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Undergraduate Council Minutes of Meeting April 17, 2007

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The University of Tennessee, Knoxville
Undergraduate Council
Minutes of Meeting
April 17, 2007 – 2:00 p.m. – 8th Floor Board Room – Andy Holt Tower

MEMBERS PRESENT: Adam Brown (student), Jeffrey Davis, Bob Glenn, Rob Heller, John Koontz, Johnnie Mozingo, Bill Park, Chris Pionke, Marshall Ramsey, John Romeiser, Harold Roth, Casey Sams, Euridice Silva, Delores Smith, Matthew Theriot

EX-OFFICIO MEMBERS PRESENT: Richard Bayer, Don Cox, Ruth Darling, Tom George, George Hoemann, Laura Jolly, Masood Parang, Fred Pierce, Max Robinson, Kathryn Salzer (for Steve Dandaneau), Rita Smith

The meeting was called to order at 2:00 p.m. by John Romeiser, Chair.

The Minutes of the [March 6, 2007](#), meeting of the Undergraduate Council were approved.

The grading revision (see pages U1256-U1257) was briefly discussed. The motion is tabled until the September 18, 2007, meeting to allow time for discussion in each college. Adam Brown (student member) requested that the Provost and Vice Provost for Academic Operations present the proposal to the Student Senate. They agreed to do so.

Committee Reports

- **Advising Committee – Ruth Darling**
The Advising Committee met twice since the last report. Agenda items included: end of the term processes and procedures, reports from TennACADA on the new outreach program "T-talkin" and the advising seminar on "Academic Advising as Teaching" presented by R. Darling and M. Woodside, policy and procedure for FERPA implementation, an update on new retention initiatives, an update on the new first-year class for Fall 07 and implications for advising a "deferred class" in January 2008, and an update/discussion on the progress of the Retention Task Force. Advising Directors will continue meeting over the summer to address several policy issues and enrollment updates.
- **Curriculum Committee – Johnnie Mozingo (see pages U1258-U1260)**
- **General Education Committee – Laura Jolly (see page U1261)**

Announcements and Other Business

- 2007-2008 Undergraduate Council Membership (see page U1262)
- 2007-2008 Undergraduate Council Meeting Dates (see page U1263)

The meeting was adjourned at 2:35 p.m.

ACADEMIC POLICY COMMITTEE

Motion Tabled until the September 18, 2007, meeting of the Undergraduate Council.

REVISE GRADING SYSTEM

Effective: Fall 2008

From:

Undergraduate Grades

Grade	Performance Level	Quality Points Per Semester Hours of Credit
A	Superior	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Fair	2.5
C	Satisfactory	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
WF	Withdrawn Failing	0.0

Note: WP carries no quality points or credit hours.

To:

Undergraduate Grades

Grade	Quality Points Per Semester Hours of Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	.7
F	0.0
WF	0.0

Note: WP carries no quality points or credit hours.

Incompletes and Grade Changes

The final grade will be assigned according to the grading scale at the time the course was initiated for

- Incompletes (I) in courses begun prior to Fall 2008 and completed Fall 2008 or thereafter.
- Grade changes for courses completed prior to Fall 2008.

Rationale

This grading scale reflects better the grades professors give on course assignments (which often include minuses and pluses), and allows them to carry these grades over to the final course grade. Currently a student may have received several assignments graded as B-, and have finished the course with an 80 average, but for the final course grade the professor is forced to assign the higher grade of B. Looking at it from a different perspective, the absence of a minus grade often forces professors to make a difficult decision. A student, say, who finished the course with a 79 average, and with a strong final, might be raised to a B- to reflect this improvement, but a professor would be hesitant to raise the grade if it means increasing it to a full B. In other words, the absence of a minus grade robs the professor of grading flexibility that she/he has up until the time final grades are submitted. We have no overall grading policy at Tennessee; thus, grades are left up to the individual faculty member. As long as the grading policy is included in the syllabus, professors could chose not to issue minus grades (or plus grades, for that matter).

Using the minus grade with the above scale would put us in line both with peer universities and with those institutions whose ranks we wish to join (see attached sheet). Of the eight AAU universities surveyed (UT has as a primary goal admission into the American Association of Universities), six issue minus grades (only Missouri does not, and Wisconsin has a hybrid AB, BC system). Amongst our THEC peers, schools such as Virginia Tech, the University of Virginia, UNC Chapel Hill, and Florida issue minus grades. Generally, with a few exceptions, universities that are not considered our peers, such as the University of Arkansas, the University of Mississippi, and Mississippi State University, do not issue minus grades. Finally, many of our newest faculty are graduates from AAU institutions, and arrive experienced with systems that issue the minus grade. Comments from these faculty, as gathered by department heads and at new faculty orientations, signal that they prefer the flexibility in grading provided by a system that includes not only plus grades, but the minus as well.

CURRICULUM COMMITTEE

The Curriculum Committee met April 3, 2007 – 3:30 p.m. – 4th Floor Conference Room – Andy Holt Tower. The following proposals were approved by the committee.

COLLEGE OF ARCHITECTURE AND DESIGN

All changes effective Fall 2008

(582) Interior Design

DROP

400 Proxemics (3)

REVISE TO REMOVE COREQUISITE

471 Advanced Interior Design (6)

Rationale: 400 no longer offered. Impact on other units: none. Financial Impact: none.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All changes effective Fall 2008

I. COURSE CHANGES

DEPARTMENT OF EXERCISE, SPORT, AND LEISURE STUDIES

(957) Sport Management

REVISE TO ADD REGISTRATION RESTRICTION

350 Sport Management: Theory to Practice (3)

Registration Restriction(s): Sport management major.

360 Sport Governance (3)

Registration Restriction(s): Sport management major.

II. PROGRAM CHANGES

REVISE SPORT MANAGEMENT MAJOR RETENTION STATEMENT

Retention

Students admitted to the sport management major must maintain a minimum cumulative GPA of 2.50 to remain in good academic standing. Any sport management course taken before or after progression into the sport management program must be passed with a minimum grade of C. Students who drop below the minimum for one semester will be advised of their status by letter. Students who are below the minimum for two semesters will be advised by letter that they have been dropped from the major.

REVISE TEACHER EDUCATION

Teacher Education at the University of Tennessee, Knoxville

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.

Admission to Teacher Education

A student desiring to become a teacher, regardless of college affiliation or academic major must be formally admitted to the Teacher Education Program. Admission to Teacher Education allows a student to enroll in upper-division professional education courses. Admission requirements include, but are not limited to the following:

1. Academic achievement – minimum 2.70 cumulative GPA including transfer courses.
2. Maximum number of hours completed and required courses for Admissions Board Interviews:
 - (a) 45 credit hours for agriculture education, art education, music education, and special education; 60 credit hours for elementary education, and preK-K; 75 credit hours secondary education; and 90 credit hours early childhood education.
 - (b) completion of specific courses prior to admission to the following teaching areas: mathematics education – Mathematics 141-142, plus at least six hours 200-level mathematics; science education – at least eight hours of laboratory natural science; music education – Music Theory 210 and at least one semester 200-level (applied) music; English education and foreign language education – minimum nine hours 300-level in respective fields with minimum 3.00 GPA; and early childhood education – Child and Family Studies 350 and be currently enrolled in Child and Family Studies 351.
3. Standardized test performance – minimum 22 ACT (enhanced version)/21 ACT composite score; 1020 SAT (revised version)/920 total score; or State Board of Education determined passing scores on PRAXIS I (contact the college's Student Services Center for current PRAXIS I score requirements).
4. Speech and hearing screening – prospective teachers must perform within normal limits on measures of speech and hearing proficiency or participate in remedial therapy through the university's Hearing and Speech Center. Hearing impaired applicants are exempt from this screening, but must inform the college's Office of Teacher Education Admissions of their impairment before an Admissions Board interview can be scheduled.
5. Security check – Criminal background checks will be performed to determine the appropriateness of each applicant's request to enter teaching and, thus, to interact with children and youth.

Boards of Admission in Teacher Education

Applicants who meet the above criteria will be invited by the Office of Teacher Education Admissions to interview with a Board of Admissions. Admission decisions will be based on the above admission criteria, as well as each applicant's written application, oral expression, appropriate experience working with children and youth, and expressed interest in teaching. Admission decisions are based on a comprehensive review of candidates' credentials, and results from the Admissions Board interviews. Admissions decisions are made by faculty who are responsible for the application review process and who sit on Admissions Boards.

Admission is competitive and certain teaching fields have more qualified applicants than space available. Interviews are conducted during fall and spring semesters; each board is comprised of content and pedagogy specialists, as well as a practitioner and an advanced student. All licensure programs have received State of Tennessee approval, and must comply with state licensing requirements. Prospective applicants should request appointments with teacher licensure academic advisors to thoroughly discuss licensure program requirements. Appointments may be made by calling the Office of Student Services at 865/974-8194.

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a minimum 2.70 cumulative GPA, establish and maintain a minimum 2.50 GPA in their major, and maintain a minimum 2.80 GPA (course grade C or higher required) in professional education courses.

Complete information on the teacher licensure program is available through the College of Education, Health, and Human Sciences' web site (<http://cehhs.utk.edu/main.html>), the college's Office of Student Services - Claxton Complex, A332, or from teaching area faculty.

University-Wide Involvement in Teacher Education

The faculty in the College of Education, Health, and Human Sciences assume primary responsibility for preparing school personnel. The College of Arts and Sciences faculty have major responsibility for providing the general education background required of all teachers and for providing the specialized content knowledge needed by teachers.

Information regarding specific teaching fields and educational specialties is available at the following campus locations.

- Agriculture Education – 325 Morgan Hall
- Art Education – 213 Art and Architecture Building
- Music Education – 211 Music Building
- School Counseling – A525 Claxton Complex
- School Psychology – A525 Claxton Complex
- Audiology and Speech Pathology – 578 South Stadium Hall
- College of Social Work – 308 Henson Hall

Title II, HEA Compliance Report

Per requirements of Title II of the Higher Education Act, the College of Education, Health, and Human Sciences reports the following pass rates on State required licensure tests for 2004-2005 Academic Year: The University of Tennessee 99%; State of Tennessee 97%.

MILITARY SCIENCE AND LEADERSHIP

All changes effective Fall 2008

(689) Military Science and Leadership

REVISE TITLE AND DESCRIPTION

101 Leadership and Personal Development (2) Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession.

102 Introduction to Tactical Leadership (2) Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises.

201 Innovative Team Leadership (3) Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs.

202 Foundations of Tactical Leadership (3) Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations.

301 Adaptive Tactical Leadership (4) Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities.

302 Leadership in Changing Environments (4) Increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders.

303 Leadership in Military History (3) Introduces learners to the American military experience and the development of the profession of arms. The importance of historical study is highlighted by noting personal and military examples of changes made as a result of lessons learned from history. Accounts from the major wars and battles throughout U.S. history are described with a focus on how leadership decisions affected the success or failure of military operations.

401 Developing Adaptive Leaders (4) Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers.

402 Leadership in a Complex World (4) Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield and host nation support.

GENERAL EDUCATION COMMITTEE REPORT

All changes effective Fall 2008

Communicating through Writing (WC)

Add the WC Designation:

Chemical Engineering

310 Chemical Engineering Laboratory (3) Thermodynamics, fluid flow and heat transfer in chemical engineering. *(WC)*

Chemistry

479 Physical Chemistry Laboratory I (2) Experiments on topics discussed in 471 or 473. *(WC)*

Rationale: This course meets the criteria for WC designation by incorporating formal and informal writing assignments totaling at least 5,000 words. In addition, writing for the course is distributed throughout the semester. The course syllabi and proposals were approved by the WC subcommittee and subsequently approved by the General Education committee.

UNDERGRADUATE COUNCIL
TERMS OF ELECTED MEMBERS
2007-2008

<i>College</i>	<i>Term Begins August 1, 2005; Ends July 31, 2008</i>	<i>Term Begins August 1, 2006; Ends July 31, 2009</i>	<i>Term Begins August 1, 2007; Ends July 31, 2010</i>
Agricultural Sciences and Natural Resources <i>*176 degrees granted= 1 representative</i>		BILL PARK	
Architecture and Design <i>*59 degrees granted= 1 representative</i>	MARK SCHIMMENTI		
Arts and Sciences <i>*1700 degrees granted= 8 representatives</i>	CASEY SAMS	JON LEVIN NORMAN MAGDEN PAVLOS TZERMAS	Elect 4 <i>(Terms expire 7/07: Batey, Koontz, Hirschfeld, Saudargas, Silva)</i>
Business Administration <i>*703 degrees granted= 4 representatives</i>		GEORGE PHILIPPATOS	Elect 3 <i>(Terms expire 7/07: Moon, Roth)</i>
Communication and Information <i>*367 degrees granted= 2 representatives</i>	ROBERT GLENN ROB HELLER		
Education, Health, and Human Sciences <i>*280 degrees granted= 1 representatives</i>			Elect 1 <i>(Terms expire 7/07: Davis, Smith)</i>
Engineering <i>*265 degrees granted= 1 representative</i>		PAUL CRILLY CHRIS PIONKE <i>(one to be removed due to fewer degrees granted in 2006)</i>	
Nursing <i>*125 degrees granted= 1 representative</i>	JOHNIE MOZINGO		
ROTC — AIR FORCE	OWEN RAGLAND <i>(Army and Air Force alternate years.)</i>		
Social Work <i>*20 degrees granted= 1 representative</i>	MATTHEW THERIOT		

**Degrees granted in 2006. (1-300 degrees granted = 1 representative; 301-500 degrees granted=2 representatives; 501-700 degrees granted=3 representatives; 701-900 degrees granted=4 representatives; 901-1,100 degrees granted=5 representatives; 1,101-1,300 degrees granted= 6 representatives; 1,301-1,500 degrees granted=7 representatives; 1,501-1,700 degrees granted=8 representatives; 1,701-1,900 degrees granted=9 representatives; 1,901-2000 degrees granted=10 representatives)*

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

UNDERGRADUATE COUNCIL MEETINGS 2007-2008

Time: 2:00 p.m.

Location: 8th Floor Board Room – Andy Holt Tower

- September 18, 2007
- October 30, 2007
- January 29, 2008
- March 4, 2008
- April 22, 2008

UNDERGRADUATE CURRICULUM COMMITTEE MEETINGS 2007-2008

Meeting Date	Time and Location	Deadline for curricular proposals
September 4, 2007	3:30 p.m. Room 220 – University Center	August 21, 2007
October 16, 2007	3:30 p.m. 4 th Floor Conference Room – Andy Holt Tower	October 2, 2007
January 15, 2008	2:00 p.m. 8 th Floor Board Room – Andy Holt Tower	November 29, 2007
April 8, 2008	4 th Floor Conference Room – Andy Holt Tower	March 25, 2008