



9-4-2012

Undergraduate Council Minutes of Meeting September 4, 2012

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The University of Tennessee, Knoxville
Undergraduate Council
Minutes of Meeting
September 4, 2012
3:40pm – Black Cultural Center

MEMBERS PRESENT: Dante Arnwine, Richard Bennett, Mary Beth Coleman, Chuck Collins, Jochen Denzler, George Drinnon, Jean Gauger, Sungkyu Lee, Jon Levin (Vice Chair), Catherine Luther, Clare Milner, Taylor Odle, Rebekah Page, Michael Palenchar, David Palmer, Chris Pionke, Christian Powers, Alicia Purcell, Gary Ramsey, Harold Roth, John Stier, Richard Strange, Eric Sundstrom, Wendy Tate, Matthew Theriot (Chair), Steve Thomas, Dixie Thompson, Teresa Walker, Scott Wall, Suzanne Wright

OTHER ATTENDEES: Monique Anderson, Kristina Brantley, Alison Connor, Ruth Darling, Cheryl Norris, Susan Ratliff, Jamia Stokes

The meeting was called to order at 3:40pm by Matthew Theriot, Chair.

Steve Thomas, Faculty Senate President, thanked the Undergraduate Council for its work and outlined some areas of focus for the Senate this year: (1) improving Vol Vision/Top 25 metrics, (2) revising the Faculty Handbook to address advising/mentoring responsibilities, and (3) examining the Board's interest in increasing online education options.

The Academic Policy Committee will hold its first meeting of the academic year on September 5th. The Advising Committee will meet on September 11th. Catherine Luther (for Sally McMillan) reviewed recent topics of discussion in the Associate Deans Group, such as the role and structure of the group and the upcoming UTrack implementation. Proposals from the Curriculum Committee were approved. The General Education Committee will hold its first meeting on September 12th. Catalog corrections implemented over the summer were noted for documentation purposes – see pages [U2327-U2329](#).

The meeting adjourned at 4:15pm.

Committee Reports

- Academic Policy (NO REPORT)
- Advising (NO REPORT)
- Appeals (NO REPORT)
- Associate Deans Group (McMillan) – see pages [U2316-U2321](#)
- Curriculum (Theriot) – see pages [U2322-U2326](#)
- General Education (NO REPORT)

2012-2013 UNDERGRADUATE CURRICULAR APPROVAL CALENDAR

DUE TO THE UNIVERSITY CENTER RENOVATION, MANY OF THE COUNCIL-RELATED MEETING ROOMS HAVE CHANGED.

Undergraduate Curriculum Committee Meetings

Curriculum Due	Curriculum Committee Meeting	Time - Location
Tuesday, August 7, 2012	Tuesday, August 28, 2012	3:40 p.m. – Arena Dining, Room A
Tuesday, October 2, 2012	Tuesday, October 16, 2012	3:40 p.m. – Arena Dining, Room A
Saturday, December 1, 2012 (last opportunity to submit changes for 2013-2014 UG Catalog)	Tuesday, January 15, 2013	2:00 p.m. - Arena Dining, Room A
Tuesday, March 5, 2013	Tuesday, March 19, 2013	3:40 p.m. - Arena Dining, Room A

Undergraduate Council Meetings

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

Faculty Senate Meeting Dates

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

2012-2013 Undergraduate Council Members

Name	College	Elected	Ex-Officio
Dante Arnwine	Student		X
Greg Baker	Arts & Sciences	X	
Richard Bayer	Enrollment Services		X
Richard Bennett	Engineering	X	
Mari Beth Coleman	Education, Health & Human Sciences	X	
Chuck Collins	General Education Committee Chair		X
Marleen Davis	Architecture & Design		X
Jochen Denzler	Arts & Sciences	X	
George Drinnon	Business Administration		X
Jean Gauger	Business Administration	X	
R. J. Hinde	Arts & Sciences		X
Greg Kaplan	Past Chair		X
LTC Danny Kelley	Army ROTC		X
Sungkyu Lee	Social Work	X	X
Jon Levin	Chair Elect		X
Catherine Luther	Communication & Information		X
Norman Magden	Academic Policy Committee Chair	X	
Clare Milner	Education, Health & Human Sciences	X	
Taylor Odle	Student		X
Michael Palenchar	Communication & Information	X	
David Palmer	Arts & Sciences	X	
Masood Parang	Engineering		X
Missy Parker	Advising Committee Chair		X
Randal Pierce	Business Administration	X	
Chris Pionke	Engineering	X	
Christian Powers	Student		X
Alicia Purcell	Student		X
Lois Presser	Arts & Sciences	X	
Gary Ramsey	Nursing	X	X
Amber Roessner	Communication & Information	X	
Harold Roth	Business Administration	X	
Lisi Schoenbach	Arts & Sciences	X	
Dave Schumann	TN Teaching & Learning Center		X
Rachelle Scott	Arts & Sciences	X	
John Stier	Agricultural Sciences & Natural Resources		X
Richard Strange	Agricultural Sciences & Natural Resources	X	
Eric Sundstrom	Arts & Sciences	X	
Wendy Tate	Business Administration	X	
Matthew Theriot	Chair		X
Steve Thomas	Faculty Senate President		X
Dixie Thompson	Education, Health & Human Sciences		X
Teresa Walker	University Libraries		X
Scott Wall	Architecture & Design	X	
Bruce Wheeler	University Honors Program (Interim Director)		X
Pia Wood	Center for International Education		X
Suzanne Wright	Curriculum Committee Chair	X	

ASSOCIATE DEANS GROUP**Minutes for Meeting 28 March 2012**

Present: Mary Albrecht (SACS), Ruth Darling (Student Success), Michelle Gilbert (staff/provost office), RJ Hinde (A&S), Jan Lee (Nursing), Catherine Luther (CCI), Sally McMillan (vice provost & chair), Masood Parang (CoE), Annette Ranft (CBA), Elizabeth Schonegan (First Year Programs), Matthew Theriot (CoSW), Rita Smith (Library), and Scott Wall (CoAD).

Not Attending - Tom George (EHHS), John Stier (CASNR)

Minutes - February 2012 minutes approved

Student Learner Outcomes - Mary Albrecht shared information about SACS needs in relation to student learning outcomes. In order to be in compliance, faculty need to communicate with the students as to what the outcomes are and how they will be measured and assessed. They need to be realistic, achievable and measurable. They will be assessed by programs, not course by course. Mary agreed to be a resource for others until a document and vocabulary is established. McMillan encouraged the group to have departments include this as an agenda item for meetings. Albrecht provided 2 links to resources as a starting point for assessment plans: <http://provost.utk.edu/docs/misc/sacs/SACS-AssessmentPlans.pdf> and <http://provost.utk.edu/sacs-accreditation/>.

McMillan also shared the white paper prepared by a group of students from the TTLC on Student Forum on Learning. She will invite them to come to the next meeting and participate in the discussion.

FYS 100 and Welcome Week - Ruth Darling gave an overview of welcome week and an update on plans for Welcome Week. An important change this year is there will be no college meetings. The survey showed that overall students did not find them to be beneficial. Instead freshman will be organized in teams with welcome leaders who are in their college and majors.

Next, Elizabeth Schonagen gave an overview of the FYS 100 program with the primary objectives of an introduction to academics and eased transition. All of the academics is done through Blackboard which addresses plagiarism and what is expected of them. This is a precursor to FYS 101 and 129 courses. She also shared the results of the surveys from fall 2011 on what the biggest issue or concerns were that they experienced in their first semester which were primarily in 3 categories: desire for clear expectations, desire for community with instructors, and grades. Some other areas were time management, study skills and habits, and workload.

UTrack Related Issues - Table for next meeting

Other - Strategic Instructional Fund (SIF) - McMillan updated group that \$2 million will be available every year for bottleneck funding. She asked the deans to begin requesting the money, first come, first served. She also shared the budget allocation memo that was shared with the undergraduate planning taskforce that shared the intention for use of the funds.

Minutes for Meeting 30 May 2012

Present: Tom George (EHHS), Michelle Gilbert (provost staff), Jan Lee (Nursing), Catherine Luther (CCI), Sally McMillan (vice provost & chair), Masood Parang (CoE), Annette Ranft (CBA), John Stier (CASNR), Matthew Theriot (CoSW), and Rita Smith (Library)

Not Attending: RJ Hinde (Arts & Sciences) and Scott Wall (CoAD)

Guests: Jason Smethers (provost staff)

Minutes - April 2012 minutes approved from last meeting. A question was raised about getting some information to share about UTrack. There is a slight change to application process for tracking all freshman admitted in fall 2013. McMillan will work with UTrack Committee on developing materials to share about UTrack.

- a) **Summer School Numbers Update** - Jason Smethers provided an update on summer school enrollments. Enrollments are expected to increase with freshman orientation, athletes, UT Lead and Bridge students. Numbers this year are up from last year due partly to increase in marketing and using advising centers.
- b) **Funding Model** - McMillan reminded everyone to use good judgment in deciding whether to offer or cancel classes. A taskforce will meet over the summer to further define and implement the tuition sharing-funding model.

Orientation Reporting – Smethers shared that when orientation begins, reports run to see if additional sections may be needed and how many available seats. The reports will be filtered by the top 50 courses, first time freshman and will be run at the beginning, middle and end of orientation as part of enrollment management for the next year. The data will be made available to advisors in MyUTK in real time and show open/closed sections.

Proposed Change and Discussion for Meeting Structure – McMillan is considering ways to better streamline and structure this group's meetings and opened the floor for discussion. It was suggested to structure it by reporting from standing committees. Example: Curriculum Procedures Taskforce - give updates on work and brainstorm potential areas. Other suggestions or ideas for this group:

- a) Stier - Report and brainstorm the efficiency and effectiveness of bottlenecks; internally set pseudo-policy and take back to faculty
- b) Ranft - Data is imperative
- c) Luther - Keep abreast of future planning
- d) Lee - This group is often dealing with common issues, and it is beneficial to be kept abreast of current and future planning/decisions.
- e) Smith - Although the library plays a different role, the group is useful in helping the library serve students. The information is taken back and shared with appropriate parties.

Dr. McMillan closed the meeting by thanking the group for its contributions, participation and input. There will be continued discussions on the streamlining and structuring of the group to make the best use of the group's time.

Minutes for Meeting 27 June 2012

Present: Tom George (EHHS), RJ Hinde (Arts & Sciences), Catherine Luther (CCI), Sally McMillan (vice provost & chair), Masood Parang (CoE), Annette Ranft (CBA), John Stier (CASNR), Matthew Theriot (CoSW), Rita Smith (Library); and Scott Wall (CoAD)

Not attending: Jan Lee (Nursing)

Guests: Jason Smethers (provost staff); Kristina Brantley (Office of the University Registrar)

Minutes - May 30th minutes approved. No revisions.

Utrack/Bottlenecks/SIF update

- a) Kristina Brantley distributed materials for developing Milestones/showcases for all majors. Handouts included a blank template for listing showcase and milestones, an example of a completed template for a B.S. in Chemistry, two examples of plans from Arizona State University and Florida State University. In the template showcases will need to be by semester (instead of by year) and milestones will need to be set by semester to match. The showcases and the milestones will be included in the catalog for the majors. The Office of the University Registrar would like to start inputting milestones and showcases as soon as possible. When the templates are turned in the DARS programmers will start working on developing the Tracking Program codes in the Degree Audit system. Then testing can be worked on and tweaks can be made if **certain milestones aren't working the way they were intended.**
- b) **Milestones** - milestones need to be decided on ASAP. Pei Ling Wang in Information Sciences is available to supply data support for departments to help with defining milestones based on historical trends.
 - a. Hinde noted that because all milestones will be officially listed in the catalog, milestones will need to be approved through the traditional curriculum process.
 - b. George suggested that in some cases the already existing progressions will make sense to be included as milestones.
 - c. In working on milestones options other than specific courses are allowed. For example, a specific GPA requirement, sequence of course, even the possibility of using placement in courses beyond the specific course as a milestone (example, complete math 119 or place into math 130 or higher).
 - d. A 4 semester minimum should be considered when developing milestones. 5 semesters of milestones is better, but some programs may wish to map out all 8 semesters.
 - e. Keep in consideration the impact milestones will have on students. Be cognizant of if milestones are setup in a way that success is still possible even if a student falls off track for 1 semester. If you are wanting a particular milestone to be completed by the end of a year, then put the milestone in the spring term (even # terms).
 - f. Remember that a milestone for a term does not necessarily have to show in the showcase of that same term (example: math 141 may be in showcase for term 1, but the milestone to complete math 141 may appear in 3rd term IF a student could take it that late and still be able to complete the major in 4 years).

- g. Discussion noted that the first four semesters of milestones are most **critical for getting students "on track" to pursue majors. There will also** be some ability to reset the clock on milestones, or petition milestones or off-track status.
- h. Content based prereqs might be an excellent source for milestone courses. Do we need to decouple other prerequisites? If they are not content building prereqs decoupling might be appropriate after milestone system is in place. Instead of using prereqs think about enrollment management utilizing other enrollment management policies (departmental restrictions, instructor permission, etc.)
- c) Policy** - the official tracking policy is being finalized. Basics of policy are that if off track for 1 semester student will need to meet with an advisor about how to get on track. If off track for 2 consecutive semesters then the student will have to change majors. There will also be the ability for short term exploratory majors in each college. Admissions will now begin enrolling students directly into the major or exploratory track, instead of pre-majors. Jason Smethers supplied an SEC policy analysis grid for review of a variety of academic policies.
- d) SIF Funding** - there is still some Strategic Instructional Fund money available. A committee including some Associate Deans has been formed to assess the use of SIF funds. To request use of funds, contact McMillan with what you need, where you need it, and how many students it will be impacting.

Distributed reports - a large number of reports were distributed but not discussed. To review a report send request to Vice Provost Sally McMillan.

- a) SEC policy grid
- b) Platinum Analytics Strategic Checkup
- c) Data reporting on fall classes (<http://tinyurl.com/UTK-Fall-Data>)
- d) HSS Training
- e) One Stop Strategic Plan
- f) Service Learning position
- g) FYS course enrollments
- h) Summer School Enrollments (<http://tinyurl.com/UTK-Summer-Data>)
- i) Tuition model board presentation and need for messaging related to 15 hours
- j) Curriculum Process Taskforce
- k) Ready for the World Programming

Closing remark - Last meeting for Tom George (EHHS) congratulations to him on a happy retirement.

Minutes for Meeting 25 July 2012

Present: RJ Hinde, Sally McMillan (chair), Masood Parang, John Stier, Matthew Theriot, Dixie Thompson, Scott Wall, George Drinnon (for Annette Ranft)

Not Attending: Jan Lee, Catherine Luther, Annette Ranft, Rita Smith

Minutes – Wall moved, Parang second. Minutes approved.

UTrack/Bottlenecks – SIF spreadsheet. This spreadsheet must be completed and returned to Betsy Adams betsy.adams@utk.edu in order for SIF funds to be distributed. This is NOT the approval form. Requests for funds should be sent as an email to McMillan and should include information about what course will be taught, approximate number of students in the course, cost of lecturer and/or GTA, and a brief rationale for why SIF funds are needed (primary focus is on relieving “bottlenecks”).

Milestones/Timelines –

- *Must be done by January* at the latest to go through the curriculum review process. These will result in catalog changes which must be reviewed. Provide **them ASAP so that registrar’s office can begin to do encoding of milestones.**
- Peiling Wang in information sciences is available to help with data mining project to assess milestones. Reviewed work she has done for Social Work. **One of Peiling’s former students is doing data mining for Arts & Sciences. All other associate deans can begin work with Peiling as soon as they are ready. Send requests to Peiling through Sally McMillan.**
- Whatever can be coded in DARS can be used as a milestone (GPA or other requirements).
- There are some best practices to observe:
 - Do not setup ENGL 101 as a milestone for the first semester, instead make ENGL 102 in second semester as the milestone, same effect better outcome/results)
 - You may suggest a course in one term on the showcase, but the actual milestone of that course may appear in a later term.
 - Remember that milestones are applied after grades had posted for the term they are listed.
 - Be cautious of points where students can get stuck in endless loops (for example be cautious of course pre-requisites that could prevent a student from getting back on track)

Questions about UTrack –

- Has the penalty policy of this been worked out? The policy will go to the Undergraduate Academic Policy Committee in the fall. The proposed policy is that if a student is off-track one semester he/she will be required to see an advisor. If off-track two consecutive semesters then the student will be required to change majors. Summer provides an opportunity to get back on track. Summer will not be counted as a tracking term. Also remember very welcoming majors exist in which an off-track student will have opportunities to get back on track in another area of study. Students will not be able to sign up for a major for which they are off-track.
- Concentrations with different milestones will be treated as different majors from a tracking perspective.
- Will apply to graduate be a university milestone for term seven? Should it be rephrased to something better (accepted for graduation)? Will investigate through the registrar's office the cost of having to apply to graduate in term seven for every student.
- Are there a set number of milestones that we should have in our programs? Will be different and dependent on your faculty. Typically 1-3 milestones per term.

Summer School – We are estimating about a 7% increase in UG student credit hours based on early counts; this amount could fluctuate greatly from the official

counts. Are there any structural things that we can do to get summer school moving?

- Math 119 students, but HOPE will not work for incoming freshmen.
- Spanish programming will be another good source of marketing and other things. Take the class you qualify for in the summer and we will guarantee the spot for you in the course you need in the fall.
- Could take the same approach with math. You qualify for Math 119 but you need Math 141 so take 119 and we will save you a seat in 141.
- Goal is enhancing use of campus facilities. Understanding why students don't come to summer school as reasons for marketing.
- What do we want to achieve for mini-term? Can we change our philosophy on mini-term?

Student Learner Outcomes – You will hear more about these during the next meeting. Hiring someone in TNTLC to help departments work on this. A section of SharePoint will be just reports. Will be openly available to all UT entities. Find this section by going to <https://utworks.tennessee.edu/provost/undergraduate/AD/Documents/Forms/AllItems.aspx>

Other Business – Do we need 90 minutes? Yes, future meetings will be scheduled for longer time.

Distributed Reports –
Curriculum Procedures Taskforce Minutes
SIF meeting summary

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on Tuesday, August 28, 2012, at 3:30pm.

Attendees: Greg Baker, Mari Beth Coleman, George Drinnon, Catherine Luther, Cheryl Norris, Michael Palenchar, David Palmer, Chris Pionke, Gary Ramsey, John Stier, Richard Strange, Matthew Theriot, Dixie Thompson, Scott Wall, Suzanne Wright

Theriot welcomed new and returning members and provided an overview of the committee and its responsibilities.

Curricular proposals from the College of Business Administration, the College of Education, Health and Human Sciences, and the University Studies program were approved.

Some of the implications of UTrack were examined briefly. Further discussion will take place at the UG Council meeting.

Suzanne Wright was elected Curriculum Committee Chair for 2012-13. This year's meeting time was moved to 3:40 so more members could attend.

2012-13 Curriculum Committee Membership

Elected UG Council Members

Greg Baker, College of Arts & Sciences
Mari Beth Coleman, College of Education, Health, & Human Sciences
Michael Palenchar, College of Communication & Information
David Palmer, College of Arts & Sciences
Chris Pionke, College of Engineering
Gary Ramsey, College of Nursing
Richard Strange, College of Agricultural Sciences & Natural Resources
Matthew Theriot, College of Social Work
Suzanne Wright, College of Arts & Sciences

Ex-Officio Members

George Drinnon, College of Business Administration
R.J. Hinde, College of Arts & Sciences
Catherine Luther, College of Communication & Information
Masood Parang, College of Engineering
Dixie Thompson, College of Education, Health & Human Sciences

Student Member

Alicia Purcell

Operating Guidelines

The role of the Curriculum Committee of the Undergraduate Council is to ensure consistency and quality of undergraduate curricula at the University of Tennessee. In this role, the Curriculum Committee makes recommendations to the council regarding the approval or denial of curricular changes submitted to the council for consideration.

The Curriculum Committee has 16 members, 15 of whom are named to one-year terms by the Chair of the **Undergraduate Council in consultation with the Council's** membership.

- Nine committee members are elected faculty members of the Undergraduate Council.
- Five committee members are ex-officio members of the Undergraduate Council.
- One committee member is a student member of the Undergraduate Council.
- The Chair of the Undergraduate Council serves as an ex-officio member of the committee.

The members of the committee will be selected by the Chair of the Undergraduate Council in a manner that ensures broad representation of colleges and collegiate divisions on the committee. All 16 members of the committee may vote.

The Chair of the Curriculum Committee is selected from among the nine elected faculty members at the last committee meeting of the spring semester of each year. The chair serves in this capacity for one year, beginning on July 1.

Each committee member may, in consultation with the Chair of the Undergraduate Council, name a proxy who has all of the privileges and responsibilities of the **committee member, except that the Committee Chair's proxy may not chair** committee meetings. If the Committee Chair is unable to attend a committee meeting, the Chair of the Undergraduate Council will chair that meeting. A quorum of the committee consists of nine members (including proxies).

The Curriculum Committee typically meets two weeks before each meeting of the Undergraduate Council. Committee meetings are open to the entire university community. The agenda for each meeting will be posted on the Undergraduate Council Web site and will consist of proposals and informational items submitted by and approved by the various colleges. These should be submitted to the committee by the deadlines listed on the Undergraduate Council Web site and should be submitted in the format outlined there. Material not submitted in this format may be returned for revision prior to consideration by the Committee.

Proposals submitted to the committee may be approved and submitted to the Undergraduate Council for final approval or may be returned for revision. Proposals returned for revision must be resubmitted to the Curriculum Committee before they will be forwarded to the Undergraduate Council.

COLLEGE OF BUSINESS ADMINISTRATION

All changes effective Fall 2013

DEPARTMENT OF STATISTICS, OPERATIONS AND MANAGEMENT SCIENCE

REVISE BUSINESS ANALYTICS MAJOR (INTRO PROGRAM TEXT)
COLLATERAL OPTION
DUAL CONCENTRATION IN INFORMATION MANAGEMENT
DUAL CONCENTRATION IN INTERNATIONAL BUSINESS
DUAL CONCENTRATION IN LOGISTICS
DUAL CONCENTRATION IN MARKETING

The degree in Business Analytics is designed to prepare students for a career in business analytics by developing their business knowledge, their technical skills and their communication skills. A McKinsey Global Institute report predicts that by 2018 the US will need 1.5 million managers with these skills.

Business analytics involves the use of data analysis and computer models to make better business decisions. Organizations use business analytics to answer strategic questions such as (1) which products and services that we provide are most profitable (2) who are our most profitable customers and (3) where should we locate our retail outlets and our distribution centers. Business analytics are also used for tactical decisions in optimizing an organization's day-to-day operations, marketing, purchasing and pricing decisions.

Banks, credit card companies and insurance companies use business analytics to predict the profitability of potential customers and to offer better deals to the more profitable customers. Online vendors use business analytics to make recommendations to customers. Manufacturers use business analytics to optimize the location of their distribution centers and to optimally manage the movement of products through their supply chain. Retailers use business analytics to grow their revenues through customer loyalty programs. Sports teams have used business analytics to gain a competitive advantage in selecting players and in making tactical decisions on the field.

Business analytics is transforming the way traditional businesses make decisions. It is also the critical element in an entire industry of internet companies that provides services, search capabilities and social networking. These companies use business analytics to glean marketable insights from the massive amounts of data that they collect from their users.

The Business Analytics program also provides students the background to gain industry certifications in commercial software for data analysis and tools used for optimizing online sales and advertising. This further enhances students' job opportunities.

Students who major in Business Analytics need quantitative skills, interpersonal skills, an interest in business and a desire to be a pioneer in a rapidly growing new field.

Formerly:

An important application of statistics is business analytics, which is the use of data analysis and modeling to help businesses achieve better performance. For example, in order to know how to improve business performance, a retailer may need to objectively compare the performance of several different retail outlets. An online marketer may need to set up experiments to test the effectiveness of different website layouts. An insurance company may need to analyze its claims to identify those most likely to be fraudulent. A grocery chain may wish to analyze its customer records to determine how to use coupons to increase the loyalty of its customers and to increase the amount each customer spends.

Statistics is used in many other fields as well, – e.g., economics, finance, market research, e-commerce, engineering, manufacturing, transportation, education, medicine, psychology, agriculture, and computer and social sciences.

There are two basic types of statisticians – applied and theoretical. The focus of the undergraduate program is on applied statistics. Applied statisticians help to improve processes and solve real-world problems. They may forecast economic or population growth, evaluate results of a new marketing program or the effectiveness of a new drug, identify quality control issues in manufacturing, or design experiments to help engineers and scientists determine the best design for a jet airplane.

Prospective statisticians must have a strong aptitude for mathematics, a solid computing background, and an earnest curiosity to explore the practical application of statistics. The skills students will learn as a statistics major at the University of Tennessee, Knoxville, will enable them to understand and convey the scope and power of statistical thinking and will result in significant contributions toward solutions to a variety of important jobs. Well-paying jobs are available at the Bachelor of Science, Master of Science, and doctoral levels.

COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES

All changes effective Fall 2013

REVISE COLLEGE TEXT (SERVICE LEARNING HONORS PROGRAM)

Admission Requirements

- Admitted or applicant to one of the college's undergraduate majors.
- Attainment of a minimum cumulative 3.25 GPA (based on the completion of at least 15 semester credit hours).
- Submission of a Service Learning Honors Program application. [Application available in CEHHS Office of Student Services, 332 Bailey Education Complex.](#)
- ~~Personal interview with honors steering committee and coordinator/director.~~ [Individual meeting with departmental coordinator.](#)

Program Requirements

- Two lower-division honors courses. Examples include but are not limited to PSYC 117*; SOCI 127*; SPAN 217*, SPAN 218*; UNHO 257*, UNHO 267*, UNHO 277*, UNHO 287*. It is also possible to satisfy this requirement through lower-division honors course work in the major and/or through Honors-by-Contract*.
- UNHO 337 (3) (Section Topic - Honors: Service Learning).
- One upper-division 3 credit hour honors course in the student's academic major (e.g., CFS 497, KNS 497, RCS 497, etc.) through which the student will develop and present a capstone project at the university's annual Exhibition of Undergraduate Research and Creative achievement or at an approved similar professional venue. This requirement may be met through Honors-by-Contract*.

**Honors-by-Contract requires completion of a written contract delineating additional effort and is submitted to the College's honors coordinator/director by the third week of the semester.*

Program Completion

Students who successfully complete the [above 12 hour](#) program requirements and maintain a minimum cumulative 3.25 GPA will be recognized during commencement and have their participation in the Service Learning Honors Program so noted on their official transcript.

Application Process

An application to the Service Learning Honors Program is available by appointment through Ms. Jamia Stokes, Associate Director, College of Education, Health, and Human Sciences Office of Student Services, 332 Bailey Education Complex.

Further Information

Students interested in further information regarding the College of Education, Health and Human Sciences' Service Learning Honors Program should contact the [CEHHS Office of Student Services in 332 Bailey Education Complex or call 865-974-8194](#) following [faculty members in their respective majors](#).

Departmental faculty contacts:

- Child and Family Studies – Dr. Sandra Twardosz - stwardos@utk.edu or Tel. 974-5316
- Kinesiology – Dr. Dawn Coe - dcoe@utk.edu or Tel. 974-0294
- Recreation and Sport Management - Dr. Rob Hardin - robh@utk.edu or Tel. 974-1281
- [Retail, Hospitality and Tourism Management – Dr. Anne Fairhurst -fairhurs@utk.edu](#)
- [Nutrition – Dr. Jay Whelan - jwhelan@utk.edu](#)
- [Theory and Practice in Teacher Education – Dr. Sherry Bell - sbell1@utk.edu](#)

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

REVISE ENGLISH LANGUAGE LEARNING MINOR

Complete (19 undergraduate hours):

- EDPY 210 - Psychoeducational Issues in Human Development*
- [FLED 466 – ESL Assessment and Evaluation](#)
- FLED 476 - Teaching English as a Second Language
- [FLED 489 – Content-Based ESL Methods](#)
- EDPY 401 - Professional Studies: Applied Educational Psychology
- SPED 402 - Professional Studies: Special Education and Diverse Learners
- TPTE 486 - Integrating Technology into the Curriculum

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 Graduate School 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.

- ELED 504
- ~~FLED 466~~
- ~~FLED 588~~
- TPTE 574
- TPTE 575
- TPTE 591

UNIVERSITY STUDIES PROGRAM

All changes effective Fall 2013

UNIVERISTY STUDIES PROGRAM

(UNST) University Studies

ADD GRADING RESTRICTION

243 Rape Aggression Defense (1)

Grading Restriction: Satisfactory/No Credit grading only.
Formerly: No restriction (allowed A-F, S/NC, and audit grading)

SUMMER CATALOG EDITS/CORRECTIONS

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

REVISE ENVIRONMENTAL & SOIL SCIENCES MAJOR, ENVIRON SCIENCE CONC (TECHNICAL ELECTIVE FOOTNOTE)

- Add GEOG 415

Rationale: Course was removed from the inventory by mistake. When the course was reinstated, it was not added back to all of the majors in which it existed. Correction was made on August 15, 2012.

REVISE ENVIRONMENTAL & SOIL SCIENCES MAJOR, SOIL SCIENCE CONC (TECHNICAL ELECTIVE FOOTNOTE)

- Add GEOG 415

Rationale: Course was removed from the inventory by mistake. When the course was reinstated, it was not added back to all of the majors in which it existed. Correction was made on August 15, 2012.

COLLEGE OF ARTS AND SCIENCES

REVISE BIOLOGICAL SCIENCES MAJOR, PLANT BIOLOGY CONC (COMPLETE A, B, OR C)

- Add NUTR 311 to Option C

Rationale: BCMB 310 was dropped for 2012 and NUTR 311 (former secondary cross-list) picked up the content. The change did not automatically update in the catalog management software. Correction was made on May 7, 2012.

REVISE GEOGRAPHY MAJOR (MAJOR REQUIREMENTS, SELECT ONE METHODS COURSE)

- Add GEOG 415

Rationale: Course was removed from the inventory by mistake. When the course was reinstated, it was not added back to all of the majors in which it existed. Correction was made on August 15, 2012.

REVISE INTERDISCIPLINARY PROGRAMS MAJOR, GLOBAL STUDIES CONC (CONC REQUIREMENTS, SELECT ONE COURSE FROM OPTION I OR II, OPTION 1)

- Add GEOG 415

Rationale: Course was removed from the inventory by mistake. When the course was reinstated, it was not added back to all of the majors in which it existed. Correction was made on August 15, 2012.

COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES

REVISE CHILD AND FAMILY STUDIES MAJOR

- Revise elective hours from 8 to 5
- Revise total hours from 123 to 120

Rationale: Late change made to one of several EHHS programs in which the total hours were over THEC's 120-hour limit. Change was approved by the Council chairs because it was after the last meeting of the year.

REVISE HOTEL, RESTAURANT AND TOURISM MAJOR

- Revise elective hours from 10 to 9
- Revise total hours from 121-22 to 120

Rationale: Late change made to one of several EHHS programs in which the total hours were over THEC's 120-hour limit. Change was approved by the Council chairs because it was after the last meeting of the year.

REVISE RETAIL AND CONSUMER SCIENCES MAJOR

- Revise elective hours from 12 to 11
- Revise total hours from 121-122 to 120

Rationale: Late change made to one of several EHHS programs in which the total hours were over THEC's 120-hour limit. Change was approved by the Council chairs because it was after the last meeting of the year.

REVISE SPECIAL EDUCATION MAJOR, EDUCATIONAL INTERPRETING CONC

- Revise elective hours from 6 to 5
- Revise total hours from 121-122 to 120

Rationale: Late change made to one of several EHHS programs in which the total hours were over THEC's 120-hour limit. Change was approved by the Council chairs because it was after the last meeting of the year.

REVISE SPECIAL EDUCATION MAJOR, MODIFIED AND COMPREHENSIVE SPECIAL EDUCATION CONC

Second Year	
PHIL 252*(AH)(WC)	3
CMST 210* or CMST 240* or Communicating Orally (OC)	3
General Education Elective*	2
Elective	2
EDPY 210*	3
⁴ Non-US History	6
Geography Elective	3
¹ Biological Science Electives*	8
² Foreign Language*	6
Third Year	
Arts and Humanities*	3
PHIL 244*(AH)(OC)	3
Economics Elective	3
CFS 211	3
INSC 330	3
AUSP 320	3
RSM 226	3
EDPY 401	3
³ ELED 422	6
³ REED 430	2
Modified and Comprehensive Special Education (K-12)	Total 120 124
Elementary Education Option (K-6)	Total 120 124

Rationale: Late change made to one of several EHHS programs in which the total hours were over THEC's 120-hour limit. Change was approved by the Council chairs because it was after the last meeting of the year.

COLLEGE OF NURSING

REVISE COLLEGE TEXT (COLLEGE OF NURSING HONORS PROGRAM)

Requirements	Hours Credit
NURS 347	2
NURS 377 or NURS 387	2-5

NURS 477	3
NURS 388 387	2
NURS 488 477	2
Total	11-14

Rationale: The College didn't catch the errors when double-checking their material. Correction was approved by the chairs to avoid confusion and updated on August 13, 2012.

FIRST-YEAR STUDIES PROGRAM

FIRST-YEAR STUDIES PROGRAM

(FYS) First-Year Studies

REVISE DESCRIPTION

100 The Volunteer Connection (0)

This online course is required for all freshmen and designed to ease the transition to the college environment by introducing academic life at the University of Tennessee. As part of the academic adjustment, students engage in a common reading experience with fellow members of UT's diverse academic community, become acquainted with important Instructional Technology (IT) tools, and develop an awareness of campus resources and specific strategies that can help facilitate success in both college life and beyond.

Formerly: This online course serves as an academic component of the "Light the Torch: The First-Year Experience at UT" Program. The course consists of seven components each aiming at providing the first-year student with knowledge and skills necessary to the successful transition from high school learning to university learning and the UT/Knoxville community.

Rationale: The new Assistant Director did not realize that text changes to courses had to go through the curricular change process (when minor text changes to other sections of the catalog did not). Dr. Darling asked that the changes be considered for the 2012-13 catalog since the description change better reflected current practice and contained critical info for new students and advisors (particularly the part about the course being required for all freshmen). The chairs approved the change, and the content was updated on April 11, 2012.