The University of Tennessee, Knoxville
Undergraduate Council
Items Approved at April 12, 2016 Meeting for Faculty Senate Approval

Experience Learning

To: Dr. Richard Bennett, Chair of the University Undergraduate Council and University Undergraduate Council Members
From: Dr. Chris Lavan, Director of Experience Learning
Mrs. Kelly Ellenburg, Director of Service-Learning
Dr. Marisa Moazen, Director of Undergraduate Research
Subject: Experience Learning Course Designation Process Pilot Phase Implementation Proposal

Introduction

The following process is being proposed as a guide for integrating the review and approval of existing academic courses into Experience Learning courses as seamlessly as possible into the Undergraduate Council's current capacities. The intention is for this process to have as minimal of an impact as possible on the council's current priorities and responsibilities.

This proposal describes the implementation plan for designating service-learning and undergraduate research courses. The Undergraduate Council approved the service-learning course designation during the 2013-2014 academic year, while the undergraduate research course designation is currently up for approval this semester.

If approved, this process would go into effect next year (2016-2017), so that academic courses could be identified in the academic catalog for the 2017-2018 academic year.

Purpose

As an opportunity to pilot an institutionally supported Experience Learning course designation process, this proposal outlines a recommendation of organization and oversight that requires collaboration between both the faculty committee structure and administrative offices with responsibility for academic support.

Rationale

The creation of a university-wide Experience Learning course designation process has the potential to facilitate students' preparation and increase their successful participation in these types of courses. By having a formal, institutionally supported process for designating these courses, students would have the ability to officially communicate their participation in, and completion of, these courses by way of an institutional record (i.e. academic transcript). In addition, this process also has an effect on academic departments, colleges, and administrative offices with responsibilities to support the university's academic curriculum.

> *Institutional Stakeholders involved:*
> - Faculty members teaching Experience Learning courses
> - Colleges & Academic Departments
> - Experience Learning/QEP
> - Office of Service-Learning
> - Office of Undergraduate Research
> - University Registrar's Office

Additional Benefits

There are many benefits for the development of a course designation process, not just for our students, but also for our faculty and university administration.

> *Student Benefits:*
> 1. Increased knowledge and ability to prepare for these courses prior to registering in them.
> 2. Inclusion of a student's participation and completion of an Experience Learning course within an official institutional record (i.e. academic transcripts).
> 3. Improved ability to receive institutional support for participating in these courses.
>
> *Faculty Benefits:*
> 1. Increased student awareness of courses with imbedded Experience Learning opportunities.
> 2. Creation of a clear, institutional pathway for colleges and departments to assess and develop these types of courses in their curriculum.
> 3. Improved ability for individual faculty members, as well as for colleges and academic departments, to identify these learning experiences for tenure, promotion, and accreditation purposes.
>
> *Administrative Benefits:*
> 1. Increased capability to track and support Experience Learning courses each semester.
> 2. Creation of a university-wide designation process can help improve efforts to support and make available additional resources to faculty teaching these types of courses.
> 3. Improved proficiency to assess, maintain best practices, and provide faculty and students with the necessary support to effectively coordinate these opportunities on our campus.

System for Identifying Courses

We have met with the University Registrar's Office to identify the most effective way to identify these types of courses within our current system. If approved, the proposed designation letters would be an "S" (service-learning) or "R" (Undergraduate Research) suffix.

For example:
- "ABC100S"
- "ABC100R"

Courses receiving either designation would function as equivalent versions of the standard course (ie. "ABC100"), but would signal to students that the course contains an Experience Learning component. Students taking a standard academic course (ie. "ABC100"), could take the Experience Learning equivalent of that course (i.e., "ABC100S" or "ABC 100R") to fulfill any necessary graduation requirements of academic departments, colleges, or the university.

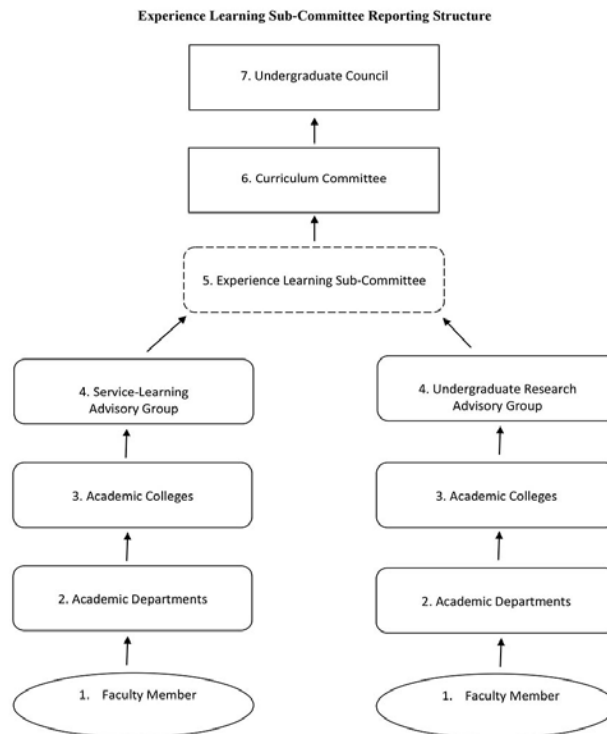**Experience Learning Sub-Committee Membership**

The Experience Learning Sub-Committee would consist of the Director of Experience Learning (chair), Director of Service-Learning, Director of Undergraduate Research, a representative of the University Registrar's Office, and any other members selected by the chair of the Undergraduate Council in accordance with the Undergraduate Council's operating guidelines.

Proposed Process to Designate Existing Courses as Experience Learning Courses

The following is a step-by-step outline of the process a faculty member would progress through in order to have an existing academic course designated as an Experience Learning course. *See the "Experience Learning Sub-Committee Reporting Structure" on page 4 for more information.*

1. First, a faculty member must seek to have their course reviewed and approved by their academic department.
2. Once approved by their academic department, they would then seek additional support for the course from their college.
3. Upon receiving college-level approval, the course would be formally presented to either the Undergraduate Research or Service-Learning Course Designation Advisory Groups.
4. From there, upon receiving support from either one of those groups, depending on the designation sought by the faculty member, the course would then be given to the Experience Learning Sub-Committee.
5. The Experience Learning Sub-Committee would then review and organize all courses approved by the previously mentioned groups.
6. Then, the Experience Learning Sub-Committee would pass on the recommended courses to the Curriculum Committee.
7. Barring no questions or changes from the Curriculum Committee, each course would then be given to the Undergraduate Council for final approval.

Experience Learning Sub-Committee Reporting Structure

Experience Learning Sub-Committee Reporting Structure

SOAR (SUMMER OPPORTUNITY FOR ACADEMIC RECOVERY)

PROPOSED CATALOG STATEMENT

SOAR: Summer Opportunity for Academic Recovery

SOAR is an academic recovery program for eligible students who are dismissed at the end of spring term and have not previously been dismissed from the University. SOAR participants are reinstated for summer term to provide them with an opportunity to return to Good Standing with focused effort. If a SOAR student successfully completes summer term courses, she or he will be given the opportunity to continue enrollment into fall term and beyond. Returning to Good Standing by the end of summer term is a primary goal of SOAR.

The program is open only to students who have a reasonable opportunity to return to Good Standing by the end of summer term. Because the SOAR program emphasizes presence and classroom engagement, SOAR cannot be completed off-campus or online. For details on eligibility criteria, a description of program requirements, or other information on SOAR, contact the Student Success Center.

SUPPORTING INFORMATION

SOAR Discussion from the Policy Committee Meeting

I regret that a teaching conflict left me unable to attend the last Policy Committee meeting where SOAR was discussed. SSC Executive Director Dr. Anton Reece asked me to address questions from that meeting which focused upon SOAR eligibility requirements, academic performance, and standards of success.

SOAR Eligibility
In the 2014 initial pilot year, selectivity was not a primary concern. Of the 390 students dismissed at the end of spring 2014, we offered SOAR eligibility to 274, and 52 students accepted that offer. The following year, we tightened the eligibility standards in an attempt to have more SOAR students reach Good Standing by the end of summer term. Of the 405 students dismissed at the end of spring 2015, we offered SOAR eligibility to 148, and 58 students accepted that offer.

Year	Dismissed at End of Spring Term	Offered SOAR	Enrolled in SOAR	% of Dismissed Students Enrolled in SOAR
2014	390	274	52	13.3%
2015	405	148	58	14.3%

Eligibility criteria for 2015 SOAR:
- Not previously dismissed, and
- Less than 13 deficiency points.

Dr. Reece asked me to address the suggestion that we limit SOAR to fewer deficiency points, perhaps as few as 5 or 6. As Dr. Reece mentioned at the Policy Committee meeting, doing so would not provide the yield we need for a viable program of at least 50 participants. We estimated we would need to invite roughly 150 students in order to yield 50 participants. Of the 405 dismissed students, only 70 faced fewer than 6 deficiency points. Grouping dismissed students in bands of 6, 9, and 13 deficiency points, the number of students was as follows:

0 to 5.99 deficiency points:	70 students	(33 enrolled)
6 to 8.99 deficiency points:	40 students	(15 enrolled)
9 to 12.99 deficiency points:	37 students	(10 enrolled)
Total:	147 students	(58 enrolled)

SOAR Academic Performance
Included in the deficiency point discussion were questions about the academic performance of SOAR students across the deficiency point spectrum. The following table indicates levels of academic success for Summer 2015, split into the deficiency point bands described above, and measured by academic standing at the end of Summer term 2015 (Dismissal, continuing on Probation, or moving to Good Standing).

SOAR Summer 2015 Academic Standing by Deficiency Points

DP's	Total	Dismiss	% Dismiss	Prob	% Prob	Good St	% Good St
0 to 5.99	**33**	4	12%	3	9%	26	79%
6 to 8.99	**15**	2	13%	4	27%	9	60%
9 to 12.99	**10**	2	20%	6	60%	2	20%

Total	58	8	14%	13	22%	37	64%

The success of students in the SOAR program can be compared with two other groups of students enrolled in summer 2015:

- Students dismissed in spring 2015, **reinstated** for summer by the Appeals Committee. However, that number was very small, as the Appeals Committee granted only two appeals resulting in summer 2015 reinstatements. One was dismissed at the end of summer 2015, while the other continued on Academic Probation.
- **Readmission students** returning from a previous dismissal after having sat out the time required by the dismissal policy. For the 2015 summer term, 35 students enrolled after having sat out for dismissal. By measurements of academic standing, their performance (see the table below) was not as successful as the SOAR group, both in avoiding Dismissal (34% of these students were dismissed vs. 14% for SOAR) and achieving Good Standing (26% of these students reached Good Standing vs. 64% for SOAR).

Summer 2015 Readmission Students Who Sat Out Dismissal						
N	**Dismiss**	**% Dismiss**	**Prob**	**% Prob**	**Good St**	**% Good St**
35	12	34%	14	40%	9	26%

Measurements of GPA followed those lines. The average summer 2015 term GPA for the 35 students who sat out was 2.44, compared to 2.69 for the 58 SOAR students. To give a larger context to these figures, the average term GPA for all 5,704 students enrolled in summer 2015 was 2.90.

Fall 2015 Academic Performance
Through presence and engagement, the goal of SOAR is to help participants grow into better students, positioning them for future success. In fall 2015, 48 of the original 58 participants enrolled (8 had been dismissed; 2 students in Good Standing chose not to return). As a whole, the group performed well, losing only 4 students to Dismissal at the end of fall 2015. The percentage of enrolled students in Good Standing increased from 64% in summer to 67% in fall, due in part to the strong performance of students in the "9 to 12.99" deficiency point group.

SOAR Fall 2015 Enrolled Students: Academic Standing by Deficiency Points							
DP's	**Total**	**Dismiss**	**% Dismiss**	**Prob**	**% Prob**	**Good St**	**% Good St**
0 to 5.99	**27**	0	0%	9	33%	18	67%
6 to 8.99	**13**	2	15%	3	23%	8	62%
9 to 12.99	**8**	2	25%	0	0%	6	75%
Total	**48**	4	8%	12	25%	32	67%

SOAR 2.00 Term GPA Success Threshold
The Policy Committee also voiced questions about SOAR's 2.00 term GPA as a threshold for success, with the suggestion that we should consider 2.50 instead. We have not considered any mark higher than 2.00 as the success standard, as no other group of students are required to meet a mark higher than 2.00, including students reinstated by the Appeals Committee.

In summer 2015, 8 of the 58 students in SOAR were dismissed because they did not meet the 2.00 minimum term GPA. A 2.50 term GPA requirement would have resulted in 12 more student dismissals. Of those 12 students, 9 successfully navigated fall 2015 and are enrolled in the present term (4 continuing on Probation, and 5 reaching Good Standing). These levels of success do not indicate the need for a higher threshold for success beyond the University's 2.00 term GPA.

Concluding Thoughts
We continue to wrestle with the question of how best to help our students who have faced Academic Dismissal. Emphasizing presence and engagement, SOAR takes advantage of the focused, concentrated platform of summer term to provide a workable model of demonstrated success. The proposed SOAR catalog statement enables us to describe the program's existence and purpose, while referring students to the Student Success Center for questions about the criteria for eligibility and successful completion of the program.

RESEARCH INTENSIVE COURSE DESIGNATION

Date: January 27, 2016
To: Academic Policy Committee
From: Undergraduate Research Advisory Council
Re: Creation of an Undergraduate Research Course Designation

In our Journey to the Top 25, the Undergraduate Research Advisory Council (URAC) would like to establish a process for certifying courses as "Undergraduate Research Intensive" (R or RI) within the undergraduate curriculum.

Rationale

1. Student participation in experiential learning courses, such as undergraduate research, has been shown in the literature to have a positive impact on their retention and persistence to graduation. A designation would allow students to identify courses.
2. Course designation would appear on the students' transcripts allowing confirmation of participation by employers and graduate schools.
3. Course designation would meet an objective outlined in Experience Learning, the campus Quality Enhancement Plan.
4. Course designation would allow us to stay competitive with our peers in our Top 25 journey.
5. Course designation would allow the Office of Undergraduate Research to report on student participation in undergraduate research and assistance to those students if needed.
6. Course designation would allow the Office of Undergraduate Research to provide support to faculty teaching designated courses and provide to undergraduate research involvement for workload, tenure, and promotion guidelines.

Defining Research Intensive Courses

For a course to be designated as "Undergraduate Research Intensive", it must meet all the following criteria. Criteria for undergraduate research courses are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).
1. *The field research course engages students on an original research* project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor*
2. *Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.*
3. *Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.*
4. *The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
5. *There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.*
6. *The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.*
7. *There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.*

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

Process for Review

If approved, the URAC is open to discussion on who would be responsible for the review of applications for the course designation. One suggestion would be to create a sub-committee of the URAC to be responsible for the review of course designation requests. This committee would comprise of 7 individuals representing the academic colleges, libraries, and honors programs. The committee would meet twice per year to review requests.

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

"R" Designation Review Form

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

	Completely Demonstrates (2)	Somewhat Demonstrates (1)	Does Not Demonstrate (0)
Original or Secondary Research	The field research course engages students on an original research project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor.	The field research course engages students on a non-original research project or review of the literature only and does not add new knowledge to the field.	The field research course does not engage students on an original or secondary research project.
Time Towards Research	Students conduct research on an ongoing basis, working an average of 5-10 hours/week.	Students conduct research on an ongoing basis, working an average of less than 5 hours/week.	Students do not conduct research on an ongoing basis.
Discipline Focused	Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.	Students receive a broad overview of research methodologies and research ethics.	Students do not gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, or important scholarship.
Learning Objectives	The learning objectives related to the research experience are clearly articulated related to their	The learning objectives related to the research experience are limited.	There are no learning objectives related to the research experience.

	field of study, educational goals and/or career and vocational aspirations.		
Mentorship	There is supervision and feedback by a faculty mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.	There is supervision and feedback by a lecturer, graduate student, or postdoc.	There is no supervision and feedback by a mentor.
Course Integration	The syllabus assignments include reflection assignments and a final syntheses project integrated into the course.	The syllabus assignments include either reflection assignments or a final syntheses project integrated into the course, but not both.	There are no syllabus assignments on reflection or a final project integrated into the course.
Dissemination	There is a mandatory outlet to disseminate the original research outside of the classroom (e.g., symposium, conference, scholarly article) integrated into the course. Research compliance is required.	The original research will be presented within the context of the classroom only.	There is no outlet to disseminate the original research inside or outside (e.g., symposium, conference, scholarly article) of the classroom integrated into the course.

Sample Course Submission Form

The following form would be used by faculty submitting courses for research designation review.

Faculty Information: Course Instructor: Instructor Email:
College and Department:

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

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

Undergraduate Research Rubric
How would you rate your course in meeting each of the criteria below, using a scale of 1-5 with 5 being highly meets and 1 being does not meet?
   a.   The field research course engages students on an original research* project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor
   b.   Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.
   c.   Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.
   d.   The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.
   e.   There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.
   f.   The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.
   g.   There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.

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

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

Attachments
Proposed course syllabus
'R' Designation Review Form Rubric Response

Research Intensive Course Designations

Institution	In Use or Proposed	Course Designation	Program Name	Structure	Website

University of Toledo	In Use	Research Intensive (RI)	Research Intensive (RI) Course designation		https://www.utoledo.edu/honors/undergradresearch/ResearchIntensiveCourses/main-researchintensive.html
George Mason University	In Use	RS	Research & Scholarship intensive (RS) courses	First to UGR Office Next, Faculty and Curricular Activities Committee, part of QEP Leadership Council	http://oscar.gmu.edu/fac-staff/rs-courses.cfm
University of North Carolina at Chapel Hill	In Use	Experiential Education (EE) or Quantitative Intensive (QI)	Connections courses		http://curricula.unc.edu/curriculum/connections/
Indiana University – Purdue University	In Use	Research (R), International (I), Service Learning (S), or Experiential Learning (E)	RISE to the IUPUI Challenge	Curricular review and approval within the academic unit. Once the Registrar receives notification to add or delete a RISE class designator from the Scheduling Officer, it is assumed the academic unit approval has occurred.	http://registrar.iupui.edu/recorder/RISE_ChallengeDesignations.html http://registrar.iupui.edu/recorder/RISE_DesignationSummaryGrid2.html
Loyola University	In Use	Engaged Learning (E)	Engaged Learning Requirements (includes Service Learning, Academic Internships, Field Work, Undergraduate Research, and Public Performance)	Engaged Learning Sub-Committee of the Board of Undergraduate Studies	http://www.luc.edu/engagedlearning/facultyresources/criteriaforelcourses/
Belmont University	In Use	Experiential Learning (EL)	The Belmont Experience: Learning for Life (The BELL Core). Designations for: Undergraduate Research; Community-Based Research; Service Learning; Study Abroad; Internships, Clinicals, and Practica; Recitals, Shows, Exhibits, and Other Significant Projects or Performances	Application submitted to the Department of General Education (BELL Core)	http://www.belmont.edu/bellcore/bell-core-courses/experiential_learning.html
University of Alabama at Birmingham	In Use	Service Learning Undergraduate Research	Student/Academic Engagement & Global Citizenship		http://www.uab.edu/servicelearning/resources/faculty-and-staff/service-learning-course-designation http://www.uab.edu/undergraduateresearch/images/Documents/Research_Oriented_Courses_2012.pdf
Duke University	In Use	Cross-Cultural Inquiry (CCI), Ethical Inquiry (EI), Science, Technology, and Society			http://undergraduateresearch.duke.edu/

		(STS), Foreign Languages (FL), Research (R), Writing (W)			
Florida Atlantic University	Proposed		Distinction through Discovery	Distinction through Discovery Curriculum Committee reviews proposed courses	https://www.fau.edu/academic/registrar/UUPCinfo/UUPCOct3-14/Research%20and%20Inquiry%20proposal.pdf

Experience Learning Course Designation Process
Proposed Plan of Action

Purpose

The Offices of Service Learning and Undergraduate Research are seeking to develop and pilot an institutionally supported course designation process that clearly communicates to our students the presence of experience learning components within approved academic experiences prior to their registration into those courses.

The proposed designation format would be an "S" or "R" suffix following the course number (i.e., "ACB100S" or "ABC100R"). Courses receiving either designation would function as equivalent versions of the standard course (i.e., "ABC100"), but would signal to students that the course contains an experiential learning component.

Rationale

In recent years, the lack of a university-wide course designation process has hindered students' preparation and successful participation in these types of academic experiences. Without a formal institutionally supported process for designating these opportunities, our students lack the ability to officially communicate their participation in, and completion of, these types of courses and academic experiences to potential employers and graduate schools.

Benefits

There are many benefits for the development of a course designation process, not just for our students, but also for our faculty and administrative offices with oversight and investment in academic support.

Student Benefits
- Increased knowledge of potential experiences prior to registering in these courses.
- Creation of official institutional documents (i.e., academic transcripts) noting participation in, and potential completion of, these unique academic experiences.
- Improved ability to receive institutional support for participating in these academic experiences.

Faculty Benefits
- Increased student awareness of courses and opportunities with imbedded experience learning components.
- Creation of a clear, institutionally supported pathway for colleges and departments to create, develop, and assess these types of courses and academic experiences.
- Improved ability for individual faculty members, as well as colleges and departments to identify these learning experiences for tenure, promotion, and accreditation purposes.

Administrative Benefits
- Increased capability to track and support experience learning courses each semester.
- Creation of a university-wide process will help to improve efforts to support and provide additional resources to faculty leading these types of courses and experiences.
- Improved proficiency to assess, maintain best practices, and provide participants with the necessary support to effectively coordinate these opportunities on our campus.

Proposed Process

Initially, faculty seeking to receive either course designation would first need to receive support and approval from within their particular academic department and college. Once that support has been attained, those course proposals would be given to the Directors of the Offices of Undergraduate Research and Service-Learning depending on the designation sought out for each course.

Once received from the academic colleges, the Offices of Undergraduate Research and Services-Learning would chair advisory groups composed mainly of faculty members having in-depth experience implementing each of these teaching pedagogies into their courses, as well as representation from the university's Undergraduate Council. We also suggest that each advisory group potentially serve as a subcommittee to the university's Undergraduate Council, or to the Undergraduate Curriculum Committee, if these groups see this as an advantageous way to move forward.

Upon review and approval by either subcommittee, course applications seeking each designation would then be recommended to the Undergraduate Council for additional vetting. Upon receiving approval from the Undergraduate Council, courses would then be given to the University Registrar for official identification as a course containing either of these experiential learning components, and noted as such in the university's catalog.

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CURRICULUM COMMITTEE

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✳   General education course
†   Cross-listed course
$ Course with fees
◈   Add or drop of major, concentration, minor

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

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CONSENT AGENDA

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

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DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS

REVISE HOURS

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

Term 1	Hours	Milestone Notes
AREC 110	1	One general education elective*
[1]Biological Sciences Electives*	3-4	
[2]Cultures and Civilizations Elective*	3	
ENGL 101* or ENGL 118*	3	
MATH 123*	3	
Term 8		
AREC 442	3	No milestones
[4]AREC Electives	3	
[5]Unrestricted Electives	7-8	

> Rationale: These adjustments are due to changes in biology courses, which range from 2 to 4 hours each. We had overlooked making this change on the uTrack chart.

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION, AND COMMUNICATIONS

CORRECT TYPO

Requirements for the Bachelor of Science in Agriculture • Agricultural Leadership, Education and Communications Major • Agricultural Education Concentration

Term 6		
ALEC 345	3	2.7 2.75 cumulative GPA
ANSC 280	2	ALEC 211
FDST 150*, FDST 241	6	
FORS, FWF or WFS Elective	3	
PLSC 250*	3	
Term 7		
ALEC 434, ALEC 440*	6	2.7 2.75 cumulative GPA
EDPY 401	3	ALEC 345
SPED 402	3	
ETEC 486	3	
ANSC 281	2	

> Rationale: Correct typographical error.

DEPARTMENT OF ANIMAL SCIENCE

(ANSC) Animal Science

REVISE FOOTNOTE

Requirements for the Bachelor of Science in Animal Science • Animal Science Major • Animal Industries Concentration

² A minor in Food and Agricultural Business, Business Administration, Communication Studies, Information Studies and Technology, Journalism and Electronic Media, or other discipline with approval of the Animal Science Undergraduate Committee is required. ~~Requirements for the Business Administration minor are ACCT 200(3); ECON 201*(4) or ECON 211*-ECON 213*(4-6); FINC 300 (3); MARK 300 (3); MGT 201 (3), MGT 300 (3); STAT 201* (3). Requirements for the Food and Agricultural Business minor are ACCT 200 (3); AREC 201*(4) or ECON 201*(4) or ECON 211*(3), AREC 212(3), AREC 342(3), AREC 350(3), AREC 412; and Agricultural and Resource Economics elective (3).~~

Rationale: Rather than list the requirements for the minors – and update the footnote when these requirements change – we will link to each minor's page of the catalog.

CORRECT TYPO

ANSC 420 Advanced Reproductive Techniques ~~Technologies Collection~~ (3)

Rationale: Title was typed incorrectly in the proposal. Department did not intend to change course title.

COLLEGE OF ARTS AND SCIENCES
All changes effective fall 2016

REVISE TEXT
(Main college page)

Program for Prospective K-12 Teachers
(Paragraph 2)

To be licensed for teaching, students must also gain formal admission to the Teacher Education Program in the College of Education, Health, and Human Sciences. The process involves successful completion of a series of requirements including presentation of satisfactory scores on certain tests, <mark>completion of</mark> ~~completing~~ professional courses in the College of Education, Health, and Human Sciences, maintenance of a 2.7 or higher GPA, and <mark>completion of</mark> ~~completing~~ a fifth year program emphasizing practical application. For details, see the College of Education, Health, and Human Sciences section of this catalog and contact the Advising Center, 332 Bailey Education Complex.

Rationale: Revise for parallelism.

REVISE TEXT

Requirements for the Arts and Sciences Exploratory Major
TERM ONE
COMMUNICATING THROUGH WRITING (WC)
    ENGL 101 or ENGL 102
    OR ENGL 121 or ENGL 131
    OR ENGL 118
    OR ENGL 198 (for Chancellor's Honors Program students only)

TERM TWO
COMMUNICATING THROUGH WRITING (WC)
    ENGL 102
    OR ENGL 131 or ENGL 132
    OR ENGL 298 (for Chancellor's Honors Program students only)

Arts and Sciences Exploratory Program – Pre-Professional Track
TERM ONE
COMMUNICATING THROUGH WRITING (WC)
    ENGL 101 or ENGL 102
    OR ENGL 121 or ENGL 131
    OR ENGL 118
    OR ENGL 198 (for Chancellor's Honors Program students only)

TERM TWO
COMMUNICATING THROUGH WRITING (WC)
    ENGL 102
    OR ENGL 131 or ENGL 132
    OR ENGL 298 (for Chancellor's Honors Program students only)

Rationale: ENGL 198 and 298 were approved to satisfy these requirements, but we overlooked putting it on this page.

DIVISION OF BIOLOGY
(BIOL) Biology

CORRECT TYPO

BIOL 167 - Honors: Skills of Biological Investigation
2 Credit Hours Same as Biology 159 but designed for high-achieving students.
***Satisfies* General Education Requirement: (NS with lab) if taken with Biology 150, 158, 160, or 168.**
Contact Hour Distribution: 1 hour discussion and one 3-hour lab.
Credit Restriction: Students may not receive credit for both 159 and 167.
(RE) Corequisite(s): 158 260.

> *Rationale: Correct typographical error. Formerly, there was a comment that said "It is recommended that students are also enrolled in BIOL 158 while taking this lab." The rationale for the change (see page 20/U3436 of the January 26, 2016 minutes) said "The instructor of the course has indicated that the lab is too closely tied to lecture for students to do well in the lab without being in the lecture." The corequisite for this course was entered as 260, but should have been 158.*

DEPARTMENT OF CLASSICS
(CLAS) Classics

ADD SECONDARY CROSS LISTED COURSES

†CLAS 310 – History of the Early Roman Empire (3)
(See History – Europe 304.)

†CLAS 311 – History of the Later Roman Empire (3)
(See History – Europe 305.)

REVISE TITLE, SECONDARY CROSS LISTING ~~DROP SECONDARY CROSS LISTED COURSES~~

†CLAS 304 – History of the Early Roman Empire (3)
(See History – Europe 304.)
> *Formerly: History of the Roman Empire (3)*
> *(See History 304.)*

†CLAS 305 – History of the Later Roman Empire (3)
(See History – Europe 305.)
> *Formerly: History of the Late Roman Empire (3)*
> *(See History 305.)*

History – Europe is primary.
> *Formerly: History is primary.*

> *Rationale: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.*

DEPARTMENT OF GEOGRAPHY
(GEOG) Geography

GEOG 409 412 – GIS for Environmental and Socio-economic Applications (3)
Integrates spatial analysis and modeling with GIS for real-world environmental and socio-economic applications.
(DE) Prerequisite(s): 411 or consent of instructor.

> *Rationale: This is the first time we have considered reusing a course number that is already in Banner. I want to test this in preproduction Banner before we add this to the live version. Therefore, we are using a different number.*

DEPARTMENT OF HISTORY
(HIST) History

HISTORY-AFRICA EQUIVALENCY TABLE (HIAF)

Current History Courses (HIST)	Equivalent History-Africa Courses Effective Fall 2016
HIST 371 (Same as AFST 371)	HIAF 371 (Same as AFST 371 361)
HIST 372 (Same as AFST 372)	HIAF 372 (Same as AFST 372 362)
HIST 381 (Same as AFST 381)	HIAF 381 (Same as AFST 381 AMST 382)

HISTORY-ASIA EQUIVALENCY TABLE (HIAS)

Current History Courses (HIST)	Equivalent History-Asia Courses Effective Fall 2016
HIST 495 (Same as CNST 495)	HIAS 495 (Same as CNST 495 496)

HISTORY-LATIN AMERICA EQUIVALENCY TABLE (HILA)

Current History Courses (HIST)	Equivalent History-Latin America Courses Effective Fall 2016
*HIST 255 (Same as LAC 251)	*HILA 255 (Same as LAC 251 ~~253~~)
*HIST 256 (Same as LAC 252)	*HILA 256 (Same as LAC 252 ~~254~~)
HIST 343 (Same as LAC 343)	HILA 343 (Same as LAC 343 ~~341~~)
HIST 344 (Same as LAC 344)	HILA 344 (Same as LAC 344 ~~342~~)
HIST 360 (Same as LAC 360)	HILA 360 (Same as LAC 360 ~~362~~)
HIST 361 (Same as LAC 361)	HILA 361 (Same as LAC 361 ~~363~~)
HIST 464 (Same as LAC 464)	HILA 464 (Same as LAC 464 ~~462~~)
HIST 465 (Same as LAC 466)	HILA 465 (Same as LAC 466 ~~463~~)

HISTORY-MIDDLE EAST EQUIVALENCY TABLE (HIME)

Current History Courses (HIST)	Equivalent History-Middle East Courses Effective Fall 2016
HIST 369 (Same as JST 369)	HIME 369 (Same as JST 369 ~~366~~)
HIST 370 (Same as JST 370)	HIME 370 (Same as JST 370 ~~371~~)
HIST 382 (Same as JST 382)	HIME 382 (Same as JST 382 ~~380~~)
HIST 383 (Same as JST 383)	HIME 383 (Same as JST 383 ~~389~~)
HIST 484 (Same as JST 484)	HIME 485 (Same as JST 484 ~~485~~)

HISTORY-EUROPE EQUIVALENCY TABLE (HIEU)

Current History Courses (HIST)	Equivalent History-Europe Courses Effective Fall 2016
HIST 304 (Same as CLAS 304)	HIEU 304 (Same as CLAS 304 ~~310~~)
HIST 305 (Same as CLAS 305)	HIEU 305 (Same as CLAS 305 ~~311~~)
HIST 312 (Same as MRST 312)	HIEU 312 (Same as MRST 312 ~~310~~)
HIST 315 (Same as REST 315)	HIEU 315 (Same as REST 315 ~~314~~)
HIST 395 (Same as JST 395)	HIEU 395 (Same as JST 395 ~~394~~)

HISTORY-US EQUIVALENCY TABLE (HIUS)

Current History Courses (HIST)	Equivalent History U.S. Courses Effective Fall 2016
HIST 300 (Same as AFST 300 and AMST 300)	HIUS 300 (Same as AFST 300 ~~301~~ and AMST 300 ~~301~~)
HIST 325 (Same as WOST 325)	HIUS 325 (Same as WOST 325 ~~324~~)
HIST 326 (Same as AMST 326)	HIUS 326 (Same as AMST 326 ~~324~~)
HIST 329 (Same as AMST 329)	HIUS 329 (Same as AMST 329 ~~325~~)
HIST 346 (Same as AFST 346)	HIUS 370 (Same as AFST 346 ~~370~~)
HIST 349 (Same as MLSL 349)	HIUS 349 [MLSL 349 ~~cross listing??]~~
HIST 356 (Same as AMST 356)	HIUS 356 (Same as AMST 356 ~~352~~)
HIST 374 (Same as AFST 374, AMST 374)	HIUS 374 ~~373~~ (Same as AFST 374 ~~363~~, AMST 374 ~~373~~)
HIST 376 (Same as AFST 375, WOST 376)	HIUS 376 ~~374~~ (Same as AFST 375 ~~364~~, WOST 376 ~~374~~)
HIST 379 (Same as AFST 376)	HIUS 379 ~~375~~ (Same as AFST 376 ~~365~~)
HIST 380 (Same as AFST 380)	HIUS 380 ~~376~~ (Same as AFST 380 ~~366~~)
HIST 436 (Same as AMST 436)	HIUS 436 (Same as AMST 436 ~~435~~)
HIST 440 (Same as AMST 440)	HIUS 440 (Same as AMST 440 ~~441~~)
HIST 456 (Same as AMST 456)	HIUS 456 (Same as AMST 456 ~~455~~)

Rationale: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.

INTERDISCIPLINARY PROGRAMS
(AFST) Africana Studies

REVISE SECONDARY CROSS LISTED COURSE ~~DROP~~

†AFST 300 – The Rise and Fall of Slavery in the United States (3)
(See History-US 300.)
      Formerly: (See History 300)

~~**ADD CROSS LISTED COURSE**~~

~~**†AFST 301 – The Rise and Fall of Slavery in the United States (3)**~~
~~*(See History-US 300.)*~~

~~(History is primary)~~

REVISE SECONDARY CROSS LISTED COURSE ~~DROP~~

†AFST 346 – African-American Religious History (3)

(See History-US 370.)
        Formerly: (See History 346)

ADD CROSS LISTED COURSES

†AFST 361 – Africa to 1400 (3)
(See History-Africa 371.)

†AFST 362 – Africa Since 1400 (3)
(See History-Africa 372.)

†AFST 363 – History of the Civil Rights Movement in the United States (3)
(See History-US 373.)

†AFST 364 – African-American Women's History from Slavery to the Present (3)
(See History-US 374.)

†AFST 365 – The African-American Experience from the Colonial Period to the Civil War (3)
(See History-US 375.)

†AFST 366 – The African-American Experience from the Civil War to the Present (3)
(See History-US 376.)

†AFST 370 – African-American Religious History (3)
(See History-US 370.)

(History is primary)

REVISE TITLE, SECONDARY CROSS LISTING ~~DROP~~

†AFST 371 – Africa to 1400 (3)
(See History-Africa 371)
        Formerly: African History (3)
        (See History 371)

†AFST 372 – Africa since 1400 (3)
(See History-Africa 372)
        Formerly: African History (3)
        (See History 372)

REVISE SECONDARY CROSS LISTING ~~DROP~~

†AFST 374 – History of the Civil Rights Movement in the United States (3)
(See History-US 374.)
    Formerly (See History 374)

†AFST 375 – African-American Women's History from Slavery to the Present (3)
(See History-US 376.)
    Formerly: (See History 376)

†AFST 376 – The African-American Experience from the Colonial Period to the Civil War (3)
(See History-US 379.)
    Formerly: (See History 379)

†AFST 380 – The African-American Experience from the Civil War to the Present (3)
(See History-US 380.)
    Formerly: (See History 380)

†AFST 381 – History of South Africa (3)
(See History-Africa 381)
        Formerly: (See History 381)

ADD CROSS LISTED COURSES

†AFST 382 – History of South Africa (3)
(See History-Africa 381.)

History-Africa is primary.
        Formerly: History is primary.

(AMST) American Studies

†AMST 300 – The Rise and Fall of Slavery in the United States (3)
(See History-US 300.)
Formerly: (See History 300)

~~**†AMST 301 – The Rise and Fall of Slavery in the United States (3)**~~
~~(See History-US 300.)~~
~~History is primary.~~

~~**†AMST 324 – Gay American History (3)**~~
~~(See History-US 326.)~~

~~**†AMST 325 – Native American History (3)**~~
~~(See History-US 329.)~~

†AMST 326 – Gay American History (3)
(See History-US 326.)
Formerly: (See History 326)

†AMST 329 – Native American History (3)
(See History-US 329.)
Formerly: (See History 329)

~~**†AMST 352 – The 1960s in America (3)**~~
~~(See History-US 356.)~~
~~History – US is primary.~~

†AMST 356 – The 1960s in America
(See History-US 356.)
Formerly: (See History 356)

~~**†AMST 373 – History of the Civil Rights Movement in the United States (3)**~~
~~(See History-US 374.)~~
~~History – US is primary.~~

†AMST 374 – History of the Civil Rights Movement in the United States (3)
(See History-US 374.)
Formerly: (See History 374)

~~**†AMST 435 – History of Gender and Sexuality in the U.S. (3)**~~
~~(See History-US 436.)~~
~~History – US is primary.~~

†AMST 436 – History of Gender and Sexuality in the U.S. (3)
(See History-US 436.)
Formerly: (See History 436)

†AMST 440 – War and Truth in America (3)
(See History-US 440.)
Formerly: (See History 440)

†AMST 441 – War and Truth in America (3)
(See History-US 440.)
History – US is primary.

†AMST 455 – Topics in Cherokee History (3)
(See History-US 456.)

History – US is primary.

REVISE SECONDARY CROSS LISTING ~~DROP~~

†AMST 456 – Topics in Cherokee History (3)
(See History-US 456.)
      Formerly: (See History 456)

History-US is primary.
      Formerly: History is primary.

(CNST) Cinema Studies

REVISE SECONDARY CROSS LISTING ~~DROP SECONDARY CROSS LISTED COURSE~~

†CNST 495 – Modern China in Film (3)
(See History-Asia 495)
      Formerly: (See History 495.)

~~**ADD SECONDARY CROSS LISTED COURSE**~~

†CNST 496 – Modern China in Film (3)
(See History-Asia 495.)

History-Asia is primary.
      Formerly: History is primary.

(JST) Judaic Studies

ADD SECONDARY CROSS LISTED COURSES

†JST 366 – History of the Middle East and the Islamic World, ca. 1050-1500 (3)
(See History-Middle East 369)
History is primary.

REVISE TITLE, SECONDARY CROSS LISTING ~~DROP SECONDARY CROSS LISTED COURSES~~

†JST 369 – History of the Middle East and the Islamic World, ca. 1050-1500 (3)
(See History-Middle East 369)
      Formerly: History of the Middle East (3)
      (See History 369)

†JST 370 – Modern Middle East (3)
(See History-Middle East 370)
      Formerly: History of the Middle East (3)
      (See History 370)

ADD SECONDARY CROSS LISTED COURSES

†JST 371 – Modern Middle East (3)
(See History-Middle East 370)

†JST 380 – Archaeology of the Biblical World (3)
(See History-Middle East 382)

History is primary.

REVISE SECONDARY CROSS LISTING ~~DROP SECONDARY CROSS LISTED COURSES~~

†JST 382 – Archaeology of the Biblical World (3)
(See History-Middle East 382)

Formerly: (See History 382)

†JST 383 – Early Jewish History (3)
(See History-Middle East 383)
        Formerly: (See History 383)

†JST 389 – Early Jewish History (3)
(See History-Middle East 383)

†JST 394 – The Crusades and Medieval Christian-Muslim Relations (3)
(See History-European 395)

History is primary.

†JST 395 – The Crusades and the Medieval Christian-Muslim Relations (3)
(See History-European 395)
        Formerly: (See History 395)

†JST 484 – Studies in Jewish History (3)
(See History-Middle East 484)
        Formerly: (See History 484)

†JST 485 – Studies in Jewish History (3)
(See History-Middle East 484)

History is primary.

History-Middle East is primary.
        Formerly: History is primary.

(LAC) Latin American and Caribbean Studies

†LAC 251 – Early Latin American and Caribbean History (3)
(See History-Latin America 255)
        Formerly: Introduction to Latin American and Caribbean Studies (3)
        (See History 255)

†LAC 252 – Modern Latin American and Caribbean History (3)
(See History-Latin America 256)
        Formerly: Introduction to Latin American and Caribbean Studies (3)
        (See History 256)

†LAC 255 – Early Latin American and Caribbean History (3)
(See History-Latin America 255)

†LAC 256 – Modern Latin American and Caribbean History (3)
(See History-Latin America 256)

†LAC 341 – History of Mexico (3)
(See History-Latin America 343)

†LAC 342 – History of Brazil (3)
(See History Latin America 344)

History-Latin America is primary

†LAC 343 – History of Mexico (3)
(See History—Latin America 343)

Formerly: (See History 343)

†LAC 344 – History of Brazil (3)
(See History-Latin America 344)
       Formerly: (See History 344)

REVISE TITLE, SECONDARY CROSS LISTING ~~DROP SECONDARY CROSS LISTED COURSES~~

†LAC 360 – History of Early Latin America (3)
(See History-Latin America 360)
       Formerly: History of Early Latin America to 1824 (3)
       (See History 360)

†LAC 361 – History of Modern Latin America (3)
(See History-Latin America 361)
       Formerly: History of Modern Latin America since 1810 (3)
       (See History 361)

~~ADD SECONDARY CROSS LISTED COURSES~~

~~†LAC 362 – History of Early Latin America (3)~~
~~(See History-Latin America 360)~~

~~†LAC 363 – History of Modern Latin America (3)~~
~~(See History-Latin America 361)~~

~~†LAC 462 – The Spanish Conquest (3)~~
~~(See History-Latin America 464)~~

~~†LAC 463 – Gender and Sexuality in Early Latin America (3)~~
~~(See History-Latin America 465)~~

REVISE SECONDARY CROSS LISTING ~~DROP SECONDARY CROSS LISTED COURSES~~:

†LAC 464 – The Spanish Conquest (3)
(See History-Latin America 464)
       Formerly: (See History 464)

†LAC 466 – Gender and Sexuality in Early Latin America (3)
(See History-Latin America 465)
       Formerly: (See History 465)

History-Latin America is primary
       Formerly: History is primary.

       Rationale: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.

(LING) Linguistics

REVISE COURSE PREFIX OF CROSS LISTED COURSES

Linguistics Concentration, BA (Interdisciplinary Programs Major)
Concentration Requirements (30 credit hours)
Complete:

- LING ~~ENGL~~ 371 - Foundations of the English Language
- LING ~~ENGL~~ 372 - The Structure of Modern English
- LING ~~GERM~~ 426 - Methods of Historical Linguistics
- LING ~~ENGL~~ 471 - Sociolinguistics

Requirements for Interdisciplinary Programs Major – Linguistics Concentration

Term 5		
Arts and Humanities (List A or B)*	3	Phonetics course
LING ~~ENGL~~ 371	3	One additional foreign language course
LING 425	3	
Indo-European or non Indo-European Language Sequence	3-5	
[2]Connections	3	

Term 6

LING ENGL 372	3	Completion of at least 9 upper-division (300-400 level) hours
Linguistics (major)	3	
Indo-European or non Indo-European Language Sequence	3-5	
²Connections	3	
¹Elective	0-3	
Term 7		
LING ENGL 471	3	Completion of at least 24 total upper-division (300-400 level) hours
LING 423	3	
Linguistics (major)	3	
²Connections	3	
¹Elective	3	

Linguistics Minor

Select 6 hours (in consultation with advisor):
- LING ENGL 471 - Sociolinguistics

Select 12 additional hours:
- LING ENGL 371 - Foundations of the English Language **or**
- LING ENGL 372 - The Structure of Modern English

Rationale: These courses are cross listed and use of the LING prefix is preferable in the Linguistics major and minor.

(MRST) Medieval and Renaissance Studies

ADD SECONDARY CROSS LISTED COURSES

†MRST 310 – High Middle Ages (3)
(See History-Europe 312.)

†MRST 311 – Later Middle Ages (3)
(See History-Europe 313.)

REVISE TITLE, SECONDARY CROSS LISTING DROP SECONDARY CROSS LISTED COURSES:

†MRST 312 – High Middle Ages (3)
(See History-Europe 312.)
 Formerly: Medieval History (3)
 (See History 312)

†MRST 313 – Later Middle Ages (3)
(See History-Europe 313.)
 Formerly: Medieval History (3)
 (See History 313)

History-Europe is primary.
 Formerly: History is primary.

(WOST) Women's Studies

ADD SECONDARY CROSS LISTED COURSE

†WOST 324 – Women in American History (3)
(See History – US 325.)

REVISE SECONDARY CROSS LISTING DROP SECONDARY CROSS LISTED COURSE

†WOST 325 – Women in American History (3)
(See History – US 325.)
 Formerly: (See History 325)

ADD SECONDARY CROSS LISTED COURSE

†WOST 374 – African-American Women's History from Slavery to the Present (3)

(See History – US 374)

REVISE SECONDARY CROSS LISTING ~~DROP SECONDARY CROSS LISTED COURSE~~

†WOST 376 – African-American Women's History from Slavery to the Present (3)
(See History – US 376)
        Formerly: (See History 376)

History-US is primary.
        Formerly: History is primary.

        Rationale: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

EDIT TEXT
(Main department page)

Placement Examination
Students who have had previous work (either two or more years in high school or one year in college) in Chinese, French, German, Italian, Japanese, Portuguese, Russian, Arabic, or Spanish must take a placement test to determine the appropriate level course for which to register. Placement tests are given for incoming students during summer orientation and throughout the year. Please contact the department for further details.

Study Abroad
Four summer study abroad opportunities are available to students through the department. The department sponsors programs in Costa Rica, France, Germany, Italy, and Spain. Students can earn up to 6 credit hours by participating in these programs. In most cases, the courses will fulfill part or all of the foreign language requirement (completion of the elementary or intermediate level). Upper-division classes in literature, culture, and language are also available for major and minor credit. Participation in these programs will satisfy the foreign study requirements for language and world business. A faculty member accompanies students in the program. In addition to formal classes held at a major university in the city, group excursions to cultural and historical sites are an integral part of the program. For more information concerning prerequisites, lodging arrangements, costs, and dates of an individual program, contact the Department of Modern Foreign Languages and Literatures, 701 McClung Tower.

        Rationale: Update text to reflect approved changes in courses and programs.

DEPARTMENT OF PHYSICS AND ASTRONOMY

REVISE TEXT
(Main department page)

VolsTeach
Students pursuing a B.S. degree in the Department of Physics and Astronomy are eligible to participate in the University's VolsTeach program (http://volsteach.utk.edu/), which permits students to simultaneously complete a major in mathematics or science and receive secondary education teaching licensure within the 4-year undergraduate degree program through completion of a VolsTeach minor. For more information about VolsTeach, including advising associated with teaching licensure requirements, contact the Center for Enhancing Education in Mathematics and Science (120 ~~101~~ Greve Hall).

        Rationale: Revise to match CEEM's address on their website.

DEPARTMENT OF POLITICAL SCIENCE

REVISE TEXT
(Main department page)

Five-Year BA/MPPA Program
For qualified students, the Department of Political Science offers a five-year accelerated ~~Five-Year~~ BA-MPPA program with a BA major in Political Science and a non-thesis MPPA major in Public Policy and Administration. 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 are typically considered for conditional admission to the program during, or immediately following, their third year of undergraduate study at UT.

        Rationale: Adding the word "accelerated" can aid in marketing this program.

DEPARTMENT OF RELIGIOUS STUDIES
(REST) Religious Studies

ADD

†REST 314 – Reformation Europe, 1500-1650 (3)
(See History – Europe 315.)

History – Europe is primary.

   Rationale: This course is being dropped by the primary department and added back under a new code. *Impact on other units:* Cross listed History-Europe course. *Financial impact:* None.

REVISE SECONDARY CROSS LISTING ~~DROP~~

†REST 315 – Reformation Europe, 1500-1650 (3)
(See History – Europe 315.)
        Formerly: (See History 315)

History – Europe is primary.
        Formerly: History is primary.

   Rationale: We no longer need to drop secondary cross listed courses and add new ones; therefore, we revised the secondary courses.

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HASLAM COLLEGE OF BUSINESS
All changes effective fall 2016

</div>

REVISE TEXT

Faculty
(Paragraph 2)

In addition to challenging students in the classroom, faculty also devote their energies to professional growth and commitment to the community by participating in other Haslam College of Business programs, like the Global Business Institute, the Corporate Governance Center, ~~the Center for~~ Graduate and Executive Education, and the Center for Business and Economic Research.

   Rationale: Revise to reflect change in name.

ACCOUNTING AND INFORMATION MANAGEMENT

BUSINESS ANALYTICS AND STATISTICS

REVISE FOOTNOTE NUMBERS

Requirements for the Bachelor of Science in Business Administration • Business Analytics Major • Dual Concentration with International Business

Term 5		
[5]BUAD 331, [5] [4]BUAD 332	4	BUAD 242
BUAD 341, BUAD 342	4	
[5]FINC 301	3	
BAS 320	3	
BUAD 300	1	
Term 7		
[7]International Business coursework	6	No milestones
BAS 474	3	
[6]Unrestricted Electives	2	
[5]BUAD 453	4	

   Rationale: Correct footnote numbers that are wrong or missing.

ECONOMICS (BUSINESS ADMINISTRATION)

REVISE FOOTNOTE NUMBERS

Requirements for the Bachelor of Science in Business Administration • Economics Major • Dual Concentration with International Business

Term 5		
[5]BUAD 331, [5] [4]BUAD 332	4	BUAD 242
BUAD 341, BUAD 342	4	
ECON 311	3	
[5]FINC 301	3	

[6]Unrestricted Elective	1	
BUAD 300	1	
Term 7		
Economics Elective (300-400 level)	3	ECON 313
[7]International Business coursework (including IB 489)	6	
[6]Unrestricted Elective	3	
[5]BUAD 453	4	

> ***Rationale: Correct footnote numbers that are wrong or missing.***

NOT IN CATALOG – FOR INFORMATIONAL PURPOSES ONLY

(This is published online as part of the AP, CLEP, IB, and Cambridge page of the Registrar's website**; but this is not part of the academic catalog.)**

- **Completion of AP Microeconomics Exam with a score or 3 or above = ECON 211 - Principles of Microeconomics**
- **Completion of AP Macroeconomics Exam with a score or 3 or above = ECON 213 - Principles of Macroeconomics**

> ***Rationale: Because of the addition of ECON 211 and ECON 213, the evaluation of Advanced Placement (AP) credit needed to be updated. (Note: DARS will automatically pick up ECON 211 and 213 as satisfying the requirement for ECON 201 for any student whose major calls for ECON 201.)***

FINANCE

REVISE TEXT
(Add text after paragraph 1)

In 2014, the department gained status as a CFA Recognized University (where CFA stands for Chartered Financial Analyst). Gaining CFA Recognized University status means that at least seventy percent of the curriculum offered to finance majors is consistent with the *Common Body of Knowledge* required by the CFA Institute. As such, students pursuing a major in finance are afforded the opportunity to gain valuable exposure to many of the topical areas required in obtaining professional certification as a CFA candidate.

Recognizing the importance of experiential learning as part of a comprehensive education, the department offers cutting edge resources through the Masters Investment Learning Center such as the ability to gain Bloomberg certification. Bloomberg is considered by finance professionals to be the gold standard for current market, economic, and financial information. Additionally, students majoring in finance are afforded real-world experiences through the management of real dollar portfolios (via FINC495) and participation in the CFA Global Investment Research Challenge, CME Commodities Challenge, UT Investment Group, and Financial Management Association.

> ***Rationale: Update text to reflect new designation and to show how service learning corresponds to that designation. (Normally, text would not be revised at this point in the catalog update cycle, but this new designation will be an excellent marketing tool to attract new students.)***

REVISE FOOTNOTE NUMBERS

Requirements for the Bachelor of Science in Business Administration • Finance Major • Dual Concentration with International Business

Term 5		
ACCT 301	3	BUAD 242
[5]BUAD 331, [5 4]BUAD 332	4	
BUAD 341, BUAD 342	4	
[5]FINC 301	3	
BUAD 300	1	

> ***Rationale: Correct footnote number that is wrong.***

MANAGEMENT

CORRECT TYPO

Entrepreneurship Minor

Required Courses

Select one course:

- IE 457 - Engineering Entrepreneurship (Cross-listed with CBE 457, ME IE 457, MSE 457, and NE 457.)

Rationale: Correct typographical error.

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COLLEGE OF COMMUNICATION AND INFORMATION
All changes effective fall 2016

</div>

REVISE TEXT
(Main college page, paragraph 4)

Study Abroad programs are strongly encouraged in the College of Communication and Information. Students may select from a wide variety of faculty-led summer programs. CCI faculty members currently lead study abroad groups to Cyprus, London, Ireland, Italy, France, Australia, and Belgium. ~~Future programs are planned for Australia and Spain.~~ Students may also choose to participate in semester-long study abroad programs. Communication and Information courses are available at selected universities in Denmark, the Netherlands, the United Kingdom, and Australia. Students are encouraged to check the study abroad link on the college web site at www.cci.utk.edu.

Minors
Disciplinary minors are offered in communication studies, information studies and technology, and journalism and electronic media. Students interested in a disciplinary minor should contact the director of the appropriate school. At least six of the credit hours required for a minor must be completed at UT ~~the University of Tennessee,~~ Knoxville.

Rationale: Revise to reflect new location and to abbreviate university name.

<div align="center">

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

</div>

REVISE TEXT
(Main college page)

Minors
The academic departments within the College of Education, Health and Human Sciences offer minors in art education, child and family studies, elementary education (for Arts and Sciences students only), English as a second language education, leadership studies, mathematics education grades 6-8 and science education grades 6-8 (for Arts and Sciences students only), nutrition, public health, restaurant and food service management, retail and consumer sciences, retail technology, secondary education (for Arts and Sciences students only), tourism and hospitality management, and world language education.

Advising
The CEHHS Office of Student Services houses the Advising Center, providing ~~provides~~ academic program planning and related services to students in the College of Education, Health, and Human Sciences. The center, located in the Jane and David Bailey Education Complex A332, maintains a full-time staff of academic advisors to respond to students' concerns regarding progression to academic programs, uTrack milestones, courses of study, academic petitions (e.g., course substitutions, etc.), and referrals to other campus services.

Teacher Education at the University of Tennessee, Knoxville
The College of Education, Health, and Human Sciences is the administrative base for the university's preparation programs for educators. As such the college has oversight responsibilities for licensure programs attached to other academic units. The Teacher Education Program at the University of Tennessee is accredited by the National Council for the Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers the initial teacher preparation programs and advanced educator preparation programs; however, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, licensure renewal ~~relicensure~~, or other purposes.

Rationale: Revise for clarity.

Admission to Teacher Education
3. Standardized test performance – minimum 22 ACT (enhanced version) composite score; 1020 SAT (revised version) total score; or State Board of Education determined passing scores on PRAXIS Core ~~I~~ (contact the college's Student Services Center for current PRAXIS Core ~~I~~ score requirements).

Rationale: Revise to reflect change in exam name.

<div align="center">

COLLEGE OF ENGINEERING
All changes effective fall 2016

</div>

REVISE TEXT
(Main college page)

Richard Bennett, Director, Engineering Fundamentals Program ~~Division~~

Facilities
Most of the college's facilities are on the southeastern corner of "The Hill." Administration and Engineering Professional Practice are located in Perkins Hall. Civil Engineering, and Industrial Engineering are in the John D. Tickle Building; Electrical Engineering,

Computer Engineering, and Computer Science are in the Min H. Kao Building; Mechanical Engineering, Aerospace Engineering, Biomedical Engineering, and Chemical Engineering are in Dougherty Hall; Materials Science and Engineering is in Ferris Hall; Nuclear Engineering is in the Pasqua Engineering Building. Interdisciplinary Engineering Research Centers are located in various campus buildings (http://www.engr.utk.edu/research/); Engineering Advising Services, the Engineering Fundamentals Program Division, Engineering Diversity, Engineering Outreach, and Engineering Honors Program offices are located in Perkins Hall.

ENGINEERING FUNDAMENTALS PROGRAM DIVISION

The Engineering Fundamentals Program Division is the academic home for all first-year engineering students (except Computer Science). Located in Perkins Estabrook Hall, the program division serves as a focus for all freshman student activities. The faculty of the program division teach the principal courses in Engineering Fundamentals. These courses are designed to prepare students for entry into the sophomore year of every major in the college (except Computer Science).

> *Rationale: Update area name.*

CIVIL AND ENVIRONMENTAL ENGINEERING

REVISE TEXT

Environmental Engineering Minor

The College of Engineering offers a minor in environmental engineering to those undergraduate students whose academic history provides the prerequisites for the courses required by the minor. Some of the courses used in the minor may also satisfy a requirement for a major. Students are advised that the first professional degree in environmental engineering at the University of Tennessee, Knoxville, is the Master of Science with a major in environmental engineering which builds on the minor. Students are asked to file their intent to complete the minor with the Department of Civil and Environmental Engineering, 327 John D. Tickle Engineering Building 223 Perkins Hall. The student's home department advisor will then be supplied with the information about the minor requirements to assist with prerequisite sequencing.

> *Rationale: Update location.*

MATERIALS SCIENCE AND ENGINEERING

REVISE TEXT
(Paragraphs 3 and 6)

These educational objectives are consistent with the mission statement of the university. In particular, our objectives They particularly relate to "commitment to the development of individuals and society as a whole through the cultivation and enrichment of the human mind and spirit." and They are consistent with EAC/ABET General Criteria to assure quality and stimulate improvement.

A minimum of 18 semester-hours of general education courses are required by all engineering degree programs in order to meet the University of Tennessee, Knoxville, General Education goals. (See University General Education Requirement section.) The major in materials science and engineering requires any two approved courses under the Social Sciences cluster; any two approved courses under the Arts and Humanities cluster; and any two approved courses under the Cultures and Civilizations cluster. The requirement for three courses in writing communication may be filled by ENGL 101* and ENGL 102* plus MSE 405*(or other approved writing intensive course). The requirement for one course in communicating orally may be filled with MSE 489* (or other approved communicating orally course).

Requirements for the Bachelor of Science in Materials Science and Engineering
[2] Chosen from ECE 301(strongly recommended); BCMB 230; BIOL 160*, BIOL 168*; BME 409; CBE 475; CHEM 350; ECE 301; EF 333; ME 321; any MSE course; NE 483, NE 484; other 300- or 400-level science or engineering courses as approved by academic advisor and department head.

> *Rationale: Edit to add clarity.*

<div align="center">OTHER</div>

RESERVE OFFICERS TRAINING CORPS (ROTC)

REVISE TITLE, SECONDARY CROSS LISTING

MLSL 349 – United States Military History (3)
(See History-US 349.)
> *Formerly: (See History 349.)*

History-US is primary.
> *Formerly: History is primary.*

> *Rationale: The primary cross listed course, History 349, was revised to History-US 349 and the title was revised, as well. This secondary cross listed course was revised to match the primary course.*

CENTER FOR INTERNATIONAL EDUCATION

(ELI) English Language Institute

ELI 110 - Fundamentals in Academic English (3-6 3)

> *Rationale: To correct misunderstanding about the number of hours for this course.*

The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Special E-Vote
April 8, 2016

Call to Order: A special e-vote was held the week ending April 8, 2016, to address an issue concerning courses approved during the regularly scheduled meeting on January 12, 2016.

Members participating: Heidi Stolz, Chair-Elect, Richard Bennett, Chuck Collins, George Drinnon, David Dupper, Mary Holcomb, Masood Parang, Richard Strange, Shelia Swift, Aleydis Van de Moortel, Courtney Wright, and Suzanne Wright.

Others: Katherine Ambroziak, Bill Hardwig, Michael Palenchar, Missy Parker, and Molly Sullivan

Curricular proposals:
- The Consent Agenda items were approved without opposition.
- Main Agenda (none)

Next meeting: The next meeting of the Curriculum Committee will be held on Tuesday, August 30, 2016, in the Fourth Floor Conference Room of Andy Holt Tower beginning at 3:45 p.m.

✸	General education course
†	Cross-listed course
$	Course with fees
◈	Add or drop of major, concentration, minor

New text within existing text is designated by red text highlighted with gray.
Obsolete text within existing text is designated by ~~red strikethrough text~~.

CONSENT AGENDA

MEMORANDUM

TO: Curriculum Committees
FROM: Bill Hardwig, Director of Undergraduate Studies, Department of English
SUBJECT: catalog revisions
DATE: April 6, 2016

It has recently been called to my attention that the credit restrictions and gen ed requirements for some of our department's new classes, ENGL 198 (Chancellor's Honors Writing I) and ENGL 298 (Chancellor's Honors Writing II), created some unintended consequences for students who come to UT with dual enrollment. For this reason, I am proposing a friendly amendment. This amendment follow the spirit of the course proposals that were approved in the AY 2015-2016 committee cycles, but will allow Chancellor's Honors students with dual enrollment credit to take these courses as intended.

REVISE CREDIT RESTRICTION(S)

✸English 198 – Chancellor's Honors Writing I (3)
Credit Restriction: Students who receive a grade of C or better in 198 may not subsequently receive credit for 101, 131, or 118.
> *Previously: Credit Restriction: Students with credit for 101, 131 or 118 may not receive credit for 198.*

✸*English 298* – Chancellor's Honors Writing II (3)
Credit Restriction: Students who receive a grade of C or better in 298 may not subsequently receive credit for 102, 132, or 290.
> *Previously: Credit Restriction: Students with credit for 102, 132 or 290 may not receive credit for 298.*

> *Rationale: As it currently stands, students who come to UT with dual enrollment credit for ENGL 101 and 102 would not be permitted to take 198 and 298, because they would be repeating the first-year writing requirement. Allowing students to take 198 and 298 after receiving dual enrollment credit would simply allow them to enter into the Chancellor's Honors*

Program curriculum as intended. Since 198 and 298 are limited to CHP freshmen, this revision would only affect first-year students in this program.

Course Proposals: Courses were approved effective fall 2017 catalog as follows.
- WC: UNHO 278 – Honors: Nazi Medicine; POLS 311 – Contemporary Public Policy; POLS 312 – Popular Culture and American Politics
- QR: (none)
- OC: (none)
- NS: (none)
- CC: UNHO 278 - Honors: Nazi Medicine
- AH: (none)
- SS: UNHO 267 – The Age of Migration

Expectations for Phasing out a General Education Course- Proposal

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

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

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

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

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

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

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

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

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