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Undergraduate Council Minutes of Meeting October 18, 2016

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**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
October 18, 2016**

Elected Members present: Katherine Ambroziak, Chair, Rachel Chen, Richard Bennett, Ken Baker, John Bell, Marleen Davis, Jochen Denzler, Beth Foster, Paul Frymier, Frank Guess, Betsy Gullett (proxy for Mary Holcomb), Yingkui Li, Laurie Meschke, Robert Mindrup, Drew Paul, Juli Sams, John Scheb, Heidi Stolz, Richard Strange, Shelia Swift, and Belle Upadhyaya

Ex-Officio Members present: Shanna Pendergrast (proxy for Chuck Collins), George Drinnon, Jeff Fairbrother, Rebekah Page (proxy for Timothy Hulsey), Chris Lavan, Kristen Benson (proxy for Barbara Murphy), Brent Lamons (proxy for John Stier), Jamia Stokes, Pia Wood, and Katherine Ambroziak (proxy for Jason Young)

Student Members present: (none)

Others present: Mary Albrecht, Tom Gill, Doug Renalds, 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 3:43 pm by Katherine Ambroziak, Chair.

Minutes of the previous meeting: The minutes of the September 13, 2016 meeting were approved without correction or opposition.

Presentation of proposed Peace Corps Prep Program: Tom Gill presented a brief overview of the proposed Peace Corps Prep Program, which is designed to encourage service and global/intercultural engagement and to give our students an advantage when applying to the US Peace Corps. The program would incorporate courses the university currently offers. Students who successfully complete the program will receive a certificate of completion from the US Peace Corps.

Committee Reports (See attached reports)

- Doug Renalds presented the Appeal Committee's report. No action was needed on this item.
- Katherine Ambroziak presented the Curriculum Committee's report on behalf of Heidi Stolz. All items were approved by the UGC without opposition.
- Kirsten Benson presented the General Education Committee's report on behalf of Barbara Murphy. The report included items that did not require action by the UGC, as well as the proposal that Classics 254 and 255 be approved as satisfying the Arts and Humanities general education requirement. These two new courses were submitted simultaneously to the College of Arts and Sciences and to the General Education Committee. The UGC voted to approve these courses pending approval by A&S.

Other Items (see attachment): Text to be added to the Undergraduate Council Curriculum Committee Operating Guidelines to establish the function and structure of the Experiential Learning subcommittees was reviewed, discussed, and revised. The revised text was approved without opposition.

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

Next meeting: Tuesday, January 31, 2017, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

Minutes submitted by: Molly Sullivan

APPEALS COMMITTEE

**Undergraduate Council
Appeals Committee Annual Report**

Readmissions and Reinstatement Recap, Fall 2015 through Summer 2016

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 2015 through Summer 2016, the Committee reviewed 63 dismissal appeals. The percentage of dismissed students filing an appeal remained roughly 10%.

Number of Academic Dismissals			
School Year	Total Dismissals	# Appeals	% Dismissals Appealed
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 total appeals granted this year (29%) dropped slightly in comparison to recent years.

Total Dismissal Appeal Decisions				
School Year	# Appeals	# Granted	# Denied	% Granted
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, a slightly smaller percentage of appeals was granted this year.

Appeals from Students Dismissed for the First Time				
School Year	# Appeals	# Granted	# Denied	% Granted
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. Those who appeal a second dismissal are seeking reinstatement rather than meeting these requirements. When considering an appeal from these students, the Committee looks for a clear and feasible path to graduation and an upward trajectory since their previous dismissal. Historically, the percentage of appeals granted in this category has ranged between 23% and 42%. This year, the Committee granted 30%.

Appeals from Students Dismissed More than Once				
School Year	# Appeals	# Granted	# Denied	% Granted
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, only nine readmission applicants met the dismissal policy conditions. The Committee granted readmission to all nine of those applicants.

Year	# Granted
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 4, 2016

Call to Order: A regular meeting of the Curriculum Committee was held in the Fourth Floor Conference Room of Andy Holt Tower on October 4, 2016. The meeting was called to order at 3:45 p.m. by Katherine Ambroziak, Chair of the Undergraduate Council, on behalf of Heidi Stolz, Chair.

Members present: Katherine Ambroziak (proxy for Marleen Davis), Acting Chair, Colin Sumrall (proxy for Joshua Emery), Beth Foster, Betsy Gullett (proxy for Mary Holcomb), Robert Mindrup, Richard Strange, Shelia Swift, Belle Upadhyaya, Aleydis Van de Moortel, Chuck Collins, George Drinnon, and Jeff Fairbrother.

Others present: Mary Albrecht, Monique Anderson, Karen Boyd, Richard Bennett, Alison Connor, Adam Willcox, and Molly Sullivan.

Approval of Minutes: The minutes of August 30, 2016, were approved without corrections.

Presentation: Adam Willcox presented an overview of the proposed Peace Corps Prep Program, which is expected to be housed (at least temporarily) in the College of Agriculture and Natural Resources and will initially focus on two of the areas approved by the US Peace Corps: Agriculture and Environment. Members of the Committee asked questions and suggested a few changes to the proposal. Once the proposal is finalized, it will be submitted to the US Peace Corps for approval. If approved, UT's program will begin by fall 2016. This program will not require any curricular changes, but will be mentioned in the 2017-2018 catalog. The text and location for that information will be decided at a later date.

Curricular Proposals:

- Minor edits were made to the Consent Agenda items, which were then approved without opposition.
- Minor edits were made to the Main Agenda items, which were then approved without opposition.

Other Business:

- Two errors were discovered in the requirements for the Bachelor of Science in Education – Special Education Major, Education of the Deaf and Hard of Hearing Concentration, and corrections were proposed. After discussion regarding the importance of submitting proposals as indicated in the Curricular Submissions Guidelines, which is available to view online, and a reminder that the proofing stage is a time to ensure that approved changes were entered properly and not a time for new changes, the proposal to correct these errors was approved without opposition. (See Addendum.)
- Molly Sullivan offered to hold workshops or individual training sessions, noting that one such session is to be held on Thursday, October 6, 2016, beginning at 9:00 a.m. Additional workshops can be held for those who cannot attend this meeting.
- Chuck Collins suggested that the October 1 deadline for high impact changes might be too early in the academic year. The deadline was designed to allow all those affected by a high impact change to have time to adjust their own curricula to take the high impact change(s) into account. Some leniency may be given, provided those proposing such changes are in close communication with others who would be affected by the change. Therefore, exceptions to the October 1 deadline will be handled on a case-by-case basis.
- Monique Anderson suggested the Curriculum Committee examine the benefits and disadvantages of the Consent/Main Agenda format because this format causes difficulties for those in the Office of the University Registrar who are designated to put these changes into the software that supports and enforces these changes. This issue will be revisited.

Adjournment: Katherine Ambroziak adjourned the meeting at 5:05 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**.

CONSENT AGENDA

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES All changes effective fall 2017

CHANGE DEPARTMENT NAME

Food Science (FDSC)

Formerly: Food Sciences and Technology (FDST)

Rationale: The new name, which has been approved by the Chancellor's Office (see approval letter below), reflects the department's science-based curriculum, conforms in style to other department names in the college, and prevents misunderstandings caused by the use of the word "technology," which can be misinterpreted to indicate a vocational/technical program. Impact on other units: None. Financial Impact: None.



Food Science and Technology
2510 River Drive
Knoxville, TN 37996-4539
phone: 865-974-7331
fax: 865-974-7332
foodscience.tennessee.edu

August 22, 2016

Dr. Caula Beyl
Dean and Professor
College of Agricultural Sciences & Natural Resources
126 Morgan Hall, 2621 Morgan Circle
Knoxville, TN 37996

Dear Dr. Beyl:

The faculty in the department of Food Science and Technology have recently discussed changing the department's name and degree names to simply Food Science. We feel as though the shorter name adequately describes the department's mission, the faculty's expertise, and the breadth of undergraduate programs. This name will also be more in line with the names of Animal Science and Plant Sciences within CASNR.

Our goal is to be more recognized as a science-based discipline. Across the nation, among those universities that do not combine Food Science and Human Nutrition, approximately 2/3 have Food Science departments and 1/3 have Food Science and Technology departments.

The discussion of our departmental name began after an increasing awareness of the confusion around technology/technologist and technical degrees. One example in 2015 occurred when one of our BS graduates interviewed with Oak Ridge National Laboratories (ORNL). She received a position offer from ORNL but then the human resources department noticed that her degree was in Food Science and Technology which they considered a "technology" degree not a "science" degree. As a result, they rescinded the offer and made her a new offer at a much lower pay grade to reflect that of technologists rather than scientists. This confusion that "technology" degrees are similar to 2-yr technical degrees seems to be a growing concern in recent years.

My understanding of the procedures for such a request suggests that the name change must be approved by the chancellor. However, I am not sure if that is Dr. Arrington, Dr. Cheek, or both. As for the degree name change, the "Curricular Submission Guidelines for the Undergraduate Council 2016-2017" suggests that the provost approval is required (Page 12 in attached document).

I hope you would support such a name change in the department and degree program.

Sincerely,

Mark Morgan
Professor and Head

Approved:

Dr. Caula Beyl, Dean

Approved:

Dr. Tim Cross, Interim Chancellor

COLLEGE OF ARTS AND SCIENCES
All changes effective fall 2016

REVISE (RE) PREREQUISITE(S) TO CORRECT OVERSIGHT

(Note: all 146 courses require the same revision, which is described at the end of the list.)

ENGLISH

English (ENGL)

- ENGL 201 British Literature I: Beowulf through Johnson (3)**
- ENGL 202 British Literature II: Wordsworth to the Present (3)**
- ENGL 206 Introduction to Shakespeare (3)**
- ENGL 207 Honors: British Literature I (3)**
- ENGL 208 Honors: British Literature II (3)**
- ENGL 221 World Literature I: Ancient through Early Modern (3)**
- ENGL 222 World Literature II: The Eighteenth-Century to the Present (3)**
- †**ENGL 225 Introduction to African Literature (3)** (Secondary Cross-list, AFST 225 is Primary)
- †**ENGL 226 Introduction to Caribbean Literature (3)** (Primary Cross-list, AFST 226 is Secondary)
- ENGL 231 American Literature I: Colonial Era to the Civil War (3)**
- ENGL 232 American Literature II: Civil War to the Present (3)**
- †**ENGL 233 Major Black Writers (3)** (Primary Cross-list, AFST 233 is Secondary)
- ENGL 237 Honors: American Literature I: Colonial Era to the Civil War (3)**
- ENGL 238 Honors: American Literature II: Civil War to the Present (3)**
- ENGL 247 Honors: Introduction to Poetry (3)**
- ENGL 248 Honors: Introduction to Drama (3)**
- ENGL 251 Introduction to Poetry (3)**
- ENGL 252 Introduction to Drama (3)**
- ENGL 253 Introduction to Fiction (3)**
- ENGL 254 Themes in Literature (3)**
- ENGL 255 Public Writing (3)**
- ENGL 257 Honors: Public Writing (3)**
- ENGL 258 Honors: Introduction to Fiction (3)**
- ENGL 261 Themes in Creative Writing (3)**
- ENGL 263 Introduction to Creative Writing (3)**
- ENGL 277 Honors: Introduction to Creative Writing (3)**
- †**ENGL 281 Introduction to Film Studies (3)** (Primary Cross-list, CNST 281 is Secondary)
- ENGL 295 Writing in the Workplace (3)**
- ENGL 301 British Culture to 1660 (3)**
- ENGL 302 British Culture: 1660 to Present (3)**
- †**ENGL 303 American Cultures (3)** (Primary Cross-list, AMST 303 is Secondary)
- †**ENGL 321 Introduction to Old English (3)** (Primary Cross-list, LING 321 is Secondary)
- †**ENGL 331 Race and Ethnicity in American Literature (3)** (Primary Cross-list, AFST 331 is Secondary)
- †**ENGL 332 Women in American Literature (3)** (Primary Cross-list, WOST 332 is Secondary)
- †**ENGL 333 Black American Literature and Aesthetics (3)** (Primary Cross-list, AFST 333 is Secondary)
- †**ENGL 334 Film and American Culture (3)** (Primary Cross-list, AMST 334 and CNST 334 are Secondary)
- †**ENGL 335 African Literature (3)** (Secondary Cross-list, AFST 335 is Primary)
- †**ENGL 336 Caribbean Literature (3)** (Primary Cross-list, AFST 336 is Secondary)
- ENGL 339 Children's/Young Adult Literature (3)**
- ENGL 340 Science Fiction and Fantasy (3)**
- †**ENGL 341 Religion and Spirituality in American Literature (3)** (Primary Cross-list, REST 341 is Secondary)
- ENGL 345 Graphic Novel and Comics (3)**
- ENGL 351 The Short Story (3)**
- ENGL 355 Rhetoric and Writing (3)**
- ENGL 357 Honors: Rhetoric and Writing (3)**
- ENGL 360 Technical and Professional Writing (3)**
- ENGL 363 Writing Poetry (3)**
- ENGL 364 Writing Fiction (3)**
- †**ENGL 365 Writing the Screenplay (3)** (Primary Cross-list, CNST 365 is Secondary)
- ENGL 366 Writing Creative Nonfiction (3)**
- ENGL 367 Honors: Writing Poetry (3)**
- ENGL 368 Honors: Writing Fiction (3)**
- †**ENGL 371 Foundations of the English Language (3)** (Primary Cross-list, LING 371 is Secondary)
- †**ENGL 372 The Structure of Modern English (3)** (Primary Cross-list, LING 372 is Secondary)
- ENGL 376 Colloquium in Literature (3)**
- ENGL 377 Honors: Colloquium in Literature (3)**
- †**ENGL 381 American Tales, Songs, and Material Culture: An Introduction to Folklore (3)** (Primary Cross-list, AMST 381 is Secondary)
- †**ENGL 389 Literature of the English Bible (3)** (Primary Cross-list, REST 389 is Secondary)
- ENGL 398 Junior-Senior Honors Seminar (3)**
- †**ENGL 401 Medieval Literature (3)** (Primary Cross-list, MRST 405 is Secondary)

†ENGL 402 Chaucer (3) (Primary Cross-list, MRST 406 is Secondary)
 ENGL 403 Introduction to Middle English (3)
 ENGL 404 Shakespeare I: Early Plays (3)
 ENGL 405 Shakespeare II: Later Plays (3)
 ENGL 406 Shakespeare's Contemporaries I: Renaissance Drama (3)
 ENGL 409 Shakespeare's Contemporaries II: Renaissance Poetry and Prose (3)
 ENGL 410 Donne, Milton, and Their Contemporaries (3)
 ENGL 411 Literature of the Restoration and Early 18th Century: Dryden to Pope (3)
 ENGL 412 Literature of the Later 18th Century: Johnson to Burns (3)
 ENGL 413 Restoration and 18th-Century Genres and Modes (3)
 ENGL 414 Romantic Poetry and Prose I (3)
 ENGL 415 Romantic Poetry and Prose II (3)
 ENGL 419 Later Victorian Literature (3)
 ENGL 420 The 19th-Century British Novel (3)
 ENGL 421 Modern British Novel (3)
 †ENGL 422 Women Writers in Britain (3) (Primary Cross-list, WOST 422 is Secondary)
 ENGL 423 Colonial and Post-Colonial Literature (3)
 ENGL 431 Early American Literature (3)
 ENGL 432 American Romanticism and Transcendentalism (3)
 ENGL 433 American Realism and Naturalism (3)
 ENGL 434 Modern American Literature (3)
 ENGL 435 American Fiction to 1900 (3)
 ENGL 436 Modern American Novel (3)
 ENGL 441 Southern Literature (3)
 †ENGL 442 American Humor (3) (Primary Cross-list, AMST 442 is Secondary)
 †ENGL 443 Topics in Black Literature (3) (Primary Cross-list, AFST 443 is Secondary)
 ENGL 444 Appalachian Literature and Culture (3)
 ENGL 451 Modern British and American Poetry (3)
 ENGL 452 Modern Drama (3)
 ENGL 453 Contemporary Drama (3)
 ENGL 454 20th-Century International Novel (3)
 ENGL 455 Persuasive Writing (3)
 ENGL 456 Contemporary Fiction/Narrative (3)
 ENGL 459 Contemporary Poetry (3)
 ENGL 460 Technical Editing (3)
 ENGL 462 Writing for Publication (3)
 ENGL 466 Writing, Layout, and Production of Technical Documents (3)
 ENGL 470 Special Topics in Rhetoric (3)
 †ENGL 474 Teaching English as a Second or Foreign Language I (3) (Primary Cross-list, LING 474 is Secondary)
 †ENGL 476 Second Language Acquisition (3) (Primary Cross-list, LING 476 is Secondary)
 †ENGL 477 Pedagogical Grammar for ESL Teachers (3) (Primary Cross-list, LING 477 is Secondary)
 ENGL 479 Literary Criticism (3)
 ENGL 480 Fairy Tale, Legend, and Myth: Folk Narrative (3)
 ENGL 481 Studies in Folklore (3)
 ENGL 482 Major Authors (3)
 ENGL 483 Special Topics in Literature (3)
 ENGL 484 Special Topics in Writing (3)
 †ENGL 485 Special Topics in Language (3) (Primary Cross-list, LING 485 is Secondary)
 ENGL 486 Special Topics in Criticism (3)
 †ENGL 489 Special Topics in Film (3) (Primary Cross-list, CNST 489 is Secondary)
 †ENGL 490 Language and Law (3) (Primary Cross-list, LING 490 is Secondary)
 ENGL 491 Foreign Study: Drama in Stratford and London (1-4)
 ENGL 492 Off-Campus Study: Drama in New York (3)
 ENGL 493 Independent Study (1-6)
 ENGL 494 Cultural Rhetorics (3)
 ENGL 497 Honors: Senior Seminar (3)

INTERDISCIPLINARY PROGRAMS

Africana Studies (AFST)

†AFST 225 Introduction to African Literature (3) (Primary Cross-listed Course, ENGL 225 is Secondary)
 †AFST 226 Introduction to Caribbean Literature (3) (Secondary Cross-listed Course, ENGL 226 is Primary)
 †AFST 233 Major Black Writers (3) (Secondary Cross-listed Course, ENGL 233 is Primary)
 †AFST 331 Race and Ethnicity in American Literature (3) (Secondary Cross-listed Course, ENGL 331 is Primary)
 †AFST 333 Black American Literature and Aesthetics (3) (Secondary Cross-listed Course, ENGL 333 is Primary)
 †AFST 335 African Literature (3) (Primary Cross-listed Course, ENGL 335 is Secondary)
 †AFST 336 Caribbean Literature (3) (Secondary Cross-listed Course, ENGL 336 is Primary)
 †AFST 443 Topics in Black Literature (3) (Secondary Cross-listed Course, ENGL 443 is Primary)

American Studies (AMST)

- †AMST 303 **American Cultures (3)** (Secondary Cross-listed Course, ENGL 303 is Primary)
- †AMST 334 **Film and American Culture (3)** (Secondary Cross-listed Course, ENGL 334 is Primary, CNST 334 is also Secondary)
- †AMST 381 **American Tales, Songs, and Material Culture: An Introduction to Folklore (3)** (Secondary Cross-listed Course, ENGL 381 is Primary)
- †AMST 442 **American Humor (3)** (Secondary Cross-listed Course, ENGL 442 is Primary)

Cinema Studies (CNST)

- †CNST 281 **Introduction to Film Studies (3)** (Secondary Cross-listed Course, ENGL 281 is Primary)
- †CNST 334 **Film and American Culture (3)** (Secondary Cross-listed Course, ENGL 334 is Primary, AMST 334 is also Secondary)
- †CNST 365 **Writing the Screenplay (3)** (Secondary Cross-listed Course, ENGL 365 is Primary)
- †CNST 489 **Special Topics in Film (3)** (Secondary Cross-listed Course, ENGL 489 is Primary)

Linguistics (LING)

- †LING 321 **Introduction to Old English (3)** (Secondary Cross-listed Course, ENGL 321 is Primary)
- †LING 371 **Foundations of the English Language (3)** (Secondary Cross-listed Course, ENGL 371 is Primary)
- †LING 372 **The Structure of Modern English (3)** (Secondary Cross-listed Course, ENGL 372 is Primary)
- †LING 474 **Teaching English as a Second or Foreign Language I (3)** (Secondary Cross-listed Course, ENGL 474 is Primary)
- †LING 476 **Second Language Acquisition (3)** (Secondary Cross-listed Course, ENGL 476 is Primary)
- †LING 477 **Pedagogical Grammar for ESL Teachers (3)** (Secondary Cross-listed Course, ENGL 477 is Primary)
- †LING 485 **Special Topics in Language (3)** (Secondary Cross-listed Course, ENGL 485 is Primary)
- †LING 490 **Language and Law (3)** (Secondary Cross-listed Course, ENGL 490 is Primary)

Medieval and Renaissance Studies (MRST)

- †MRST 405 **Medieval Literature (3)** (Secondary Cross-listed Course, ENGL 401 is Primary)
- †MRST 406 **Chaucer (3)** (Secondary Cross-listed Course, ENGL 402 is Primary)

Women's Studies (WOST)

- †WOST 332 **Women in American Literature (3)** (Secondary Cross-listed Course, ENGL 332 is Primary)
- †WOST 422 **Women Writers in Britain (3)** (Secondary Cross-listed Course, ENGL 422 is Primary)

RELIGIOUS STUDIES**Religious Studies (REST)**

- †REST 341 **Religion and Spirituality in American Literature (3)** (Secondary Cross-listed Course, ENGL 341 is Primary)
- †REST 389 **Literature of the English Bible (3)** (Secondary Cross-listed Course, ENGL 389 is Primary)

(RE) Prerequisite(s): 102, 118, 132, 290, or 298.

Formerly: (RE) Prerequisite(s): 102 or 118.

Rationale: The English Department added two courses (ENGL 290 and 298) and increased the ways to satisfy the first-year composition general education requirement, which means these courses are also acceptable prerequisites to all courses that previously listed only 102 and 118. In addition, 132 has been built into Banner as an acceptable prerequisite but was not noted in the prerequisite comment in the catalog. The update to the prereqs of these 146 courses, which includes stand-alone and primary and secondary cross-listed courses, corrects that oversight. Impact on other units: None. Financial impact: None.

MATHEMATICS**Mathematics (MATH)****REVISE REQUIREMENTS TO CORRECT ERROR****Mathematics Major, BS****Major Requirements****4. Select additional courses to reach a total of 40 hours:**

(last bullet)

- ~~mathematics graduate courses with approval of the department~~ ~~any mathematics graduate course numbered 510 or above~~

Honors Concentration – Mathematics Major, BS

(Last bullet)

- Complete a total of 24 hours of honors courses or mathematics ~~graduate courses with approval of the department~~ ~~courses numbered 510 or higher (except seminars)~~, which may include courses used to fulfill other requirements to graduate with a mathematics honors concentration.

Mathematics Major, BS – Applied Math Concentration**Concentration Requirements****5. Select additional courses to reach a total of 40 hours:**

(Last bullet)

- ~~mathematics graduate courses with approval of the department~~ any-mathematics-graduate-course-numbered-510-or-above

Mathematics Major, BS – Math Biology Concentration**Concentration Requirements****3. For Depth, select one of the following pairings:**

- MATH 411 – Mathematical Modeling
- MATH 405 – Models in Biology

or

~~With approval of the department, a graduate sequence in Mathematical Ecology can be used to satisfy this requirement.~~

~~• MATH 581 – Mathematical Ecology I~~

~~• MATH 582 – Mathematical Ecology II~~

4. Select Additional courses to reach a total of 37 hours:

- ~~MATH 581 – Mathematical Ecology I~~
- ~~MATH 582 – Mathematical Ecology II~~
- ~~MATH 583 – Mathematical Evolutionary Theory~~
- ~~LFSC 507 – Programming for Biological Data Analysis~~

(add comment at end of list:)

~~Graduate courses in Mathematical Ecology or Biological Sciences can be used with approval of the department.~~

Mathematics Major, BS – Math Education Concentration**Concentration Requirements****5. Select additional courses to reach a total of 40 hours:**

(last bullet)

- ~~mathematics graduate courses with approval of the department~~ any-mathematics-graduate-course-numbered-510-or-above

Mathematics Major, BS – Theoretical Math**Concentration Requirements****4. For Depth, select one of the following pairings:**

(last bullet)

- ~~With approval of the department a graduate sequence can be used to satisfy this requirement.~~ Complete a 500-level graduate sequence in Analysis, Algebra or Topology

5. Select additional courses to reach a total of 40 hours:

(last bullet)

- ~~Graduate courses in Algebra, Analysis, Geometry, Topology, Probability or Differential Equations with approval of the department.~~ Graduate courses in Algebra, Analysis, Geometry, Topology, Probability or Differential Equations.

Rationale: The Math major concentration descriptions were changed for fall 2016 to include references to specific graduate courses, and now we understand that doesn't follow the way the courses work. In particular, we don't want DARS automatically counting graduate courses for undergraduate requirements. So we are changing the wording in the catalog from specific courses to saying something more generic about needing approval of the department. Impact on other units: No impact. Financial impact: No impact.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
All changes effective fall 2017

EDUCATIONAL LEADERSHIP AND POLICY STUDIES**Education Leadership and Policy Studies (ELPS)****REVISE REGISTRATION PERMISSION****ELPS 211 Servant Leadership & Social Justice Seminar (1)**

Registration Permission: Consent of the instructor.

Formerly: Registration Permission (s): Participation in Leadership and Service Living Learning Community or consent of the instructor.

Rationale: The Leadership Living Learning Community will become an Honors Living Learning Community and will not require this course. This change retains a course option for non-honors students. Impact on other units: No impact. Financial impact: This addition does not require any additional resources.

REVISE (RE) PREREQUISITE(S) AND REGISTRATION RESTRICTION(S)**ELPS 450 Leadership in Transition (3)**

(RE) Prerequisite(s): ELPS 201 or ELPS 207, and ELPS 350 (3).

Registration Restriction(s): Restricted to students enrolled in the Leadership Studies Minor or the Leadership Studies Minor – Honors.

Formerly: (RE) Prerequisite (s): ELPS 201 and ELPS 350.

Registration Restriction(s): Restricted to students enrolled in the Leadership Studies Minor and departmental permission.

ELPS 451 Leadership in Transition Seminar (1).

(RE) Prerequisite(s): ELPS 201 or ELPS 207, and ELPS 350 (3).

Registration Restriction(s): Restricted to students enrolled in the Leadership Studies Minor or the Leadership Studies Minor – Honors.

Formerly: (RE) Prerequisite(s): ELPS 201 and ELPS 350.

Registration Restriction(s): Restricted to students enrolled in the Leadership Studies Minor and departmental permission.

Rationale: Changed to include honors leadership studies courses in prerequisites. Impact on other units: No program and course conflict or impact has been identified. Financial impact: No financial impact. The number of sections will remain the same with an increase in class size.

**COLLEGE OF ENGINEERING
All changes effective fall 2016****REVISE TEXT TO CORRECT OVERSIGHT****Nuclear Engineering**

(Main Page)

PROGRESSION POLICIES AND REQUIREMENTS**Full Status**

A lower-division student may apply for progression to upper-division after completing CHEM 120* or CHEM 128*, CHEM 130* or CHEM 138*; MATH 141* or MATH 147*, MATH 142* or MATH 148*, MATH 231; EF 151* or EF 157*, EF 152* or EF 158*; ~~NE 200~~, and PHYS 231*, with a grade of C or better in each, and an overall GPA of at least 2.5.

Rationale: To correct an oversight: NE 200 was removed from the program requirements but overlooked on the main department page.

**COLLEGE OF SOCIAL WORK
All changes effective fall 2017****Social Work (SOWK)****DROP****SOWK 207 Honors: Introduction to Social Work (3)**

Rationale: The College of Social Work now features an upper division Social Work Honor's Program. This lower division course is no longer needed or necessary. Impact on other units: None. Financial impact: No financial impact, as Social Work Honor's students will take the same number (and credit hours) of Honor's Social Work courses to meet the requirements for Honor's program, which again is restricted to upper division coursework.

REVISE TITLE**SOWK 250 Introduction to Social Welfare (3)**

Formerly: Social Welfare

Rationale: Revising this course title more accurately depicts the intent and content of this course as a required social work course and as a general education course. The content of this course will remain the same. Social work students are required to take an upper division Social Welfare Policies and Issues (SOWK 416). Impact on other units: None. Financial impact: No financial impact is expected.

REVISE (RE) PREREQUISITE(S)**SOWK 312 Interviewing Skills and the Helping Relationship in Social Work Practice**

(RE) Prerequisite(s): 200 ~~or 207~~ and 250.

SOWK 314 Human Behavior and the Social Environment

(RE) Prerequisite(s): 200 ~~or-207~~ and 250; English 101 and English 102.

SOWK 316 Understanding Diversity in a Global Society

(RE) Prerequisite(s): 200 ~~or-207~~ and 250.

SOWK 317 Honors: Human Behavior in the Social Environment

(RE) Prerequisite(s): 200 ~~or-207~~ and 250; English 101 and English 102.

SOWK 318 Honors: Understanding Diversity in a Global Society

(RE) Prerequisite(s): 200 ~~or-207~~ and 250.

SOWK 416 Social Welfare Policies and Issues

(RE) Prerequisite(s): 200 ~~or-207~~ and 250.

SOWK 462 Child Welfare II: Skills and Practice Methods

(RE) Prerequisite(s): 200 ~~or-207~~ and 250.

Rationale: Revision is needed due to dropping SOWK 207. Impact on other units: None. Financial impact: None.

REVISE TEXT

College of Social Work

(Main page)

Upper-Division Status

A lower-division student must apply for progression to upper-division status after completing at least 45 credit hours including ENGL 101*, ENGL 102*, SOWK 200 ~~or-SOWK-207~~ (with a grade of C or better) and SOWK 250* (with a grade of C or better) and an overall GPA of 2.5 or above.

Social Work Major, BS in Social Work – Five Year BSSW/MSSW Program

(Paragraph 2)

To be considered for conditional admission to the BSSW/MSSW Five-Year Program students must:

- Be a declared social work major and accepted into the Social Work Honors Program
- Have a minimum overall GPA of 3.5
- Have completed 60 hours of coursework which includes the following required social work courses: SOWK 200 ~~or-SOWK-207~~, SOWK 250*, SOWK 312, SOWK 313, SOWK 315, SOWK 317*, SOWK 318, and SOWK 380.
- Complete a personal interview with the BSSW Program Director or his/her designee

Rationale: Revision is needed due to dropping SOWK 207. Impact on other units: None. Financial impact: None.

OTHER

All changes effective fall 2017

ADMISSION TO THE UNIVERSITY

Admission to the University

REVISE TEXT

Undergraduate Admission

(paragraph 2)

Important information for undergraduate admission applications is available on the web at <http://apply.utk.edu>. All applicants must create a free VIP account at <http://vip.utk.edu> to gain access to applications for undergraduate admission, which should be submitted electronically. UT is a member of the Common Application, and **all interested students freshman-applicants** may apply online through that portal (<http://commonapp.org>), and will monitor the status of their applications through their VIP accounts. Official copies are required for all transcripts and test scores, and these must be sent directly from schools or testing agencies to the Office of Undergraduate Admissions. Academic credits earned in a country outside of the United States must be submitted for evaluation by a company that is a member of the National Association of Credential Evaluation Services, and the evaluation report will be an important factor in the admission decision. For additional information, see the section on International Student Applicants. Official test reports that are part of a high school transcript are accepted. For additional information, please contact the following offices.

Office of Undergraduate Admissions
320 Student Services Building
The University of Tennessee, Knoxville
Knoxville, TN 37996-0230
Knoxville – main office

E-mail admissions@utk.edu
Phone (865) 974-1111 2184
West Tennessee Regional Office
E-mail admit2utk@utk.edu
Phone (901) 448-8289

Freshman Admission

The University of Tennessee calculates a core GPA based upon a four-point grading scale in high school courses in sixteen areas, beginning with the Summer 2013 entering class.

- 4 units of English
- 2 units of algebra
- 1 unit of geometry
- 1 unit of advanced math (e.g., precalculus, calculus, trigonometry, statistics)
- 3 units of natural science. Students must complete biology, chemistry or physics, and a third lab science.
- 1 unit of American history
- 1 unit of European history, world history, or world geography
- 2 units of a single foreign language
- 1 unit of visual or performing arts

Courses in the list above that were taken as Honors are given an additional half-quality point, and courses that were taken as Advanced Placement, International Baccalaureate, or Dual Enrollment are given an additional quality point in the calculation of the core GPA. The core GPA is used as a factor in determining eligibility for admission, scholarships, and participation in the Chancellor's Honors and Scholars programs.

UT Knoxville accepts either the ACT or SAT (CR + M prior to March 2016; EBRW + M after March 2016) examination and does not require the ACT or SAT essay.

Dual Enrollment Students

A high school visiting student or dual enrollment student is currently enrolled in high school and seeks to enroll part-time at UT, based on his/her academic ability and educational need. High school visiting and dual enrollment students should have a minimum 3.0 high school grade point average. Applications are subject to review, and admission is not guaranteed.

- A student who is a Tennessee resident will complete and submit online the Tennessee Dual Enrollment Grant (TDEG) form instead of the Application for Admission. The TDEG form is available at the Tennessee Student Assistance Corporation (TSAC) website: <http://www.tn.gov/collegepays/article/dual-enrollment-grant>. For questions or information, please contact Norma Harrington at 865-974-1111 2184. The dual credit verification form (<http://admissions.utk.edu/wp-content/uploads/sites/10/2015/09/9698dualcredit-Copy.pdf> <http://admissions.utk.edu/files/2013/02/9698dualcredit.pdf>) must also be completed and mailed to the UT Knoxville Office of Undergraduate Admissions, to the attention of Norma Harrington.
- A student who is not a Tennessee resident must submit the Application for High School Visiting Students, accessible from <http://vip.utk.edu>, along with the application fee, written permission by his/her parents and the school principal or counselor, and the dual credit verification form ([see above http://admissions.utk.edu/files/2013/02/9698dualcredit.pdf](http://admissions.utk.edu/files/2013/02/9698dualcredit.pdf)).

Academic Common Market

(Paragraph 3)

For additional information, visit the Southern Regional Educational Board at <http://www.sreb.org> or contact Norma Harrington, Office of Undergraduate Admissions 865-974-1111 2184.

Re-Entry Student Applicants

A re-entry student is one who has not been enrolled in high school or college for three years or more prior to making application for admission to UT. Re-entry applicants must complete and submit the Application for Freshman or Transfer Students and answer the re-entry question, accessible from <http://vip.utk.edu>, including the re-entry essay, and the application fee. If a student has been enrolled at UT Knoxville as a degree-seeking student at any time, that person is considered to be a Readmission Student. For additional questions, contact Norma Harrington, Office of Undergraduate Admissions 865-974-1111 2184.

Veterans

(Paragraph 2)

Applicants for undergraduate programs may apply online at <http://apply.utk.edu>. Questions about test scores, high school or college transcripts, and military credit may be addressed to Norma Harrington at the Office of Undergraduate Admissions at 865-974-1111 2184 or admissions@utk.edu.

Readmission Student Applicants

(Paragraphs 1 and 2)

Any student who has previously enrolled at UT, but who has not continued enrollment for at least one semester (excluding summer) or has withdrawn from the university, and wishes to re-enroll must complete and submit the Application for Readmission, accessible from <http://vip.utk.edu> and pay the readmission application fee. A student who has attended another college or university since attending UT must have an official transcript sent to the Office of Undergraduate Admissions. Readmission applicants who had previously declared a major at UT should carefully review the readmission requirements of their declared college and major. In many cases, students who are on probation will only be admitted as University Exploratory students and will be advised in the College of Arts and Sciences, irrespective of their previous college and major. Most readmitted students who have been academically dismissed will only be admitted as University Exploratory students and will be advised in the College of Arts and Sciences. Additional information is available at <http://admissions.utk.edu/other/readmission> <http://admissions.utk.edu/important-dates/>.

For specific readmission application deadline dates, students should contact the Office of Undergraduate Admissions or visit <http://admissions.utk.edu/other/readmission> <http://admissions.utk.edu/important-dates/>.

Senior and Disables Applicants

Persons 60 years or older or totally disabled persons who are residents of Tennessee may audit a course without payment of fees if space is available in the individual class. Interested persons should contact the One-Stop Express Student Services Office for additional information. Persons 65 years or older or totally disabled persons who are residents of Tennessee may enroll in courses for credit at reduced fees. Interested persons wishing to enroll for academic credit should contact the Office of Undergraduate Admissions for application information and requirements. More information is available online at <http://onestop.utk.edu/discounts> <http://onestop.utk.edu/your-money/covering-costs/discounts-waivers/#SC>.

International Student Applicants

All foreign nationals on non-immigrant visas are classified as international students whether they are applying to The University of Tennessee, Knoxville, as freshmen or transfer students. In addition to the information below, important information for applicants is available from the Office of Undergraduate Admissions (<http://admissions.utk.edu/international> <http://admissions.utk.edu/apply/international-students/>) and for admitted students from the Center for International Education (<http://international.utk.edu>).

To apply for admission as an undergraduate student, each international student is required to provide the following:

1. A completed application for undergraduate admission, accessible from <http://vip.utk.edu> or <http://commonapp.org>, and application fee. <http://apply.utk.edu>
2. An evaluation of the applicant's academic records by an agency that is a member of NACES (National Association of Credential Evaluation Services). Information concerning these agencies is provided on the web page for international applicants - <http://admissions.utk.edu/international> <http://admissions.utk.edu/apply/international>. Review of an application will be possible only after receiving the necessary report from the evaluation company.

(Item 2.b.)

- b. Transfer Students: A "detailed" or "course-by-course" evaluation" including a calculated college Grade Point Average (GPA) is required for all college work completed in a country other than the United States. Applicants who have completed fewer than 30 transferable college credit hours may also be required to submit [a secondary school or high school transcript an evaluation of all secondary school or high school work](#).

(Item 3.d.)

- d. ACT (English sub-score of 21 is required) or SAT (critical reading or [EBRW](#) score of 510 is required). Scores must be received from the testing company (copies are not acceptable).

(Item 4 – dates)

Entry Term	Application Date	Completion Date
Fall (August)	May April 15	June May 15
Spring (January)	September 15	October 1 15
Summer (June)	February 15	March 15

Admitted International Students

(Paragraph 4)

Admitted international students must take the University of Tennessee, Knoxville, English Placement [Exam Test](#) prior to course registration. This test will determine whether the student needs to take more English courses and, if so, at what level. The English Placement [Exam Test](#) grants no credit. Students assigned to special English courses must enroll the first semester of attendance and stay continuously enrolled in assigned courses until completion of all requirements. A student who has completed 6 credits of college-level English composition with grades of C or better at a regionally accredited college or university in the United States is exempted from taking the UT English Placement [Exam Test](#).

UNIVERSITY LIBRARIES

REVISE TEXT

The library is everywhere you are. Research assistance is available by walk-in, e-mail, phone, chat and text, and by appointment with the **subject** librarian who specializes in your discipline. The UT Libraries holds **3.5 3-3** million print volumes but places a high priority on providing access to electronic resources. Visit library.utk.edu ~~lib.utk.edu~~ to chat with a librarian, find books and electronic resources, watch a video tutorial about using the library, or connect with us on social media.

The John C. Hodges Library in the heart of campus houses the majority of the UT Libraries' collections and many unique services. The technology-rich Commons, which comprises the entire second floor of Hodges Library, is a popular gathering place for students, for both studying and socializing. The Commons brings together all the tools students need to succeed: technology, research assistance, **tutoring advising** services, ~~and even~~ a coffee shop, ~~and a convenience store~~. At the Commons, students can check out equipment such as laptops and cameras, work collaboratively in group study rooms, create videos or multimedia projects in the Studio, or get help at the Writing Center, Math Tutorial Center, and Student Success Center. During the semester the Hodges Library remains open 24 hours, five nights a week.

Two branch libraries on the Knoxville campus offer specialized collections and services to their patrons: the Webster C. Pendergrass Agriculture and Veterinary Medicine Library on the Ag Campus and the George F. DeVine Music Library in the Natalie L. Haslam Music **Center Building**. Other unique collections available to students include ~~a map collection and~~ Special Collections (manuscripts and rare books) in Hodges Library, ~~and~~ **online** digitized collections of ~~some of~~ the library's unique holdings.

The UT Libraries participates in the cultural life of the university, hosting ~~art and video contests and the Writers in the Library reading series. a Writers in the Library series of readings, art and video contests, and international film screenings.~~

OFFICE OF THE UNIVERSITY REGISTRAR

(Informational only: this does not go into the catalog)

**Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice
for Tennessee Public Colleges and Universities
(The Tennessee Prior Learning Assessment Task Force, August 7, 2012)**

The full PLA document can be found online at:

http://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf

The Complete College Tennessee Act of 2010 mandates that Tennessee's public higher education institutions implement actions to increase the number of Tennesseans with a postsecondary credential. One means to increase the attainment of higher education credentials, especially among adult students, is the provision of credit toward a college credential based on an assessment of students' prior learning.

In the fall of 2011, a voluntary statewide Prior Learning Assessment (PLA) Task Force was created to develop statewide standards regarding PLA. The purpose of these standards is to outline the terms and conditions under which Tennessee Board of Regents (TBR) and University of Tennessee (UT) universities and community colleges award and/or transfer credits toward a degree or certificate based on PLA, and to provide consistent and accessible methods for students to earn these credits.

Transferability of PLA Credits (page 9)**How PLA Credits are to be treated in transfer between TBR and UT institutions:**

- A. Students who transfer to a TBR or UT community college or university may have their PLA credits transferred to that institution as long as the credits are applicable to the degree or certificate the student has declared and the transfer institution's policy grants credit for that type of PLA credit. However, item B (below) still applies in the event that the receiving institution does not grant credit to its native students for that type of PLA credit.
- B. PLA credit awarded at one institution, which meets Common General Education Core Requirements, and/or Tennessee Transfer Pathway (TTP) requirements must be accepted as transfer credit toward the degree if the student transfer to a TBR or UT institution in Tennessee, in accordance with Transfer Guarantee policies related to the General Education Core or the Tennessee Transfer Pathways.
- C. When credit has been awarded for standardized examinations or by credit recommendation services, institutions are strongly encouraged to accept PLA credits in transfer based on the student's transfer transcript from other TBR or UT colleges and universities.

Tennessee Transfer Guarantee for Pathways students:

<http://www.tntransferpathway.org/transfer-admission-guarantee>

To comply with the **Transferability of PLA Credits paragraph B**, students transferring to UT, Knoxville, with an associate degree (AA/AS) from a TBR community college and completion of a Tennessee Transfer Pathway (TTP), may receive transfer AP/CLEP/IB credit. Completion of the associate degree and TTP must be posted to the official transfer transcript at the time of transfer.

- Transferred AP/CLEP/IB credit in cases where the exam is "recognized" by UT, Knoxville, for native first-time freshmen will be evaluated and posted to the student's academic record with the UT, Knoxville, course equivalent (use course equivalency table).
- Transferred AP/CLEP/IB credit in cases where the exam or the score cutoff is not "recognized" by UT, Knoxville, for native first-time freshmen will be evaluated and posted to the student's academic record as LD or UD credit using a designated course prefix.

- o General Science (GNSC)
- o Humanities and Social Science (HSSC)
- o General Composition (GFYC)
- o General Quantitative Reasoning (GEQR)
- o Courses that do not fall within one of the four categories will be assigned a course prefix based on subject matter (example: ACCT)
- A specific transfer exam credit comment will be on the student's academic record underneath the transferred credit. (Note: similar comments for non-transfer UT, Knoxville, students who present qualifying exams scores are in parenthesis.)
 - o Transfer AP Exam Credit (Advanced Placement Exam)
 - o Transfer CLEP Exam Credit (College Level Exam Program)
 - o Transfer IB Exam Credit (International Baccalaureate Cr)

MAIN AGENDA

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
All changes effective fall 2017

I. COURSE CHANGES**EDUCATIONAL LEADERSHIP AND POLICY STUDIES**
Educational Leadership and Policy Studies (ELPS)**Student Learner Outcomes:**

The Leadership Studies Minor and the Leadership Studies Minor - Honors prepares students to become responsible citizens and leaders in a global society. Therefore, students minoring in Leadership Studies will be able to....

1. Recognize, understand, and analyze perspectives on leadership including frameworks, theory, practice, styles and models (i.e., Leadership Content). (Leadership Concepts)
2. Recognize, understand, and analyze leadership-related organizational concepts and theory (Organizational Leadership Concepts)
3. Recognize, understand, and analyze ethical, intercultural, and communication dimensions of leadership. (Ethical, Intercultural, and Communications Dimensions of Leadership)
4. Apply, develop, and refine knowledge of self and others as leaders in college (Guided Reflection on Collegiate Leadership)
5. Integrate and synthesize concepts and skills into a personally and socially responsible framework of leadership philosophy, practice, and lifelong learning (Post-College application to life-long leadership learning and development)

ADD

ELPS 207 Foundations and Theories of Leadership Studies (3) Introduction to foundational intrapersonal and organizational leadership theories and concepts. Honors students will also develop an awareness of "self" as a leader in relation to others within the collegiate setting and life practice.

Registration Restriction(s): Restricted to students enrolled in Leadership Studies Minor – Honors.

Rationale: Added to support the addition of the new Leadership Studies Minor - Honors.

Impact on other units/courses: ELPS 207 is a prerequisite for ELPS 217, 457, and with no conflict or impact outside of ELPS.

Financial impact: The addition of this course will impact the budget. The new Leadership Studies Minor - Honors will need 6 sections of ELPS 207 each year for incoming cohort Honors Leadership Program students. The additional faculty costs for this course are fully funded by the Provost's Office.

Learning Outcomes Supported: This change supports all of the LSM student learner outcomes.

Support from assessment activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to the original proposal, validated the need for increasing access to the formalized leadership education that reflect this course's proposed learning outcomes. Courses support an Honors version of the Leadership Studies minor, thus providing a curriculum that matches the intellectual abilities and needs of honors students.

ELPS 217 Honors Ethics in Leadership (3) The study of leadership in the context of ethics, the evolution of ethical scholarship, and the application to ethical problems faced by college student leaders.

(RE) Prerequisite(s): 207

Registration Restriction(s): Restricted to students enrolled in Leadership Studies Minor – Honors.

Rationale: Added to support the addition of the new Leadership Studies Minor - Honors.

Impact on other units/courses: ELPS 217 is a prerequisite for ELPS 457, and 493 with no conflict or impact outside of ELPS.

Financial impact: The addition of this course will impact the budget. The Leadership Studies Minor - Honors will need 6 sections of ELPS 217 each year for incoming cohort Honors Leadership Program students. The additional faculty costs for this course are fully funded by the Provost's Office.

Learning Outcomes Supported: This change supports SLO#3 of the LSM student learner outcomes.

Support from assessment activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to the original proposal, validated the need for increasing access to the formalized leadership education that reflect this course's proposed learning outcomes. Courses support an Honors

version of the Leadership Studies minor, thus providing a curriculum that matches the intellectual abilities and needs of honors students.

ELPS 457: Honors Leadership Capstone Project Seminar (1) Application of leadership theories, frameworks, constructs, self-awareness, and skills to leadership problems in an applied project.

Contact Hour Distribution: A one credit hour problems-based capstone project. Appropriate contact hours relative to instruction time will be honored.

Repeatability: May be repeated; Maximum 2 hours.

(RE) Prerequisite(s): 207, 217, and ELPS 450 or ELPS 451.

Registration Restriction(s): Restricted to students enrolled in Leadership Studies Minor – Honors.

Rationale: Added to support the addition of the new Leadership Studies Minor - Honors.

Impact on other units/courses: No program and course conflict or impact has been identified.

Financial impact: This course will predominantly serve students in the Leadership Studies Minor - Honors. The instructor costs are fully funded by the Provost's Office.

Learning Outcomes Supported: This change supports all of the LSM student learner outcomes.

Support from assessment activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to the original proposal, validated the need for increasing access to the formalized leadership education that reflect this course's proposed learning outcomes. Courses support an Honors version of the Leadership Studies Minor - Honors, thus providing a curriculum that matches the intellectual abilities and needs of honors students.

II. PROGRAM CHANGES

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Educational Leadership and Policy Studies (ELPS)

ADD PROGRAM

Leadership Studies Minor – Honors

The Department of Educational Leadership and Policy Studies, through its Leadership Studies Minor - Honors, offers a 13-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This cohort approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application to the collegiate setting.

Admission

Admission to the Leadership Studies Minor – Honors is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An Admissions Committee comprised of Honors Program staff, ELPS faculty, and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in high school;
- Evidence of commitment to developing leadership potential; and
- Unique contributions to the leadership learning cohort.
- Honors requirements met.

Minimally, students must be and remain in good standing with the university.

Minor Requirements:

The minor requires **13 hours** of coursework.

Complete:

- ELPS 207 – Foundations and Theories of Leadership Studies
- ELPS 217 – Honors Ethics in Leadership
- ELPS 350 – Leadership Skill Development & Application

Select One Sequence:

- ELPS 457 – Honors Leadership Capstone Project Seminar
- ELPS 450 – Leadership in Transition

or

- ELPS 451 - Leadership in Transition Seminar
- ELPS 411 - Leadership Knoxville Scholars Capstone Seminar

Co-curricular Requirements

- 60 hours of Leadership Co-curricular Experiences*
- Leadership Development Portfolio

*Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program upon Departmental approval of the student petition.

Rationale: This change establishes a Leadership Studies Minor – Honors, which enhances the Leadership Studies Minor curriculum with foundational literature readings and expanded scholarly-focus in assignments. It will enrich the academic challenge and rigor of the Leadership Studies minor by providing a curriculum that matches the intellectual abilities of honors students choosing to come to the University of Tennessee to study as scholars of leadership.

Impact on other units/programs: This minor does not conflict in content, nor does it impact any programs offered by other colleges and/or departments, as it is an honors version of a prior approved minor. The proposed courses that serve as pre-requisites, do so only for other Leadership Studies Minor - Honors courses. Offering this program expands access to experiential collegiate leadership education without duplicating content or creating competing programs. The proposed ELPS courses and course of study differ from what is currently offered, in curriculum and the accessibility of courses. Currently, registration in other honors leadership courses is limited by academic discipline. Presently, the only academically recognized honors-specific leadership courses of study offered to undergraduate students at UTK target a single discipline or professional setting—Honors Engineering Leadership minor and the Haslam College of Business Administration's Global Leadership Scholars. Like the original Leadership Studies minor and unlike these programs, the focus of this curriculum is on the application of the leadership literature and theory in the collegiate setting and student's post-college goals, as opposed to a specific disciplinary focus. This approach allows for gifted students to learn about leadership in interdisciplinary Honors track cohorts, which is not currently present at the university.

Financial Impact: The addition of this program will impact the budget. Of the six courses that comprise this minor, the three new honors designated courses (i.e., ELPS 207 217, and 457) will require additional resources for 13 sections taught annually to each incoming cohort Leadership Studies Minor - Honors program students. The additional faculty costs for these sections are fully funded by the Provost's Office. ELPS faculty and graduate students may also teach these sections as needed. The three prior approved classes of the original curriculum (i.e., ELPS 350, ELPS 450, and ELPS 451) will absorb these additional students by growing the number of 350 sections taught by Student Life staff and extending the capacity of the 450 and 451 classes.

Learning Outcomes Supported: This change supports all of the LSM student learner outcomes.

Support for assessment activities: Multiple University of Tennessee, national employment, and top 25 initiative assessments, as demonstrated by the assessment information provided in the attachments to the original proposal, validated the need for increasing access to the formalized leadership education that reflect this program's proposed learning outcomes. Courses support Leadership Studies Minor - Honors, thus providing a curriculum that matches the intellectual abilities and needs of honors students.

REVISE REQUIREMENTS**Leadership Studies Minor**

Electives*

Select 3 hours from:

- ~~ELPS 211 - Servant Leadership & Social Justice Seminar**~~

Co-curricular Requirements

- 60 hours of Leadership Co-curricular Experiences** ***
- Leadership Development Portfolio

*Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.

**Registration is limited to Leadership and Service Living-Learning Community.

***Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program upon Departmental approval of the student petition.

Rationale: The Leadership Living Learning Community will become an Honors Living Learning Community, so this requirement is no longer valid. Impact on other units: None. Financial Impact: None.

COLLEGE OF SOCIAL WORK
All changes effective fall 2017

REVISE REQUIREMENTS**Requirements for the Bachelor of Science in Social Work**

Term 1	Hours	Milestone Notes
ENGL 101* or ENGL 118*	3	2.0 cumulative GPA
Foreign Language (100-level)	3	
MATH 113* or MATH 117*	3	

¹ Natural Sciences Electives*	4	
SOWK 200 or SOWK 207	3	
Term 4		
³ Cultures and Civilizations Elective*	3	2.5 cumulative GPA to begin upper-division Social Work courses
ECON 201* or ECON 207*	4	SOWK 200 or SOWK 207 with grade of C or better
POLS 101* or POLS 107*	3	SOWK 250* with grade of C or better
SOCI 120*	3	
SOWK 250*	3	
Term 5		
⁵ Social Sciences or Social Work Elective*	3	SOWK 312
MATH 115*	3	2.5 cumulative GPA
SOWK 312	3	
SOWK 314* or SOWK 317*	3	
⁴ Unrestricted Elective	3	
Term 6		
SOWK 313, SOWK 315, SOWK 380	9	SOWK 380
SOWK 316 or SOWK 318	3	2.5 cumulative GPA
⁴ Unrestricted Elective	3	
Term 7		
SOWK 416, SOWK 480	9	2.5 cumulative GPA No-milestones
SOWK 410 or SOWK 417	3	
⁴ Unrestricted Elective	3	
Term 8		
SOWK 460 or SOWK 467	3	SOWK 481 or SOWK 483
SOWK 481 (if SOWK 480 in Term 7) or SOWK 483	6 or 12	2.5 cumulative GPA
⁴ Unrestricted Electives	3-4	
TOTAL (minimum)	120	

Requirements for the Bachelor of Science in Social Work – Honors Program

Term 1	Hours	Milestone Notes
SOWK 200 or SOWK 207	3	SOWK 200 or SOWK 207
ENGL 118*	3	
Foreign Language (100-level)	3	
MATH 113* or MATH 117*	3	
¹ Natural Sciences Electives with lab*	4	
Term 3		
² Arts and Humanities Elective*	3	3.5 cumulative GPA No-milestones
³ Cultures and Civilizations Elective*	3	
ECON 201* or ECON 207*	4	
SOCI 120* or SOCI 127*	3	
ANTH 130* or ANTH 137*	3	
Term 4		
SOWK 250*	3	SOWK 250*
² Arts and Humanities Elective*	3	3.5 cumulative GPA
⁴ Unrestricted Elective	3	
POLS 107*	3	
³ Cultures and Civilizations Elective*	3	
Term 5		
SOWK 312	3	SOWK 312
SOWK 317*	3	3.5 cumulative GPA
MATH 115* or STAT 201*	3	
SOWK 416	3	
Social Work Elective (400-500 level)	3	
Term 6		
SOWK 313	3	SOWK 380
SOWK 315	3	3.5 cumulative GPA
SOWK 318	3	
SOWK 380	3	
⁴ Unrestricted Elective	3	

Term 7		
SOWK 417 (3)	9	3.5 cumulative GPA No-milestones
SOWK 480 (6)	6	
SOWK 512 (2) or Elective (3)	2-3	
Elective (400-level) (3)	3	
Term 8		
SOWK 467 (3)	3	SOWK 481 or SOWK 483
SOWK 481 (6)	6	3.5 cumulative GPA
⁵ Social Work Electives (400-500 level) (6)	6	
TOTAL (minimum)	121-123	

Rationale: Updating milestones to be consistent with the already implemented progression to upper division process for Social Work majors and Social Work Honor's program. Removing SOWK 207 from the milestones since this course is no longer offered. Impact on other units: None. Financial impact: No financial impact is expected.

ADDENDUM
All changes effective fall 2016

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

CORRECT OVERSIGHT

THEORY AND PRACTICE IN TEACHER EDUCATION

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

UNDERGRADUATE TOTAL	120	
POST-BACCALAUREATE PROFESSIONAL YEAR		
Students must apply to and be admitted by the Graduate School prior to registration. Students must also obtain an intermediate rating level or above on the Sign Language Proficiency Interview (SLPI) in order to advance to the post-baccalaureate professional year and internship, prior to beginning the professional year in order to be placed in a signing environment.		
Term 9		

⁸ Educational Methods: Students must select the appropriate methods courses that meet the requirements for elementary or secondary licensure. See advisor. ELED 422; ENED 459, ENED 460, ENED 507, ENED 508, ENED 509, ENED 543, ENED 590; MEDU 485, MEDU 543; REED 461, REED 540, REED 543; SCED 496, **SCED 531**, SCED 543, SCED 565, SCED 596; SSCE 454, SSCE 543; TPTE 543.

Rationale: These changes were inadvertently left off the agenda for the Curriculum Committee meeting of January 12, 2016. Impact on other units: None. Financial Impact: None.

GENERAL EDUCATION COMMITTEE

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
October 5, 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 October 5, 2016. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:30 a.m.

Members present: Barbara Murphy, Chair, Mary Holcomb, Drew Paul, Jamia Sams, Richard Strange, Chuck Collins, Jeff Fairbrother, John Stier, Harriet Bowden (proxy for Megan Bryson), Cheryl Kojima, Jeff Larsen, Monique Anderson, Missy Parker, Teresa Walker, and Sam England.

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

Approval of the Minutes: The minutes from the September 7, 2016, meeting were approved without changes.

Course Proposals:

1. Denied or Deferred
 - The Cultures and Civilizations subcommittee reported that they denied a special topics proposal from the Honors Program for being too narrow in focus. The subcommittee suggested the Honors Program revise this particular topic to meet the CC guidelines and then resubmit the proposal.
 - The Social Sciences subcommittee reported that they were deferring a proposal to the next meeting of this committee.
2. Approved

- Classics 254 and Classics 255 were approved as meeting the Arts and Humanities requirement.

Other Items:

1. Barb Murphy presented new rubrics for Arts and Humanities Learning Objectives. These were approved without revision or opposition.
2. Biosystems Engineering (BSE) asked for an exception to the policy of a phase-out period for courses that drop a general education designation for their BSE 401. The request was denied; therefore, if BSE wants to drop the OC designation from BSE 401 they must do one of the following:
 - Continue to follow the OC standards every time the course is taught for the next six years.
 - Drop the course and add it back under a new course number and without the OC designation.
3. This committee discussed how to handle adding an Experience Learning designation to a base course that has already been approved as satisfying a general education requirement, keeping in mind that the base course and the corresponding R- or S-designated courses are considered equivalent. The consensus is to treat these proposals in the same way as specific topics for a variable topics course. Therefore, the following policy will apply to Experience Learning courses.

If a course has been approved as meeting the standards of a general education requirement, then all versions of that course are expected to meet those same standards. Therefore, proposals to add an Experience Learning (EL) designation (currently either R for Research or S for Service-Learning) to a course that has been previously approved as meeting a general education requirement must have the designated course proposal reviewed by the General Education Committee to ensure this new version of the course meets the general education standards of the base course. For example, if ABCD 310 satisfies the Communicating Orally (OC) general education requirement, then ABCD 310R and ABCD 310S are also expected to satisfy the OC requirement.

Adjournment: Barbara Murphy adjourned the meeting at 9:13 a.m.

Next Meeting: The next meeting is scheduled for Wednesday, December 14, 2016, beginning at 8:30 a.m. in the Mary Greer Room (Room 258) of the Hodges Library.

Minutes Submitted by: Molly Sullivan

OTHER

Proposed text to be added to Undergraduate Council Curriculum Committee Operating Guidelines

Experiential Learning Subcommittees

Function

Experiential Learning Subcommittees serve in an advisory role to the Curriculum Committee and are charged with the review of requirements and review of proposal submissions for EL designations. They make recommendations for approving experiential learning courses and review courses for continuation as experiential learning if changes are made in subsequent years.

In reviewing proposal submissions, subcommittees may correspond with originating departments and consult with faculty for possible revision and resubmission if proposals do not meet EL requirements. Subcommittees submit recommendations for approval to the Curriculum Committee for review. They will also report on the number of submissions denied or sent back for revisions as information only.

Overview of Submission Process

As faculty members or departments develop course proposals for EL designation, either as new courses or as parallel courses to existing courses, the proposals must go through departmental and college-level approval. The dean or designee of each college shall submit the course proposal with a statement of purpose and the completed EL course approval form to the Catalog Editor in the University Registrar's Office by the specified date. The Catalog Editor will forward these to the appropriate subcommittee for review. If proposed courses carry General Education designations, they must also be reviewed by the General Education Committee for approval.

Note that proposals may be submitted concurrently to college and the Catalog Editor in order to ensure sufficient time for review. Proposals will not be reviewed by the Curriculum Committee until all approvals are confirmed.

Structure and Selection of Subcommittee Members

Subcommittees will exist for each approved Experiential Learning course designation. Subcommittees may range in size from 5-7 members. Each subcommittee will have faculty representation from multiple colleges with undergraduate academic programs and representatives with subject expertise in the experience learning category it represents. Members will serve a 3-year term on a rotating basis and may serve multiple terms.

There are currently two subcommittees, R-research and S-service learning. The structure of each subcommittee is as follows:

Research Subcommittee

- The Director of Undergraduate Research serves as chair

- The Director of Experience Learning serves as a voting member*
- 1-2 elected members of Undergraduate Council, assigned by the Chair of Undergraduate Council
- 2-3 “content experts” in undergraduate research, selected by the Director of Undergraduate Research in consultation with the Chair of Undergraduate Council; members are selected to ensure that the majority of the committee are faculty members

Service Learning Subcommittee

- The Director of Service Learning serves as chair
- The Director of Experience Learning serves as a voting member*
- 1-2 elected members of Undergraduate Council, assigned by the Chair of Undergraduate Council
- 2-3 “content experts” in service learning, selected by the Director of Service Learning in consultation with the Chair of Undergraduate Council; members are selected to ensure that the majority of the committee are faculty members

* The Director of Experience Learning serves as a non-voting ex-officio on the Curriculum Committee.