Undergraduate Council Meeting Minutes

10-16-2018

Undergraduate Council Minutes of Meeting October 16, 2018

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The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
October 16, 2018

Leadership and Elected Members present: Chair Robert Mindrup, Vice Chair Anthony Welch, Past Chair Rachel Chen, Brian Ambroziak, Ken Baker, John Bell (by proxy George Drinnon), Richard Bennett, Deb Chyka, Jamie Coble (by proxy Richard Bennett), Kim Denton, Joanne Devlin, Nadia Fomin (by proxy Christine Nattrass), Beth Foster, Katie Kavanagh, Chris Magra, Lindsay Mahony (by proxy George Drinnon), Harrison Meadows, Christine Nattrass, Charlie Parker, Brad Vanderzanden, Amanda Warren, and Angela Wozencroft.

Ex-Officio Members present: Misty Anderson, Monique Anderson, Chuck Collins, George Drinnon, Jeff Fairbrother, R.J. Hinde, Timothy Hulsey, Brent Lamons, Chris Lavan, Barbara Murphy, Masood Parang (represented by Brad Vanderzanden), Noah Rost, and Teresa Walker.

Student Members present: Maya Bian (by proxy Patrick Mardis), Hannah Blackwell, and Natalie Campbell (by proxy Samuel Hazelwood.


Welcome and Call to order: The meeting was called to order at 3:43 pm by Robert Mindrup, Chair.

Committee Reports (See attached reports)

- Advising (Brent Lamons)
  The Advising Committee presented an informational report that did not require any action by the UGC.

- Curriculum (Beth Foster)
  The Curriculum Committee presented several course and program changes to take effect in fall 2019.
  - The College of Architecture and Design added several courses, some entirely new and some that replicate the courses currently under the ARTD subject code in the College of Arts and Sciences. These two colleges are working together to move the Graphic Design program into Architecture and Design, and these courses are designed to support that move.
  - The College of Social Work added, archived, or revised several courses and made corresponding changes to their programs. The college also plans to offer their Social Work program in a fully online format, mirroring the requirements for their current program but designed for transfer students.
  - The Honors and Scholars Programs revised catalog text for the 1794 Scholars Program to take into account transfer students' eligibility for this program.
  - The Office of the University Registrar recommended dropping a course that has not been taught in four years.
  - The Committee created a subcommittee to oversee the Contemporary Issues and Solutions Integrative Experience requirement that was approved during the process to revise the university’s general education requirements.
  - The Committee presented a description and learning objections for this category.
  - The Committee presented a recommendation to tie the implementation of this requirement to the implementation date of the new general education requirements.
  Finally, the Committee shared informational items that did not require action by the Council.
  All proposals from this committee were unanimously approved by the Undergraduate Council after one minor edit.

- General Education (Barb Murphy)
  The General Education Committee presented the following proposals:
  - Two courses: GRDS 150 – The Idea of Design (AH) and GRDS 472 – Graphic Design Capstone (OC)
  - Three sets of descriptions and learning objectives for categories under the new general education curriculum
  The Committee also shared informational items that did not require action by the Council.
  All proposals from this committee were unanimously approved by the Undergraduate Council.

Other:

- The Council voted to recommend to the Faculty Senate that Article III, Section 2.11 of their bylaws be revised to update the ex-officio members of the Undergraduate Council. These recommendations reflect the university’s changes to position titles and the addition of a new position.
- The Council approved a recommendation to revise the UGC guidelines to indicate that secret-ballot voting is needed only if more than one candidate for Vice Chair/Chair Elect is nominated.
  Both of these items were unanimously approved by the Undergraduate Council after minor edits suggested from the floor.

Adjournment: Robert Mindrup adjourned the meeting at 4:12 pm.

Next regularly scheduled meeting: Tuesday, January 29, 2019, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

Approval of minutes: These minutes were certified correct via email on October 23, 2018.

Minutes submitted by: Molly Sullivan
**ADVISING COMMITTEE**

The University of Tennessee, Knoxville  
Advising Committee  
Minutes of the Meeting  
September 18, 2018

In attendance: Tara McWhorter (NSFP), Jenny Ward (Student Life/Center for Career development), Robert Mindrup (UGC Chair), Missy Parker (Arts and Sciences advising), Monique Anderson (Registrar), Stephanie Workman (OIT), Celena Tulloss (financial aid), Frances Nash (Onestop), Jana Spitzer (EHHS), Alison Connor (Registrar), Leslie Ducay (TennACADA), Joanne Devlin (for Ken Baker-Academic policy chair), Celeste Brooks (SSS-EAP), Barbara Murphy (Gen Ed chair), Alison Buchanon (Microbiology), Lisa Byrd (Engineering), Kristina Cantin (Honors and Scholars), Meagan West (FYS), April Gonzalez (Engineering), Olivia Finley (Engineering), Kallie Hopper (Nursing), Karen Messing (Nursing), Betty Bradley (CCI), Marshall Steward (Thornton)

Welcome and call to order – Lamons

Approval of Minutes—Approved unanimously

Introduction of new UGC Chair: Dr. Robert Mindrup

Old Business
- Advising Committee: Assessment – Lamons—notified everyone of the advising committee assessment instrument that will be sent out in the next week. Encouraged participation by everyone so glean widespread feedback. Informed that sub-group of the advising committee formed and identified 4 main questions to ask the larger committee. Asked that everyone complete the survey by next committee meeting.

- Advising Committee: Brief History – Lamons—went over the history of the committee, past chairs, key decisions

New Business
- Advising Committee: Goals for the upcoming year – Lamons stated that two of the main goals for the year for the committee were clarification of the voting process for chair, who can serve as chair, and the term of the chair.
  - Clarification of voting process for chair
  - Clarification of term limit for chair

- Executive Director of Academic Advising position – Lamons—Search update included phone interviews have taken place and the screening of applicants is still underway in identifying primary and secondary pool candidates.

Standing Reports
- Academic Advising Leadership Group – 2nd year of funding for Advising 2020 model was granted. Still working through implementation of the model specifically for transfer students
- TennACADA – went over key dates for social and professional development events. Wendy Troxel (from NACADA research center) visiting campus on 9/19-9/20. State of Students panel in October and a social event on 10/24 at Barley’s downtown.
- Enrollment Management (Admission, Registrar, One Stop, Financial Aid) – already admitted 1200 freshman for 2019; FASFA starts 10/1; microgrant program currently paused; verification process for students has kept financial aid and onestop very busy: 30 day turnaround for getting back to students on verification; students can upload needed documents to myutk to expedite the process of verification; high number of students still needing verification documents uploaded to complete verification process.
- Multi-Cultural Student Life – No rep.
- Student Success Center – dismissal pilot change update—had 48 students to date take part in the pilot; hope recovery program updates
- First-Year Studies – update on course numbers and sections; Meagan requested to forwarded any advising updates so could share with FYS instructors and FY staff.
- Student Life – Career job fairs coming up in Sept. and October; Magnolia and Dogwood Hall temporarily named; housing has own in-house marketing and communication person—Meagan Jacknow leading it; fall family weekend upcoming; spring registration for orientation opens on 10/1; Nov. 16 as first spring orientation; OL recruitment and deadline to apply is 10/10.

**CURRICULUM COMMITTEE**

The University of Tennessee, Knoxville  
Curriculum Committee  
Minutes of the Meeting  
October 2, 2018

Call to Order: A regular meeting of the Curriculum Committee was held on October 2, 2018, in Arena Dining Room A. The meeting was called to order at 3:47 p.m. by Beth Foster, Chair.
Voting Members present: Beth Foster, Chair, Brian Ambroziak (by proxy Katherine Ambroziak), Deb Chyka, Chuck Collins, Kim Denton, George Drinnon, Jeff Fairbrother, Ashlyn Hodges, Cheryl Kojima, Chris Magra (by proxy Chuck Collins), Lindsay Mahony (by proxy George Drinnon), Christine Natrass, Michael Palenchar (by proxy Brad Vanderzanden), Brad Vanderzanden, and Angela Wozencroft

Others present: Katherine Ambroziak, Monique Anderson, Mary Beth Burlison, Alison Connor, Kelly Ellenburg, Betsy Gullett, R.J. Hinde, Brent Lamons, Chris Lavan, Robert Mindrup, Jana Spitzer, Christopher Stripling, and Molly Sullivan

Miscellaneous: Beth Foster suggested that the January meeting of this committee be moved to an earlier start time. The consensus of the committee was to start at noon. Members who have teaching or other responsibilities that might require them to arrive late or leave early were encouraged to designate a proxy who could vote in their absence and thereby resolve any quorum issues that could arise.

Curricular Proposals (See attached proposals.):

- College of Architecture and Design
  The Graphic Design major is moving from the College of Arts and Sciences to the College of Architecture and Design. To accommodate this move, the College of Architecture and Design will replicate the current ARTD courses in the College of Arts and Sciences as new GRDS courses in the College of Architecture and Design. The two colleges have been working closely together to ensure a smooth transition and have included plans to appropriately accommodate the needs of current students who are on a catalog in which the program is under the umbrella of the College of Arts and Sciences. The College of Architecture and Design hopes to house this program in a new School of Design, which is undergoing an approval process by THEC. If the proposal for the new unit is denied, then the Graphic Design program will be housed in the School of Architecture within the College of Architecture and Design. The college made minor edits to two course proposals. The proposal was then approved without opposition.

- College of Social Work
  The college proposed adding or revising several courses and revised their current programs to incorporate these course changes. In addition, the college proposed to offer its Social Work program in a fully online format. All proposals were approved without opposition.

- Honors and Scholars Programs
  Catalog text for the 1794 Scholars Program was revised to take into account transfer students’ eligibility for this program. The proposal was approved without opposition.

- Other
  The Office of the University Registrar, with the support of the affected college, recommended dropping one course that has not been taught in four years or more. The proposal was approved without opposition.

Other Business (See attached information):

- EL-Subcommittees
  As a follow-up to the last meeting of the Curriculum Committee, Kelly Ellenburg and Chris Lavan, on behalf of the Experience Learning (EL) course designation subcommittees presented the updates that had been made to the application for S-designated courses. (Note that no changes were made to the application forms for other EL-designated courses.) These edits were presented as an informational item, as requested by the full committee at the August 2018 meeting.

- Contemporary Issues and Solutions Integrative Experience
  The Contemporary Issues and Solutions Integrated Experience requirement was proposed by the General Education Task Force as part of the reworking of the university’s general education curriculum. Within their proposal, which was approved by the Undergraduate Council (UGC) and Faculty Senate in spring 2018, this category was designed as a graduation requirement that exists outside the general education curriculum. As such, this category will not be maintained by the UGC’s General Education Committee, but will be housed under the UGC’s Curriculum Committee.
    - R.J. Hinde presented a proposal to tie the implementation date of this graduation requirement to the implementation date of the new general education curriculum. The proposal was approved without opposition.
    - R.J. Hinde and Christopher Stripling presented a proposal for catalog text and learning objectives for this graduation requirement. After discussion, the text was edited and approved without opposition. The committee did reserve the right to revise the text and learning objectives at a later date if plans for implementation of the requirement indicated that revisions were needed.
    - The committee approved a proposal to create a new subcommittee under the UGC’s Curriculum Committee to manage this graduation requirement. The members of the current Contemporary Issues and Solutions working group will be invited to join the subcommittee, and the chair of the Curriculum Committee may appoint other individuals to the subcommittee to ensure broad representation on the subcommittee.

Adjournment: Robert Mindrup, who took over as acting chair when Beth Foster needed to leave before the end of the meeting, adjourned the meeting at 5:20 p.m.

Approval of Minutes: These minutes were certified correct via email on Monday, October 8, 2018.

Minutes submitted by: Molly Sullivan
COLLEGE OF ARCHITECTURE AND DESIGN
All changes effective Fall 2019

COURSE CHANGES

SCHOOL OF DESIGN
(The College is drafting a proposal for a new School of Design to be submitted through THEC and expects confirmation before the final catalog reviews. If approval is not granted, the following proposals will be included with the School of Architecture curriculum.)

(GrDS) Graphic Design
Note: The Graphic Design program is moving from the College of Arts and Sciences to the College of Architecture and Design. These changes affect both colleges and are, therefore, considered high-impact changes. These colleges have worked together on this plan to move the program. Differences in the financial structure of course fees in the two colleges as well as our policy of tying programs to catalog years requires that A&S students on the current Graphic Design program will be taught out under the College of Arts and Sciences.

Program Learning Outcomes for BFA Graphic Design (SACS)
1. A Graphic Design major (BFA) will be able to analyze, criticize, execute, and communicate design concepts in verbal, visual, and written forms across various media.
2. A Graphic Design major (BFA) will understand and frame design within social, cultural, and technological contexts.
3. Graphic Design majors (BFA) will be able to carry out self-directed research by analyzing an existing problem and by synthesizing these findings to develop a strategic solution.

High-impact: Affects two colleges
Add Course

ADD COURSES

GRDS 101 Graphic Design Foundation Studio I (3)
Introduction to the principles, processes and applications of meaning-making through design. Students explore the language of design, how it is influenced by form, content, audience, message, and context in various applications relative to communication.
Institutional Mode: Studio.
Credit Restriction: Cannot receive credit for both ART 101 and GRDS 101.
Registration Restriction(s): Declared Graphic Design major.

GRDS 102 Graphic Design Foundation Studio II (3)
Introduction to the principles, processes and applications of image making through design. Students explore the language of design, how it is influenced by form, content, audience, message, and context through visual representation. Simultaneous introduction to image production through computer systems and software.
Institutional Mode: Studio.
Credit Restriction: Cannot receive credit for both ART 102 and GRDS 102.
Registration Restriction(s): Declared Graphic Design major.

GRDS 103 Graphic Design Foundation Studio III (3)
Introduction to the principles, processes and applications of design across various applications. Students explore the language of design, how it is influenced by form, content, audience, message, and context in two, three and four dimensional forms.
Institutional Mode: Studio.
Credit Restriction: Cannot receive credit for both ART 103 and GRDS 103
(Re) Prerequisite(s): 101 and 102
Registration Restriction(s): Declared Graphic Design major.

Rationale: Currently, student pursuing the BFA Graphic Design take ART 101, 102, and 103, which are foundations requirements for students in the School of Art that prepare them for more advanced discipline-specific courses in art. The faculty of Graphic Design assessed that the course content does not address specific needs of graphic design and that more dedicated graphic design foundations courses (GRDS 101, 102, and 103) would better prepare their students for study in the discipline.
Impact on other units: Students pursuing the BFA Graphic Design will no longer take ART 101, 102, and 103 beginning fall 2019, impacting enrollment numbers in those courses.
Financial impact: Resultant changes to instruction allocation and course fees will be absorbed by the School of Art. Supports program learning outcome(s): 1.

ADD COURSES

*GRDS 150 The Idea of Design (3)
An overview of design as visual message-making and as an act of cultural interpretation. Contemporary and historic design and its forms are examined, along with an introduction to design and creative concepts.
Satisfies General Education Requirements: (AH)
Institutional Mode: Lecture.
Credit Restriction: Cannot receive credit for both ARTD 150 and GRDS 150.

GRDS 200 Graphic Design Portfolio Review (0)
Review of prior work in graphic design.

Instructional Mode: Personalized Self Instruction.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated once.

Credit Restriction: Cannot receive credit for both ARTD 350 and GRDS 200.

(RE) Prerequisite(s): 101 and 102.

(RE) Corequisite(s): 103 and 150.

Comment(s): Successful completion required prior to registration for 200 level courses.

Rationale: 150 and 350 exist with the ARTD prefix and are taught by graphic design faculty. With the move of the BFA Graphic Design program from the School of Art, College of Arts and Sciences, to the School of Design, College of Architecture and Design, the prefix is being changed to GRDS and 350 is being renumbered to reflect an earlier review term. ARTD 350 will be maintained in the catalog until existing College of Arts and Sciences students pursuing a BFA Graphic Design have matriculated through the course.

Impact on other units: The Graphic Design program and accompanying courses are moving from the College of Arts and Sciences to the College of Architecture and Design. The two colleges are working together to make a smooth transition that does not adversely affect students or faculty.

Financial impact: The difference in the fee structure of the two colleges will slightly increase the fees students will pay for these courses and will give the department additional funds to support the program. The two colleges are working closely with the university’s finance officer to be sure that fees are applied correctly and do not adversely affect current students.

Supports program learning outcome(s): 1, 2, and 3.

ADD COURSE

GRDS 255 Beginning Typography (3)
Principles of typography, as well as classical and contemporary type forms, as vehicles for communication. An intensive introduction to the fundamentals of type, from individual letterforms to large bodies of textual information. Attention to formal, technological, rhetorical, and historical issues.

Instructional Mode: Studio.

Repeatability: May be repeated. Maximum 6 hours.

Credit Restriction: Cannot receive credit for both ARTD 255 and GRDS 255.

(RE) Corequisite(s): 271.

Rationale: In the existing Graphic Design program, instructional content on typography is concentrated in a single course, ARTD 400. This new course, GRDS 255, is designed to provide more comprehensive foundational instruction for the subject. A second course, GRDS 355 Advanced Typography, is designed to expand upon the content. ARTD 400 will be maintained and taught by graphic design faculty until the current College of Arts and Sciences students have matriculated through the course.

Impact on other units: The Graphic Design program and accompanying courses are moving from the College of Arts and Sciences to the College of Architecture and Design. The two colleges are working together to make a smooth transition that does not adversely affect students or faculty.

Financial impact: The difference in the fee structure of the two colleges will slightly increase the fees students will pay for these courses and will give the department additional funds to support the program. The two colleges are working closely with the university’s finance officer to be sure that fees are applied correctly and do not adversely affect current students.

Supports program learning outcome(s): 1.

ADD COURSES

GRDS 256 Interaction Design (4)
Exploration of current technologies and their significance to interactive and screen-based design.

Instructional Mode: Studio.

Credit Restriction: Cannot receive credit for both ARTD 405 and GRDS 256.

(RE) Prerequisite(s): 200 and 271.

(RE) Corequisite(s): 272.

GRDS 271 Beginning Graphic Design I (3)
Introduction to the elements and principles of graphic design and concept development. Survey of design tools, materials, and processes. Emphasis on creative strategies for idea generation and the relationship of visual form and meaning.

Instructional Mode: Studio.

Repeatability: May be repeated. Maximum 6 hours.

Credit Restriction: Cannot receive credit for both ARTD 251 and GRDS 271.

(RE) Prerequisite(s): 101, 102, 103, 150, and 200.

(RE) Corequisite(s): 255.

GRDS 272 Beginning Graphic Design II (3)
Continued exploration into elements and principles of graphic design including in-depth study of visual theories and design vocabulary. Introduction to the role of design in contemporary culture.

Instructional Mode: Studio.

Repeatability: May be repeated. Maximum 6 hours.

Credit Restriction: Cannot receive credit for both ARTD 252 and GRDS 272.
ADD COURSE

GRDS 355 Advanced Typography (4)
Expands on principles introduced in Typography GRDS 255. Includes work in reflective as well as electronic environments with an emphasis on personal exploration.
Instructional Mode: Studio.
Credit Restriction: Cannot receive credit for both ARTD 255 and GRDS 355.
(RE) Prerequisite(s): 272 and 256.
(RE) Corequisite(s): 371.

Rationale: In the existing Graphic Design program, instructional content on typography is concentrated in a single course, ARTD 400. This new course, GRDS 355, is designed to provide more advanced instruction. A second course, GRDS 255 Beginning Typography, is designed to expand upon the introductory content. ARTD 400 will be maintained and taught by graphic design faculty until the current College of Arts and Sciences students have matriculated through.
Impact on other units: The Graphic Design program and accompanying courses are moving from the College of Arts and Sciences to the College of Architecture and Design. The two colleges are working together to make a smooth transition that does not adversely affect students or faculty.
Financial impact: The difference in the fee structure of the two colleges will slightly increase the fees students will pay for these courses and will give the department additional funds to support the program. The two colleges are working closely with the university's finance officer to be sure that fees are applied correctly and do not adversely affect current students.
Supports program learning outcome(s): 1, 2, and 3.

ADD COURSES

GRDS 371 Intermediate Graphic Design I (4)
Intermediate study of graphic design including research methodologies and practices as they relate to the design process. In-depth investigations into audience and context in relationship to form and meaning.
Instructional Mode: Studio.
Credit Restriction: Cannot receive credit for both ARTD 351 and GRDS 371.
(RE) Prerequisite(s): 272.
(RE) Corequisite(s): 355.

GRDS 372 Intermediate Graphic Design II (4)
Continued intermediate study of graphic design with an emphasis on the visual, technical and theoretical aspects of representing information and managing visual complexity.
Instructional Mode: Studio.
Credit Restriction: Cannot receive credit for both ARTD 352 and GRDS 372.
(RE) Prerequisite(s): 371.

Rationale: 351 and 352 exist with the ARTD prefix and are taught by graphic design faculty. With the move of the BFA Graphic Design program from the School of Art, College of Arts and Sciences, to the School of Design, College of Architecture and Design, the prefix is being changed to GRDS. 405 is being renumbered as 256 to follow a new numbering logic; the studios are being renumbered as x7x to reflect studio numbering conventions in the College of Architecture and Design. ARTD courses will be maintained in the catalog until existing College of Arts and Sciences students pursuing a BFA Graphic Design have matriculated through the courses.
Impact on other units: The Graphic Design program and accompanying courses are moving from the College of Arts and Sciences to the College of Architecture and Design. The two colleges are working together to make a smooth transition that does not adversely affect students or faculty.
Financial impact: The difference in the fee structure of the two colleges will slightly increase the fees students will pay for these courses and will give the department additional funds to support the program. The two colleges are working closely with the university's finance officer to be sure that fees are applied correctly and do not adversely affect current students.
Supports program learning outcome(s): 1, 2, and 3.
ADD COURSES

GRDS 425 Special Topics in Graphic Design (3)
Advanced investigations into the role of design in a broader context. Course content varies per instructor.
Instructional Mode: Seminar.
Credit Restriction: Cannot receive credit for both ART 459 and GRDS 425.
Repeatability: May be repeated. Maximum 6 hours.
(RE) Prerequisite(s): GRDS 101, 102, and 103. Or Consent of instructor.

GRDS 444 Graphic Design Directed Research (1-6)
Active research investigations in faculty-led initiatives.
Instructional Mode: Research.
Credit Restriction: Cannot receive credit for both ARTD 444 and GRDS 444.
Repeatability: May be repeated. Maximum 6 hours.
Registration Permission: Consent of instructor.

GRDS 444R Graphic Design Directed Research (1-6)
Active research investigations in faculty-led initiatives.
Instructional Mode: Research.
Repeatability: May be repeated. Maximum 6 hours.
Credit Restriction: Cannot receive credit for both ARTD 444 and GRDS 444R.
Registration Permission: Consent of instructor.

Note: pending approval of the R-designation Subcommittee.

GRDS 451 Graphic Design Practicum (1-12)
On-site, practical work designed to bridge the university experience with the workplace prior to graduation. Must be pre-arranged with the department.
Instructional Mode: Practicum.
Repeatability: May be repeated. Maximum 12 hours.
Credit Restriction: Cannot receive credit for both ARTD 456 and GRDS 451.
(RE) Prerequisite(s): 371 and 355.

GRDS 452 Graphic Design Professional Seminar (3)
Professional practices including client relationships, design management, and business practices. Assembly, organization, and editing of the professional portfolio.
Instructional Mode: Studio.
Credit Restriction: Cannot receive credit for both ARTD 455 and GRDS 452.
(RE) Corequisite(s): 472.

GRDS 471 Advanced Graphic Design (4)
Advanced design investigations into the theory and techniques of visual problem-solving as applied across many applications of design. Emphasis on the study of identity and systems.
Instructional Mode: Studio.
Credit Restriction: Cannot receive credit for both ARTD 451 and GRDS 471.
(RE) Prerequisite(s): 372.

Rationale: 459, 444, 444R, 456, 455, and 451 exist with the ARTD prefix and are taught by graphic design faculty. With the move of the BFA Graphic Design program from the School of Art, College of Arts and Sciences, to the School of Design, College of Architecture and Design, the prefix is being changed to GRDS. 459 is being renumbered as 425 to reflect the Special Topics sequence numbers in the College of Architecture and Design; 456 and 455 are being renumbered as 451 and 452 to parallel the studio sequencing; 451 is being renumbered as 471 to reflect studio numbering conventions in the College of Architecture and Design. ARTD courses will be maintained in the catalog until existing College of Arts and Sciences students pursuing a BFA Graphic Design have matriculated through the courses.

Impact on other units: The Graphic Design program and accompanying courses are moving from the College of Arts and Sciences to the College of Architecture and Design. The two colleges are working together to make a smooth transition that does not adversely affect students or faculty.

Financial impact: The difference in the fee structure of the two colleges will slightly increase the fees students will pay for these courses and will give the department additional funds to support the program. The two colleges are working closely with the university’s finance officer to be sure that fees are applied correctly and do not adversely affect current students.

Supports program learning outcome(s): 1, 2, and 3.

ADD COURSES

*GRDS 472 Graphic Design Capstone (4)
Student-led project under faculty direction including advanced application of research, project-development and execution. Includes individual presentations to professional panels.
Satisfies General Education Requirements: (OC)
Instructional Mode: Studio.
Credit Restriction: Cannot receive credit for both ARTD 452 and GRDS 472.
(RE) Prerequisite(s): 471.

GRDS 472R Graphic Design Capstone (4)
Student-led project under faculty direction including advanced application of research, project-development and execution. Includes individual presentations to professional panels.
Instructional Mode: Studio.
Credit Restriction: Cannot receive credit for both ARTD 452R and GRDS 472R.
(RE) Prerequisite(s): 471.

Note: pending approval of the R-designation Subcommittee.

Rationale: In the existing Graphic Design program, ARTD 452 and 452R were recently changed from 4 CH to 6 CH to align with changes to studio credit hours in other arts programs. Graphic Design faculty assessed that 4 CH is more appropriate for the courses. ARTD 472 and 472R as 6 CH courses will be maintained and taught by graphic design faculty until the current CAS students have matriculated through.
Impact on other units: The Graphic Design program and accompanying courses are moving from the College of Arts and Sciences to the College of Architecture and Design. The two colleges are working together to make a smooth transition that does not adversely affect students or faculty.
Financial impact: The difference in the fee structure of the two colleges will slightly increase the fees students will pay for these courses and will give the department additional funds to support the program. The two colleges are working closely with the university’s finance officer to be sure that fees are applied correctly and do not adversely affect current students.
Supports program learning outcome(s): 1.

ADD COURSE

GRDS 491 Foreign Study (1-6)
Research and design projects conducted in various locations abroad.
Instructional Mode: Off Campus Study.
Repeatability: May be repeated up to 12 credit hours.
Registration Permission: Consent of instructor.

Rationale: A section of ART 491 is often taught by graphic design faculty. With the move of the BFA Graphic Design program from the School of Art, College of Arts and Sciences, to the School of Design, College of Architecture and Design, the faculty have elected to offer their own GRDS 491 to reflect the graphic design content. This course is an elective and does not require an equivalency.
Impact on other units: The Graphic Design program and accompanying courses are moving from the College of Arts and Sciences to the College of Architecture and Design. The two colleges are working together to make a smooth transition that does not adversely affect students or faculty.
Financial impact: The difference in the fee structure of the two colleges will slightly increase the fees students will pay for these courses and will give the department additional funds to support the program. The two colleges are working closely with the university’s finance officer to be sure that fees are applied correctly and do not adversely affect current students.
Supports program learning outcome(s): 2.

ADD COURSE

GRDS 493 Independent Study (1-6)
Student initiated, individual studies and projects under direction of faculty sponsor. Credit adjusted to complexity and level of effort required.
Instructional Mode: Research.
Credit Restriction: Cannot receive credit for both ARTD 493 and GRDS 493
Repeatability: May be repeated. Maximum 12 hours.
Registration Permission: Consent of instructor.

Rationale: These courses exist with the ARTD prefix and are taught by graphic design faculty. With the move of the BFA Graphic Design program from the School of Art, College of Arts and Sciences, to the School of Design, College of Architecture and Design, the prefix is being changed to GRDS. ARTD 493 will be maintained in the catalog for a period of 6 years and will be cross-referenced with GRDS 493. (See comprehensive equivalency chart at end of course change section.)
Impact on other units: The Graphic Design program and accompanying courses are moving from the College of Arts and Sciences to the College of Architecture and Design. The two colleges are working together to make a smooth transition that does not adversely affect students or faculty.
Financial impact: The difference in the fee structure of the two colleges will slightly increase the fees students will pay for these courses and will give the department additional funds to support the program. The two colleges are working closely with the university’s finance officer to be sure that fees are applied correctly and do not adversely affect current students.
Supports program learning outcome(s): 3.

COLLEGE OF SOCIAL WORK
All changes effective Fall 2019
**REVISE CREDIT HOURS**

**SOWK 312 Interviewing Skills and the Helping Relationship in Social Work Practice (4)**  
Formerly: SOWK 312 Interviewing Skills and the Helping Relationship in Social Work Practice (3)

**Rationale:** SOWK 312 is currently a 3 credit hour course that carries an additional lab requirement. Changing this course to 4 credit hours would more accurately reflect the academic requirements of this course.  
**Impact on other units:** None.  
**Financial impact:** Neither total hours required for the program nor faculty teaching loads will change, making the net financial impact neutral.

**SOWK 313 Social Work Practice with Individuals and Families (4)**  
Formerly: SOWK 313 Social Work Practice with Individuals and Families (3)

**Rationale:** SOWK 313 is currently a 3 credit hour course that carries an additional lab requirement. Changing this course to 4 credit hours would more accurately reflect the academic requirements of this course.  
**Impact on other units:** None.  
**Financial impact:** Neither total hours required for the program nor faculty teaching loads will change, making the net financial impact neutral.

**SOWK 317 Honors: Human Behavior in the Social Environment (4)**  
Formerly: SOWK 317 Honors: Human Behavior in the Social Environment (3)

**Rationale:** This course meets each week for 4 hours of instruction. Changing this course to 4 credit hours will align the undergraduate catalog’s definition of a 4 credit hour course.  
**Impact on other units:** None.  
**Financial impact:** Neither total hours required for the program nor faculty teaching loads will change, making the net financial impact neutral.

**ADD COURSE**

**SOWK 325 Professional Ethics (3)** Explores professional ethics for entry level generalist practice.  
(RE) Corequisite(s): 312

**SOWK 335 Adverse Childhood Experiences and Trauma-Informed Care (3)** Examines Adverse Childhood Experiences (ACEs) and the potentially detrimental effects that these traumatic events, including maltreatment, neglect, and witnessed violence, can have on the development of children. This course will also examine the effects of traumatic events on the adult population in the context of various types of traumatic events.  
(RE) Prerequisite(s): 312.

**SOWK 345 Crisis Intervention and Suicidology (3)** Provides the knowledge, values, and skills for entry level generalist practice in a crisis intervention setting.  
(RE) Prerequisite(s): 312.

**Rationale:** There is need to increase the number of upper division social work electives, particularly for online social work majors. Impact on other units: None. Financial impact: None.

**REVISE TITLE, ADD COREQUISITE**

**SOWK 380 Field Practicum I (3)**  
(RE) Corequisite(s): 385  
Formerly: SOWK 380 Field Practice in Social Work I (3)

**Rationale:** To be more consistent with language used across the discipline. Impact on other units: None. Financial impact: None.

**ADD COURSE**

**SOWK 385 Field Seminar (1)** The purpose of field seminar is to enhance the academic and supervisory support for social work practicum students.  
(RE) Prerequisite(s): 312  
(RE) Corequisite(s): 380  
Registration Restriction(s): Social work majors only.

**Rationale:** This course is organized as a small process group that provides student with an opportunity to integrate and expand course knowledge, skills, and professional values with real field experiences. Impact on other units: None. Financial impact: None.
<table>
<thead>
<tr>
<th>Type</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Rationale</th>
<th>Prerequisite(s)</th>
<th>Impact on other units</th>
<th>Financial impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-impact: Archive course</td>
<td>SOWK 417 Honors Social Work Research (3)</td>
<td>Rationale: We only plan to teach the R-designated version of this course (SOWK 417R), so we want to archive the base course. Impact on other units: None. Financial impact: None.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mid-impact: Add Course</td>
<td>SOWK 425 Mental Illness and Generalist Social Work Practice (3)</td>
<td>Examines the generalist social work role in working with individuals and families affected by mental illness. (RE) Prerequisite(s): 312.</td>
<td>There is need to increase the number of upper division social work electives, particularly for online social work majors. Impact on other units: None. Financial impact: None.</td>
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<tr>
<td></td>
<td>SOWK 435 Forensic Social Work (3)</td>
<td>Provides an introduction to and overview of the field of forensic social work. Course content focuses on practice settings, generalist skills, ethics and trans-system interactions. (RE) Prerequisite(s): 312.</td>
<td>There is need to increase the number of upper division social work electives, particularly for online social work majors. Impact on other units: None. Financial impact: None.</td>
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<tr>
<td></td>
<td>SOWK 445 Introduction to Substance Abuse in Social Work Practice (3)</td>
<td>Provides a generalist social work understanding of substance abuse related to etiology, epidemiology, neurophysiology, and behavioral consequences of specific drugs as well as explore screening, assessment and treatment/referral for substance abuse treatment. (RE) Prerequisite(s): 312.</td>
<td>This elective course is designed to prepare students for entry-level social work from a generalist perspective. It expands on the basic concepts of social work practice that were presented in other social work practice courses and introduces students to preparation for professional practice by introducing them to a generalist view of substance abuse and its effects on diverse systems. Impact on other units: None. Financial impact: None.</td>
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<tr>
<td></td>
<td>SOWK 455 Human Sexuality (3)</td>
<td>Addresses core concepts and contemporary topics about human sexuality. Human sexuality is an integral part of being human and as such, social workers have the responsibility to be knowledgeable about sexuality to treat and provide resources for people in a holistic manner. Social workers can play a key role in helping people heal from sexual trauma, access necessary resources and provide education around healthy sexuality. (RE) Prerequisite(s): 312.</td>
<td>There is need to increase the number of upper division social work electives, particularly for online social work majors. Impact on other units: None. Financial impact: None.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-impact: Archive course</td>
<td>SOWK 467 Honors Integrative Seminar (3)</td>
<td>Rationale: We only plan to teach the R-designated version of this course (SOWK 467R), so we want to archive the base course. Impact on other units: None. Financial impact: None.</td>
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</tr>
<tr>
<td>Low-impact: Revise course</td>
<td>SOWK 480 Field Practicum II (6) (RE) Corequisite(s): 485</td>
<td>Formerly: SOWK 480 Field Practice in Social Work II (6) (No RE Corequisites)</td>
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<tr>
<td></td>
<td>SOWK 481 Field Practicum III (6) (RE) Corequisite(s): 485</td>
<td>Formerly: SOWK 481 Field Practice in Social Work III (6) (No RE Corequisites)</td>
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<tr>
<td></td>
<td>SOWK 483 Block Field Practicum (12) (RE) Corequisite(s): 460 or 467R and 496</td>
<td>Formerly: SOWK 483 Social Work Field Practice (12) (No RE Corequisites)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Rationale: To be more consistent with language used across the discipline. Impact on other units: None. Financial impact: None.

ADD COURSE

SOWK 485 Field Seminar II (1) The second seminar in a sequence of three. The purpose of field seminar is to enhance the academic and supervisory support for social work practicum students.
(RE) Prequisite(s): 385
(RE) Corequisite: 480
Registration Restriction(s): Social work majors only.

ADD COURSE

SOWK 495 Field Seminar III (1) The final seminar in a sequence of three. The purpose of field seminar is to enhance the academic and supervisory support for social work practicum students.
(RE) Prequisite(s): 485
(RE) Corequisite: 481
Registration Restriction(s): Social work majors only.

ADD COURSE

SOWK 496 Block Field Seminar (2) This course must be taken concurrently with SOWK 483 Block Field Practicum. The purpose of field seminar is to enhance the academic and supervisory support for social work practicum students.
(RE) Prequisite(s): 385
(RE) Corequisite: 483
Registration Restriction(s): Social work majors only.

Rationale: These courses are organized as a small process group that provides student with an opportunity to integrate and expand course knowledge, skills, and professional values with real field experiences. Impact on other units: None. Financial impact: None.

PROGRAM CHANGES

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Social Work

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101* or ENGL 118*</td>
<td>3</td>
<td>2.0 cumulative GPA</td>
</tr>
<tr>
<td>Foreign Language (100-level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 113* or MATH 117*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences Electives (with or without lab)*</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Cultures and Civilizations Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FYS 101</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMST 210*, CMST 217*, or PHIL 244*</td>
<td>3</td>
<td>ENGL 102*</td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foreign Language (100-level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 200, Natural Sciences Electives (with lab)*</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>PSYC 110* or PSYC 117*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 130* or ANTH 137*</td>
<td>3</td>
<td>Completion of at least 45 credit hours</td>
</tr>
<tr>
<td>Arts and Humanities Elective*</td>
<td>6</td>
<td>2.5 cumulative GPA to begin upper-division Social Work courses</td>
</tr>
<tr>
<td>Natural Sciences Electives (with lab)<em>, Cultures and Civilizations Elective</em></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultures and Civilizations Elective*</td>
<td>3</td>
<td>2.5 cumulative GPA to begin upper-division Social Work courses</td>
</tr>
<tr>
<td>ECON 201* or ECON 207*</td>
<td>4</td>
<td>SOWK 200 with grade of C or better</td>
</tr>
<tr>
<td>POLS 101* or POLS 107*</td>
<td>3</td>
<td>SOWK 250* with grade of C or better</td>
</tr>
<tr>
<td>SOCI 120*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 250*</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Term 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences or Social Work Elective*</td>
<td>3</td>
<td>SOWK 312</td>
</tr>
</tbody>
</table>
### MATH 115*
- 3-2.5 cumulative GPA

### SOWK 312
- 4

### SOWK 314* or SOWK 317*
- 3

*Unrestricted Elective
- 3

### Term 6
- SOWK 313
- 4
- SOWK 380

### Term 7
- SOWK 416, SOWK 480
- 9-2.5 cumulative GPA

### Term 8
- SOWK 460 or SOWK 467
- 3
- SOWK 481 or SOWK 483

*Meets University General Education Requirement.
1 Natural Sciences – chosen from the University General Education list. Students who wish to enroll in graduate school should consider at least one biology with a lab for the Natural Sciences requirement.
2 Arts and Humanities – chosen from the University General Education list.
3 Cultures and Civilizations – chosen from the University General Education list. Students who wish to study abroad should consider intermediate foreign language as their two Cultures and Civilizations courses, as well as a minor in their chosen foreign language. Most international universities require completion of a 300-level course in foreign language in order to study abroad.
4 Any courses not already required for the major.
5 Any social sciences or social work courses not already required for the major.

Rationale: These program and milestone changes reflect our course changes, including the order in which we expect students to take certain courses.

Impact on other units: Minimal—we are dropping one unrestricted elective, so we could have a few students who might have taken an elective outside their major college but will no longer need that extra course.

Financial impact: None.

### Social Work Major, BS in Social Work – Honors Program

The BSSW Honors Program is designed for well-qualified students who are pursuing the on-campus BSSW Program.

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 200.</td>
<td>3</td>
<td>SOWK 200.</td>
</tr>
<tr>
<td>ENGL 118 or 290*</td>
<td>3</td>
<td>2.0 cumulative GPA</td>
</tr>
<tr>
<td>Foreign Language (100-level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 113* or MATH 117*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><em>Natural Sciences Electives (with or without lab)</em></td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td><em>Cultures and Civilizations Elective</em></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FYS 101</td>
<td>1</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 355* or sophomore English course</td>
<td>3</td>
<td>ENGL 355* or sophomore English course</td>
</tr>
<tr>
<td>PSYC 110* or PSYC 117*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foreign Language (100-level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CMST 210 or PHIL 244*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 200* or SOWK 380 or SOWK 385</td>
<td>3-4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Arts and Humanities Elective</em></td>
<td>3</td>
<td>3.5 cumulative GPA</td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>SOWK 250*</td>
<td>3</td>
<td>SOWK 200 with a grade C or better</td>
</tr>
<tr>
<td>Arts and Humanities Elective*</td>
<td>3</td>
<td>SOWK 250* with a grade C or better</td>
</tr>
<tr>
<td>ECON 201* or ECON 207*</td>
<td>4</td>
<td>3.5 cumulative GPA</td>
</tr>
<tr>
<td>POLS 101 or 107*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cultures and Civilizations Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 312</td>
<td>4</td>
<td>SOWK 312</td>
</tr>
<tr>
<td>SOWK 317*</td>
<td>4</td>
<td>3.5 cumulative GPA</td>
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<tr>
<td>MATH 115* or STAT 201*</td>
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<tr>
<td>SOWK 416</td>
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<tr>
<td>Social Work Elective (400-500 level)</td>
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<tr>
<td>Term 6</td>
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<tr>
<td>SOWK 313</td>
<td>4</td>
<td>SOWK 380</td>
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<tr>
<td>SOWK 315</td>
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<td>3.5 cumulative GPA</td>
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<tr>
<td>SOWK 318</td>
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<td>SOWK 380</td>
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<tr>
<td>SOWK 385</td>
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<tr>
<td>Unrestricted Elective</td>
<td>3</td>
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<tr>
<td>Term 7</td>
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<tr>
<td>SOWK 417R (3)</td>
<td>3</td>
<td>3.5 cumulative GPA</td>
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<tr>
<td>SOWK 480 (6)</td>
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<tr>
<td>SOWK 485</td>
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<tr>
<td>Elective (400-level) (3)</td>
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<tr>
<td>Term 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 467R (3)</td>
<td>3</td>
<td>SOWK 481 or SOWK 483</td>
</tr>
<tr>
<td>SOWK 481 (4) (if SOWK 480 in Term 7) or SOWK 495</td>
<td>6 or 12</td>
<td>3.5 cumulative GPA</td>
</tr>
<tr>
<td>SOWK 495 (if SOWK 480 in Term 7) or SOWK 496</td>
<td>1 or 2</td>
<td></td>
</tr>
<tr>
<td>Social Work Electives (400-500 level) (6)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL (minimum)</td>
<td>122</td>
<td></td>
</tr>
</tbody>
</table>

* Meets University General Education Requirement

1. Natural Sciences – chosen from the University General Education list. Students who wish to enroll in graduate school should consider at least one biology with a lab for the Natural Sciences requirement.

2. Arts and Humanities – chosen from the University General Education list.

3. Cultures and Civilizations – chosen from the University General Education list. Students who wish to study abroad should consider intermediate foreign language as their two Cultures and Civilizations courses, as well as a minor in their chosen foreign language. Most international universities require completion of a 300-level course in foreign language in order to study abroad.

4. Any courses not already required for the major.

5. Any 400- or 500-level social work courses not already required for the major.

6. Other combinations of freshman English courses may be accepted, but the prerequisite to ENGL 355* or sophomore English course must be completed by end of Term 1.

Rationale: These program and milestone changes reflect our course changes, including the order in which we expect students to take certain courses.

Impact on other units: Minimal—we are dropping one unrestricted elective, so we could have a few students who might have taken an elective outside their major college but will no longer need that extra course.

Financial impact: None.

ADD PROGRAM

Social Work Major, BS in Social Work - Online BSSW Program

All curriculum and program requirements for the Online BSSW Program are identical to those required for the on-campus BSSW Program. All required social work courses will be delivered exclusively online using the UT approved online learning management system. Like the on-campus BSSW Program, students will work with their field coordinator to
secure their required field/internship placements that occur in a real-world practice setting under the supervision of a professional social worker.

The Online BSSW Program is specifically designed for transfer students. Only transfer students who have earned 60 credit hours and an Associate of Art (A.A.) or Associate of Science (A.S.) degree from a regionally accredited community college are eligible to apply and participate in the Online BSSW Program. Transfer students who completed the Tennessee Transfer Pathway in Social Work are highly encouraged to apply.

Current students who earn an A.A. or A.S. and 60 credit hours through the Tennessee Reverse Transfer process are eligible to apply as well. Additionally, the Social Work Honor’s Program is not an available option for students enrolled in the Online BSSW Program. Once enrolled in either the Online BSSW Program or on-campus BSSW Program, students will be permitted to switch to the other program only in extenuating circumstances and final decisions reside with the BSSW Program Director.

Rationale: This online program is designed to increase access to the BSSW degree for transfer students across the state and nationally.
Impact on other units: None.
Financial impact: By serving students who are unable to attend on-campus classes, overall undergraduate enrollment should increase, thereby increasing university revenue.

HONORS & SCHOLARS PROGRAMS
All changes effective Fall 2020

REVIEW TEXT, REVISE REQUIREMENTS

1794 Scholars Program

(Text, Paragraph 1)
The 1794 Scholars Program (1794) is a two-year enrichment program focusing on the Volunteer experience. Through collaboration with various campus partners, 1794 provides students with a variety of academic and co-curricular experiences to give them a personalized experience, which will serve as a strong complement to their other university endeavors foundation upon which to build in their final two years at the university during which 1794 Scholars are encouraged to participate in college and departmental honors programs.

Requirements

1794 students will complete one approved activity for each of the four program pillars each semester (fall and spring) of the two years they are in the 1794 Scholars Program their first and second year of study. A complete list of activities for each pillar will be provided in the student handbook. During their first semester, students will take UNHO 101 in order to fulfill the academic engagement requirement. Students will be expected to participate in honors advising at least once per year while in the program. Students will be required to make timely progress towards graduation while maintaining a 3.0 cumulative GPA. Upon completion of the program, students will be expected to complete a capstone project and presentation for the Annual 1794 Scholars Celebration.

Rationale: The 1794 Scholars Program now admits current and transfer students. Eligibility requirements were changed effective Fall 2019. The previous language suggested that only first- and second-year students participate in the program. This language is more inclusive and representative of the students who make up the 1794 Scholars Program. Impact on other units: None. Financial impact: None.

COURSES NOT TAUGHT IN FOUR YEARS
Changes to take effect Fall 2019

DROP COURSE
RSM 435 Adventure Recreation Ropes Course (1)

Rationale: This course has not been taught in four years and the content has been rolled into another course. Impact on other units: None. Financial impact: None.

FOLLOW UP ON CHANGES TO EL-DESIGNATED COURSE CRITERIA
Informational only

As a follow-up to a discussion at the last UG Curriculum Committee meeting, Kelly Ellenburg has shared the clarifying information the S-designation subcommittee has added to their application materials. Highlighted text was either added or revised for clarification purposes.

Application Questions:
Please list below the student learning outcomes from your course. The outcomes should be clear and specific, and should reflect what students should be able to demonstrate, know, or do by the end of the course. Student learning outcomes should reflect the presence of service in the course, and the service should enhance the academic learning. At least one of the student learning outcomes should address civic learning. See Standards #1 and #2 above and corresponding footnotes for more detailed information and examples.

Please describe how the service project reflects mutual benefit such that it is meaningful to the community partner and relevant to the course. Describe how the roles and responsibilities of those involved will be clarified. If students will be charged with identifying service projects with a community partner themselves, indicate how the instructor will guide and oversee students during this process. See Standards #3 above and corresponding footnotes for more detailed information and examples. (Resources are available on the “Forms” page of the Service-Learning website to assist faculty and/or students in developing service projects in partnership with community partners.)

Please describe how reflection will be structured within the course to prompt students to consider the service project in light of course learning. Reflection should be continuous throughout the course, connected to student learning outcomes, and challenging—demanding higher-order thinking skills. See Standards #4 above and corresponding footnotes for more detailed information and examples.

If the designated course will be taught by multiple instructors, please describe the program, department, and/or college’s plan for ensuring that the “S” designation standards are maintained when the course changes hands.

Please attach a representative course syllabus (including course description, prerequisites, clear indication that the course is a Service-Learning course, and course objectives that include academic and civic learning outcomes that will be enhanced by the service).

The S Subcommittee encourages faculty applying for the S designation to conduct a self-scoring exercise using the rubric attached on page 3 of this document. The self-scored document does not need to be included with the application, rather has been provided to allow applicants the opportunity to evaluate their own proposals prior to submission. Questions about the application process or the reviewer standards can be directed to the S Subcommittee Chair.

Rationale: The text was edited for clarity, to respond to frequently asked questions from faculty, and to ensure the university follows currently accepted practices in the field.

Contemporary Issues and Solutions

PROPOSED DESCRIPTION AND LEARNING OUTCOMES

Contemporary Issues and Solutions Integrative Experience – 1 course / 0-3 credits

Experiences that satisfy the Contemporary Issues and Solutions requirement provide students with the opportunity to integrate the disciplinary ways of knowing, awareness of self and other, and communication and reasoning skills developed through their General Education curriculum with focused inquiry in one or more specific disciplines (often a student’s major) to examine critical issues facing today’s world. Courses or experiences with this designation address a contemporary issue or challenge, defined as a topic that currently affects individuals’ abilities to lead safe, fulfilling, healthy lives and to contribute to productive societies.

Contemporary Issues and Solutions-designated experiences will produce the following learning outcomes for students:

1. Students will be able to reflect on how the knowledge, awareness, and skills they have acquired through their General Education experiences contribute to their understanding of the contemporary issue and possible solutions.
2. Students will be able to effectively communicate to one or more specific audiences about the contemporary issue, in terms of its history, scientific dimensions, cultural influences, underlying mechanisms, correlates, outcomes, and/or policy implications.
3. Students will be able to analyze, evaluate, and/or create proposed solutions to a contemporary issue.

CREATION OF SUBCOMMITTEE

The Curriculum Committee will need to create a subcommittee to review courses that will satisfy this requirement and forward their approved courses to the full committee following the same way approval hierarchy that the Experience Learning subcommittees use.

The current working group chair and members will be invited to serve as the first chair and members of this new subcommittee. These members are as follows:

- Christopher Stripling, Chair, Herbert College of Agriculture
- Monica Black, College of Arts and Sciences
- Mark Collins, Haslam College of Business
- Alison Connor, Office of the University Registrar
• Kim Denton, College of Social Work
• Nick Geidner, College of Communication and Information
• Erin Hardin, College of Arts and Sciences
• Christopher Lavan, Experience Learning
• Charissa Powell, University Libraries
• Brad Vanderzanden, Tickle College of Engineering

Other subcommittee members may be appointed by the Chair of the Curriculum Committee to ensure broad representation on the subcommittee.

**GENERAL EDUCATION COMMITTEE**

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
September 12, 2018

Call to order: A regular meeting of the General Education Committee was held in the West Wing Conference Room (440) of Haslam Business Building on September 12, 2018. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:30 am.

Members present: Barbara Murphy, Chair, Monique Anderson, Richard Bennett, Megan Bryson, Chuck Collins, Erin Darby, Kim Denton, George Drinnon, John Haas, Cheryl Kojima, Jeff Larsen, Roberta Lavin, Mike McFall, Harrison Meadows, Michael Palenchar, Masood Parang (by proxy Margie Russell), Yujeong Park (by proxy Joan Grim), Missy Parker, Charissa Powell, Jeff Ringer, John Stier, and Amanda Warren

Others present: Katherine Ambroziak, Laura Brown, K’Cindra Cavin, Alison Connor, Marleen Davis, Betsy Gullett, Robert Mindrup, Casey Sams, Lisi Schoenbach, Delores Smith, Molly Sullivan, and Scott Wall

Course Proposals:
Two courses were approved:
• GRDS 150: The Idea of Design (AH), currently ARTD 150
• GRDS 472: Graphic Design Capstone (OC), currently ARTD 452

These courses, which had been previously approved as satisfying general education requirements under the Art Design/Graphic (ARTD) subject designation, are moving from the College of Arts and Sciences into the College of Architecture and Design. The courses will retain the same course descriptions and will continue to be taught in exactly the same manner as under the previous subject code. They will have a course restriction to prevent a student from receiving credit under both the old subject code and the new one, but will not be listed as equivalents for repeat/replace purposes.

The committee agreed on the following as a general policy: if the course in a new college/department/subject code is equivalent in substance (i.e., is going to continue to be taught exactly as it was under the old college/department/subject code) to the course as it was in the previous college/department/subject code, even if the new and old courses are not equivalent for repeat/replace purposes, the course may retain the general education status of the old course without needing to go through a formal general education evaluation. Any course approved under this policy must be presented as an informational item during a meeting of the General Education Committee and be included in the minutes of that meeting, so that there is a formal record of the course approval.

New General Education Curriculum:
The drafts of the statement of purpose and learning objectives of the following categories were approved. (Please see attachments.)
• Applied Arts and Humanities
• Applied Oral Communication
• Global Citizenship – International

These were approved without opposition.

The Committee voted to postpone implementation of the new general education curriculum by at least one year, making fall 2021 the earliest possible effective date. An Implementation Calendar Committee will be formed to create a timeline that will give departments and colleges a realistic deadline to incorporate the newly approved courses into their program requirements, taking into account the timelines of the curricular approval processes within the colleges. The additional time will also allow the university to work with feeder schools, such as the Tennessee Community College system, as well as to consider the effects of the new curriculum on transfer students. The Implementation Calendar Committee will include, at a minimum, representatives from the General Education Committee, Advising, Registrar, and Articulation and Transfer Operations. The motion to postpone implementation passed with only one dissenting vote.

The Committee will begin approving proposal forms for the new categories at the meeting on October 10, 2018. The remaining new forms are expected to be presented for approval at the November 14th meeting. Sample forms were made available to subcommittees for use in creating these forms. As each proposal form is approved, it will be published online. Some subcommittees
could begin receiving course proposals for the new categories as early as mid-October, with the other subcommittees expected to be receiving proposals by late-November.

Adjournment: The meeting was adjourned at 9:50 am.

Next Meeting: The next meeting will be held Wednesday, October 10, 2018, beginning at 8:30 am in the West Wing (440) of the Haslam Business Building.

Approval of Minutes: These minutes were approved via email on September 19, 2018.

Minutes Submitted by: Molly Sullivan

Applied Arts and Humanities:

Decision-making and problem-solving skills are necessary for all human endeavors. The creative and performing arts allow these skills to develop through modes of expression that go beyond the purely analytical or logical. Applied AH courses encourage students to learn by doing through performances or creative activities in a variety of fields or disciplines. These courses help students to develop the capacity for creative action, giving them an opportunity to work in different modes and media. Students who complete these courses should be able to reflect on the creative process and experience.

Learning Outcomes

1. Students will demonstrate the ability to create or perform an artistic work. The process of creation/performace will be the central focus of the course.
2. Students will be able to describe and articulate, with appropriate vocabulary, the creative process specific to the medium or discipline in which they are working.
3. Students will be able to assess and critique their own creative work/performace and the creative work/performace of others.
4. Students will be able to clearly articulate the broader relationships of their own performance/artwork to other works, both contemporary and historical.

Applied Oral Communication

Effectively communicating ideas within a particular discipline or profession is a fundamental skill that all students should acquire and demonstrate. Applied Oral Communication (AOC) courses will expand upon OC course skills to promote understanding of and engagement with targeted audiences and stakeholders in a variety of communication contexts, such as: interpersonal, small group, and team communication; nonverbal and cross-cultural communication; communication of discipline-specific or professional information both within and outside the discipline or profession; conversational communication in formal and informal settings; and active listening.

Learning Outcomes

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to communicate clearly and effectively within a disciplinary area or profession.
2. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas in accordance with disciplinary or professional standards.
3. Students will demonstrate the ability to effectively analyze potential audiences to shape message, organization, language choices, and delivery techniques in accord with disciplinary or professional purpose.
4. Students will engage in communication consistent with the ethical responsibilities of communicators within their respective disciplinary or professional contexts*.
5. Students will model respect for diversity and cross-cultural verbal and nonverbal communication practices when interacting with targeted audiences.

*e.g. not advertising particular products, disciplinary standards of acknowledging sources, etc.

Global Citizenship – International Focus

Courses in the International Focus area of the Global Citizenship category develop students’ knowledge of international cultures. Courses will help students develop an understanding of historical influences and contemporary dynamics that shape the experiences of those living outside the United States.

Learning Outcomes

Courses in this area are expected to produce the following outcomes for students:

1. Students will exhibit knowledge of the histories, experiences, religions, and/or languages of social, ethnic, and cultural groups outside of the United States.
2. Students will demonstrate understanding of appropriate thematic and course-related vocabulary, or intermediate-level competency in a language other than English.
3. Students will demonstrate an ability to critically compare and reflect on different social and cultural perspectives.
PROPOSAL TO REVISE UGC GUIDELINES

REVISE FACULTY SENATE BYLAWS

Article III, Section 2.N
Paragraph 2

In the College of Arts and Sciences, representatives shall be apportioned among the divisions of Visual and Performing Arts, Social Sciences, Humanities, and Natural Sciences. Members must (1) hold full-time or continuing part-time appointment with the rank, or equivalent rank, of lecturer, clinical instructor, assistant professor or higher and (2) perform academic duties consisting of at least half-time teaching, research, service or departmental administration. Ex-officio members shall be the Vice Assistant Provost for Enrollment Management Services, a representative of Outreach and Continuing Education, the Dean of Libraries, the Vice Provost and Director of the Center for International Education, the Associate Provost for Honors and Scholars Programs, Director of the Chancellor’s Honors Program, the Associate Vice Provost for Student Success, and the Associate Provost for Faculty Development and Strategic Initiatives, Director of the Tennessee Teaching and Learning Center, or their respective designees. In addition, the administrative officer having primary responsibility for undergraduate curriculum in each school or college shall serve as an ex-officio member of the Undergraduate Council if that person is not a school or college representative. The chairperson of the Undergraduate Council (known as the Chair) shall be a faculty member from the Undergraduate Council elected for a one-year term, following a one-year term as Vice Chair, by voting members of the Undergraduate Council. The election of the Chair will take place at the last meeting of the spring semester.

REVISE UNDERGRADUATE COUNCIL GUIDELINES

Undergraduate Council Vice Chair and Chair Elect

Any current faculty member of Council is eligible to be a candidate for Vice Chair. The Nominating Committee of Council will identify and solicit candidates for this post and will report its results during the next to the last meeting of the spring semester. Nominations may also be submitted from the floor at that time. A summary of the credentials for the candidates for Vice Chair will be provided to Undergraduate Council members to aid in their decision. If more than one candidate is nominated, then election of the Vice Chair will occur by secret ballot. The Vice Chair of Undergraduate Council serves as Chair Elect of Council for a term of one year, commencing on August 1st after election at the end of the previous Spring Semester. The Vice Chair may participate as an ex-officio nonvoting member of all standing and special committees of Council. This experience assists the Vice Chair in preparation for assumption of the Chair position in the following academic year. The Vice Chair will assume the responsibilities of Chair on August 1st in the second academic year after being elected to the position of Vice Chair. The Vice Chair is automatically granted an extension of her or his appointment to Undergraduate Council for a period of up to three years so as to include membership on Council through one year past her or his term as Chair, serving in the capacity of Past Chair. Since the Vice Chair serves the entire university and not one constituency, the Vice Chair does not count as part of a school’s or college’s apportionment of representatives to Council.