<td>Insert Date</td>
<td></td>
<td>Mary Wollstonecraft, Vindication of the Rights of Woman (selections)</td>
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15 Insert Date  Enlightenment  Immanuel Kant, “What is Enlightenment?”

16 Insert Date  Pragmatism  John Dewey, Experience and Education (selections)

17 Insert Date  Pragmatism  Alexander Broadie, The Scottish Enlightenment (selections)  EDUCATIONAL AUTOBIOGRAPHY DUE

18 Insert Date  (continued)

19 Insert Date  Pragmatism  John Dewey, Experience and Education (selections)

20 Insert Date  (continued)  TUTORIAL ESSAY #3 DUE (DRAFT)

21 Insert Date  Pragmatism  Lawrence Kohlberg, “The Claim to Moral Adequacy of a Highest Stage of Moral Judgment”

22 Insert Date  In-class Instruction  Writing a Critical Analysis  TUTORIAL ESSAY #3 DUE (FINAL)

23 Insert Date  John Rawls, A Theory of Justice (selections)

24 Insert Date  Inequalities in Education  Jonathan Kozol, Savage Inequalities (selections)

25 Insert Date  (continued)

26 Insert Date  Formal Equality of Opportunity  Robert Nozick, Anarchy, State and Utopia (selections)  CRITICAL ANALYSIS DUE

27 Insert Date  Fair Equality of Opportunity  John Rawls, A Theory of Justice (selections)

28 Insert Date  Capabilities  Martha Nussbaum, Creating Capabilities (selections)

29 Insert Date  Disability  Anita Silvers, Leslie Francis and David Wasserman, Americans with Disabilities (selections)

30 Insert Date  Teaching “The Canon”  Thomas Hill, “Basic Respect and Cultural Diversity”

31 Insert Date  Science, Education and Democracy  Allen Irwin, Citizen Science (selections)  TUTORIAL ESSAY #4 DUE (FINAL)

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL
Broadened Perspectives

Please check the area for approval:

_____ Arts & Humanities (AH)
_____ Natural Sciences (NS) (please indicate € Lab or € Non-lab)
_____ Social Sciences (SS)
__X__ Cultures & Civilizations (CC)

Course Information:
Department: Haslam Scholars Program
Course Number and Title: HSP 368: Study Abroad: Edinburgh, Scotland
Course Description & Prerequisites: This course is designed to introduce students to the rich intellectual and cultural heritage of Scotland and its lasting influence on culture and contemporary thought. In addition to seminars, lectures and tutorials, this course will feature excursions, which will expose students to the history, texts, architecture, literature and art of the Scottish Enlightenment. Prerequisites: HSP 287
Frequency of Course Offering: This course is currently offered the second summer session
Course Capacity per Semester: 15 students per course (one section)
(per course & total if multiple sections)
Contact Name, Phone, Email: Sylvia D. Turner, 974-2479, sturne31@utk.edu
Please attach a representative course syllabus.

Cultures and Civilizations (CC) Outcomes: an appreciation of linguistic, historical, and cultural diversity through the study of multiple languages or cultures improves the ability of students to function effectively in our global community. Studying a second language and its cultural and historical context can also provide a foundation for lifelong learning about other cultures and civilizations.

1. Students will demonstrate understanding of linguistic, historical, and/or cultural diversity by identifying, describing, or comparing historical and global perspectives of diversity among individuals and groups.

• How do the course goals meet the General Education requirement?
Courses that satisfy the Cultures and Civilization general education requirement assist students in developing an appreciation of linguistic, historical and cultural diversity through the study of multiple languages or cultures. The proposed course satisfies this requirement by examining the cultural and intellectual achievements of the Scottish Enlightenment (1754-1783) period through lectures, seminars and close readings of original texts from the period. More specifically,

- Students should gain an awareness and better understanding of key themes, ideas and issues related to the Scottish Enlightenment.
  
  Assessment: Participation in class discussions, lectures and debates; incorporation and demonstration of themes and ideas in student essays.

- Students should demonstrate an awareness of the intellectual and cultural legacy of the Scottish Enlightenment
  
  Assessment: Participation in class discussions, lectures and debates; incorporation and demonstration of themes and ideas in student essays and portfolio. Participation in bus and walking tours of Edinburgh, excursions to The Scottish Parliament, The National Gallery of Art, Edinburgh Castle, St. Giles Cathedral, National Museum of Scotland, and day trips to St. Andrews and The Highlands.

- Students should demonstrate reflective, critical and independent thinking on the historical and contemporary issues.
  
  Assessment: Participation in class discussions, lectures and debates; incorporation and demonstration of themes and ideas in student essays.

- Students should enhance their analytical skills by critically examining primary and secondary sources and through the completion of written assignments
  
  Assessment: Participation in class discussions, lectures and debates; incorporation and demonstration of themes and ideas in student essays.

- Students should demonstrate understanding of the historical and cultural context of Scotland by identifying, describing, or comparing historical and global perspectives among individuals and groups.
  

- Students should understand the cross-cultural significance of their study in Scotland and be able to make comparisons between Scotland and their own region of East Tennessee and Appalachia. They will understand the cultural, linguistic, and historical similarities and connections between these two geographical regions.
  
  Assessment: Participation in lectures that will include explicit instruction and discussion about the significant connections between Scotland and the SE region of US, where possible; this may include lectures related to the Scottish Diaspora, the Scottish artistic inheritance, Gaelic linguistic connections, and issues related to the formation of the public university.

  Students will participate in discussion and include reflective written work in their portfolio on the cross-cultural connections between Scotland and SE region of the US, specifically East Tennessee and the Appalachian region.

- How will this course support students' achievement of the General Education outcomes for this area?
  
  This area requires students to demonstrate understanding of linguistic, historical, and/or cultural diversity by identifying, describing, comparing historical and global perspectives of diversity among individuals and groups. This will be accomplished by exposing students first-hand to the rich cultural and historical traditions of Scotland, including its people, history and political, religious, economic and educational institutions.

  Provide a brief (one-sentence) summary of how departmental or university assessment activities affected or support the request to designate this course for General Education.

  The Haslam Scholars Program developed a strategic plan, which took into account university-wide initiatives and examined best practices of scholars programs at our peer and aspirational peer institutions. Our assessment found that many scholars programs have decreased the number of general education requirements or incorporated general education requirements into their curriculum, which allows students to complete more courses during their undergraduate careers and facilitate lifelong learning.

- What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency semester to semester?

  Although we do not expect the instructors of this course to change from year to year, in the event that it does, faculty will be solicited through the DDDH listserv. We will provide a copy of the approved syllabus to instructors proposing to teach this course. Deviations from the syllabus will be reviewed and approved prior to the beginning of the semester by the Director of the Honors and Scholars Programs to ensure that the course includes all of the elements necessary to satisfy the CC general education course designation, that it is taught in a manner that ensures students achieve the CC General Education student learning outcomes, and to ensure that the changes fall within the framework of the course approved by the Curriculum Committee.

HSP 368
Study Abroad: Edinburgh Scotland

Dr. Sylvia D. Turner
135 Howard Baker Center
sturne31@utk.edu
865-974-7875

Haslam Scholars Program
Suite 130 Howard Baker Center
865.974.7875
http://haslamscholars.utk.edu
COURSE BACKGROUND
The word “philosophy” is derived from the Ancient Greek word *philosophia*, which means love of wisdom. As a tradition, Western philosophical thought dates back to before 624 BCE – 155 years before the birth of Socrates, although he is credited as the founder of Western philosophy. Within the framework of this intellectual tradition, philosophers debated questions of science, ethics and morality, aesthetics, religion, economics, politics, law and social theory.

Arguably, and perhaps ironically, the most influential accountant of the Scottish Enlightenment was Immanuel Kant, a German philosopher. He defined Enlightenment as “man’s release from his self-incurred tutelage.” In this context he saw tutelage as “the inability to make use of one’s understanding without direction from another” (Broadie 1997). Enlightenment therefore necessitates “the autonomy of reason.” “We think in an enlightened way when it is we who are generating the ideas. Instead of doing no more than following intellectual pathways cut by others, giving our assent to their ideas without any contribution of our own…the enlightened thinker accepts things not merely on the authority of another but on his own authority and in the light of his own thinking on the matter.” (Broadie 1997:ix). Enlightenment is a dynamic process in which scholars laid bare their ideas for public debate. Ideas that have been successfully tested in the intellectual market place are ready for implementation (Broadie 1997).

Scotland’s period of intellectual enlightenment corresponded to a period of cultural fervor (Broadie 1997) expressed through its architecture, language, music, dance, festivals and rituals. In terms of its rich architectural history, many notable Scottish architects left an indelible mark across the country, including William Henry Playfair who transformed the City of Edinburgh during the 1800s. To Mayfair’s credit stand the National Monument on Carlton Hill and the National Gallery of Scotland. Not surprisingly, given its historical significance, the National Gallery of Scotland houses some of the most distinguishable art and artifacts of the world including works by Picasso, Van Gough and Monet.

Scotland also has a rich literary history, which includes Scottish poets, novelists, screenwriters, playwrights, storytellers, songwriters and biographers. Two of the most well-known figures in Scottish literature include Robert Burns, who is regarded as the pioneer of the Romantic Movement and Sir Walter Scott, pioneer of the historical novel. Edinburgh’s literary legacy helped the city become the first UNESCO City of Literature.

Edinburgh also hosts the largest arts festival in the world. The Edinburgh Festival Fringe celebrates the cultural life of Scotland through theatre, comedy, dance, physical theatre, circus, cabaret, children’s shows, musicals, opera, music, spoken word, exhibitions and events.

COURSE DESCRIPTION
This course is designed to introduce students to the rich intellectual and cultural heritage of Scotland and its lasting influence on culture and contemporary thought. In addition to seminars, lectures and tutorials, this course will include several lectures *in situ*, which will expose students to the history, texts, architecture, literature and art of the Scottish Enlightenment. The University of Edinburgh is an ideal institutional partner for its potential to both introduce scholars to a unique and decidedly different educational model, as well as to allow them to make connections between the formation of a public university in Scotland as compared to their own university in the US. Additionally, Scotland was selected as a host-country because of the explicit ties between East Tennessee and the Appalachian region and Scottish culture given the region was settled largely by the Scots. Therefore, the course will also expose Haslam scholars, studying and living in East Tennessee, to the significant geographical, linguistic and cultural inheritance tied to Scotland, allowing them to make significant and meaningful comparisons between two places which are decidedly unique but also linked historically and culturally.

COURSE OBJECTIVES
- Students should gain an awareness and better understanding of key themes, ideas and issues related to the Scottish Enlightenment.
  Assessment: Participation in class discussions, lectures and debates; incorporation and demonstration of themes and ideas in student essays.
- Students should demonstrate an awareness of the intellectual and cultural legacy of the Scottish Enlightenment
  Assessment: Participation in class discussions, lectures and debates; incorporation and demonstration of themes and ideas in student essays and portfolio. Participation in bus and walking tours of Edinburgh, excursions to The Scottish Parliament, The National Gallery of Art, Edinburgh Castle, St. Giles Cathedral, National Museum of Scotland, and day trips to St. Andrews and The Highlands.
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- Students should understand the cross-cultural significance of their study in Scotland and be able to make comparisons between Scotland and their own region of East Tennessee and Appalachia. They will understand the cultural, linguistic, and historical similarities and connections between these two geographical regions.
  Assessment: Participation in lectures that will include explicit instruction and discussion about the significant connections between Scotland and the SE region of US, where possible; this may include lectures related to the Scottish Diaspora, the
Scottish artistic inheritance, Gaelic linguistic connections, and issues related to the formation of the public university. Students will participate in discussion and include reflective written work in their portfolio on the cross-cultural connections between Scotland and SE region of the US, specifically East Tennessee and the Appalachian region.

COURSE FORMAT
There are two primary components for this course: whole-group class sessions and small-group tutorials. The class sessions will be discussion-based seminars with in-class exercises, take home assignments and audio-visual presentations. The tutorial is an hour-long conversation between a tutor who is engaged in research and three-five students who have spent the week reading and writing an essay in answer to an assigned, searching question. The tutorial gives students the chance to read in depth, to formulate their views on a subject, and to consider those views in the light of the detailed, analytical conversation with the tutor.

Tutorial Overview. Students will meet with their assigned tutor each week for one-hour meetings during the semester in an effort to: a) introduce them to a decidedly different pedagogical model which encourages active participation as developing scholars and b) provide them with the opportunity to work closely with recognized scholars working in areas similar to their own. Students will be expected to fully engage in each tutorial, as well as reading and preparing in advance for high-level discourse with their tutor and colleagues. Tutorials are an integral part of the Haslam Scholars curriculum, and will complement broader efforts in their seminar and lectures.

Tutorial Aims. Students should develop their ability:
- to find their own ‘voice’ as writers and scholars within their discipline, not simply relating the views and findings of others, but using them to develop their own understanding and argument;
- to participate where possible in research led scholarship and/or exposure to theory and methodology in their own and related fields;
- to use fully the bibliographic and other scholarly resources of a large research university.

Tutorial Objectives. Students should develop their ability:
- to seriously engage with a subject in a very short period of time, acquiring knowledge of both primary and secondary texts (where appropriate) and being able to distinguish clearly the function of the two;
- to defend (or amend) their views in the tutorial in the face of sustained questioning by their tutor and colleagues;
- to write persuasively and engagingly, following the conventions of their own discipline;
- to produce written work of high quality.

Tutorial Essay. Students will complete one tutorial essay on a topic that is related to their research interests and/or specific to the tutorial itself. A tutor may suggest a question or series of questions to direct the students’ writing, but this is not required nor expected. As needed, a tutor should assist the scholar in narrowing their essay topic to a manageable point.

Scholars will submit weekly drafts of their essay to the tutor. The tutor will review and provide substantive feedback for the student, who will revise and submit a final tutorial essay as a part of their final tutorial meeting. Tutors are not expected to provide graded assessment of the final essay but their editorial review and comments will be included in the final assessment of the students’ program participation and final grade.

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• Submitting work, either in whole or in part created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph)."

For more information on the expectations of academic integrity shared by all members of the academic community at the University of Tennessee, visit catalog.utk.edu and click on “Academic Policies and Procedures.”

ASSIGNMENTS/REQUIREMENTS

• Tutorial Essay (25%). While in Scotland you will be required to compose one essay for your tutorial. Your essay will undergo several revisions based on the feedback of your tutor and the knowledge you gain from your engagement with the texts in your tutorials, seminars and lectures.

• Seminar Essay (15%). Each scholar will be required to answer the following question in his/her essay: “How did the thinkers of the Scottish Enlightenment influence the development of your academic discipline?”

• Annotated Bibliography (10%). You will be required to compose an annotated bibliography, which is a list of sources and a description of those sources. The sources are listed as citations – author, title, year published etc. – and the collection of citations is called a bibliography. The descriptions are called annotations; they are usually brief – about 150 words – and must include an evaluation of the source. You must create an annotated bibliography using at least ten sources documented in a citation style appropriate for your discipline.

• Portfolio (15%). Design a portfolio that compares and contrasts American and Scottish cultures. Your portfolio should incorporate both physical artifacts and visual representations (e.g. paintings, drawings, photos). Your portfolio should include both historical and contemporary pieces. Include a written analysis of the items included in your portfolio. You must include academic sources in your analysis to successfully complete this assignment.

• Presentations (15%). While in Scotland each scholar will give an oral presentation on her/his essay during the last week of class and on the items included in his/her portfolio.

• Debates (10%). Scholars will participate in a parliamentary style debate. Scholars will be divided into teams for the debate. Scholars will have ample time to prepare possible arguments. While speaking ability is important, demonstrating the skills that you have learned in formulating arguments and responses will be the primary focus.

• Participation (10%). Unless expressly stated in the schedule or announced, all activities and assigned readings are required. Missed tutorial essay deadlines will not be acceptable; unexcused absences and late arrivals for any required event including lectures, seminars, tutorials, group tours and excursions will significantly affect your participation and final graded outcome. If you are late to the departure location of a group tour or extended day-excursion, you will be left behind. As a matter of protocol, you are advised to arrive at least 10 minutes in advance of the formal start time for all required events.

GRADING SCALE

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REQUIRED TEXTS

• Broadie, A. The Scottish Enlightenment (Edinburgh, 2001)
• The Scottish Enlightenment Reader

COURSE SCHEDULE/ITINERARY

**Week I**

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<tr>
<th>Monday, 7 July</th>
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<th>Location</th>
<th>Reading</th>
<th>Notes*</th>
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<td>8:00 – 12:00</td>
<td>ARRIVALS</td>
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<tr>
<td>12:00 – 2:00</td>
<td>Lunch together and Program Orientation</td>
<td>Common Room</td>
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<tr>
<td>3:00 – 6:00</td>
<td>Group event/excursion: Edinburgh Bus Tour</td>
<td>University Walking Tour: Guided by Ms. Tracy Mak, PhD Candidate, Clinical Sciences and Community Health (Cardiovascular), University of Edinburgh</td>
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<tr>
<td>6:00 -</td>
<td>Dinner and evening on your own</td>
<td>University of Edinburgh</td>
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**Wednesday, 9 July**

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<th>Reading</th>
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<td>Breakfast on your own</td>
<td>Common Room</td>
<td>Plato, The Republic</td>
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<tr>
<td>9:30 – 11:00</td>
<td>Seminar</td>
<td>University of Edinburgh</td>
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<td>11:30 – 12:30</td>
<td>University Walking Tour: Guided by Ms. Tracy Mak, PhD Candidate, Clinical Sciences and Community Health (Cardiovascular), University of Edinburgh</td>
<td>University of Edinburgh</td>
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<tr>
<td>12:30 – 1:00</td>
<td>Tour of the Center for Research Collections and University Library Registration</td>
<td>Main Library – George Square</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>Lunch on your own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00</td>
<td>Lecture I <em>in situ</em>: “The highway to London – The most welcome sight a Scotsman ever saw”: Class, economics and the evolution of the city.</td>
<td>Collection point: the tour/lecture will begin promptly at 2:00 pm from St. Giles Cathedral on the High Street. Meet in front of the cathedral and wear walking shoes.</td>
<td></td>
</tr>
<tr>
<td>6:30 – 7:30</td>
<td>Community dinner</td>
<td>Apartment I</td>
<td></td>
</tr>
<tr>
<td>7:30 -</td>
<td>Evening on your own</td>
<td></td>
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<tr>
<td><strong>Thursday, 10 July</strong></td>
<td></td>
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<tr>
<td>9:00 – 10:00</td>
<td>Lecture II: “The Genius Loci of the Athens of the North – Exploring Scottish identity through the landscape of the British State.”</td>
<td>Old College, Lecture Theatre 175</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Lecture III: “The university tradition in Scotland and the formation of the University of Edinburgh.”</td>
<td>Chilsom House, Ground Floor Seminar Room</td>
<td></td>
</tr>
<tr>
<td>11:30 – 1:00</td>
<td>Seminar</td>
<td>TBD</td>
<td>Aristotle, The Nichomachean Ethics</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>Lunch on your own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 – 4:00</td>
<td>Tutorial Meeting I</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td></td>
</tr>
<tr>
<td>6:30 -</td>
<td>Dinner and evening on your own.</td>
<td></td>
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<tr>
<td><strong>Friday, 11 July</strong></td>
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</tr>
<tr>
<td>9:00 – 11:30</td>
<td>Seminar</td>
<td>Common Roam</td>
<td>Broadie, The Scottish Enlightenment</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>Lunch Break</td>
<td></td>
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</tr>
<tr>
<td>1:00 – 4:00</td>
<td>Tutorial Meeting II</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td></td>
</tr>
<tr>
<td>4:00 – 6:00</td>
<td>Group event/excursion: The Scottish Parliament</td>
<td>Parliament Buildings located at the foot of the Royal Mile, on Horse Wynd, opposite the Palace of Holyroodhouse Building</td>
<td></td>
</tr>
<tr>
<td>6:30 – 7:30</td>
<td>Community dinner</td>
<td>Apartment II</td>
<td></td>
</tr>
<tr>
<td>7:30 -</td>
<td>Evening on your own</td>
<td></td>
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<tr>
<td><strong>Tuesday, 15 July</strong></td>
<td></td>
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<tr>
<td>9:00 – 10:00</td>
<td>Lecture IV: “September 18: The Scottish Referendum – its context and impact on the political future of Scotland”</td>
<td>ChilsomHouse, Ground Floor, Seminar Room</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Lecture V: “Scottish Art in the Enlightenment Era”</td>
<td>Old College, Room L05</td>
<td></td>
</tr>
<tr>
<td>11:30 – 1:00</td>
<td>Seminar</td>
<td>TBD</td>
<td>Broadie, The Scottish Enlightenment</td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>Lunch on your own</td>
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</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
<td>Reading</td>
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<tr>
<td>2:00 – 6:00</td>
<td>Group event/excursion: The National Gallery of Art</td>
<td></td>
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<tr>
<td></td>
<td>Arrive on your own to the National Gallery of Art, the Mound, Edinburgh, EH2 EHL</td>
<td></td>
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</tr>
<tr>
<td>6:30 – 7:30</td>
<td>Community dinner</td>
<td>Apartment I</td>
<td></td>
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<tr>
<td>7:30 – 7:30</td>
<td>HSP '14 Scotland Debate Club</td>
<td>Common Room</td>
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<tr>
<td><strong>Wednesday, 16 July</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td></td>
<td>Breakfast on your own</td>
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<tr>
<td>9:30 – 11:30</td>
<td>Seminar</td>
<td>Common Room</td>
<td></td>
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<tr>
<td>12:00 – 1:00</td>
<td>Lunch on your own</td>
<td></td>
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<tr>
<td>1:00 – 4:00</td>
<td>Tutorial Meeting III Essay Draft DUE (in tutorial; no exceptions)</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td></td>
</tr>
<tr>
<td>4:00 – 7:00</td>
<td>Study, research, reading, essay revisions on your own</td>
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<tr>
<td>7:00 – 7:30</td>
<td>Dinner and evening on your own</td>
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<tr>
<td><strong>Thursday, 17 July</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td></td>
<td>Breakfast and morning on your own</td>
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<tr>
<td>11:00 – 1:00</td>
<td>Seminar</td>
<td>Common Room</td>
<td>Boralevi, Bentham</td>
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<tr>
<td>1:00 – 2:00</td>
<td>Lunch on your own</td>
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<tr>
<td>2:00 – 6:00</td>
<td>Group event/excursion: Edinburgh Castle</td>
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<tr>
<td>6:30 – 7:30</td>
<td>Dinner and evening on your own</td>
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<tr>
<td><strong>Friday, 18 July</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td></td>
<td>Breakfast on your own</td>
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<tr>
<td>Day Excursion II:</td>
<td>Full day group field trip</td>
<td>Highlands Tour</td>
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<tr>
<td>8:00 am – return approximately 6:00 pm</td>
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<tr>
<td><strong>Week III</strong></td>
<td><strong>Monday, 21 July</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
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<tr>
<td></td>
<td>Breakfast on your own</td>
<td></td>
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<tr>
<td>9:30 – 11:30</td>
<td>Seminar</td>
<td>Common Room</td>
<td>Selected readings from course reader</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>Lunch on your own</td>
<td></td>
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<tr>
<td>1:00 – 4:00</td>
<td>Tutorial Meeting IV</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td></td>
</tr>
<tr>
<td>4:00 – 6:00</td>
<td>Group event/excursion: St. Giles Cathedral</td>
<td>Arrive on your own to the Cathedral</td>
<td></td>
</tr>
<tr>
<td>6:30 – 7:30</td>
<td>Community dinner</td>
<td>Apartment II</td>
<td></td>
</tr>
<tr>
<td>7:30 – 7:30</td>
<td>Evening on your own</td>
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<tr>
<td><strong>Tuesday, 22 July</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td></td>
<td>Breakfast and morning on your own</td>
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<tr>
<td>11:00 – 1:00</td>
<td>Seminar</td>
<td>Common Room</td>
<td>Selected readings from course reader</td>
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<tr>
<td>1:00 – 2:00</td>
<td>Lunch on your own</td>
<td></td>
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<tr>
<td>2:00 – 6:00</td>
<td>Study, Research, Essay Revisions</td>
<td></td>
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<tr>
<td>6:30 – 7:30</td>
<td>Community hours dinner</td>
<td>House I</td>
<td></td>
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<tr>
<td>7:30 – 7:30</td>
<td>HSP '14 Scotland Debate Club</td>
<td>Common Room</td>
<td></td>
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<tr>
<td><strong>Wednesday, 23 July</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td></td>
<td>Breakfast on your own</td>
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<tr>
<td>9:30 – 11:30</td>
<td>Seminar</td>
<td>Common Room</td>
<td>Selected readings from course reader</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>Lunch on your own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 – 4:00</td>
<td>Tutorial Meeting V Final Essay DUE (in tutorial; no exceptions)</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
<td>Reading</td>
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</tr>
<tr>
<td>4:00 – 6:00</td>
<td>Group event/excursion: University of Edinburgh</td>
<td>University of Edinburgh Collections or Royal Botanical Gardens</td>
<td></td>
</tr>
<tr>
<td>6:30 – 7:30</td>
<td>Community dinner</td>
<td>Apartment I</td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>Evening on your own</td>
<td></td>
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<tr>
<td>Thursday, 24 July</td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>9:00 – 10:00</td>
<td>Lecture IV: “The Interface of Biology, Chemistry and Physics”</td>
<td>School of Biology; Room G10, Darwin Building at the King's Buildings campus: Meet at Servitors Desk</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Lecture VII: “Stress Hormones – Culprit behind the Metabolic Syndrome?”</td>
<td>School of Biology; Room G10, Darwin Building at the King's Buildings campus: Meet at Servitors Desk</td>
<td></td>
</tr>
<tr>
<td>11:00 – 1:00</td>
<td>Seminar</td>
<td>TBA</td>
<td><em>Incomplete Enlightenment?</em></td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>Lunch on your own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 – 5:00</td>
<td>Group Event/excursion: National Museum of Scotland</td>
<td>National Museum of Scotland</td>
<td></td>
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<tr>
<td></td>
<td>Chambers Street, Edinburgh EHI</td>
<td>Tel: 0300 123 6789</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2.00 pm for your own exploratory hour. Tour begins promptly at 3.00. <em>Collection point:</em> Tour Meeting Point, Entrance Hall, Level 0</td>
</tr>
<tr>
<td>5:00</td>
<td>Dinner and evening on your own</td>
<td></td>
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</tr>
<tr>
<td>Friday, 25 July</td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>9:00 – 11:30</td>
<td>Seminar: Final Presentations</td>
<td>Common Room</td>
<td></td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>FREE AFTERNOON and EVENING (all meals on your own)</td>
<td></td>
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<tr>
<td>Tuesday, 29 July</td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>9:00 – 11:30</td>
<td>Seminar: Final Presentations</td>
<td>Common Room</td>
<td></td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>FREE AFTERNOON and EVENING (all meals on your own)</td>
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<tr>
<td>Wednesday, 30 July</td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>9:00 – 11:30</td>
<td>FREE AFTERNOON and EVENING (all meals on your own)</td>
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<tr>
<td>Thursday, 31 July</td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>9:00 – 4:30</td>
<td>Pre-Fringe Events</td>
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<tr>
<td>5:00</td>
<td>Closing Dinner</td>
<td>TBD</td>
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</tr>
<tr>
<td>Friday, 1 August</td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>9:00 – 11:30</td>
<td>FREE AFTERNOON and EVENING (all meals on your own)</td>
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</tr>
<tr>
<td>Saturday, 2 August</td>
<td><strong>Activity</strong></td>
<td><strong>Location</strong></td>
<td><strong>Reading</strong></td>
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</tbody>
</table>

*Notes in original file were corrupted.*
# HASLAM SCOTLAND 2014: TUTORIAL SCHEDULE

## Week I

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Reading</th>
<th>Notes*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thursday, 10 July</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1:00 – 4:00</td>
<td>Tutorial Meeting I</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td>See tutorial reading list.</td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Andrea Polonioli: Ben Miller</td>
<td>Room 4.01, Dugald Stewart Building (DSB), Bristo Square,</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Kathryn Woods: Summer Awad, Macy Harrison, and Elizabeth Stanfield</td>
<td>Main Library, University of Edinburgh Libraries</td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>Eberhard ‘Paddy’ Bort: Craig Jones and Tor Voorhees</td>
<td>Chilsom House, School of Social and Political Science, 1 Surgeons Sq., High School Yards, Edinburgh EH1 1LZ</td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>Sarah Thomas: Katie Rogers, Grayson Mynatt, and Chris Barnes</td>
<td>Main Library, University of Edinburgh Libraries</td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>James Leveque: Sarah Hagaman</td>
<td>Room 3.13, 50 George Square,</td>
<td></td>
</tr>
<tr>
<td>2:30 – 3:30 pm</td>
<td>Andrea Polonioli: Ben Brock and Sharvari Desai</td>
<td>Room 4.01, Dugald Stewart Building (DSB), Bristo Square</td>
<td></td>
</tr>
<tr>
<td>3:00 – 4:00 pm</td>
<td>Naveed Nanjee: Franco D’Aprile</td>
<td>Edinburgh Centre for Carbon Innovation, Old High School (High School Yards), Infirmary Street Edinburgh EH1 1LZ</td>
<td></td>
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</tbody>
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## Week II

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Reading</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday, 14 July</strong></td>
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<tr>
<td>1:00 – 4:00</td>
<td>Tutorial Meeting II</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Andrea Polonioli: Ben Miller</td>
<td>Room 4.01, Dugald Stewart Building (DSB), Bristo Square</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Kathryn Woods: Summer Awad, Macy Harrison, and Elizabeth Stanfield</td>
<td>Main Library</td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>Eberhard ‘Paddy’ Bort: Craig Jones and Tor Voorhees</td>
<td>Chilsom House</td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>James Leveque: Sarah Hagaman</td>
<td>Room 3.13, 50 George Square,</td>
<td></td>
</tr>
<tr>
<td>2:30 – 3:30 pm</td>
<td>Andrea Polonioli: Ben Brock and Sharvari Desai</td>
<td>Room 4.01, Dugald Stewart Building (DSB), Bristo Square</td>
<td></td>
</tr>
<tr>
<td>3:00 – 4:00 pm</td>
<td>Naveed Nanjee: Franco D’Aprile</td>
<td>Edinburgh Centre for Carbon Innovation</td>
<td></td>
</tr>
<tr>
<td>8:00 – 9:00 pm</td>
<td>Sarah Thomas: Katie Rogers, Grayson Mynatt, and Chris Barnes</td>
<td>Main Library</td>
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</table>

## Wednesday, 16 July

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Reading</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>1:00 – 4:00</td>
<td>Tutorial Meeting III</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td>Essay Draft DUE (in tutorial; no exceptions)</td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Andrea Polonioli: Ben Miller</td>
<td>Room 4.01, Dugald Stewart Building (DSB), Bristo Square</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Kathryn Woods: Summer Awad, Macy Harrison, and Elizabeth Stanfield</td>
<td>Main Library</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
<td>Reading</td>
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<tr>
<td>2:00 – 3:00 pm</td>
<td>Eberhard ‘Paddy’ Bort: Craig Jones and Tor Voorhees</td>
<td>Chilsom House</td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>James Leveque: Sarah Hagaman</td>
<td>Room 3.13, 50 George Square.</td>
<td></td>
</tr>
<tr>
<td>2:30 – 3:30 pm</td>
<td>Andrea Polonioli: Ben Brock and Sharvari Desai</td>
<td>Room 4.01, Dugald Stewart Building (DSB), Bristo Square</td>
<td></td>
</tr>
<tr>
<td>3:00 – 4:00 pm</td>
<td>Naveed Nanjee: Franco D’Aprile</td>
<td>Edinburgh Centre for Carbon Innovation</td>
<td></td>
</tr>
<tr>
<td>6:00 – 6:00 pm</td>
<td>Sarah Thomas: Katie Rogers, Grayson Mynatt, and Chris Barnes</td>
<td>Main Library</td>
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</table>

**Week III**

**Monday, 21 July**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 – 4:00 pm</td>
<td>Tutorial Meeting IV</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td></td>
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</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Andrea Polonioli: Ben Miller</td>
<td>Room 4.01, Dugald Stewart Building (DSB), Bristo Square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Kathryn Woods: Summer Awad, Macy Harrison, and Elizabeth Stanfield</td>
<td>Main Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>Eberhard ‘Paddy’ Bort: Craig Jones and Tor Voorhees</td>
<td>Chilsom House</td>
<td></td>
<td></td>
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<tr>
<td>2:00 – 3:00 pm</td>
<td>James Leveque: Sarah Hagaman</td>
<td>Room 3.13, 50 George Square.</td>
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</tr>
<tr>
<td>2:30 – 3:30 pm</td>
<td>Andrea Polonioli: Ben Brock and Sharvari Desai</td>
<td>Room 4.01, Dugald Stewart Building (DSB), Bristo Square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 – 4:00 pm</td>
<td>Naveed Nanjee: Franco D’Aprile</td>
<td>Edinburgh Centre for Carbon Innovation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Wednesday, 23 July**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 – 4:00 pm</td>
<td>Tutorial Meeting V</td>
<td>Meet with your tutor at selected location for your tutorials.</td>
<td>Final Draft DUE (in tutorial; no exceptions)</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Andrea Polonioli: Ben Miller</td>
<td>Room 4.01, Dugald Stewart Building (DSB), Bristo Square</td>
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<td></td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Kathryn Woods: Summer Awad, Macy Harrison, and Elizabeth Stanfield</td>
<td>Main Library</td>
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<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>Eberhard ‘Paddy’ Bort: Craig Jones and Tor Voorhees</td>
<td>Chilsom House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>Sarah Thomas: Katie Rogers, Grayson Mynatt, and Chris Barnes</td>
<td>Main Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>James Leveque: Sarah Hagaman</td>
<td>Room 3.13, 50 George Square.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*Notes in original file were corrupted.*

**Excursions and In Situ lecture sites**

University of Edinburgh CAMPUS MAPS: [http://www.geos.ed.ac.uk/research/eochem/edinburgh-campus-maps-08.pdf](http://www.geos.ed.ac.uk/research/eochem/edinburgh-campus-maps-08.pdf)

National Museum of Scotland: [https://www.nms.ac.uk/our_museums/national_museum_of_scotland.aspx](https://www.nms.ac.uk/our_museums/national_museum_of_scotland.aspx) (Free admission; Group Tour available)

National Gallery of Scotland: [http://www.nationalgalleries.org/](http://www.nationalgalleries.org/) (Free admission; Group Tour available)

University Collections:
- Talbot Rice Gallery: [http://www.ed.ac.uk/about/museums-galleries/talbot-rice](http://www.ed.ac.uk/about/museums-galleries/talbot-rice)
Centre for Research Collections: http://www.ed.ac.uk/about/museums-galleries/research-collections
Natural History Collections: http://www.nhc.ed.ac.uk

Guest Lecturers

**Dr. Kirsten Carter McKee**, BSc, MSc, PhD, MIFA, FSA Scot, Scottish Centre for Conservation Studies, Architecture, University of Edinburgh

**Kirsten McKee** recently received her PhD in Architectural History at the University of Edinburgh. Funded by the Arts and Humanities Research Council and UNESCO through the Edinburgh World Heritage Trust, her thesis was comprised of an architectural study of Edinburgh’s Calton Hill, a major part of Edinburgh’s World Heritage site. Although much of her research does contain an architectural focus, her work aims to place the structures and urban design of the area into a cultural, social and political context, looking at both the strong connection to Scottish cultural identity and the use of specific architectural rhetoric within an international context. In 2009, Kirsten was awarded a grant through INTACH UK Trust to go to research Scottish diaspora connections and in the same year, was awarded the Barry Wilson prize at the University of Edinburgh for the results of this investigation. She has a strong interest in the cultural and political relationship with the placement and architectural style of commemorative monuments and has recently co-founded of the Death, Commemoration and Memory research group (http://dcm.ace.ed.ac.uk/), which aims to provide links and promote discussion between academics on themes connected with the group’s remit. Other areas of interest include: the political, social and cultural resonance that can be explored through the analysis of historical artefacts, in particular architecture and photography; eighteenth, nineteenth and twentieth century western architecture and urban landscape design, in particular commemorative landscapes and graveyards; the early photographic work of Hill and Adamson from the 1840s, from the perspective of the influence of the picturesque on their work, rather than the historical narrative of their contribution to the history of early photography. **Email:** Kirsten.McKee@ed.ac.uk

**Prof. Bill Hare**, MA, Fellow, Department of the History of Art, University of Edinburgh

**Bill Hare** studied art history at the University of Edinburgh (1972-6) and the Courtauld Institute (1976-7). Since then he has taught art history with the University of Edinburgh, Edinburgh College of Art and the Open University and in 1985 he was appointed Exhibition Organiser at Edinburgh University’s Talbot Rice Gallery. Since 1995 he has again concentrated on teaching and curating, with a specialist interest in Scottish art since 1945. He is currently an Honorary Teaching Fellow in Scottish art history at Edinburgh University and just completed a three year period as Honorary Curator of the University’s Fine Art Collection. He has also been a part-time lecturer in modern Scottish art history and contemporary critical theory with Edinburgh College of Art for the past 30 years and was appointed Exhibition Curator of the ECA Cast Collection (2009-2011). He has originated and organised many exhibitions both in Britain and abroad, working with major artists such as Sam Francis, Alan Davie, Eduardo Paolozzi, Craigie Aitchison and Boyle Family, for whom he published a catalogue essay for their major retrospective exhibition at the Scottish National Gallery of Modern Art (2003) Recently he has curated two important thematic exhibitions-Divided Selves-The Scottish Self-Portrait from the 17th Century to the Present (2006) and Beyond Appearances-Painting and Picturing in Scottish Modern and Contemporary Painting (2007) and is presently co-curating a forthcoming exhibition on post-war Scottish art entitled The Scottish Endarkenment with an accompanying publication by Lund Humphries. Throughout his career he has continued to publish extensively on Scottish modern and contemporary art- see separate bibliography. He is the Scottish editor of *Gallerie* magazine and the author of *Contemporary Painting in Scotland* (1992). He has written for a recent monograph on Barbara Rae, published by Lund Humphries as well as another on Kurt Jackson for the same publisher. He is currently Chairperson of Art in Healthcare (Scotland) and a member of the International Association of Art Critics (AICA). **Email:** billhare@ed.ac.uk

**Ms. Sarah Thomas**, Ph.D. candidate, Department of Chemistry, University of Edinburgh, University of Edinburgh

**Sarah Thomas** (MChem Hons in Medicinal and Biological Chemistry with Industrial Experience, University of Edinburgh) joined the group in September 2009. She carried out her undergraduate project with Prof. D. Leigh at the University of Edinburgh, building a novel [2]rotaxane to act as a carbon monoxide shuttle. She is now funded by Cancer Research UK (CRUK) and developing new synthetic tools and analytical methods for the study of protein-glycosaminoglycan interactions. Sarah is also undertaking the first Postgraduate Development Scholarship in Public Engagement in the School of Chemistry. Sarah has presented her work at the 16th European Carbohydrate Symposium (Sorrento, 2011), the 40th Scottish Organic Regional Meeting (Strathclyde, 2011), the RSC/Biochem Soc meeting “Carbohydrate analysis and glycomics: where next?” (London, 2012) and the 26th International Carbohydrate Symposium (Madrid, 2012). Sarah has also presented “Glowing Diagnosis”, “CSI at the Museum” and “The Energy Challenge” Workshops at the Dunbar Science Festival and Edinburgh International Science Festival, and taken part in a number of public engagement activities for CRUK. Sarah has been awarded the 2013 Sir William Darling Memorial Prize for her work in engaging the local community with real research taking place in the School of Chemistry. **Email:** S.J.Thomas-4@sms.ed.ac.uk
Mr. Eberhard ‘Paddy’ Bort, Institute of Governance, School of Social and Political Science

Eberhard ‘Paddy’ Bort, a graduate in English and German of Tübingen University, is the Academic Coordinator of the Institute of Governance and a Lecturer in Politics at the University of Edinburgh. His teaching has included Scottish Society and Culture, Contemporary Irish Politics and British Studies. He is Book Reviews Editor of Scottish Affairs. Before coming to Edinburgh in 1995, he worked at Tübingen University in British and Irish Studies with Professor Christopher Harvie (now an MSP), taught in German Studies at Trinity College, Dublin, and at the University of Puget Sound, Tacoma, Wa., USA. Between 1995 and 1998 he worked with Professor Malcolm Anderson on an ESRC-funded research project on ‘The Internal and External Frontiers of the European Union’. From 1997 to 1999 he was Associate Director of the International Social Sciences Institute at Edinburgh University. Email: E.Bort@ed.ac.uk

Ms. Tracy Mak, BsC, Ph.D candidate, Clinical Sciences and Community Health, University of Edinburgh

Tracy Mak is a current Ph.D candidate in Clinical Sciences and Community Health. Her research focuses on how stress hormones can mediate a model of the metabolic syndrome. She holds a BSc from Edinburgh in the Medical Sciences and is conversant in a number of languages including Cantonese and Mandarin. In addition to her formal studies, Tracy has been involved in welcoming new students to the University of Edinburgh, especially international students given that she came from New York to study at Edinburgh.

PROPOSED CURRICULAR CHANGES FOR THE UNDERGRADUATE AND GRADUATE COUNCILS COLLEGE OF ARTS AND SCIENCES

Department: Biology Contact: Beth Schussler Tel #: 4-6825

Date of Proposal: September 17, 2014 Effective Date: Fall 2015

Type of Action: Add to basic Skills or Distribution Requirement, category Natural Sciences

In the space below provide Proposed Change: (for required format see Guide for Modifying the Curriculum).

ADD
Biology 105 Parasites, Pathogens, and Pandemics: Infectious Disease and Society
3 credit hours

Explores the nature of human infectious disease, including diseases such as bubonic plague, tuberculosis, malaria, AIDS, influenza, and Ebola, and non-human diseases and zoonoses. How diseases emerge and spread, how they can be controlled, and what diseases may shape future life on the planet (Zombie apocalypse?) will also be discussed.

Satisfies General Education Requirement: (NS)

1. Brief statement of change and why it is needed:
The instructors of the non-majors biology courses (Biology 101 and 102) have been wanting to add a one semester, non-lab course to the program. This is also important because of the recent changes to the college natural sciences requirements. This course was designed to present a topic of great interest to non-majors where they would also learn about basic biology concepts.

2. Format of course including location (lecture, discussion, etc.; classroom, laboratory, field, etc.):
This is a 3-credit lecture course.

3. Frequency offered:
The course will be offered each spring, starting in spring 2016.

4. Impact on staffing (will additional faculty or GTA’s be needed?)
No, we have a Lecturer who needs a new spring assignment starting in spring 2016, so this will have no impact on staffing.

5. Financial impact (how will the change affect the Department or College budget?):
n/a

6. Impact on other academic units, including those in other colleges:
n/a

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL

Broadened Perspectives

Please check the area for approval:

_____ Arts & Humanities (AH)
_____ Cultures & Civilizations (CC)
___X_ Natural Sciences (NS) (Please indicate ___ Lab or X Non-lab)
_____ Social Sciences (SS)

Department: Biology
Course Number and Title: 105 Parasites, Pathogens, and Pandemics: Infectious Disease and Society
Credit Hours: 3
Course Description: Explores the nature of human infectious disease, including diseases such as bubonic plague, tuberculosis, malaria, AIDS, influenza, and Ebola, and non-human diseases and zoonoses. How diseases emerge and spread, how they can be controlled, and what diseases may shape future life on the planet (zombie apocalypse?) will also be discussed.
Prerequisites (if any): none
Credit Restrictions (if any): none
Biology 105: Parasites, Pathogens, and Pandemics: Infectious Disease and Society

3 credits
The University of Tennessee, Spring 2016

Lecture: DAY, TIME, LOCATION
Lecture Instructor: Dr. Crystal McAlvin (cmcalvin@utk.edu)
Office Hours (NBA 128-A): TBD
Other meetings by appointment

Course Description: Explores the nature of human infectious disease, including diseases such as bubonic plague, tuberculosis, malaria, AIDS, influenza, and Ebola, and non-human diseases and zoonoses. How diseases emerge and spread, how they can be controlled, and what diseases may shape future life on the planet (zombie apocalypse?) will also be discussed.
Satisfies General Education Requirement: (NS)

What you should learn in this course
This course will address the following Natural Sciences (NS) Outcomes:
1. Students will demonstrate ability to use the basic vocabulary of a course’s discipline.
2. Students will demonstrate knowledge of fundamental principles, experimental techniques or chief discoveries of a course’s discipline.
3. Students will demonstrate understanding of experimental techniques used by a course’s disciplines.

By the end of the course, you should be proficient in the following topic areas:
1. The Basics: History of infectious diseases, basic concepts of disease dynamics, pathogen/parasite diversity, evolution and ecology of infectious diseases.
2. Emergence of disease: Critical community size, epidemic curve, zoonoses, human/wildlife interface, climate change, hot zones, pathology.
3. Spread of diseases: Transmission types (droplets, vectors, sex), superspreading, diffusion, social networks, nosocomial infection, manipulation of behavior.

Support for learning
REQUIRED Materials:
- TurningPoint response “clicker” (“ResponseCard” - Instructions for registration and use are found on the lecture Blackboard site; At the UT Bookstore

Course website: Go to “Online@UT” to login to Blackboard. Readings for this course will be posted on this Blackboard site; many readings will be web articles on scientific reports or popular press articles to emphasize the application of this material to everyday life.

Study Room: 103 Neyland Biology Annex is a quiet study room for non-majors in Biology.

<table>
<thead>
<tr>
<th>Lecture Schedule</th>
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</thead>
<tbody>
<tr>
<td>(readings will be announced on Blackboard)</td>
<td></td>
</tr>
<tr>
<td>Aug. 20</td>
<td>Course Overview</td>
</tr>
<tr>
<td>Aug. 25</td>
<td>BASICS: History of infectious diseases</td>
</tr>
<tr>
<td>Aug. 27</td>
<td>BASICS: Basic concepts of disease dynamics</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>BASICS: Basic concepts of disease dynamics</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>BASICS: Pathogen/parasite diversity</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>BASICS: Evolution and ecology of infectious diseases</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>BASICS: Evolution and ecology of infectious diseases</td>
</tr>
<tr>
<td>Sept. 15</td>
<td>EMERGENCE: Critical community size</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>EMERGENCE: Epidemic curves</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>EMERGENCE: Zoonoses; human/wildlife interface</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>EMERGENCE: Climate change</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>EMERGENCE: Hot zones</td>
</tr>
<tr>
<td>Oct. 6</td>
<td>EMERGENCE: Pathology</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>SPREAD: Transmission types (droplets, vectors, sex)</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>SPREAD: Superspreading</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>SPREAD: Diffusion</td>
</tr>
<tr>
<td>Oct. 20</td>
<td>SPREAD: Social networks</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>SPREAD: Nosocomial infection</td>
</tr>
<tr>
<td>Oct. 27</td>
<td>SPREAD: Manipulation of behavior</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>EXAM 2</td>
</tr>
<tr>
<td>Nov. 3</td>
<td>CONTROL: Drug resistance and antibiotics</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>CONTROL: Vaccination and herd immunity</td>
</tr>
<tr>
<td>Nov. 10</td>
<td>CONTROL: Quarantine</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>CONTROL: Antivirals</td>
</tr>
<tr>
<td>Nov. 17</td>
<td>CONTROL: Ethical challenges</td>
</tr>
<tr>
<td>Nov. 19</td>
<td>CONTROL: Evolution of virulence</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>FUTURE: Emergence of drug resistance; medicine and evolution</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>FUTURE: Eradication of diseases</td>
</tr>
</tbody>
</table>
Dec. 1 FUTURE: Crop diseases / future human diseases / are zombies possible?

**Final Exam (Exam 3) TIME, DATE**

As per the registrar’s website: “Final exams must be given during the final exam period at the scheduled time, although alternative uses of the scheduled exam period may be designated by the instructor. Students are not required to take more than two written exams on any day. The instructor(s) of the last non-departmental exam(s) on that day must reschedule the student’s exam during the exam period. **It is the obligation of students with such conflicts to make appropriate arrangements with the instructor at least two weeks prior to the end of classes.**”

“**This schedule is tentative and subject to change!**”

Aug XX - Last day to drop without a “W”;
Nov. XX - Last Day to Drop with a “W” (WP/WF);
Dec. 2 - Last Day for a University Withdrawal

Assessment of your learning

Assessment (quizzes, exams, assignments) is very important to the learning process. It lets you and I know what you understand and what you do not. I assess often because it encourages you to keep up with your studying and helps you learn – every time you have to re-process information you learn more!

The exams will all be a mixture of multiple choice and short answer. I include written responses and assignments because this type of assessment encourages you to deepen your understanding.

Lecture: (800 points total)

<table>
<thead>
<tr>
<th>Exams</th>
<th>450 points</th>
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</thead>
<tbody>
<tr>
<td>3 Exams (150 pts each)</td>
<td></td>
</tr>
</tbody>
</table>

| Quizzes and Assignments (total points will be scaled to 350 regardless of actual total) | 350 points |
| Online homework, Clicker Points, and in and out-of-class Assignments | |

Exams / Quiz / Assignment Policies:

- NO make-up clicker points or in-class assignments will be given; there will be “extra” points built into the course to allow for missing classes, forgetting your clicker, etc.
- NO make-up exams will be given without a valid excuse (e.g., family emergency, medical emergency, etc.). The excuse MUST be documented.
  - **VERY IMPORTANT**: If you are going to miss an exam, you MUST contact me prior to the start of the exam. Send me an e-mail, call, leave a note on my door – whatever – and make sure you include your e-mail AND a phone number where I can contact you.
  - Make-up exams may be short answer, fill-in-the-blank, or essay and will be scheduled at the instructor’s convenience and by their permission only.
- All work should be done independently (unless group work is permitted, and then you may ONLY work within your group on the assignment); plagiarism software will be used to check written assignments for copying from classmates or other sources. **Plagiarism will result in stiff penalties – please see section below. “Using a classmates’ clicker to give them points is plagiarism!!**

Final letter grades will be determined by the total percentage of 800 points accumulated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

Academic integrity:

Academic dishonesty of any sort will not be tolerated. Plagiarism includes the copying of phrases, portions of sentences or the main ideas from ANYONE (including a classmate) on ANY work submitted for a grade (exams, assignments, quizzes, etc.). Academic dishonesty also includes assisting other students on quizzes or exams.

You are expected to abide by The University of Tennessee honor statement in Biology and in all of your university activities as pledged in the honor code:

“**An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.**”

(2014-2015 Undergraduate Catalog)

Depending on the offence, penalties for academic dishonesty range from a minimum of a zero for the assignment, to an F for the course, to the filing of formal academic dishonesty charges seeking dismissal from The University of Tennessee. These choices are at the discretion of the instructor, and can occur in either the lecture or the discussion portion of the class.

You should be familiar with the requisites of academic honesty and what constitutes academic dishonesty as outlined in the UT Undergraduate Catalog (http://catalog.utk.edu/).

Conduct and Communication:
Technology: While in class, keep all electronic devices (especially smartphones) out of sight. The use of laptops in class will be discussed the first week of class. Anyone caught using multiple clickers will have ALL of their clicker points deleted for the semester. During exams and quizzes, any electronic device seen on your desk or within sight will result in a grade of zero.

Communications:
- You need to regularly check your utk e-mail account for weekly announcements related to this course. If you are not receiving those e-mails, there is something wrong with your account!
- If you need to meet and can’t make office hours, please use your UTK e-mail (spam filters may exclude other addresses) to schedule a meeting.
- I am happy to answer your e-mail questions, but allow up to 24 hours for a response. Also, once I leave the office I may not check my e-mail until the following workday, or the first day back after a weekend.

Other information
Disability Services: If you need course adaptations or accommodations because of a documented disability, please contact me privately to discuss your needs. If you have questions or concerns about disabilities or emergency information to share, please contact Disability Services: 2227 Dunford Hall; 974-6807; Email: ods@utk.edu; Website: http://ods.utk.edu/.

Academic Assistance:
Tutoring: The Division of Biology does not offer tutoring services. Contact the Student Success Center and the Academic Support Unit of The Office of Minority Student Affairs for information about tutoring opportunities.
- Student Success Center: The comprehensive source for information, services, and resources to assist your success at UT: http://studentsuccess.utk.edu
  - 812 Volunteer Boulevard, Greve Hall, room 324
  - 865 974-6641, Email: studentsuccess@utk.edu

Technical Assistance:
Blackboard, clickers, or general information technology assistance:
- Help Desk: 865 974 9900 (M – F, 8:00 – 5:00)
- OIT Walk-In Help Desk: Commons, 2nd floor Hodges Library
- Turning Technologies (clickers): 866 746 3015

Counseling Center: http://counselingcenter.utk.edu/
  1800 Volunteer Boulevard
  865 974-2196, Email: counselingcenter@utk.edu

OTHER RESOURCES FOR STUDENTS:
- One Stop: http://onestop.utk.edu (start here for any question you have)
- Undergraduate Catalogs: http://catalog.utk.edu (Listing of academic programs, courses, and policies)
- Hilltopics: http://dos.utk.edu/hilltopics (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bannerssb.utk.edu/kbanprbwckschd.p_disp_dyn_sched (Schedule of classes)
- Academic Planning: http://www.utk.edu/advising (Advising resources, course requirements, and major guides)
- Library: http://www.lib.utk.edu (Access to library resources, databases, course reserves, and services)
- Career Services: http://career.utk.edu (Career counseling and resources; HIRE-A-VOL job search system)

Written Assignment – McAlvin - Bio 105 Spring 2016– 100 points
Due XX at XX pm (you will lose 25% of assignment points for each 24 hours after this time)

For this assignment, you must choose ONE disease from the list I have posted on Blackboard. You, or you and a partner (see below), must research this disease and provide a written description of the following information about it:
1. A brief history of the disease: where it first emerged and when
2. A brief description of the host-disease dynamics for this disease
3. What factors contribute to the spread of this disease
4. What are the current treatments for this disease, and how well they work
5. What your prediction might be for the future of this disease

Please read the following rules VERY carefully. Failure to follow them will result in loss of points.
- You may either complete this assignment individually, or with ONE other person.
- You should TYPE the assignment and it should be NO LONGER than ONE side of ONE piece of paper. One inch margins and font must be larger than 11 point.
- Your name(s) MUST be on the SECOND (back) page, NOT the first page of the assignment. This is so we can grade it “blind”. If you worked with a partner, you must include a sentence (on the BACK of the assignment) telling me what each of you did – in other words, justify that you both worked on this. YOU WILL LOSE 5 POINTS IF YOU FAIL TO FOLLOW THIS RULE.
- As per the UT Honor statement, all text you write for this assignment should be your own – not from anything you read (this includes quotes… quotes are NOT allowed). The assignment will be turned in as a SafeAssignment on the Blackboard site. This is a plagiarism program. Do not try to lift sentences, phrases, or even rearrange phrases from any sources. It will mark this as plagiarism. I am not kidding about this… it is highly sensitive to any copying.

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL
Broadened Perspectives

Please check the area for approval:

- ____ Arts & Humanities (AH)
- ____ Cultures & Civilizations (CC)
- ____ Natural Sciences (NS) (Please indicate ___ Lab or X Non-lab)
- ____ Social Sciences (SS)

Department: Interior Design Program, College of Architecture and Design
Course Number and Title: IDS 200 Human-Environment Relations
Credit Hours: 3

Course Description: Introduction to environmental psychology theories: examine behavior in relationship to biological, social and environmental factors; role of needs assessments and research-based issues guiding design process.
Prerequisites (if any): None
Credit Restrictions (if any): None
Frequency of Course Offering: Currently Spring semester; will expand offering to include both fall and summer semesters
Course Capacity per Semester: (per course & total if multiple sections) 36; no multiple sections offered at this time
Contact Name, Phone, Email:
Mary Beth Robinson
(865) 387-0977
mrobin15@utk.edu

- How do the course goals meet the General Education requirement? How will this course support students’ achievement of the General Education outcomes for this area? (Refer to the outcomes for the selected area; see page 2.)

Human-Environment Relations introduces the student to environmental psychology, which is the study of transactions between individuals and groups and the built environment.

The course addresses the goals of social sciences General Education requirements as follows:

1. “...help us understand the way that we live”
   Students gain a variety of perspective in the way we live specifically in relationship to the built environment, and physical environment. Human beings have evolved over thousands of years adapting to their surroundings. This relationship changed as people moved from small hunter gatherer societies to more complex community structures found in villages and towns, and today, urban environments where over half the world’s population resides. Environmental Psychology has its origins in governing perspectives of psychology (cognition, humanistic, behavioral, neurobiological, sociocultural) linking these perspectives to how the built environment influences thinking, personal potential, applied learning, physiological reactions, and social conditions (status, gender, etc.) operating in conjunction with one’s culture.

2. “...especially the relation between the individual and the group.”
   The interrelated observations and theories of how humans use space based on their culture is an area of study called Proxemics, a word coined by Edward T. Hall. Students read several chapters from Hall’s book, The Hidden Dimension, and learn how Proxemics is a manifestation of what he terms as Microculture, which has three aspects: fixed-feature space, semifixed-featured space, and informal space. Students begin to understand how a person’s culture defines the three aspects of space encouraging or limiting human interaction. They learn to recognize and experience informal space: the invisible, flexible bubble surrounding them in which they negotiate situational distances termed intimate, personal, social, and public. A variety of settings are introduced – residential, healthcare, workplace, educational, hospitality – where specific design features are used to support individual and group interactions and transactions.

3. “...sometimes from an historical, but often from a contemporary perspective.”
   Addressed in both lecture and readings, the foundation for the field of environmental psychology is relatively recent. Gifford gives the beginning of the field in the 1960s, whereas Kopec cites studies starting as early as 1916 around productivity in the workplace. Robert Sommer in his article, “Personal Space in a Digital Age,” both defines personal space and gives an historic synopsis on the groundbreaking research contributing to our understanding of personal space. With this foundation of understanding, Sommer discusses how the definition of personal space is changing in light of our relationship to computers, digital devices and working in virtual realities. Robert Gifford in his article, “Making a Difference: Some Ways Environmental Psychology Has Improved the World,” he gives an extensive review of research and how the research has been applied to improve the human condition in the physical environment. Throughout her book Healing Spaces, Esther Sternberg gives historic and contemporary examples of artists, architects and scientists (i.e., Alvar Alto, Louis Kahn, Richard Neutra, Sir Christopher Wren, Sir Thomas Willis, Giuseppe Arcimboldo, Frank Gehry) who have contributed and/or collaborated in a variety of endeavors supporting current understanding of how we perceive the built environment through the senses.

4. “…an understanding of the complex individual, political, and social dynamics that make up the modern world.”
   Readings from The Hidden Dimension, by Edward T. Hall, is a strong example of the sociocultural differences among people and their relationship with the physical environment. Students find it interesting that some of Hall’s finding are still accurate today, while others are not. Students begin to reflect on possible influences in the world that can erode cultural norms. Readings from Sternberg show that experiencing the world through the senses and the emotions is a universal constant among all cultures. Lectures introduce theories that show how both sociocultural influences and personality i perception and personal needs when making decisions about physical space. Janetta McCoy’s article “Working...
Environments," reviews the major studies that give foundation to current understanding of the many complex ways in which people work in large organizations, and the culture-based entities they represent. The importance of the connections among people, the built environment and the natural environment is made in both lecture and readings about Biophilic Design. Based on Edward O. Wilson’s theory biophilia, Biophilic Design is an architectural design approach developed by Stephen Kellert and others. The video, Building for Life, explores how Biophilic Design theories are applied in the built environment enhancing the well-being of users in various settings, such as work, education, and healthcare settings.

5. "...they should also understand the methods by which social scientists collect and evaluate knowledge."

Primary individual and group assignments during the semester are based on students becoming proficient in the basic method of collecting and analyzing data about human interaction with the physical environment. The source of the observation methods are outlined in Zeisel’s book Inquiry by Design. Lectures provide background and instruction for the "how to" in collecting data and analyzing the significance of physical trace and human behavior in a particular setting. In a small group assignment, students learn first to collect data on physical trace in an environment and demonstrate their understanding by categorizing their observations on the various ways groups and individuals adapt, change and affect the built environment. The Observation Report assignment gives individual students an opportunity to define selected terms and concepts found in environmental psychology. After defining the terms, students select 3 setting in which to make observe and document how the terms show up through physical trace and human behavior. Students present their findings, teaching the other students about the concept. The final semester project in completed in a team where they choose a particular theory to explore in a specific setting based on a hypothesis. They write their own methodology for collecting data and make conclusions about the level of success of the setting to support human interaction in a design brief. In addition to assignments based on field observations, virtually all student readings are summaries of research studies illustrating how knowledge is acquired and then applied to what we currently know about the human-environment relationship.

- Provide a brief (one-sentence) summary of how departmental or university assessment activities affected or support the request to designate this course for General Education.

- What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency semester to semester?

- Please attach a representative course syllabus (including course description, any prerequisites, clear indication that the course fulfills a General Education requirement for AH, CC, NS, or SS, and course objectives that include the General Education student learning outcomes for the selected area [see page 2]), plus a sample of at least one of the significant assignments for the course.

**College of Architecture and Design**

**Interior Design 200 – Human-Environmental Relations**

**Spring 2014**

**Instructor:** Mary Beth Robinson, Adjunct Professor  
**Office + Hours:** A+A 410, by appointment  
**Phone + Email:** (865) 974-3257, mrobin15@utk.edu  
**Meeting Time + Place:** MW 9:05-10:20, AA103B

**Catalog Description**

Introduction to environmental psychology theories: examine behavior in relationship to biological, social and environmental factors; role of needs assessments and research-based issues guiding design process.

**Introduction**

Human-Environment Relations gives students basic skills to begin making space-related decisions through an evidence-based design process. Theories of environmental psychology and social-science-related research methodologies are reviewed and explored through observing environmental settings to include, but not limited to, workplace, learning and healthcare. Students consider how the application of psychology-based design principles affect individuals and groups in design decision-making. The possibility that the needs of individuals and groups can be satisfied through the design of the built environment when physiological, psychological, and cultural factors become design considerations. Students will engage in observation and environmental analysis exploring topics such as proxemics, comfort, crowding, sensory response, wayfinding, Biophilic Design, among others.

**Course Format**

The course is structured as a seminar meeting for 75 minutes twice a week. Topics for exploration and discussion begin through a variety of assigned readings followed by short lecture, class discussion, and in-class activities that may include field trips to locations on campus for behavioral observations. Students further explore topics through individual and group research projects. Students are required to complete reading assignments prior to class time and be prepared to lead and participate in discussions. Students will have an opportunity to present their individual and group research to the class.

**Quizzes:** Short quizzes will be given during class time.

**Course participant considerations:** In a course that is focused on human experience and relationship to various environmental settings, personal perspectives and stories will be shared. What is shared among course participants in the classroom does not get...
shared outside the classroom. In addition, all course participants are asked to be respectful of perspectives shared among the group that may be different from their own. In agreeing to these two rules, a safe container can be fostered and maintained throughout the semester.

Student Learning Outcomes

At the end of this course, students should be able to:

1. Evaluate the built environment for its dynamic potential to effect human behavior demonstrating an understanding of how the design of the built environment can support or impede human transactions, individually or in social or cultural groups.
2. Demonstrate understanding of how the natural environment supports human wellbeing as per a Biophilic Design approach.
3. Apply an observation research technique used by social scientists, environmental psychologists and designers of the built environment to analyze different environmental settings demonstrating how to collect and evaluate knowledge gained through observing physical traces, and individual and group behaviors.

Learning Objectives and How They Will Be Assessed

By the end of this course students should be:

- Familiar with the history of the Environmental Psychology field, founding theories and theorists, and the influence of early studies (i.e., Hawthorn Study/Effect) that shaped the approach to research as evidenced through class discussion based on lecture, reading summaries and quizzes;
- Familiar with environmental psychology concepts that influence how people experience the built environment as evidenced by group discussions after lectures, assigned readings and field observation presentations;
- Able to collected data about physical traces and human behavior (social science research technique) involving observations of the built environment to assist in defining Environmental Psychology topics as evidenced in the three-part observation report assignment;
- Able to describe essential components of the built environment important to a specific setting (healthcare, working, educational, etc.) that impact physical and emotional needs as evidenced in a final group project (Research-based Design Brief) involving exploring a hypothesis through site observations and presenting results through a written report and oral presentation;
- Familiar with how personality plays a role in influencing individual needs of personal space as evidenced through assignments on dominant sense, personality and place factors, lecture discussion and quizzes;
- Knowledgeable of your own culture and aware of cultures (domestic and international) through quizzes and class assignments based on readings and lectures on Proxemics (E.T. Hall).

Requirements

- 1 ½” to 2” 3-ring binder for organizing all semester work (lecture notes, handouts, field observations, reading assignments, etc.); suggested materials: cover stock paper, divider tabs; graph paper
- Reading assignments
- In-class quizzes
- Observation report (includes 2 short definition papers; onsite observation documentation/analysis; presentation of findings)
- Team semester integration project
- In-class activities (includes 1 – 3 field observations at on-campus locations)

Required Text (1)


Books on Reserve

A number of books are on reserve in the library that focus on environmental psychology to assist in defining assigned topics.

Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (4)</td>
<td>130 points (3 at 30 pts each; 1 at 40 pts)</td>
</tr>
<tr>
<td>Reading Assignments (8 sessions)</td>
<td>270 points (15 readings at 18pts each)</td>
</tr>
<tr>
<td>Observation Report</td>
<td>200 points (Part 1, 50 pts; Part 2, 100 pts; Part 3, 50pts)</td>
</tr>
<tr>
<td>Field Observation (in-class)</td>
<td>40 points</td>
</tr>
<tr>
<td>Semester Notebook/Binder</td>
<td>110 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>180 points (team assignment)</td>
</tr>
<tr>
<td></td>
<td>930 points</td>
</tr>
</tbody>
</table>

Grade/Performance levels in accordance with University Academic Policies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Level</th>
<th>Quality Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
<td>95 &amp; above</td>
</tr>
<tr>
<td>A-</td>
<td>Intermediate Grade</td>
<td>3.7</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>Very good</td>
<td>3.3</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>84 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>Intermediate Grade</td>
<td>2.7</td>
<td>80 – 83</td>
</tr>
<tr>
<td>C+</td>
<td>Fair</td>
<td>2.3</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
<td>74 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>Unsatisfactory</td>
<td>1.7</td>
<td>70 – 73</td>
</tr>
<tr>
<td>D+</td>
<td>Unsatisfactory</td>
<td>1.3</td>
<td>67 – 69</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
<td>64 – 66</td>
</tr>
</tbody>
</table>
D- Unsatisfactory  0.7  60 – 63
F Failure  0.0  59 & below

Attendance
Students are expected to attend all classes. Students are expected to be on time and stay for the entire class. There are no excused or unexcused absences. Missing 10 percent, which is 3 class periods, is allowed. Four absences will lower the final grade by one letter. Five or more absences will result in a failing grade for the semester. Late arrivals and early departures contribute to the lowering of the final grade as follows: 4 late arrivals/early departures equal one absence, and missing more than 20 minutes of the class equals half an absence. Please communicate with instructor ahead of time if an absence or late arrival/early departure is anticipated.

Accommodations
Any student in this course who has a disability that may prevent him/her from fully demonstrating her/his abilities should contact the instructor personally within five days of the beginning of the semester to discuss accommodations necessary to ensure full participation and to facilitate your educational opportunity in this class.

Academic Integrity
An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. Plagiarism and cheating are serious offenses. According to Hilltopics, plagiarism is defined as “using the intellectual property or product of someone else without giving proper credit.” For information regarding the punitive measures that may be taken by the instructor, the College, and University, refer to the student handbook.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>WK</th>
<th>Focus</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Jan 08 Course Instruction</td>
<td>Reading 1 Due 1/15</td>
</tr>
<tr>
<td>2</td>
<td>Fundamental Psychological Processes</td>
<td>13 MAXmin Charrette Assignment: Observation Report (OR)</td>
<td>15 Meet in Library RM 211 by 9:05 Meet with Chris Eaker, Resource Librarian Reading Discussion 1</td>
<td>Reading 2 Due 1/22</td>
</tr>
<tr>
<td>3</td>
<td>Fundamental Psychological Processes</td>
<td>20 MLK Holiday – No class</td>
<td>22 Reading Discussion 2 Lecture – EP theories Quiz 1</td>
<td>Reading 3 Due 1/27</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>27 Reading Discussion 3 Lecture – observing physical trace</td>
<td>29 In-Class Field Observation – TBA</td>
<td>Reading 4 Due 2/03 OR Part 1, Topic Papers due Sun, 2/02, 10 PM</td>
</tr>
<tr>
<td>5</td>
<td>Social Management of Space</td>
<td>Feb 03 Lecture – theories (continued)</td>
<td>05 Reading Discussion 4</td>
<td>Reading 5 Due 2/10</td>
</tr>
<tr>
<td>6</td>
<td>Social Management of Space</td>
<td>10 Hand in Notebooks Lecture – observing behavior</td>
<td>12 Reading Discussion 5 Lecture - proxemics</td>
<td>Reading 6 Due 2/19</td>
</tr>
<tr>
<td>7</td>
<td>Social Management of Space</td>
<td>17 Lecture: proxemics/working environments</td>
<td>19 Reading Discussion 6 Quiz 2 – take home</td>
<td>Reading 7 Due 2/26</td>
</tr>
<tr>
<td>8</td>
<td>Physical Settings and Behavior</td>
<td>24 “Building for Life” video</td>
<td>26 Reading Discussion 7 Lecture / Biophilia</td>
<td>Reading 8 Due 3/05</td>
</tr>
<tr>
<td>9</td>
<td>Physical Settings and Behavior</td>
<td>03 Observation Assign Check-in</td>
<td>05 Reading Discussion 8 Quiz 3</td>
<td>OR Part 2 paper due Sun, 3/09, 10 PM</td>
</tr>
<tr>
<td>10</td>
<td>Physical Settings and Behavior</td>
<td>10 TAAST Week Quiz 4 – take home Assignment: Final Project (team)</td>
<td>12 TAAST Week Notebooks due by 5 in 410 Due: Final Project Focus</td>
<td>OR Part 3 PPP due Fri 3/14, 10 PM</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>SPRING BREAK: March 17 - 21</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Semester Integration</td>
<td>24 Student Presentations (OR)</td>
<td>26 Student Presentations (OR)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Semester Integration</td>
<td>31 Student Presentations OR) Final Project: Methodology outline due</td>
<td>April 02 Student Presentations (OR)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Semester Integration</td>
<td>07 Guest Lecture: Jade Franklin (Knoll)</td>
<td>09 Student Presentations (OR) Each team to report on study progress, problems, approaches</td>
<td>Due Friday, 4/11, 10 PM rough draft: intro, terms defined, and methodology</td>
</tr>
</tbody>
</table>
Assigned Readings

Reading Discussion Sessions:

1. Jan 15
   - Esther Sternberg (2010), Healing Spaces: The Science of Place and Well-being: Chapter 1: Healing Spaces
   - Bechtel and Churchman, editors (2002), Handbook of Environmental Psychology: Chapter 40 by Robert Sommer, “Personal Space in a Digital Age”

2. Jan 22
   - Sternberg, Chapter 2: Seeing and Healing
   - Bechtel and Churchman, editors (2002), Handbook of Environmental Psychology: Chapter 21, by Robert Gifford, “Making a Difference: Some Ways Environmental Psychology Has Improved the World”

3. Jan 27
   - Sternberg, Chapter 3: Sound and Silence

4. Feb 03
   - Sternberg, Chapter 4: Cotton Wool and Clouds of Frankincense
   - Edward T. Hall (1966/1990), The Hidden Dimension:
     - Chapter 11: Proxemics in a Cross-Cultural Context: Germans, English and French;
     - Chapter 12: Proxemics in a Cross-Cultural Context: Japan and the Arab World

5. Feb 10
   - Sternberg, Chapter 5: Mazes and Labyrinths
   - Robert Sommer, Personal Space: The Behavioral Basis of Design, Chapter 3: Spatial Invasion

6. Feb 17

7. Feb 24
   - Kellert, Heerwagen, and Mador, editors (2008), Biophilic Design: The Theory, Science and Practice of Bringing Buildings to Life:
     - Chapter 16 by Grant Hildebrand, “Biophilic Architectural Space”
     - Chapter 20 by Tom Bender, “Bringing Buildings to Life”

8. Mar 03
   - Sternberg,
     - Chapter 6: Finding Your Way…;
     - Chapter 7: …And Losing It;
     - Chapter 8: Healing Thought and Healing Prayer

Preparation for Observing Physical Trace and Human Behavior in the Built Environment

1. Jan 27

2. Feb 10

Observation and Environmental Analysis

Introduction

The ability to observe our environments in a way that can inform how people respond to their environments is an important skill for designers of the built environment. The assignment is intended to begin the process of gaining knowledge about basic human-environment principles and begin to observe the principles. A list of topics is given to begin a process of exploration, and ultimately discussion, of the intersection of persons, place and psychological processes (Gifford, 2007).

Assignment

Part 1: Brief Paper on Observation Topics: Due February 02

Each student is to select 2 topics from attached list.

Format: 2 page max, double spaced, no more than 11 pt Arial or Helvetica font (Calibri works as well), 1” margins; include header

the following: title: “Topic (1 or 2): name of topic,” your name, course number and name, spring semester 2014, due date
Content: clear definition of topic and explanation of how the topic may present itself in built environment through human transaction; who are the noted theorists who helped define topic (if any); diagrams that help to explain topic; may include images, scans, sketches, etc.

Citations: 3 books, min, required; optional: include up to 2 articles (library periodicals (physical) or library online data base source only) citations; up to 2 internet sources (need to be scholarly sites suggested by librarian); add citations on separate page titled “references;” citations to follow APA format.

Part 2: Field Observation: Due March 09
Each topic selected is to be observed in 3 different settings. What’s important is to observe the topic clearly and able to note the differences and similarities among the 3 settings.

Format: No page max, single spaced; font, margins and header (same as topic paper), except title is either “Observation 1 (or 2): name of topic”

Content:
- Introduction to explain why you are doing the observation
- describe the three locations where the observation takes place
- reiterate the definition of the topic being observed
- include pictures and sketch diagrams of data collected on site illustrating the topic through human transaction with the built environment
- conclusion describing differences and similarities on what was observed and your overall understanding of the topic through observing.

Citations: if any used to reiterate definition of topic being observed, add to a reference page; APA format

Part 3: Power Point Presentation: Due March 14
Details of Part 3 will be given out separately after topic papers are submitted.

Environmental Observation Topics:
- Comfort
- Anxiety
- Productivity
- Creativity
- Emotional response
- Territory
- Personalization
- Proxemics
- Ease of negotiation
- Olfactory experience
- Excitement
- Order/hierarchy
- Confinement vs. freedom
- Wayfinding or way finding
- Thermal comfort
- Communication
- Personal interaction
- Social interaction
- Locus of control
- Expression of culture
- Crowding
- Noise/audio experience
- Visual response
- Tactile response
- Privacy
- Exposure to nature
- Environmental support for the differently-abled

FINAL PROJECT: RESEARCH-BASED DESIGN BRIEF

INTRODUCTION
The final project is called “Research-based Design Brief.” All semester each student has both individually and in a team collected observed data from different setting and collectively defined through lectures, readings and research a variety of environmental psychology topics – at least 20 to 30 topics! You will take what you have learned from the semester, consider a hypothesis to research and investigate in a setting that has been selected for you, and write a design brief to be presented during finals week.

The following are definitions for hypothesis (from Dictionary.com) and design brief from the book by Peter L. Phillips (2004), Creating the Perfect Design Brief: How to Manage Design for Strategic Advantage).

Hypothesis
"hy·poth·e·sis 
noun, plural hy·poth·e·ses [-ses] [-seez]
1. a proposition, or set of propositions, set forth as an explanation for the occurrence of some specified group of phenomena, either asserted merely as a provisional conjecture to guide investigation (working hypothesis) or accepted as highly probable in the light of established facts.
2. a proposition assumed as a premise in an argument.
3. the antecedent of a conditional proposition.
4. a mere assumption or guess.

Origin: 1590–1600; < Greek hypóthesis basis, supposition. See hypo-, thesis “ (Source: www.dictionary.com)

Design Brief
Phillips (2004) defines in Chapter 1: “What is a Design Brief Anyway?” that a design brief is a document that can be written in a number of formats, but is always “...about a written description of a project that requires some form of design” (pg.1).

Through the hypothesis focusing on environmental psychology topic(s) in a healthcare environment(s), the design brief will illustrate the strengths of the environment to be observed and researched that supports the hypothesis well AND propose design solutions to
the environment that could help in remedying the problems of the environment. The team’s analysis and subsequent evaluation is imperative to the critical thinking process as a designer.

The format of the design brief is given in the Assignment section below.

ASSIGNMENT
The final project is connected to the readings/discussions from Esther Sternberg’s *Healing Spaces: The Science of Place and Well-Being* and the variety of topics, theories, and approaches explored during the first eleven weeks of the semester. Newly established student teams will each develop a unique hypothesis in a specific setting as follows.

**Purpose.** The purpose of this project is to research, observe, and complete an original study that will inform how you might make changes to the environment observed that can be applied to future projects. Ultimately, the process will give you confidence in applying environmental psychology theories and approaches to future projects involving positive changes to the built environment.

**Potential Hypothesis Focus.** Review what has been covered thus far in the semester. Introduced have been a variety of theories, environmental psychology topics, and approaches to place design, specifically *Biophilia*, connecting the user back to nature. Among the topics, etc., what did you find compelling that you would like to investigate further? Discuss as a team and develop a single hypothesis together. When this is complete, please email statement directly to instructor.

**Setting.** The setting in which the teams are to complete their observations and analysis of chosen hypothesis is a healthcare setting. Each team can choose to observe in one primary location or several. The decision is to be based on the team’s methodology best suited to explore their unique hypothesis.

**DELIVERABLES**

**Written Design Brief** to include:
- table of contents
- study abstract: include on a separate page after table of contents; not to exceed 300 words
- introduction stating the hypothesis and an overview of the study and the theories to be explored; context/description of setting
- terms that may be found in paper that need to be introduced that defined up front for clarity
- methodology – a detailed explanation of approach and execution, what actually occurred step-by-step
- summary of results – text supported by images, charts, illustrations, diagrams, graphs, etc.
- conclusion in the form of proposed design changes to the physical setting based on research and observations; connection to theories. Show solutions in a graphic format that can include, but not limited to sketches of room views and spatial details, plans, diagrams, etc. – be creative!
- potential areas for further research/exploration
- references (citations in APA format)
- appendix to include all raw data collected through research methods: surveys, interviews, questionnaires, site observations, etc.

A hard copy of the design brief is to be bound with a cover sheet to include an image supporting subject of study, course name and number, semester, instructor’s name, individual team member names, and name of study. Brief needs to be well organized and divided into sections suggested above.

**Oral Presentation.** Each team will give a 20 – 25 minute power point presentation; after all presentations are given a 20 – 40 minute discussion to reflect on similarities and differences learned through team studies.

**EVALUATION**
Clarity of hypothesis; thoroughness of exploration through research methods available; quality and craft of writing and summaries provided in design brief; overall design brief organization and craft; quality of design analysis, evaluation and proposal for setting; overall team participation in total assignment and final oral presentation; quality of organization and overall graphics in final Power Point presentation; source citations

**DUE DATES**

- March 24: Hypothesis statement; due by 5 PM via email
- March 31: Methodology outline for project; individual assignments/responsibilities outline; due by 5 PM via email
- April 07: In-class report on study progress, problems, approaches
- April 11: rough draft of introduction, terms, and methodology due by 10 PM
- April 16: All observations complete – written summary due from each team by 10 PM
- May 2: Oral Presentation (digital/Power Point) – 8 – 10 AM – time may change depending on class participants
- May 9: Final Design Brief (hard copy – bound booklet) to be submitted by noon – Office 410, A&A
Each team to report on study progress, problems, approaches

14

Guest Lecture: TBA

16 – LAST CLASS

Written summary due (10 PM)

Guest Lecture: Margaret Serrato (Herman Miller)

April 21-25

REVIEW WEEK

15

28

Study Day

30

FINAL: Friday, May 02, 8 – 10 am

Friday, May 09, Final Design Brief due noon, Room 410

Observation and Environmental Analysis Assignment Evaluation (200 points)

Part 1 – Topic Papers (50 points)

Format (8 points)

2 page max, double spaced, no more than 11 pt Arial or Helvetica font (Calibri works as well), 1” margins; include header the following: title: “Topic (1 or 2): name of topic,” your name, course number and name, spring semester 2013, due date

Content (32 points)

Clear definition of topic and explanation of how the topic may present itself in built environment through human transaction; who are the noted theorists who helped define topic (if any); diagrams that help to explain topic; may include images, scans, sketches, etc.

Citations (10 points)

3 books, min, required; optional: include up to 2 articles (library periodicals (physical) or library online data base source only) citations; up to 2 internet sources (need to be scholarly sites suggested by librarian); add citations on separate page titled “references;” citations to follow APA format.

Part 2 – Observations (100 points)

Format: (5 points)

No page max, single spaced; font, margins and header (same as topic paper), except title is either “Observation 1 (or 2): name of topic”

Content: (90 points)

As per the example given to follow for format, the following is required to include in the observation paper:

- Introduction: (what, why and where)
- observation locations (include time duration of observation; start time and end time)
- summary of predetermined assumptions what was actually observed
- inclusion of context to observation and conditions of setting that may influence what is being observed
- inclusion of images, diagrams, charts that explain in detail the observations made and analysis of observation results
- adding captions to diagrams and images help communicate ideas
- summary of similarities and differences among locations
- conclusion to connect observations to theories about the topic – give specifics

Citations: (5 points)

If any used to reiterate definition of topic being observed, add to a reference page; APA format

Part 3 – Power Point Presentation (50 points)

Oral Presentation: (10 points)

Clarity of topic through observation experience

Clarity/Quality of Content: (20 points)

Images illustrating/describing observations – How well do images explore topic through observations?

Quality of Discussion (or potential for discussion): (20 points)

Intention of presentation is to stimulate discussion around discoveries made from observations; exploration of topic to assist in understanding behavior/perception in different settings/environments?
Members present: Kirsten Benson, Chair, Jim Hall, Harold Roth, Suzanne Wright, Catherine Luther, Jenna Russell (proxy for Katie McCay, proxy for Gary Ramsey), Chuck Collins, Cheryl Kojima, Mary McAlpin, Barbara Murphy, Jeff Larsen, Monique Anderson, Missy Parker, and Anna Sandelli

Others present: Molly Sullivan

Approval of the Minutes:
Suzanne Wright made a motion that the Minutes of the December 10, 2014, meeting of the General Education Committee be approved. The motion was seconded and passed without opposition.

New Business
The following courses were submitted as satisfying the Communicating through Writing (WC) requirement:

- WOST 220 Women in Society
- WOST 230 Women in the Media
- WOST 240 Women, Gender, and Sexuality

Chuck Collins moved that these courses be approved for WC, and the motion was seconded and carried without opposition.

The following courses were submitted as satisfying the Communicating Orally (OC) requirement:

- DSGN 130 Basic Design Thinking and Innovation
- PHYS 451 A Survey of Contemporary Physics

Chuck Collins moved that these courses be approved for OC, with the caveat that PHYS 451 add a required textbook or textbook chapters per General Education OC standards. The motion was seconded and carried without opposition.

Other Business
Monique Anderson explained that the Registrar’s Office is attempting to collect data on transfer credit that has normally been accepted by faculty evaluators as satisfying general education requirements. Some of those present indicated they have kept records of such classes. The goal of the Registrar’s Office is to code these approved courses appropriately in order to save time and eliminate duplicate efforts by faculty evaluators and advisors, as well as improving our service to transfer students. This discussion is part of a larger issue concerning the petition approval process; while recent changes to use SharePoint have helped, there is still a need to improve overall workflow. The committee members agreed that attention should be given to this soon, including funding OIT staff to carry out such a project.

Kirsten Benson mentioned that her term as chair ends at the close of this academic year and that a new chair will be needed. She encouraged anyone who is interested and/or willing to serve talk to her as soon as possible.

Adjournment: Kirsten Benson adjourned the meeting at 9:03 a.m.

Next meeting: Wednesday, February 11, 2015, at 8:30 a.m. in the University Center, Room 237

Minutes submitted by: Molly Sullivan

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL

Communicating Through Writing (WC)

Department: Women’s Studies
Course Number and Title: 220 Women in Society
(or formerly Women’s Studies 210: Images of Women in Literature: Biography and Autobiography)
Frequency of Course Offering: usually once a year
Course Capacity per Semester: 25
Contact Name, Phone, Email: Patricia Freeland
Professor, Department of Political Science
Chair of Women’s Studies
974-2261 pfreelan@utk.edu

English 101 and 102 or their equivalents or writing courses beyond English 101 and 102 are required.

The 5,000-word requirement be accomplished as follows:
- A personal autobiography of 700 words (but no maximum word limit)
- 2 papers that analyze a current event relating to gender, each of about 700 words
- 1 letter to the editor of about 300 words
- 1 in-class response paper of 300 words
- 2 informal in-class writing assignments – about 300 words each
- 1 Research Paper of about 2500 words. This paper will be divided up into sections.
- 1 In-Class Examination of about 800 words

How will the class integrate writing as a vital component Class time will be devoted to explicit writing instruction and writing assignments are distributed throughout the semester. Opportunities for feedback on writing are provided by making it mandatory
that students submit their papers before the formal due date for comment. A variety of writing assignments are provided, including a persuasive paper (letter to the editor), an autobiography, informal writing assignments, an examination of a current issue, and a research paper that calls for references.

The instruction includes lectures and class discussion about writing. Portions of many class periods are devoted to discussing specific writing problems that students encounter. At least two class periods are devoted to in-class writing assignments on subjects not previously announced.

**What percentage of the course grade will be based on written work?** All written work is evaluated by the instructor. The final grade is completely determined by this written work unless the student has lost points as a result of absenteeism.

**What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency from section to section and from semester to semester?** This course is scheduled for one time per year. The Director of Women’s Studies will review all syllabi.

Please attach the course syllabus (including course description) and a sample writing assignment. Attached.

**Women’s Studies 220 Women in Society**

**Semester:**

**Class Meets:**

**Room:**

**Instructor:**

**Office:**

**Office Hours:**

**Office Phone:**

**Email:**

**Course Description and Purpose** This course presents an introduction to the roles and identities of women in various societies. Topics include history, social and cultural roles, religion, politics, media, and literature.

**University/College/Departmental Curricular Requirements Met** WC course

Students who successfully complete this course have:

1. Developed a foundation of for understanding Women’s Studies concepts, terminology, and research
2. Gained knowledge of how gender influences culture and how culture impacts perceptions regarding gender.
3. Demonstrated knowledge of how socialization influences gender
4. Gained an understanding of activist work
5. Analyzed feminist scholarship
6. Developed an understanding of the legal context of gender differences
7. Demonstrated the ability to write clearly and correctly in various contexts, including personal reflections, a persuasive essay, and a research paper.
8. Demonstrated the ability to use and cite appropriately relevant and credible evidence in research and analysis.


Additional reading assignments will be posted on Blackboard.

**Required instructional technology:** Blackboard

**Student Assessment and Evaluation Methods** (List all activities and assignments that will contribute to a student’s final course grade, with weights; see example below.)

<table>
<thead>
<tr>
<th>Course Element</th>
<th>Contribution to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class response paper</td>
<td>10%</td>
</tr>
<tr>
<td>Autobiography, 2 current events papers, 1 letter to newspaper on current gender issue (10% each)</td>
<td>40%</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Attendance and Participation** Students are allowed 3 absences without penalty. After the third absence, 2 points will be deducted from the final grade for every additional absence.

**Examination** There is one examination which will be administered during the final exam period scheduled for this class. It is a closed book essay exam. A set of questions will be given in advance to assist students in preparing for this examination. No make-ups will be given unless the student has an excused absence. To determine whether your absence is excused, contact me in advance. Do not assume that a make-up exam will be given.

**Papers**

- **In-class Response Paper:** Students will write a response to a current event, an assigned reading, or an assigned film. 10%
• **Autobiography:** This is a 2-3 page paper (minimum of 700 words) where you describe the impact of gender on your life. Paper must be submitted at least one week before due date for feedback before final submission. 10% of grade.

• **Current Events:** Two papers are assigned. For each you should describe a current issue involving gender. This can be a legal issue, a political campaign, issues involving wages, sexual assault, international issues relating to gender. There are a wide variety of possible topics. You are expected to use the information provided by your assigned reading and class lectures, plus information you find in your research. Each paper should be 2-3 pages (minimum of 700 words). This paper should be factual, presenting the information about the issue and various perspectives if it is controversial. Each paper is worth 10%, for a total of 20%. Paper must be submitted before due date for feedback before final submission. Students should be prepared to share their analysis with others in class.

• **Letter to Editor:** Persuasive Paper: One letter to the editor of a newspaper on an issue related to gender. The purpose of this letter is to present a point of view, so facts and research are necessary, although you do not need to use citations and references as you would in a research paper. This letter can cover a topic you wrote about in a current event paper. This paper should be approximately one page long, or a minimum of 300 words. Paper must be submitted before due date for feedback before final submission. 10%

• **Research Paper:** Each student is to select a topic related to women and/or gender. You are NOT allowed to use a topic you have covered in a current event paper or in a letter to the editor. You are to analyze the topic, using a minimum of 5 references. This paper must be a minimum of 2500 words. Proper in-text citations and reference page must be included. The topic of your paper must be submitted by the end of the third week of class. You may change your topic after that point, but only with my permission. One half of the paper plus a minimum of 5 references that you will be using is due at the end of week XXX. This part is not graded; the purpose is to provide guidance on the development of the final paper. The final paper is due XXX. A draft of the final research paper must be submitted before due date for feedback before final submission. 30% of grade.

**Late Assignments:** Students will lose 1 point for every day any assignment is late.

**Final Examination:** The final examination will consist of essay questions and be given during the final exam period. 20%

**Grading Scale**

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>C</td>
<td>73 – 76%</td>
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<tr>
<td>C-</td>
<td>70 – 72%</td>
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<tr>
<td>D+</td>
<td>67 – 69%</td>
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<tr>
<td>D</td>
<td>63 – 66%</td>
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<td>D-</td>
<td>60 – 62%</td>
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<tr>
<td>F</td>
<td>Less than 60%</td>
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</tbody>
</table>

**Outline of the semester:**

**Week 1:** *Introduction*, Ch. 1 in Shaw and Lee

**Week 2:** *Systems of Inequality*, Ch. 2 in Shaw and Lee

**AUTOBIOGRAPHY DUE**

**Week 3:** *Socialization*, Ch. 3 in Shaw and Lee

**RESEARCH TOPIC DUE**

**Week 4:** *Sex, Power, and Intimacy*, Ch. 4 in Shaw and Lee

**1ST CURRENT EVENTS PAPER DUE**

**Week 5:** *Inscribing Gender*, Ch. 5 in Shaw and Lee

**Week 6:** *Health and Gender*, Ch. 6 in Shaw and Lee

**Week 7:** *FIRST PART OF RESEARCH PAPER DUE, CONSULTATIONS ON PAPERS*

**Week 8:** *Family and Gender*, Ch. 7 in Shaw and Lee

**LETTER TO THE EDITOR DUE**

**Week 9:** *Women’s Work: Inside and Outside the Home*, Ch. 8 in Shaw and Lee

**Week 10:** *Women and Culture*, Ch. 9 in Shaw and Lee

**IN CLASS RESPONSE PAPER**

**Week 11:** *Violence Against Women*, Ch. 10 in Shaw and Lee

**SECOND CURRENT EVENTS PAPER DUE**
Week 12: Women and the Law, Ch. 11 in Shaw and Lee

Week 13: Religion and Spirituality and Gender, Ch. 12 in Shaw and Lee

RESEARCH PAPER DUE

Week 14: Activism in Relation to Gender, Ch. 13 in Shaw and Lee

Academic Integrity All rules concerning academic honesty as set out in the current edition of Hilltopics will be enforced. Particular attention should be paid to the section on plagiarism. Students are reminded of their obligation to abide by the UTK Honor Code: “An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Disabilities that Constrain Learning Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

The Student’s Role in Improving Teaching and Learning through Course Assessment At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

University Civility Statement Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

Communication of Announcements Announcements will be sent via email to students’ official UTK email addresses and/or posted on Blackboard. Students are responsible for monitoring their UTK email account and the course Blackboard site.

Alteration of this Syllabus The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified by email and/or Blackboard of any such revisions, alterations and/or amendments.

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL
Communicating Through Writing (WC)

Department: Women’s Studies
Course Number and Title: 230 Women in the Media
(formerly Women’s Studies 220: (Women in Society)
Frequency of Course Offering: usually once a year
Course Capacity per Semester: 25
Contact Name, Phone, Email: Patricia Freeland
Professor, Department of Political Science
Chair of Women’s Studies
974-2261 pfreelan@utk.edu

English 101 and 102 or their equivalents or writing courses beyond English 101 and 102 are required.

The 5,000-word requirement be accomplished as follows:
• A personal reflection paper of about 700 words
• 1 paper analyzing song lyrics of about 700 words
• 1 paper analyzing an advertisement of about 700 words
• 3 in-class writing assignments – about 350 words each
• 1 research paper of about 2000 words
• 1 essay exam of about 600 words
• Re-writes are offered for all papers but the in-class assignments

How will the class integrate writing as a vital component? Class time will be devoted to explicit writing instruction and there are regular opportunities for writing distributed throughout the semester. Students are allowed to make changes to their writing after receiving a grade. The research paper is divided in half. Students will receive feedback after submitting the first part about half way through the course. A draft of the final research paper must be submitted before due date for feedback before final submission. For the research paper, time will be spent in class discussing how to choose topics and appropriate references. Different types of assignments allow instruction on how writing personal reflections or observations differ from a research paper.
What percentage of the course grade will be based on written work? 100%, since the exam is essay. All written work will be evaluated by the instructor.

What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency from section to section and from semester to semester? The director of Women's Studies will examine the syllabus each time the course is taught.

Women's Studies 230: Women in the Media

Semester:  
Class Meets:  
Instructor:  
Office:  
Office Phone:  
Office Hours:  
Email:  

Course Description and Purpose The ways in which media content (film, television, gaming, social media, advertising) constructs and challenges the perceptions of women and gender.

University/College/Departmental Curricular Requirements Met Communication through Writing General Education

Upon successful completion of this course, students will be able to do the following:

• Identify stereotypes relating to gender, class, and race in media portrayals.
• Understand the diversity in audiences across media.
• Explain the statistics regarding race and gender producers of media.
• Discuss how the media handles gender in politics.
• Demonstrate an understanding of how gender intersects with race, ethnicity and class in media depictions.
• Demonstrate the ability to write clearly and correctly in various contexts.
• Demonstrate the ability to use and cite appropriately relevant and credible evidence in research and analysis.


Required instructional technology: Blackboard

Student Assessment and Evaluation Methods (List all activities and assignments that will contribute to a student's final course grade, with weights; see example below.)

<table>
<thead>
<tr>
<th>Course Element</th>
<th>Contribution to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Reflections, Advertisement &amp; Song Lyrics Papers (10% each)</td>
<td>30%</td>
</tr>
<tr>
<td>2 In-Class Reaction Papers (10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Attendance: Students are allowed 3 absences without penalty. After the third absence 2 points will be deducted from the final grade unless there is verification of a serious event. Students should note that 3 in-class reaction papers will be assigned. Make-ups will not be given. If you miss one of the days the in-class paper is assigned, that will obviously be the paper grade you will need to drop.

Papers

• **Personal Reflection:** What did you learn about gender from the media? You probably watched TV and films, read books, played media games, and had interactions with other types of media that provided you with images of how a man and woman were supposed to look and behave. Expectations likely differed for teenagers and adults. What were these expectations? How did you acquire them? This paper is to be 2-3 pages, minimum of 700 words. 15% of final grade.

• **Song Lyrics:** Examine the lyrics of a song and write a 2-3 page paper (minimum of 700 words) analyzing how the song’s representation of gender, race, class and/or sexuality. The song does not need to be contemporary, but if it is not, you will likely need to provide some historical background in your analysis. What is the music genre? Is it, for example, Hip-hop, country or punk? Are the depictions of men or women typical of this genre? Why do you think so? How popular is (was) this song? If there is a video you can analyze it in addition to the song lyrics. Does the song and the video present the same message? Why or why not? If there is a difference, what is it, and why do you believe a different image is presented? Is the message positive or negative for men and/or women? What other messages are presented, such as messages about relationships, drugs, violence, etc.? YOU NEED TO SUPPLY A COPY OF THE SONG LYRICS WITH THE PAPER. 15% of final grade.

• **Advertisement:** For this assignment I would like you to find an advertisement depicting some message about gender. It can have a woman or women, a man or men, you decide. Describe the image. What emotions are shown? What is the context – work, professional, recreation, family life, etc.? What is the individual(s) wearing and/or doing? What message is this advertisement meant to convey? How might it influence self-image? This paper is to be 2-3 pages, minimum of 700 words YOU NEED TO SUPPLY A COPY OF THE ADVERTISEMENT WITH THE PAPER. 15% of final grade.

• **In-Class Papers:** You will write 3 in-class reaction papers. The topic and date will not be announced in advance. The assignment may involve your reaction to an assigned reading, a film, or a current event. You will be allowed to drop your lowest grade. These papers should be approximately 300 words. Each paper is 10% of your grade, for a total of 20%.

• **Research Paper** Choose a topic related to gender and the media. This paper should be 7-8 pages, (minimum of 2000 words) with a minimum of 5 references. The paper is divided into sections. Due dates are listed below. Suggested topics are
treatment of women on the internet, media discussions of female political candidates, women as news anchors, how women are depicted in games, changes in the portrayal of women on TV, changes in the portrayal of homosexuality on TV, women as producers of media, identity formation among teenagers and the media, representation of women in popular music, pornography, women, Islam and the media, gender and race in the media, globalization and beauty ideals. 30% of grade

About the papers: This is a writing-intensive course; a major focus is improvement in writing. All written assignments are to be word-processed, double-spaced, New Roman 12-point type with one-inch margins. All papers should have an introduction and conclusion. You do not need to include an abstract. Your sources for information, whether they are from class assignments or from outside of class, need to be cited. A work cited or reference page is not needed unless you have cited sources not assigned in class. Please note that your research paper requires references not included in this syllabus. Your papers will be evaluated in terms of content and the quality of the writing. Papers are to be well-organized with correct spelling and punctuation. You will receive personal feedback on your writing and class time will be devoted to good writing. In addition you are encouraged to take advantage of the UT Writing Center. For more information about the Writing Center see http://writingcenter.utk.edu

Students will submit a draft of the first half of the research paper and will receive instructor feedback. All students may submit a paper with corrections/changes for re-grading within one week after the paper is returned to them. A draft of the final research paper must be submitted before due date for feedback before final submission. A maximum of one-half of the points lost on the first grading can be added to the score for the paper with the second submission.

Late Assignments: Late papers will be penalized 2 points for every day late.

Examination: One Examination will be given. It is scheduled for the final exam period. It will consist of short essay questions. Students who cannot take the exam during this day/time must notify me in advance to schedule a make-up. 20%

Grading Scale

<table>
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<td>60 – 62%</td>
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<tr>
<td>F</td>
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</table>

Course Outline

Week 1 Defining Gender
Introduction to the Course; “I’m not a Feminist, but …” by McDonough on BB; “An Introduction to Gender” by Eckert and McDonough on BB; “Believing is Seeing” by Lorber on BB

Week 2 Analyzing Gender and the Media
Kearney, “Introduction” in the Gender and Media Reader (GMR); Tuchman in GMR; Mulvey in GMR; On BB, Wong, “Five Ways You Didn’t Realize”
DUE: #1 paper, Personal Reflections

Week 3 Gender and Power
Butler in GMR; Williams in GMR
Due: Topic for Term Paper

Week 4 Forcault and Gender
Mooney in GMR; Cooper in GMR; On BB, Bartkey, “Foucault, Femininity, and the Modernization of Patriarchal Power”

Week 5 Masculinity and the Media
Walser in GMR; Ashcraft and Flores in GMR; on BB “The Left and Masculinity” by Douthat
DUE: SONG LYRICS PAPER

Week 6 Intersectionality: Race and Gender
Crenshaw in GMR; Guzman and Vldivia in GMR; Sellen in GMR

Week 7 Gender, Violence and Masculinity
Tasker in GMR; Douglas in GMR; Jenkins in GMR
DUE: MINIMUM OF 3 PAGES OF RESEARCH PAPER WITH AT LEAST 5 REFERENCES

Week 8 Women’s Role in the Media
Bielby and Bielby in GMR; Levine in GMR; Shilt in GMR; on BB "It's a Man's World" by Lauzen' "Sex, Lies and Advertising" by Steinem, on BB

Week 9 Gender and Media Use
Kuhn in GMR; Hooks in GMR; Stacey in GMR; Farmer in GMR

Week 10 Post Feminism
Banet-Weisen and Portwood-Stacer in GMR; Gill in GMR; Cohan in GMR

DUE: ADVERTISEMENT PAPER

Week 11 Queer Theory
Schiavi in GMR; Doty in GMR; On BB, "Inside Out: Queer Theory and Popular Culture" by McClelland

Week 12 Gender and Internet Communication
Van Dooren, Wyatt and Van Dooren in GMR; Cumberland in GMR; "The Unsafety Net" by Buni and Chemaly on BB

DUE: RESEARCH PAPER

Week 13 Gender and Gaming
Royce et al., in GMR; MacCallum-Stewart in GMR

Week 14 Rape Culture
On BB, Thicke, "Blurred Lines," On BB, "What’s So Funny About Rape Jokes" by Leopold;
On, "The Dark Side of Social Media, a New Way to Rape" by Campbell; On BB ‘25 Everyday Examples of Rape Culture’ by Ridgeway

FINAL EXAMINATION DURING SCHEDULED EXAM PERIOD

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PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL
Communicating Through Writing (WC)

Department: Women’s Studies
Course Number and Title: 240 Women, Gender, and Sexuality
(formerly Women’s Studies 215: Images of Women in Literature: Fiction, Poetry, and Drama)
Frequency of Course Offering: usually once a year
Course Capacity per Semester: 25
Contact Name, Phone, Email: Patricia Freeland
Professor, Department of Political Science
Chair of Women’s Studies
English 101 and 102 or their equivalents or writing courses beyond English 101 and 102 are required.

The 5,000-word requirement be accomplished as follows:
- 3 response papers, 300 words each for a total of 900 words
- 1 book report, 300 words
- 1 policy memo, 700 words
- 4 in-class papers discussing posted reading or films, 300 words each for a total of 1200 words
- 2-3 informal in-class writing assignments – about 300 words each for a total of 1200 words
- Revisions of response paper for higher grade – estimate 100 words per paper for a total of 400 words
- 1 revision of policy memo for higher grade, estimate 200 words
- 1 research paper, 1700 words
- 1 revision of first part of paper, 200 words

How will the class integrate writing as a vital component? Class time will be devoted to explicit writing instruction and writing assignments are distributed throughout the semester. Opportunities for feedback on writing are provided by making it mandatory that students submit their research paper drafts before the formal due date for comment. In addition, students will always have the opportunity to ask for instructor feedback on any written work. A variety of writing assignments are provided, including a research paper that calls for references.

The instruction includes lectures and class discussion about writing. Portions of many class periods are devoted to discussing specific writing problems that students encounter. At least two class periods are devoted to in-class writing assignments on subjects not previously announced.

What percentage of the course grade will be based on written work? All written work in this class will be evaluated by the instructor. 100% of the class is based on written work.

What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency from section to section and from semester to semester? The Director of Women’s Studies reviews the course syllabi each semester.

Please attach the course syllabus (including course description) and a sample writing assignment. Attached.

Women’s Studies 240 Women, Gender and Sexuality

Examines how the environment shapes and is shaped by women, gender, and/or sexualities. Topics include constructs of difference, sexual and reproductive rights, body politics, pornography, and LGBTQ concerns grounded in feminism.

Students who successfully complete this course will:
- Understand how the relationship between sex, gender, and sexuality varies across time and cultures.
- Be able to explain how class and race shape expressions of gender and sexuality.
- Display an understanding of the difference between intersex, transgender, and queer identities.
- Critically examine relationships between gender, sexuality, and reproductive choices.
- Analyze the regulation of gender and sexuality.
- Consider the relationship between gender, sexuality, and justice.
- Examine the influence of scientific and religious discourses regarding women, gender and sexuality.
- Demonstrate the ability to write clearly and correctly in various contexts, including personal reflections, a persuasive essay, a book report, a policy memo and a research paper.
- Demonstrate the ability to use and cite appropriately relevant and credible evidence in research and analysis.

Required Textbooks

Required instructional technology Blackboard

Student Assessment and Evaluation Methods

<table>
<thead>
<tr>
<th>Course Element</th>
<th>Contribution to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Papers (3) &amp; Book Report 10% each</td>
<td>40%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
</tbody>
</table>
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
</tbody>
</table>

Attendance and Participation: No points are given for attendance and participation. However, there are several in-class assignments given, and some of these will not be announced in advance. You are allowed to drop ONE of these graded assignments. If you are not present the day of a graded exercise, you will receive a zero unless it is an excused absence. Excused absences include your documented participation in official UT events and serious illnesses or emergencies.

Examinations: There are no examinations other than an optional essay final exam. Students may earn a maximum of 10 extra credit points from this exam.

Papers

- Reading Response Papers:
  Three response papers are required in this class. Students should select 1 or 2 of the reading assignments and write a response to the reading(s). This response should be between 1-2 pages typed 12 font double-spaced pages. Each paper should be a minimum of 300 words. The response should (1) present a summary of the reading(s) and (2) contain your personal response to the reading(s). What did you like or dislike? Did the assigned reading raise additional questions? Were there parts of it that were unclear? You should also connect it to the other assigned reading. Each response is worth 10 points. Responses are due no later than the day the reading is discussed in class. In order to receive all 10 points your response must follow the criteria above and be well written.

Students may improve their grade on each paper by making the changes suggested and resubmitting it for grading. A maximum of one-half of the points lost can be gained with the second submission. For example, if the initial grade was 6/10 points, it is possible to add up to 2 points to the grade. Papers must be returned for the second grading no later than one week after they are returned.

- Book Report:
  Early in the semester each student will choose a work of fiction related to gender, women and sexuality. A report of between 1-2 pages typed 12 font double-spaced pages and a minimum of 300 words should (1) present a summary of the book, (2) describe the message provided about women, gender and/or sexuality, (3) present your personal response to the book. You should also connect it to the other assigned reading. This report is worth 10 points. In order to receive all 10 points your response must follow the criteria above and be well written. This paper is due during week 13; be prepared to discuss with your classmates your analysis of the book.

- In-Class Response to Blackboard Reading and Films:
  Reading assignments will be posted to blackboard weekly. Five times during the semester you will be asked to write a response to the reading or to an assigned film during class time, and this paper will be graded. These assignments are not announced in advance. The lowest grade will be dropped. Unless this is an excused absence, you cannot receive credit for this assignment unless you are present in class the day of the assignment.

- Policy Memo:
  You are to choose a topic related to women, gender and sexuality that is relevant to contemporary public policy discussions. Possible topics will be discussed in class. You are to choose an appropriate official at the local, state, federal, or transnational level and prepare a policy memo describing and analyzing the issue. Your analysis will conclude with your recommendation on the appropriate response to the policy issue. This memo should demonstrate analytical and research skills and include appropriate citations and references. The memo should be a minimum of approximate 2-3 pages, at least 700 words. You will have one week to make changes in this memo after it is returned to you. You may earn a maximum of one half of the points that you lost in the first grading of the memo.

- Research Paper:
  Students will select a topic of interest and prepare an analysis of the topic of about 5 pages, at least 1700 words. Please note that this paper should cover a different topic than your policy memo. You are to describe the topic and analyze the differences in perspectives. Appropriate in-text citations and a reference page are required. The first part of this paper (at least 2 full pages) are due at the end of the first week of class. Although no grade will be given at this point, a late paper penalty will be given for a paper that is late. A draft of the paper will be submitted early and instructor feedback will be offered so that students may revise before handing in the final version.

- Ungraded Writing:
  Periodically throughout the semester you will be asked to write something during class that is not graded. This assignment could be a personal response paper, a memo to a public official, or a letter to the editor. You will receive comments regarding the paper, but it will not be graded.

Late Assignments: For the response papers, students are given some flexibility regarding the day they must turn in an assignment. However, please note that you MUST turn in a paper by particular due dates. For example, your first paper must be turned in no later than the end of week 3. Since the papers must be turned in prior to class discussion, no points will be given for late response papers.

For the research paper, there are 3 due dates before the final version is handed in. One is where you submit the topic, a second date is for the first two pages of the paper, ( ) , and the third is for a complete draft of the paper ( ). The final paper is due ( ). Instructor feedback will be offered for each draft.

Late papers are penalized one point from the final grade for every day it is late. Note that the 1 point deduction will be taken for each of the 3 deadlines for the research paper.
Course Outline

Week 1 Introduction, Read up to p. 21 in F&H; Plante, chapter 2

Week 2 Theories of Sex and Gender, pp. 32-43 in F&H; Plante, chapter 3

TOPIC OF POLICY MEMO DUE

Week 3 Conceptions of Masculinity, pp. 58-88 in F&H

FIRST RESPONSE PAPER IS DUE NO LATER THAN THE END OF WEEK 3

Week 4 Masculinity and Violence pp. 89-114 in F&H

TOPIC OF RESEARCH PAPER DUE

Week 5 Gender and Sexuality Historically pp. 115-136 in F&H; Plante, chapter 1

POLICY MEMO IS DUE NO LATER THAN THE END OF WEEK 5

Week 6 Race and Gender Stereotypes pp. 182-185; 209-212 in F&H

SECOND RESPONSE PAPER IS DUE NO LATER THAN THE END OF WEEK 6

Week 7 Consultations on Papers/ Film

Week 8 Gender Myths? pp. 248-272 in F&H

FIRST PART (MINIMUM OF 2 PAGES) OF RESEARCH PAPER PLUS A MINIMUM OF 5 CITATIONS FOR THE PAPER DUE

Week 9 Sex, Gender and Sexuality pp. 272-294 in F&H; Plante, chapter 7

Week 10 Science and Sexuality, pp. 301-315; 469-492; 505-571 in F&H

Week 11 The Politics of AIDS, pp. 511-527 in F&H

THIRD RESPONSE PAPER IS DUE NO LATER THAN THE END OF WEEK 10

Week 12 Rape and Sexual Assault pp. 548-572 in F&H

Week 13 Gender and Sexuality in Literature and the Media: Plante, chapter 8

Discussion of assigned novels

RESEARCH PAPER IS DUE

Week 14 Sex Education/ Casual Relationships, Plante chapters 4 and 6

Extra Credit Final Examination During Final Exam Period

All rules concerning academic honesty as set out in the current edition of Hilltopics will be enforced. Particular attention should be paid to the section on plagiarism. Students are reminded of their obligation to abide by the UTK Honor Code: "An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

Disabilities that Constrain Learning Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

The Student's Role in Improving Teaching and Learning through Course Assessment At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.
University Civility Statement  Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

Communication of Announcements  Announcements will be sent via email to students’ official UTK email addresses and/or posted on Blackboard. [Include reminder that students are responsible for monitoring their UTK email account and the course Blackboard site.]

Alteration of this Syllabus  The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified by email and/or Blackboard of any such revisions, alterations and/or amendments.

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL
Communicating Orally (OC)

<table>
<thead>
<tr>
<th>Department:</th>
<th>Design (College of Architecture and Design)</th>
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</thead>
<tbody>
<tr>
<td>Course Number and Title:</td>
<td>DSGN 130 Basic Design Thinking and Innovation</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Introduction to design thinking and innovation for first year and second year undergraduate students from all majors. This course will assist students in how to work in multidisciplinary teams to solve complex whole-to-part real-world problems. Students engage collaborative design thinking methods that emphasize producing unique, feasible, and implementable outcomes that can be applied in future classes and within career opportunities. Students will complete projects by generating a variety of ideas, applying and synthesizing knowledge from their discipline, building prototypes, and evaluating with critical thinking.</td>
</tr>
<tr>
<td>Prerequisites (if any):</td>
<td>None</td>
</tr>
<tr>
<td>Credit Restrictions (if any):</td>
<td>None</td>
</tr>
<tr>
<td>Frequency of Course Offering:</td>
<td>Spring and Summer</td>
</tr>
<tr>
<td>Course Capacity per Semester:</td>
<td>30 (per course &amp; total if multiple sections)</td>
</tr>
<tr>
<td>Contact Name, Phone, Email:</td>
<td>David Matthews 865-771-4734 <a href="mailto:matthej3@utk.edu">matthej3@utk.edu</a></td>
</tr>
</tbody>
</table>

Communicating Orally (OC) General Education Outcomes: The ability to communicate one’s ideas orally is as important as the ability to express them well in writing. Students should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. Being able to express one’s thoughts clearly has always been a critical component of good citizenship. Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in public address.
1. **Students will demonstrate the ability to speak effectively across a variety of contexts.**
2. **Students will demonstrate the ability to identify relevant information and integrate the information logically into presentations.**
3. **Students will demonstrate the ability to organize messages clearly.**

How do the course goals meet the “Communicating Orally” General Education requirement? How will this course support students' achievement of the General Education outcomes for this area? Design thinking is formed from having empathy and understanding the needs of others to develop new ideas to make the world better. The process is inherently, “messy,” collaborative, and relies on sharing multiple perspectives. The experimental nature of the design process demands nimble, flexible, adaptation of multiple communications strategies. Essential to the communication is the ability to develop and practice oral communications. The following are key communications experiences common to all students and project paths:
1. Students communicate design ideas in formal oral presentations in various project and design phases and with multiple audience types. The focus on oral communication is related to distinct phases of presenting new ideas with clarity, logic, and convincing effectiveness.
2. Students learn small group communications and decision making strategies by participating in design teams that innovate and test their own unique design ideas in a workshop format.

Provide a brief (one-sentence) summary of how departmental or university assessment activities affected or support the request to designate this course for General Education.
This course will be used in the College of Architecture and Design “Design Day” to make student learning outcome assessments related to program development.

How will oral communication be integrated into the course?
- **SMALL GROUP ORAL COMMUNICATIONS and CREATIVE DECISION MAKING**
  Approximately two thirds of the course will be spent in a team workshop format. Groups of students will learn and apply design thinking techniques that require the following communication and design strategies.
  1. Oral interviews of users and discipline experts to develop deeper understanding, relevance, significance, and empathy related to creating better design solutions.
  2. Cultivating and supporting a team oriented communication climate for developing divergent design ideas.
  3. Communicating logical, relevant standard and principles to critically evaluate and refine design ideas in to team members.
4. Evaluating effectiveness of techniques and quality of individual team member’s oral communication.

• FORMAL ORAL PRESENTATIONS
A central challenge to Design Thinking is communicating new ideas. The book *Communicating the New*, by Kim Erwin, will be used as the primary text of the class for seminar discussion and team presentations. Five times in the semester each team will make a formal oral presentations to the class and to invited guests specific to their design investigation. Teams will be comprised of five student and each team member will be asked to take a lead in one of the five presentations. The following are the five formal presentation topics based on the corresponding chapter in *Communicating the New*.

• “The Conceptual Center” - communicating a visual model.
• “Framing the Work” - using metaphors and mantras and telling stories with contrast, artifacts, and image.
• “Targeting the Constituents” - sharing activities, ambitions, anxieties, and attitudes.
• “Introducing New Thinking” - communicating experiences.
• “Expand the Conversation” - demonstrating the design artifact.

What percentage of the course grade will be based on oral communication?
45% of the course grade is based on oral communications.
25% - Formal Oral Presentations
20% - Small Group Communications Effectiveness
5% - Oral Design Interview Activity
5% - Oral “Think Out Loud” User Feedback Activity
10% - Small Group Communications Effectiveness Evaluation

What criteria will be used for assessment of the oral communication requirements?
• FORMAL ORAL PRESENTATION ASSESSMENT CRITERIA
A combination of the following criteria will be implemented in a rubric for each of the five oral presentations. Students will be evaluated by primary instructor for the grade, but will also receive feedback from constituent groups (users and experts) attending their presentations. Key oral communication evaluation criteria include:
  • Logic and organization of the ideas and concepts in the presentation.
  • Depth / Breadth of ideas and concepts presented.
  • Relevance of the topics and subjects presented as related to the team design project.
  • Significance of the topics and subjects presented as related to the team design project.
  • Oral clarity of ideas and concepts as understood by the intended audience.
  • Integration of research, data, and experiences.
  • Appropriate use of detailed analysis, research and data.
  • Integration of visual communication in the presentation.
  • Effectiveness of visual information and demonstrations in the presentation.
  • Audience participation activities.
  • Depth, effectiveness, and appropriateness of response during question and answers.

• SMALL GROUP COMMUNICATIONS AND DECISION MAKING ASSESSMENT CRITERIA
Students team and decision making communication will be evaluated by the instructor and team members based on their workshop participation.
  • Clarity and effectiveness of communication with team members
  • Listening with a receptiveness to new ideas
  • Orally supporting or building on ideas of others
  • Recognizing the contribution of other team members
  • Provide constructive insight and critical review to focus ideas
  • Engagement in workshop activities

Students will have the opportunity to evaluate each other and provide feedback. The primary instructor will evaluate and grade all of the projects. Some projects include peer and self-evaluation, but the primary instructor will provide final grade authority.

What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency from section to section and from semester to semester? David Matthews will provide oversight of the course and will be the primary instructor sections offered in the foreseeable future.

Please attach a representative course syllabus (including course description, clear indication that the course is a “Communicating Orally” General Education course, and course objectives that include the General Education student learning outcomes), plus a sample of at least one of the significant assignments.

**DSGN 130 Basic Design Thinking and Innovation**
Oral Communication (O.C.)
3 Credit Hours

**Contact Hour Distribution:** 1-hour seminar, 4-hour lab.
**Registration Restriction(s):** First-year and second-year students only.

Introduction to design thinking and innovation for first year and second year undergraduate students from all majors. This course will assist students in how to work in multi-disciplinary teams to solve complex whole-to-part real-world problems. Students engage collaborative design thinking methods that emphasize producing unique, feasible, and implementable outcomes that can be applied in future classes and within career opportunities. Students will complete projects by generating a variety of ideas, applying and synthesizing knowledge from their discipline, building prototypes, and evaluating with critical thinking.
Student Learning Outcome:
1. Understand and apply introductory design thinking processes to real world problems:
   a. Discover and evaluate design opportunities through engaging cultural change and research
   b. Interpret cultural meaning and understand user contexts
   c. Create an array of diverse ideas and critically refine ideas
   d. Experiment with prototypes and receive user feedback
   e. Iterate and evolve design ideas with ethical boundaries

2. Understand and apply oral communicates skills related to presenting new design ideas.
   a. Integrate ideas from team design projects in oral presentations.
   b. Learn and apply oral communication skills in distinct contexts related to different phases of design process.
   c. Develop listen skills and provide feedback to presenters for assisting in development of design projects and improving communication skills.

3. Become familiar, engage, and evaluate small group communication and decision making processes as related to design thinking.

4. Learn and apply basic visual communications skills to ideate, design, communicate, and synthesize oral and written communication in formal and informal settings.

Required Textbooks
- *Communicating the New*, Kim Erwin, John Wiley and Sons, Inc., New Jersey. (2014) The text is used to provide reading assignments and understanding for formal class student presentations. Each chapter will correspond to a required presentation that links oral communication and team design investigations.
- *101 Design Methods: A Structured Approach for Driving Innovation in Your Organization*, Kumar, John Wiley and Sons, Inc., New Jersey. (2013) This text is a reference for design process. Teams will use the book to select design investigation techniques for their individual project directions.
- *The Sketchnote Handbook: the illustrated guide to visual note taking*, Rohd, Peachpit Press; 1 edition (December 13, 2012) Students will read and complete exercises from the text to learn basic visual note taking skills to increase overall communication effectiveness.

Supplies
- 8.5 X 11 Sketchbook
- Small Box or Pouch with the Following Tools
  - HB Pencils
  - Eraser
  - Pencil Sharpener
  - 2 Fine Felt-tip Pen (Black)
  - 12’ Ruler
  - Color Pencils
  - Small Scissors
  - X-acto Knife (#11 + Extra Blades)
  - Glue Stick
- Sharpie Fine Tip Markers (Variety Set 12 colors)
- Post-it-Notes (3”X3” 6-8 packages in a variety of colors)
- Sharpie Flip Chart Markers (8 pack- Variety of Colors)
- 1 - 25X30.5 STICKY Flip Chart Paper 30 sheets

Attendance Class attendance, working during class time, and participation at all meetings, except when specifically exempted by individual faculty. Course grades are subject to attendance and participation. More than two absences will lower the final grade a student receives for the course by one letter grade per day missed. All policies regarding allowable excused attendance as outlined in Hilltopics are in effect in this course.

An important reason for requiring you be in class is the benefit of student interaction. With all students in attendance, impromptu meetings, discussions, and design activities can be held. Note that, unless you are excused from class, you are expected to be in the class during scheduled meeting times.

Team Work This course requires participation in team projects and activities. Students must have time to dedicate for team meetings outside of formal class time. Learning to be a good team member and improve small group communications is essential for success and a required part of the course. Individuals must be able to receive constructive feedback from team members and the willingness to give objective assessments of their peers’ group communications.

Academic Integrity You are strongly advised to review the University's policies on dishonest scholastic work as outlined Hill Topics. These policies place full responsibility on the student for the content and integrity of all work submitted. The issue of integrity is a priority in the College of Architecture and Design and is a matter that is the basis of the ethical standards of the design professions. University of Tennessee policies and procedures for academic integrity are in full implementation within this course.

An essential feature of The University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. The UTK policy on academic integrity, from Hilltopics Student Handbook, 2012-2013:
Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including
tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work. (See Standards of Conduct Honor Statement. Additional resources are available at http://www.lib.utk.edu/instruction/plagiarism/)

Please note that the need for accurate citation is not limited to written work, but includes design work as well. Students are required to know their sources. Each student must be able to document, within reason, the principle sources for their work. This includes the use of visual creative work, product development, and traditional source of information (web site, monograph, journal, etc.).

Academic integrity is not limited to citations and copying, but includes vandalism, theft, intimidation, etc.

Grading Scale Grades are given under the following guidelines based on assignment criteria and expected outcomes:

(A) Excellent and superior academic work. A clear and thorough demonstration to the knowledge of the topics studied in the course as presented by the instructor. The student must also clearly demonstrate the ability to critically apply knowledge, skills, processes and ideas studied in the course with independent thought, insight, integrity, and thoughtful creative expression. Students must clearly demonstrate that they have the ability to go beyond requirements in the course or class activities as outlined by the instructor in meaningful and thoughtful methods.

(B) Above average, approaching excellence in academic work. A clear and thorough demonstration to the knowledge of the topics studied in the course. The student clearly demonstrates the ability to critically apply knowledge, skills, processes, and ideas studied in the course with limited implementation of independent thought and creative expression. The student may go beyond course requirements as outlined by the instructor, but may not have realized or demonstrated the full potential independent thinking, integrity, insight, and creative expression within the course.

(C) Average academic work. A clear understanding and knowledge of central topics, skills, processes and ideas studied in the course or class activity. The student sufficiently demonstrates the ability to critically apply knowledge, skills, processes, and ideas studied in the course. Limited or misdirected independent thinking or effort to go beyond course requirements.

(D) Below average academic work. Minimal acceptable understanding and knowledge of central topics, skills, processes, and ideas studied in the course or class activity.

(F) Unacceptable academic work. Minimal understanding of central topics, skills, processes, and ideas studied in the course or class activity.

Incomplete. Under extraordinary circumstances and at the discretion of the instructor, the grade of Incomplete may be awarded to a student who has satisfactorily completed a substantial portion of the course but cannot complete the course for reasons beyond his or her control.

Grading Projects must be submitted by the due date to receive full credit. Late work is lowered by one letter grade (10%) each day it is passed due.

• 10% Process Overview Project - The first three weeks of the course you will engage a sprint design thinking project to gain a holistic experience of design process prior to starting the 12 week real world design project.
• 25% Real World Design Project - The 12 week team design thinking project for learning in depth innovation and design.
• 25% OC Presentations - Five times during the semester design teams will make a presentations to the class. Each presentation is based on a key phase of the design process and emphasizes an important aspect of communication process of introducing and presenting new ideas.
  - Finding the Conceptual Center
  - Framing the Work
  - Targeting your Constituents
  - Introduce New Thinking
  - Expanding the Conversation

The OC Presentations are designed to assist in organization and facilitation of the real world design project.

• 5% OC Workshop Interview Activity - Team activity to learn and apply interview skills for gaining user knowledge related to the design thinking real world project.
• 5% OC Workshop Think Out Loud Activity - Team activity to learn how to apply listing and instruction skills related to learn how users interact with your real world design thinking prototypes.
• 10% Visual Communication Exercises - Five individual homework exercises used to improve the development and integration of visual in presentation, note taking, and small group communications.
• 10% OC Final Real World Design Thinking Project Presentation - Final project presentation during the final exam period. (Required attendance and project completion for course grade.)
• 10% OC Small Group Communication and Creative Decision Making Evaluations and feedback based on workshop activities and assessments made on instructor observations, self-evaluations, and team member evaluations.

Course Schedule Oral Communication (O.C.) Students will participate and asses a variety or oral communication presentations and small group activities in the course.

Part I – Design Thinking Overview The first week of the course is comprised of an overview of the design thinking process in “sprint” project. Students will become familiar with the basic process of design thinking and build team relationships. The experience of Design Thinking Overview will prepare students for a more comprehensive design thinking project in Part II of the course.

• Week One
  - Introduction to Design Thinking - Elements, Principles, and Processes
  - Project I Overview, Fieldwork Assignment

• Week Two
  - Sharing Field Work Results, Ideation and Communication
  - Ideation and Prototyping with Paper, Field Testing Assignment
• Week Three
  • Developing Heuristics and Generating Refinements
    Team Project Presentation (O.C.)

Part II – Real World Design Thinking
Real world design thinking will provide student teams the opportunity to ideate, test, and refine a real world innovative design project. The project will emphasize viability and implementation. Student will work in the context of the opportunities of a local community. Teams will study the needs and opportunities of the community to develop entrepreneurial skills and test and refine design ideas. The project will end with a comprehensive project presentation.

• Week Four
  • Visual Communication I, Team Project Development Time (workshop)
  • O.C. Overview - Finding the Conceptual Center, Team Project Development Time

• Week Five
  • Team Project Development Time (workshop)
    Team Project Development Time (workshop)

• Week Six
  • O.C. Presentations - Finding the Conceptual Center
  • O.C. Overview - Framing the Work, Team Project Development Time (workshop)

• Week Seven
  • Business Viability, Team Project Development Time (workshop)
  • Visual Communication II, Team Project Development Time (workshop)

• Week Eight
  • O.C. Presentations - Framing the Work, Team Project Development Time (workshop)
  • O.C. Overview - Targeting your Constants, Team Project Development Time (workshop)

• Week Nine
  • Engineering Implementation, Team Project Development Time (workshop)
  • Visual Communication III, Team Project Development Time (workshop)

• Week Ten
  • Team Project Development Time (workshop) (OC)
    O.C. Presentations - Targeting your Constants, Team Project Development Time (workshop)

• Week Eleven
  • O.C. Overview - Introducing New Thinking, Team Project Development Time (workshop)
    Understanding People with Social Sciences, Team Project Development Time (workshop)

• Week Twelve
  • Visual Communication IV, Team Project Development Time (workshop) (OC)
    Team Project Development Time (workshop)

• Week Thirteen
  • O.C. Presentations - Introducing New Thinking, Team Project Development Time (workshop)
    O.C. Overview - Expanding the Conversation, Team Project Development Time (workshop)

• Week Fourteen
  • Visual Communications V, Team Project Development Time (workshop)
    Team Project Development Time (workshop)(OC)

• Week Fifteen
  • Team Project Development Time (workshop)
    O.C. Presentations - Expand the Conversation, Team Project Development Time (workshop)

• FINAL EXAM PERIOD
  • Project Presentation

Presentation One
Finding the Conceptual Center

Project Objectives: To learn how to develop an understanding of human activity to generate design ideas and innovative project initiatives. Demonstrate understanding of human activity in the form of a visual models. Enhance oral communication by presenting process, findings, visual models, and design opportunities in a formal oral presentation.

Student Learning Outcome
1. Externalize thinking and systems related to human activity
2. Implement models to deepen understanding of human activity
3. Learn to manage and analyze complex sets of information
4. Communicate investigation process, findings, and design opportunities in a formal presentation

Preparation:
• Read and take visual notes from Chapter One “Finding the Conceptual Center” in Communicating the New
• In your visual notebook outline the chapter and relevant issues to your design project. Bring the notebook to class for discussion of the chapter issues. Be prepared to answer questions and interact with your team members.

Project Process Based on the team design project:
1. Identify a human activity that can be documented with photographs. (Refer to the example in the text of children bruising their teeth.) The activity and person documented must be a real user and not an individual associated with the class.
2. Carefully document the human activity with photographs and make two sets of prints of the photographs.
3. Create two visual models of the human activity.
a. Hot spot model  
b. Distribution of activity model  

4. Make a visual analysis of each model  
a. note high frequency events  
b. identify emotional factors  
c. ideate new opportunities for improvement  

5. Make an underlying systems model based on the analysis of the hot spot distribution of activity models.  
a. Search for influences that influence a large number of variables  
b. Focus on small sets of systems that describe the larger relationships  
c. Search and identify a common “anchoring” concept  

6. Create a mind map summary model for based on a “linchpin” issue  
a. present hierarchal issues  
b. Synthesize ideas  
c. Identify influences and priorities  

Formal Presentation  
Create a seven minute formal presentation to disseminate the process and findings back to the class.  
Structure the presentation with the following outline:  
- Identify the Human Activity - present how the team arrived at the activity to study for design and innovation opportunities.  
- Describing the Human Activity- present the process of the human activity. Incorporate the Hot Spot and Frequency visual models.  
- Key Findings from Model Analysis- identify the key findings from the Hot Spot and Frequency models.  
- Human Systems and Relationships - Present the visual models that reveal the underlying systems.  
- Anchoring Concept - Present the linchpin issue and summary model.  
- Design Opportunities - Present opportunities for improvement in the human activity.  

Presentation Format  
Presentations are to be made in a digital format such as PowerPoint or key note. Content in the presentation may be generated with a variety of media, including hand-made sketches and drawings.  

Note handout on best practices for the use visuals in oral presentations.  

Division of Responsibilities  
Each of the five class oral presentations will be divided into the following responsibilities. All students will rotate through all of the team responsibilities with each of the five required OC Presentations. Responsibilities are as listed below:  
- Lead Presenter - Responsible for a clear majority of the formal verbal presentation and provides leadership for the development of the presentation.  
- Co-presenter - responsible for at least one third of the verbal presentation.  
- Project Leader - responsible for the overall organization and logistics of the project process.  
- Visual Communicator I - Organizing the photographs and developing the visual for the models.  
- Visual Communicator II - Preparing and executing the PowerPoint or keynote visuals.  

Evaluation Criteria  
- 20% - Logic and organization of the ideas and concepts in the presentation  
- 20% - Overall Quality of Visual Models and Oral Explanations (synthesis of words and visuals)  
- 20% - Presentation and Analysis of Human Activity  
- 20% - Identification and Presentation of Underlying Human Activity Systems  
- 20% - Identification and Presentation of Linchpin Concept  

Workshop Activity  
Small Group Decision Making and Communication  

Project Objectives: Learn how to develop small group skills of divergent thinking, ideation, and concept development.  

Student Learning Outcome  
1. Practice and refine divergent thinking by looking and listing with receptiveness to new ideas.  
2. Develop skills of ideation by building on ideas of other team members.  
3. Develop team synthesis based design concepts by recognizing and combining team members’ contributions.  

In Class Activity Preparation: Review the process and models developed in the project “Finding the Concept Center”. Discuss the models and share the perceptions of emotions, events, and systems at work in the human activity. Identify and make a large sheet with the key design idea you are investigating as a team.  

Ideation Activities Based on the mind map summer model developed in the Finding Conceptual Center project complete the following steps. The following will be instructor led in class.  
1. As an individual thumbnail sketch and label as many ideas relating to “anchoring” or “linchpin” issue on post-it notes. (5 minutes)  
2. Share your ideas with team members. (5 minutes)  
3. As a team build more ideas by discussing the issues. (5 minutes)
Affinity Clustering Activities Using the ideas generated in the ideation activities the team will search for patterns and relationships of ideas. The following will be instructor led in class.
1. Transfer the post-it notes the wall. Group the ideas (post-it notes) in common themes and relationships. (7 minutes)
2. Search and identify groups of ideas and connecting relationships between the groups. (5 minutes)
3. Rearrange the post-it note ideas and search for additional patterns and relationships to emerge. (5 minutes)
4. Record and summarize the above process. Provide hierarchy or sense of relevance to the main design idea. (5 minutes)

Concept Development Activity (20 min) As a team identify key attributes identified in your affinity clustering activity. Using the key attributes create a quickly drawn concept poster for the design idea identified in the preparation activity. You are not to design the solution, but create a poster to describe the concept and benefit of the design. The following will be instructor led in class.
1. Identify the idea and create a memorable tagline concepts.
2. Summarize the big idea to solve the design problem.
3. List the key features and benefits of the design.
4. Illustrate with pictures or diagrams.
5. Draft a final poster.

Team Member Feedback Form Take the time to make evaluations for feedback of yourself and team members. These forms will be shared and are intended for improvement and evaluation. Objective assessment with the intent of constructive comments for improvement are essential for optimizing group interaction and improving project outcomes. (Form provided.)

PROPOSAL FOR GENERAL EDUCATION COURSE APPROVAL
Communicating Orally (OC)

Department: Physics and Astronomy
Course Number and Title: 451 (previously 401) A survey of contemporary physics
Credit Hours: 3
Course Description: The central objective of the course is to expose students to modern physics research beyond the college textbook level and to convey the importance of basic and applied physics research to other science disciplines and the general public. The course will expose students to modern physics research beyond the college textbook level and to convey the importance of basic and applied physics research to other science disciplines and the general public. Students will be able to synthesize and apply appropriate concepts and methods from thermodynamics, electrodynamics, and quantum theory to selected topics of contemporary physics research. In addition, the course will be designed to articulate the basic principles and broader significance of these topics to a non-expert audience. The course is intended for physics majors and consists of a series of advanced topic lectures, discussions, reading assignments, and six oral presentations.
Prerequisites (if any): PHYS 411 or permission of instructor
Frequency of Course Offering: each Spring semester
Course Capacity per Semester: 60 (per course & total if multiple sections)
Contact: Hanno H. Weltering, 974-7841, hanno@utk.edu

Communicating Orally (OC) General Education Outcomes: The ability to communicate one’s ideas orally is as important as the ability to express them well in writing. Students should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. Being able to express one’s thoughts clearly has always been a critical component of good citizenship. Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in public address.

1. Students will demonstrate the ability to speak effectively across a variety of contexts.
2. Students will demonstrate the ability to identify relevant information and integrate the information logically into presentations.
3. Students will demonstrate the ability to organize messages clearly.

How do the course goals meet the “Communicating Orally” General Education requirement? How will this course support students’ achievement of the General Education outcomes for this area? The students will be trained in communicating and articulating the basic principles and broader significance of selected topics in contemporary physics to a non-expert audience. The course incorporates six oral presentations, where students will need to demonstrate their skills at speaking effectively to students and faculty. They will need to prepare their presentations by integrating relevant information from topics they research typically from news and peer-reviewed articles, and communicate the messages clearly.

Provide a brief (one-sentence) summary of how departmental or university assessment activities affected or support the request to designate this course for General Education. A committee of 3 faculty members will grade each student’s final presentation of PHY 451 as part of the physics department assessment activities.

How will oral communication be integrated into the course? Conveying the importance of scientific discovery by experts to a non-expert audience is of crucial importance for e.g., science policy making. The speaker, often a researcher or sometimes a science reporter or program manager at a funding agency, must have thorough understanding of the research, be able to understand its context, promises and limitations, so that he or she is in the best position to explain its content and articulate its significance in layman terms without compromising scientific accuracy, unwarranted hyping, or use of unnecessary jargon. The goal here is for the speaker to establish credible authority while engaging the audience.

The student must first become an expert. To this end, the instructor will introduce the students to an advanced and timely topic through a combination of rigorous classroom lectures, reading assignments and in-class discussion. The students will then research
the topic more in depth by e.g. reading the original publication, and prepare a presentation on the topic. The central component of the presentation should focus on the 'hard science' while the introduction and conclusions of the presentations should focus more on the scientific context, broader significance, and outlook of the work. In these presentations, students may assume the identity of a researcher or reporter.

Students will be taught how to be both concise and persuasive in their arguments, how to engage their audience, and how to articulate for instance why the taxpayer should (or should not) fund the work. A textbook for the oral communications content of the course will be required for all students. The speaker needs to ensure that the message will stick with the target audience, such as staffers in congressional offices and policy makers, which only happens when the message is simple, compelling and concise. The format for these talks will vary in length during the course of the semester, which may include short "elevator pitches", or mock lobbying discussions. The final presentation follow the format of contributed talks at the annual meetings of the American Physical Society where each speaker is limited to eight minutes to present the technical findings and broader significance of their work. We'll adopt a similar format. Listeners in the classroom will then be invited to challenge the speakers on all aspects of their presentation. After finishing the presentations, the class will discuss how to make the presentation more compelling and how to avoid certain pitfalls.

We emphasize that the course has both a hard science component and an OC component as it has the dual purpose of exposing the student to forefront research 'beyond the textbook level' and training the students on how to communicate novel scientific results and their importance through oral communication. Both are closely connected critical elements of our profession.

What percentage of the course grade will be based on oral communication? 40% of the final grade is based on the research presentations.

What criteria will be used for assessment of the oral communication requirements? The course will be graded only by the instructor, except for the final presentation, which will be graded by a panel of three faculty members. All grading will be to a rubric. The presentation format and assessment criteria reflect the standards of excellence held by the American Physical Society (APS), the professional body for physics and physicists in the US, in its regular meetings.

What process is used to monitor/oversee this course if multiple sections are taught to ensure consistency from section to section and from semester to semester? There is only one section of PHY 451 each year.

Please attach a representative course syllabus (including course description, clear indication that the course is a “Communicating Orally” General Education course, and course objectives that include the General Education student learning outcomes), plus a sample of at least one of the significant assignments.

Course syllabus
Physics 451 -Capstone Course (3 credit hrs.)
A Survey of Contemporary Physics

Sample syllabus

Instructor: Prof. H.H. Weitering
401 Nielsen Physics Bldg.
974-7841
hanno@utk.edu

Time and place: Room 306 in the Nielsen Physics Bldg.
Meeting times: 2:10-3:25 PM on Tu/Tr
Office hours: Tu/Tr 3:30-5:00 PM or by appointment (ask Mrs. Showni Medlin in the Physics Office)

Course Description and Learning Objectives: This course is intended for senior physics majors as the capstone experience but it is also open to other students. The central objective of the course is to expose the student to modern physics research beyond the college textbook level and to convey the importance of basic and applied physics research to other science disciplines and the general public. You will learn to synthesize and apply appropriate concepts and methods from thermodynamics, electrodynamics, quantum theory to selected topics of contemporary physics research. In addition, you will be trained in communicating and articulating the basic principles and broader significance of these topics to a non-expert audience. The latter is an essential component of a physicist’s training as he or she will need to find a job, defend research proposals and expenditures to reviewers, funding agencies, politicians, and ultimately the tax payer. The course consists of a series of advanced topic lectures (including guest lectures), discussions, reading assignments, and six oral presentations, all in an informal setting. An important objective of the course is for students to learn how to give clear, scientific presentations, from preparing materials to executing impactful talks.

Degree level learning objectives: Physics majors will be able to synthesize and apply appropriate concepts and methods from different areas of physics to selected problems in current physics research.

Outline:

- Introduction to the course. Reading “More is Different” by P.W. Anderson, and “A Lesson in Humility” by Daniel Kleppner (first week).
- Introduction to giving scientific presentations. How to prepare engaging presentation materials.
- Read Science Magazine’s Breakthroughs of the Year (2014), along with two of your favorite Nobel lectures.
- Bosons, Fermions, and Fermi gases
- Concurrently, “How to get your message across”. What is the point of your presentation? What do you want your audience to take away?
• Hartree, Hartree-Fock, and Density Functional Theory approaches to the many-body problem (1/27 – 2/12)
• Failures of DFT: Mott insulators, Spontaneous symmetry breaking, Emergence (2/17 – 2/24)
• Concurrently, “Delivering a confident presentation”
• Superconductivity Part I: Phenomenological Theory
• Superconductivity Part II: Microscopic Theory
• Guest lectures on Chirality, Nuclear Emergence, Plasmons, and the Higgs mechanism
• Quantized conductance, Quantum Hall Effects, Topological Insulators
• Final presentations on the next Nobel prize

Each student will give six fifteen-minute presentations. Oral presentation dates will be announced two weeks ahead of time.

Prerequisites: One semester of quantum mechanics (PHYS 411).
Textbook: There will be handouts. A textbook for the oral communications content of the course will be required for all students.
Grading: Based on class participation (60%) and research presentations (40%). There will be no exams.
Attendance policy: Because your grade will be based on class participation, I expect you to be present. In case you cannot make it, please discuss this with me before class. More than two unexcused absences will lower your course grade by one or several units (e.g. A becomes an A- or B+).
Disability statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

Rubric for PHY 451 presentations: The averaged scores for each section will be made available to the student.

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Presentation Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td><strong>Content (5)</strong></td>
</tr>
<tr>
<td></td>
<td>5 – Motivation and research presented were exceedingly compelling.</td>
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<tr>
<td></td>
<td>4 – Motivation and research presented were very compelling.</td>
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<tr>
<td></td>
<td>3 – Motivation and research presented were compelling.</td>
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<tr>
<td></td>
<td>2 – Motivation and research presented were fairly compelling.</td>
</tr>
<tr>
<td></td>
<td>1 – Motivation and research presented were not compelling.</td>
</tr>
<tr>
<td><strong>Style (5)</strong></td>
<td>5 – Clear and easy to understand (for committee and senior grad students).</td>
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<tr>
<td></td>
<td>4 – Clear and reasonably easy to understand.</td>
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<tr>
<td></td>
<td>3 – Some trouble with clarity.</td>
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<tr>
<td></td>
<td>2 – Mostly hard to follow.</td>
</tr>
<tr>
<td></td>
<td>1 – Slides illegible, speaker mumbles, message lost.</td>
</tr>
<tr>
<td><strong>Answering Questions (5)</strong></td>
<td>5 – Answered all questions relevant to the project clearly and without aid.</td>
</tr>
<tr>
<td></td>
<td>4 – Answered all questions relevant to the project relatively clearly and without aid.</td>
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<tr>
<td></td>
<td>3 – Needed some prompting, but eventually came to a clear answer.</td>
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<tr>
<td></td>
<td>2 – Needed a lot of prompting, or answer not very clear.</td>
</tr>
<tr>
<td></td>
<td>1 – Could not answer relevant questions at all.</td>
</tr>
<tr>
<td><strong>Comprehension/Understanding (5)</strong></td>
<td>5 – Student demonstrates an exemplary understanding of the physics of their project.</td>
</tr>
<tr>
<td></td>
<td>4 – Student demonstrates a fully sound understanding of the physics of their project.</td>
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<tr>
<td></td>
<td>3 – Student demonstrates an adequate understanding of the physics of their project.</td>
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<tr>
<td></td>
<td>2 – Student fails to demonstrate an adequate understanding of the physics of their project.</td>
</tr>
<tr>
<td></td>
<td>1 – Student clearly demonstrates an inadequate understanding of the physics of their project.</td>
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</tbody>
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