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Undergraduate Council Minutes of Meeting October 30, 2012

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The University of Tennessee, Knoxville
Undergraduate Council
Minutes of Meeting
October 30, 2012
3:40pm – Black Cultural Center

MEMBERS PRESENT: Katherine Ambroziak, Dante Arnwine, Greg Baker, Richard Bayer, Richard Bennett, Mary Beth Coleman, Chuck Collins, Jochen Denzler, George Drinnon, Jean Gauger, R.J. Hinde, Greg Kaplan (Past Chair), Sungkyu Lee, Catherine Luther, Norman Magden, Clare Milner, Taylor Odle, Rebekah Page, Michael Palenchar, David Palmer, Masood Parang, Bill Park, Randal Pierce, Christian Powers, Gary Ramsey, Amber Roessner, Harold Roth, Lisi Schoenbach, John Stier, Richard Strange, Eric Sundstrom, Matthew Theriot (Chair), Dixie Thompson, Teresa Walker, Scott Wall, Suzanne Wright

OTHER ATTENDEES: Mary Albrecht, Monique Anderson, Alison Connor, Catherine Cox, Ruth Darling, Jennifer Hardy, Sally McMillan, Cheryl Norris, Kay Reed

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

The minutes of the [September 4, 2012](#) meeting of the Undergraduate Council were approved.

Committee Reports

- **Academic Policy (Magden)** – see pages [U2332-U2340](#)
 - Norman Magden presented three new policies and four revised policies. The recently revised version of the credit hour definition (to match the Graduate APC's policy) was approved. The transfer admission and UTrack policies were also approved after minor revisions. The remaining proposals were approved on first reading.
- **Advising (Darling)** – see pages [U2341-U2342](#)
 - Ruth Darling (for Missy Parker) summarized the Advising Committee's recent discussions.
- **Appeals (Park)** – see page [U2343](#)
 - Bill Park reviewed this year's dismissal and readmission data. He noted a gradual decline over the last five years in total dismissals as well as readmission appeals. He thanked Doug Renalds for his work in support of the committee.
- **Associate Deans Group (McMillan)** – see pages [U2344-U2348](#)
 - Sally McMillan brought members up to speed on recent topics of discussion at the Associate Deans Group including readmission procedures, strategic instructional funds, and student learning outcomes.
- **Curriculum (Wright)** – see pages [U2349-U2369](#)
 - Suzanne Wright summarized the Curriculum Committee's work. All proposed changes were approved.
- **General Education (Collins)** – see pages [U2370-U2371](#)

- Chuck Collins noted a revision to the committee's bylaws regarding committee chair appointments and terms. He submitted three course proposals for approval and reminded the committee that Friday, November 2, is the deadline for general education proposals (for inclusion in the *2013-14 Undergraduate Catalog*).

The meeting adjourned at 4:55pm.

ACADEMIC POLICY COMMITTEE REPORT

September 5, 2012 Meeting Minutes

Attendees: Monique Anderson, Richard Bayer, Kristina Brantley, Alison Connor, Ruth Darling, Jean Gauger, Jennifer Hardy, Catherine Luther (for Amber Roessner), Clare Milner, Norman Magden (chair), Cheryl Norris, Taylor Odle, Missy Parker, Margie Russell (for Masood Parang), Wendy Tate

Norman Magden (chair) welcomed new and returning members. Two new policies and one revised policy were approved by the committee. Future meetings will be held as follows (Wednesdays, 1:30pm, 4th floor conference room, Andy Holt Tower):

- September 5, 2012
- October 3, 2012
- November 7, 2012
- December 5, 2012
- January 16, 2013
- February 6, 2013
- March 6, 2013

New Policy—Credit Hour Definition—APPROVED

The unit of credit is the semester hour, which reasonably approximates one hour (50 minutes) of **class instruction** ~~in-class work~~ per week and a minimum of two hours out-of-class student work each week for approximately 15 weeks. The time required in a laboratory, field, or studio varies with the nature of the subject and the aims of the course; typically, two or sometimes three hours of such work are considered the equivalent of one hour of class work. A minimum of 700 minutes of **class** instruction or the equivalent amount of **other** work ~~over a different amount of time~~ is required for each semester credit hour.

Revised Policy—General Transfer Admission—APPROVED

The University of Tennessee, Knoxville (UTK) has a competitive admission process for transfer students. Students will be reviewed holistically on factors such as high school and transfer GPA, ACT/SAT scores, and intended major field of study. Grades earned at other colleges and universities are used only for admission, course placement, and other academic decisions. They are not included in the UTK GPA. ~~The transfer admissibility GPA is calculated using all grades attempted, including repeated coursework, in college level or non-remedial courses. All courses attempted and grades earned, including repeated coursework, in college-level and non-remedial courses are considered in holistic review.~~

College academic credits earned in a country outside of the United States must be submitted for course-by-course 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.

Students should be aware that many UTK majors and/or colleges require additional coursework beyond that required by other public universities and colleges in the state of

Tennessee; this may include an intermediate level sequence of a foreign language, more advanced math and science requirements, and courses in non-U.S. history.

Details on majors and requirements are available from the Office of the University Registrar website: <http://registrar.tennessee.edu/transfer/>.

Prior to graduating from UTK, transfer students must have completed their last 30 semester hours of credit at UTK and at least 60 semester hours of credit at a four-year college or university.

New Policy—Universal Tracking (UTrack)—APPROVED

Universal Tracking (UTrack) is an academic monitoring system designed to help students stay on track for timely graduation. Tracking will begin with first-time, first-year, full-time, degree-seeking college students entering fall 2013.

Policy

1. Students must declare a major or exploratory track at the time they are admitted to the university. Some majors have a competitive admissions process.
2. All students must transition out of exploratory tracks into a major track no later than the tracking semester after which they have completed three tracking semesters at UTK.
3. Students who are off track must develop an advisor-approved plan for getting back on track before they will be allowed to register for future tracking semesters.
4. Students who are off track for two consecutive semesters will be placed on hold and required to select a new major that is better aligned with their abilities.

Definitions

Exploratory Tracks

- **College-Level Exploratory** - Students who are deciding among one or more majors that are all offered by the same college follow an exploratory track for that college (e.g., Arts and Sciences Exploratory, Business Exploratory, etc.)
- **University Exploratory** - Students who have no clear idea of which major to pursue and/or those who are trying to decide among majors that are not in a single college follow the University Exploratory track.

Milestones – In order to remain on track for a major or exploratory area, students must complete minimum requirements for each tracking semester known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA.

Tracking Semesters – Only fall and spring semesters are tracking semesters. Mini and summer semesters are not tracking semesters, they provide an opportunity for students to catch up on unmet milestones. Study abroad and co-op semesters are not tracking semesters. Students participating in study abroad and co-op are not required to complete milestones while they are away from campus.

Tracking Audit – Tracking audits will help students identify their milestone progress; audits are tied to a catalog year. Tracking audits will be used to notify students when they are off track.

Off Track for a Single Semester – Students who are off track at the end of a tracking semester must meet with an advisor **as soon as possible but no later than before** the end of the next tracking semester to develop a plan for getting back on track. Students who do not have an advisor-approved plan for getting back on track will not be allowed to register for future tracking semesters.

Off Track for Two Consecutive Semesters – Students who are off track for two consecutive semesters will have a hold placed on their registration and must meet with a **new advisor in one of the advising centers no later than the end of the “add” period of the next tracking** term to select a new major that is better aligned with the student’s abilities.

October 3, 2012 Meeting Minutes

Attendees: Monique Anderson, Rachel Bauer, Michelle Brown (for Lois Presser), Alison Connor, Marleen Davis, Jean Gauger, Jennifer Hardy, Catherine Luther, Norman Magden (chair), Sally McMillan, Clare Milner, Cheryl Norris, Taylor Odle, Missy Parker, Amber Roessner, Wendy Tate, Matthew Theriot

One new policy and three revised policies were approved by the committee.

New Policy Proposal—Five-Year BA/MPPA Program—APPROVED

For qualified students, the Department of Political Science offers a 5-Year BA/MPPA program. The primary component of the program is that a qualified student may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BA degree and the MPPA degree.

Students admitted to the program must have completed at least 15 hours of political science credit and 90 hours of the 120 hours of coursework required to earn a bachelor’s degree. Student must complete all requirements for a BA in Political Science as well as the courses required by the College of Arts and Sciences and the University of Tennessee for the BA degree.

Admission

Political Science majors with a minimum GPA of 3.4 may apply for the Five-Year BA/MPPA program during their junior year. A personal interview is required as well as three letters of recommendation. Students applying to this program are strongly encouraged to have completed the following classes: Economics 201, Political Science 340, and Political Science 401. In addition to GPA and letters of recommendation, the Department may consider other relevant factors such as work experience and level of maturity. Students will be informed of their admission status prior to the beginning of their senior year.

Students admitted to the Five-Year BA/MPPA program must seek permission from the UT Graduate School to take courses for graduate credit. All classes taken for graduate credit must also be approved by the Coordinator of the MPPA Program. Admitted students should **complete the “Senior Requesting Graduate Credit Form” prior to beginning their graduate level coursework.** The Senior Privilege limits an undergraduate student to a maximum of 9 graduate credits prior to formal admission to the Graduate School and completion of the undergraduate degree. If the 9 hours are taken during the senior year, upon completion of

the BA degree requirements, the 9 graduate credits can be accrued toward the MPPA degree.

Admission into the Five-Year BA/MPPA Program does not guarantee acceptance into the Graduate School or the MPPA Program. Students must apply for graduate admission during their senior year and follow the same procedures as all students seeking admission to the Graduate School. A GRE score must be submitted for admission into any graduate program within the Department of Political Science.

Once admitted to the MPPA program, students are required to complete the same curriculum as other students enrolled in the MPPA program.

Revised Policy Proposal—Academic Advising—APPROVED

The University of Tennessee recognizes academic advising to be a critical component of the educational experience and student success. Faculty, administrators, and professional staff promote academic advising as a shared responsibility with students. Academic advising serves to **develop and enrich students' educational plans in ways that are consistent with** their personal values, goals, and career plans, preparing them for a life of learning in a global society. More information is available at: <http://www.utk.edu/advising/>.

Students are assigned to advisors based on their major or exploratory track. Advising centers and designated offices in each college advise most freshmen and sophomores. Faculty advisors, working closely with the advising centers, guide most advanced students. At all levels, campus-wide guidelines for good advising are supplemented by specific college standards, guidelines, and evaluation.

All students are encouraged to consult with their advisors at any time.

The following groups of students are required to meet with an advisor during each tracking semester (fall and spring):

- All students with fewer than 30 hours at UTK.
- Students following exploratory tracks.
- **Students identified as "off track" by UTrack.**
- Students on Academic Probation.

All other students are required to consult with an advisor for a substantial conference during a designated semester each year.

- Students whose ID numbers end in an even digit are required to meet with an advisor during fall semester.
- Students whose ID numbers end in an odd digit are required to meet with an advisor during spring semester.

All students at the University should review carefully the prescribed curricula of the respective degree-granting units and should choose courses in accordance with the exploratory or major track that they are pursuing. More information is available at: <http://catalog.utk.edu/>. The student, not the advisor, bears the ultimate responsibility for educational planning, selecting courses, meeting course prerequisites, and adhering to

policies and procedures. Assistance to students with academic problems or questions is provided by professors, advisors, department heads, and college deans or advising centers. Numerous other sources of academic, career, and personal counseling exist on the UT Knoxville campus and are available to admitted students. These are described in this catalog under [Student Affairs and Academic Services](#) and detailed information is available on the Student Success Web site <http://studentsuccess.tennessee.edu/>.

Revised Policy Proposal—Repeating Courses—APPROVED

Course Repeat Policy

Students who are struggling with a class should talk with their advisor before deciding whether to withdraw from and/or plan to repeat a class.

- Courses may be repeated twice, for a total of three attempts per course.
- A grade of W does not count as one of the three attempts.
- Grades of C-, D+, D, D-, F, Incomplete, and NC are counted as one of the three attempts.
- No course may be repeated if a grade of C or better has already been earned.
- Each repeated course is counted only once in determining credit hours presented for graduation.
- With limited exceptions (see [Grade Replacement Policy](#)), all grades earned in repeated courses will count in calculating the GPA.
- Exceptions to the number of times a course may be repeated will be allowed only with prior written permission from the head of the department where the course is being offered and the student's college dean or designee.

Grade Replacement Policy

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

Revised Policy Proposal—Withdrawing from the University—APPROVED

Total Withdrawal from the University

Undergraduate students who need to drop **all** of their courses and leave the university before a term is finished may withdraw by the deadline on the web (www.myutk.utk.edu/). The word "withdrawn" will be posted on the transcript.

- Three total withdrawals from the university are allowed. Fall and spring semesters will be included in the three total withdrawals; mini and summer will not be included.

- After three total withdrawals from the university, a student must sit out for both a fall and spring semester. After sitting out a student may apply for readmission. If readmission is granted, no additional total withdrawals will be allowed and earned grades will stand for all future terms.
- **A total withdrawal from the university does not impact a student's four allotted "course drops with a W" over his/her undergraduate career. More information on dropping a single course with a W is provided in the catalog section, Adds, Drops, and Withdrawals.**
- It is the responsibility of a student who has registered for classes to attend them or, if that is impossible, to apply for a total withdrawal from the university. A student will receive final grades unless the student follows procedures for a total withdrawal from the university.
- A student who simply stops participating in classes, or fails to attend class, without officially withdrawing from the university will be assigned the grade of F in each course (or NC for S/NC graded coursework).
- Students who do officially totally withdraw from the university must apply for readmission in advance of their next term of anticipated enrollment, except for withdrawal from mini and summer terms.
- Enrolled students are liable for payment of fees. Any refunds that may be due upon a **student's total withdrawal from the university are issued by the Office of the Bursar, 211 Student Services Building.**
- Students who are called to active military duty during a term of enrollment should contact the Office of the University Registrar for assistance with total withdrawal from the university and readmission procedures.



*Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

CREDIT HOURS

– Policy –

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission's expectations regarding credits and to set forth the federal regulations regarding the award of credit.

Federal Definition of the Credit Hour. For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Guidelines for Flexibility in Interpretation. An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes. The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

- The institution determines the amount of credit for student work.

- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.
- The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.
- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

The intent of the above flexibility as provided by Federal guidance is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.

Commission Obligations in the Review of the Credit Hour. The Commission reviews the institution's (1) policies and procedures for determining credit hours, including clock to credit hour conversions, that the institution awards for coursework, and (2) the application of its policies and procedures to its programs and coursework. Following the evaluation, the Commission's Board of Trustees is obligated to make a reasonable determination regarding the institution's assignment of credit hours and whether it conforms to commonly accepted practice in higher education. In doing so, the Commission may use sampling or other methods in its evaluation. As with the identification of non-compliance with other standards, the Board is obligated to take action in accord with that used in relation to other standards of non-compliance. If the Commission's Board finds systemic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, the Commission is required to notify the U.S. Secretary of Education.

Procedures

1. **Institutions preparing Compliance Certifications in anticipation of reaffirmation of accreditation (accredited institutions) or initial membership (candidate institutions).** The institution will be required to document compliance with Federal Requirement 4.9 (Definition of Credit Hours) and Comprehensive Standard 3.13.1 (Policy Compliance) as relates to credit hours. If the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 and CS 3.13.1 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.
2. **Institutions undergoing substantive change review related to an academic program review in anticipation of continuing accreditation.** The institution will be required to address Federal Requirement 4.9 (Definition of Credit Hours) as part of its prospectus (program expansion) or application (degree level change). Following review of the prospectus, Commission staff will refer the substantive change case to the

Commission's Board of Trustees if there is evidence of non-compliance with FR 4.9. For substantive change cases involving level change, the application will automatically be forwarded to the Commission's Board of Trustees.

As a result of Board review that may include a site visit, if the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 and CS 3.13.1 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

3. The Commission is not responsible for reviewing every course and related documentation of learning outcomes; rather, the Commission will review the policies and procedures that the institution uses to assign credit hours, with the application verified by a sampling of the institution's degrees and nondegree programs to include a variety of academic activities, disciplines, and delivery modes. The review process for sampling encompasses a varied sample of the institution's degree and nondegree programs in terms of academic discipline, level, delivery modes, and types of academic activities. In reviewing academic activities other than classroom or direct faculty instruction accompanied by out-of-class work, the Commission will determine whether an institution's processes and procedures result in the establishment of reasonable equivalencies for the amount of academic work described in paragraph one of the credit hour definition within the framework of acceptable institutional practices at comparable institutions of higher education for similar programs.
4. The Commission will notify the U.S. Secretary of Education of its findings of systemic non-compliance with this policy or FR 4.9 or of significant non-compliance regarding one or more programs at the institution only after the Commission follows its review process that includes notification to the institution of non-compliance and a reasonable time period for the institution to respond to the citations and provide documentation of compliance.
5. Comprehensive Standard 3.4.6 reads as follows: "The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery." It is to be reviewed in conjunction with FR 4.9.

Document History

Approved: Board of Trustees, June 2011

ADVISING COMMITTEE REPORT

Meeting Minutes for September 11, 2012

1. **Welcome, Introductions, and Call to Order** – Missy Parker
2. **Provost's priorities for advising** – Ruth Darling outlined the priorities for the coming year. Good news is that our 6 year graduation rate has increased from 63% to 65%. Academic Advising related programs/initiatives/issues such as assessment, professional development, career ladder, UTrack, etc. appeared throughout the talks given by the Chancellor and the Provost at the Deans, Directors, and Department Heads retreat.
3. **TennACADA** – Mark Willoughby announced upcoming events for TennACADA.
4. **Office of National Scholarships and Fellowships** – Nichole Fazio introduced herself and asked for contact information for students who would be good candidates for prestigious awards. She would like to begin working with students as soon as possible because they really need to begin strategizing as soon as freshman year.
5. **Chancellor's Honors** – Rebekah Page provided information on the Haslam Scholars Program selection process and the requirements for the honors curriculum. New this year is the requirement for UNHO 102 in spring of freshman year. See attachment. Bruce Wheeler is the interim Director of CHP until a new Director is hired.
6. **Supplemental Instruction** – Tiffany Hedges provided postcards with information about SI, however the most up-to-date information can always be found at <http://studentsuccess.utk.edu/si>. New this year is SI for Math 115, Chemistry 350, Chemistry 360 in spring. She is currently hiring for Chemistry 100 and Astronomy 151 and hopes to begin offering SI sessions in October.
7. **Registration dates for spring** – Monique Anderson announced a reorganization of the Registrar's Office. **Caroline Mann is an Associate Registrar and leads the reporting group.** Students who are veterans are now included in priority registration group. Jennifer Hardy disseminated the registration dates for spring 2013. See attached. Advising flags are still in process, but will be able to begin lifting flags in the near future. Kathy Warden indicated that AP credits had to be added manually and will be completed before September 24th. Students with assigned advisor in Banner when the advisor has left UTK cannot be accessed by others. Students with that advisor must be reassigned to another current advisor.
8. **Orientation** – Maxine Thompson-Davis distributed proposed dates for 2013 Orientation. She requests feedback as soon as possible on issues with dates. Contact her at mthomps2@utk.edu with feedback. Maureen Cathey is temporarily assisting the Orientation office until a new Director can be hired. Interviews will be conducted in October/November.
9. **Tutoring at BCC** – Multicultural Student Life - Dametraus Jaggars announced they are still in the process of hiring tutors. High need areas are Math, Biology,

Chemistry and Spanish. In addition, we are in need of BCMB tutors. The hourly rate for undergraduate tutors is \$9.00 and \$10.00 for graduate tutors. See attachment for application. Link to website where tutees can log-in to request an appointment with a tutor. Students should use their net ID and password. http://multicultural.utk.edu/as_tutoring.php Tuesday and Thursday, are open tutoring sessions, between the hours of 5-8pm.

10. **Announcements** – George Drinnon announced the hiring of 3 new Assistant Directors for Business: Penny Beasley for technology/DARS, Andrew Seidler for Honors, Global initiatives, and Mark Willoughby for first-year and Orientation. Phyliss Shey announced the upcoming seminar OUTstanding 2012 to be held on Saturday, October 13 from 10-5, lunch included, at the UC. OUTstanding is an annual, public and free seminar for all identities and backgrounds. See attached flyer.

11. **Other Upcoming Meetings**

Advising Committee (3:30 BCC 102-104 except as noted)	AALG (3:30 BCC 216)
10/23/12	9/20/12
11/13/12	10/18/12
2/5/13 UC room 221	11/8/12
3/19/13	1/24/13
4/9/13	2/14/13
	3/14/13
	4/18/13
	5/16/13

APPEALS COMMITTEE ANNUAL REPORT

Readmissions and Reinstatement Recap, Fall 2011 through Summer 2012

Dismissal Appeals

In the 2011-12 school year, we witnessed the lowest number of academic dismissals in recent years. The percentage of dismissals appealed this year was in keeping with our average for the last five years.

Number of Academic Dismissals			
School Year	Total Dismissals	# Appeals	% Dismissals Appealed
2011-12	613	69	11%
2010-11	672	72	11%
2009-10	638	84	13%
2008-09	824	92	11%
2007-08	757	65	9%

For the third consecutive year, the committee granted roughly a third of the dismissal appeals that it reviewed.

Total Dismissal Appeal Decisions				
School Year	# Appeals	# Granted	# Denied	% Granted
2011-12	69	23	46	33%
2010-11	72	27	45	37%
2009-10	84	28	56	33%
2008-09	92	22	70	24%
2007-08	65	18	47	28%

Appeals from Students Dismissed for the First Time				
School Year	# Appeals	# Granted	# Denied	% Granted
2011-12	54	19	35	35%
2010-11	51	19	32	37%
2009-10	58	22	36	38%
2008-09	61	10	51	16%
2007-08	48	11	37	23%

Appeals from Students Dismissed More than Once				
School Year	# Appeals	# Granted	# Denied	% Granted
2011-12	15	4	11	27%
2010-11	21	8	13	38%
2009-10	26	6	20	23%
2008-09	31	12	19	39%
2007-08	17	7	10	41%

Readmissions Appeals

Since the 2008 dismissal policy changes, we have seen a decrease in qualified applicants. The committee granted roughly two thirds of the appeals it reviewed, in keeping with percentages from the last few years.

Readmission Appeals from Students Previously Dismissed More than Once				
Year	# Applications	# Granted	# Denied	% Granted
2011-12	19	12	7	63%
2010-11	18	11	7	61%
2009-10	29	20	9	69%
2008-09	38	29	9	76%
2007-08	55	39	16	71%

ASSOCIATE DEANS GROUP REPORT

Meeting Minutes for August 22, 2012

Present: Sally McMillan (chair), Jan Lee, Catherine Luther, Masood Parang, Cynthia Peterson (on behalf of RJ Hinde), Annette Ranft, Rita Smith, Matthew Theriot, and Dixie Thompson

Guests: Richard Bayer, Kristina Brantley, Thomas Broadhead, Norma Harrington, Mindy Koon, and Tony Schubert

Absent: RJ Hinde, John Stier, and Scott Wall

Minutes – Masood Parang moved, Matthew Theriot seconded. Minutes approved.

Readmission ProceduresIntroduction of Topic

Norma Harrington and Thomas Broadhead from Admissions talked about readmission procedures. They distributed a readmission report from last year that showed overall statistics and statistics by major. The vast majority of these readmitted students were in good standing when they left UTK. The admissions office needs a more streamlined process for admissions that does not require them to make academic decisions.

Discussion

In most cases students should be re-admitted to the exploratory program in the college that they left but they should be required to meet with an academic advisor upon their return. The advisor will then get them placed appropriately. For colleges that do not have an exploratory option, such as nursing or social work, students would be admitted to majors – but also pending a discussion with the advisor. If the student is no longer eligible to be in the college they left, they would THEN be moved to university exploratory status. McMillan noted that the academic advisor could help **students get into a major for which they would be “on track” from a UTrack perspective.**

Actions:

- Broadhead said that he and Harrington would draft some general letters that can be used across the board for readmitted students. They acknowledge that they would need at least two drafts, one for colleges with an exploratory track and one for colleges without an exploratory track. McMillan asked for them to draft these letters in the next week or two so that they can be distributed to associate deans before the next meeting.
- Withdrawal forms should have a note added, such as, **“Please note that upon readmission, you are not automatically readmitted to the major. Some colleges readmit to College Exploratory.”**
- Bayer mentioned that we will need to strengthen our language on the UTK online admissions forms regarding this matter and also in the catalog.

UTrackIntroduction/Updates

Brantley and Schubert from UTrack joined the Associate Deans Meeting to discuss UTrack, which is scheduled to begin Fall 2013. Kristina noted that the only change to the proposed policy since the last meeting was clarification that implementation

will begin with "first-time, first-year, full-time, degree-seeking college students." This first year will be a Beta year and give us an opportunity to learn the system and improve what we are doing to help students be more successful at UTK. Transfer students will not be a part of this initial group. UTrack is being implemented with the *primary goal* of student success with a *sub-goal* of capacity management.

Discussion

Study Abroad/Co-op. Ranft inquired about study abroad and co-op students and how UTrack would impact them. Brantley said these students would not be tracked during study abroad or co-op time and that if they advanced in their academics/requirements then they would simply be ahead when they returned to UTK. Brantley noted that the IT department and CIE may be able to assist so that students pursuing these experiences are automatically removed from tracking while they are away.

Off-Track. Ranft asked if a student gets off track with a class and makes the class up over the summer, will they be back in good standing. McMillan said yes and clarified that a student can even make up a second violation over the summer and get "back on track." Successful completion of "off-track" classes during the summer is like the Monopoly "get out of jail free" card as the student will be back "on-track" in the fall semester. Students will be notified that they are off track with a warning letter which will let them know they can take summer classes. Students who become "off track" for the second time in the spring, will not receive notice that they must change majors until the END of the summer term.

Milestones. Luther asked about whether or not departments must have 1st semester milestones. McMillan said yes and several things were clarified about milestones during the meeting:

1. A milestone can be a required GPA (2.0 or higher), a specific class (English 102), or even a series of classes (have taken 3 of the following 5 classes)
2. Departments should have at least one milestone for each of the first five semesters. There is no maximum limit on how many milestones may be set
3. Milestones are not necessary for semesters 6-8, although many departments may want to them through all 8 semesters.
4. Milestones are not needed for minors or second major students
5. You can build up to a minimum GPA on milestones. For example, 1st semester-2.0 GPA, 2nd semester-2.5 GPA, etc...
6. Requirements that used to be used for determining "progression" into a major (e.g., review of an essay) can still be used if they are relevant. However, it is important to remember that we are trying to separate issues of "capacity" management from issues of student progress toward a degree.
7. The faculty own the milestones. If they don't work, they can be changed.

How to obtain feedback on milestones. Preliminary milestones can be sent to Brantley before they are shared with all department faculty; please note when sending these to Brantley that they should be marked as preliminary. Brantley can have Peiling Wang complete a data mining analysis for preliminary milestones. Wang's data mining may help faculty identify appropriate milestones. McMillan is willing to speak with faculty if needed to help them understand the benefits of UTrack for students and also to understand the importance of setting appropriate milestones.

What about students who change majors? McMillan mentioned that UTrack should help students to decide earlier on declaring majors or changing majors. Milestones will hopefully make it clear if a student will find success within a given major.

"Found majors" should benefit from the system because students will be encouraged to find new majors earlier if they are not succeeding in a major that is not suited to their interests and abilities.

What about transfer students? Won't this hurt them? Not if we set milestones accordingly. Please check with Tennessee Transfer Pathways, <http://www.tntransferpathway.org/transfer-major>. It is important for milestones to coincide with Tennessee Transfer Pathways so that students following these will be on track with milestones when they transfer to UTK. Transfer course equivalency tables are available at: <http://registrar.tennessee.edu/transfer/agreements.shtml#equiv>.

Actions:

- All agree to have a minimum of one milestone for the first five semesters
- The Apply for Graduation milestone will be removed because that is a reminder and not a milestone
- Work on preliminary milestones and send to Brantley for refining and/or data mining via Wang
- Milestones need approved by faculty and then final milestones will need to be submitted to Brantley

Distributed Information:

Readmissions Statistics: [Overall](#) and [By Major](#)
[UTrack Policy](#) and [UTrack Milestone FAQs](#)

Meeting Minutes for September 26, 2012

Present: Sally McMillan (chair), RJ Hinde, Jan Lee, Catherine Luther, Masood Parang, Annette Ranft, John Stier, Matthew Theriot, Dixie Thompson, and Scott Wall

Absent: Rita Smith

Notes taken by and in attendance: Mindy Koon

Review and Approve Minutes – Dixie Thompson moved, John Stier seconded. Minutes approved.

Agenda: Readmission Letters

Introduction & Discussion

The group reviewed the readmission letters that Tom Broadhead created since our last meeting. Not all colleges have an exploratory option, so these letters will not work universally. Arts and Sciences would like to allow students to be able to return to their major if they left in good standing. The idea of having a decision tree for the admissions department to help with the readmission process was noted and supported within the group. There is some uncertainty on the status of students when they are readmitted into the university, so more clarification will need to come from admissions. The group would like to have readmitted students meet with an advisor prior to scheduling if that is not something that is already in place. Several

colleges noted that if a student was dismissed from their college that they would not be welcome back and that they should be placed in the university exploratory track.

Other important items regarding readmission:

1. The majority of readmitted students left the university in good standing.
2. Dismissed students must appeal to a committee prior to being readmitted into the university.
3. Students can repair GPA while away as outlined in the Grade Replacement Policy.
4. Some colleges have stricter requirements for good standing than the overall university policy.
5. Colleges will be able to personalize readmission letters for their college if they specify with admissions.

Actions:

- Clarify with admissions if readmitted students return with holds and if they are able to request a specific major.
- Collect data-how long is typical gap from when students leave to when they return? What percentage of readmitted students were in good standing? Why did students leave and/or return? Data should be by colleges.
- Look into the possibility of formally tracking readmitted students.

Agenda: Strategic Instruction Funds (SIF)

Introduction & Discussion

Colleges need to submit a completed form to obtain money committed from SIF funds. The form was shown in the meeting and is also posted on the Associate Deans SharePoint site. The only column on the form that should be left blank is the **"amount received from SIF."** **Grad Assistant and Benefits columns can be answered** with a yes or no. The SIF taskforce is still trying to determine where additional classes are needed to help with bottlenecks. Next year, there will also be a high demand for students to take 15 credit hours each semester which may create a capacity issue, although students only need to have 12 credit hours scheduled to qualify for financial aid. Students will need to focus on obtaining 30 credits each academic year (to graduate in 4 years), although it will not be important how many credits per semester. For example, a student may take 14 credits in the fall and 16 credits in the spring.

Actions:

- Send McMillan and Koon a list of courses that should not be included on bottleneck analysis (classes that may seem like there is no demand, such as honors anthropology – no need to include 500 or 600 level classes)
- Implement waitlists if not in place so that data will accurately reflect the need for the course

Agenda: First Year Retention

Introduction & Discussion

Our numbers have become stagnant for retention between first and second years. UT Knoxville is currently at 85% and our goal is 90%. Retention factors for the Fall 2011 Cohort were shared with the group. This information has also been shared with Advising Directors. The Advising departments have been asked to come up with strategies they can use to address the groups of students we are not retaining well (e.g. out-of-state students). The data for our current year is not available yet, but will be shared in the future.

Action: Advisors working on strategies to help with retention issues

Agenda: UTrackDiscussion & Actions:

UTrack was briefly discussed to address the following points:

- We need to have exploratory tracks in each college (few exceptions, e.g. Nursing).
- Send milestones to Jennifer Hardy for coding as soon as possible.

Agenda: Student Learner Outcomes (SLO)Introduction & Discussion

Every department needs to work on student learner outcomes for SACS requirements, but also to ensure that student needs are being met. Some departments already have SLOs. The SACS database is no longer in use and new options are being considered, such as **Curriculog**. **Luther recommended the "Clear and Simple Assessment" book to help departments that do not have any current SLOs.** Ranft also noted that less is more; in her college they use 4 general outcomes that all students should achieve and 2 specific outcomes per department. The following are updates on SLOs by college:

- Ranft-Business-there is an upcoming meeting to address this topic
- Parang-Engineering-SLOs exist already due to accreditation
- Wall-Architecture-SLOs exist already due to accreditation
- Stier-Agriculture-No SLOs at this point, could use some guidance and support
- Luther-Communications-each department has an assessment committee and is working on SLOs
- Thompson-Education-department heads are aware they will need to provide data for SLOs
- Hinde-Arts & Sciences-all programs have SLOs in SACS database and have been told they need to choose outcomes they want to assess
- Theriot-Social Work-SLOs are already in place and have been ongoing
- Lee-Nursing-SLOs are already in place and have been ongoing

Actions:

- Koon to send Curriculog demo to group
- Mary Albrecht will attend the next meeting to discuss SACS database and provide timeline.
- Work on developing and/or improving Student Learner Outcomes to close loops.

Distributed Information:

Readmissions Letters:

- Good Standing: College or University
- Probation: College or University
- Dismissal: College or University
- SIF Funding Form (Must be submitted to receive payment)
- Retention Factors for Fall 2011 Cohort

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on Tuesday, October 16, 2012, at 3:40pm.

Attendees: Mary Albrecht, Monique Anderson, Greg Baker, Mari Beth Coleman, Alison Connor, George Drinnon, Jim Hall, Jennifer Hardy, R.J. Hinde, Amber Roessner, Cheryl Norris, Michael Palenchar, David Palmer, Chris Pionke, Alicia Purcell, Gary Ramsey, John Stier, Richard Strange, Matthew Theriot, Dixie Thompson, Suzanne Wright (chair)

Curricular proposals from the College of Arts and Sciences and the College of Social Work were approved. The committee also reviewed the list of courses not taught in four or more years and approved the courses to be dropped.

COLLEGE OF ARTS & SCIENCES

All changes effective Fall 2013

PART I. COURSE CHANGES

DEPARTMENT OF ANTHROPOLOGY

(ANTH) Anthropology

ADD

420 Disasters (3) Examines how anthropological approaches and research can play a vital role in disaster prevention, preparedness, and response using communities in crisis as our foci of discussion. Will examine the topic of disasters from both an analytical and case studies approach.
(RE) Prerequisite(s): 130 or 137.

421 Refugee and Migrant Children (3) Examines the most relevant issues facing refugee and migrant children worldwide from socio-cultural and human rights perspectives. Topics to be discussed include the theory, methods and ethics of research with refugee and migrant children, the international legal framework, the role of culture, refugee movements and internal displacement, children as labor migrants, child soldiers, unaccompanied minors, children in disasters, and human trafficking.
(RE) Prerequisite(s): 130 or 137.

489 Forensic Science and Human Rights (3) Overview of the intersection of forensic science and human rights, emphasizing forensic anthropologists' role in human rights investigations. Practical, ethical, and theoretical implications of scientific work in the human rights arena. Special topics and in-depth case studies illustrating the complexity of human rights oriented forensic science work.
(RE) Prerequisite(s): 110 or 117; 419.

SCHOOL OF ART

(ARTC) Art Four- Dimensional Arts

REVISE TITLE (PRIMARY CROSS-LIST)

†\$235 Introduction to Digital Media and 16mm Film as Art (3)
Formerly: Introduction to Cinematography as Art

†\$435 Digital Media and 16mm Film as Art (4)
Formerly: Cinematography as Art

(ARTD) Art Design/Graphic

ADD (RE) COREQUISITE

\$251 Beginning Graphic Design I (3)*(RE) Corequisite(s): 255.*

REVISE (RE) PREREQUISITE

\$405 Computer Enhanced Graphic Design (3)*(RE) Prerequisite(s): 251 and 350.*

Formerly: (RE) Prerequisite(s): 251 or permission of instructor.

\$456 Graphic Design Practicum (1-12)*(RE) Prerequisite(s): 351 and 400.*

Formerly: (RE) Prerequisite(s): 351 and 356.

DEPARTMENT OF BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY**(BCMB) Biochemistry and Cellular and Molecular Biology**

REVISE TITLE, DROP (RE) COREQUISITE, ADD RECOMMENDED BACKGROUND

\$322 Plant Physiology and Molecular Biology Lab (2)*Recommended Background: 321 or equivalent with consent of instructor.*

Formerly: Introduction to Plant Physiology Laboratory (2)

*(RE) Corequisite(s): 321.***DEPARTMENT OF HISTORY****(HIST) History**

ADD

326 Gay American History (3) History of same-sex desires, behaviors, relations, and politics from colonial America to the present. Writing-emphasis course.

ADD AND REQUEST VARIABLE TITLE (PRIMARY CROSS-LIST)

†329 Native American History (3) Histories of Native Americans East and West of the Mississippi. Political, economic, social, cultural issues. Variable content. Writing-emphasis course. *(Same as American Studies 329.)**Repeatability: May be repeated. Maximum 9 hours.***†456 Topics in Cherokee History (3)** Variable content. Writing-emphasis course. *(Same as American Studies 456.)**Repeatability: May be repeated. Maximum 6 hours.*

ADD (PRIMARY CROSS-LIST)

†495 Modern China in Film (3) Changing conceptions of gender, class, race, identity, and the nation in modern China as seen through film. Writing-emphasis course. *(Same as Cinema Studies 495.)*

DROP CREDIT RESTRICTION

392 History of Pre-Modern Japan (3)

Formerly: Credit Restriction: Students who have received credit for 365 may not receive credit for 392.

REVISE DESCRIPTION (PRIMARY CROSS-LIST)

†395 The Crusades and Medieval Christian-Muslim Relations (3) The major wars of European Christian armies against Muslim societies, 1050 to 1500, considered from political, military, cultural, religious, intellectual, and diplomatic perspectives. Writing-emphasis course. *(Same as Judaic Studies 395.)*

Formerly: The major Christian crusades in the Middle East and Spain, 1050 to 1500; their political and military history; and the larger context of the medieval religious, cultural, intellectual, and diplomatic confrontation between Christians and Muslims. Writing-emphasis course. (Same as Judaic Studies 395.)

INTERDISCIPLINARY PROGRAMS

(INPG) Interdisciplinary Programs

ADD AND REQUEST VARIABLE TITLE

200 Introductory Interdisciplinary Topics (1-3) Selected topics related to the Interdisciplinary Programs in the College of Arts and Sciences. Acceptable for major or minor credit in any Interdisciplinary Program with the consent of the Director of Interdisciplinary Programs and the respective chairperson.

Repeatability: May be repeated. Maximum 6 hours.

REVISE AND REQUEST VARIABLE TITLE, REVISE DESCRIPTION

400 Advanced Interdisciplinary Topics (1-12) Selected topics related to the Interdisciplinary Programs in the College of Arts and Sciences. Acceptable for major or minor credit in any Interdisciplinary Program with the consent of the Director of Interdisciplinary Programs and the respective chairperson.

Repeatability: May be repeated. Maximum 12 hours.

Formerly: Selected Interdisciplinary Topics (1-12) Acceptable for major or minor credit in any Interdisciplinary Program with the consent of the Director of Interdisciplinary Programs and the respective chairperson.

(AMST) American Studies

ADD (SECONDARY CROSS-LIST)

†**329 Native American History (3)** (*See History 329.*)

†**456 Topics in Cherokee History (3)** (*See History 456.*)

(CNST) Cinema Studies

ADD (SECONDARY CROSS-LIST)

†**495 Modern China in Film (3)** (*See History 495.*)

REVISE TITLE (SECONDARY CROSS-LIST)

†**235 Introduction to Digital Media and 16mm Film as Art (3)** (*See Art Four-Dimensional Arts 235.*)

Formerly: Introduction to Cinematography as Art

†**435 Digital Media and 16mm Film as Art (4)** (*See Art Four-Dimensional Arts 435.*)

Formerly: Cinematography as Art

DEPARTMENT OF MICROBIOLOGY

(MICR) Microbiology

DROP (DE) COREQUISITE

430 Immunology (3)

Formerly: (DE) Corequisite(s): 310.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

(SPAN) Spanish

DROP

345 Language and Culture of the Hispanic Business World (3)

Course	Course Impact
SPAN 345	Interdisciplinary Programs major, Global Studies concentration, Concentration Requirements heading, C. Select one course from Option I or II subheading, Option I
	Hispanic Studies major, Major Requirements heading, Select two 300-400 level courses in language, literature, or culture sub-heading
	Hispanic Studies major, Language and World Business concentration, Language Requirement heading, B. Select one course sub-heading

DEPARTMENT OF RELIGIOUS STUDIES**(REST) Religious Studies**

ADD AND REQUEST VARIABLE TITLE

304 Topics in Religious Studies (3) Variable content. Selected figures, themes, movements, and problems in Religious Studies.

Repeatability: May be repeated. Maximum 6 hours.

PART II. PROGRAM CHANGES

REVISE COLLEGE TEXT (PART B: UPPER LEVEL DISTRIBUTION REQUIREMENTS)

List A – United States Studies

- Add HIST 326

List B – Foreign Studies – Asia

- Add CNST 495
- Add HIST 495

DEPARTMENT OF ANTHROPOLOGY

REVISE ANTHROPOLOGY MAJOR

Cultural Method and Theory

Add:

- ANTH 420 - Disasters
- ANTH 421 - Refugee and Migrant Children

Biological Anthropology

Add:

- ANTH 489 - Forensic Science and Human Rights

◆ ADD ANTHROPOLOGY MAJOR, BA, DISASTERS, DISPLACEMENT AND HUMAN RIGHTS (DDHR)
CONCENTRATION

Progression into the anthropology major is based on performance in the three prerequisite courses – ANTH 110* or ANTH 117*, ANTH 120* or ANTH 127*, and ANTH 130* or ANTH 137*. Students must maintain a grade point average of at least 3.0 for the three introductory courses with none of the three grades below a C. Upon satisfactory completion of the prerequisites, the student may apply for progression into the anthropology major by completing a formal application for progression in the Anthropology Department and including with that application an academic history demonstrating satisfactory completion of the progression requirements. Progression applications are reviewed upon receipt. Upon progression to the major, a department advisor will be assigned in consultation with the student.

The concentration in Disasters, Displacement and Human Rights is intended for current Anthropology majors wishing to develop specialized knowledge and research skills in the anthropological study of natural and unnatural disasters and

humanitarian crises, forced migration, and human rights investigations, policies, practices, and norms. All prerequisites and requirements for the Anthropology major are required for the concentration. Credits earned toward the concentration may also count for departmental distribution requirements for the major.

Students pursuing a DDHR concentration must submit a form to the department and complete the following courses among the 30 required upper-division credits for the major. Special topics courses, and independent or foreign study courses, where appropriate, may be petitioned for the DDHR concentration.

College Requirements

- Arts and Sciences

Major Requirements

The major consists of **30 hours**.

Concentration Requirements**Complete:**

- ANTH 419 - Anthropology of Human Rights
- ANTH 420 - Disasters
- ANTH 489 - Forensic Science and Human Rights

Select one course:

- ANTH 357 - Junior Honors in Anthropology
- ANTH 450 - Current Trends in Anthropology

Select one course:

- ANTH 325 - Migration and Transnationalism
- ANTH 414 - Political Anthropology
- ANTH 415 - Environmental Anthropology
- ANTH 421 - Refugee and Migrant Children
- ANTH 432 - Anthropology of Warfare and Violence
- ANTH 454 - Archaeology of the African Diaspora
- ANTH 486 - Introduction to Forensic Anthropology

Select 15 additional upper-division hours in Anthropology courses including at least one course from each of the following lists.

Archaeological Method and Theory:

- ANTH 361 - Historical Archaeology
- ANTH 362 - Principles of Archaeology
- ANTH 461 - Archaeological Resource Management
- ANTH 464 - Principles of Zooarchaeology

Archaeological Area (If ANTH 454 is selected above, students may substitute any upper-division anthropology course.):

- ANTH 360 - North American Prehistory
- ANTH 363 - Prehistory of Tennessee
- ANTH 454 - Archaeology of the African Diaspora
- ANTH 462 - Early European Prehistory
- ANTH 463 - Rise of Complex Civilizations
- ANTH 466 - Archaeology of Southeastern United States

Cultural Area (If ANTH 325 is selected above, students may substitute any upper-division anthropology course.):

- ANTH 310 - North American Indians
- ANTH 311 - Southeastern Indians
- ANTH 313 - Peoples and Cultures of Mesoamerica
- ANTH 315 - The African Diaspora
- ANTH 316 - Peoples and Cultures of South America
- ANTH 319 - Caribbean Cultures and Societies
- ANTH 320 - American Cultures
- ANTH 322 - Topics in U.S. Ethnography
- ANTH 323 - Topics in Latin American Ethnography
- ANTH 324 - Topics in African Ethnography
- ANTH 325 - Migration and Transnationalism

Biological Anthropology

- ANTH 480 - Human Osteology
- ANTH 485 - Oral Biology
- ANTH 486 - Introduction to Forensic Anthropology
- ANTH 490 - Primate Evolution
- ANTH 494 - Primate Behavior
- ANTH 495 - Human Paleontology
- ANTH 496 - Biology of Human Variability

Note

- Students with senior standing are encouraged to substitute appropriate 500-level courses (with permission of the instructor of the course and approval of the department head) for any portion of the above requirements.

SCHOOL OF ART

REVISE PROGRAM TEXT (GRAPHIC DESIGN MAJOR, 5TH PARAGRAPH)

Students must complete ~~ARTD 351~~ ARTD 252 with a grade of C or better following successful completion of Portfolio Review (ARTD 350). If ~~ARTD 351-ARTD 252~~ is not successfully completed, the student must resubmit a portfolio to regain entrance into the junior program. Resubmission of the portfolio must occur during the scheduled Portfolio Review.

DEPARTMENT OF BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY

REVISE PROGRAM TEXT (BIOLOGICAL SCIENCES MAJOR— BCMB CONCENTRATION)

The biological sciences major offers concentrations in biochemistry and cellular and molecular biology; ecology and evolutionary biology; and microbiology; ~~and plant biology~~. To declare biology as a major, **students must have an overall GPA of 2.0, be in good academic standing and have completed** CHEM 120*-CHEM 130* and BIOL 111*-BIOL 112* or BIOL 130* **must be completed** with a minimum grade of C.

DIVISION OF BIOLOGY

◆ DROP BIOLOGICAL SCIENCES MAJOR, BS – PLANT BIOLOGY CONCENTRATION

REVISE DEPARTMENT TEXT (1ST PARAGRAPH)

The Division of Biology consists of the following departments: Biochemistry and Cellular and Molecular Biology (BCMB), Ecology and Evolutionary Biology (EEB), and Microbiology. Each offers a separate concentration within a common Bachelor of Science major, Biological Sciences, followed by the concentration name. (Honors options are described after each concentration.) See departments for catalog information.

Biochemistry and Cellular and Molecular Biology Concentration

Ecology and Evolutionary Biology Concentration

Microbiology Concentration

~~Plant Biology Concentration~~

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY

REVISE PROGRAM TEXT (BIOLOGICAL SCIENCES MAJOR—ECOLOGY & EVOLUTIONARY BIOLOGY CONCENTRATION)

The biological sciences major offers concentrations in biochemistry and cellular and molecular biology; ecology and evolutionary biology; and microbiology; ~~and plant biology~~. To declare biology as a major, **students must have an overall GPA of 2.0, be in good academic standing and have completed** CHEM 120*-CHEM 130* and BIOL 111*-BIOL 112* or BIOL 130* **must be completed** with a minimum grade of C.

DEPARTMENT OF HISTORY

REVISE HISTORY MAJOR

Select one course in United States History:

Add:

- HIST 326 Gay American History
- HIST 329 Native American History
- HIST 456 Topics in Cherokee History

Select two courses (from two different areas)—Asia

Add:

- HIST 495 Modern China in Film

REVISE HISTORY MAJOR— HONORS CONCENTRATION

Select one course in United States History:

Add:

- HIST 326 Gay American History
- HIST 329 Native American History
- HIST 456 Topics in Cherokee History

Select two courses (from two different areas)—Asia

Add:

- HIST 495 Modern China in Film

INTERDISCIPLINARY PROGRAMS

REVISE INTERDISCIPLINARY PROGRAMS MAJOR— AMERICAN STUDIES CONCENTRATION

Mark Hulsether, Religious Studies, Chair

American Studies is a shorthand term for the cross-disciplinary study of culture and society in North America. Students in the field explore issues of racial and ethnic difference, structures of power, the arts, historical change, media and politics, sexuality and gender, social movements, material culture, and the role of the United States in larger global contexts. They do so drawing creatively on methods and approaches from several disciplines. UTK's American Studies faculty represents more than a dozen different departments. Majors and minors take our introductory course (AMST 310) and then select from a long list of approved classes to develop a breadth of knowledge and depth of focus in their specific area of interest. Courses in the concentration will be chosen in consultation with an American studies advisor, from a list approved by the program, in such a way that at least three courses help the student achieve a focus within the field. An additional 3 to 6 hours of AMST 493 Independent Study are recommended for majors in their senior year. All majors and prospective majors should contact the chair of the program.

College Requirements

Arts and Sciences

Prerequisites**Complete:**

ENGL 231 - American Literature I: Colonial Era to the Civil War

Select one course:ENGL 232 - American Literature II: Civil War to the Present
ENGL 233 - Major Black Writers**Concentration Requirements**

The concentration requires 33 credit hours chosen in consultation with an American Studies advisor in a way that achieves a coherent focus within the field while broadly engaging with differences within North American culture based on race, ethnicity, gender, and sexuality. Students are encouraged to count other relevant courses (especially variable topics courses) toward the major by petition.

Complete:

AMST 310 - Introduction to American Studies

Select two courses:

ENGL 231 - American Literature I: Colonial Era to the Civil War
ENGL 232 - American Literature II: Civil War to the Present
ENGL 233 - Major Black Writers
HIST 221 - History of the United States
HIST 222 - History of the United States
REST 233 - Religion and Society in North America

Select one upper-division United States history course:

AMST 329 - Native American History
AMST 356 - The 1960s in America
AMST 456 - Topics in Cherokee History
HIST 325 - Women in American History
HIST 326 - Gay American History
HIST 349 - United States Military History, 1754 to the Present
HIST 350 - Colonial America to 1763
HIST 351 - The American Revolution, 1763-1789
HIST 352 - The Early American Republic, 1800-1860
HIST 353 - The Civil War and Reconstruction Eras, 1860-1877
HIST 354 - United States, 1877-1933
HIST 355 - United States, 1933 to the Present
HIST 365 - US Economic History to 1865
HIST 379 - The African-American Experience from the Colonial Period to the Civil War
HIST 380 - The African-American Experience from the Civil War to the Present
HIST 417 - Honors: Seminar in US History
HIST 436 - History of Gender and Sexuality in the US
HIST 440 - War and Truth in America
HIST 441 - The American West
HIST 444 - History of the South
HIST 449 - History of Tennessee
HIST 450 - History of United States Foreign Relations
HIST 452 - The American Experience in World War II
HIST 479 - Studies in United States History
HIST 490 - Internship in the Center for the Study of War and Society

Select one upper-division American literature course:

AMST 334 - Film and American Culture
AMST 381 - American Tales, Songs, and Material Culture: An Introduction to Folklore
AMST 442 - American Humor
ENGL 331 - Race and Ethnicity in American Literature
ENGL 332 - Women in American Literature
ENGL 333 - Black American Literature and Aesthetics
ENGL 431 - Early American Literature
ENGL 432 - American Romanticism and Transcendentalism
ENGL 433 - American Realism and Naturalism
ENGL 434 - Modern American Literature
ENGL 435 - American Novel before 1900
ENGL 436 - Modern American Novel
ENGL 441 - Southern Literature
ENGL 443 - Topics in Black Literature
ENGL 444 - Appalachian Literature and Culture
ENGL 451 - Modern British and American Poetry
ENGL 459 - Contemporary Poetry
ENGL 472 - American English
ENGL 489 - Special Topics in Film
ENGL 490 - Language and Law

Select one upper-division anthropology, economics, political science, or sociology course:

AMST 312 - Popular Culture and American Politics
AMST 320 - American Cultures
AMST 343 - Race and Ethnicity
AMST 345 - Social Movements
AMST 420 - Political Attitudes and Behavior
ANTH 310 - North American Indians
ANTH 311 - Southeastern Indians
ANTH 315 - The African Diaspora
ANTH 322 - Topics in U.S. Ethnography
ANTH 360 - North American Prehistory
ANTH 361 - Historical Archaeology
ANTH 363 - Prehistory of Tennessee

ANTH 414 - Political Anthropology
ANTH 432 - Anthropology of Warfare and Violence
ANTH 435 - Historical Archeology Laboratory
ANTH 454 - Archeology of the African Diaspora
ANTH 466 - Archaeology of Southeastern United States
ECON 305 - Markets, Ethics, and Capitalism
ECON 322 - The Global Economy
ECON 331 - Government and Business
ECON 333 - Law and Economics
ECON 351 - Monetary Economics
ECON 362 - Environmental and Natural Resource Policy
POLS 311 - Contemporary Issues in American Public Policy
POLS 315 - Tennessee Government and Politics
POLS 320 - State Government and Politics
POLS 321 - Urban Politics and Process
POLS 330 - Law in American Society
POLS 341 - Judicial Process and Policymaking
POLS 366 - United States Foreign Policy Process
POLS 374 - American Political Thought
POLS 411 - Presidency
POLS 412 - Congress
POLS 421 - Political Parties and Interest Groups
POLS 425 - Media and Politics
POLS 430 - United States Constitutional Law: Sources of Power and Restraint
POLS 431 - United States Constitutional Law: Civil Rights and Liberties
SOC 310 - American Society
SOC 341 - Social Inequalities
SOC 344 - Power and Society
SOC 452 - Race, Ethnicity, Crime, and Justice
SOC 455 - Society and Law

Select 15 additional upper-division credit hours from the above categories, the following list, or variable topics courses with American Studies content approved by petition. Include courses from at least two other departments beyond those chosen above, so that your total set of upper-division courses (beyond AMST 310) draws from at least five departments and/or interdisciplinary programs.

AFST 421 - Comparative Studies in African and African-American Societies
AFST 429 - History and Philosophy of African-American Education
AFST 450 - Issues and Topics in African-American Studies
AFST 473 - Black Male in American Society
AFST 480 - African-American Communities in Urban America
AFST 484 - African-American Women in American Society
AMST 354 - Religion and Popular Culture in the United States
AMST 355 - Topics in North American Religion
AMST 450 - Seminar in American Studies
AMST 491 - Foreign Study
AMST 492 - Off-Campus Study
AMST 493 - Independent Study
ARTH 470 - African-American Art
ARTH 472 - History of 20th-Century American Art
ARTH 473 - 19th-Century American Art
CMST 449 - Political Persuasion
GEOG 361 - Regional Geography of the United States and Canada
GEOG 363 - Geography of the American South
GEOG 365 - Geography of Appalachia
GEOG 366 - Geography of Tennessee
GEOG 441 - Urban Geography of the United States
GEOG 442 - Urban Social Geography
GEOG 443 - Rural Geography of the United States
JREM 367 - Mass Communication History
JREM 430 - Public Affairs Reporting
MUCO 310 - Music of the African Diaspora
REST 351 - Religion in the United States
REST 352 - African-American Religion in United States
REST 353 - Religion, Race, and Ethnicity in North America
REST 430 - Seminar in North American Religions
RSM 335 - Socio-Cultural Foundations of Sport and Recreation
SOC 455 - Law and Society
WOST 310 - Emergence of the Modern American Woman
WOST 340 - Women, Politics, and the Law
WOST 469 - Sexuality and Cinema

Formerly:

College Requirements
Arts and Sciences

Prerequisites

Complete:

ENGL 231 - American Literature I: Colonial Era to the Civil War *

Select one course:

ENGL 232 - American Literature II: Civil War to the Present *

ENGL 233 - Major Black Writers *

Concentration Requirements

The concentration in American studies consists of 27 upper-division hours including:

Complete:

AMST 310 - Introduction to American Studies

Select at least two American history courses:

HIST 350 - Colonial America to 1763

HIST 351 - The American Revolution, 1763-1789

HIST 352 - The Early American Republic, 1800-1860

HIST 353 - The Civil War and Reconstruction Eras, 1860-1877

HIST 354 - United States, 1877-1933

HIST 355 - United States, 1933 to the Present

HIST 356 - The 1960s in America

HIST 441 - The American West

HIST 444 - History of the South

HIST 449 - History of Tennessee

HIST 450 - History of United States Foreign Relations

HIST 452 - The American Experience in World War II

HIST 479 - Studies in United States History

(HIST 372, HIST 482, HIST 485 when topic is appropriate)

Select two approved courses (from anthropology, economics, political

ANTH 310 - North American Indians

ANTH 311 - Southeastern Indians

ANTH 322 - Topics in U.S. Ethnography

ANTH 360 - North American Prehistory

ANTH 361 - Historical Archaeology

ANTH 363 - Prehistory of Tennessee

ANTH 459 - Selected Topics in Anthropology

ANTH 465 - Urban Archaeology

ANTH 466 - Archaeology of Southeastern United States

ECON 300 - Special Topics I

ECON 331 - Government and Business

ECON 333 - Law and Economics

CON 351 - Monetary Economics

ECON 361 - Regional and Urban Economics

ECON 400 - Special Topics II

ECON 435 - Industrial Organization

ECON 472 - Public Finance: Taxation and Fiscal

Federalism

ECON 493 - Independent Study

POLS 311 - Contemporary Issues in American Public Policy

POLS 312 - Popular Culture and American Politics

POLS 315 - Tennessee Government and Politics

POLS 320 - State Government and Politics

Select one course (American ethnic minority cultures):

AFST 310 - Music and the African Diaspora

AFST 331 - Race and Ethnicity in American Literature

AFST 333 - Black American Literature and Aesthetics

AFST 343 - Race and Ethnicity

AFST 352 - African-American Religion in the United States

AFST 353 - Religion, Race, and Ethnicity in North America

AFST 376 - The African-American Experience from the

Colonial Period to the Civil War

AFST 380 - The African-American Experience from the Civil

War to the Present

AFST 421 - Comparative Studies in African and African-

American Societies

Select three courses:

AFST 310 - Music and the African Diaspora

AFST 331 - Race and Ethnicity in American Literature

AFST 333 - Black American Literature and Aesthetics

AFST 343 - Race and Ethnicity

AFST 352 - African-American Religion in the United States

AFST 353 - Religion, Race, and Ethnicity in North America

AFST 376 - The African-American Experience from the

Colonial Period to the Civil War

science, or sociology):

POLS 321 - Urban Politics and Process

POLS 330 - Law in American Society

POLS 341 - Judicial Process and Policymaking

POLS 366 - United States Foreign Policy Process

POLS 374 - American Political Thought

POLS 410 - Special Topics in Political Science

POLS 411 - Presidency

POLS 412 - Congress

POLS 421 - Political Parties and Interest Groups

POLS 425 - Media and Politics

POLS 430 - United States Constitutional Law: Sources of Power

and Restraint

POLS 431 - United States Constitutional Law: Civil Rights and

Liberties

POLS 493 - Independent Study

POLS 494 - Internship

POLS 499 - Service Learning in Political Science

SOCI 310 - American Society

SOCI 341 - Social Inequalities

SOCI 343 - Race and Ethnicity

SOCI 400 - Special Topics

SOCI 452 - Race, Ethnicity, Crime, and Justice

SOCI 453 - Gender and Crime

SOCI 455 - Law and Society

AFST 429 - History and Philosophy of African-American

Education

AFST 443 - Topics in Black Literature

AFST 471 - African-American Art

AFST 473 - Black Male in American Society

AFST 480 - African-American Communities in Urban America

FST 484 - African-American Women in American Society

ANTH 310 - North American Indians

ANTH 311 - Southeastern Indians

SOCI 452 - Race, Ethnicity, Crime, and Justice

GEOG 363 - Geography of the American South

GEOG 365 - Geography of Appalachia

GEOG 366 - Geography of Tennessee

GEOG 441 - Urban Geography of the United States

GEOG 442 - Urban Social Geography

GEOG 493 - Independent Study

GEOG 495 - Special Topics in Geography

- AFST 380 - The African-American Experience from the Civil War to the Present
 AFST 421 - Comparative Studies in African and African-American Societies
 AFST 429 - History and Philosophy of African-American Education
 AFST 443 - Topics in Black Literature
 AFST 450 - Issues and Topics in African-American Studies
 AFST 471 - African-American Art
 AFST 473 - Black Male in American Society
 AFST 480 - African-American Communities in Urban America
 AFST 484 - African-American Women in American Society
 AFST 493 - Independent Study
- AMST 310 - Introduction to American Studies
- AMST 312 - Popular Culture and American Politics
 AMST 320 - American Cultures
 AMST 334 - Film and American Culture
 AMST 343 - Race and Ethnicity
 AMST 345 - Social Movements
 AMST 355 - Topics in North American Religion
 AMST 356 - The 1960s in America
- AMST 381 - American Tales, Songs, and Material Culture: An Introduction to Folklore
 AMST 410 - Topics in American Culture
 AMST 420 - Political Attitudes and Behavior
 AMST 423 - Geography of American Popular Culture
 AMST 442 - American Humor
 AMST 450 - Seminar in American Studies
 AMST 491 - Foreign Study
 AMST 492 - Off-Campus Study
 AMST 493 - Independent Study
 ANTH 310 - North American Indians
 ANTH 311 - Southeastern Indians
 ANTH 322 - Topics in U.S. Ethnography
 ANTH 360 - North American Prehistory
 ANTH 361 - Historical Archaeology
 ANTH 363 - Prehistory of Tennessee
 ANTH 459 - Selected Topics in Anthropology
 ANTH 465 - Urban Archaeology
 ANTH 466 - Archaeology of Southeastern United States
 ARTH 470 - African-American Art
 ARTH 472 - History of 20th-Century American Art
 ARTH 473 - 19th-Century American Art
 CMST 449 - Political Persuasion
 CMST 493 - Independent Study
 CNST 400 - Special Topics
 CNST 489 - Special Topics in Film
- ECON 300 - Special Topics I
- ECON 331 - Government and Business
 ECON 333 - Law and Economics
 ECON 351 - Monetary Economics
 ECON 361 - Regional and Urban Economics
 ECON 400 - Special Topics II
 ECON 435 - Industrial Organization
 ECON 472 - Public Finance: Taxation and Fiscal Federalism
 ECON 493 - Independent Study
 ENGL 331 - Race and Ethnicity in American Literature
 ENGL 332 - Women in American Literature
 ENGL 333 - Black American Literature and Aesthetics
 ENGL 431 - Early American Literature
 ENGL 432 - American Romanticism and Transcendentalism
 ENGL 433 - American Realism and Naturalism
 ENGL 434 - Modern American Literature
 ENGL 435 - American Novel before 1900
 ENGL 436 - Modern American Novel
 ENGL 441 - Southern Literature
 ENGL 442 - American Humor
- HIST 325 - Women in American History
- HIST 349 - United States Military History, 1754 to the Present
- HIST 350 - Colonial America to 1763
- HIST 351 - The American Revolution, 1763-1789
 HIST 352 - The Early American Republic, 1800-1860
 HIST 353 - The Civil War and Reconstruction Eras, 1860-1877
 HIST 354 - United States, 1877-1933
 HIST 355 - United States, 1933 to the Present
- HIST 373 - Historical Issues
 HIST 379 - The African-American Experience from the Colonial Period to the Civil War
 HIST 380 - The African-American Experience from the Civil War to the Present
 HIST 441 - The American West
 HIST 444 - History of the South
 HIST 449 - History of Tennessee
 HIST 450 - History of United States Foreign Relations
 HIST 452 - The American Experience in World War II
 HIST 479 - Studies in United States History
 HIST 490 - Internship in the Center for the Study of War and Society
 HIST 493 - Independent Study
- INPG 400 - Selected Interdisciplinary Topics
 INPG 493 - Independent Study
 JREM 367 - Mass Communication History
 JREM 430 - Public Affairs Reporting
 JREM 493 - Independent Study
 JREM 494 - Special Topics
 LING 472 - American English
 LING 485 - Special Topics in Language
 LING 490 - Language and Law
 LING 493 - Independent Study
 POLS 311 - Contemporary Issues in American Public Policy
 POLS 315 - Tennessee Government and Politics
 POLS 320 - State Government and Politics
 POLS 321 - Urban Politics and Process
 POLS 330 - Law in American Society
 POLS 341 - Judicial Process and Policymaking
 POLS 366 - United States Foreign Policy Process
 POLS 374 - American Political Thought
 POLS 410 - Special Topics in Political Science
 POLS 411 - Presidency
 POLS 412 - Congress
 POLS 421 - Political Parties and Interest Groups
 POLS 425 - Media and Politics
 POLS 430 - United States Constitutional Law: Sources of Power and Restraint
 POLS 431 - United States Constitutional Law: Civil Rights and Liberties
 POLS 493 - Independent Study
 POLS 494 - Internship
 REST 351 - Religion in the United States
 REST 352 - African-American Religion in United States
 REST 353 - Religion, Race, and Ethnicity in North America
 REST 355 - Topics in North American Religion
 REST 430 - Seminar in North American Religions
- REST 490 - Readings and Research in Religious Studies
 RSM 335 - Socio-Cultural Foundations of Sport and Recreation
 SOCI 310 - American Society
 SOCI 341 - Social Inequalities
 SOCI 343 - Race and Ethnicity
 SOCI 400 - Special Topics
 SOCI 452 - Race, Ethnicity, Crime, and Justice
 SOCI 453 - Gender and Crime
 SOCI 455 - Law and Society
 WOST 310 - Emergence of the Modern American Woman
 WOST 332 - Women in American Literature
 WOST 340 - Women, Politics, and the Law

ENGL 443 - Topics in Black Literature
 ENGL 451 - Modern British and American Poetry
 ENGL 472 - American English
 ENGL 482 - Major Authors
 ENGL 483 - Special Topics in Literature
 ENGL 489 - Special Topics in Film
 ENGL 490 - Language and Law
 ENGL 493 - Independent Study
 GEOG 309 - Special Topics
 GEOG 361 - Regional Geography of the United States and Canada

WOST 400 - Topics in Women's Studies
 WOST 454 - Gender and Crime
 WOST 484 - African-American Women in American Society
 WOST 493 - Independent Study

REVISE AMERICAN STUDIES MINOR

Minor Requirements

The American Studies minor consists of at least requires 15 credit hours of course-work chosen from the program's list of electives. No more than 3 credit hours may be taken at the 200 level, and no more than 6 credit hours may be taken in any single department and/or interdisciplinary program.

Complete:

- AMST 310 - Introduction to American Studies

Select 12 additional credit hours (from at least two different disciplines):

- Choose any courses approved for the Interdisciplinary Programs Major, American Studies Concentration or other relevant offerings (especially variable topics courses) with strong American Studies content, approved by petition.

Formerly:

Complete:

AMST 310 - Introduction to American Studies

Select 12 hours (from at least two different disciplines):

AFST 310 - Music and the African Diaspora
 AFST 331 - Race and Ethnicity in American Literature
 AFST 333 - Black American Literature and Aesthetics
 AFST 343 - Race and Ethnicity
 AFST 352 - African-American Religion in the United States
 AFST 353 - Religion, Race, and Ethnicity in North America
 AFST 376 - The African-American Experience from the Colonial Period to the Civil War
 AFST 380 - The African-American Experience from the Civil War to the Present
 AFST 421 - Comparative Studies in African and African-American Societies
 AFST 429 - History and Philosophy of African-American Education
 AFST 443 - Topics in Black Literature
 AFST 450 - Issues and Topics in African-American Studies
 AFST 471 - African-American Art
 AFST 473 - Black Male in American Society
 AFST 480 - African-American Communities in Urban America
 AFST 484 - African-American Women in American Society
 AFST 493 - Independent Study

AMST 310 - Introduction to American Studies

AMST 312 - Popular Culture and American Politics
 AMST 320 - American Cultures
 AMST 334 - Film and American Culture
 AMST 343 - Race and Ethnicity
 AMST 345 - Social Movements
 AMST 355 - Topics in North American Religion
 AMST 356 - The 1960s in America

AMST 381 - American Tales, Songs, and Material Culture: An Introduction to Folklore
 AMST 410 - Topics in American Culture
 AMST 420 - Political Attitudes and Behavior

GEOG 363 - Geography of the American South
 GEOG 365 - Geography of Appalachia
 GEOG 366 - Geography of Tennessee
 GEOG 441 - Urban Geography of the United States
 GEOG 442 - Urban Social Geography
 GEOG 493 - Independent Study
 GEOG 495 - Special Topics in Geography

HIST 325 - Women in American History

HIST 349 - United States Military History, 1754 to the Present
 HIST 350 - Colonial America to 1763

HIST 351 - The American Revolution, 1763-1789
 HIST 352 - The Early American Republic, 1800-1860
 HIST 353 - The Civil War and Reconstruction Eras, 1860-1877
 HIST 354 - United States, 1877-1933
 HIST 355 - United States, 1933 to the Present

HIST 373 - Historical Issues
 HIST 379 - The African-American Experience from the Colonial Period to the Civil War
 HIST 380 - The African-American Experience from the Civil War to the Present
 HIST 441 - The American West
 HIST 444 - History of the South
 HIST 449 - History of Tennessee
 HIST 450 - History of United States Foreign Relations
 HIST 452 - The American Experience in World War II
 HIST 479 - Studies in United States History
 HIST 490 - Internship in the Center for the Study of War and Society
 HIST 493 - Independent Study

INPG 400 - Selected Interdisciplinary Topics
 INPG 493 - Independent Study

AMST 423 - Geography of American Popular Culture
 AMST 442 - American Humor
 AMST 450 - Seminar in American Studies
 AMST 491 - Foreign Study
 AMST 492 - Off-Campus Study
 AMST 493 - Independent Study
 ANTH 310 - North American Indians
 ANTH 311 - Southeastern Indians
 ANTH 322 - Topics in U.S. Ethnography
 ANTH 360 - North American Prehistory
 ANTH 361 - Historical Archaeology
 ANTH 363 - Prehistory of Tennessee
 ANTH 459 - Selected Topics in Anthropology
 ANTH 465 - Urban Archaeology
 ANTH 466 - Archaeology of Southeastern United States
 ARTH 470 - African-American Art
 ARTH 472 - History of 20th-Century American Art
 ARTH 473 - 19th-Century American Art
 CMST 449 - Political Persuasion
 CMST 493 - Independent Study
 CNST 400 - Special Topics
 CNST 489 - Special Topics in Film

 ECON 300 - Special Topics I

 ECON 331 - Government and Business
 ECON 333 - Law and Economics
 ECON 351 - Monetary Economics
 ECON 361 - Regional and Urban Economics
 ECON 400 - Special Topics II
 ECON 435 - Industrial Organization
 ECON 472 - Public Finance: Taxation and Fiscal Federalism
 ECON 493 - Independent Study
 ENGL 331 - Race and Ethnicity in American Literature

 ENGL 332 - Women in American Literature
 ENGL 333 - Black American Literature and Aesthetics
 ENGL 431 - Early American Literature
 ENGL 432 - American Romanticism and Transcendentalism
 ENGL 433 - American Realism and Naturalism
 ENGL 434 - Modern American Literature
 ENGL 435 - American Novel before 1900
 ENGL 436 - Modern American Novel
 ENGL 441 - Southern Literature
 ENGL 442 - American Humor
 ENGL 443 - Topics in Black Literature
 ENGL 451 - Modern British and American Poetry
 ENGL 472 - American English

 ENGL 482 - Major Authors
 ENGL 483 - Special Topics in Literature
 ENGL 489 - Special Topics in Film
 ENGL 490 - Language and Law
 ENGL 493 - Independent Study
 GEOG 309 - Special Topics
 GEOG 361 - Regional Geography of the United States and Canada

 JREM 367 - Mass Communication History
 JREM 430 - Public Affairs Reporting
 JREM 493 - Independent Study
 JREM 494 - Special Topics
 LING 472 - American English
 LING 485 - Special Topics in Language
 LING 490 - Language and Law
 LING 493 - Independent Study
 POLS 311 - Contemporary Issues in American Public Policy
 POLS 315 - Tennessee Government and Politics
 POLS 320 - State Government and Politics
 POLS 321 - Urban Politics and Process
 POLS 330 - Law in American Society
 POLS 341 - Judicial Process and Policymaking
 POLS 366 - United States Foreign Policy Process
 POLS 374 - American Political Thought
 POLS 410 - Special Topics in Political Science
 POLS 411 - Presidency
 POLS 412 - Congress
 POLS 421 - Political Parties and Interest Groups
 POLS 425 - Media and Politics
 POLS 430 - United States Constitutional Law: Sources of Power and Restraint
 POLS 431 - United States Constitutional Law: Civil Rights and Liberties
 POLS 493 - Independent Study
 POLS 494 - Internship
 REST 351 - Religion in the United States
 REST 352 - African-American Religion in United States
 REST 353 - Religion, Race, and Ethnicity in North America
 REST 355 - Topics in North American Religion
 REST 430 - Seminar in North American Religions
 REST 490 - Readings and Research in Religious Studies
 RSM 335 - Socio-Cultural Foundations of Sport and Recreation
 SOCI 310 - American Society
 SOCI 341 - Social Inequalities
 SOCI 343 - Race and Ethnicity
 SOCI 400 - Special Topics
 SOCI 452 - Race, Ethnicity, Crime, and Justice
 SOCI 453 - Gender and Crime
 SOCI 455 - Law and Society
 WOST 310 - Emergence of the Modern American Woman
 WOST 332 - Women in American Literature
 WOST 340 - Women, Politics, and the Law
 WOST 400 - Topics in Women's Studies
 WOST 454 - Gender and Crime
 WOST 484 - African-American Women in American Society
 WOST 493 - Independent Study

◆ DROP (MOVING TO MODERN FOREIGN LANGUAGES & LITERATURES DEPARTMENT):

- INTERDISCIPLINARY PROGRAMS MAJOR, BA—LANGUAGE & WORLD BUSINESS – CHINESE CONC
- INTERDISCIPLINARY PROGRAMS MAJOR, BA—LANGUAGE & WORLD BUSINESS – JAPANESE CONC
- INTERDISCIPLINARY PROGRAMS MAJOR, BA—LANGUAGE & WORLD BUSINESS – PORTUGUESE CONC

◆ ADD INTERDISCIPLINARY PROGRAMS MAJOR, BA – NEUROSCIENCE CONCENTRATION

Rebecca Prosser, Biochemistry and Cellular and Molecular Biology, Chair

College Requirements

Arts and Sciences

Prerequisites**Complete:**

BIOL 130 - Biodiversity
BIOL 140 - Organization and Function of the Cell
PSYC 110 - General Psychology
PSYC 210 - Biological Basis of Behavior
CHEM 120 - General Chemistry I
CHEM 130 - General Chemistry II
CHEM 350 - Organic Chemistry I
CHEM 360 - Organic Chemistry II
CHEM 369 - Organic Chemistry Laboratory
PHYS 221 - Elements of Physics
PHYS 222 - Elements of Physics

Select one sequence:

MATH 125 - Basic Calculus
STAT 201 - Introduction to Statistics

MATH 141 - Calculus I
MATH 142 - Calculus II

MATH 151 - Mathematics for the Life Sciences I
MATH 152 - Mathematics for the Life Sciences II

Select one course:

BCMB 311 - Advanced Cellular Biology
BCMB 401 - Biochemistry I

Neuroscience Concentration

The concentration consists of **30 hours**. Some courses may require prerequisites or corequisites that are not part of the neuroscience concentration.

I. Core courses**Complete:**

BCMB 415 - Foundations in Neurobiology
INPG 200 - Introductory Interdisciplinary Topics (complete one offering of 1 hour)
INPG 400 - Advanced Interdisciplinary Topics (complete one offering of 2 hours)
INPG 400 - Advanced Interdisciplinary Topics (complete one offering of 2 additional hours)
PHIL 345 - Bioethics

II. Laboratory experience**Complete 4 hours chosen from this list:**

BCMB 416 - Neurobiology Laboratory
BCMB 452 - Independent Research in BCMB
COSC 493 - Independent Study
EEB 400 - Undergraduate Research
EEB 459 - Comparative Animal Behavior Laboratory
INPG 493 - Independent Study
MSE 494 - Special Projects Laboratory
PSYC 493 - Independent Study
or other independent research course with approval of Program Chair

III. Select 15 hours from the courses below:

At most 9 hours may be taken from a single list. Courses must be distributed across 2 or more departments.

A. Behavioral and Cognitive Neuroscience:

ANTH 494 - Primate Behavior
EEB 370 - Ethology and Sociobiology
EEB 450 - Comparative Animal Behavior
EEB 454 - Animal Communication
PSYC 310 - Learning and Thinking
PSYC 320 - Motivation
PSYC 400 - Cognitive Psychology: Language and Symbolic Processes

B. Integrative Neuroscience:

AUSP 302 - Acoustics and Perception
AUSP 303 - Introduction to Hearing Science
AUSP 306 - Anatomy and Physiology of Speech
BCMB 423 - Neural Basis of Behavior
PSYC 410 - Sensory Processes and Perception

PSYC 461 - Physiological Psychology

PSYC 464 - Drugs and Behavior

C. Computational and Materials Neuroscience:

BME 480 - Computational Cell Biology COSC 420 - Biologically-Inspired Computation

ECE 471 - Introduction to Pattern Recognition

MSE 485 - Advanced Biomaterials: Biological Application of Nanomaterials

MSE 486 - Cell and Tissue-Biomaterials Interaction

DEPARTMENT OF MICROBIOLOGY

REVISE PROGRAM TEXT (BIOLOGICAL SCIENCES MAJOR— MICROBIOLOGY CONCENTRATION)

The biological sciences major offers concentrations in biochemistry and cellular and molecular biology; ecology and evolutionary biology; **and microbiology; and plant biology**. To declare biology as a major, **students must have an overall GPA of 2.0, be in good academic standing and have completed** CHEM 120*-CHEM 130* and BIOL 111*-BIOL 112* or BIOL 130* **must be completed** with a minimum grade of C.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

◆ DROP:

- FRENCH & FRANCOPHONE STUDIES MAJOR, BA
- FRENCH & FRANCOPHONE STUDIES MAJOR, BA — HONORS CONC
- FRENCH & FRANCOPHONE STUDIES MAJOR, BA — LANGUAGE & WORLD BUS CONC
- FRENCH & FRANCOPHONE STUDIES MAJOR, BA — 5-YEAR BA/MA PROGRAM

- GERMAN MAJOR, BA — GERMAN STUDIES CONC
- GERMAN MAJOR, BA — HONORS CONC
- GERMAN MAJOR, BA — LANGUAGE & LITERATURE CONC
- GERMAN MAJOR, BA — LANGUAGE & WORLD BUS CONC
- GERMAN MAJOR, BA — 5-YEAR BA/MA PROGRAM

- HISPANIC STUDIES MAJOR, BA
- HISPANIC STUDIES MAJOR, BA — LANGUAGE & WORLD BUS CONC

- ITALIAN MAJOR, BA
- ITALIAN MAJOR, BA — LANGUAGE & WORLD BUS CONC

- RUSSIAN STUDIES MAJOR, BA
- RUSSIAN STUDIES MAJOR, BA — HONORS CONC
- RUSSIAN STUDIES MAJOR, BA — LANGUAGE & WORLD BUS CONC

◆ ADD:

- MODERN FOREIGN LANG & LITERAT MAJOR, BA — FRENCH & FRANCOPHONE STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — HONORS FRENCH & FRANCOPHONE STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS — FRENCH & FRANCOPHONE STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — 5-YEAR BA/MA PROGRAM — FRENCH & FRANCOPHONE STUDIES CONC

- MODERN FOREIGN LANG & LITERAT MAJOR, BA — GERMAN STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — HONORS GERMAN CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — GERMAN LANGUAGE & LITERATURE CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS — GERMAN CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — 5-YEAR BA/MA PROGRAM — GERMAN CONC

- MODERN FOREIGN LANG & LITERAT MAJOR, BA — HISPANIC STUDIES CONCENTRATION
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS — HISPANIC STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA—ITALIAN CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA—LANGUAGE & WORLD BUS—ITALIAN CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA—RUSSIAN STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA—HONORS RUSSIAN STUDIES CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA—LANGUAGE & WORLD BUS—RUSSIAN STUDIES CONC

◆ ADD (MOVING FROM INTERDISCIPLINARY PROGRAMS UNIT):

- MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS — CHINESE CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS— JAPANESE CONC
- MODERN FOREIGN LANG & LITERAT MAJOR, BA — LANGUAGE & WORLD BUS— PORTUGUESE CONC

REVISE PROGRAM TEXT (ALL MODERN FOREIGN LANG & LITERAT MAJORS, BA—LANGUAGE & WORLD BUS CONC)

Students who wish to prepare for careers in international business may complete a special **concentration major** in Chinese, French and Francophone Studies, German, **Hispanic Studies**, Italian, Japanese, Portuguese, or **Russian Hispanic Studies**; a professional emphasis in international business, international retail merchandising, or international agricultural economics; and some form of practical experience related to the concentration. Admission is by permission of the program director.

Due to extensive and multidisciplinary coursework required by the language and world business concentration/**major**, students are permitted to use three courses from the concentration/**major** to fulfill College of Arts and Sciences Basic Skills and Distribution requirements. These courses include STAT 201* (toward fulfilling the quantitative reasoning requirement), ECON 201* (toward fulfilling the Social Science requirement), and one course toward fulfilling the Humanities List A--Literature requirement or the Upper Level Distribution List B--Foreign Studies requirement.

Students interested in the language and world business program should contact the director of advising as early as possible in their college careers. The academic record presented will be assessed by the Director of Language and World Business. Minimum requirements for entrance and progression to the major are a 2.7 cumulative average in all courses and a 3.0 average in language courses. Students must meet these requirements for progression prior to the completion of 75 hours. MFL 199 is a requirement for the program. Program standards are adjusted periodically, and current requirements are available from the Director of the Language and World Business Program.

For further information, inquire at 701 McClung Tower.

REVISE MODERN FOREIGN LANG & LITERAT MAJOR, BA—FRENCH & FRANCOPHONE STUDIES CONC

- Add FREN 421 (Phonetics) to the "Select 12 hours" heading

DEPARTMENT OF SOCIOLOGY

REVISE SOCIOLOGY MAJOR—HONORS CONCENTRATION

The Honors concentration in Sociology requires a 3.3 overall GPA and a 3.5 GPA in Sociology coursework, with no grade of less than B+ in any Sociology course. Requirements are SOCI 127* (or approval of Director of Undergraduate Studies); SOCI 431 **or SOCI 531**, either one Honors-by-Contract course in Sociology or one graduate level course in Sociology; an Honors Thesis in Sociology (SOCI 457); and all other requirements for the major. The Honors Thesis may be original research or an in-depth theoretical exploration of an area within Sociology, to be decided with the faculty member who agrees to direct the thesis. Students may obtain the Honors concentration in addition to other concentrations available in Sociology. Formal application must be made to the Director of Undergraduate Studies for admission to the Honors concentration.

STATISTICS PROGRAM (ARTS AND SCIENCES)

REVISE PROGRAM TEXT (STATISTICS MAJOR—ARTS AND SCIENCES)

Arts and Sciences students may major or minor in statistics under the supervision of the faculty of the Statistics, Operations, and Management Science (SOMS) Department in the College of Business Administration. The major is designed to prepare students for graduate studies in statistics or for professional work in various applications of statistical methods, including applications in the natural and social sciences, business and industry. Contact the Statistics SOMS Department for further information on careers in statistics and appropriate courses to take. It is highly recommended that a student majoring in statistics have a minor in an area of application.

REVISE STATISTICS MAJOR (ARTS AND SCIENCES)

The major requires ~~30~~ 33 semester hours including the following:

College Requirements

Arts and Sciences

Prerequisites

MATH 141 - Calculus I
MATH 142 - Calculus II

Major Requirements**Select one course:**

STAT 201 - Introduction to Statistics
STAT 251 - Probability and Statistics for Scientists and Engineers

Complete:

STAT 320 - Regression Modeling
~~STAT 340 - Experimental Methods and Process Improvement~~
~~STAT 330 - Experimental Methods~~
~~STAT 365 - Statistical Process Control~~
STAT 471 - Business Analytics Capstone

Complete:

MATH 241 - Calculus III
MATH 251 - Matrix Algebra I
or upper-division mathematics courses

Select two courses:

MATH 423 - Probability
MATH 424 - Stochastic Processes
MATH 425 - Statistics
STAT 474 - Data Mining and Business Analytics
STAT 475 - Applied Time Series and Forecasting

Select two technical electives:

any upper-division courses in:
chemistry
computer science
engineering
mathematics
physics
(with approval from the student's departmental advisor)

REVISE STATISTICS MINOR (ARTS AND SCIENCES)

Minor Requirements

The minor consists of 15 hours.

Select one course:

STAT 201 - Introduction to Statistics
STAT 251 - Probability and Statistics for Scientists and Engineers

Select 12 hours:

MATH 423 - Probability
MATH 424 - Stochastic Processes
MATH 425 - Statistics

STAT 320 - Regression Modeling
~~STAT 340 - Experimental Methods and Process Improvement~~
~~STAT 330 - Experimental Methods~~
~~STAT 365 - Statistical Process Control~~
STAT 471 - Business Analytics Capstone
STAT 474 - Data Mining and Business Analytics
STAT 475 - Applied Time Series and Forecasting

COLLEGE OF SOCIAL WORK

All changes effective Fall 2013

PART I. COURSE CHANGES

(SOWK) Social Work

ADD

323 Case management with Military Personnel and Veterans (3) Study of social work practice with military veterans. Specific focus on case management with veterans and military personnel involved with the United States Department of Veterans Affairs.

(RE) Prerequisite(s): 312 and 314 or 317.

Comment(s): Students in majors other than social work may register for course with consent of instructor.

Registration Restriction(s): Social work majors only.

REVISE DESCRIPTION

380 Field Practice in Social Work I (3) Supervised field experience with practice situations for developing professional skills, values, and attitudes. Concurrent seminar focuses on integration of knowledge with practice experiences.

Formerly: Eight-hour-per-week, supervised field experience with practice situations for developing professional skills, values, and attitudes. Concurrent seminar focuses on integration of knowledge with practice experiences.

480 Field Practice in Social Work II (6) Supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

Formerly: Sixteen-hour-per-week supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

481 Field Practice in Social Work III (6) Supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

Formerly: Sixteen-hour-per-week supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

PART II. PROGRAM CHANGES

REVISE SOCIAL WORK MAJOR (UTRACK FORMAT AND MILESTONES)

Showcase

Term 1	Hours
Social Work 200 or 207	3
English 101	3
Foreign Language (Intermediate level)	3
Math 113	3
Biology 101	4

Term 2	Hours
English 102	3
Foreign Language (Intermediate level)	3
Communication Studies 210	3
Psychology 110	3
Biology 102	4

Term 3	Hours
Arts & Humanities	3
Arts & Humanities	3
History Sequence	3
Anthropology 130	3

Milestone Notes

Term 1
Cumulative GPA at 2.0 or above

Term 2
English 102

Term 3
Complete 45 credit hours
Cumulative GPA at 2.5 or above to begin upper-division Social Work courses

Elective	3
Term 4	
Social Work 250	3
Psychology 220	3
Economics 201	4
Political Science 101	3
History Sequence	3
Term 5	
Social Work 314 or 317	3
Social Work 312	3
Math 115	3
Child & Family Studies 220	3
Elective	3
Term 6	
Social Work 313	3
Social Work 316 or 318	3
Social Work 315	3
Social Work 380	3
Elective	3
Term 7	
Social Work 410 or 417	3
Social Work 416	3
Social Work 480	6
Elective	3
Term 8	
Social Work 481 (if 480 in Term 7) or 483	6 or 12
Social Work 460 or 467	3
Elective	3
TOTAL	
	120

Term 4	
Social Work 200 or 207 with a C or better	
Social Work 250 with a C or better	
Cumulative GPA at 2.5 or above to begin upper-division Social Work courses	
Term 5	
Social Work 312	
Term 6	
Social Work 380	
Term 7	
Term 8	
Social Work 481 or Social Work 483	

Undergraduate Courses Not Taught in Four or More Years TO BE DROPPED FALL 2013

Note: If courses are cross-listed and the primary course is dropped, the secondary course(s) will also be dropped.

ACAD DISC	CRS #	TITLE	GRAD CREDIT?	SECONDARY CROSS-LIST	COURSE IMPACT
ARCHITECTURE & DESIGN					
ARCH	404	Preservation Technology			No catalog links
ARCH	433	Computer Applications in Design III			No catalog links
IDS	433	Digital Graphics for Interior Design			No catalog links
ARTS & SCIENCES					
BCMB	404	Plant Molecular Biology	Y		Envir Soil Sci major, Conserv Agr Envir Sustain conc (technical elective option) Envir Soil Sci major, Envir Sci conc (technical elective option) Envir Soil Sci major, Soil Sci conc (technical elective option) Plant Sci major, Bioenergy conc (specialty area elective) Plant Sci major, Biotechnology conc (specialty area elective) Plant Sci dept text (specialty areas)
CLAS	301	History of Early Greece		HIST 301	Classics major, Class Arch conc Classics major, Hon Class Arch conc
HIST	303	History of the Roman Republic		CLAS 303	Classics major, Class Arch conc Classics major, Hon Class Arch conc Classics major, Hon Class Arch conc
MICR	320	Advanced Microbiology			No catalog links
MUTH	440	Counterpoint II			Music major, Theory/Composition conc
PHYS	462	Modern Physics Laboratory	Y		No catalog links
EDUCATION, HEALTH & HUMAN SCIENCES					
CSE	400	Professional Studies: Teachers, School, and Society			No catalog links
TPTE	353	Field Experience in Teaching: Secondary II			No catalog links
ENGINEERING					
CE	451	Highway Engineering	Y		No catalog links
UNCLASSIFIED					
AUSP	434	Clinical Practice in Speech-Language Pathology II			No catalog links

GENERAL EDUCATION COMMITTEE REPORT

September 12, 2012 Meeting Minutes**Subcommittee Reports**

- Communicating through Writing (Benson)—Two courses were approved:
 - History 408 – Honors: Senior Paper
 - History 499 – Senior Research Seminar
- Communicating Orally (Haas) – no proposals
- Quantitative Reasoning (Collins) – no proposals
- Cultures and Civilizations (McAlpin) – no proposals
- Social Sciences – no proposals
- Arts and Humanities (Murphy) – no proposals
- Natural Sciences (Heitmann) – no proposals

Other Business

- The committee heard from Sally McMillan about the draft report from the General Education Taskforce with possible actions to be considered with the final version. McMillan also discussed some policy issues related to the Complete College TN Act and petitioning.
- The deadline for general education proposals (for the *2013-14 Undergraduate Catalog*) is Friday, November 2nd.

October 10, 2012 Meeting Minutes**Subcommittee Reports**

- Communicating through Writing (Benson) – no proposals
- Communicating Orally (Haas) – no proposals
- Quantitative Reasoning (Collins) – no proposals
- Cultures and Civilizations (McAlpin) – A proposal will be reviewed by the full committee at its next meeting.
- Social Sciences – no proposals
- Arts and Humanities (Murphy)—One course and its cross-list were approved:
 - English 281 – Introduction to Film Studies
 - Cinema Studies 281 – Introduction to Film Studies
- Natural Sciences (Heitmann) – no proposals

Other Business

- The committee approved the following change to its bylaws:
From:
The chair of the committee is selected from among the faculty members of the committee at the last meeting of the spring semester.
To:
In the last year of the term of the current chair, at the last meeting of the fall semester, a chair-elect is selected from among the faculty members of the committee. He or she will serve the remainder of the year as chair-elect, and then for two years as chair starting the following fall. Ordinarily the chair will serve one two-year term.

- The Committee reviewed the General Education Taskforce report and set tasks for the year including:
 - Linking general education courses to the catalog rather than the academic year
 - Updating the petition process, possibly moving to an online system
 - Clarifying and communicating the learner outcomes for gen ed courses
 - Matching learner outcomes with assessments

Next Meeting: December 12, 2012 8:30 AM AHT 4th Floor Conference Room