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Undergraduate Council Meeting Minutes

Office of the Provost

9-13-2016

Undergraduate Council Minutes of Meeting September 13, 2016

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**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
September 13, 2016**

Elected Members present: Katherine Ambroziak, Chair, Rachel Chen, Richard Bennett, John Bell, Marleen Davis, Jochen Denzler, Joshua Emery, Nadia Fomin, Beth Foster, Paul Frymier, Frank Guess, Yingkui Li, Laurie Meschke, Robert Mindrup, Heidi Stolz, Richard Strange, Shelia Swift, Belle Upadhyaya, and Aleydis Van de Moortel

Ex-Officio Members present: Chuck Collins, Ruth Darling, George Drinnon, Jeff Fairbrother, Rebekah Page (proxy for Timothy Hulse), Lane Morris, Barbara Murphy, Bonnie Ownley, Masood Parang, Brent Lamons (proxy for John Stier), Jamia Stokes, Teresa Walker, and Katherine Ambroziak (proxy for Jason Young),

Student Members present: McKinsey Patterson

Others present: Monique Anderson, Mary Beth Burlison, Alison Connor, Erin Hardin, R. J. Hinde, Chris Lavan, 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 13, 2016. The meeting was called to order at 3:42 pm by Katherine Ambroziak, Chair, who then welcomed everyone, gave a brief overview of the general duties of the UGC and its subcommittees, and spoke briefly about the role the Office of the University Registrar plays in supporting the business of the UGC. After introductions of those present, R. J. Hinde and Bonnie Ownley each briefly addressed their respective roles and the importance of the work of the UGC.

Minutes of the previous meeting: The minutes of the April 12, 2016 meeting were approved without correction or opposition.

Experience Learning

Chris Lavan, Experience Learning Director, presented an update regarding the implementation of the Experience Learning R and S designated courses, which begins its pilot phase this fall. Lavan noted that the deadline for submitting requests for EL designated courses would be October 31 for this year and would be October 15 in subsequent years to allow time to evaluate proposals and still meet Curriculum Committee deadlines. Several questions were raised and clarifying responses given. No action was required on this item.

General Education Taskforce Update

Erin Hardin presented an update from the General Education Taskforce, giving a general outline of the changes that are being discussed regarding the future of general education requirements at UT. The proposal is expected to be in final form in time to be presented for approval in spring 2017. Several questions were asked and answered. No action was required on this item.

Committee Reports (See attached reports)

- Paul Frymier shared the Academic Policy Committee's report. The proposal in this report was approved without opposition.
- Jamia Stokes presented the Advising Committee's report. The report was informational only and did not require action.
- Heidi Stolz presented the Curriculum Committee's report. All items were approved by the UGC without opposition.
- Barbara Murphy presented the General Education Committee's report, which included three courses to be approved as satisfying the university's general education requirements. The UGC voted to approve this proposal.

Other and/or Items from the Floor (none)

Adjournment: Katherine Ambroziak adjourned the meeting at 5:00 pm.

Next meeting: Tuesday, October 18, 2016, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

Minutes submitted by: Molly Sullivan

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| ACADEMIC POLICY COMMITTEE |
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The University of Tennessee, Knoxville
Academic Policy Committee
Minutes of the Meeting
August 31, 2016

Call to order: A regularly scheduled meeting of the Academic Policy Committee was held in the Payroll Conference Room, P115, of Andy Holt Tower on August 31, 2016. The meeting was called to order by Katherine Ambroziak, Chair of Undergraduate Council.

Members present: Roxanne Hovland, Chair, Kenneth Baker, Paul Frymier, Yingkui Li, John Scheb, Jamia Stokes, and Ryne Tipton

Others present: Katherine Ambroziak, Mary Beth Burlison, Rachel Chen, Alison Connor, Jennifer Hardy, and Barbara Murphy

Approval of minutes: The minutes of the March 2, 2016 meeting were approved without changes or opposition.

Election of Chair: A description of duties of the chair was presented by Roxanne Hovland. After discussion, Roxanne Hovland will continue as chair for Fall 2016. Attendance at the additional meetings required of the chair will be split among the Committee membership as follows:

| | |
|---------------------------------|---|
| Advising Committee Meetings: | September 6, 2016 – Paul Frymier November 15, 2016 – Kenneth Baker January 24, 2017 – John Scheb April 4, 2017 – John Scheb |
| Undergraduate Council Meetings: | September 13, 2016 – Paul Frymier October 18, 2016 – Paul Frymier January 31, 2017 – TBD February 28, 2017 – TBD April 11, 2017 – TBD |

Proposals:

- Updated text for the catalog (informational only):** Updated text in the areas of Credit by Exam, IB Exams, Cambridge International Exams, Military Credit, and Dual Enrollment was presented. (See supporting documents, attached.) After discussion, the Committee approved the text with three minor changes.
- Expectations for Phasing out a General Education Course:** A proposal to define the procedure for phasing out general education courses was presented. (See proposal, attached.) After discussion, the committee approved the proposal.

Items from the floor: (none)

Adjournment: Roxanne Hovland adjourned the meeting at 2:05 p.m.

Minutes submitted by: Jennifer Hardy

UPDATED TEXT FOR THE CATALOG (INFORMATIONAL ONLY)

**ABOUT THE UNIVERSITY
STUDENT AFFAIRS AND ACADEMIC SERVICES
Veteran's Educational Benefits**

REVISE TEXT

(Informational only)

~~Military service members and family members that qualify to use education benefits may apply for benefits by contacting Veteran Student Services in 209 Student Services Building. Veterans, reservists, and widows or children of certain deceased or disabled veterans who have been admitted to a degree program may apply for benefits by contacting Veteran Student Services in room 209, Student Services Building.~~

~~Basic military placement credit may be given to eligible students on the basis of previous honorable active duty service. For more information, please provide a copy of your DD214 to the Office of the University Registrar in 209 Student Services Building, Monday through Friday, or visit the website <http://registrar.tennessee.edu/transfer/mil-policy.shtml>. Basic military placement credit may be given on the basis of previous honorable active duty to students who are eligible for the Montgomery G.I. Bill Education Benefits. For more information, please contact the Veteran Student Services Administration Assistant in 209 Student Services Building Monday through Friday or visit our website for more information.~~

Rationale: The 109th General Assembly passed Public Chapter 219 in 2015 which, among other things, directed THEC to convene TBR and UT to identify and develop uniform methods to assess and maximize academic credit to veterans and military service members for their military training and experience. TBR and UT are directed to revise policies accordingly by September 1, 2016; therefore we are updating our "About the University" and "Academic Policies and Procedures" pages of the undergraduate catalog to comply with this directive. Impact on other units: None. Financial impact: None.

ACADEMIC POLICIES AND PROCEDURES**REVISE TEXT**

(Informational only)

ACADEMIC POLICIES AND PROCEDURES**Grade Appeal Procedure****The Appeals Procedure****Undergraduate Council Level**

The student may forward to the **Associate Vice Assistant** Provost for Student Success and the Chair of the Undergraduate Council a statement requesting a review of the student's complaint concerning his or her grade. The appeal must be written and must be based upon one or more of the four allowable grounds, explaining in detail why the appeal is based upon these grounds. No appeals will be accepted via fax or e-mail. The appeal must be sent via mail or hand delivered and include a signature. Appeals can be mailed to the **Associate Vice Assistant** Provost for Student Success, 821 Volunteer Blvd, Greve Hall-Room **324 248**, University of Tennessee, Knoxville, TN 37996-**3393**.

The **Associate Vice Assistant** Provost for Student Success, after consulting with the student and the college office to determine that the appeal does in fact fall under the jurisdiction of the Undergraduate Council and has been brought forward in the proper form, will, first, forward the appeal to the Appeals Committee of the Undergraduate Council for review and, second, notify the dean, the department head, the course instructor, and the student that the Appeals Committee has the case under review. Upon receipt of the appeal, the chairperson of the Appeals Committee will call a special meeting of the committee for purposes of hearing the appeal. The chair will invite the student, the instructor, and the department head to appear in person if they choose or to supply a written statement (in the student's case this statement will already have been provided). The committee will maintain minutes of the hearing. After hearing the appeal, the Appeals Committee will vote as to whether the grade should be overturned. A majority vote will constitute the decision of the committee. A tie vote will be decided by the chair. The decision of the Appeals Committee will be relayed by the chair of the committee in writing to the principals.

Rationale: Updated text to reflect change in title and mailing address. Impact on other units: None. Financial impact: None.

ACADEMIC POLICIES AND PROCEDURES**Opportunities for High-Achieving Students****REVISE TEXT**

(Informational only)

CREDIT BY EXAMINATION OPPORTUNITIES FOR HIGH-ACHIEVING STUDENTS

Students admitted to the University of Tennessee, Knoxville, may receive credit on the basis of performance on one or more of the following examinations. Several academic departments at UT grant academic credit for satisfactory test scores. Each participating department decides the **acceptable score for credit**.

College credit is granted and recorded on the student's transcript for satisfactory test scores. Credit is granted as S (Satisfactory) grading and does not affect the **student's grade point average**.

Advanced Placement (AP) Examinations

Students **Freshmen** admitted to the University of Tennessee, Knoxville, may receive credit on the basis of performance on one or more of the Advanced Placement (AP) Examinations offered each May by the College Entrance Examination Board (CEEB) in **19 48** subject areas. **These The** tests are usually taken by **high-school** students during their junior or senior year **of high school**.

Disciplines at UT which grant advanced placement credit for satisfactory test scores include biology, chemistry, **Chinese**, computer science, economics, English, French, geography, geology, German, history, Latin, mathematics, music, physics, political science, psychology, Spanish, and statistics. Each participating department decides the acceptable score for credit. Information may be obtained from <http://admissions.utk.edu/undergraduate/apply/apcredit.shtml> or from Arts and Sciences Advising Services.

International Baccalaureate (IB) Examinations

The International Baccalaureate Diploma Program of the International Baccalaureate Organization (IBO) is a rigorous pre-university course of studies that leads to examinations for highly motivated secondary school students.

Students who have participated in the International Baccalaureate Program through their high schools may receive credit based on satisfactory test scores as established by UT Knoxville's participating departments. Each participating department decides the acceptable score for credit. Information may be obtained from <http://admissions.utk.edu/undergraduate/apply/apcredit.shtml> or from Arts and Sciences Advising Services.

Cambridge International A-Level and AS-Level Examinations

Students admitted to the University of Tennessee, Knoxville, may receive credit on the basis of performance on one or more of these examinations. Several disciplines at UT grant academic credit for satisfactory test scores. Each participating department

decides the acceptable score for credit. More information may be obtained from <http://admissions.utk.edu/undergraduate/apply/apcredit.shtml> or from Arts and Sciences Advising Services.

Proficiency and Other Examinations

With departmental approval, **nationally recognized** examinations, such as the **examinations of the** College Level Examinations Program (CLEP) of the College Entrance Examination Board **and Tennessee's Statewide Dual Credit Challenge Exams** may be used to earn credit.

Students who want to use proficiency or other examinations to earn credit for work or material mastered through non-credit courses or experiences should contact the dean of the college that offers the course for which credit is sought.

MILITARY CREDIT

Based on the number of months of active duty military service, students may receive three to twelve hours of academic credit from the departments of Physical Education and Military Science and Leadership. Students should submit a copy of their DD214 to the Office of the University Registrar so that the number of months for active duty may be determined. Upon review, students may receive hours of credit for MLSL 101 (2), 102 (2), 202 (3), and PYED LD (5). Credit is not awarded if the student already has transfer credit for MLSL 101, 102, or 202 or through UT registration.

In addition to the credit described above, academic credit can be awarded for credit earned at military service schools. To receive course credits, students should provide to the Office of the University Registrar an official transcript from the Community College of the Air Force or their Joint Services Transcript (JST). Credit is awarded following the American Council on Education (ACE) recommendations guidelines for military course completions. UT awards LD (lower division)/UD (upper division) credit for courses in the lower/upper level category. LD/UD credits are normally acceptable as general elective course credit; however, students should contact their college's advising center or major adviser to determine if the LD/UD credit will satisfy specific degree requirements. UT does not award credit for the vocational/graduate level category.

Students who want to use proficiency or other examinations to earn credit for work or material mastered through non-credit courses or experiences should contact the dean of the college that offers the course for which credit is sought.

For questions concerning your credit evaluation, please contact the Office of the University Registrar at 865-946-3864 or utktransfereval@utk.edu. Additional information is available at <http://registrar.tennessee.edu/transfer/mil-policy.shtml>.

DUAL ENROLLMENT

Dual enrollment courses enable students to take college-level courses and earn college credit prior to high school graduation. Students who took courses through dual enrollment at UT will have credit recorded on their UT academic transcript. Admitted students seeking credit from transfer institutions for courses taken through dual enrollment need to have an official college transcript sent to the Office of Undergraduate Admissions. For questions about the evaluation of transfer credits, contact the transfer evaluators in the Office of the University Registrar.

OPPORTUNITIES FOR HIGH-ACHIEVING STUDENTS

Honors Programs at the University of Tennessee

Several honors options are available. The Chancellor's Honors Program is available to entering first-year students, current first- and second-year students, and qualified transfer students. For a description of this program please see Chancellor's Honors.

Most colleges have college-wide honors programs.

- College of Agricultural Sciences and Natural Resources - see CASNR Honors Research and Creative Achievements Program
- College of Arts and Sciences - see College Scholars Program
- Haslam College of Business - see Global Leadership Scholars Program
- College of Education, Health, and Human Sciences - see Service Learning Honors Program
- College of Engineering - see Engineering Honors Program
- College of Nursing - see Nursing Honors Program
- College of Social Work - see Social Work Honors Program

Many academic departments have honors programs. All of these programs require that at least 12 hours of honors courses be used in satisfaction of degree requirements though some departments may require more. A cumulative GPA of at least 3.25 and a senior research project or thesis are required for award of the honors degree. For specific requirements see individual program degree requirements.

Courses designated as honors courses are available to all students with requisite ACT/SAT scores and previous acceptable academic performance. Please see specific course descriptions for registration requirements.

Chancellor's Honors students, College Scholars, and students participating in a departmental or college-level honors program at UT are eligible to complete upper-division courses as Honors-by-Contract, which is a customized approach requiring completion of a written contract delineating additional effort. See <http://honors.utk.edu/> for details on the contract.

Dean's List

A public announcement is made of students passing a semester's work summa cum laude (3.8 through 4.0), magna cum laude (3.65 through 3.79), and cum laude (3.5 through 3.64). To be eligible, students must complete at least 12 hours, not counting work taken on a Satisfactory/No Credit basis.

Seniors Eligible for Graduate Credit

Subject to approval by the Dean of the Graduate School, a senior at the University of Tennessee, Knoxville, who needs fewer than 30 semester hours to complete requirements for a bachelor's degree and has at least a B average (3.0) may enroll in graduate courses for graduate credit, provided the combined total of undergraduate and graduate coursework does not exceed 15 credit hours per semester.

- Only students working toward a first bachelor's degree are eligible.
- Students who have met all requirements for graduation are not eligible.
- Approval must be obtained each semester at the Graduate School. Complete the "Senior Requesting Graduate Credit" form, obtain the instructor signature, and submit completed form to 111 Student Services Building. Form available online at <http://gradschool.utk.edu>
- A maximum of 9 hours of graduate credit at the 400- and 500-level can be obtained in this status.
- Some departments do not permit seniors to register for graduate courses without prior permission.
- Courses taken for graduate credit may not be used for both the baccalaureate and a graduate degree program except in the case of approved dual bachelor's/master's programs.

Rationale: The 109th General Assembly passed Public Chapter 219 in 2015 which, among other things, directed THEC to convene TBR and UT to identify and develop uniform methods to assess and maximize academic credit to veterans and military service members for their military training and experience. TBR and UT are directed to revise policies accordingly by September 1, 2016; therefore we are updating our "About the University" and "Academic Policies and Procedures" pages of the undergraduate catalog to comply with this directive. In addition, we are updating headings and text for clarity and/or to reflect changes in existing credit by exam and to add a statement on Dual Enrollment. Impact on other units: None. Financial impact: None.

EXPECTATIONS FOR PHASING OUT A GENERAL EDUCATION COURSE- PROPOSAL

A course that is on the General Education list has the following expectations:

Any course that is to fulfill a General Education requirement must be proposed to and approved by the General Education Committee and approved by the Undergraduate Council and Faculty Senate.

Courses on the General Education list in one year will be carried over to the next year's catalog.

Once a course is approved for a General Education requirement, it must continue to be taught following the approved General Education characteristics anytime it is offered.

If a department wishes to drop the General Education designation for a course:

- The Coordinator of Curriculum and Catalog must be informed of the intent to drop the General Education designation by October 1.
- There will be a 6-year phase out period for all courses dropped from the General Education list.
- If still offered during the 6-year phase out period, a course must be taught following the approved General Education characteristics.
- The department may choose not to offer a course if it does not wish to continue teaching it as a General Education course during the 6 year phase out period.
- The General Education designation for a dropped course will be date-ranged in the Undergraduate Catalog (both on the General Education list and in the course description), on the list maintained on the web, and on students' DARS reports.

Courses dropped from the Undergraduate Catalog will be dropped from the General Education list.

Archived courses (i.e., not listed in the UG Catalog but not dropped) will be temporarily dropped from the General Education list but will be added back when the course is taught again. Once reinstated, the course must be taught following the originally approved General Education characteristics.

If a course is dropped from the UG Catalog but is reinstated with a new number through an equivalency table, it would need to be resubmitted to the General Education Committee for approval in order to retain the General Education designation.

If a department wants to change the General Education category(ies) for a course, the old course number must be dropped and a new course must be proposed to the UG Council and to the General Education Committee.

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| ADVISING COMMITTEE |
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**The University of Tennessee, Knoxville
Advising Committee
Minutes of the Meeting
September 6, 2016**

1. Welcome and call to order
2. Approval of Minutes – April 2016 minutes were approved with no changes
3. Jenny Richter, Associate Vice Chancellor and Director, Office of Equity and Diversity – presentation on new UT policy on Sexual Misconduct – Richter introduced Erin Stoner, Senior Deputy title IX Coordinator (estoner@utk.edu) and distributed brochure “Sexual Harassment is Illegal” to the attendees and brought our attention to the last section on mandatory reporters and requirements of mandatory reporters. OED is happy to come to any department to offer a full presentation that includes case studies. Contact OED to schedule one. If a student discloses to you a report of sexual misconduct, relationship violence, stalking, etc. – in addition to reporting, provide the student with assistance/support including the “You Are Not Alone” support guide found at <http://sexualassault.utk.edu/> (link at the bottom under documents.) Do not investigate or promise confidentiality.
4. Annazette Houston, Director and David Ndiaye, Assistant Director, Office of Disability Services – provided a handout of their brochure “Instructor Information Guide.” When working with students, if the student discloses a disability, you are encouraged to refer them to ODS. Students who have documented disabilities have access to priority registration in order to have their class schedule accommodate their needs. Encourage students to request accommodations in advance. Presentation attached.
5. Standing Reports
 - a. Academic Advising Leadership Group – Ruth Darling reported on the three main areas of focus this fall. 1 – Advising 2020 is the new advising model developed during spring and summer this year. Details will be provided after sharing with the Deans. 2 – advising for transfer students during Orientation. Over the past year, there have been a number of reports including AALG recommendations, Transfer Task Force recommendations, and the program review for the office of New Student and Family Programs. Emily Parker and Lindi Smedberg will be working with AALG beginning this month to ensure an appropriate and meaningful transfer orientation experience. 3 – CIVITAS rollout begins this week with initial meetings between CIVITAS representatives and UTK stakeholders. CIVITAS will be utilized to aggregate all of the student data from the past 10 years from the various systems UTK uses into one data set. CIVITAS will then conduct a predictive analysis of *our* students to assist us with retention and graduation. We are hoping to add another application that will enable advisors to see a dashboard of their advisee that will bring together all of the pieces of data from the various systems.
 - b. TennACADA – Gary Peterman announced the fall events for TennACADA – complete descriptions in the newsletter. If you are not on the mailing list and would like to join, please email Gary at petermg@utk.edu.
 - c. Enrollment Management (Admission, Registrar, OneStop, Financial Aid) – Norma Harrington announced the fall numbers which look good – 4800+ incoming freshmen, 22000+ undergraduate enrollment. Admissions has begun accepting applications for 2017, but will not begin admitting anyone until they have re-programmed AdmissionPros with the new SAT scoring matrix conversion with ACT. Darren Curry announced that OneStop has begun phase 1 of outreach efforts to students eligible to enroll for spring, but who have holds. Phase 2 and 3 will begin later in September. Jennifer Hardy distributed spring registration dates information. There was discussion about information on financial planning for students (including financial aid). See handout.
 - d. Multi-Cultural Student Life – Ronni Williams announced that tutoring has begun at various locations. Students can look in GradesFirst to see what is offered. MSL is still looking for tutors – contact Ronni at ronni@utk.edu to refer students.
 - e. Student Success Center – Jessica Osborne provided a handout on SSC offerings this fall (attached). Doug Renalds announced the loss of Anton Reece as he becomes the President of Western Kentucky Technical Community College. Doug will represent the SSC on various campus committees and initiatives in the interim. Math Camp did well this summer as did UTL SI and SOAR programs. Doug introduced Talisha Adams, new Assistant Director for tutoring/SI and UT LEAD. Talisha Adams announced that SI and tutoring has begun. SSC is also still looking for tutors – contact Talisha at tlawso11@utk.edu to refer students. Doug also introduced new SSC coach Jenny Ludwig who will be working with students on probation. Jenny previously served as GTA in Arts & Sciences Advising Services office.
 - f. First-Year Studies – Jason Mastrogiovanni announced the largest Volunteer Bridge cohort yet – 176 students, some of whom began in summer. Coaches will meet with the students five times during the semester and will have times available at both PSCC Division Street and here in Greve Hall. FYS 100 has 4039 enrolled and FYS is working with the Registrar to ensure all students are registered appropriately. Enrollment for FYS 101 (1383) and FYS 129 (699) are the highest yet. Total enrollment in FY courses, including BA 100 and AGN 100 exceed 2300. FYS 101 also has two special sections for transfer students and veterans with about 23 enrolled total. Meagan West asked if information provided during summer orientation on FYS 101 and whether the titles on the special sections encoded in Banner were useful. All agreed and Meagan will continue for the future.
 - g. Student Life – Cynthia Polk-Johnson – no report
6. Old Business - none
7. New Business - none

Upcoming Meetings:

Advising Committee (3:30 FBCC 102-104)

November 15, 2016

January 24, 2017

April 4, 2017

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| CURRICULUM COMMITTEE |
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The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Meeting
 August 30, 2016

Call to Order: A regular meeting of the Curriculum Committee was held in the Fourth Floor Conference Room of Andy Hold Tower, on August 30, 2016. The meeting was called to order at 3:45 pm by Heidi Stolz, Chair.

Members present: Heidi Stolz, Chair, Courtney Wright, R. Jordan Brown, Jeff Elliott, Nanna Brande-Lavridsen (proxy for Richard Strange), Joshua Emery, Belle Upadhyaya, Sam Swan (proxy for Joan Rentsch), Marleen Davis, Shelia Swift, Jeff Fairbrother, Betsy Gullett (proxy for George Drinnon and for Mary Holcomb)

Others present: Katherine Ambroziak, Chris Lavan, Mary Beth Burlison, Jennifer Hardy, Alison Connor, and Rachel Chen

Approval of Minutes: The minutes of March 22, 2016, and April 7, 2016, were approved without corrections.

Curricular proposals:

- Two Consent Agenda items were moved to the Main Agenda. The remaining Consent Agenda items approved without opposition.
- Main Agenda items were approved without opposition.

Other business: Chris Lavan presented an update on the process for submitting an Experience Learning course for R or S designation.

Adjournment: Heidi Stolz adjourned the meeting.

Next meeting: The next meeting of the Curriculum Committee will be held on Tuesday, October 4, 2016, in the Fourth Floor Conference Room of Andy Holt Tower beginning at 3:45 p.m.

- * General education course
- † Cross-listed course
- \$ Course with fees
- ◆ Add or drop of major, concentration, minor

New text within existing text is designated by **red text highlighted with gray**.

Obsolete text within existing text is designated by **red-strikethrough-text**.

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| CONSENT AGENDA |
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COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES
 All changes effective fall 2016

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

CORRECT OVERSIGHT

Requirements for the Bachelor of Science in Agricultural and Resource Economics – Food and Agricultural Business Major

| Term 4 | | |
|---|-----|--|
| AGNR 291, AGNR 292 | 2 1 | AREC 201* or ECON 211* or ECON 213* ECON-204* or ECON-207* |
| AREC 212 | 3 | |
| FDST 100 or FDST 150* | 3 | |
| ³ Physical Sciences Electives* | 4 | |
| STAT 201* or STAT 207* | 3 | |

Rationale: Correcting an oversight: The economics requirement was changed in term 3, but we failed to update the milestone. This corrects the oversight. Impact on other units: None. Financial impact: None.

PLANT SCIENCES
 (PLSC) Plant Sciences

CORRECT OVERSIGHT

Requirements for the Bachelor of Science in Plant Sciences – Plant Sciences Major – Bioenergy Concentration

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| Term 5 |
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|---|---|---|
| AREC 212 | 3 | Any CASNR course with grade of C or better |
| BCMB 321 or FORS 414 | 3 | Any two Arts and Humanities*, Cultures and Civilizations*, Quantitative Reasoning*, or Social Sciences* Electives |
| ³ Cultures and Civilizations Elective* | 3 | |
| PLSC 453 | 3 | |
| ⁵ Directed Elective Technical Elective | 3 | |

Rationale: Correcting an oversight: "Technical Elective" was changed to "Directed Elective" in terms 3, 6, and 8; but we had failed to change it in term 5. This corrects that omission. Impact on other units: None. Financial impact: None.

COLLEGE OF ARCHITECTURE AND DESIGN
All changes effective fall 2016

(none)

COLLEGE OF ARTS AND SCIENCES
All changes effective fall 2016

ENGLISH
(ENGL) English

CORRECT OVERSIGHT

ENGL 290 Intermediate Writing and Research

Grading Restriction: A, B, C, No Credit grading only.

Formerly: No grading restriction

Rationale: The grading restriction was included in the submission to the General Education Committee but was inadvertently omitted from the submission to the Curriculum Committee. This corrects that oversight. Impact on other units: None. Financial impact: None.

INTERDISCIPLINARY STUDIES
(AFST) Africana Studies

CORRECT TYPOGRAPHICAL ERROR

HIUS 346 African-American Religious History (3)

Formerly: HIUS 370 African-American Religious History (3)

Rationale: When the History department changed their subject codes, they believed they would have to change the course numbers of all secondary cross-listed courses; therefore, AFST 346 was to be replaced with AFST 370 and HIST 346 was to be replaced with HIUS 370. Because we no longer have to change the course numbers of cross-listed courses, AFST 346 was retained and HIST 346 was replaced by HIUS 346. There was a typo on the previous submission to the Curriculum Committee and the Undergraduate Council, showing that HIST 346 was replaced with HIUS 370 rather than HIUS 346. This is to correct that typo. Impact on other units: None. Financial impact: None.

MODERN FOREIGN LANGUAGES AND LITERATURES
(MFL) Modern Foreign Languages and Literatures

CORRECT OVERSIGHT

Change all Arabic courses from the Department of Interdisciplinary Programs (INPG) to Modern Foreign Languages and Literature (MFL).

Rationale: When MFL added new courses in Arabic for fall 2015, they intended to also move all Arabic courses from INPG to MFL but inadvertently omitted that from their request. The new courses were added as MFL, and this correction updates all Arabic courses to MFL beginning in fall 2016. Impact on other units: None. Financial impact: None.

MODERN FOREIGN LANGUAGES AND LITERATURES MAJOR, BA – LANGUAGE AND WORLD BUSINESS
(All concentrations, major pages)

C. International Agricultural Economics – 24 hours

- ACCT 200 - Foundations of Accounting
- AREC 342 - Farm Business Management
- AREC 350 - The Food and Agricultural Marketing System
- AREC 420 - International Agricultural Trade and Marketing
- MGT 201 - Introduction to Business Management

and ~~9~~ 3 additional hours from:

- FINC 300 - Fundamentals of Finance
- MARK 300 - Marketing and Supply Chain Management
- MGT 300 - Organizational Management
- MGT 472 - Managing People in the Global Environment

Rationale: CASNR dropped two of the courses that had been listed in the top group of courses, so the number of hours to be chosen from the second group needed to be increased until such time as the MFL department can reassess their program. Impact on other units: None. Financial impact: None.

CORRECT OVERSIGHT

Modern Foreign Languages and Literatures Major, BA – Russian Studies Concentration

Major Requirements

Select 15 hours:

- ~~RUSS 451~~ Senior Seminar

Rationale: The department removed RUSS 452 from the "Major Requirements/Select 3 hours" section, leaving RUSS 451 as the only choice for satisfying those three hours; therefore, RUSS 451 needed to be removed from the "Select 15 hours" section, because this course cannot be used to satisfy requirements in both categories. Impact on other units: None. Financial impact: None.

HASLAM COLLEGE OF BUSINESS All changes effective fall 2016

ECONOMICS

(ECON) Economics

REVISE CREDIT BY EXAMINATION

(Informational only)

Advanced Placement:

From: Economics – Micro and Macro; 3, 4, or 5 = Economics 201
To: Economics – Micro; 3, 4, or 5 = Economics 211
Economics – Macro; 3, 4, or 5 = Economics 213

*If student scores at least a 3 on both Economics – Micro and Macro, may receive credit for 201 instead of 211/213 if major requires it.

College Level Examination Program (CLEP):

From: Introductory Macroeconomics & Introductory Microeconomics; 48, 47 = Economics 201
To: Introductory Macroeconomics; 48 = Economics 213
Introductory Microeconomics; 47 = Economics 211

Cambridge International AS and A Level:

From: Economics (A Level); C or better = Economics 201 (4) and Economics UD (3)
To: Economics (A Level); C or better = Economics 211 (3), 213 (3), and UD (3)

From: Economics (AS Level); C or better = Economics 201 (4)
To: Economics (AS Level); C or better = Economics 211(3) and 213 (3)

Rationale: The creation of new Economics courses in microeconomics and macroeconomics in the 2016-2017 academic year required a review of credit by examination for these courses. Impact on other units: None. Financial impact: None.

CORRECT OVERSIGHT

Requirements for the Bachelor of Science in Business Administration – Economics Major – Collateral Option **Economics Collateral Option**

FINANCE – FINC 425 (ACCT 301 ~~corequisite~~ prerequisite); one of FINC 435 (ACCT 301 prerequisite), FINC 455.

Rationale: This text was not updated when ACCT 301 was changed from a prerequisite to a corequisite for FINC 425. This corrects that oversight. Impact on other units: None. Financial impact: None.

MANAGEMENT

CORRECT OVERSIGHT

Requirements for the Bachelor of Science in Business Administration – Management Major – Dual Concentration with International Business

| Term 3 | | |
|--|---|------------------------|
| ⁵ ACCT 200 or ACCT 207 | 3 | ACCT 200 |
| ³ Arts and Humanities Elective* | 3 | MATH 125* or MATH 141* |
| ECON 213* or ECON 218* | 3 | |
| ENGL 255*, ENGL 257*, or ENGL 295* | 3 | |
| ⁶ Unrestricted Elective | 3 | |
| BUAD 200 | 1 | |

Rationale: ACCT 200 had been removed as a milestone from other programs in this college, but this one had been overlooked.

COLLEGE OF COMMUNICATION AND INFORMATION All changes effective fall 2017

COLLEGE OF COMMUNICATION AND INFORMATION (Main Page)

REVISE TEXT

Progression Requirements

All Journalism and Electronic Media majors must complete the core courses – JREM 175, 200, and 230 and all uTrack milestone requirements for the major before taking 300 or 400 level Journalism and Electronic Media courses. All Communication Studies majors must complete all milestone requirements for the major before taking 300 or 400 level Communication Studies courses.

Transfer students entering the College in Fall 2013 or later are required to meet the progression requirement for their major. Students in the communication studies major must complete at least 30 hours of coursework with a minimum 2.0 UT cumulative GPA and CMST 201 – Introduction to Communication Studies or CMST 207 – Honors: Introduction to Communication Studies with at least a C – no later than the end of their second semester at UT Knoxville. All courses in the core progression

- ~~CMST 312 – Survey of Interpersonal Communication,~~
- ~~CMST 342 – Survey of Organizational Communication,~~
- ~~CMST 352 – Communication Theory,~~
- ~~CMST 356 – Research Methods in Communication Studies, and~~
- ~~CMST 499 – Proseminar in Communication Studies~~

must be taken at UT Knoxville.

Students in the journalism and electronic media major must complete at least 30 hours of coursework (minimum of 12 credit hours at UT Knoxville) with a minimum 2.0 UT cumulative GPA and JREM 175 – Principles and History of Journalism and Media no later than the end of their second semester at UT Knoxville.

Students in the advertising or public relations major must complete a minimum of 15 credit hours at UT Knoxville, with a minimum 2.5 UT cumulative GPA, and have completed

- ~~ENGL 102 – English Composition II,~~
- ~~ADVT 250 – Advertising Principles or PBRL 270 – Public Relations Principles,~~
- ~~CCI 150 – Communication in an Information Age,~~
- ~~ANTH 130 – Cultural Anthropology or ANTH 137 – Honors: Cultural Anthropology,~~
- ~~MATH 125 – Basic Calculus or MATH 141 – Calculus I or MATH 147 – Honors: Calculus I, and~~
- ~~STAT 201 – Introduction to Statistics or STAT 207 – Honors: Introduction to Statistics~~

no later than the end of their third semester at UT Knoxville. All courses in the core Advertising progression

- ~~ADVT 310 – Advertising and Public Relations Design,~~
- ~~ADVT 340 – Advertising and Public Relations Research Methods,~~
- ~~ADVT 350 – Advertising Creative Strategy,~~
- ~~ADVT 360 – Advertising Media Strategy,~~
- ~~ADVT 380 – Advertising Professional Seminar,~~
- ~~ADVT 450 – Advertising Management,~~
- ~~ADVT 470 – Advertising Campaigns, and~~
- ~~ADVT 480 – Advertising Issues~~

must be taken at UT Knoxville.

Transfer students in other UT colleges interested in a major in the College of Communication and Information will be required to meet the progression requirement or milestones for their intended major. Students should contact an advisor in the CCI Center for Undergraduate Studies and Advising regarding their eligibility for the major.

Until a student has met the progression requirement or milestones for their major, they may not enroll in College courses numbered 300 or above.

Internal Transfer and Readmission Requirements

Students in other UT colleges interested in a major in the College of Communication and Information will be required to meet the milestones for their intended major. All students must contact an advisor in the CCI Center for Undergraduate Studies and Advising regarding their eligibility for the major. Until achieving good standing, an academic probationary student will be advised as a prospective student. A CCI advisor will determine the steps necessary to move from prospective to admitted student.

Requirements for Graduation

The Bachelor of Science in Communication is awarded to majors who complete a program of at least 120 hours prescribed under the advertising, journalism and electronic media, or public relations requirements. Journalism and Electronic Media students must complete at least 72 hours in courses other than communication and information, journalism and electronic media, advertising, and/or public relations. Advertising and Public Relations students must complete at least 72 hours in courses other than communication and information, journalism and electronic media, advertising, and/or public relations. At least 77 hours must be taken in courses other than communication and information, journalism and electronic media, advertising, and/or public relations, with no fewer than 65 hours from the College of Arts and Sciences. Students must achieve a cumulative grade point average of at least 2.0 in all College courses used to fulfill graduation requirements.

All courses in the core Advertising progression, ADVT 310 - Advertising and Public Relations Design, ADVT 340 - Advertising and Public Relations Research Methods, ADVT 350 - Advertising Creative Strategy, ADVT 360 - Advertising Media Strategy, ADVT 380 - Advertising Professional Seminar, ADVT 450 - Advertising Management, ADVT 470 - Advertising Campaigns, and ADVT 480 - Advertising Issues, must be taken at UT Knoxville. A grade of C or better must be earned in these courses for the hours to count toward requirements for the major.

All courses in the core Public Relations progression, PBRL 310 - Advertising and Public Relations Design, PBRL 320 - Public Relations Writing, PBRL 340 - Advertising and Public Relations Research Methods, PBRL 370 - Public Relations Cases, PBRL 380 - Public Relations Professional Seminar, PBRL 420 - Advanced Public Relations Writing, and PBRL 470 - Public Relations Campaigns, must be completed with a grade of C or better for the hours to count toward requirements for the major.

The Bachelor of Arts in Communication is awarded to communication studies majors who successfully complete the 120 hours prescribed under the communication studies requirements. Students must earn at least a C- in all communication studies courses completed for the hours to count toward requirements for the major. Students must achieve a cumulative grade point average of at least 2.0 in all College courses used to fulfill graduation requirements. CMST 312 - Survey of Interpersonal Communication, CMST 342 - Survey of Organizational Communication, CMST 352 - Communication Theory, CMST 356 - Research Methods in Communication Studies, and CMST 499 - Proseminar in Communication Studies must be completed at UT Knoxville. For both the BA and BS, at least 18 hours in major courses must be taken at UT Knoxville.

Rationale for Progression Requirements section: The College has streamlined its progression requirements. Support from assessment activities: Minor change; none needed. Impact on Other Units: None. Financial Impact: None.

Rationale for new Internal Transfer and Readmission Requirements section: The College will accept students in good academic standing into its academic majors in order to maintain academic standards. Support from assessment activities: Minor change; none needed. Impact on Other Units: None. Financial Impact: None.

Rationale for Requirements for Graduation section: The number of hours has changed because our accrediting body, ACEJMC, no longer specifies the number of Arts and Sciences hours that a student must have; rather, it states that students must meet the general education requirements of their university and have a minimum of 72 hours of coursework outside of the ACEJMC accredited areas (journalism and mass communication). The present advertising and public relations majors curricula meet UT's general education requirements and exceeds the minimum hour requirement without the need to limit these particular elective hours to Arts & Sciences courses. Therefore, changing the elective designation in the above terms will give more students flexibility in choosing courses appropriate for their individual goals. Further, so many students complete the business minor, this will allow them to complete the minor without additional hours. Other portions of this text were included in the catalog (see above portions) and have been reformatted and moved for clarity. This rationale was supported by the Undergraduate Council (see pages U3471-U3473 of January 26, 2016 minutes), but the above language was omitted from that proposal. Support from assessment activities: Minor change; none needed. Impact on Other Units: None. Financial Impact: None.

SCHOOL OF ADVERTISING AND PUBLIC RELATIONS (ADVT) Advertising

REVISE (RE) PREREQUISITE(S) AND ADD (RE) COREQUISITE(S)

ADVT 340 Advertising and Public Relations Research Methods (3)

(RE) Prerequisite(s): 250 or Public Relations 270

(RE) Corequisite(s): Statistics 201 or 207.

Formerly: (RE) Prerequisite(s): 250 or Public Relations 270 and Statistics 201 or 207

Rationale: STAT 201 was moved to Term 5 as a milestone and is no longer needed as a prerequisite for ADVT 340. Support from assessment activity: The advising office reports STAT 201 is a major deterrent for students coming into the program as it typically adds an additional semester to their programs of study. This rationale was supported by the Undergraduate Council (see pages U3471-U3473 of January 26, 2016 minutes), but the above language was omitted from that proposal. Impact on Other Units: None. Financial Impact: None.

(PBRL) Public Relations

REVISE (RE) PREREQUISITE(S) AND ADD (RE) COREQUISITE(S)

PBRL 340 Advertising and Public Relations Research Methods (3)

(RE) Prerequisite(s): 270 or Advertising 250

(RE) Corequisite(s): Statistics 201 or 207.

Formerly: (RE) Prerequisite(s): 270 or Advertising 250 and Statistics 201 or 207

Rationale: STAT 201 was moved to Term 5 as a milestone and is no longer needed as a prerequisite for ADVT 340. Support from assessment activity: The advising office reports STAT 201 is a major deterrent for students coming into the program as it typically adds an additional semester to their programs of study. This rationale was supported by the Undergraduate Council (see pages U3471-U3473 of January 26, 2016 minutes), but the above language was omitted from that proposal. Impact on Other Units: None. Financial Impact: None.

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Communication – Public Relations Major

(footnote)

⁶ Students must earn a grade of C or better in each of the following courses: PBRL 310, PBRL 320, PBRL 340, PBRL 370, PBRL 380, **PBRL 420**, PBRL 470.

Rationale: The change is made in order to maintain academic standards. Support from assessment activities: Minor change; none needed. Impact on Other Units: None. Financial Impact: None.

SCHOOL OF JOURNALISM AND ELECTRONIC MEDIA

(JREM) Journalism and Electronic Media

REVISE TITLE AND COURSE DESCRIPTION

JREM 200 Multimedia Writing (3) Students will be introduced to basic storytelling structures and approaches across media platforms. The writing intensive course also emphasizes instruction in grammar, structure, AP style, and media practices.

Formerly: JREM 200 Media Writing (3) Students will learn how to work in a professional media environment. They will learn basic forms of writing for all media. Students will also be introduced to basic grammar, style, structure, media practices and technology. Students are introduced to AP Style for print and broadcast.

Rationale: Title and description change more accurately reflects writing for all media. No impact on other units and no financial impact.

JREM 230 Multimedia Reporting (3) Students will cover a variety of news topics and events and will report on these stories across media platforms. The course introduces students to general assignment, enterprise, and beat reporting using principles of journalistic ethics. A combination of photography, video, sound, and graphics will be used for in-depth storytelling.

Formerly: JREM 230 Media Reporting (3) The process of covering a variety of news events and stories. Introduces students to general assignment, enterprise, and beat reporting and ethical journalism practices. Includes Internet-based research tools, interviewing, and other news gathering techniques. Students will need to have a laptop, a digital camera and audio and video recording devices. Students will submit stories in all platforms.

Rationale: Combines reporting and some elements from JREM 250 to provide students with experience in reporting and storytelling across all platforms. No impact on other units or financial impact.

REVISE TITLE, COURSE DESCRIPTION, AND (RE) PREREQUISITE(S)

JREM 320 Media Marketing and Promotions (3) This course provides students with practical skills for media marketing, promotions, and copywriting, and it stresses imagination, creativity, and writing skills. Students start out learning about what attracts consumers to particular media and content. Students learn strategies for reaching target viewers and listeners based on audience ratings and shares, demographics, and affinity to programs.

(RE) Prerequisite(s): 230

Formerly: *JREM 320 Media Promotions (3) Media promotions techniques and campaigns. Strategies for reaching audiences with media promotions. Students develop promotional messages and campaigns.*
 (RE) Prerequisite(s): 175 and 250.

Rationale: New title and description more accurately describes the role of marketing and promotion professionals in media companies today. No impact on other units and no financial impact. Prerequisite change reflects the deletion of 250 from the curriculum.

REVISE (RE) PREREQUISITE(S):

JREM 336 Video Production (3)

(RE) Prerequisite(s): 230

Formerly: (RE) Prerequisite(s): 175 and 250

Rationale: Change reflects the deletion of JREM 250 from curriculum.

DROP

JREM 250 - Multimedia Storytelling (3)

Rationale: To meet AEJMC accreditation policies regarding skills courses and to best utilize our limited resources, JREM 250 will be replaced by 350, which becomes a JREM Elective for students wanting more advanced instruction in digital journalism. No impact on other units and no financial impact.

| Course | Course Impact |
|----------|---|
| JREM 250 | Cinema Studies Minor, Select 3 hours list |

REVISE (RE) PREREQUISITES

REM 360 Radio News Reporting and Producing (3)

(RE) Prerequisite(s): 230

Formerly: (RE) Prerequisite(s): 230 and 250.

DROP

JREM 365 Sports Broadcasting (3)

Rationale: To meet needs of the new SEC Network and Athletics Broadcasting, JREM 365 will be replace by JREM 464, which will be taught in cooperation with the staff of VFL Films and the SEC Network. No impact on other units or financial impact.

REVISE (RE) PREREQUISITES

JREM 380 Media Graphics (3)

(RE) Prerequisite(s): 230

Formerly: (RE) Prerequisite(s): 250.

JREM 411 Television News Reporting (3)

(RE) Prerequisite(s): 230

Formerly: (RE) Prerequisite(s): 230 and 250.

Rationale: Changes reflect the deletion of JREM 250 from curriculum.

REVISE TITLE, COURSE DESCRIPTION, AND (RE) PREREQUISITE(S)

JREM 420 Media Sales (3)

This course takes students through the process of identifying, packaging, and selling media audiences to advertising agencies and direct retail accounts. Students learn how to sell radio, television, print, and digital time and space by creating value for advertisers based on audience research and ad pricing strategies.

(RE) Prerequisite(s): 230

Formerly: *JREM 420 Media Sales (3) Problems and practices of newspaper, radio, television, cable, and Internet advertising sales. Practical experience in radio and television sales. Use of ratings and new technology in sales presentations.*
 (RE) Prerequisite(s): 175.

Rationale: The new course description more accurately describes the process of media sales. The new prerequisite requires all students to complete the core courses before taking upper division courses.

JREM 422 Social Journalism (3) In this course, students are introduced to a variety of social media and the ways in which they may be used by journalists for information gathering, reporting, publicity, and engagement. Topics covered will include curation, verification, ethical considerations, and analytics.

RE: Prerequisite: 350

*Formerly: JREM 422-Web Journalism (3) This course examines the web as a news medium, including current issues, problems and practices of web journalism, blogging, social networking, audience analysis, and web site critiques.
Prerequisite 230 or PR 320*

Rationale: Builds on skills learned in JREM 350 and prepares students to work as digital journalists for news websites.

JREM 430 Advanced Reporting (3) This course will hone students' skills at in-depth, enterprise reporting. Specifically, students will use skills acquired in earlier classes (e.g. news judgment, interviewing, information gathering, and analysis) to produce journalistic works of regional significance. Topics may vary but could include data journalism, investigative journalism or business journalism.

(RE) Prerequisite(s): 230

Registration Restriction: Senior Standing

*Formerly: JREM 430 Public Affairs Reporting (3) Reporting (including database reporting) and writing about courts, government, and public agencies. Event and issue-oriented journalism of politics and public affairs.
Prerequisite (s) 230 or PR 320*

Rationale: The new description provides for greater flexibility in teaching advanced reporting skills. The prerequisite change requires the basic reporting class first. No impact on other units or financial impact.

JREM 446 Documentary Video Production (3) This course introduces students to all phases of video-based documentary journalism: developing a story proposal, preproduction, conducting and shooting interviews, collecting field footage, and editing. During the course, students will work with a team to produce a short documentary.

Prerequisite: 230

*Formerly: JREM 446 Advanced Projects in Visual Communication (3) Students will work individually or in groups on major projects using video, still photography or multimedia.
Prerequisite: 436 or 490*

Rationale: Documentary video production has been taught several times in the past five years and will provide upper division students to apply knowledge gained in video journalism and production courses in longer format projects. The new prerequisite requires students to complete the core before taking upper division courses.

REVISE TITLE, COURSE DESCRIPTION, AND (RE) PREREQUISITE(S)

JREM 480 Media Programming in the Digital Era (3) This course explores television, cable, and digital programs and programming strategies. The emergence of content delivery systems including "Over-The-Top" platforms such as YouTube, Hulu, Netflix, Amazon Prime, Google, Sirius XM, Pandora, Spotify, and others has resulted in many additional outlets for program producers and viewers. The course examines program types, delivery systems, and the program development process. It includes pitching a program and marketing programs.

(RE) Prerequisite(s): 230

*Formerly: JREM 480 - Media Programming and Audience Research (3) In an increasingly competitive, multiplatform, media environment, media outlets of all types need to find ways to attract the audiences they want and need for their continued success. Doing this effectively requires identifying the audience(s) various media want to reach, understanding their preferences and uses of media and content, determining content offerings, and gauging effectiveness.
(RE) Prerequisite(s): 175.*

Rationale: The modification reflects the changes in the way programs are developed by producers and viewed by consumers. The new prerequisite reflects the need for all majors to have completed JREM 230 before taking upper division classes. No impact on other units and no financial impact.

REVISE COURSE DESCRIPTION, CREDIT HOURS, AND REPEATABILITY

JREM 492 Practicum (2) Professional learning experience working part-time in a media-related enterprise. May be on or off campus. Students usually work 16-20 hours per week. Final written report required.

*Formerly: JREM 492: PRACTICUM (1-2) Part-time work and learning experience in a media-related enterprise (10-20 hours per week). Final written report required.
Repeatability: May be repeated. Maximum 2 hours.*

Rationale: Many practicum assignments are now requiring 16-20 hours per week. Two hours of credit more accurately reflects amount of work. No impact on other units and no financial impact.

REVISE TITLE AND COURSE DESCRIPTION

JREM 499 Enterprise and Leadership in Media (3) Exposes students to broad media management and leadership issues, helps students understand the importance of the business side of media. Provides an overview of the future of journalism and media.

Formerly: JREM 499 The Media Business and the Future of Journalism (3) Exposes students to broad media management issues, helps students understand the importance of the business side of journalism in addition to the quality of journalism. Helps students understand how to balance those two concerns. Introduces students to issues of media management relative to jobs and careers in media companies. Provides an overview of the future of journalism and media.

Rationale: Title change to reflect greater emphasis on leadership and management. Sentence on jobs and careers is deleted since a new professional seminar is being added, No impact on other units or financial impact.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES All changes effective fall 2016

DEPARTMENT OF CHILD AND FAMILY STUDIES

CORRECT OVERSIGHT

Child and Family Studies Major, BS in Health and Human Sciences – Community Outreach Track Program Policies and Progression Requirements

The department's major is designed for students whose educational and career goals are focused on studying and working with children and families within educational programs, community services, and other professional settings. The major is designed to accommodate the special interests or strengths of students to allow for flexibility and individualization. Students design a program of study in consultation with their advisor that includes a set of required courses, a complement of courses across five areas of emphasis that support individual interests, and a 12-hour practicum that will complete their program of study. All students graduating with a child and family studies major will have in-depth knowledge about children and families, a broad integrative perspective, and means for application. Students must complete a total of 27 credits from ~~six~~ **five** conceptually organized Areas of Emphasis. An Area of Emphasis course may not be used to fulfill any other elective requirement. This required program of coursework meets the current eligibility requirements for certification as a "Certified Family Life Educator" (CFLE) through the National Council on Family Relations' approved program mechanism. Students interested in applying for provisional certification as a Family Life Educator are encouraged to pursue the steps indicated at ncfr.org.

Rationale: Correct text to reflect the addition of a new Area of Emphasis. Impact on other units: None. Financial impact: None.

COLLEGE OF ENGINEERING All changes effective fall 2016

ELECTRICAL ENGINEERING AND COMPUTER SCIENCE (COSC) Computer Science

REVISE CREDIT BY EXAMINATION

(Informational only)

Advanced Placement:

Computer Science Principles – 5 = Computer Science 100

Rationale: The Department evaluated and approved credit for the new Advanced Placement (AP) Exam in Computer Science Principles.

COLLEGE OF NURSING All changes effective fall 2016

(none)

COLLEGE OF SOCIAL WORK All changes effective fall 2016

(none)

OTHER

ABOUT THE UNIVERSITY STUDENT AFFAIRS AND ACADEMIC SERVICES

Veteran's Educational Benefits**REVISE TEXT**

(Informational only)

~~Military service members and family members that qualify to use education benefits may apply for benefits by contacting Veteran Student Services in 209 Student Services Building. Veterans, reservists, and widows or children of certain deceased or disabled veterans who have been admitted to a degree program may apply for benefits by contacting Veteran Student Services in room 209, Student Services Building.~~

~~Basic military placement credit may be given to eligible students on the basis of previous honorable active duty service. For more information, please provide a copy of your DD214 to the Office of the University Registrar in 209 Student Services Building, Monday through Friday, or visit the website <http://registrar.tennessee.edu/transfer/mil-policy.shtml>. Basic military placement credit may be given on the basis of previous honorable active duty to students who are eligible for the Montgomery G.I. Bill Education Benefits. For more information, please contact the Veteran Student Services Administration Assistant in 209 Student Services Building Monday through Friday or visit our website for more information.~~

Rationale: The 109th General Assembly passed Public Chapter 219 in 2015 which, among other things, directed THEC to convene TBR and UT to identify and develop uniform methods to assess and maximize academic credit to veterans and military service members for their military training and experience. TBR and UT are directed to revise policies accordingly by September 1, 2016; therefore, we are updating our "About the University" and "Academic Policies and Procedures" pages of the undergraduate catalog to comply with this directive. Impact on other units: None. Financial impact: None.

ACADEMIC POLICIES AND PROCEDURES**REVISE TEXT**

(Informational only)

ACADEMIC POLICIES AND PROCEDURES**Grade Appeal Procedure****The Appeals Procedure****Undergraduate Council Level**

The student may forward to the **Associate Vice Assistant** Provost for Student Success and the Chair of the Undergraduate Council a statement requesting a review of the student's complaint concerning his or her grade. The appeal must be written and must be based upon one or more of the four allowable grounds, explaining in detail why the appeal is based upon these grounds. No appeals will be accepted via fax or e-mail. The appeal must be sent via mail or hand delivered and include a signature. Appeals can be mailed to the **Associate Vice Assistant** Provost for Student Success, 821 Volunteer Blvd, Greve Hall-Room **324 218**, University of Tennessee, Knoxville, TN 37996-3393.

The **Associate Vice Assistant** Provost for Student Success, after consulting with the student and the college office to determine that the appeal does in fact fall under the jurisdiction of the Undergraduate Council and has been brought forward in the proper form, will, first, forward the appeal to the Appeals Committee of the Undergraduate Council for review and, second, notify the dean, the department head, the course instructor, and the student that the Appeals Committee has the case under review. Upon receipt of the appeal, the chairperson of the Appeals Committee will call a special meeting of the committee for purposes of hearing the appeal. The chair will invite the student, the instructor, and the department head to appear in person if they choose or to supply a written statement (in the student's case this statement will already have been provided). The committee will maintain minutes of the hearing. After hearing the appeal, the Appeals Committee will vote as to whether the grade should be overturned. A majority vote will constitute the decision of the committee. A tie vote will be decided by the chair. The decision of the Appeals Committee will be relayed by the chair of the committee in writing to the principals.

Rationale: Updated text to reflect change in title and mailing address. Impact on other units: None. Financial impact: None.

ACADEMIC POLICIES AND PROCEDURES**Opportunities for High-Achieving Students****REVISE TEXT**

(Informational only)

CREDIT BY EXAMINATION OPPORTUNITIES FOR HIGH-ACHIEVING STUDENTS

Students admitted to the University of Tennessee, Knoxville, may receive credit on the basis of performance on one or more of the following examinations. Several academic departments at UT grant academic credit for satisfactory test scores. Each participating department decides the acceptable score for credit.

College credit is granted and recorded on the student's transcript for satisfactory test scores. Credit is granted as S (Satisfactory) grading and does not affect the student's grade point average.

Advanced Placement (AP) Examinations

Students Freshmen admitted to the University of Tennessee, Knoxville, may receive credit on the basis of performance on one or more of the Advanced Placement (AP) Examinations offered each May by the College Entrance Examination Board (CEEB) in 1948 subject areas. These tests are usually taken by high-school students during their junior or senior year of high school.

Disciplines at UT which grant advanced placement credit for satisfactory test scores include biology, chemistry, Chinese, computer science, economics, English, French, geography, geology, German, history, Latin, mathematics, music, physics, political science, psychology, Spanish, and statistics. Each participating department decides the acceptable score for credit. Information may be obtained from <http://admissions.utk.edu/undergraduate/apply/apcredit.shtml> or from Arts and Sciences Advising Services.

International Baccalaureate (IB) Examinations

The International Baccalaureate Diploma Program of the International Baccalaureate Organization (IBO) is a rigorous pre-university course of studies that leads to examinations for highly motivated secondary school students.

Students who have participated in the International Baccalaureate Program through their high schools may receive credit based on satisfactory test scores as established by UT Knoxville's participating departments. Each participating department decides the acceptable score for credit. Information may be obtained from <http://admissions.utk.edu/undergraduate/apply/apcredit.shtml> or from Arts and Sciences Advising Services.

Cambridge International A-Level and AS-Level Examinations

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

Proficiency and Other Examinations

With departmental approval, nationally recognized examinations, such as the examinations of the College Level Examinations Program (CLEP) of the College Entrance Examination Board and Tennessee's Statewide Dual Credit Challenge Exams may be used to earn credit.

Students who want to use proficiency or other examinations to earn credit for work or material mastered through non-credit courses or experiences should contact the dean of the college that offers the course for which credit is sought.

MILITARY CREDIT

(Note that this section was moved to the Main Agenda; please see that entry for text.)

DUAL ENROLLMENT

Dual enrollment courses enable students to take college-level courses and earn college credit prior to high school graduation. Students who took courses through dual enrollment at UT will have credit recorded on their UT academic transcript. Admitted students seeking credit from transfer institutions for courses taken through dual enrollment need to have an official college transcript sent to the Office of Undergraduate Admissions. For questions about the evaluation of transfer credits, contact the transfer evaluators in the Office of the University Registrar.

OPPORTUNITIES FOR HIGH-ACHIEVING STUDENTS

Honors Programs at the University of Tennessee

Several honors options are available. The Chancellor's Honors Program is available to entering first-year students, current first- and second-year students, and qualified transfer students. For a description of this program please see Chancellor's Honors.

Most colleges have college-wide honors programs.

- College of Agricultural Sciences and Natural Resources - see CASNR Honors Research and Creative Achievements Program
- College of Arts and Sciences - see College Scholars Program
- Haslam College of Business - see Global Leadership Scholars Program
- College of Education, Health, and Human Sciences - see Service Learning Honors Program

- College of Engineering - see Engineering Honors Program
- College of Nursing - see Nursing Honors Program
- College of Social Work - see Social Work Honors Program

Many academic departments have honors programs. All of these programs require that at least 12 hours of honors courses be used in satisfaction of degree requirements though some departments may require more. A cumulative GPA of at least 3.25 and a senior research project or thesis are required for award of the honors degree. For specific requirements see individual program degree requirements.

Courses designated as honors courses are available to all students with requisite ACT/SAT scores and previous acceptable academic performance. Please see specific course descriptions for registration requirements.

Chancellor's Honors students, College Scholars, and students participating in a departmental or college-level honors program at UT are eligible to complete upper-division courses as Honors-by-Contract, which is a customized approach requiring completion of a written contract delineating additional effort. See <http://honors.utk.edu/> for details on the contract.

Dean's List

A public announcement is made of students passing a semester's work summa cum laude (3.8 through 4.0), magna cum laude (3.65 through 3.79), and cum laude (3.5 through 3.64). To be eligible, students must complete at least 12 hours, not counting work taken on a Satisfactory/No Credit basis.

Seniors Eligible for Graduate Credit

Subject to approval by the Dean of the Graduate School, a senior at the University of Tennessee, Knoxville, who needs fewer than 30 semester hours to complete requirements for a bachelor's degree and has at least a B average (3.0) may enroll in graduate courses for graduate credit, provided the combined total of undergraduate and graduate coursework does not exceed 15 credit hours per semester.

- Only students working toward a first bachelor's degree are eligible.
- Students who have met all requirements for graduation are not eligible.
- Approval must be obtained each semester at the Graduate School. Complete the "Senior Requesting Graduate Credit" form, obtain the instructor signature, and submit completed form to 111 Student Services Building. Form available online at <http://gradschool.utk.edu>
- A maximum of 9 hours of graduate credit at the 400- and 500-level can be obtained in this status.
- Some departments do not permit seniors to register for graduate courses without prior permission.
- Courses taken for graduate credit may not be used for both the baccalaureate and a graduate degree program except in the case of approved dual bachelor's/master's programs.

Rationale: The 109th General Assembly passed Public Chapter 219 in 2015 which, among other things, directed THEC to convene TBR and UT to identify and develop uniform methods to assess and maximize academic credit to veterans and military service members for their military training and experience. TBR and UT are directed to revise policies accordingly by September 1, 2016; therefore, we are updating our "About the University" and "Academic Policies and Procedures" pages of the undergraduate catalog to comply with this directive. In addition, we are updating headings and text for clarity and/or to reflect changes in existing credit by exam and to add a statement on Dual Enrollment. Impact on other units: None. Financial impact: None.

| |
|--------------------|
| MAIN AGENDA |
|--------------------|

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES
All changes effective fall 2016

(none)

COLLEGE OF ARCHITECTURE AND DESIGN
All changes effective fall 2016

(none)

COLLEGE OF ARTS AND SCIENCES
All changes effective fall 2016

(none)

HASLAM COLLEGE OF BUSINESS
All changes effective fall 2016

(none)

COLLEGE OF COMMUNICATION AND INFORMATION
All changes effective fall 2017

SCHOOL OF JOURNALISM AND ELECTRONIC MEDIA
(JREM) Journalism and Electronic Media

ADD

JREM 350 Digital News Reporting (3) This course examines digital media as news platforms, including current issues, problems, and practices of online journalism. Additionally, students will learn how to use online communication tools, such as social media tools, blogging software, and visualization tools, to report on stories of local and national interest.
(RE) Prerequisite(s): 230

Rationale: To meet AEJMC accreditation policies regarding skills courses and to best utilize our limited resources. JREM 350 replaces JREM 250 and becomes a JREM Elective for students wanting more advanced instruction in digital journalism. No impact on other units and no financial impact.

JREM 441 Entrepreneurship in Journalism and Media (3) This course introduces students to fundamental entrepreneurial principles, with a particular focus on media companies, both established and new. Students will identify market opportunities for media solutions, research, develop, pitch, and potentially begin to launch business prototype ventures.

Rationale: The course has been taught successfully once as a special topics course. It is in line with similar courses taught at other journalism and mass media schools in the U.S. This course supports the Journalism and Electronic Media program learning objectives 1 and 2. Impact on other units: None. Financial impact: None.

Support from Assessment Activities: Survey conducted with area journalism/media professionals associated with the Society of Professional Journalists, Tennessee Association of Broadcasters, and Tennessee Press Association generated results indicating a high professional value placed on entrepreneurial journalism/media management. Student feedback on the course taught as a special topics course was overwhelmingly positive.

JREM 455 Media, Health, and Science (3) This seminar will examine how and why media construct health and medicine in the ways that they do and how audiences process those messages. We will explore mediated health and science from theoretical perspectives such as cultivation, social comparison, agenda setting, priming, social cognitive theory, and more.

Rationale: This course will replace JREM 556 and adds a course to strengthen the science and health communication interest area. Moves course from graduate curriculum to enhance science interest area in undergraduate program.

JREM 464 Video Sports Production and Performance (3) Introduction to the skills needed to produce a variety of sports events for the ESPN/SEC Network. Studio and portable multi-camera production techniques will be included. Students will also learn about play-by-play and sideline reporting for sports events.

Contact Hour Distribution: Lecture and Lab

(RE) Prerequisite(s): 336

Rationale: To meet needs of the new SEC Network and Athletics Broadcasting, this course will replace JREM 365 and will be taught in cooperation with the staff of VFL Films and the SEC Network. No impact on other units or financial impact.

DROP**JREM 470 - Cable, Internet, and other Content Delivery Systems (3)**

Rationale: The course has not been taught on a regular basis. Content has been merged with modified JREM 480.

| Course | Course Impact |
|----------|--|
| JREM 470 | Interdisciplinary Programs Major – Cinema Studies Concentration, Complete 21 additional hours, Production list |

ADD

JREM 484 Sports, Media, and Society (3) This course will expose students to multiple theoretical perspectives designed to aid in their evaluation of sports media industry organizations, practices, and structures. Students will critically analyze the economic landscape and business operations of sports media and contemporary practices, including the intersection of sports media and politics, identity, science, community, and religion. Students will gain an understanding of the role sports media plays in cultural understandings of gender, race, sexuality, class, nationalism, consumerism, and other prominent concepts of contemporary community and civic life. Lecture

Rationale: The course has been taught successfully twice as a special topics course and exceeded enrollment expectations both times. Top aspirational-peer institutions that include a sports journalism curriculum all offer a similar course. This course supports Journalism and Electronic Media program Learning Objective 2 with a focus particularly on an understanding and facility of core concepts within the field of sports journalism. Financial impact: None.

Support from Assessment Activities: Survey research indicated that among eight items, students scored lowest on "knowledge of field." This class will help students develop a comprehensive understanding of sports media from an economic, social, and political point of view, with a goal of helping them better understand the sports media field as a whole, its relationship to wider areas of journalism and electronic media, and society in general.

JREM 495 Professional Seminar (1) This course is designed for students nearing graduation as a bridge between the academic world and launching a career. The course provides students with career planning strategies and techniques. Students will identify career goals, analyze career fields, create a resume, cover letter, portfolio or web site. Students will also learn about interviewing for jobs.

Rationale: This courses is designed for students nearing graduation as a bridge between the academic world and launching a career. The course provides students with career planning strategies and techniques. Students will identify career goals, analyze career fields and create a resume, cover letter, portfolio or web site. Students will also learn about interviewing for jobs.

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Communication • Journalism and Electronic Media Major

| Term 3 | | |
|---|------------|---|
| ³ Cultural Studies Elective* | 3 | ENGL 102*, JREM 200* |
| ⁴ English Literature Elective* | 3 | Natural Sciences* or Quantitative Reasoning* Elective |
| ⁵ Intermediate Foreign Language* | 3 | |
| JREM 230, JREM 250 | 3 6 | |
| General Elective | 3 | |
| Term 5 | | |
| ⁶ Arts and Sciences Elective | 3 | JREM-250 |
| ⁷ College Elective | 3 | English Literature Elective* |
| ⁸ Journalism and Electronic Media Elective | 3 | |
| ⁹ Political Science Elective | 3 | |
| ¹⁰ General Elective | 3 | |
| Term 6 | | |
| ⁶ Arts and Sciences Elective | 3 | No milestones |
| ⁸ Journalism and Electronic Media Elective | 6 3 | |
| JREM 466 | 3 | |
| ¹⁰ General Elective | 3 | |
| Term 7 | | |
| ⁶ Arts and Sciences Elective | 3 | No milestones |
| ⁷ College Elective | 3 | |
| ⁸ Journalism and Electronic Media Elective | 3 | |
| JREM 367 or JREM 410 | 3 | |
| JREM 400, JREM 492 | 5 4 | |
| Term 8 | | |
| ⁶ Arts and Sciences Electives | 6 | No milestones |
| ⁸ Journalism and Electronic Media Elective | 6 | |
| JREM 495 | 1 | |
| JREM 499 | 3 | |
| TOTAL | 120 | |

⁸ ~~Six Four~~ upper-level courses (18 12 hours) of journalism and electronic media. Students are encouraged to select courses from a specialty area including sports journalism, science journalism, media management, print/web journalism, broadcast journalism, visual communication, and magazine journalism.

Rationale: Changes reflect the change in the total number of JREM electives required. Students will be required to complete 18 hours of JREM electives rather than 12. The new plan deletes JREM 250 as a requirement and reduces the number of General Electives required.

JOURNALISM AND ELECTRONIC MEDIA MINOR

Minor Requirements

The minor consists of **18 hours**.

Complete:

- JREM 175 - Principles and History of Journalism and Media
- JREM 200 - Media Writing*
- JREM 230 - Media Reporting

- ~~JREM 367 - Mass Communication History or 410 - Media Ethics~~ ~~JREM 250—Multimedia Storytelling~~
- JREM 400 – Media Law
- JREM 466 - Media, Diversity, and Society

Rationale: The revision was necessary to replace JREM 250, which has been dropped.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
All changes effective fall 2016

(none)

COLLEGE OF ENGINEERING
All changes effective fall 2016

(none)

COLLEGE OF NURSING
All changes effective fall 2016

(none)

COLLEGE OF SOCIAL WORK
All changes effective fall 2016

(none)

OTHER

ACADEMIC POLICIES AND PROCEDURES
Opportunities for High-Achieving Students

REVISE TEXT

(Informational only – note that this was moved from the Consent Agenda; please see that entry for placement of this text)

MILITARY CREDIT

Based on the number of months of active duty military service, students may receive three to twelve hours of academic credit from the departments of Physical Education and Military Science and Leadership. Students should submit a copy of their DD214 to the Office of the University Registrar so that the number of months for active duty may be determined. Upon review, students may receive hours of credit for MLSL 101 (2), 102 (2), 202 (3), and PYED LD (5). Credit is not awarded if the student already has transfer credit for MLSL 101, 102, or 202 or through UT registration.

In addition to the credit described above, academic credit can be awarded for credit earned at military service schools. To receive course credits, students should provide to the Office of the University Registrar an official transcript from the Community College of the Air Force or their Joint Services Transcript (JST). Credit is awarded following the American Council on Education (ACE) recommendations guidelines for military course completions. UT awards LD (lower division)/UD (upper division) credit for courses in the lower/upper level category. LD/UD credits are normally acceptable as general elective course credit; however, students should contact their college's advising center or major adviser to determine if the LD/UD credit will satisfy specific degree requirements. UT does not award credit for the vocational/graduate level category.

Students who want to use proficiency or other examinations to earn credit for work or material mastered through non-credit courses or experiences should contact the dean of the college that offers the course for which credit is sought.

For questions concerning your credit evaluation, please contact the Office of the University Registrar at 865-946-3864 or utktransfeval@utk.edu. Additional information is available at <http://registrar.tennessee.edu/transfer/mil-policy.shtml>.

EXPERIENCE LEARNING

(Informational Only)

Experience Learning Course Designation
Pilot Implementation Guidelines for S and R Courses
Fall 2017

Catalog Policies on Repeat and Replacement

(For Reference Only)

General Repeat Policy

- Courses may be repeated twice, for a total of three attempts per course.
- A grade of W does not count as one of the three attempts.
- Grades of C–, D+, D, D–, F, Incomplete, and NC are counted as one of the three attempts.

- No course may be repeated if a grade of C or better has already been earned.
- Each repeated course is counted only once in determining credit hours presented for graduation.
- With limited exceptions (see Grade Replacement Policy), all grades earned in repeated courses will count in calculating the GPA.
- Exceptions to the number of times a course may be repeated will be allowed only with prior written permission from the head of the department where the course is being offered and the student's college dean or designee.

Grade Replacement Policy for Three Lower Division (100-200 Level) Courses

- The first three lower-division (100-200 level) course grades may be replaced when a course is repeated. All other grades will be included in computing the cumulative grade point average.
- If the same course is repeated more than once, the additional repeat(s) will count toward the grade replacement total.
- Repeating a course in which an NC or a W grade has been earned does not count as one of the three grade replacements.
- The grade earned during the final attempt will be used in computing the cumulative GPA.
- All grades for all courses remain on the transcript.
- Transfer course grades cannot be replaced (see [Transfer Admission policy](#)).

Definitions of EL Courses

(where ABCD stands for academic discipline)

- ABCD 310 Non Designated courses
- ABCD 310R Designated Undergraduate Research course
- ABCD 310S Designated Service-Learning course

Equivalency of EL Courses

For Registration

Each designation of the course will be equivalent to the other designations, as defined in Banner.

- ABCD 310 is equivalent to ABCD 310S
- ABCD 310 is equivalent to ABCD 310R
- ABCD 310S is equivalent to ABCD 310
- ABCD 310S is equivalent to ABCD 310R
- ABCD 310R is equivalent to ABCD 310
- ABCD 310R is equivalent to ABCD 310S

General Repeat Policies and Grade Replacement Policies apply, as applicable.

Example: Student takes ABCD 310S and earns an F. Student registers for ABCD 310 and earns grade of B, which is treated as a repeat of ABCD 310S. Student attempts to register for ABCD 310R and is not allowed because credit has already been earned for the course.

For Curricular Requirements

Colleges and departments may require a specific designation for a concentration, major, or program. The curricular requirement is enforced in DARS after the credit is earned for the course.

Each college can determine if the courses are equivalent for curricular requirements. Some departments may require only the R designation, or one R and one S.

Example: Department requires a course with an "R" designation. Student takes ABCD 310R and earns an F. Student takes ABCD 310S and earns a B-. The course has been repeated one time successfully for the student to earn the credit for that course, but the curricular requirement in DARS is still incomplete.

Prerequisites for/of EL Courses

Because the designated and non-designated courses are defined as equivalents in Banner, requiring one of the options as a Registration Enforced (RE) prerequisite will not work.

Example: Department defines ABCD 310R as a prerequisite for ABCD 410R. Because all designations of ABCD 310 are equivalent, Banner will allow a student to register for ABCD 410R if the student has received credit for any one of ABCD 310, ABCD 310R, or ABCD 310S.

A department has the option to add a Department Enforced (DE) prerequisite. Departmental enforcement can be handled by placing a Permission on the course to prevent initial registration without review, or at the start of the term by monitoring the class roster to determine eligibility of those who have registered.

Catalog Description for EL Courses

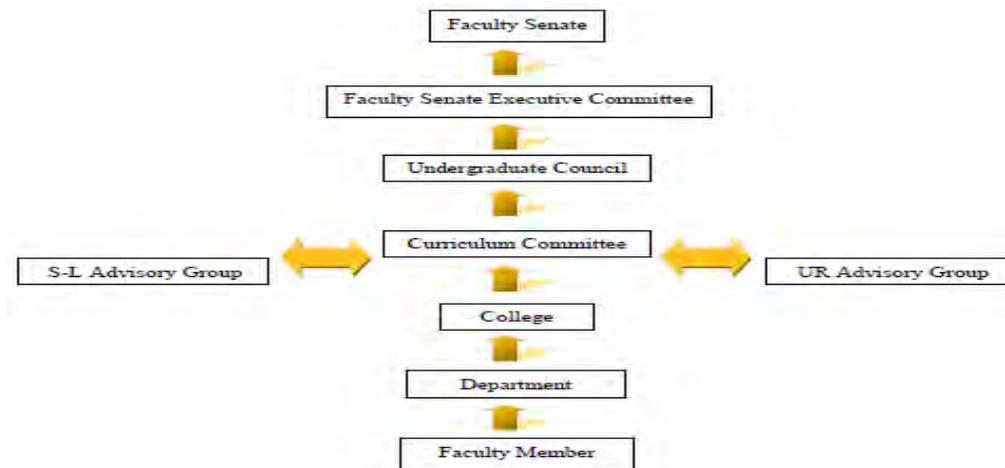
The non-designated course will have been approved through the curricular process with a course description for the appropriate catalog. The designated course will refer to the non-designated course with an additional statement describing the designation.

Example: ABCD 362 Development of politics and policy-making in the modern American city.
 ABCD 362S Same as ABCD 362 with a service-learning component.

Timeline

1. Proposals should be sent to Molly Sullivan, Coordinator for Curriculum and Catalogue, by email at msulli27@utk.edu at any time during the academic year, but no later than October 15th (permanent deadline) to be considered for the next fall term.
2. Molly will then send each proposal to the appropriate Advisory Group chair (Kelly Ellenburg for Service-Learning and Marisa Moazen for Undergraduate Research).
3. Kelly and Marisa would then convene each Advisory Group and submit approved proposals back to Molly as quickly as possible, but no later than December 1st (permanent deadline) to be considered for the next fall term.
4. Molly will then incorporate approved proposals into the agenda of the next regularly scheduled meeting of the Curriculum Committee, but no later than the January meeting in order to be considered for the next fall term.
5. If approved by the Curriculum Committee, proposals will be included on the agenda of the next meeting of the Undergraduate Council, but no later than the first meeting of the spring semester to be considered for the next fall term.
6. If approved by the Undergraduate Council, proposals will be submitted to the Faculty Senate for their consideration at their next meeting, but no later than their March meeting in order to take effect the next fall term.

Course Review and Approval Process Structure



PROPOSAL FOR UNDERGRADUATE RESEARCH INTENSIVE COURSE DESIGNATION APPROVAL
 Research Intensive (R)

Defining Research Intensive Courses

For a course to be designated as "Undergraduate Research Intensive", it must meet all of the following criteria. Criteria for undergraduate research courses are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).

1. *The field research course engages students on an original research* project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor*
2. *Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.*
3. *Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.*
4. *The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
5. *There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.*
6. *The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.*
7. *There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.*

*At UT, research is defined as an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.

Process for Review

Please e-mail the completed application, syllabus, and other requested materials to Molly Sullivan at msulli27@utk.edu as a Microsoft Word or PDF file.

The following rubric would be used to determine if courses met the seven criteria for consideration. A score of ten or greater would be required to receive the designation, with no entries in the (0) 'Does Not Demonstrate' column.

Courses that receive the "R" designation will become eligible to receive support through the campus's Quality Enhancement Plan (QEP), Experience Learning. Please indicate if the department would like to learn more about support available to this course through the QEP.

"R" Designation Review Form

Rubric for receiving a research-intensive or "R" designation. The criteria below are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).

| | Completely Demonstrates (2) | Somewhat Demonstrates (1) | Does Not Demonstrate (0) |
|---------------------------------------|--|---|---|
| Original or Secondary Research | The field research course engages students on an original research project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor. | The field research course engages students on a non-original research project or review of the literature only and does not add new knowledge to the field. | The field research course does not engage students on an original or secondary research project. |
| Time Towards Research | Students conduct research on an ongoing basis, working an average of 5-10 hours/week. | Students conduct research on an ongoing basis, working an average of less than 5 hours/week. | Students do not conduct research on an ongoing basis. |
| Discipline Focused | Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship. | Students receive a broad overview of research methodologies and research ethics. | Students do not gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, or important scholarship. |
| Learning Objectives | The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations. | The learning objectives related to the research experience are limited. | There are no learning objectives related to the research experience. |
| Mentorship | There is supervision and feedback by a faculty mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations. | There is supervision and feedback by a lecturer, graduate student or postdoc. | There is no supervision and feedback by a mentor. |
| Course Integration | The syllabus assignments include reflection assignments and a final synthesis project integrated into the course. | The syllabus assignments include either reflection assignments or a final synthesis project integrated into the course, but not both. | There are no syllabus assignments on reflection or a final project integrated into the course. |
| Dissemination | There is a mandatory outlet to disseminate the original research outside of the classroom (e.g., symposium, conference, scholarly article) integrated into the course. Research compliance is required. | The original research will be presented within the context of the classroom only. | There is no outlet to disseminate the original research inside or outside (e.g., symposium, conference, scholarly article) of the classroom integrated into the course. |

PROPOSAL FOR UNDERGRADUATE RESEARCH INTENSIVE COURSE DESIGNATION APPROVAL

Faculty Information:

Course Instructor:
Instructor Email:
College and Department:

Course Information

Existing or new course:
Course #:
Course Title:
Course Description:
Credit Hours:
Time Expected Per Student on Research: (in hours/week)

Student Learning Outcomes

Please define one or more student learning outcomes that you intend to advance through the use of undergraduate research in this course.

Undergraduate Research Rubric

How would you rate your course in meeting each of the criteria below, using a scale of 1-5 with 5 being highly meets and 1 being does not meet?

- The field research course engages students on an original research* project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor
- Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.
- Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.

- d. The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.
- e. There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.
- f. The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.
- g. There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.

Evaluation Plan

How will you evaluate the extent to which the intended student learning outcomes were advanced through the use of undergraduate research in this course?

Additional Information (optional)

Additional information why the course should be considered for R designation and how the course meets the 7 criteria for inclusion.

Required Attachments

Proposed course syllabus

'R' Designation Review Form Rubric Response

PROPOSAL FOR SERVICE-LEARNING COURSE DESIGNATION APPROVAL Service-Learning (S)

Department:

Course Number and Title:

Credit Hours:

Course Description:

Prerequisites:

Credit Restrictions (*if any*):

Frequency of Course Offering:

Course Capacity per Semester: (*per course & total if multiple sections*)

Contact Name, Phone, Email:

Service-Learning (S) Standards: Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content. When implemented according to the below standards of best practice, service-learning can enhance academic learning, promote civic responsiveness, and strengthen communities. Find information about planning and implementing a service-learning course at UT on the Office of Service-Learning website at <http://servicelearning.utk.edu>.

The "S" designation is intended to identify courses in which service-learning is implemented in accordance with the below standards.

1. *The course includes one or more academic learning outcomes that will be enhanced by the service.*¹
2. *The course includes one or more civic learning outcomes that will be enhanced by the service.*²
3. *The instructor and one or more community partners³ will collaboratively design a service project or experience that advances the above mentioned student learning outcomes while meeting one or more needs identified by the community partner/s organization.*⁴
4. *The course includes structured reflection upon the service project/experience by the students in light of intended academic and civic learning outcomes.*⁵

¹ Enhanced academic learning refers to the added value the service experience brings to the students' learning. Generally there are two ways that the integration of service can enhance learning: 1) through complementing more traditional classroom- and book-based pedagogies (e.g. students improving Spanish speaking abilities by serving in a Latino/a community organization), or 2) through enabling learning possibilities precluded in more traditional pedagogies (e.g. the same students learning about Latino/a culture as a complement to their language learning). The instructor should be purposeful to design the service experience and accompanying coursework in a way that enhances the students' academic learning in one or both of these ways. The instructor should communicate these provisions to the community partner during the planning stage.

² Civic learning involves the personalizing of the learning experience in light of the student's role as a citizen, scholar, or professional. The civic knowledge, skills, values, or propensities to be advanced through the service-learning should be determined by the instructor, and should be reflected in the student learning outcomes and content of the course. Civic learning can range in its level of intensity from a general focus on responsible citizenship (e.g. democratic preparedness or professional ethics) to an emphasis on change-making (e.g. political or social action).

³ A service-learning community partner can be 1) any nonprofit or public sector organization, agency, or institution, or 2) a private sector business or establishment that is underserved in the traditional market economy. In cases such as university-operated legal or veterinary clinics, the community partner can also be the client.

⁴ The service project or experience should 1) clearly contribute to the community partner organization's ability to fulfill their mission or charge, and 2) clearly advance one or more academic and civic student learning outcomes from the course. The instructor and the community partner should work together to define an appropriate service project or experience in line with these goals. This entails the instructor sharing the anticipated student learning outcomes with the community partner, and the community partner sharing information about the organization's mission and needs.

⁵ Reflection is the purposeful consideration of the service project or experience by students in light of intended academic and civic learning outcomes. For example, a reflection assignment may include examining some aspect of the service project/experience in light of a theory or framework observed within the discipline. Through ongoing reflection, the service should continually inform the

learning and the learning should continually inform the service so that each adds value to the other. Reflection activities can include guided discussion, structured journals, blog entries, oral presentations, or written papers. Reflection questions should be rooted in course content, and should prompt students to consider their roles and responsibilities as citizens, academics, and professionals in a complex and diverse society.

- What are the academic and civic learning outcome/s that will be enhanced by the service project or experience? See Standards #1 and #2 above.
- How will the department ensure that the course establishes and maintains Standard #3 above? Please describe, if applicable, how the department would address a change of instructor or other potential disruption while maintaining the integrity of this standard.
- How will the course utilize structured reflection to prompt students to consider the service project or experience in light of the intended academic and civic learning outcomes?
- Please attach a representative course syllabus (including course description, prerequisites, clear indication that the course is a Service-Learning course, and course objectives that include academic and civic learning outcomes that will be enhanced by the service). If available, please attach one or more samples of student work produced in conjunction with a service-learning project or experience from this course.
- Courses that receive the "S" designation will become eligible to receive support through the campus's Quality Enhancement Plan (QEP), Experience Learning. Please indicate if the department would like to learn more about support available to this course through the QEP.
- Please attach documentation of approval of proposed course changes at the department and college levels, including signatures of approvers at department and/or college levels.

Please e-mail the completed form, syllabus, and other requested materials to Molly Sullivan at msulli27@utk.edu as a Microsoft Word or PDF file.

GENERAL EDUCATION COMMITTEE

**The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
September 7, 2016**

Call to order: A regular meeting of the General Education Committee was held in the Mary Greer Room (Room 258) of Hodges Library on September 7, 2016. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:30 a.m.

Members present: Barbara Murphy, Chair, Drew Paul, Richard Strange, Marleen Davis, Lori Hunter, Margie Russell (proxy for Masood Parang), Kirsten Benson, Harriet Bowden (proxy for Megan Bryson), John Haas, Cheryl Kojima, Jeff Larsen, Michael McFall, Teresa Walker, and Samuel England

Others present: Katherine Ambroziak, Mary Albrecht, Alison Connor, Luke Garton, Heather Hartman, R. J. Hinde, and Molly Sullivan

Approval of the Minutes: The minutes from the March 9, 2015, meeting were approved without opposition.

Course Proposals:

- Environmental and Soil Sciences 110 was approved as satisfying the NS/non-lab general education requirement.
- Agriculture and Natural Resources 180 and University Honors 267 (Mindfulness: Science and Practice) were approved as satisfying the SS general education requirement.

Other Business:

- Erin Hardin presented a report from the General Education Taskforce, outlining the focus of the proposed changes and explaining the implementation timeline as follows:
 - Spring 2017: Completed plan will be presented for approval.
 - 2017-2018 academic year: All general education courses must be re-submitted and approved under the new guidelines.
 - 2018-2019 academic year: Colleges will incorporate new general education courses into their program requirements.
 - Fall 2019: New general education requirements will take effect.

The General Education Committee will need to identify new subcommittee members and chairs, and plan for larger subcommittees during the 2017-2018 academic year as the transition is made to the new GE Plan and all GE courses are resubmitted for approval under that plan.

- Rubrics for new Learning Objectives for Cultures and Civilizations courses were discussed, but action was deferred because the Committee determined that, while the rubric had several strengths, the percentages under the CC Benchmark Scale were lower than this group deemed appropriate.

Adjournment: Barbara Murphy adjourned the meeting at 9:40 a.m.

Next Meeting: The next meeting is scheduled for Wednesday, October 5, 2016, beginning at 8:30 a.m. in the Mary Greer Room (Room 258) of the Hodges Library.