Undergraduate Council Minutes of Meeting
September 8, 2015

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Elected Members present: Richard Bennett, Chair, Katherine Ambroziak, Vice Chair. Richard Strange, Marleen Davis, Harriet Bowden, Jochen Denzler, Jim Hall, Drew Paul, John Scheb, Aleydis Van de Moortel, Suzanne Wright, Jean Gauger, Randal Pierce, Harold Roth, Courtney Wright, Heidi Stolz, Belle Upadhyaya, Gary Ramsey, and David Dupper.

Ex-Officio Members present: Chuck Collins, Ruth Darling, George Drinnon, Mary Anne Hoskins, Timothy Hulsey, Barbara Murphy, Taimi Olsen, John Stier, Dixie Thompson, Teresa Walker, and Pia Wood.

Student Members present: Paige Goodwin, Heather Hall, Madison, Kahl, and Madeline Standbridge.

Others present: Mary Albrecht, Monique Anderson, R. J. Hinde, Rebekah Page, and Molly Sullivan.

Call to order: A regular meeting of the Undergraduate Council (UGC) was held in the Multipurpose Room of Frieson Black Cultural Center on September 8, 2015. The meeting was called to order by Richard Bennett, UGC Chair, at 3:40 pm.

Richard Bennett welcomed both new and returning members, with a special welcome to the four new student members. After each member and guest was introduced, Bennett explained the purpose of the UGC with an emphasis on serving the students of the university. R. J. Hinde, Vice Provost for Academic Affairs, spoke briefly to address the importance of the UGC in improving the educational experiences of students to make UT distinctive and achieve institutional goals.

Minutes of the previous meeting: The minutes of the April 14, 2015 meeting were approved without opposition.

Committee Reports (See attached reports)

- The Academic Policy Committee has not yet met this academic year and did not have anything to report.
- The Advising Committee has not yet met this academic year and did not have anything to report. Mary Anne Hoskins gave a brief summary of the duties of this committee.
- The Appeals Committee has not yet met this academic year and did not have anything to report.
- The Associate Deans Group has not yet met this academic year and did not have anything to report.
- The Undergraduate Planning Group has not yet met this academic year and did not have anything to report.
- The Curriculum Committee presented a report containing minor changes to the 2015-2016 catalog, focusing mainly on faculty/staff changes or correcting previous changes, along with the updated Curricular Guidelines Manual. The only new item for the 2016-2017 catalog was a presentation from the College of Nursing, which were minor changes. Richard Bennett explained the consent/main agenda format that this committee follows and the steps that proposed curricular changes follow in order to be approved. The changes proposed by the Curriculum Committee were approved without opposition.
- The General Education Committee has not yet met this academic year and did not have anything to report.

Adjournment: Richard Bennett adjourned the meeting at 4:05 pm.

Next meeting: Tuesday, October 20, 2015, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

Minutes submitted by: Molly Sullivan
Call to order: A regular meeting of the Curriculum Committee was held in Arena Dining Room A on August 25, 2015. The meeting was called to order at 3:45 p.m. by Gary Ramsey, Chair.

Members present: Katherine Ambroziak (proxy for Marleen Davis), Mary Holcomb, Gary Ramsey, Courtney Wright, Suzanne Wright, Missy Parker (proxy for Chuck Collins), and George Drinnon

Others present: Richard Bennett, Betsy Gullett, and Molly Sullivan

Approval of minutes: Mary Holcomb moved that the minutes of the March 24, 2015, meeting of the Curriculum Committee be approved. The motion was seconded and passed without opposition.

Curricular Proposals: All items on the agenda were approved without opposition except for uTrack showcases from the College of Arts and Sciences. The Committee had questions about these showcases that were not satisfactorily answered during the meeting; therefore the Committee decided to table this issue. Suzanne Wright and Missy Parker will follow-up with the College of Arts and Sciences and will report back at the next regularly scheduled meeting of the Committee.

An error was noticed in the number of hours listed in the agenda for NURS 305, and that has been corrected within these minutes.

An edit was suggested and approved by the Committee to the Curricular Submission Guidelines, and that edit has been incorporated into the version of the Guidelines within these minutes and the version that has been posted online.

Please note that only those items from the agenda that were approved have been attached to these minutes, because this document will become part of the agenda for the Undergraduate Council’s meeting on September 8, 2015, and non-approved items do not need to be considered by the UGC. The items that were tabled have been moved to the agenda for the next Curriculum Committee meeting.

Adjournment: Gary Ramsey adjourned the meeting at 4:30 p.m.

Next meeting: The next meeting of the Curriculum Committee will be at 3:45 pm on Tuesday, October 6, 2015, in the fourth floor conference room of Andy Holt Tower.

Minutes submitted by: Molly Sullivan

Consent Agenda Items
August 25, 2015

COLLEGE OF ARTS AND SCIENCES

DROP MILESTONE

PRE-PROFESSIONAL PROGRAMS

Pre-Professional Programs Major – Pre-Pharmacy Concentration

<table>
<thead>
<tr>
<th>Term 5</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities (List A)*</td>
<td>3</td>
</tr>
<tr>
<td>BCM 401</td>
<td>4</td>
</tr>
<tr>
<td>Communicating through Writing Elective*</td>
<td>3</td>
</tr>
<tr>
<td>EEB 240</td>
<td>4</td>
</tr>
<tr>
<td>Upper-Level Distribution (U.S. Studies)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 350 with a grade of C or better</td>
<td></td>
</tr>
<tr>
<td>PHYS 221* with a grade of C or better</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: This physics course is not a valid milestone for this degree. Impact on Other Units: None. Financial Impact: None.

COLLEGE OF COMMUNICATION AND INFORMATION

ADD OR DROP NAMES AND UPDATE TITLES
SCHOOL OF ADVERTISING AND PUBLIC RELATIONS

John W. Haas, Interim Director
Maureen Taylor, Director

Professors
Haley, E., PhD – Georgia
Hovland, R., PhD – Illinois
Hoy, M., PhD – Oklahoma State
Kent, M., PhD – Purdue
McMillan, S. (Vice Provost), PhD – Oregon
Taylor, M., PhD – Purdue
Taylor, R.E., PhD – Illinois
White, C.L., PhD – Georgia

Associate Professors
Avery, E.J., PhD – Georgia
Blakeman, R., MA – Southern Methodist
Childers, C.C., PhD – Alabama
Fall, L.T., PhD – Michigan State
Palenchar, M., PhD – Florida
White, C.L., PhD – Georgia

Assistant Professors
Cho, Moonhee – Florida
Levenshus, A.B., PhD – Maryland
Park, J.S., PhD – Florida

SCHOOL OF COMMUNICATION STUDIES

Virginia W. Kupritz, Acting Director
John Haas, Director

Professors
Kupritz, V.W., PhD – Virginia Tech
Rentsch, J.R. (Associate Dean for Academic Programs), PhD – Maryland

Associate Professors
Haas, J.W., PhD – Kentucky
Kotowski, M.R., PhD – Michigan State
Levine, K.J., PhD – Michigan State
Miller, L., PhD – Illinois
Violanti, M.T., PhD – Kansas
Wright, C., PhD – Northwestern

Assistant Professors
Miller, L., PhD – Illinois
Pettigrew, J., PhD – Penn State
Paskewitz, E., PhD – North Dakota State

SCHOOL OF INFORMATION SCIENCES

Edwin M. Cortez, Director
Dania Bilal, Interim Director

Professors
Allard, S.L. (Associate Dean for Research), PhD – Kentucky
Bilal, D., PhD – Florida State
Cortez, E.M., PhD – Southern California
Tenopir, C., PhD – Illinois
Wang, P., PhD – Maryland

Associate Professors
Allard, S.L. (Associate Director), PhD – Kentucky
Fleming-May, R., PhD – Alabama
Mehra, B., PhD – Illinois
Singh, V., PhD – Illinois

Assistant Professors
Bishop, W., PhD – Florida State
Douglass, K., PhD – Tennessee
Fleming-May, R., PhD – Alabama
Hank, C., PhD – North Carolina
Potnis, D., PhD – SUNY
Singh, V., PhD – Illinois
Welch, C., PhD – Illinois
Zhu, X., PhD – Wisconsin

Clinical Associate Professor
Welch, C., PhD – Illinois

SCHOOL OF JOURNALISM AND ELECTRONIC MEDIA
Peter Gross, Director

Professors
Ashdown, P.G. (Professor Emeritus), PhD – Bowling Green
Bates, B.J., PhD – Michigan
Caudill, C.E., PhD – North Carolina
Gross, P., PhD – Iowa
Harmon, M., PhD – Ohio
Heller, R.B., MA – Syracuse
Kaye, B., PhD – Florida State
Littmann, M. (Chair of Excellence), PhD – Northwestern
Luther, C. (Associate Dean), PhD – Minnesota
Swan, N.R., PhD – Missouri
Teeter, Jr., D.L., PhD – Wisconsin
Wirth, M.O. (Dean), PhD – Michigan State

Associate Professor
Legg, J.R., PhD – Ohio
Whiteside, E., PhD – Penn State

Assistant Professors
Geidner, N.W., PhD – Ohio State
Hendrickson, E., PhD – Missouri
Martinez, M.T., PhD – Missouri
Roessner, A., PhD – Georgia
Whiteside, E., PhD – Penn State

Instructor
Hufford, B.L., MEd – Bowling Green

Rationale: Update to reflect faculty/staff changes. Impact on Other Units: None. Financial Impact: None.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

REVISE TEXT

THEORY AND PRACTICE IN TEACHER EDUCATION

Bachelor of Science in Audiology and Speech Pathology - Audiology and Speech Pathology Major
Professional Support Electives: Arts and Sciences elective from Global Challenges U.S. Studies (see advisor for selection); Arts and Sciences elective from one of Connections packages Foreign Studies (see advisor for selection); ASL 211*, ASL 212*; ASTR (any lecture course from the department); CFS 211, CFS 213, CFS 385; COUN 212, COUN 220; ECON 201*; EDDE 416, EDDE 419; EEB 240; GEOG (any course from the department); LING 372; NUTR 100*; PHIL 345*; PSYC 295, PSYC 300, PSYC 301, PSYC 400, PSYC 410, PSYC 435; PUBH 201.

Rationale: To update requirements based on the changes to Arts and Sciences’ college-specific requirements. Impact on Other Units: None. Financial Impact: None.

COLLEGE OF ENGINEERING

ADD OR DROP NAMES AND UPDATE TITLES

CIVIL AND ENVIRONMENTAL ENGINEERING

Dayakar Penumadu, Head
Chris D. Cox, Undergraduate Liaison and Associate Head

Rationale: Update to reflect faculty/staff changes. Impact on Other Units: None. Financial Impact: None.

REVISE REQUIREMENTS

CIVIL ENGINEERING MAJOR, BS IN CIVIL ENGINEERING

<table>
<thead>
<tr>
<th>Term 7</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 440 or CE 447-CE 442</td>
<td>3</td>
<td>No milestones</td>
</tr>
<tr>
<td>CE Concentration Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CE Concentration Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Social Sciences Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

1 Select two of the following concentration sequences: construction sequence (CE 441 or CE 448, and CE 432 or CE 463 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: Correct for changes in added/dropped courses. Impact on Other Units: None. Financial Impact: None.

ADD OR DROP NAMES

MATERIALS SCIENCE AND ENGINEERING

Veerle Keppens Kurt Sickafus, Head

Rationale: Update to reflect faculty/staff changes. Impact on Other Units: None. Financial Impact: None.

COLLEGE OF NURSING

(NURS) NURSING (720)

REVISE TITLE

NURS 305 – Professional Practice and Role Development (4)
Formerly: Transitions to Professional Nursing

Rationale: Update title to conform to accrediting organization’s guidelines. Impact on Other Units: None. Financial Impact: None.

DROP
NURS 310 - Essentials of Nursing Practice

Rationale: Course is no longer required. Impact on Other Units: None. Financial Impact: None.

REVIEW REGISTRATION RESTRICTION

NURS 454 - Professional Leadership Issues (2)
Registration Restriction(s): Bachelor of Science in Nursing - nursing major (RN track) or Bachelor of Science in Nursing - nursing major (accelerated track).

NURS 471 - Nursing Research
3 Credit Hours Provides the student with the concepts, knowledge and skills necessary to search, analyze, critique, and synthesize nursing research for application to evidence-based nursing practice.
Registration Restriction(s): Bachelor of Science in Nursing - nursing major or Bachelor of Science in Nursing (RN track) or Bachelor of Science in Nursing (accelerated track); minimum student level – senior.

Rationale: Change registration restrictions to reflect the difference between the traditional nursing track and the RN-to-BSN track. Impact on Other Units: None. Financial Impact: None.

HASLAM SCHOLARS PROGRAM

DO NOT DROP

HSP 258 – Foundations of Modernity (3)
This interdisciplinary seminar examines the significant ideas that have shaped western civilization from their ancient roots through their medieval development into modernity.
Satisfies General Education Requirement: (AH)
Grading Restriction: Letter grade only.
Comment(s): Required of and limited to first-year Haslam Scholars.

HSP 268 - Perspectives on Globalization (3)
This interdisciplinary seminar examines the significance of the globalization of ideas and economies.
Satisfies General Education Requirement: (SS)
Grading Restriction: Letter grade only.
Comment(s): Required of and limited to second-year Haslam Scholars.

Rationale: These courses were approved to be dropped, but will be needed by students currently in the HSP and should be kept temporarily in order to teach out students on the prior HSP program. Impact on Other Units: None. Financial Impact: None.

MISCELLANEOUS ADMINISTRATIVE EDITS

REVISE TEXT

ABOUT THE UNIVERSITY

STUDENT AFFAIRS AND ACADEMIC SERVICES
The Office of Multicultural Student Life
Revise Text (second paragraph)
The Office of Multicultural Student Life is housed in the Frieson Black Cultural Center and is located at 1800 Melrose Avenue. It is a testament to the university's commitment to the entire student population and is a unique landmark structure. The university community is encouraged to visit the facility and take advantage of the opportunities. The Office of Multicultural Student Life, and the Frieson Black Cultural Center, is truly a place for all students.

Rationale: To reflect name change. Impact on Other Units: None. Financial Impact: None.

ADMISSION TO THE UNIVERSITY

Freshman Admission
3 units of natural science. Students must complete biology, chemistry or physics, and a third lab science
Rationale: To correct the high school science requirement. Impact on Other Units: None. Financial Impact: None.
Curricular Submission
Guidelines for the Undergraduate Council
2015-2016
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Dear Faculty,

Managing the curriculum is one of the most important roles of faculty members at a university. With their broad base of knowledge and deep understanding of disciplines, faculty members are responsible for defining learning outcomes for students. As a result, the curriculum must balance the need for currency with the need for grounded contemplation.

In the 2014-2015 academic year, we piloted two innovations to the way we manage curricular revisions, and both reflect the importance of thoughtful consideration to this process. First, we developed a mechanism for identifying items for a “consent agenda.” Minor changes were then placed on this agenda, which was reviewed by all curriculum committee members to make sure there were no items of concern. Such items were moved to the main agenda. This mechanism allowed the curriculum committee to focus on more substantive changes by shortening the time spent on low-impact curricular changes.

Second, for all changes that are not on the consent agenda, the following additions to the curriculum submission was required:

- The unit will list program learning outcomes.
- The unit will indicate which of those outcomes, if any, are supported by the requested change.
- The unit will provide a brief (one-sentence) summary of how assessment activities supported the need for this change.

The implementation of these processes was effective in streamlining the curriculum review and enhancing our focus on learning outcomes and assessments. Thank you for all you do to support student learning at the University of Tennessee.

With best regards,

Susan D. Martin, Provost & Senior Vice Chancellor
II. General Guidelines
A. The dean or designee of each college should email course and program changes in a Microsoft® Word file to the Curriculum Coordinator/Catalog Editor (Molly Sullivan, msulli27@utk.edu, 865-974-1466). For specific deadlines, see the Undergraduate Curricular Approval Calendar.
B. All consent agenda items for the college should be included in Part I of the document and arranged alphabetically by department and numerically by course number. All main agenda items should be included in Part II, also arranged alphabetically by department and numerically by course number. (See Sections III Consent Agenda Guidelines and IV Main Agenda Guidelines.)
C. An effective date for the proposed changes should be included at the beginning of the document.
D. When creating catalog text, follow the established conventions found in the UT Editorial Guide (available at: http://communications.utk.edu/resources/editorial.php).

III. Consent Agenda Guidelines
Consent Agenda Items are minor (low-impact) changes that include, but are not limited, to
A. Changing the text of course descriptions without significant changes to the course
B. Changing the repeatability of a course
C. Changing a prerequisite or corequisite that only impacts one college
D. Changing a credit-level restriction
E. Changing a registration restriction that only impacts one college
F. Changing a cross-listing that involves only one college
G. Changing a course title without significant changes to the description
H. Changing a grading restriction
I. Changes to the comment field (e.g., “Recommended Background: Introductory animal or human physiology course” to “Recommended Background: Introductory animal and human physiology course.”)
J. Dropping a non-high-impact course

Please note that this list is not exhaustive. Please note also that any item listed above may be placed on the Main Agenda if the item impacts any item that must be on the Main Agenda (e.g., a course that is being dropped may be placed onto the Main Agenda along with the course that is being added to replace the dropped course).
See also Sections VI Course Proposals and XI Sample Proposals for additional information.

IV. Main Agenda Guidelines
Main Agenda Items are high-impact changes that include, but are not limited, to
A. Adding a course
B. Dropping a high-impact course
C. Changing program requirements
D. Changing an academic discipline/subject
E. Adding a new program
F. Closing/dropping a major or certificate program (required SACS and THEC notification)
G. Closing/dropping a minor
H. Adding or dropping courses at the 400-level that are listed in both the graduate and undergraduate catalogs.
I. Changes to a cross-listed course that involves two or more colleges

Please note that this list is not exhaustive.
See also Sections VI Course Proposals, VII High Impact Changes, VIII Program Proposals, IX Academic Unit Proposals, and XI Sample Proposals for additional information.

V. Supporting Information
PROPOSALS MUST ADDRESS THE FOLLOWING QUESTIONS.
A. Rationale
Why is the curricular revision needed? If supporting information is the same for a group of changes, the rationale can be stated at the end of the group.
B. Impact on Other Units
   a. Does the proposed change drop or alter courses required by other programs?
   b. Does the proposed change require courses offered by other programs?
   c. Is the course a general education, tracking, or high demand course? If yes, see Section VII. High Impact Changes.
   d. Is the course a prerequisite or corequisite for other courses?
   e. Is the course cross-listed in other units?
C. Financial Impact
   Does the course require additional resources or workload for faculty? If yes, provide source(s) of funding.
D. Additional Documentation
   a. Does the change require academic officer or higher approval (see Required Approvals for Curricular Changes chart)?
b. For substantive changes, provide a list of the student learning outcomes (SLOs) for the course and/or program and evidence from programmatic assessment that supports the change. The unit will indicate which of these outcomes, if any, are supported by the requested change.

VI. Course Proposals

A. Curricular Approval Process

Consult the Required Approvals for Curricular Changes chart to determine the level of approval(s) required. Documentation of academic officer approval (email, memo, etc.), if required, must accompany the proposal. (See Section X Required Approvals for Curricular Changes.)

B. Arrangement of Information

Course information should be ordered as follows:

- Course Number
- Course Title
- Course Credit Hours
- Course Description
- Writing-Emphasis (used by Arts and Sciences)
- Cross-listing
- General Education Designation (undergraduate courses only)
- Contact Hour Distribution (required if more than one instructional mode, i.e., lecture and lab)
- Grading Restriction(s)
- Repeatability
- Credit Restriction
- (RE) Registration Enforced Prerequisite(s)
- (DE) Department Enforced Prerequisite(s)
- (RE) Registration Enforced Corequisite(s)
- (DE) Department Enforced Corequisite(s)
- Recommended Background
- Comment(s)
- Credit Level Restriction (for 500-level courses which do not permit undergraduate credit)
- Registration Restriction(s)
- Registration Permission

C. Banner Enforcement

a. Pay close attention to course proposal presentation: certain fields are automatically enforced in the Banner system while others are not.

b. The following fields ARE enforced in Banner.
   i. Cross-listing
   ii. General Education (via Banner DARS)
   iii. Grading Restriction
   iv. Repeatability
   v. Credit Restriction (via Banner DARS)
   vi. (RE) Registration Enforced Prerequisite
   vii. (RE) Registration Enforced Corequisite
   viii. Credit Level Restriction
   ix. Registration Restriction
   x. Registration Permission (maintained at the CRN level and may vary)

   c. The following fields ARE NOT enforced in Banner:
      i. (DE) Department Enforced Prerequisite
      ii. (DE) Department Enforced Corequisite
      iii. Recommended Background
      iv. Comment(s)

D. Academic Discipline/Subject Changes

a. If the name of an academic discipline is being changed, all courses in the former academic discipline must be dropped and added under the new academic discipline.

b. An equivalency table is required, listing current courses and the proposed equivalent replacements. (See example below).

c. If the academic discipline includes secondary cross-listed courses, new course numbers for the secondary cross-lists are required.

d. Prior to submitting the proposal, contact the Catalog Editor to request a new academic discipline code (Molly Sullivan, msulli27@utk.edu, 865-974-1466).

   Equivalency Table

<table>
<thead>
<tr>
<th>Current Courses</th>
<th>Equivalent Courses Effective Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Economics (AGEC)</td>
<td>Agricultural and Resource Economics (AREC)</td>
</tr>
<tr>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>201</td>
<td>201</td>
</tr>
</tbody>
</table>

E. Course Adds
a. Course Numbers
   i. If proposing a new course, contact the Curriculum Coordinator/Catalog Editor for course numbers available for use.
   ii. Course numbers (of recently dropped courses) may not be reused for six years.
   iii. Course numbers 491, 492, and 493 are reserved for Foreign Study, Off-Campus Study, and Independent Study respectively.
   iv. Course numbers ending in 7 and 8 are reserved for honors courses.
   v. Course number 129 is reserved for use by the Vice Provost for Academic Affairs.

b. Course Attributes
   See the remainder of this section for other required course elements.

F. Course Title Changes
   a. The short course title must be limited to 30 characters including spaces.
   b. The long course title must be limited to 100 characters including spaces.
   c. Requests for variable title (Special Topics, Selected Readings, etc.) must be approved by the Curriculum Committee and the Council.

G. Credit Hour Changes
   a. If course credit hours change, the program outlines/showcases must be revised to accommodate the increase/decrease in hours.
   b. Credit hour changes should comply with the university’s credit hour definition:
      The unit of credit is the semester credit hour. One semester credit hour represents an amount of instruction that reasonably approximates both 50 minutes per week of classroom-based direct instruction and a minimum of two hours per week of student work outside the classroom over a fall or spring semester. Normally, each semester credit hour represents an amount of instruction that is equivalent to 700 minutes of classroom-based direct instruction. The amount of time that is required to earn one semester credit hour in a laboratory, fieldwork, studio, or seminar-based course varies with the nature of the subject and the aims of the course; typically, a minimum of two or three hours of work in a laboratory, field, studio, or seminar-based setting is considered the equivalent of 50 minutes of classroom-based direct instruction. Semester credit hours earned in courses such as internships, research, theses, dissertation, etc. are based on outcome expectations established by the academic program.

H. Description Changes
   A course description should be provided for every course, no matter how brief.

I. Cross-List Changes
   a. Any changes to cross-listed courses must come from the primary department and should be designated with a ✫ (cross) symbol.
   b. The supporting information must identify the secondary course and provide evidence that the collaborating department has been notified of the change.

J. H. General Education Changes
   a. General education courses should be designated with a ⭐ (star) symbol.
   b. Proposals must be sent to the Curriculum Committee (if the course is brand new) as well as the General Education Committee (proposals can be processed concurrently).
   c. See Section VII High Impact Changes for additional requirements.

K. Contact Hour Distribution Changes
   d. If a course utilizes more than one schedule type/instructional mode (lecture and lab, studio and discussion, etc.), the distribution of hours must be included, such as "3 hours lecture and 1 hour lab."
   e. In the Banner system, the credit hours for a course must be distributed among the "lecture," "lab," and "other" options; so this information must be accurate.

L. Grading Restriction Changes
   If a course does not include the standard grading options (A-F, S/NC, and audit), the restricted grading option(s) must be noted (Satisfactory/No Credit grading only, Letter grade only, etc.)

M. Repeatability Changes
   Repeat limits must be included for all variable credit courses, either by the number of times the course may be repeated or by the maximum number of hours earned.

N. Credit Restriction Changes
   If a course includes restrictions on how the credit may be applied, the restriction must be indicated (e.g., “May not be applied toward the microbiology concentration,” “Students may not receive credit for both 410 and 510,” etc.).

O. Prerequisite and/or Corequisite Changes
   a. Course prerequisites and corequisites that are enforced by the registration system (Banner) should be labeled (RE) for “registration enforced.”
   b. Course prerequisites and corequisites that are enforced by the department (not Banner) should be labeled (DE) for “department enforced.” Whether or not to enforce (DE) prerequisites or corequisites is solely at the discretion of the department.
   c. If a prerequisite or corequisite includes a cross-listed course, list the primary version of the course.
   d. The Banner system has a limited ability to enforce GPA restrictions at this time. Please contact the Catalog Editor for information, if needed.

P. Recommended Background Changes
   Recommended background is just that - a recommendation - and is not enforced in Banner.

Q. Comment Changes
The comment field is used for additional information that does not fit into one of the other categories. Comments are not enforced in Banner.

R. Credit Level Restriction Changes
Credit level restrictions are used to limit the type of credit awarded (e.g. some 500-level courses are for graduate level credit only).

S. Registration Restriction Changes
Registration may be restricted to a particular major, student level (UG, GR, etc.), classification (freshman, sophomore, etc.), degree, concentration, minor, college, or a specific qualification (teacher licensure, honors program, etc.). Registration restrictions are enforced in Banner.

T. Registration Permission Changes
a. If the course requires consent of the instructor, department, etc., that must be indicated.
   b. Permissions are enforced in Banner at the CRN level. This provides flexibility for courses such as Special Topics where some instructors may want a permission on their particular topic/CRN while others may prefer open enrollment.

U. Course Changes with Fees
Any changes to courses with fees should be designated with a $ (dollar sign) symbol.

V. Course Drops
   a. If the course being dropped is a prerequisite and/or corequisite, provide a list of those courses to insure they are updated.
   b. If the course being dropped is a general education or other high demand course, see Section VII High Impact Changes.
   c. If the course being dropped is cross-listed in other units, provide a list of the cross-list(s) to insure they are updated.
   d. If the course being dropped is required by other programs, provide a list of those programs to insure they are updated.

W. Schedule Type/Instructional Method Changes
   a. The default schedule type/instructional method is lecture and conventional classroom/lab.
   b. The schedule type/instructional method must be specified if it is different than the default.
   c. Each schedule type is linked to an instructional method as outlined below.

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Instructional Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
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<td>STD</td>
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<td>STR</td>
<td>STR</td>
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<tr>
<td>TE</td>
<td>TE</td>
</tr>
</tbody>
</table>
VII. High Impact Changes

A. Adds
   a. Adding a general education or other high demand course carries with it significant responsibility. As enrollment grows, so might departments’ dependence on the course to be available for their students at the appropriate times (particularly in structured programs like nursing). Some courses might even serve accreditation requirements. Therefore, if a course with interdisciplinary applications is proposed and approved, the department must be prepared to meet campus demand. Further, the department must communicate early and often whenever modifications to the course are being considered.
   b. Proposals to add a new general education course must be submitted to both the Curriculum Committee (if the course is brand new) and the General Education Committee. General education courses should be designated with a ☻ (star) symbol. Course proposal forms and category criteria are available at:

B. Drops
   a. To drop a general education course, a tracking course, or a similar high demand course, a proposal must be submitted to the Curriculum Coordinator/Catalog Editor no later than October 1st. The proposal must include a timeline for notifying affected departments and a phase out schedule that reasonably accommodates student demand.
   b. The Curriculum Committee and the General Education Committee (when applicable) may require a one-year phase out period to allow adequate time for curricular adjustments.

C. Revisions
   a. Enrollment-related revisions to a general education course, a tracking course, or a similar high demand course must be submitted to the Curriculum Coordinator/Catalog Editor no later than October 1st. Enrollment-related revisions include:
      i. Adding a registration restriction that significantly reduces the number of eligible enrollees (e.g. advertising majors only, admission to teacher education, etc.)
      ii. Adding a registration permission that blocks all potential enrollees (e.g. consent of instructor, consent of program director, etc.)
      iii. Adding a prerequisite/corequisite not required by other programs
      iv. Increasing or decreasing credit hours
   b. The Curriculum Committee and the General Education Committee (when applicable) may postpone implementation of requested revisions to allow adequate time for curricular adjustments.
   c. Minor revisions to general education courses (title change, description change, etc.) must be reviewed by the general education committee to reaffirm eligibility.

VIII. Program Proposals

A. Curricular Approval Process
   a. Consult the Required Approvals for Curricular Changes chart to determine the level of approval(s) required.
      Documentation of academic officer approval (email, memo, etc.), if required, must accompany the proposal.
   b. THEC Policy A1.1
      i. “New academic programs requiring Commission approval are those that differ from currently approved programs in level of degree or major offered, as reflected in the institution’s catalog and the Commission’s academic inventory, subject to specified provisions.”
      ii. “Renaming an existing program without an essential change in the originally approved curriculum does not require Commission approval.”
      iii. “A reconfiguration of existing programs without an essential change in the originally approved curriculum and without a net gain in the number of programs (e.g., a consolidation of two programs into one) does not require Commission approval.”
      iv. “Additions, deletions, and revisions of sub-majors (options, concentrations emphases, tracks, etc.) without an essential change in the originally approved major curriculum do not require Commission approval.”

B. Adds
   a. New programs should be designated with a ☻ (diamond) symbol.
   b. See http://www.tennessee.edu/system/academicaffairs/resources/index.html for information on new program proposals.
   c. If a program is changing its name, the proposal should reflect the old program being dropped and the newly named program being added.

C. Drops
   a. Program drops should be designated with a ☻ (diamond) symbol.
   b. See http://www.tennessee.edu/system/academicaffairs/resources/index.html for academic program discontinuance procedures.

D. Revisions
a. Course additions, drops, and credit hour changes must be reflected in the showcase.
b. The program’s total hours must be displayed correctly with a minimum of 120 hours for a bachelor’s degree.
c. Each program must clearly indicate that all general education requirements are met. Use an asterisk (*) to identify these courses.
d. If the revision is limited to one or two changes, only the affected semester(s) should be included. If the changes are more extensive, the entire showcase should be included.
e. Consult the Undergraduate Catalog for showcase examples.

IX. Academic Unit Proposals
A. Departmental Changes
a. Departmental name changes must be approved by the chancellor.
b. Documentation of approval (email, memo, etc.) must accompany the proposal.
B. Academic Unit (Divisions, Colleges, Schools) Changes
a. Academic unit changes must be approved by THEC.
b. Documentation of approval (or at the very least, communication with the Vice President for Academic Affairs and Student Success) must accompany the proposal.
c. “In accordance with Chapter 179 of the Legislative Act creating the Higher Education Commission in 1967, the Commission has the statutory responsibility to review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools) and new instructional locations for public institutions of higher education in the State of Tennessee.”

X. Required Approvals for Curricular Changes

<table>
<thead>
<tr>
<th>Action</th>
<th>New Code Required¹</th>
<th>Additional Approval Required</th>
<th>Deadline</th>
<th>SACS Action²</th>
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<tr>
<td>Changes to Academic Units</td>
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<tr>
<td>Add academic unit (division, college or school)</td>
<td>YES</td>
<td>YES (VPS², THEC, BOARD)</td>
<td>Dec. 1</td>
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<td>Rename/consolidate academic units (divisions, colleges, or schools)</td>
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<td>YES (VPS, THEC, BOARD)</td>
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<td>Drop academic unit (division, college or school)</td>
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<td>Changes to Departments</td>
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<tr>
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<td>YES (CHANC³)</td>
<td>Dec. 1</td>
<td>----</td>
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<tr>
<td>Rename/consolidate departments</td>
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<td>YES (CHANC)</td>
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<tr>
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<td>Dec. 1</td>
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<tr>
<td>Revise minor requirements</td>
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<td></td>
<td>Dec. 1</td>
<td>----</td>
</tr>
<tr>
<td>Rename/consolidate minors</td>
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<td></td>
<td>Dec. 1</td>
<td>----</td>
</tr>
<tr>
<td>Changes to Courses</td>
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<td></td>
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<td></td>
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<td>New academic discipline/subject</td>
<td>YES</td>
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<td>Dec. 1</td>
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<tr>
<td>Rename/consolidate academic disciplines/subjects</td>
<td>YES</td>
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<td>Dec. 1</td>
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</tr>
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</table>
XI. Sample Proposals

COLLEGE OF ARTS AND SCIENCES
All changes effective Fall 20xx

I. CONSENT AGENDA

SCHOOL OF ART
(ARTH) Art History

DROP

ARTH 297 Special Topics in Art History (3)

REVISE TITLE

ARTH 413 American Art from Colonial Settlement through the Civil War (3)
Formerly: Early American Art

REVISE DESCRIPTION

ARTH 442 Art of Northern Europe (3) Painting north of the Alps, primarily in Flanders and Germany from the 14th to the 16th century, with special attention to the van Eycks, van der Weyden, Bosch, Durer, and Grunewald.
Formerly: Concentrated study of van Eyck, van der Weyden, Durer, and early printmakers.

REVISE REPEATABILITY

ARTH 470 Studies in British History (3)
Repeatability: May be repeated. Maximum 6 hours.
Formerly: Maximum 9 hours.

II. MAIN AGENDA

SCHOOL OF ART

Program Learning Outcomes for the BA in Art History:
1. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
2. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
3. Students will demonstrate an understanding of xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

Program Learning Outcomes for the BA in Art:
1. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
2. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
3. Students will demonstrate an understanding of xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

(Note: List Program Learning Objectives for all programs in the department that are impacted by these course or program changes. For instance, see the notes under ARTH 455, below.)

(ARTH) Art History

ADD AND REQUEST APPROVAL FOR VARIABLE TITLE

ARTH 455 Topics in Renaissance and Baroque Art (3) Selected topics in Renaissance and Baroque art and architecture treated in depth.
Repeatability: May be repeated. Maximum 6 hours.
(RE) Prerequisite(s): 454.
This supports Program Learning Outcome x for the BA in Art History and serves as an elective that supports Program Learning Outcome x for the BA in Art.
Support from assessment activities: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

ADD PRIMARY COURSE AND CROSS LIST

ARTH 465 Art of India (3) Traditional art of India from the Indus valley civilization to the Muslim conquest. Major monuments of architecture, sculpture, and painting are investigated in the context of political and religious developments in the Indian subcontinent, including influences of the Indic religions of Buddhism, Hinduism, and Jainism. (Same as Religious Studies 465.)
(RE) Prerequisite(s): 183 or 187.
This supports Program Learning Outcomes x and y for the BA in Art History.
Support from assessment activities: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

ADD

ARTH 482 Art History Methodology (3) Art historical methodologies as they developed from the Renaissance to the present and as they are currently employed in the diverse fields and periods of art history. Students will work with the entire art history faculty in the presentation of different methodologies.
(RE) Prerequisite(s): 172 and 173.
This supports Program Learning Outcome x for the BA in Art History.
Support from assessment activities: Assessment conducted in AY 2014-2015 indicated that students continuing into graduate programs would be stronger if they had greater familiarity with different methodologies.

SCHOOL OF MUSIC

Program Learning Outcomes for the BM in Music, Piano Concentration:
1. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
2. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
3. Students will demonstrate an understanding of xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

REVISE MUSIC PROGRESSION REQUIREMENTS FOR THE MUSIC MAJOR (BM) – PIANO CONCENTRATION

All new music students (freshman and transfers) must perform an audition in applied music and take a music theory examination. No student officially progresses to major in music until the audition has been passed and the theory placement examination has been taken. The results of the audition and theory exam will determine the student’s placement in applied music and theory. Both the audition and theory exam should be completed during a visit to the University prior to final arrival to begin classes. Applicants are urged to contact the School of Music to schedule appointments for satisfying both requirements as early as possible, but certainly no later than the summer orientation period.

REVISE MUSIC MAJOR (BM) – PIANO CONCENTRATION
<table>
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<tr>
<th>Freshman</th>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>English 101*, 102*</td>
<td>6</td>
</tr>
<tr>
<td>Music Theory 110, 120</td>
<td>6</td>
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<tr>
<td>Music Theory 130, 140</td>
<td>2</td>
</tr>
<tr>
<td>Musicology 110*</td>
<td>3</td>
</tr>
<tr>
<td>Music Performance 180 (3,3)</td>
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<tr>
<td>Music Ensemble (1,1)</td>
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<td>Music General 200 (0,0)</td>
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<tr>
<td>Cultures and Civilizations*</td>
<td>6</td>
</tr>
</tbody>
</table>


This supports Program Learning Outcomes 1, 2, and 3 for the BM in Music, Piano Concentration.

Support from assessment activities: Senior exit surveys and interviews with department advisory board members and faculty indicate that some students need additional preparation in order to progress in the major. Assessing current knowledge and abilities of entering students will allow advisors to guide these students into the path best suited to each student.
XII. Sample Assessment Report

Sample Assessment Report for Learning Outcomes for a Program

This report is not normally required to be submitted with proposed curriculum changes, but it provides a source of information for Program Learning Outcomes and the rationale for adding or dropping a course, and provided here for illustrative purposes. This information is available in Compliance Assist.

<table>
<thead>
<tr>
<th>Academic Major:</th>
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<tbody>
<tr>
<td>AY Start:</td>
<td>7/1/2013</td>
</tr>
<tr>
<td>AY End:</td>
<td>6/30/2014</td>
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</tbody>
</table>

Program Learning Outcome Number: 1

Program Learning Outcome (Required): Students will be able to analyze and interpret observational data and report their findings clearly in writing.

Description (Optional):

Term data collected (Required): Fall semester, Spring semester

Course(s) or collection schedule detail (optional):

Direct Assessment Method(s) (Required): Embedded course work; Rubric for a direct measure

Direct Assessment Method(s) Description:

Review by a 3-person faculty committee of final laboratory reports submitted in Rocketry 389 (Propulsion Lab II). Review is conducted using a faculty-designed evaluation rubric with a 5-point rating scale.

Indirect Assessment Method(s):

Indirect Assessment Method(s) Description:

Assessment Results & Analysis (Required): 8 of the 15 reports evaluated received an average rating of 3 (satisfactory) or higher. This is below the departmental goal that 80% of all laboratory reports are rated satisfactory.

Baseline Resources (Optional):

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<tr>
<th>Name</th>
<th>Source</th>
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</table>

No items to display.

Action(s) Taken Category(ies) (Required): Course revision

Action(s) Taken (Required): Written guidelines for laboratory reports added to course materials for both Rocketry 379 (Propulsion Lab I) and Rocketry 389. One class session added to both Rocketry 379 and Rocketry 389 in which students analyze the structure of two journal articles, one well written and one poorly written.

Next Scheduled Assessment Analysis Term (Required): Fall semester, Spring semester

Next Scheduled Assessment Analysis Year (Required): AY 2015-2016

Notes:
XIII. Assessment of Student Learning Outcomes

Procedures for SACSCOC Accreditation

I. COURSE CHANGES
Please note that this would be part of the Main Agenda.

DEPARTMENT OF ROCKETRY

Learning objectives for the B.S. in Rocketry:
1. Students will be able to analyze and interpret observational data and report their findings clearly in writing.
2. Students will be able to use mathematical and computational tools to solve problems in orbital dynamics.
3. Students will be able to design propulsion systems.
4. Students will demonstrate an understanding of the three main subfields of rocketry (aeronautics, orbital dynamics, propulsion systems).

Learning objectives for the Ph.D. in Rocketry:
4. Students will be able to construct and test research hypotheses in the field of rocketry.
5. Students will be able to communicate their research findings clearly.
6. Students will demonstrate an understanding of specialized subject matter in at least one subfield of rocketry.

(ORBD) Orbital Dynamics

REVISE TITLE

110 Brahe, Kepler, and Newton: Founders of Modern Orbital Dynamics (3) Survey of the historical roots of the field of orbital dynamics.

Formerly: Origins of Modern Orbital Dynamics (3) Survey of the historical roots of the field of orbital dynamics.
Rationale: New title emphasizes the historical focus of the course.
Support from assessment activities: Minor change; none needed.

REVISE DESCRIPTION

220 Satellite Placement (3) Mathematical description of the motions of satellites and techniques for placing satellites in desired locations. Newton’s and Kepler’s laws; Lagrange points; gravitational assists; geosynchronous and geostationary orbits.

Formerly: Satellite Placement (3) Mathematical description of the motions of satellites and techniques for placing satellites in desired locations.
Rationale: New description lists the major topics covered in the course.
This course supports learning objectives 2 and 4 for the B.S. in Rocketry.
Support from assessment activities: Assessment conducted in AY 2013-14 indicated that students lacked familiarity with Lagrange points, and the course has been revised to emphasize this important topic in orbital dynamics.

REVISE PREREQUISITE

550 Proposal Writing (2) Development of a research proposal for thesis or dissertation work. (RE) Prerequisite(s): 510, 520, or 530.

Formerly: Proposal Writing (2) Development of a research proposal for thesis or dissertation work.
Rationale: The change will require students to take a core course in one of the three main subfields of rocketry before beginning to write their graduate research proposals. This will ensure that students have mastered a sufficiently large body of specialized subject matter on which to base their proposals.
This course supports learning objectives 1, 2, and 3 for the Ph.D. in Rocketry.
Support from assessment activities: Assessment conducted in AY 2013-14 indicated that student proposals would be stronger if students had greater familiarity with the recent research literature in a subfield of rocketry.

(ROCK) Rocketry

REVISE DESCRIPTION

140 Propellants (4) Survey of common rocket propellants and propellant blends and their physical and chemical properties. Formulation of propellant blends; specific impulse; propellant thermochemistry. Students carry out a case study of the development of the propellant formulations used in the Space Transportation System.

Formerly: Propellants (4) Survey of common rocket propellants and propellant blends.
Rationale: New description lists the major topics covered in the course and emphasizes the physics- and chemistry-related course content. A case study module has been added to the course.
This course supports learning objectives 3 and 4 for the B.S. in Rocketry and learning objectives associated with the General Education Natural Sciences (with laboratory) requirement.
Support from assessment activities: Following assessment conducted in AY 2013-14, faculty members developed a set of case studies to support the Natural Sciences learning objective that students demonstrate “the ability to analyze issues with scientific dimensions.”

ADD

479 Advanced Propulsion Laboratory (2) Design and testing of propulsion systems for interstellar travel, including light sails, plasma thrusters, and fission-fragment rocket engines. (RE) Prerequisite(s): 389.

Rationale: None of the Rocketry department’s current laboratory courses focus specifically on the technical challenges of interstellar travel. Long-duration interstellar missions are receiving increasing emphasis in the profession of rocketry. Our students will therefore benefit from a course that provides initial exposure to propulsion systems designed for interstellar missions.
This course supports learning objectives 3 and 4 for the B.S. in Rocketry.
Support from assessment activities: Senior exit surveys, alumni surveys, and interviews with department advisory board members, all conducted in AY 2013-14, indicate the need for the course.
XIV. Curricular Change Process Outline

Faculty member(s) propose new courses, course revisions, general education courses, new programs, program changes

- Departments - review and forward approved proposals to college

- Colleges - review and forward approved proposals to appropriate office or committee

- Office of the University Registrar - Curriculum Coordinator/Catalog Editor (CC/CE) reviews curricular proposals with colleges (December)

- CC/CE edits and formats material to create UG Curriculum Committee agenda

- UG Curriculum Committee - reviews and forwards approved proposals for UG Council review (Jan)

- General Education Committee - reviews and forwards approved proposals for UG Council review

- UG Academic Policy Committee - reviews and forwards approved proposals for UG Council review

- CC/CE compiles committee reports and additional business to create UG Council agenda

- UG Council agenda posted online at least one week prior to meeting

- Undergraduate Council - reviews and approves proposals and committee reports (late Jan/early Feb)

- CC/CE drafts Council minutes for review and approval by Council chairs

- Council minutes posted online at least two weeks prior to FS meeting

- Faculty Senate - reviews and approves UG Council minutes (March)

- Course change? NO

- Minor program or unit change? NO

- VP/THEC/Board - review and grant final approval for substantive program and academic unit changes

- YES

- Office of the University Registrar - CC/CE enters changes in Banner and in online catalog system (March)

- CC/CE submits catalog proofs to colleges (March)

- Colleges - note minor edits and sign off on proofs

- CC/CE completes final edits

Undergraduate Catalog published online at (http://catalog.utk.edu/ April)
XV. Curricular Calendar

2015-2016
UNDERGRADUATE CURRICULAR APPROVAL CALENDAR

Deadlines

- **October 1**: Deadline to submit high impact changes. (See Section VII High Impact Changes.)
- **December 1**: Deadline to submit all changes for the 2016-2017 undergraduate catalog.

Undergraduate Curriculum Committee Meetings

<table>
<thead>
<tr>
<th>Curriculum Due</th>
<th>Curriculum Committee Meeting</th>
<th>Time - Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 11, 2015</td>
<td>Tuesday, August 25, 2015</td>
<td>3:45 pm – Arena Dining, Room A</td>
</tr>
<tr>
<td>Tuesday, September 22, 2015</td>
<td>Tuesday, October 6, 2015</td>
<td>3:45 pm – 4th floor conf room, AHT</td>
</tr>
<tr>
<td>Tuesday, December 1, 2015 (last opportunity to submit changes for 2016-2017 UG Catalog)</td>
<td>Tuesday, January 12, 2016</td>
<td>2:00 pm – Arena Dining, Room A</td>
</tr>
<tr>
<td>Tuesday, March 8, 2016</td>
<td>Tuesday, March 22, 2016</td>
<td>3:45 pm – 4th floor conf room, AHT</td>
</tr>
</tbody>
</table>

Undergraduate Council Meetings

| Tuesday, September 8, 2015         | 3:40 pm – Black Cultural Center, Multipurpose Room* |
| Tuesday, October 20, 2015          | 3:40 pm – Black Cultural Center, Multipurpose Room* |
| Tuesday, January 26, 2016          | 3:40 pm – Black Cultural Center, Multipurpose Room* |
| Tuesday, February 23, 2016         | 3:40 pm – Black Cultural Center, Multipurpose Room* |
| Tuesday, April 12, 2016            | 3:40 pm – Black Cultural Center, Multipurpose Room* |

*Request form submitted. Waiting for response.

Faculty Senate Meeting Dates

| Monday, September 21, 2015         | - approval of September 8, 2015 UG Council Minutes |
| Monday, October 19, 2015           | - approval of October 20, 2015 UG Council Minutes |
| Monday, November 16, 2015          | - approval of October 20, 2015 UG Council Minutes |
| Monday, February 1, 2016           | - approval of January 26, 2016 UG Council Minutes |
| Monday, March 7, 2016              | - approval of February 23, 2016 UG Council Minutes |
| Monday, April 4, 2016              | - approval of April 12, 2016 UG Council Minutes |
| Monday, May 2, 2016                | - approval of April 12, 2016 UG Council Minutes |