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Undergraduate Council Meeting Minutes

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Undergraduate Council Minutes of Meeting October 17, 2017

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**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
October 17, 2017**

Leadership present:

Leadership and Elected Members present: Chair Rachel Chen, Vice Chair Robert Mindrup, Past Chair Katherine Ambroziak, Ken Baker, John Bell, Richard Bennett, Jamie Coble (by proxy Xueping Li), Erin Darby, Marleen Davis, Kim Denton, Jochen Denzler, Joanne Devlin, Nadia Fomin, Beth Foster, Katie Kavanagh, Cheryl Kojima, Daniel Magilow, Lindsay Mahony, Drew Paul, Delores Smith, Aleydis Van de Moortel, Amanda Warren, Anthony Welch, and Angela Wozencroft.

Ex-Officio Members present: Katherine Ambroziak, Chuck Collins, George Drinnon (represented by Betsy Gullett), Jeff Fairbrother, Timothy Hulsey (represented by Rebekah Page), Brent Lamons, Beauvais Lyons, Barbara Murphy, Masood Parang, John Stier (represented by Cheryl Kojima), and Teresa Walker (represented by Ingrid Ruffin).

Student Members present: Josh Cook (by proxy Sarah Thomas) and Jack Larimer.

Others present: Monique Anderson, Ryan Carter, Chris Lavan, Doug Renalds, Molly Sullivan, Adam Wilcox, and Stephanie Workman.

Call to order: The meeting was called to order at 3:40 pm by Rachel Chen, Chair.

Approval of Minutes: The minutes from the meeting of September 19, 2017, were approved without corrections.

Special Report regarding the Peace Corps Prep Program (Katherine Ambroziak and Adam Wilcox) (See attached update)

- During the 2016-2017 academic year, the proposal to offer the Peace Corps Prep Program (PCPP) to UT students was approved by the UGC pending approval by the U.S. Peace Corps; when the Peace Corps declined UT's application, the proposal was withdrawn from UT Faculty Senate consideration with the understanding that it would be resubmitted if and when the Peace Corps approved our application.
- After the Peace Corps' critique of our application, UT edited and resubmitted it to the Peace Corps, addressing all six sectors (categories) rather than only the two previously included in the application.

Committee Reports (See attached reports)

- **Academic Policy (Ken Baker)**

The Academic Policy Committee has approved three policy changes:

- **Revision to Undergraduate Dean's List Calculation**
The catalog statement regarding Dean's List Honors will be revised to specifically allow the inclusion of grades from graduate coursework in the calculation of these honors.
- **Revision to Undergraduate Graduation Honors Calculation**
The catalog statement regarding Honors Categories for Graduation will be revised to specifically allow the inclusion of grades from graduate coursework in the calculation of these honors. In addition, the awarding of graduation honors will be based on the grade point average at the end of the graduation semester.
- **Revision to Second Bachelor's Degree Policy**
The catalog statement regarding a second bachelor's degree will be revised to remove the restriction against earning a second bachelor's degree in the same field as a minor earned with a previous bachelor's degree.

The timeline for implementing these changes are as follows:

- Implement immediately
 - Include grades from graduate coursework in the calculation of Dean's List Honors.
 - Include grades from graduate coursework in the calculation of Honors Categories for Graduation.
- Implement Fall 2018
 - Award Graduation Honors based on the cumulative grade point average at the end of the graduation semester.
 - Allow students to complete a second bachelor's degree with a major in a field in which they earned a minor with their previous bachelor's degree; petitions will be considered on a case-by-case basis for students completing a second bachelor's degree prior to fall 2018.
- The undergraduate catalog will be updated to reflect these revisions beginning with the 2018-2019 catalog.

All items presented by the Academic Policy Committee were approved by the UGC.

- **Advising (Brent Lamons)**

The Advising Committee submitted a report that was informational and did not require any action by the UGC.

- **Appeals (Brent Lamons and Doug Renalds)**

The Appeals Committee submitted a report that was informational and did not require any action by the UGC.

- **Curriculum (Beth Foster)**

The Curriculum Committee submitted proposals from the College of Education, Health, and Human Sciences and from the Honors and Scholars Programs. All proposals were approved by the UGC. In addition, one informational item was presented.

- **General Education (Barb Murphy)**

The General Education Committee presented a proposal to allow English 209 to satisfy the Arts and Humanities general education requirement. The proposal was approved by the UGC. In addition, two informational items were presented.

Adjournment: Rachel Chen adjourned the meeting at 4:35 pm.

Next regularly scheduled meeting: Tuesday, January 30, 2018, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

Minutes submitted by: Molly Sullivan

Peace Corps Prep Program proposal update

In the 2016-2017 academic year, the Undergraduate Council approved the addition of the Peace Corps Prep Program as a part of UT's undergraduate curriculum. An application for participating in this program was submitted by the University of Tennessee, Knoxville, to the Peace Corps for their approval. In spring 2017, we learned that the Peace Corps declined UT's application. The reason for this rejection was that, although our application was strong for the two sectors (environment and agriculture) that we had included, they wanted us to include all six sectors (education, health, environment, agriculture, youth in development, and community economic development). After working with faculty across campus, we have modified the application according to the Peace Corps' suggestions, and the amended application is being submitted to the Peace Corps this fall. If our application is approved this time, we can begin offering this option to our students beginning in fall 2018.



Preparing Students for Intercultural Fieldwork

The Peace Corps Prep program is an opportunity for colleges and universities to globalize their campuses through a partnership with the Peace Corps. The program enhances students' undergraduate experience by preparing them for international development fieldwork and potential Peace Corps service.



HOW PEACE CORPS PREP WORKS

Peace Corps Prep is a diversity-focused certificate program that leverages a college's existing courses and volunteer opportunities. The model is simple: the Peace Corps provides four core competencies that partner institutions help their students build, weaving together coursework, extracurricular and professional development activities. Program graduates receive a certificate from the Peace Corps and are inherently more competitive when applying for Peace Corps service.

Peace Corps Prep Competencies

- Training in one of the Peace Corps sectors
- Foreign language skills
- Intercultural competence
- Professional and leadership development

HOW TO BECOME A PARTNER SCHOOL

The Peace Corps Prep proposal cycle is open in the fall of each year and closes at the end of the calendar year, with proposal materials posted on the Peace Corps website at peacecorps.gov/pcprep. Specialists in the Peace Corps Office of University Programs can guide you through the proposal process—write to pcprep@peacecorps.gov to be connected with one.

Learn More About Peace Corps Prep

VISIT:
peacecorps.gov/pcprep
EMAIL:
pcprep@peacecorps.gov
CALL: 202.692.1643

ABOUT THE PEACE CORPS

Peace Corps Volunteers spend two years serving overseas, living and working at the grassroots level to help communities address their most pressing issues—from education to public health to economic development and more. Volunteers share their culture with the people they serve, and bring the culture of their host communities back to the U.S. Serving as a Volunteer is a life-changing, life-defining experience and an incomparable career jumpstart.

“ A program like this is a professor's dream for excited, engaged students in the classroom. Numbers, theories, and research papers all take on a new meaning. Students are no longer thinking about passing an exam or getting a grade, but rather how their new knowledge might come to help them on the ground in a completely different setting.

ROBIN RAGAN
ASSOCIATE PROFESSOR, KNOX COLLEGE

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ACADEMIC POLICY COMMITTEE

The University of Tennessee, Knoxville Academic Policy Committee Minutes of the Meeting October 4, 2017

Call to order: A regularly scheduled meeting of the Academic Policy Committee was held in the Fourth Floor Conference Room of Andy Holt Tower on October 4, 2017. The meeting was called to order at 1:30 p.m. by Rachel Chen, Undergraduate Council Chair, on behalf of Ken Baker, Chair.

Members present: Ken Baker (by proxy Amanda Warren), Joanne Devlin, Katie Kavanagh, Amanda Warren, Anthony Welch, Monique Anderson, Brent Lamons, and Josh Cook

Others present: Kathy Abbott, Ryan Carter, Rachel Chen, Alison Connor, Heather Hartman, R. J. Hinde, Peggy Love, Robert Mindrup, Missy Parker, and Molly Sullivan

Approval of minutes: The minutes of the March 1, 2017, meeting were approved without changes.

Proposals (See attached proposals for more detail.):

- **Revision to Undergraduate Dean's List Calculation** – approved without opposition
The catalog statement regarding Dean's List Honors will be revised to specifically allow the inclusion of grades from graduate coursework in the calculation of these honors.
- **Revision to Undergraduate Graduation Honors Calculation** – approved without opposition
The catalog statement regarding Honors Categories for Graduation will be revised to specifically allow the inclusion of grades from graduate coursework in the calculation of these honors. In addition, the awarding of graduation honors will be based on the grade point average at the end of the graduation semester.
- **Revision to Second Bachelor's Degree Policy** – approved without opposition
The catalog statement regarding a second bachelor's degree will be revised to remove the restriction against earning a second bachelor's degree in the same field as a minor earned with a previous bachelor's degree.

Items from the Floor:

Timeline for implementing the approved proposals listed above – approved without opposition

- Implement immediately
 - Include grades from graduate coursework in the calculation of Dean's List Honors.
 - Include grades from graduate coursework in the calculation of Honors Categories for Graduation.
- Implement Fall 2018
 - Award Graduation Honors based on the cumulative grade point average at the end of the graduation semester.
 - Allow students to complete a second bachelor's degree with a major in a field in which they earned a minor with their previous bachelor's degree; however, petitions will be considered on a case-by-case basis for students completing a second bachelor's degree prior to fall 2018.
- The undergraduate catalog will be updated to reflect these revisions beginning with the 2018-2019 catalog.

Adjournment: The meeting was adjourned at 2:05 p.m.

Next Meeting: The next meeting is scheduled for Wednesday, November 1, 2017, beginning at 1:30 p.m. in P115 (Payroll Conference Room) of Andy Holt Tower.

Minutes submitted by: Molly Sullivan

REVISE**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 (including any graduate coursework), not counting work taken on a Satisfactory/No Credit basis.

Rationale: Our best students often take graduate-level courses as seniors, and we expect the number of these students to increase due to an increase in the number of our five-year programs. Although our Dean's List policy statement did not specifically prohibit including grad courses in the Dean's List calculation, our practice has been to use only grades in UG courses to calculate Dean's List honors for UG students. This practice has led to some of our best students failing to make Dean's List because they only take (for instance) 9 hours of UG work and 3 to 6 hours of grad work and so do not meet the 12-hour minimum. Changing the way we calculate Dean's List honors will reward these students who take more difficult coursework during their senior year, rather than make them ineligible for this honor.

REVISE**Honors Categories for Graduation**

Honors are conferred upon graduating undergraduate students who have displayed a high level of achievement during their university career.

Recipients of honors receive their degrees with

- cum laude 3.5 through 3.64.
- magna cum laude 3.65 through 3.79.
- summa cum laude 3.8 through 4.0.

These honors categories are based on a student's cumulative average (including any graduate coursework) at the end of the semester preceding the graduation semester.

~~If, at graduation, a student's grade point average would allow a higher honors category than that determined at the end of the semester preceding the graduation semester, the student will receive a substitute diploma indicating the higher category.~~

Chancellor's Honors are conferred upon graduating students who have completed the Chancellor's Honors Program.

Rationale: This revision addresses two issues. (1) The honors calculation is revised to include all coursework to mirror the Dean's List calculation. (2) As technology has evolved, honors calculations can be done more quickly, allowing us to confer honors based on actual grades at graduation, rather than the semester prior to graduation. The graduation program will continue to identify students with honors based on a calculation at the end of the prior semester, but with a statement explaining that actual honors will be awarded based on actual graduation semester GPA. The honors earned based on the graduation semester GPA will be reflected on the transcript and the diploma.

REVISE

Second Bachelor's Degree Guidelines

A student holding a bachelor's degree from a regionally accredited institution of higher learning may receive a second bachelor's degree from the University of Tennessee, Knoxville. UT students currently pursuing a bachelor's degree may choose to pursue two degrees simultaneously. To earn a second degree, all students must satisfy the following.

- Meet all requirements of both degrees.
- Complete at least 30 semester hours in addition to the total hours required for the first bachelor's degree.
- Declare the intention to work for a second bachelor's degree with the academic advisor.

Students are able to enroll in additional post-baccalaureate coursework in lieu of pursuing a second baccalaureate degree. Students are further encouraged to pursue graduate studies toward an advanced degree. Once a bachelor's degree has been awarded, a student may not add a second bachelor's degree in the same major as the first bachelor's degree even if the student wants to pursue a different concentration in that major. ~~A student may not receive a second bachelor's degree in a major that has already been awarded as a minor in a first bachelor's degree.~~

Rationale: Removing this restriction will encourage students to increase their knowledge in a field which they have already identified as an interest. Majors not only include additional hours in the subject but also typically include an emphasis on upper-division hours, which – combined with the requirement that a student take an additional 30 hours or more for the second degree – will be sufficient to ensure the integrity of the second degree.

ADVISING COMMITTEE

The University of Tennessee, Knoxville Advising Committee Minutes of the Meeting September 12, 2017

1. Welcome and call to order – Darling opened the meeting and announced the new chair, Brent Lamons, Director of Advising CASNR, voted in by acclamation recently. The previous chair, Jamia Stokes, has taken a position at another institution. Darling also announced Sara Curtis will be leaving in the next few weeks.
2. Approval of Minutes – Lamons called for amendments to April 2017 minutes; none offered. Anderson and Bradley moved to accept and there were no objections.
3. Old Business - none
4. New Business - Lamons spoke about the nature and purpose of this committee as it was formed many years ago to bridge gap in communications across campus. Now is a good time to look at what we do and review our by-laws. More to come from Lamons including a perceptions assessment.
5. Standing Reports
 - a. Academic Advising Leadership Group – ADV2020: the Volunteer Experience launched this summer for new incoming students. We will continue to develop and refine the model moving forward. The professional development work group is now engaged in working on core curriculum for primary advisors. The first UT advising conference, held on September 7th, focused on elements of the advising model including career exploration, experience learning, and self-exploration. Charlie Nutt, executive director of NACADA gave the keynote address, The Scholarly Advisor. The second plenary was presented by Vice Provost Hinde, Closing the Student Success Loop: data, Communication, Action. Associate Professor in Educational Leadership & Policy Studies Dorian McCoy, presented the final plenary, A Critical Approach to Academic Advising: Creating an Inclusive Advising Environment for the Contemporary College Student. The Perceptions of Advising assessment results from Spring 2017 are encouraging; 92% of respondents reported they were able to make an advising appointment before their registration date. The advising community used the appointment campaign feature in GradesFirst with good results.
 - b. TennACADA- the executive board is trying to establish advising community. They met with advising directors and partners to ask how to create better events. August 30 was the welcome program and was well attended. Continued programming is designed to build on the conference. Upcoming sessions will focus on preparing a portfolio for the career path, how to be a scholarly advisor, and a joint session with advising staff at Pellissippi Community College. Full advising events calendar is available [here](#).
 - c. Enrollment Management (Admission, Registrar, One Stop, Financial Aid) – Harrington provided information that applications are being accepted and Admissions has begun admitting students early. As of yesterday, new transfer cohort n= 1368 and new first-time freshman cohort n=4896, with 22318 total students enrolled. Curry thanked the advising community for their assistance with outreach for unregistered students. One Stop will soon start on spring outreach – phase 1 helping students to clear holds. Hardy provided handout on registration dates for spring. Connor – uTrack

predictive emails will go out this week Friday. Anderson and Abbott discussed the preferred name project. Many institutions are currently implementing a preferred name option for students. The name does not replace the legal name, but will be available on all of the UT systems such as Canvas, Banner, GradesFirst. There will be a soft launch next month using approximately 200 students who indicated that on their admissions application they would like to use a preferred name. Full launch planned for mid-Nov start. There will be a link on One Stop website that will provide the policy and an online form to submit the request. All requests will be reviewed by Abbott. Anderson announced that the Onbase TCE transcript transfer evaluation process is now live. Transfer transcript data is transferred to the equivalency tables in banner and updates automatically. uAchieve finished implementation (recent version of DARS) – Connor is seeking feedback. Tullos informed the group that UT Office of Financial Aid and Scholarships underwent a department review. Findings came this February. FA is addressing some changes. Federal work study software – student can view jobs, apply, electronic time sheets. The software will cross check with compliance issues such as I-9, class schedule, SAP, balance of FA available. Federal financial aid will only be provided for successfully passed courses (D- or above for such purposes). Students who repeat a course will have **one** opportunity to have financial aid covered for the repeat. Includes transfer if listed as same course. SAP process used to be done once a year (end spring) – now will do every semester process including summer. Office of Information Technology and Office of the Registrar are updating processes. The hope is to go live for this fall term evaluations. This new process allows for a warning semester. Darling asked for advisor access to that information via ARGOS report.

- d. Multi-Cultural Student Life – no report
 - e. Student Success Center – Adams provided handout advertising free services, tutoring, coaching, Supplemental Instruction. Tutoring is conducted one-on-one by appointment or walk-in. Supplemental Instruction leaders sit in on the course and provide group sessions once or twice a week on the current subject matter. Full schedule available [here](#) (SI) and [here](#) (tutoring).
 - f. First-Year Studies – Bridgeman-Prince announced that transition advising up and running. More information [here](#). Students can call office to schedule an appointment at 974-3523. Early Alert starts this Friday. Courses listed [here](#). Feedback is requested about Early Alert at this [form](#).
 - g. Student Life – Ward noted the fall career fair is September 25 through 27. Details can be found [here](#). Erin Bennett and Alicia Price are providing “train the trainer” sessions for using StrengthsQuest.
6. Meeting adjourned at 4:20 p.m.

APPEALS COMMITTEE

Undergraduate Council Appeals Committee Annual Report Readmissions and Reinstatement Recap Fall 2016 through Summer 2017

Dismissal Appeals

Students who are academically dismissed have the opportunity to appeal for reinstatement rather than sitting out as required by the dismissal policy. From Fall 2016 through Summer 2017, a total of 537 students were academically dismissed, the lowest yearly total in recent years. Of those 537 dismissed students, 67 (12%) filed an appeal.

Number of Academic Dismissals			
School Year	Total Dismissals	# Appeals	% Dismissals Appealed
2016-17	537	67	12%
2015-16	625	63	10%
2014-15	640	62	10%
2013-14	599	45	8%
2012-13	543	63	12%
2011-12	613	69	11%
2010-11	672	72	11%
2009-10	638	84	13%
2008-09	824	92	11%

The percentage of all appeals granted this year (31%) falls within the range of appeals granted in recent years.

Total Dismissal Appeal Decisions				
School Year	# Appeals	# Granted	# Denied	% Granted
2016-17	67	21	46	31%
2015-16	63	18	45	29%
2014-15	62	21	41	34%
2013-14	45	15	30	33%
2012-13	63	22	41	35%
2011-12	69	23	46	33%
2010-11	72	27	45	37%
2009-10	84	28	56	33%
2008-09	92	22	70	24%

Students dismissed a first time must sit out the upcoming fall or spring term before readmission to UT. In comparison to recent years, the committee granted a slightly larger percentage (35%) of appeals from students facing a first-time dismissal.

Appeals from Students Dismissed for the First Time				
School Year	# Appeals	# Granted	# Denied	% Granted
2016-17	45	16	29	35%
2015-16	43	12	31	28%
2014-15	53	18	35	34%
2013-14	33	10	23	30%
2012-13	40	13	27	33%
2011-12	54	19	35	35%
2010-11	51	19	32	37%
2009-10	58	22	36	38%
2008-09	61	10	51	16%

Students dismissed a second time must sit out one full calendar year, successfully complete 12 credit hours elsewhere, and meet with the Appeals Committee. Students dismissed a third time have exhausted all enrollment options at UT. When considering an appeal from students dismissed more than once, the Committee looks for a clear and feasible path to graduation and an upward trajectory since their previous dismissal. In comparison to recent years, the committee granted a smaller percentage (23%) of appeals from students facing a dismissal for at least the second time.

Appeals from Students Dismissed More than Once				
School Year	# Appeals	# Granted	# Denied	% Granted
2016-17	22	5	17	23%
2015-16	20	6	14	30%
2014-15	9	3	6	33%
2013-14	12	5	7	42%
2012-13	23	9	14	39%
2011-12	15	4	11	27%
2010-11	21	8	13	38%
2009-10	26	6	20	23%
2008-09	31	12	19	39%

Readmissions Appeals

The Appeals Committee meets with students seeking readmission to UT following two previous academic dismissals. Since their last dismissal, they must have completed 12 or more hours elsewhere with a 2.5 GPA or higher, in accordance with the UT dismissal policy. The Committee interviews these students in person, inquiring about success strategies, practical life concerns (time management, finances, etc.) and their curricular path to graduation. In most cases, students are granted readmission.

This year, nine readmission applicants met the dismissal policy conditions. The Committee granted readmission to all nine of those applicants.

Year	# Granted
2016-17	9
2015-16	9
2014-15	15
2013-14	20
2012-13	24
2011-12	12
2010-11	11
2009-10	20
2008-09	29

CURRICULUM COMMITTEE

The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Meeting
October 3, 2017

Call to Order: A regular meeting of the Curriculum Committee was held in the Fourth Floor Conference Room of Andy Holt Tower on October 3, 2017. The meeting was called to order at 3:45 p.m. by Beth Foster, Chair.

Members present: Beth Foster, Chair, Richard Bennett, Deb Chyka, Marleen Davis, Kim Denton, Joshua Emery, Cheryl Kojima, Lindsay Mahony, Aleydis Van de Moortel, Angela Wozencroft (by proxy Cristina Barroso, George Drinnon (by proxy Betsy Gullett), Jeff Fairbrother, Chris Lavan, and Jack Larimer.

Others present: Katherine Ambroziak, Monique Anderson, Alison Connor, R. J. Hinde, and Molly Sullivan.

Approval of Minutes: The minutes of August 29, 2017, were approved without corrections.

Curricular Proposals:

- Curricular proposals from the College of Education, Health, and Human Sciences were approved without opposition. (See attached proposals.)
- Curricular proposals from the Honors Programs were approved without opposition. (See attached proposals.)

Other Business:

- New International Baccalaureate (IB) exam credit has been approved by the Department of Electrical Engineering and Computer Science. (See attached.) This was an informational item, so no action was needed.
- Molly Sullivan noted that we have received nine proposals for Experience Learning courses: six for Internship (N), two for Service Learning (S), and one for Undergraduate Research (R).

Adjournment: Beth Foster adjourned the meeting at 4:15 p.m.

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
All Changes Effective Fall 2018**

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

Student Learner Outcomes

(KNS) KINESIOLOGY

Learning objectives for the BS in Kinesiology:

1. Students will demonstrate an understanding of key disciplinary knowledge
2. Students will use disciplinary knowledge in practical settings related to the major
3. Students will demonstrate capacity for critical thinking

(RSM) RECREATION AND SPORT MANAGEMENT

Learning objectives for the Recreation and Sport Management BS program:

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will illustrate current knowledge and skills necessary for practice in therapeutic recreation.
3. Students will understand the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.
4. Students will demonstrate capacity for critical thinking.

COURSE CHANGES

(KNS) KINESIOLOGY

Mid-
impact:
New
Course

ADD COURSE

KNS 331 Exercise Psychology (3)

Major topics, findings, and theories describing psychological components of physical activity and sedentary behaviors. Practical application for facilitating health behavior change, detriments of over or under engaging in physical activity, and understanding the role of physical activity and healthy habits in daily living.
Registration Restriction(s): Kinesiology Major.

Rationale: This undergraduate course has been taught as a special topics class for the previous two terms and student demand has made it appropriate to move it into the curriculum (F16= 24, S17= 31). It is a department and professional elective for Kinesiology majors. The contents of the course discussions serve to complement the department's curricular focus on physiological and anatomical aspects of movement by focusing on the psychological experience during exercise, those psychological forces that may influence one to under or over engage in physical activity, and the psychological benefits of appropriately engaging in physical activity and close monitoring of one's sedentary habits. This course will present research and theory highlighting the interactions between and influence of the dynamic core – one's affect, cognition, and behaviors – on physical activity choices, helping the student learner recognize the reasons why individuals may or may not reach exercise guidelines, or what causes individuals to over engage in physical activity or sedentary lifestyles, and how they as future health care professionals can use theory to advise and guide their patients and clients toward a healthy lifestyle.

Department advising staff determined that more department electives are needed for our students that major in Kinesiology, which will expand our curriculum to detour large enrollment classes, or bottlenecks preventing students from meeting their goal graduation deadline, and that fit within faculty expertise. To adhere to student learner outcome #1

(students will demonstrate an understanding of key disciplinary knowledge), students will be assessed on their knowledge of exercise psychology research findings, terminology, and theoretical models. This will aid in the development of a psychological framework and consideration when engaged in physical activity and health monitoring aspects of their future careers. To adhere to student learner outcome #3 (students will demonstrate capacity for critical thinking), students will engage in an individual behavior change project, monitoring their own physical activity and sedentary habits, and a group-based research project and presentation that includes a summary of their findings and recommendations to a targeted audience.

Course format and location: The course will use lectures and group problem-solving activities. These opportunities will be supplemented with an individual assessment and a group-based research project and presentation.

Impact on other units: This course can help relieve enrollment demand in other department and professional elective courses. This course should not impact units beyond the department.

Financial impact: No financial impact is anticipated. This course will be delivered as part of the normal teaching load of an existing faculty member.

Additional Documentation: The manner in which this course is delivered supports student learner outcome #1 for the BS in Education with a Kinesiology major through providing information that will improve students' understanding of key disciplinary knowledge and #3 through providing students assignments that require critical thinking.

Low-
impact:
Only
affects
CEHHS
students

REVISE REPEATABILITY

KNS 380 Special Topics (1-3)

Repeatability: May be repeated. Maximum of 12 hours.

Formerly: Maybe repeated. Maximum of 6 hours.

Rationale: There are more KNS 380 Special Topics Courses offered than in the past. Raising the repeatability will allow students the opportunity to take more courses. Advisors recognized a pattern with students interested in the variety of special topics courses, but were not able to take them because they had already reached the 6-hour limit.

Impact on other units: The increase in repeatability will help decrease the student load for other Department electives.

Financial impact: No Financial Impact anticipated. Courses are covered by existing faculty and adjuncts.

Low-
impact:
Only
affects
CEHHS
students

ADD (RE) PREREQUISITE(S)

KNS 426 Practicum in Kinesiology II (1-6)

(RE) Prerequisite(s): 260.

Formerly: No (RE) Prerequisite(s)

Rationale: KNS 426 Practicum in Kinesiology II is the second practicum for Kinesiology students. Students wanting to complete a second practicum, need to take the first practicum prior to enrolling. Upon reviewing the Undergraduate Catalog, this error was discovered. In past catalogs, KNS 260 was a prerequisite and was mistakenly dropped.

Impact on other units: Only affect. There will be no impact on other units.

Financial impact: The change will result in a more efficient use of advising and staff resources. Currently, if students enroll in KNS 426 before KNS 260, a staff member (after speaking with the student advisor and/or the student) moves the student to the correct course. The restriction will not decrease student enrollment.

(RSM) RECREATION AND SPORT MANAGEMENT

Low-
impact:
Only
affects
CEHHS
students

ADD (RE) PREREQUISITE(S)

RSM 405 Therapeutic Recreation in Public Schools (3)

(RE) Prerequisite(s): 201 or Kinesiology 100.

Formerly: (RE) Prerequisite(s): 201, Kinesiology 100.

Rationale: To correct error. RSM 405 requires RSM 201 or KNS 100 not both. The past year students have needed to be manually overridden to take the course.

Impact on other units: Effects RSM and KNS units. No other units will be affected.

Financial impact: Existing error in the catalog. The change does not affect faculty lines or any budgetary aspects.

Low-
impact:
Only
affects
CEHHS
students

REMOVE REGISTRATION RESTRICTION(S)

RSM 426 Advanced Therapeutic Recreation Programming (3)

Formerly: Registration Restriction(s): Recreation and sport management major.

Rationale: Camp Koinonia Director, Dr. Angela Wozencroft requested to remove the restriction to allow more students the opportunity to be involved with planning, organizing, and running Camp Koinonia. Due to a growth in participants at Camp Koinonia, more students are needed to assist.

Impact on other units: Allows Kinesiology majors to take the course, opens another course as a professional elective.

Financial impact: Course taught as a part of an existing faculty course load. No financial impact anticipated.

(PYED) PHYSICAL EDUCATIONMid-
impact:
New
Course**ADD COURSE****PYED 263 Advanced SCUBA Diving I (2)**

The Advanced SCUBA Diver course is for existing certified divers who desire additional training and introduction to a variety of diving sites and conditions. This course prepares students for certification as an Advanced Diver through NAUI (The National Association of Underwater Instructors) and allows individuals to learn about specialties and diving activities to further their diving knowledge and diving skills. Student must have taken PYED 261 SCUBA Diving or obtain permission of the instructor.

(RE) Prerequisite(s): 261.

Rationale: Offer a 4-part class series that will result in scuba instructor certification. Student demand of more advance scuba instruction. Fall 2017 enrollment in PYED 261= 112 students. Summer 2017= 5. Spring 17= 101.

Impact on other units: The added PYED course will not affect other departments or programs.

Financial impact: The course is taught by an off campus vendor and will not affect Department or College Budgets. Students pay an additional course fee.

PROGRAM CHANGESLow-
impact:
Allows
more
choices**REVISE PROGRAM****Recreation and Sport Management Major, BS in Education – Therapeutic Recreation Concentration****Requirements for the Bachelor of Science in Education – Recreation and Sport Management Major – Therapeutic Recreation Concentration**

Term 1	Hours	Milestone Notes
CFS 210*	3	2.5 cumulative GPA
¹ Natural Science Elective* CHEM-100* or CHEM-120* or CHEM-128* or BIOL-101*	4	
ENGL 101* or ENGL 118*	3	
PSYC 110* or PSYC 117*	3	
² Quantitative Reasoning Elective*	3	
Term 2		
¹ Natural Science Elective* CHEM-110* or CHEM-130* or CHEM-138* or BIOL-102*	4	ENGL 101*
ENGL 102*	3	
² Quantitative Reasoning Elective*	3	
⁴ Unrestricted Elective	4	

Rationale: The change will allow more flexibility in the courses that are accepted in the program in regards to natural science courses. It is still noted that to take BCMB the student will need to take Chemistry. The recommended change was discovered by advisors and is more accommodating to students.

Impact on other units: This change should not affect any other programs. The change allows for more natural science course to be accepted to fulfill requirements as is seen in the Sport Management concentration.

Financial impact: The change will not affect the department or college budgets. No financial impact anticipated.

DEPARTMENT OF NUTRITION**Student Learner Outcomes****(NUTR) NUTRITION**

1. Students enrolled in the Didactic Program in Dietetics (DPD) will demonstrate readiness for success in a dietetic internship.
2. Students will demonstrate readiness for graduate study or entry into health professional programs.
3. Upon completing the program, the student will demonstrate the ability to understand, interpret, and apply the science of nutrition in individual, clinical, and community settings.
4. Upon completing the program the student will be able to apply critical thinking skills to solve problems.

COURSE CHANGES**(NUTR) NUTRITION**Low-
impact:**REVISE DESCRIPTION****NUTR 413 Food and Nutrition in the Community Practicum (1)**

Change does not affect course content

Application of principles of concepts introduced in 412 (Food and Nutrition in the Community). Students will work in the community. Successful completion of 20 hours of service learning is required.

Formerly: Application of principles of concepts introduced in 412 (Food and Nutrition in the Community). Students will work in the community. Successful completion of 15 hours of service learning is required.

Rationale: This revision more accurately describes the expected time commitment to the service learning project. This corrects a housekeeping error, as students are expected to complete 20 service learning hours in this course.

Impact on other units: This is a course required for NUTR majors in the Dietetics Concentration, only. This impacts no other units.

Financial impact: None. This change better represents the time students are already working on their service learning projects in the community. No increase in resources is required.

Additional Documentation: This course already supports SLO # 1 and SLO #3. The increase to 20 service learning hours (again, already in place), further strengthens this experience.

Low-impact: Only affects CEHHS students

REVISE REPEATABILITY

NUTR 450 Special Topics: Nutrition (1-3)

Repeatability: May be repeated. Maximum 6 hours.

Formerly: Repeatability: May be repeated. Maximum 3 hours.

Rationale: In preparation for important changes expected in our curriculum in the next few years, and as efforts to test out and refine potential future courses are underway, there has been an increase in the number of distinctly different course offerings under the NUTR 450 number (with credit hours varying from 1 to 3). Increasing the maximum number of hours, a student can register for NUTR 450 allows increased flexibility for students to repeat this course, with different topics, for credit. Assuring that a student does not repeat the same topic will occur at the department level, via the requirement of instructor consent for enrollment.

Impact on other units: This course is not a requirement for any majors. Therefore, no impact on other units is expected.

Financial impact: None. This is a course that any faculty member may choose to offer in addition to their normal course load.

Additional Documentation: This change does not directly impact any of the SLOs, as this course is not a requirement.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

Student Learner Outcomes

Special Education Major, BS in Education; Modified/Comprehensive, Deaf/Hard of Hearing, Educational Interpreting, and Communication Disorders Concentrations

1. Planning (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations)
Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Instruction (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations)
Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3. Assessment (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations)
Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. (For Modified/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Uses current technologies to maximize content learning in varied contexts.
5. Learning Environments (for Modified/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations)
Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6. (for Educational Interpreting and Communication Disorders Majors) (From InTASC Standard 2) Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.
7. (For Educational Interpreting and Communication Disorders Majors) (from InTASC Standard 10) Seeks appropriate roles and opportunities to take responsibility for well-being of individuals with disabilities, to collaborate with students, families, colleagues, school professionals, and community members to ensure individual learner growth, and to advance well-being of individuals with disabilities.

COURSE CHANGES

(ASL) AMERICAN SIGN LANGUAGE

Low-impact: Change due to state directive & change in terminology

REVISE DESCRIPTION AND COMMENT(S)

ASL 111 Elementary American Sign Language I (3)

Development of expressive and receptive sign language skills. Video text and interactive teaching method used. Class conducted totally in sign.

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B or a satisfactory grade (S) on the departmental placement exam to advance to 112. Non-majors must earn a minimum grade of C or a satisfactory grade (S) on the departmental placement exam to advance to 112.

Formerly: Expressive and receptive skill development in sign communication. Video text and interactive teaching method used. Class conducted totally in sign.
Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B, and non-majors must earn a minimum grade of C to advance to 112.

Rationale: A state ASL bill was recently passed which allows high school students to take ASL as a foreign language; therefore, ASL placement tests have been developed and implemented. Placement tests have a grading option of S/NC. We also updated the wording: changed from sign communication to sign language. No learner outcomes are affected by this change.

Completed Legislative Action on state ASL bill: <https://legiscan.com/TN/bill/SB0524/2017>

Impact on other units: none. These changes impact only ASL faculty. ASL faculty teach the courses and administer placement exams.

Financial impact: none. ASL faculty teach these courses and administer placements tests. No additional resources needed.

REVISE DESCRIPTION, (RE) PREREQUISITE(S), AND COMMENT(S)

ASL 112 Elementary American Sign Language II (3)

Development of expressive and receptive sign language skills. Video text and interactive teaching method used. Class conducted totally in sign.

(RE) Prerequisite(s): 111 with a grade of C or better, or a satisfactory grade (S) on the departmental placement exam.

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B or a satisfactory grade (S) on the departmental placement exam to advance to 211. Non-majors must earn a minimum grade of C or a satisfactory grade (S) on the departmental placement exam to advance to 211.

Formerly: Expressive and receptive skill development in sign communication. Video text and interactive teaching method used. Class conducted totally in sign.

(RE) Prerequisite(s): 111 with a grade of C or better.

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B, and non-majors must earn a minimum grade of C to advance to 211.

Rationale: A state ASL bill was recently passed which allows high school students to take ASL as a foreign language; therefore, ASL placement tests have been developed and implemented. Placement tests have a grading option of S/NC. We also updated the wording: changed from sign communication to sign language. No learner outcomes are affected by this change.

Completed Legislative Action on state ASL bill: <https://legiscan.com/TN/bill/SB0524/2017>

Impact on other units: none. This change updates the language of the description and standards for placement tests. It will impact only the ASL program faculty. ASL faculty teach the courses and administer placement exams.

Financial impact: none. The courses and placement tests are already offered by ASL faculty. No additional resources needed

***REVISE DESCRIPTION AND (RE) PREREQUISITE(S)**

***ASL 211 Intermediate American Sign Language I (3)**

Sequence (211-212) stresses fluency of expressive and receptive sign language skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the Deaf Community.

(RE) Prerequisite(s): 112 with a grade of C or better, or a satisfactory grade (S) on the departmental placement exam.

Formerly: Sequence (211-212) stresses fluency of expressive and receptive sign communication skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the deaf community.

(RE) Prerequisite(s): 112 with a grade of C or better.

Rationale: A state ASL bill was recently passed which allows high school students to take ASL as a foreign language; therefore, ASL placement tests have been developed and implemented. Placement tests have a grading option of S/NC. We also updated the wording: changed from sign communication to sign language. No learner outcomes are affected by this change.

Impact on other units: none. These changes impact only ASL faculty. ASL faculty teach the courses and administer placement exams. Completed Legislative Action on state ASL bill: <https://legiscan.com/TN/bill/SB0524/2017>

Financial impact: none. ASL faculty teach these courses and administer placements tests. No additional resources needed.

REVISE DESCRIPTION

ASL 212 Intermediate American Sign Language II (3)

Sequence (211-212) stresses fluency of expressive and receptive sign language skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the Deaf Community.

Formerly: Sequence (211-212) stresses fluency of expressive and receptive sign communication skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the deaf community.

Low-
impact:
Change
due to
state
directive &
change in
terminology

Low-
impact:
Change
due to
state
directive &
change in
terminology

Low-
impact:
Change
due to
state
directive &
change in
terminology

Low-
impact:
Only
affects
CEHHS
students

Rationale: Change wording from sign communication to sign language. This change is just to update the language referring to ASL as sign language rather than sign communication. It was determined this change was needed when updating other ASL courses. This change is just to update the language referring to ASL as sign language rather than sign communication. No learner outcomes are affected by this change.

Impact on other units: none. This change only updates the language of the course description.

Financial impact: none. This change only updates the language in the course description. No additional resources needed.

ADD COMMENT(S)

ASL 311 Advanced American Sign Language I: Educational Contexts (3)

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B.

Formerly: No comment.

Rationale: Our programs require that deaf education and educational interpreting majors and ASL minors get a minimum B in ASL 111, 112, 211, 212, and 311. We are adding a course comment so that students see this information on both the program description and course information. While reviewing our ASL courses, we noticed this course did not have the statement for majors like our other ASL classes. No learner outcomes are affected by this change.

Impact on other units: none. This is a change to include minimum grade requirements on the course description.

Financial impact: none. The change is just to include grade requirements in the course description.

PROGRAM CHANGES

REVISE PROGRAM

Special Education Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration

Progression Requirements

Progression to the EDDE concentration requires a **2.75 2-7** cumulative GPA after a minimum of 45 semester credits, **completion of ASL 211**, and completion of a successful interview and admission into teacher education. Students admitted to the program must maintain a cumulative GPA of **2.75 2-7** while in the program. Students must earn a grade of B or better in ASL 111, ASL 112, ASL 211*, ASL 212*, and ASL 311, and EDDE 310, and a C or better in all teacher education and major courses. Students with less than a **2.75 2-7** GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Low-
impact:
Minor
changes
to
program

Requirements for the Bachelor of Science in Education – Special Education Major – Education of the Deaf and Hard of Hearing Concentration

Term 1	Hours	Milestone Notes
ASL 111	3	2.3 cumulative GPA
ENGL 101*, ENGL 118*	3	ASL 111
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
³ Social Sciences Elective*	3	
Term 2		
³ Arts and Humanities Elective*	3	Quantitative Reasoning Elective*
ASL 112	3	ASL 112
ENGL 102*	3	
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
Term 3		
ASL 211*	3	Complete at least 45 hours with a 2.75 2-7 cumulative GPA
⁴ Biological Sciences Electives*	3-4	ASL 211* ASL-111
³ Communicating Orally Elective*	3	ENGL 102*
EDPY 210*	3	
³ Social Sciences Elective*	3	
Term 4 ⁹		
ASL 212*	3	ASL 212* ASL-112
EDDE 425	3	
PHIL 252*	3	
⁵ Physical Science Electives*	3-4	
⁶ Unrestricted Elective	2	
Term 6		

EDDE 419	3	ASL 212*
⁸ Educational Methods	3 6	
SPED 402	3	
¹⁰ REED 430 or REED 461 or REED 543	3	
ASL 435	3	
Term 8		
⁸ Educational Methods ASL-435	3	No milestones
EDDE 410, EDDE 416	6	
⁷ Professional Elective	3	
⁶ Unrestricted Elective or ⁷ Professional Elective	3	
UNDERGRADUATE TOTAL	120	

Rationale: The change in GPA requirement from 2.7 to 2.75 is a new state requirement.

We changed the "progression into the EDDE concentration" to include the completion of ASL 211. This will allow program interviews to occur partially in ASL, and for the board to ascertain candidates' commitment to and fluency in ASL. This change is also reflected in earlier ASL uTrack requirements.

We require a minimum B in EDDE 310 to progress to EDDE 410. This is not reflected in the program showcase as well. Program faculty and advisory board members identified a weakness in the interview and admissions procedures. The current program structure allows for the admission of candidates into the program without any evidence related to their commitment to developing ASL proficiency.

Impact on other units: In order to require EDDE students to complete ASL 111-212 in their first four semesters, we need to ensure that students as early as freshman year can get into ASL courses. We find that we are successful in doing that. Each semester we control class capacity on ASL sections to reserve seats for students in the EDDE and EI majors. This program change has been discussed with ASL coordinator, Michelle Swaney, as well as advisors, Lisa Emery, Demetria Mells and Laura Brown. Through this approach of capping ASL courses, we have been able to accommodate majors, new freshmen, and transfers from other institutions.

Financial Impact: none. This change will be supported by current ASL faculty. No additional resources needed.

Additional documentation: Learner outcome #2 is strengthened by this change in terms of the teacher's ability to advance student learning through fluent communication.

HONORS & SCHOLARS PROGRAMS

All changes effective Fall 2018

(HSP) HASLAM SCHOLARS PROGRAM

Low-
impact:
Change
per
GenEd's
request

*ADD (RE) PREREQUISITE(S)

*HSP 287 Knowledge (3)

(RE) Prerequisite(s): English 102, 132, 290, or 298.

Rationale: Addition of prerequisite is in response to the request from General Education Committee that all courses approved as WC include these prerequisites. Impact on other units: None. Financial impact: None.

(UNHO) UNIVERSITY HONORS

Low-
impact:
Only
affects
Honors
students

ADD REGISTRATION RESTRICTION

UNHO 101 Honors First-Year Seminar (1)

Registration Restriction(s): Required of and limited to students in the 1794 Scholars Program.

Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

Low-
impact:
Only
affects
Honors
students

ADD REGISTRATION RESTRICTION

UNHO 107 Honors Experience (0)

Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

Low-
impact:

*ADD REGISTRATION RESTRICTION

Change per GenEd & only affects Honors students	<p>*UNHO 257 Honors: Special Topics in the Arts and Humanities (3) <i>Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.</i></p> <p><i>Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.</i></p>
Low-impact: Change per GenEd's request & only affects Honors students	<p>*ADD (RE) PREREQUISITE(S), REMOVE (DE) PREREQUISITE(S), ADD REGISTRATION RESTRICTION</p> <p>*UNHO 258 Honors: Special Topics in the Arts and Humanities (3) <i>(RE) Prerequisite(s): English 102, 132, 290, or 298.</i> <i>Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.</i></p> <p><i>Formerly: (DE) Prerequisite(s): English 102 or English 118.</i> <i>No Registration Restriction.</i></p> <p><i>Rationale: Addition of prerequisite is in response to the request from General Education Committee that all courses approved as WC include these prerequisites. Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.</i></p>
Low-impact: Change per GenEd & only affects Honors students	<p>*ADD REGISTRATION RESTRICTION</p> <p>*UNHO 267 Honors: Special Topics in the Social Sciences (3) <i>Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.</i></p> <p><i>Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.</i></p>
Low-impact: Change per GenEd's request & only affects Honors students	<p>*ADD (RE) PREREQUISITE(S), REMOVE (DE) PREREQUISITE(S), ADD REGISTRATION RESTRICTION</p> <p>*UNHO 268 Honors: Special Topics in the Social Sciences (3) <i>(RE) Prerequisite(s): English 102, 132, 290, or 298.</i> <i>Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.</i></p> <p><i>Formerly: (DE) Prerequisite(s): English 102 or English 118.</i> <i>No Registration Restriction.</i></p> <p><i>Rationale: Addition of prerequisite is in response to the request from General Education Committee that all courses approved as WC include these prerequisites. Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.</i></p>
Low-impact: Change per GenEd & only affects Honors students	<p>*ADD REGISTRATION RESTRICTION</p> <p>*UNHO 277 Honors: Special Topics in Cultures and Civilizations (3) <i>Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.</i></p> <p><i>Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.</i></p>
Low-impact: Change per GenEd's request & only affects Honors students	<p>*ADD (RE) PREREQUISITE(S), REMOVE (DE) PREREQUISITE(S), ADD REGISTRATION RESTRICTION</p> <p>*UNHO 278 Honors: Special Topics in Cultures and Civilizations (3) <i>(RE) Prerequisite(s): English 102, 132, 290, or 298.</i> <i>Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.</i></p> <p><i>Formerly: (DE) Prerequisite(s): English 102 or English 118.</i> <i>No Registration Restriction.</i></p> <p><i>Rationale: Addition of prerequisite is in response to the request from General Education Committee that all courses approved as WC include these prerequisites. Adding the restriction enforces current practice, allows Banner to automate</i></p>

the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

Low-
impact:
Change
per
GenEd
& only
affects
Honors
students

***ADD REGISTRATION RESTRICTION**

***UNHO 287 Honors: Special Topics in the Natural Sciences (3)**

Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

Low-
impact:
Change
per
GenEd's
request
& only
affects
Honors
students

***ADD (RE) PREREQUISITE(S), REMOVE (DE) PREREQUISITE(S), ADD REGISTRATION RESTRICTION**

***UNHO 288 Honors: Special Topics in the Natural Sciences (3)**

(RE) Prerequisite(s): English 102, 132, 290, or 298.

Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Formerly: (DE) Prerequisite(s): English 102 or English 118.

No Registration Restriction.

Rationale: Addition of prerequisite is in response to the request from General Education Committee that all courses approved as WC include these prerequisites. Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

Low-
impact:
Only
affects
Honors
students

ADD REGISTRATION RESTRICTION

UNHO 337 Honors: Concentration in the Humanities (3)

Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

Low-
impact:
Only
affects
Honors
students

ADD REGISTRATION RESTRICTION

UNHO 347 Honors: Concentration in the Social Sciences (3)

Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

Low-
impact:
Only
affects
Honors
students

ADD REGISTRATION RESTRICTION

UNHO 357 Honors: Concentration in the Natural and Applied Sciences (3)

Registration Restriction(s): Membership in one of the following: Chancellor's Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program.

Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

Low-
impact:
Only
affects
Honors
students

ADD REGISTRATION RESTRICTION

UNHO 497 Honors Thesis Research (3)

Registration Restriction(s): Membership in the Chancellor's Honors Program.

Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

Low-
impact:

ADD REGISTRATION RESTRICTION

UNHO 498 Honors Thesis Project (3)

Only affects Honors students

Registration Restriction(s): Membership in the Chancellor's Honors Program.

Rationale: Adding the restriction enforces current practice, allows Banner to automate the restriction process, and prevents need to monitor course registrations for non-eligible students. Impact on other units: None. Financial impact: None.

OTHER
(Informational Only)

Low-impact: Informational only

ADD IB EXAM

International Baccalaureate (IB) Exam Credit

IB Higher Level Computer Science Score of 7 Receive credit for COSC 102 4 credit hours

The Department of Electrical Engineering and Computer Science has determined that students to take the IB Higher Level Computer Science exam and score a 7 out of a possible 7 points may receive credit for COSC 102 – Introduction to Computer Science (4 credit hours).

GENERAL EDUCATION COMMITTEE

**The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
September 13, 2017**

Call to order: A regular meeting of the General Education Committee was held in the Mary Greer Room (258) of Hodges Library on September 13, 2017. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:31 am.

Members present: Barbara Murphy, Chair, Monique Anderson, Richard Bennett, Megan Bryson, Chuck Collins, Erin Darby, Marleen Davis, George Drinnon, Jeff Fairbrother, Nadia Fomin, Mary Gunther, John Haas, Cheryl Kojima, Eduarda Lague, Jeff Larsen, Mike McFall, Michael Palenchar, Margie Russell (for Masood Parang), Missy Parker, Drew Paul, Charissa Powell, Jeff Ringer, Delores Smith, John Stier, and Amanda Warren

Others present: Rachel Chen, Alison Connor, Luke Garton, and Molly Sullivan

Approval of the Minutes: The minutes from the March 8, 2017, meeting were discussed and approved.

Course Proposals:

- ENGL 209 – Introduction to Jane Austen (AH)

The proposal was approved.

Other Business:

- Barb Murphy informed the committee that she is working with colleges regarding prerequisites for WC courses. As noted in the minutes of this committee of March 8, 2017, all WC courses must require freshman English composition courses as a prerequisite to WC courses. She is working with them to promote understanding of the prerequisite and to resolve any remaining issues.
- Barb Murphy noted that the new General Education Curriculum was approved by the Undergraduate Council on April 18, 2017. The Faculty Senate plans to review and act on the proposal at its meeting on September 18, 2017. If the proposal is approved, the Vice Provost for Academic Affairs will then appoint an implementation committee. Discussion included identifying issues that the implementation committee would need to address. Monique Anderson emphasized that someone from the University Registrar's Office would need to be on the implementation committee to ensure smooth implementation. The current goal is for the new requirements to take effect in fall 2020, although Cheryl Kojima noted that the Engaged Inquiry (EI) requirement will be phased in with only three hours required the first year and increasing annually until reaching the total of nine hours noted in the proposal. This will give departments/colleges time to create new courses or revise existing courses to conform to the EI guidelines established by the General Education Curriculum committee.

These items did not require action by the committee.

Adjournment: Barbara Murphy adjourned the meeting at 9:17 am.

Next Meeting: The next meeting will be held October 11, 2017, beginning at 8:30 am in the Mary Greer Room (258) of Hodges Library.

Minutes Submitted by: Molly Sullivan