THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

JOINT MEETING OF ACADEMIC AFFAIRS AND STUDENT SUCCESS COMMITTEE and SUBCOMMITTEE ON STUDENT CONDUCT, RIGHTS, AND RESPONSIBILITIES

8:30 a.m. EDT Friday June 22, 2018 Hollingsworth Auditorium 2421 Joe Johnson Drive Knoxville, Tennessee

AGENDA

- I. Call to Order
- II. Roll Calls
- III. Opening Remarks

Subcommittee Items

IV.	Minutes of the Last Subcommittee Meeting - Subcommittee Action Only	Tab 1
V.	Amendment of Student Conduct RulesAction	Tab 2
	A. UTC Student Conduct Rules	Tab 2.1
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Committee Items

VI.	Consent Agenda – Action/Full Board Consent (unless otherwise indicated)	b 3
	A. Minutes of the Last Meeting – Committee Action Only	b4
	B. Program Modifications Leading to New Majors or Degree Designations	
	1. Construction Science and Agricultural Systems Major, B.S (UTIA)Ta	b 5
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	C. Honorary Doctorate of Humane Letters, Carla Hayden, Ph.D. (UTK)Ta	b 7
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	E. Ratification of Administrative Action to Terminate or Inactivate Academic ProgramsTa	b 9
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VIII.	Revised Campus Tenure Review Procedures to Comply with New Requirements of	
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IX.	Revised Appendix B and Appendix C of the Board Tenure Policy – Action	14

Х.	New Academic Program: Bachelor of Applied Science in Mechatronics and	
	Engineering Technology (UTC) – Action	Tab 15
XI.	UT Health Science Center Five-Year Strategic Plan – Action	Tab 16
XII.	UT Martin Five-Year Strategic Plan – Action	Tab 17
XIII.	Update on Education Advisory Board/Academic Performance Solution (written r	eport)
	Information	Tab 18
XIV.	Other Business [Note: Under the Bylaws, items not appearing on the agenda may be consider affirmative vote representing a majority of the total voting membership of the Committee.	

- necessary to come before the Committee at this meeting should be brought to the Chair's attention before the meeting.]
- XV. Adjournment

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

ITEM:	Minutes of the Last Subcommittee Meeting
COMMITTEE:	Academic Affairs and Student Success
DATE:	June 22, 2018

Minutes of the March 9, 2018 meeting of the Subcommittee on Student Conduct, Rights, and Responsibilities follow this memorandum.

RESOLVED: Reading of the minutes of March 9, 2018 meeting of the Subcommittee on Student Conduct, Rights, and Responsibilities is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

MINUTES OF THE SUBCOMMITTEE ON STUDENT CONDUCT, RIGHTS, AND RESPONSIBILITIES

March 9, 2018 Knoxville, Tennessee

The Subcommittee on Student Conduct, Rights, and Responsibilities of The University of Tennessee Board of Trustees met at 10:00 a.m. EST on Friday, March 9, 2018, on the 8th floor of Andy Holt Tower on the campus of The University of Tennessee in Knoxville.

I. CALL TO ORDER

Trustee Brad Lampley, Subcommittee Chair, called the meeting to order.

II. ROLL CALL

Matthew Scoggins, General Counsel, noted the requirements for meetings conducted with members participating by telephone or video, including the requirement that all votes be conducted by roll call. He announced all persons present at the meeting location in Knoxville. He then proceeded to call the roll. The following members of the Subcommittee were present:

> Brad A. Lampley, by telephone Rachel Smith, by telephone Tommy G. Whittaker, by telephone

Mr. Scoggins announced the presence of a quorum. Subcommittee members, Trustee Wells and Trustee Davidson, were unable to attend due to prior scheduled commitments. UT Board of Trustee members Terry Cooper and Charles Wharton (non-Subcommittee members) were present by telephone. Members of UTC, UTHSC, and UTM administrative staff and faculty senate were also present by telephone and videoconference. Members of the System and UTK administrative staff, a UTK Faculty Senate member, and a representative of the media were present with Mr. Scoggins at the meeting location. Those participating remotely acknowledged that no one else was present at their location.

Page 1 Subcommittee on Student Conduct, Rights, and Responsibilities Board of Trustees March 9, 2018 Chair Lampley called for any corrections to the minutes of the March 28, 2017 meeting of the Committee. Hearing none, he made the following prepared motion in the materials:

I move that the reading of the minutes of the March 28, 2017 meeting of the Student Conduct, Rights, and Responsibilities is omitted, and the minutes be approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

The motion was seconded Trustee Whittaker and passed by roll call vote.

IV. PRESENTATION BY UTK OFFICE OF STUDENT CONDUCT AND COMMUNITY STANDARDS CONCERNING IMPLEMENTATION OF THE NEW UTK STUDENT CODE OF CONDUCT

Chair Lampley stated that the next item for the Subcommittee was a report from Dr. Vincent Carilli, Vice Chancellor for Student Affairs for UTK, concerning the implementation of the new UTK student code of conduct. Dr. Carilli reminded the Subcommittee that UTK implemented a new Student Code of Conduct at the beginning of the Fall 2017 semester after a very thorough three and half year review process. He stated that last week he went to Nashville to provide the Tennessee General Assembly's Joint Government Operations Committee with an update on the implementation. He stated that the report seemed to be well received. He introduced Betsy Smith, Director, Office of Student Conduct and Community Standards at UTK. Ms. Smith provided this Subcommittee with an update of what was reported last week to the Joint Government Operations Committee (Exhibit 1). She discussed the proactive training efforts, process, overview of number of cases and alleged violations and findings, sanctions, and amnesty numbers for the fall semester. She noted that in the past the legislature was particularly concerned with organizational violations. She stated that there were 28 reports of organizational violations, of those 12 cases had findings of responsibility, and zero formal hearings, meaning all 12 accepted the responsibility and sanctions. Chair Lampley asked if there were any further concerns about this from the Joint Government Operations Committee given that there were initial concerns about losing the Greek Judicial Board, and whether they satisfied with where this is progressing. Ms. Smith commented that there were no questions, or feedback from the legislature, and as a result she assumed that was an indication that they were satisfied with the progress. She noted that

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organizations have been coming forward to report themselves in a way that has become successful to educate students. Chair Lampley asked what the status is on Greek organizations that are currently on probation, and is there a sense of whether that is more or less than what we might have had three or four years ago. Dr. Carilli responded that there are currently three fraternity organizations that are suspended and that number is probably fewer than in the past. He added that

are suspended and that number is probably fewer than in the past. He added that there are other varying levels of disciplinary sanction as well. Trustee Wharton asked if we have a sense of how we compare vis-a-vis the behavior of our students versus other similarly sized universities. Dr. Carilli stated that we are fairly typical in terms of what you would expect from a large public university. He added that where he is seeing a bit of a change, and not just in Knoxville, but nationwide, is an uptick in issues related to the use and abuse of drugs both prescription and illicit, with marijuana making a "pretty big comeback" more so than in years past. Dr. Carilli discussed potential changes to UTK's alcohol policy. He reported that the Chancellor has assembled a task force, chaired by Bart Graham, an alumnus from Atlanta, to look at the policy and have recommendations for the Chancellor by the end of the Spring 2018 semester. Chair Lampley stated that he was glad to hear about this review and looking forward to seeing the recommendations from this effort. Trustee Cooper commented on the overwhelmingly positive assessments and asked whether in the future it was possible to consider noting how many assessment responses had come from students with "negative" results. A comment was also made to consider increasing training provided to faculty and administration not involved in the student conduct process.

V. REPORTS FROM CAMPUS STUDENT CONDUCT OFFICES ON STUDENT CONDUCT STATISTICS FOR ACADEMIC YEAR 2016-2017

Mr. Scoggins stated that the meeting materials include reports from each campus on student conduct statistics for the academic year 2016-2017. Representatives from each campuses student conduct office will report to the Subcommittee to highlight information included in their reports and answer any questions.

UTC

Brett Fuchs, Associate Dean of Student, Student Conduct and Student Outreach & Support at UTC discussed observations regarding the statistics provided in UTC's office of Student Conduct Annual Report for Academic Year 2016-2017 (Exhibit 2). He noted that overall their recidivism numbers are very low because once students go through the student conduct process they do not tend to engage in repeat misconduct. He reported that UTC is actively working on updating its codes of conduct, both the Student Code of Conduct and the Academic Code of Conduct. He stated that the current Student Code of Conduct was fairly recently updated

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and is close to the current UTK code and will have some revisions. The Honor Code, however, has not been updated in quire sometime. He stated that proposed revisions have been made to both codes and the revisions have gone before the Faculty Senate, the SGA and Graduate Student Association and have all been approved. They are with the General Counsel's Office for review and will eventually be brought to the Board for approval when appropriate. Chair Lampley asked about marijuana use at UTC. Mr. Fuchs commented that, same as UTK, he also has seen an uptick in use by students and many of the student suspensions and dismissals are related to distribution.

UTHSC

Michael Alston, Assistant Vice Chancellor for Equity Diversity & Student Rights at UTHSC reported on the UTHSC Student Conduct Annual Statistics for Academic Year 2016-2017 (Exhibit 3). He reported that UTHSC had 17 conduct cases and the majority were academic dishonesty. He discussed a specific proposed revision to their policy and stated that the office is set to hire a new case manager, a counselor to focus on suicide and sexual assault, a counselor to focus on alcohol and drugs in addition to the full time counselor and part time counselor we already have. Also he noted that a full time Student Conduct Officer will start in 2018 as opposed to running the office out of the Office of Equity and Diversity.

UTK

Betsy Smith discussed the Student Conduct and Community Standards Annual Report 2016-2017 for UTK (Exhibit 4). As expected, most violations arose out of housing and were committed by first year students. She noted that there is an increase in juniors and seniors committing academic misconduct. She commented on her office's focus on education and restorative approach to repair the community for whatever damages was done based on their behavior.

UTM

Shannon Perry, Interim Director of UTM Office of Student Conduct reported on UTM Office of Student Conduct Executive Report for 2016-2017 (Exhibit 5). She noted that the student conduct office at UTM also spearheads the Care Team. Part of the reason the Office of Student Conduct does that is because generally the students they see in their office need extra assistance. She reported that most of the referrals to the Office of Student Conduct come from public safety. The most common types of reports involve alcohol, drugs, and academic integrity. She discussed possible revisions to the Student Conduct Code to focus on educational and development processes similar to UTK. She discussed their new use of a

Page 4 Subcommittee on Student Conduct, Rights, and Responsibilities Board of Trustees March 9, 2018 TEDed video to educate the students about academic integrity that provides feedback and has been very helpful and so far resulted in no recidivism. She discussed working with student health and counseling to do some prevention work to implement an alcohol prevention course.

IX. OTHER BUSINESS

There was no other business to come before the Subcommittee.

X. ADJOURNMENT

There being no further business, the meeting was adjourned.

Respectfully Submitted,

Matthew M. Scoggins, III General Counsel

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THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE:	June 22, 2018
COMMITTEE:	Academic Affairs and Student Success and Subcommittee on Student Conduct, Rights, and Responsibilities
CAMPUS/UNIT:	All
ITEM:	Amendment of the Student Conduct Rules
RECOMMENDATION:	Approval

A new state law, Public Chapter 980 (2018), the "Student Due Process Protection Act," requires several revisions to the student codes of conduct for all campuses. Those revisions include provisions that enhance students' rights in the student conduct process, including rights to: (1) receive notice of the extent to which an attorney or other advisor may represent or advise the student in an investigation or hearing; (2) not have statements given in the student conduct process be used against them in civil or criminal proceedings; (3) receive seventy-two hours' advance notice of the time, place, and date of the disciplinary hearing, the names of witnesses that may testify against them, and the right to inspect or receive copies of the investigative file and documents that may be used at the hearing; and (4) have a student disciplinary process be carried out in a manner that is free from conflicts of interest consistent with due process of law. Some of those rights are contained in the current student codes of conduct, but in some cases language in the codes needs to be clarified or be more explicit.

With respect to The University of Tennessee, Knoxville, additional revisions are proposed to: (1) improve the clarity of the student conduct process in the areas of resolution agreements and alternative resolutions; (2) clarify that students who are given a deferred suspension also receive disciplinary probation; (3) add an administrative sanction option of deferred suspension for student organizations; and (4) clarify the disclosure of records for a student who is still enrolled in the University but applying for post-graduation employment or graduate school.

The proposed revisions to the student conduct rules for each campus appear in their entirety in redlined form in the following pages. A copy of Public Chapter 980 also follows this memorandum.

Upon adoption by the Board, the proposed revisions to the student conduct rules must be promulgated in accordance with both the emergency rulemaking procedures (because Public Chapter 980 takes effect on July 1, 2018) and the ordinary rulemaking procedures of the Tennessee Uniform Administrative Procedures Act, which requires a roll call vote in the full Board meeting. Upon adoption by the Board, the revisions will be submitted to the Attorney General for approval and, if approved, filed with the Secretary of State.

Subcommittee Action

Subcommittee Chair: Call attention to the Resolutions below and call for a motion and second for the Subcommittee to recommend the Resolutions to the Academic Affairs and Student Success Committee for recommendation to the Board of Trustees.

Committee Action

Committee Chair: Call for <u>four separate motions</u> for the Committee to recommend each Resolution for adoption by the Board of Trustees. As a recommendation of the Subcommittee, a second is not required.

For the UTC Rules:

RESOLVED: The Board of Trustees adopts the amendment of Chapter 1720-02-05 of the Rules of The University of Tennessee, as presented in the meeting materials, to incorporate revisions to the student conduct rules of The University of Tennessee at Chattanooga.

For the UTHSC Rules:

RESOLVED: The Board of Trustees adopts the amendment of Chapter 1720-03-03 of the Rules of The University of Tennessee, as presented in the meeting materials, to incorporate revisions to the student conduct rules of The University of Tennessee Health Science Center.

For the UTK Rules:

RESOLVED: The Board of Trustees adopts the amendment of Chapter 1720-04-03 of the Rules of The University of Tennessee, as presented in the meeting materials, to incorporate revisions to the student conduct rules of The University of Tennessee, Knoxville.

For the UTM Rules:

RESOLVED: The Board of Trustees adopts the amendment of Chapter 1720-05-01 of the Rules of The University of Tennessee, as presented in the meeting materials, to incorporate revisions to the student conduct rules of The University of Tennessee at Martin.

RULES OF THE UNIVERSITY OF TENNESSEE (CHATTANOOGA)

CHAPTER 1720-02-05 STUDENT CODE

1720-02-05-.01 INTRODUCTION.

- (1) Students at the University of Tennessee are members of both the University community and the larger community of which the University is a part. Accordingly, students are responsible for conducting themselves in a lawful manner and in compliance with University rules and policies. The University has established the following rules in order to advance the mission of the University by maintaining a safe and secure learning environment, protecting the rights and privileges of all members of the University, promoting a positive relationship between the University and its surrounding community, preserving institutional integrity and property, encouraging students to engage in conduct that brings credit to themselves and the University, and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen.
- (2) The University of Tennessee is committed to respecting students' constitutional rights. Nothing in this chapter is intended or shall be interpreted to restrict students' constitutional rights, including, but not limited to, rights of freedom of speech and assembly.
- (3) Disputes between organizations (except in fraternity/sorority cases which may be within the jurisdiction of the appropriate Greek governing council and/or the Dean of Students office) shall be subject to the jurisdiction of the Vice Chancellor for Student Development or his or her designee.
- (4) The Vice Chancellor for Student Development or his or her designee shall have jurisdiction over disputes between individual students and organizations when such arbitration is requested by either of the parties involved.

1720-02-05-.02 DEFINITIONS.

- (1) The term "University" means the University of Tennessee at Chattanooga.
- (2) The term "student" means a person admitted, enrolled or registered for study at the University of Tennessee at Chattanooga, either full-time or part-time, pursuing undergraduate, graduate, or professional studies, as well as non-degree students. Persons not officially registered or enrolled for a particular term but who are

eligible to enroll or have a continuing relationship with the University also are considered students for purposes of these rules.

- (3) The term "student organization" means an organization composed of University students that has submitted a pending application or completed the process for registration according to University rules.
- (4) The term "University-controlled property" means all land, buildings, facilities, grounds, structures, or any other property owned, leased, used, maintained, or operated by the University. For purposes of this rule, University-controlled property includes all streets, alleys, sidewalks, and public ways abutting such property. University-controlled property also includes computers and network systems owned, maintained, or controlled by the University or funded by the University.
- (5) The term "University-affiliated activity" means any activity on or off Universitycontrolled property that is initiated, aided, authorized, sponsored, or supervised by the University.
- (6) The term "University official" means an employee of the University, including faculty members and staff, or a University-recognized volunteer. Student employees may be considered University officials when acting in the performance of their duties (e.g., event staff, resident assistants, and teaching assistants).
- (7) The term "member of the University community" means any person who is a student, University official, campus visitor, or participant in a University-sponsored or University-affiliated activity.
- (8) The term "possession" means actual knowledge of a substance or property and/or being in such close proximity to the substance or property that it is a reasonable presumption that one had knowledge of the substance or property.
- (9) The term "weapon" means any device, instrument, or substance that is designed to, or reasonably could be expected to, inflict a wound, incapacitate, or cause serious bodily injury or death, including, but not limited to, firearms (loaded and unloaded, real firearms and devices that would reasonably appear to a law enforcement officer to be real firearms), ammunition, electronic control devices (such as tasers and stun guns), devices designed to discharge an object (such as bb guns, air guns, pellet guns, potato guns, and slingshots, but not water guns), explosives, dangerous chemicals (such as mace, tear gas, and oleoresin capsicum), martial arts weapons, bows and arrows, artificial knuckles, nightsticks, blackjacks, dirks, daggers, swords, and knives with fixed blades longer than four (4) inches. The term "weapon" does not include pocket knives that fold (but not excluding switchblades); chemical repellents available over-the-counter for self-defense; instruments used solely for personal hygiene, preparation of food, maintenance, University-related instruction, or University employment-related duties.

- (10) The term "notice" means notice given in writing and transmitted by United States mail, courier service, or hand delivery to the address the University's Registrar has on file for the student; and/or by e-mail to a student's University-provided e-mail account. When a notice is transmitted by United States mail or courier service, the notice is effective on the date that it is mailed or delivered to the courier service. When a notice is transmitted by hand delivery, the notice is effective on the date that it is delivered to the person to whom the notice is addressed. When a notice is transmitted by e-mail, the notice is effective on the date that the e-mail is sent. A student's University-issued email address is an official method of communication used by the University about student conduct matters.
- (11) The term "coercion" means words and/or conduct that, viewed from the perspective of a reasonable person, substantially impair a person's ability to voluntarily choose whether to engage in a particular sexual act (e.g., sexual contact or sexual intercourse). Coercion is something more than mere seduction or persuasion. Coercion includes, without limitation: physical force; and words and/or conduct that would cause a reasonable person to fear imminent: harm to the person's health, safety, or property or that of a third person; threat of the loss or impairment of a job benefit; threat of the loss or impairment of an academic benefit; kidnapping of the person or a third person; or disclosure of sensitive personal information (e.g., disclosure of a person's sexual orientation, gender identity, or gender expression).
- (12) The term "consent" means an affirmative and voluntary agreement by a person to engage in a specific sexual act. Consent must be obtained, and the responsibility for obtaining consent rests with the individual who voluntarily and physically initiates a specific sexual act, even if the other person initiated the sexual encounter.
 - (a) One's own use of alcohol, drugs, or other substances does not diminish one's responsibility to obtain Consent from the other person. Moreover, another person's use of alcohol, drugs, or other substances does not diminish one's responsibility to obtain consent from that person.
 - (b) The term "affirmative," as used in the definition of consent, means that consent is communicated only through words and/or non-verbal actions that convey a clear agreement to engage in a specific sexual act. Whether person has communicated an agreement to engage in a specific sexual act generally is evaluated from the perspective of what a reasonable person who perceived the individual's words and/or non-verbal actions would have understood; however, in the context of a long-term relationship between persons that has involved sexual activity and a pattern of communicating consent, whether consent has been communicated may be evaluated based on a subjective standard (i.e., what did the specific person who initiated the specific sexual act conclude?). A verbal "no" (or words equivalent to "no"), even if it sounds insincere or indecisive, always means that consent has not been communicated, or if previously communicated

has been withdrawn. The absence of a verbal "no" does not necessarily mean that consent has been communicated. Because interpreting nonverbal actions may lead to misunderstanding and a violation of this policy, students are strongly encouraged to err on the side of caution and not rely solely on the non-verbal actions of another person in concluding that the other person has communicated consent. The University urges students to talk to one another before engaging in a sexual act to ensure that they both wish to engage in the same sexual act.

- (c) Consent cannot be obtained by or inferred from:
 - 1. silence that is not accompanied by non-verbal actions conveying a clear agreement to engage in a particular sexual act;
 - 2. consent communicated by the other person on a previous occasion;
 - 3. consent communicated to another person;
 - 4. the other person's failure to resist physical force (however, for purposes of this policy, the other person's resistance to physical force will be viewed as a clear demonstration that the person has not communicated consent);
 - 5. the sexual arousal of the other person;
 - 6. a current or previous dating, romantic, intimate, or sexual relationship with the other person;
 - 7. currently or previously cohabitating with the other person;
 - 8. the other person's attire;
 - 9. the other person's reputation;
 - 10. the other person's giving or acceptance of gifts; or
 - 11. the other person's extension or acceptance of an invitation to go to a private residence, room, or location.
- (d) Consent is not voluntary if it is obtained by coercion. Nor is consent voluntary if it is obtained from a person who is incapacitated if one knows (or a reasonable person would know) that the other person is incapacitated. Because the incapacitation of another person may be difficult for one to discern, students are strongly encouraged to err on the side of caution (i.e., when in doubt, assume that the other person is incapacitated and therefore unable to give consent.)

- (e) Consent must be continual, which means that consent must exist from the beginning to the end of each sexual encounter and for each specific sexual act that occurs during a sexual encounter. A person has a right to change his/her mind; thus, consent to engage in a specific sexual act may be withdrawn by a person at any time. A withdrawal of consent is communicated through clear words and/or clear non-verbal actions that indicate that a person no longer agrees to engage in a specific sexual act. Once a person's withdrawal of consent has been communicated, the other person must cease the specific sexual act and must obtain consent before reinitiating the specific sexual act. Consent is automatically withdrawn when a person becomes incapacitated. Consent to one type of sexual contact or sexual intercourse (e.g., oral intercourse) does not constitute or imply consent for another type of sexual contact or sexual intercourse (e.g., vaginal intercourse), whether during a sexual encounter or during a previous sexual encounter. The University urges students to communicate with one another throughout a sexual encounter to ensure that any progression of sexual activity is done with consent.
- (13) The term "course of conduct" means two (2) or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property.
- (14) The term "dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim of the violence. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors: (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship. Dating violence includes, without limitation, sexual or physical abuse or the threat of such abuse.
- (15) The term "domestic violence" means a felony or misdemeanor crime of violence committed:
 - (a) by a current or former spouse or intimate partner of the victim;
 - (b) by a person with whom the victim shares a child in common;
 - (c) by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
 - (d) by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or

- (e) by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- (16) The term "good faith" means having a belief in the truth of information that a reasonable person in the same situation could have, based on the information known to the person communicating the information at the time the information was communicated by that person. Information is not communicated in good faith if it is communicated with knowing or reckless disregard for information that would negate the former information.
- (17)The term "incapacitated" or "incapacitation" means a temporary or permanent physical or mental state in which a person cannot make informed, rational judgments (e.g., judgments concerning sexual contact, sexual intercourse, or sexual exploitation) because: the person lacks the physical or mental capacity to understand the nature or consequences of their words and/or conduct; and/or the person is unable to physically or verbally communicate consent. Incapacitation can be voluntary or involuntary. Incapacitation is determined based on the totality of the circumstances. Incapacitation may result from: sleep; unconsciousness; intermittent consciousness; temporary or permanent physical or mental disability; involuntary physical restraint; or the influence of alcohol, drugs, or other substances, including, without limitation, substances used to facilitate sexual assault (e.g., Rohypnol, Ketamine, GHB, and Burundanga). Alcohol and drugs are common causes of incapacitation. When alcohol or drugs are involved, Incapacitation is a state beyond mere drunkenness or intoxication. The impact of alcohol and drugs varies from person to person; however, warning signs of incapacitation may include, without limitation: lack of control over physical movements (e.g., inability to dress/undress without assistance; inability to walk without assistance); lack of awareness of circumstances or surroundings; vomiting; unresponsiveness; and inability to communicate coherently. A person who is under the age of eighteen (18) (i.e., a minor) is incapable of giving consent; however, a person who is at least the age of thirteen (13) and less than the age of eighteen (18) is capable of giving consent to sexual acts with another person who is less than four (4) years older than them.
- (18) The term "reasonable person" means a sober, objectively reasonable person in the same situation, and with the same sex, gender identity, and sexual orientation as the person whose words and/or conduct are being evaluated.
- (19) The term "relationship violence" means dating violence and/or domestic violence.
- (20) The term "retaliation" means an act (i) taken by a student (including an act taken through a third party) because of another person's participation in a protected activity (ii) that would discourage a reasonable person from engaging in protected activity. Protected activity includes a person's good faith: (i) opposition to conduct prohibited under the Standards of Conduct; (ii) report to the University about

conduct prohibited under the Standards of Conduct to the University; (iii) participation (or reasonable expectation of participation) in any manner in an investigation, meeting, hearing, or interim measure; or (iv) exercise of rights or responsibilities under any provision of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Retaliation violates the Standards of Conduct regardless of whether the underlying allegation of a violation of the Standards of Conduct is ultimately found to have merit. Retaliation can include an act taken against a person's family, friends, advisors, and/or other persons reasonably expected to provide information in connection with a University investigation or hearing.

- (21) The term "sexual assault" means engaging in sexual contact or sexual intercourse with another person without the consent of that person.
- (22) The term "sexual contact" means the intentional touching of another person (including another person's clothing) in a sexual manner with any part of one's body or with any object. Sexual contact also means intentionally causing another person to touch themselves (including their clothing) in a sexual manner. Whether a touching was done in a sexual manner is determined from the perspective of a sober, objectively reasonable person in the same situation and with the same sex, gender identity, and sexual orientation as the person who was touched.
- The term "sexual exploitation" means an act or attempted act by a person for the (23)purpose of sexual arousal or gratification, financial gain, or other personal benefit through the abuse or exploitation of another person's sexuality. Examples of sexual exploitation include, without limitation: observation of a person who is undressed or engaging in sexual contact or sexual intercourse, without the consent of all persons being observed (in a place where a person has a reasonable expectation of privacy); creation or distribution of images, photography, an audiotape, or a videotape of sexual contact, sexual intercourse, or a person's intimate parts (i.e., genitalia, groin, breasts, buttocks) without the consent of all persons being recorded or photographed; prostituting another person; allowing others to observe, either in person or electronically, sexual contact or sexual intercourse without the consent of all persons involved in the sexual contact or sexual intercourse (in a place where a person has a reasonable expectation of privacy); and knowingly exposing another person to a sexually transmitted infection without informing the other person that one has a sexually transmitted infection.
- (24) The term "sexual harassment" means with respect to the conduct of a student, unwelcome conduct of a sexual nature that is so severe or pervasive, and objectively offensive, that it substantially interferes with the ability of a person to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall the term "sexual harassment" be construed to prohibit speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech). Sexual harassment may include, for example, unwelcome sexual advances, requests for

sexual favors, and acts of sexual assault. The term "sexual harassment" also means, with respect to the conduct of a student-employee (when acting as a student-employee): unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: submission to such conduct is made either explicitly or implicitly a term or condition of an individual's participation in an educational program; submission to or rejection of such conduct by an individual is used as the basis for evaluation or advancement in an educational program; or such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creates an intimidating, hostile or offensive educational environment. Sexual harassment is a form of sex discrimination. To determine whether conduct constitutes sexual harassment, consideration shall be given to the totality of the circumstances, including without limitation: the context in which the conduct and/or words occurred; and the frequency, nature, and severity of the conduct and/or words.

- (25) The term "sexual intercourse" means the penetration, no matter how slight, of the vagina or anus with any body part or object; or oral penetration by a sex organ of another person.
- (26) The term "sexual misconduct" means sexual harassment, sexual assault, and/or sexual exploitation.
- (27) The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress. For the purposes of this definition, the term "reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.
- (28) The term "substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- (29) The term "UAPA" means the Uniform Administrative Procedures Act, Tennessee Code Annotated § 4-5-101 et seq.
- (30) The term "UAPA Hearing" means a hearing conducted by an administrative judge or hearing officer in accordance with the University's procedures for conducting a contested case pursuant to the UAPA, Chapter 1720-01-05.

1720-02-05-.03 JURISDICTION.

- (1) The Standards of Conduct, Chapter 1720-02-05-.04, apply to conduct that occurs on University-controlled property.
- (2) The University also has the discretion to discipline a student for an act in violation of the Standards of Conduct that occurs off University-controlled property if the

conduct adversely affects the interests of the University, including, but not limited to, conduct which:

- (a) occurs in connection with a University-affiliated activity, including, but not limited to, an overseas study program or a clinical, field, internship, or in-service experience;
- (b) involves another member of the University community; or
- (c) threatens, or indicates that the student may pose a threat to, the health or safety of him/herself or others or the security of any person's property, including, but not limited to, alcohol-related offenses, drug-related offenses, arson, battery, fraud, hazing, participation in group violence, rape, sexual assault or misconduct, stalking, and theft.

The above-listed examples of off-campus conduct that is subject to discipline are separate and independent grounds for discipline, and one ground for discipline shall not be interpreted in any manner to modify, explain, or limit any other ground for discipline.

- (3) The Standards of Conduct have been adopted in furtherance of the University's interests and serve to supplement, rather than substitute for, the enforcement of the civil and criminal law. Accordingly, University disciplinary action may be instituted against a student charged with conduct that potentially violates both the criminal law and the Standards of Conduct without regard to the pendency of criminal charges or civil litigation. At the discretion of the Vice Chancellor for Student Development, or his/her designee, disciplinary action relating to a violation of the Standards of Conduct may be carried out prior to, simultaneously with, or following criminal proceedings. Students accused of violating the Standards of Conduct may not challenge the University disciplinary proceedings on the grounds that criminal charges, civil litigation, or other University proceedings regarding the same incident are pending or have been terminated, dismissed, reduced, or not yet adjudicated. The University may refer matters to federal, state, or local authorities for prosecution when appropriate.
- (4) Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if conduct is not discovered by the University until after a degree is awarded). Should a student withdraw from the University with disciplinary charges pending, the student's academic record and/or ability to register for classes may be encumbered by the appropriate University office.
- (5) Graduate or professional programs within the University may initiate charges against students for alleged violations of professional standards or ethics as a

separate issue or as an extension of alleged acts of academic dishonesty or other violations of the Standards of Conduct.

1720-02-05-.04 STANDARDS OF CONDUCT. A student or student organization may be disciplined for the following types of misconduct:

- (1) Cheating, plagiarism, or any other act of academic dishonesty, including, but not limited to, an act in violation of The Honor Code.
- (2) Providing false information to a University official.
- (3) Falsifying, distorting, misrepresenting, or withholding information in connection with a University investigation or hearing.
- (4) Forging, altering, destroying, falsifying, or misusing records, identification, or documents.
- (5) Causing physical harm to any person (including oneself); endangering the health or safety of any person (including oneself); engaging in conduct that causes a reasonable person to fear harm to his/her health or safety; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals.
- (6) Harassment, which is defined as unwelcome conduct that is so severe or pervasive, and objectively offensive, that it substantially interferes with the ability of a person to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech).
- (7) Engaging in sexual misconduct, relationship violence, or stalking.
- (8) Invasion of another person's privacy when that person has a reasonable expectation of privacy, including, but not limited to, using electronic or other means to make a video or photographic record of any person in a location in which the person has a reasonable expectation of privacy, without the person's knowledge or consent. This includes, but is not limited to, making a video or photographic record of a person in shower/locker rooms or restrooms. The storing, sharing, and/or distributing of such unauthorized recordings by any means is also prohibited.
- (9) Theft, misappropriation, unauthorized possession, or unauthorized sale of private or public property, including but not limited to University-controlled property.
- (10) Vandalizing, destroying, damaging, engaging in conduct that reasonably could cause damage to, or misusing private or public property, including but not limited

to University-controlled property.

- (11) Participating in hazing. "Hazing" is defined as any intentional or reckless act, on or off University-controlled property, by one student, acting alone or with others, which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger his or her mental or physical health or safety, and includes treatment of a violent, abusive, shameful, insulting, or humiliating nature. Without limiting the foregoing, such action is prohibited when connected with initiation into or affiliation with an organization and does not include participation in customary athletic events or similar competition.
- (12) Engaging in disorderly conduct, which means: fighting or other physically violent or physically threatening conduct; creating a hazardous or physically offensive condition by any act that serves no legitimate purpose; making noise that could unreasonably disturb others who are carrying on lawful activities; or conduct that breaches the peace.
- (13) Engaging in lewd, indecent, or obscene conduct. "Lewd, indecent, or obscene" conduct includes, but is not limited to, public exposure of one's sexual organs, public urinating, and public sexual acts.
- (14) Engaging in speech, either orally or in writing, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.
- (15) Any act of arson; falsely reporting a fire, the presence of an explosive or incendiary device, or other emergency; setting off a false fire alarm; or tampering with, removing, or damaging fire alarms, fire extinguishers or any other safety or emergency equipment from its proper location except when removed in a situation in which there is a reasonable belief of the need for such equipment.
- (16) Possessing, using, or duplicating University keys, access cards, or identification cards without authorization; possessing, using, or entering University-controlled property without authorization.
- (17) Theft, misuse, or unauthorized use of information technology facilities, resources, or access codes, including, but not limited to: unauthorized entry into or transfer of a file; using another person's identification and/or password without that person's consent; using information technology facilities or resources to interfere with the work of another student, faculty member, staff member, or other member of the University community; using information technology facilities or resources to interfere with normal operation of a University information technology system or network; circumventing University information technology system or network security; using information technology facilities or resources in violation of copyright laws; falsifying an e-mail header; and conduct that violates the University's policy on the Acceptable Use of Information Technology Resources.

- (18) Possessing, using, storing, or manufacturing any weapon or any facsimile of a weapon on University-controlled property or in connection with a University-affiliated activity, unless authorized in writing by the Chief of Police or his/her designee.
- (19) Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages on University-controlled property or in connection with a University-affiliated activity.
- (20) Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages, if prohibited by federal, state, or local law.
- (21) Providing an alcoholic beverage to a person younger than twenty-one (21) years of age.
- (22) Using, manufacturing, possessing, distributing, selling, dispensing, or being under the influence of drugs or drug paraphernalia, if prohibited by federal, state, or local law; using or possessing a prescription drug if the prescription was not issued to the student; or distributing or selling a prescription drug to a person to whom the prescription was not originally issued.
- (23) Failing to pay a University bill, account, or other University financial obligation.
- (24) Failing to respond to a request to report to a University administrative office; failing to comply with a lawful directive of a University employee or other public official acting within the scope of his/her duties; or failing to identify oneself to a University employee or other public official acting within the scope of his/her duties; when requested to do so.
- (25) Failing to appear at a University hearing, including, but not limited to, a hearing of a University judicial board, following a request to appear either as a party or as a witness.
- (26) Violating the terms of an interim suspension, a no-contact directive, or a disciplinary penalty imposed by the University.
- (27) Obstructing or disrupting teaching, learning, studying, research, public service, administration, disciplinary proceedings, emergency services, or any other University-affiliated activity, or the free flow of pedestrian or vehicular traffic. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution.
- (28) Violating a University policy or rule as stipulated herein or as promulgated and announced by authorized personnel, including but not limited to University policies or rules relating to facilities use, smoking, the acceptable use of information technology resources, research or service misconduct, finder's fees

relating to clinical investigations involving human subjects or access to University data or materials, University libraries, dining services, parking or transportation, University identification card use, sexual harassment, residence halls, and registered student organizations.

- (29) Committing an act that is prohibited by local, state, or federal law.
- (30) Attempting to commit a violation of a Standard of Conduct or being an accessory to the commission of an act or attempted act in violation of a Standard of Conduct.
- (31) Engaging in retaliation.

1720-02-05-.05 INVESTIGATIONS OF STUDENT CONDUCT.

- (1) All University investigations shall be conducted in an ethical manner, keeping in mind the rights of students. The following regulations shall be strictly observed.
- (2) In accordance with Title IX of the Education Amendments of 1972, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and other applicable law, the University will investigate and resolve reports of sexual misconduct, relationship violence, and stalking in accordance with the University's Policy on Sexual Misconduct, Relationship Violence, and Stalking.
- (3) Inspection and Search Policy. Entry by University officials into occupied rooms in residence halls will be divided into three categories: inspection, search, and emergency. Inspection is defined as the entry into an occupied room by University officials in order to ascertain the health and safety conditions in the room, or to make repairs on facilities, or to perform cleaning and janitorial operations. Search is defined as the entry into an occupied room by on-campus authorities for the purpose of investigating suspected violations of campus regulations and/or city, state, or federal law. An emergency situation exists when the delay necessary to obtain search authorization constitutes a danger to persons, property, or the building itself.
 - (a) Inspection: Scheduled inspections by University officials, with the exception of daily janitorial and maintenance operations, shall be preceded, if possible, by twenty-four hours notice to the residents. During the inspection, there will be no search of drawers or closets or personal belongings.
 - (b) Search: University officials will not enter a room for purposes of search except in compliance with state law or with the permission of the resident or the written permission of the Vice Chancellor for Student Development or his or her designee. University officials shall have, if possible, the Resident Director or his or her designee accompany them on the search.

1720-02-05-.06 DUE PROCESS AND STUDENT RIGHTS.

- (1) Due process shall guarantee to the accused student the following:
 - (a) The right to be informed of charges in writing prior to the hearing.
 - (b) The right of reasonable time in which to prepare a defense.
 - (c) The right to a fair and just hearing.
 - (d) The right to challenge all charges and testimony used against the accused student and to question witnesses.
 - (e) The right to be informed in writing of:
 - 1. The final decision of his or her case.
 - 2. The proper procedure for appeal.
 - (f) The right to be accompanied by an advisor he or she chooses, at his or her own expense.
 - 1. The accused student is responsible for presenting his or her own information, and therefore, advisors are not to speak or participate directly in a University hearing.
 - 2. Students should select as an advisor a person whose schedule allows attendance at the scheduled date and time for the University hearing.
 - 3. Delays will not normally be allowed due to the scheduling conflicts of an advisor.
- (2) Any student or student organization shall be formally charged in writing with the alleged offense. The date, time, and place of occurrence of the offense shall be stated on the statement of charges.
- (3) The Dean of Students office must keep accurate records of each hearing and the disposition of each case.
- (4) In accordance with Title IX of the Education Amendments of 1972, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and other applicable law, in a case involving an allegation of sexual misconduct, relationship violence, or stalking, the accused student and the alleged victim shall have the rights outlined in the University's Policy on Sexual Misconduct, Relationship Violence, and Stalking. <u>Additionally, in a case involving sexual assault, dating violence, domestic violence, or stalking, the University shall provide the accused/student/respondent with notice of the role of advisors (e.g.,</u>

attorneys) in the student conduct process, including the extent to which they are allowed to advise or represent the student in an investigation or hearing.

1720-02-05-.07 STUDENT CONDUCT HEARING PROCEDURES.

- (1) Conflicts of Interest
 - (a) The student conduct process must be carried out in a manner that is free from conflicts of interest consistent with due process of law.
 - (b) In cases involving allegations of sexual assault, dating violence, domestic violence, or stalking, the student conduct process must include protections for the accused student/respondent analogous to, and no less protective than, the conflict of interest provisions of Tennessee Code Annotated § 4-5-303. Notwithstanding the preceding sentence: (1) an attorney for the University is allowed to provide legal advice to multiple University employees who serve in different roles in the process of disciplining a student; and (2) the University is allowed to provide the alleged victim/complainant with equivalent rights as the accused student/respondent during the student conduct process.

(1)(2) Complaints

- (a) Any member of the University community may present a complaint to the Dean of Students office against a student for violations of the Student Code. Any complaint should be submitted as soon as possible after the event takes place. Any charge(s) shall be prepared in writing by the Dean of Students office.
- (b) All charges shall be presented to the accused student in written form.

(2)(3) Hearing Options

- (c) An accused student desiring to contest the charge(s) against him or her must do so by requesting a hearing within five (5) days of his or her receipt of written notice of the charge(s).
- (d) The accused student(s) may, at his or her option, request a hearing before a panel of individuals (Student Conduct Board) or by a University Hearing Officer selected by the Vice Chancellor for Student Development (or his or her designee). A hearing before a Student Conduct Board will be chaired by a University Hearing Officer similarly selected. Board members and hearing officers shall be impartial and anyone lacking such impartiality shall recuse him/herself or may be removed by the Vice Chancellor for Student Development upon request of any party to a University hearing. <u>Neither an employee in the Office of Student Conduct nor a person who investigated the allegations of misconduct against the accused student</u>

shall serve as a University Hearing Officer, be a member of the Student Conduct Board, or advise the University Hearing Officer or the Student Conduct Board.

- (e) A requested hearing shall be scheduled promptly after receipt of the request.
- (f) In the absence of a voluntary written waiver of the accused student's right to a hearing under the provisions of the Uniform Administrative Procedures Act (UAPA) (T.C.A. § 4-5-108<u>1</u> et seq.), when the UAPA requires the University to offer the accused student a hearing under the UAPA, a requested hearing will be conducted in accordance with the University's rules for conducting contested case proceedings under the UAPA, Chapter 1720-01-05, and the procedures in this Section .07 shall not apply.
- (4) Notice of Hearing Concerning Allegations of Sexual Assault, Dating Violence, Domestic Violence, or Stalking. At least seventy-two (72) hours prior to a hearing concerning allegations of sexual assault, dating violence, domestic violence, or stalking, the University shall provide the accused student/respondent with notice of the following: (1) the time, place, and date of the hearing; (2) the name of each witness the University expects to present at the hearing and those the University may present if the need arises; (3) notice of the right to request a copy of the University's investigative file, redacted in accordance with the Family Educational Rights and Privacy Act of 1974, (20 U.S.C. § 1232g), and the federal regulations implementing that statute, as amended; and (4) notice of the right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that the University has in its possession, custody, or control and may use to support claims or defenses, unless the use would be solely for impeachment.
- (5) Admissibility of Statements in Civil or Criminal Proceedings Sexual Misconduct.
 - (a) Tennessee law provides that a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a student disciplinary proceeding concerning sexual misconduct must not be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement if the statement was made in a student disciplinary proceeding in which the person did not have the active assistance of counsel.
 - (b) Neither a student accused of sexual misconduct nor a victim of sexual misconduct has the right to the active assistance of counsel in a hearing before the Student Conduct Board or a University Hearing Officer. As a result, a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a hearing before a

Student Conduct Board or a University Hearing Officer concerning sexual misconduct must not be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement.

- (c) A student accused of sexual misconduct and a victim of sexual misconduct have the right to the active assistance of counsel in a hearing under the UAPA. As a result, a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a UAPA hearing concerning sexual misconduct may be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement.
- (d) For purposes of this Section .08(2)(c):
 - (i) "Active assistance of counsel" means the right to be represented by a licensed attorney who is allowed to fully participate in the student disciplinary proceeding or an appeal of a result of a student disciplinary proceeding.
 - (ii) "Civil or criminal trial, hearing, or proceeding" does not include any type of civil action, counterclaim, cross-claim, or third-party complaint initiated by or against the University;
 - (iii) "Sexual misconduct" means a violation of the University's policies concerning sexual assault, dating violence, domestic violence, or stalking.
- (3)(6) Hearing Procedures The Student Conduct Board or University Hearing Officer sitting alone will conduct the hearing within the following general guidelines:
 - (g) All University hearings shall be closed to the public.
 - (h) The accused student (and certain "victims" where permitted by law) and his or her advisor, if any, shall be allowed to attend the entire portion of the University Hearing at which information is received (excluding deliberations).
 - (i) Each party will be afforded a full and fair opportunity to present all evidence, including witnesses, reasonably relating to the charge or action at issue; evidence which is irrelevant, immaterial, repetitious or voluminous may he limited.
 - (j) All procedural questions are determined by the University Hearing Officer.

- (k) The Student Conduct Board or University Hearing Officer sitting alone will consider all evidence presented, giving due consideration to the credibility or weight of each item presented; technical rules of evidence will not apply.
- (l) The standard for a finding of responsible is a preponderance of the evidence.
- (m) Following the conclusion of the University hearing, the Student Conduct Board or University Hearing Officer sitting alone will consider the evidence and present written findings.
- (n) An appropriate record will be made of the hearing procedures. Deliberations shall not be recorded. Defects in the record will not invalidate the proceedings.
- (4)(7) In cases involving an allegation of sexual assault or misconduct, the hearing procedures shall be modified to afford the alleged victim all of the rights described in Chapter 1720-2-5-.06(4).

1720-02-05-.08 PENALTIES.

- (1) Disciplinary penalties are primarily intended to educate students and student organizations about appropriate behavior, encourage students and student organizations to take responsibility for misconduct, promote the personal and professional development of students, discourage other students and student organizations from violating the Standards of Conduct, and protect members of the University community. The penalties imposed should be appropriate for the particular case based on the gravity of the offense (including without limitation how the violation affected or reasonably could have affected other members of the University community). Consideration may also be given to the student's or student organization's conduct record, the student's or student organization, and other aggravating or mitigating factors.
- (2) The following penalties may be imposed on any student found to have violated the Standards of Conduct:
 - (a) Warning. A notice that the student is violating or has violated the Standards of Conduct.
 - (b) Loss of Privilege. This penalty is intended to serve as a reminder of the Standards of Conduct and is for a specific period of time. Privileges that may be lost include, but are not limited to, scholarships, stipends, participation in extracurricular activities (e.g. intramurals), housing privileges, participation in social activities, and use of certain University-controlled property (e.g., information technology resources).

- (c) Educational Sanction. Students may be required to attend classes, at their own expense, dealing with issues such as the consequences of alcohol or drug use, civility, ethics, or other topics as deemed appropriate by the Vice Chancellor for Student Development or his/her designee.
- (d) Restitution. Restitution may be required in situations that involve destruction, damage, or loss of property, or unreimbursed medical expenses resulting from physical injury. Restitution may take the form of a monetary payment or appropriate service to repair or otherwise compensate for the destruction, damage, or loss.
- (e) Disciplinary Reprimand. A disciplinary reprimand is used for minor violations of the Standards of Conduct. A reprimand indicates that further violations will result in more severe disciplinary actions.
- (f) Disciplinary Probation. This penalty permits a student to remain at the University on probationary status but with the understanding that a future violation of the Standards of Conduct may result in suspension. Other conditions of probation are specific to each individual case and may include a requirement of community service or other requirement or restriction.
- (g) Suspension for a Specific Period of Time. Suspension for a specific period of time means that the student is withdrawn from the University and is not eligible to apply for readmission for a designated period of time. Usually, the period of designated suspension does not exceed one (1) calendar year. Other conditions of suspension are specific to each individual case and may include a requirement of community service or other requirement or restriction.
- (h) Permanent Dismissal. Permanent dismissal means that a student is permanently barred from matriculating as a student on the Chattanooga campus. This penalty is used when the violation of one or more of the institution's Standards of Conduct is deemed so serious as to warrant total and permanent disassociation from the University community without the possibility of re-enrollment; or when, by his/her repeated violation of the institution's Standards of Conduct, a student exhibits blatant disregard for the health and safety of other members of the University community or the University's right to establish rules of conduct.
- (i) Revocation of Admission or Degree. Revocation of admission or degree means revoking a student's admission to the University or revoking a degree already awarded by the University. Revocation of a degree shall be approved by the University of Tennessee Board of Trustees.

- (3) A disciplinary hold may be placed on a student's account until the completion of the student disciplinary process or until the student satisfies the terms and conditions of any penalties imposed.
- (4) The following penalties may be imposed on a student organization found to have violated the Standards of Conduct:
 - (a) Warning. A notice that the student organization is violating or has violated the Standards of Conduct.
 - (b) Educational Sanction. Student organizations may be required to attend classes, at their own expense, dealing with issues such as the consequences of alcohol or drug use, civility, ethics, or other topics as deemed appropriate by the Dean of Students or his/her designee.
 - (c) Loss of Privilege. This penalty is intended to serve as a reminder of the Standards of Conduct and is for a specific period of time. Examples of privileges that may be lost include participating in extracurricular activities (e.g., intramurals), housing privileges, participating in social activities, and using certain University-controlled property.
 - (d) Restitution. Restitution may be required in situations that involve destruction, damage, or loss of property, or unreimbursed medical expenses resulting from physical injury. Restitution may take the form of a monetary payment or appropriate service to repair or otherwise compensate for the destruction, damage, or loss.
 - (e) Disciplinary Probation. Disciplinary probation means that a student organization is permitted to retain University registration on a probationary status. Violation of the Standards of Conduct during the period of disciplinary probation may result in more serious penalties, including revocation of University registration.
 - (f) Revocation of University Recognition. In cases of serious misconduct, a student organization's University registration may be revoked.
- (5) More than one of the penalties listed above may be imposed for any single violation of the Standards of Conduct. Penalties may be applied retroactively to the date of the offense.
- (6) Intoxication or impairment because of alcohol, drugs, chemicals, or other substances does not diminish or excuse a violation of the Standards of Conduct.

1720-02-05-.09 NO CONTACT DIRECTIVE. In cases involving allegations of assault, injury, sexual abuse, harassment, or where there is reason to believe continued contact between a student and specific persons, including complainants and witnesses, may interfere with those persons' security, safety or ability to participate effectively in work or studies, the Vice Chancellor for

Student Development, or his/her designee, may require that the student not have verbal, physical, or written contact with specific persons for a definite or indefinite period of time. The student will receive written or electronic notice of the no contact directive. Any student, faculty or staff member or other person with a reasonable justification may request a no contact directive. In addition to an internal University no contact directive, complainants are advised that other similar options exist and can be obtained from law enforcement and civil and criminal courts.

1720-02-05-.10 INTERIM SUSPENSION.

- (1) When the Vice Chancellor for Student Development or his/her designee has reasonable cause to believe that a student's continued presence on University-controlled property or at University-affiliated activities poses a significant risk of substantial harm to the health or safety of others or to property or poses an ongoing threat to the disruption of, or interference with, the normal operations of the University, the Vice Chancellor for Student Development or his/her designee may impose an interim suspension prior to the conclusion of a full hearing on the alleged misconduct.
- (2) An interim suspension shall be confirmed by a written statement that explains the basis for the interim suspension and shall remain in effect until the conclusion of a full hearing in accordance with the rules of the University of Tennessee, which shall be held without undue delay.
- (3) Within three (3) business days of the imposition of the suspension, the student shall be offered an opportunity to appear personally before the Vice Chancellor for Student Development or his/her designee in order to discuss the following issues only: (i) the reliability of the information concerning the student's conduct; and (ii) whether the conduct and surrounding circumstances reasonably indicate that the student's continued presence on University-controlled property or at University-affiliated activities poses a significant risk of substantial harm to the health or safety of others or to property or poses an imminent threat of disruption of or interference with the normal operations of the University.
- (4) During an interim suspension, the student shall be denied access to Universitycontrolled property, including residence halls, and all other University-affiliated activities or privileges for which the student might otherwise be eligible, as the Vice Chancellor for Student Development or his/her designee determines in his/her sole discretion to be appropriate. A student who receives an interim suspension and violates the terms of the interim suspension shall be subject to further disciplinary action and may be treated as a trespasser. Permission to be on University-controlled property or participate in University-affiliated activities may be granted by the Vice Chancellor for Student Development or his/her designee.

1720-02-05-.11 APPEALS.

- (1) Decisions of the Student Conduct Board or University Hearing Officer sitting alone may be appealed to the Vice Chancellor for Student Development by delivering a signed statement containing:
 - (a) A statement that he/she appeals the decision;
 - (b) A brief statement of the grounds for the appeal. The basis for filing an appeal is limited to the following grounds:
 - 1. the student's or student organization's rights were violated in the hearing process;
 - 2. new relevant material evidence or information has been provided that could not have been discovered at the time of the hearing;
 - 3. the information presented did not support the decision by a preponderance of the evidence (more likely than not) standard; or
 - 4. the sanction(s) imposed were not appropriate for the violation.
- (2) The Vice Chancellor for Student Development may:
 - (a) Uphold the decision;
 - (b) Amend the decision;
 - (c) Return the case for reconsideration; or
 - (d) Overturn the decision.
- (3) Either Party may appeal to the Chancellor of the University. In cases of involving a finding that a student is guilty of sexual assault or misconduct, the alleged victim shall have the right to appeal the decision of the Student Conduct Board or University Hearing Officer to the Vice Chancellor for Student Development.

1720-02-05-.12 WITHDRAWAL OR TEMPORARY SUSPENSION DUE TO PHYSICAL OR PSYCHOLOGICAL ILLNESS.

- (1) When a student is unable to pursue his or her academic work effectively, or when his or her behavior is disruptive to the normal educational processes of the University, or constitutes a threat to members of the University community, due to, among other things, the use of alcohol, drugs, or other psychologically incapacitating illnesses or conditions, he or she may be withdrawn or temporarily suspended from the University as hereinafter provided.
 - (a) Withdrawal. A student may be withdrawn from the University only after an evaluation of his or her mental, physical condition, or behavior by a

panel of at least three persons appointed by the Vice Chancellor for Student Development. The student shall be notified of the reasons for the evaluation and given an opportunity to present evidence to the committee. He or she shall enjoy the rights of normal due process procedures. The committee's findings and recommendations shall be forwarded to the Vice Chancellor for Student Development who will notify the student in writing of his or her decision. A student withdrawn under this procedure shall not be readmitted to the University without the approval of the Vice Chancellor for Student Development.

- (b) Grades. When a student is suspended or withdrawn from the University for reasons described in this section, he or she will be assigned a grade of "W".
- (c) Committee Composition and Hearing. The panel referred to herein will include at least one member of the faculty at large and representative of the Counseling Center or a psychologist. The Dean of Students or his or her designee would normally have responsibility for preparing the charges and presenting the case. The student in question would have the right to normal due process provisions.
- (2) Temporary Suspension. Whenever a student, because of his or her mental or physical condition, is unable to pursue his or her academic work effectively, or is disruptive to educational processes or constitutes a danger to persons or property, he or she may be suspended from the University for a reasonable period of time by the Vice Chancellor for Student Development. The University will then schedule a hearing within 5 class days of the beginning of the suspension. If the University does not withdraw the student after the hearing, he or she may return to the University at the end of the suspension period.

1720-02-05-.13 PARKING APPEALS. Appeals of student parking tickets are reviewed by the Student Parking Appeals Board. Decisions concerning the appeals are based on a majority vote of the Board.

1720-02-05-.14 COMPOSITION OF STUDENT PARKING APPEALS BOARD.

- (1) The Student Parking Appeals Board shall be composed of six student members plus a Chair and six alternates. Two students will be appointed by the Student Senate from the general student body. Two students will be appointed by the faculty, one appointed by the President of SGA, and one appointed by the Office of Student Development. Each appointing body shall also appoint the alternates. An alternate will serve when a regular member cannot be present or when a member is excused for reasons such as personal friendship with the principals.
- (2) All members must have a 2.00 cumulative grade point average and be enrolled as full time students and not be on any form of probation.

- (3) The Chair will be elected by the Board and votes in case of tie.
- (4) A temporary chair will be elected by the members of the board in the event:
 - (a) The Chair is a party to the case;
 - (b) The Chair is absent; or
 - (c) The Chair removes himself/herself from the case.
- (5) Once appointed, students remain on the Student Parking Appeals Board until they terminate at the University, cease to be eligible to serve, or resign voluntarily.

1720-02-05-.15 EMERGENCY SITUATIONS. When in the opinion of the Chancellor, conditions are such that there exists a clear and immediate danger to the physical safety or well-being of the members of the University community or safety of University property, he or she may direct that the accused student or organization be suspended pending initiation (and completion) of normal disciplinary proceedings provided those procedures are offered as soon as can reasonably be accomplished. The Chancellor may delegate this authority to the Vice Chancellor for Student Development.

RULES OF THE UNIVERSITY OF TENNESSEE (HEALTH SCIENCE CENTER)

CHAPTER 1720-03-03 STUDENT RIGHTS AND RESPONSIBILITIES

1720-03-03-.01 INTRODUCTION.

- (1) Students at the University of Tennessee Health Science Center are members of both the University community and the larger community of which the University is a part. Accordingly, students are responsible for conducting themselves in a lawful manner and in compliance with University rules and policies. The University has established the following rules in order to advance the mission of the University by maintaining a safe and secure learning environment, protecting the rights and privileges of all members of the University community, providing a basis for orderly conduct of the affairs of the University, promoting a positive relationship between the University and its surrounding community, preserving institutional integrity and property, encouraging students to engage in conduct that brings credit to themselves and the University and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen.
- (2) The University of Tennessee is committed to respecting students' constitutional rights. Nothing in this chapter is intended or shall be interpreted to restrict students' constitutional rights, including, but not limited to, rights of freedom of speech and assembly.
- (3) Students are responsible for being fully acquainted and for complying with the University catalog, student handbook, and other rules and policies relating to students. Failure or refusal to comply with the rules and policies established by the University may subject a student to disciplinary action up to and including permanent dismissal from the University.

1720-03-03-.02 DEFINITIONS.

- (1) The term "University" means the University of Tennessee Health Science Center.
- (2) The term "student" means a person admitted, enrolled or registered for study at the University of Tennessee, either full-time or part-time, pursuing undergraduate, graduate, or professional studies, as well as non-degree students. Persons not officially registered or enrolled for a particular term but who have a continuing relationship with the University also are considered students for purposes of these rules.

- (3) The term "student organization" means an organization that is composed solely of University students that has submitted a pending application or has completed the process for registration according to University rules.
- (4) The term "University-controlled property" means all land, buildings, facilities, grounds, structures, or any other property owned, leased, used, maintained, or operated by the University. For purposes of this rule, University-controlled property includes all streets, alleys, sidewalks, and public ways abutting such property. University-controlled property also includes computers and network systems owned, maintained, or controlled by the University or funded by the University.
- (5) The term "University-affiliated activity" means any activity on or off Universitycontrolled property that is initiated, aided, authorized, sponsored, or supervised by the University.
- (6) The term "University official" means an employee of the University, including faculty members and staff, or for purposes of this rule a University-recognized volunteer. Student employees may be considered University officials when acting in the performance of their duties (e.g., event staff, resident assistants, and teaching assistants).
- (7) The term "member of the University community" means any person who is a student, University official, campus visitor, or participant in a University-sponsored or University-affiliated activity.
- (8) The term "possession" means actual knowledge of a substance or property and/or being in such close proximity to the substance or property that it is a reasonable presumption that one had knowledge of the substance or property.
- (9) The term "weapon" means any device, instrument, or substance that is designed to, or reasonably could be expected to, inflict a wound, incapacitate, or cause serious bodily injury or death, including, but not limited to, firearms (loaded and unloaded, real firearms and devices that appear to a law enforcement officer to be real firearms), ammunition, electronic control devices (such as tasers and stun guns), devices designed to discharge an object (such as bb guns, air guns, pellet guns, potato guns, and slingshots, but not water guns), explosives, dangerous chemicals (such as mace, tear gas, and oleoresin capsicum), martial arts weapons, bows and arrows, artificial knuckles, nightsticks, blackjacks, dirks, daggers, swords, and knives with fixed blades longer than four (4) inches. The term "weapon" does not include pocket knives that fold (but not excluding switchblades); chemical repellents available over-the-counter for self-defense; instruments used solely for personal hygiene, preparation of food, maintenance, University-related instruction, or University employment-related duties.
- (10) The term "notice" means notice given in writing and transmitted by United States mail, courier service, and/or hand delivery to the address the University's

Registrar has on file for the student; and/or by e-mail to the student's University-provided e-mail account. When a notice is transmitted by United States mail or courier service, the notice is effective on the date that it is mailed or delivered to the courier service. When a notice is transmitted by hand delivery, the notice is effective on the date that it is delivered to the person to whom the notice is addressed. When a notice is transmitted by e-mail, the notice is effective on the date that the e-mail is sent. A student's University-issued email address is an official method of communication used by the University about student conduct matters.

- (11) The term "coercion" means words and/or conduct that, viewed from the perspective of a reasonable person, substantially impair(s) a person's ability to voluntarily choose whether to engage in a particular sexual act (e.g., sexual contact or sexual intercourse). Coercion is something more than mere seduction or persuasion. Coercion includes, without limitation: physical force; and words and/or conduct that would cause a reasonable person to fear imminent: harm to the person's health, safety, or property or that of a third person; threat of the loss or impairment of a job benefit; threat of the loss or impairment of an academic benefit; kidnapping of the person or a third person; or disclosure of sensitive personal information (e.g., disclosure of a person's sexual orientation, gender identity, or gender expression).
- (12) The term "consent" means an affirmative and voluntary agreement by a person to engage in a specific sexual act. Consent must be obtained, and the responsibility for obtaining consent rests with the individual who voluntarily and physically initiates a specific sexual act, even if the other person initiated the sexual encounter.
 - (a) One's own use of alcohol, drugs, or other substances does not diminish one's responsibility to obtain Consent from the other person. Moreover, another person's use of alcohol, drugs, or other substances does not diminish one's responsibility to obtain consent from that person.
 - (b) The term "affirmative," as used in the definition of consent, means that consent is communicated only through words and/or non-verbal actions that convey a clear agreement to engage in a specific sexual act. Whether person has communicated an agreement to engage in a specific sexual act generally is evaluated from the perspective of what a reasonable person who perceived the individual's words and/or non-verbal actions would have understood; however, in the context of a long-term relationship between persons that has involved sexual activity and a pattern of communicating consent, whether consent has been communicated may be evaluated based on a subjective standard (i.e., what did the specific person who initiated the specific sexual act conclude?). A verbal "no" (or words equivalent to "no") or the nonverbal communication of "no," even if it sounds or appears insincere or indecisive, always means that consent has not been communicated, or if previously communicated has been

withdrawn. The absence of a verbal "no" or the absence of a nonverbal communication of "no" does not necessarily mean that consent has been communicated. Because interpreting non-verbal actions may lead to misunderstanding and a violation of this policy, students are strongly encouraged to err on the side of caution and not rely solely on the nonverbal actions of another person in concluding that the other person has communicated consent. The University urges students to communicate with one another before engaging in a sexual act to ensure that they both wish to engage in the same sexual act.

- (c) Consent cannot be obtained by or inferred from:
 - 1. silence that is not accompanied by non-verbal actions conveying a clear agreement to engage in a particular sexual act;
 - 2. consent communicated by the other person on a previous occasion;
 - 3. consent communicated to another person;
 - 4. the other person's failure to resist physical force (however, for purposes of this policy, the other person's resistance to physical force will be viewed as a clear demonstration that the person has not communicated consent);
 - 5. the sexual arousal of the other person;
 - 6. a current or previous dating, romantic, intimate, or sexual relationship with the other person;
 - 7. currently or previously cohabitating with the other person;
 - 8. the other person's attire;
 - 9. the other person's reputation;
 - 10. the other person's giving or acceptance of gifts; or
 - 11. the other person's extension or acceptance of an invitation to go to a private residence, room, or location.
- (d) Consent is not voluntary if it is obtained by coercion. Nor is consent voluntary if it is obtained from a person who is incapacitated if one knows (or a reasonable person would know) that the other person is incapacitated. Because the incapacitation of another person may be difficult for one to discern, students are strongly encouraged to err on the

side of caution (i.e., when in doubt, assume that the other person is incapacitated and therefore unable to give consent.)

- (e) Consent must be continual, which means that consent must exist from the beginning to the end of each sexual encounter and for each specific sexual act that occurs during a sexual encounter. A person has a right to change his/her mind; thus, consent to engage in a specific sexual act may be withdrawn by a person at any time. A withdrawal of consent is communicated through clear words and/or clear non-verbal actions that indicate that a person no longer agrees to engage in a specific sexual act. Once a person's withdrawal of consent has been communicated, the other person must cease the specific sexual act and must obtain consent before reinitiating the specific sexual act or any other sexual act. Consent is automatically withdrawn when a person becomes incapacitated. Consent to one type of sexual contact or sexual intercourse (e.g., oral intercourse) does not constitute or imply consent for another type of sexual contact or sexual intercourse (e.g., vaginal intercourse), whether during a sexual encounter or during a previous sexual encounter. The University urges students to communicate with one another throughout a sexual encounter to ensure that any progression of sexual activity is done with consent.
- (13) The term "course of conduct" means two (2) or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property.
- (14) The term "dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim of the violence. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors:
 (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship. Dating violence includes, without limitation, sexual or physical abuse or the threat of such abuse.
- (15) The term "domestic violence" means a felony or misdemeanor crime of violence committed:
 - (a) by a current or former spouse or intimate partner of the victim;
 - (b) by a person with whom the victim shares a child in common;
 - (c) by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;

- (d) by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
- (e) by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- (16) The term "good faith" means having a belief in the truth of information that a reasonable person in the same situation could have, based on the information known to the person communicating the information at the time the information was communicated by that person. Information is not communicated in good faith if it is communicated with knowing or reckless disregard for information that would negate the former information.
- The term "incapacitated" or "incapacitation" means a temporary or permanent (17)physical or mental state in which a person cannot make informed, rational judgments (e.g., judgments concerning sexual contact, sexual intercourse, or sexual exploitation) because: the person lacks the physical or mental capacity to understand the nature or consequences of their words and/or conduct; and/or the person is unable to physically or verbally communicate consent. Incapacitation can be voluntary or involuntary. Incapacitation is determined based on the totality of the circumstances. Incapacitation may result from: sleep; unconsciousness; intermittent consciousness; temporary or permanent physical or mental disability; involuntary physical restraint; or the influence of alcohol, drugs, or other substances, including, without limitation, substances used to facilitate sexual assault (e.g., Rohypnol, Ketamine, GHB, and Burundanga). Alcohol and drugs are common causes of incapacitation. When alcohol or drugs are involved, Incapacitation is a state beyond mere drunkenness or intoxication. The impact of alcohol and drugs varies from person to person; however, warning signs of incapacitation may include, without limitation: lack of control over physical movements (e.g., inability to dress/undress without assistance; inability to walk without assistance); lack of awareness of circumstances or surroundings; vomiting; unresponsiveness; and inability to communicate coherently. A person who is under the age of eighteen (18) (i.e., a minor) is incapable of giving consent; however, a person who is at least the age of thirteen (13) and less than the age of eighteen (18) is capable of giving consent to sexual acts with another person who is less than four (4) years older than them.
- (18) The term "reasonable person" means a sober, objectively reasonable person in the same situation, and with the same sex, gender identity, and sexual orientation as the person whose words and/or conduct are being evaluated.
- (19) The term "relationship violence" means dating violence and/or domestic violence.
- (20) The term "retaliation" means an act (i) taken by a student (including an act taken

through a third party) because of another person's participation in a protected activity (ii) that would discourage a reasonable person from engaging in protected activity. Protected activity includes a person's good faith: (i) opposition to conduct prohibited under the Standards of Conduct; (ii) report to the University about conduct prohibited under the Standards of Conduct to the University; (iii) participation (or reasonable expectation of participation) in any manner in an investigation, meeting, hearing, or interim measure; or (iv) exercise of rights or responsibilities under any provision of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Retaliation violates the Standards of Conduct regardless of whether the underlying allegation of a violation of the Standards of Conduct is ultimately found to have merit. Retaliation can include an act taken against a person's family, friends, advisors, and/or other persons reasonably expected to provide information in connection with a University investigation or hearing.

- (21) The term "sexual assault" means engaging in sexual contact or sexual intercourse with another person without the consent of that person.
- (22) The term "sexual contact" means the intentional touching of another person (including another person's clothing) in a sexual manner with any part of one's body or with any object. Sexual contact also means intentionally causing another person to touch themselves (including their clothing) in a sexual manner. Whether a touching was done in a sexual manner is determined from the perspective of a sober, objectively reasonable person in the same situation and with the same sex, gender identity, and sexual orientation as the person who was touched.
- (23) The term "sexual exploitation" means an act or attempted act by a person for the purpose of sexual arousal or gratification, financial gain, or other personal benefit through the abuse or exploitation of another person's sexuality. Examples of sexual exploitation include, without limitation: observation of a person who is undressed or engaging in sexual contact or sexual intercourse, without the consent of all persons being observed (in a place where a person has a reasonable expectation of privacy); creation or distribution of images, photography, an audiotape, or a videotape of sexual contact, sexual intercourse, or a person's intimate parts (i.e., genitalia, groin, breasts, buttocks) without the consent of all persons being recorded or photographed; prostituting another person; allowing others to observe, either in person or electronically, sexual contact or sexual intercourse without the consent of all persons involved in the sexual contact or sexual intercourse (in a place where a person has a reasonable expectation of privacy); and knowingly exposing another person to a sexually transmitted infection without informing the other person that one has a sexually transmitted infection.
- (24) The term "sexual harassment" means with respect to the conduct of a student, unwelcome conduct of a sexual nature that is so severe or pervasive, and objectively offensive, that it substantially interferes with the ability of a person to

work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall the term "sexual harassment" be construed to prohibit speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech). Sexual harassment may include, for example, unwelcome sexual advances, requests for sexual favors, and acts of sexual assault. The term "sexual harassment" also means, with respect to the conduct of a student-employee (when acting as a student-employee): unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: submission to such conduct is made either explicitly or implicitly a term or condition of an individual's participation in an educational program; submission to or rejection of such conduct by an individual is used as the basis for evaluation or advancement in an educational program; or such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creates an intimidating, hostile or offensive educational environment. Sexual harassment is a form of sex discrimination. To determine whether conduct constitutes sexual harassment, consideration shall be given to the totality of the circumstances, including without limitation: the context in which the conduct and/or words occurred; and the frequency, nature, and severity of the conduct and/or words.

- (25) The term "sexual intercourse" means the penetration, no matter how slight, of the vagina or anus with any body part or object; or oral penetration by a sex organ of another person.
- (26) The term "sexual misconduct" means sexual harassment, sexual assault, and/or sexual exploitation.
- (27) The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress. For the purposes of this definition, the term "reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.
- (28) The term "substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

1720-03-03-.03 JURISDICTION.

- (1) The Standards of Conduct, Chapter 1720-03-03-.04, apply to conduct that occurs on University-controlled property.
- (2) The University also has the discretion to discipline a student for an act in violation of the Standards of Conduct that occurs off University-controlled property if the conduct adversely affects the interests of the University, including, but not limited to, conduct which:

- (a) Occurs in connection with a University-affiliated activity, including, but not limited to, an overseas study program or a clinical, field, internship, or in-service experience;
- (b) Involves another member of the University community; or
- (c) Threatens, or indicates that the student may pose a threat to, the health or safety of him/herself or others or the security of any person's property, including, but not limited to, alcohol-related offenses, drug-related offenses, arson, battery, fraud, hazing, participation in group violence, rape, sexual assault or misconduct, stalking, and theft.
- (3) The Standards of Conduct have been adopted in furtherance of the University's interests and serve to supplement, rather than substitute for, the enforcement of the civil and criminal law. Accordingly, University disciplinary action may be instituted against a student charged with conduct that potentially violates both the criminal law and the Standards of Conduct without regard to the pendency of criminal charges or civil litigation. At the discretion of the Chief Student Affairs Officer, or his/her designee, disciplinary action relating to a violation of the Standards of Conduct may be carried out prior to, simultaneously with, or following criminal proceedings. Students accused of violating the Standards of Conduct may not challenge the University disciplinary proceedings on the grounds that criminal charges, civil litigation, or other University proceedings regarding the same incident are pending or have been terminated, dismissed, reduced, or not yet adjudicated.
- (4) Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if conduct is not discovered by the University until after a degree is awarded). Should a student withdraw from the University with disciplinary charges pending, the student's academic record and/or ability to register for classes may be encumbered by the appropriate University office.
- (5) Graduate or professional programs within the University may initiate charges against students for alleged violations of professional standards or ethics as a separate issue or as an extension of alleged acts of academic dishonesty or other violations of the Standards of Conduct.

1720-03-03-.04 STANDARDS OF CONDUCT. A student or student organization may be disciplined for the following types of misconduct:

(1) Cheating, plagiarism, or any other act of academic dishonesty, including but not limited to an act in violation of the Honor Code.

- (2) Providing false information to a University official.
- (3) Falsifying, distorting, misrepresenting, or withholding information in connection with a University investigation or hearing.
- (4) Forging, altering, destroying, falsifying, or misusing records, identification, or documents, whether in print or electronic form.
- (5) Causing physical harm to any person (including oneself); endangering the health or safety of any person (including oneself); engaging in conduct that causes a reasonable person to fear harm to his/her health or safety; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals.
- (6) Harassment, which is defined as unwelcome conduct that is so severe or pervasive, and objectively offensive, that it substantially interferes with the ability of a person to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech).
- (7) Engaging in sexual misconduct, relationship violence, or stalking.
- (8) Invasion of another person's privacy when that person has a reasonable expectation of privacy, including, but not limited to, using electronic or other means to make a video or photographic record of any person in a location in which the person has a reasonable expectation of privacy, without the person's knowledge or consent. This includes, but is not limited to, making a video or photographic record of a person in shower/locker rooms or restrooms. The storing, sharing, and/or distributing of such unauthorized recordings by any means is also prohibited.
- (9) Theft, misappropriation, unauthorized possession, or unauthorized sale of private or public property, including but not limited to University-controlled property.
- (10) Vandalizing, destroying, damaging, engaging in conduct that reasonably could cause damage to, or misusing private or public property, including but not limited to University-controlled property.
- (11) Participating in hazing. "Hazing" is defined as any intentional or reckless act, on or off University-controlled property, by one (1) student, acting alone or with others, which is directed against any other student, which endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger his or her mental or physical health or safety. "Hazing" does not

include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

- (12) Engaging in disorderly conduct, which means: fighting or other physically violent or physically threatening conduct; creating a hazardous or physically offensive condition by any act that serves no legitimate purpose; making noise that could unreasonably disturb others who are carrying on lawful activities; or conduct that breaches the peace.
- (13) Engaging in lewd, indecent, or obscene conduct. "Lewd, indecent, or obscene" conduct includes, but is not limited to, public exposure of one's sexual organs, public urinating, and public sexual acts.
- (14) Engaging in speech, either orally or in writing, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.
- (15) Any act of arson; falsely reporting a fire, the presence of an explosive or incendiary device, or other emergency; setting off a false fire alarm; or tampering with, removing, or damaging fire alarms, fire extinguishers or any other safety or emergency equipment from its proper location except when removed in a situation in which there is a reasonable belief of the need for such equipment.
- (16) Possessing, using, or duplicating University keys, access cards, or identification cards without authorization; possessing, using, or entering University-controlled property without authorization.
- (17) Theft, misuse, or unauthorized use of information technology facilities, resources, or access codes, including, but not limited to: unauthorized entry into or transfer of a file; using another person's identification and/or password without that person's consent; using information technology facilities or resources to interfere with the work of another student, faculty member, staff member, or other member of the University community; using information technology facilities or resources to interfere with normal operation of a University information technology system or network; circumventing University information technology facilities or resources in violation of copyright laws; falsifying an e-mail header; and conduct that violates the University's policy on the Acceptable Use of Information Technology Resources.
- (18) Possessing, using, storing, or manufacturing any weapon or any facsimile of a weapon on University-controlled property or in connection with a University-affiliated activity, unless authorized in writing by the Chief of Police or his/her designee.
- (19) Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages on University-controlled

property or in connection with a University-affiliated activity.

- (20) Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages, if prohibited by federal, state, or local law.
- (21) Providing an alcoholic beverage to a person younger than twenty-one (21) years of age, unless permitted by law.
- (22) Using, manufacturing, possessing, distributing, selling, dispensing, or being under the influence of drugs or drug paraphernalia, if prohibited by federal, state, or local law; using or possessing a prescription drug if the prescription was not issued to the student; or distributing or selling a prescription drug to a person to whom the prescription was not originally issued.
- (23) Failing to pay a University bill, account, or other University financial obligation.
- (24) Failing to respond to a request to report to a University administrative office; failing to comply with a lawful directive of a University employee or other public official acting within the scope of his/her duties; or failing to identify oneself to a University employee or other public official acting within the scope of his/her duties when requested to do so.
- (25) Failing to appear at a University hearing, including, but not limited to, a hearing of a University judicial board, following a request to appear either as a party or as a witness.
- (26) Violating the terms of an interim suspension, a no-contact directive, or a disciplinary penalty imposed by the University.
- (27) Obstructing or disrupting teaching, learning, studying, research, public service, administration, disciplinary proceedings, emergency services, or any other University-affiliated activity, or the free flow of pedestrian or vehicular traffic on University-controlled property. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution.
- (28) Violating a University policy or rule, including but not limited to University policies or rules relating to facilities use, smoking, the acceptable use of information technology resources, research or service misconduct, finder's fees relating to clinical investigations involving human subjects or access to University data or materials, University libraries, dining services, parking or transportation, University identification card use, sexual harassment, residence halls, and registered student organizations.
- (29) Committing an act that is prohibited by local, state, or federal law.

- (30) Attempting to commit a violation of a Standard of Conduct or being an accessory to the commission of an act or attempted act in violation of a Standard of Conduct.
- (31) Engaging in retaliation.

1720-03-03-.05 PENALTIES.

- (1)Disciplinary penalties are primarily intended to educate students and student organizations about appropriate behavior, encourage students and student organizations to take responsibility for misconduct, promote the personal and professional development of students, discourage other students and student organizations from violating the Standards of Conduct, and protect members of the University community. The penalties imposed should be appropriate for the particular case based on the gravity of the offense (including without limitation how the violation affected or reasonably could have affected other members of the University community). Efforts are made to keep penalties consistent with those applied to similar cases. In recognition of the fact that the University is an educational institution with a rehabilitative point of view, penalties are assessed in accordance with conditions accompanying each offense. Consideration may also be given to the student's or student organization's conduct record; the student's or student organization's responsiveness to the conduct process; whether the student acted in self-defense, and, if so, whether the amount of force used was reasonable under the circumstances; student academic classification; and other aggravating or mitigating factors. Penalties may be applied retroactively to the date of the offense. Intoxication or impairment because of alcohol, drugs, chemicals, or other substances does not diminish or excuse a student violation of the Standards of Conduct. Additionally, official violation notifications are given by the appropriate office, and official records are maintained in that office.
- (2) The following penalties may be imposed on any student found to have violated the Standards of Conduct:
 - (a) Disciplinary Warning. A disciplinary warning is a notice that the student is violating or has violated the Standards of Conduct. It is used for minor violations and consists of a restatement of the regulation violated with an official warning concerning future action.
 - (b) Disciplinary Reprimand. A disciplinary reprimand is used for minor violations of the Standards of Conduct when it is evident the misconduct occurred with knowledge and awareness of applicable Standards of Conduct. A reprimand indicates that further violations will result in more severe disciplinary actions. Reprimands may be given to students in either verbal or written form.
 - (c) Loss of Privilege. Loss of privilege is a penalty imposed most commonly

cases involving violation of University rules governing hours, social standards, intramural sports, or misuse of University facilities. The loss of privilege is ordinarily established for a specific period of time, and actions are recorded in appropriate records. Privileges that maybe lost include, but are not limited to, scholarships, stipends, participation in extracurricular activities (e.g. intramurals), participation in social activities, and use of certain University-controlled property (e.g., information technology resources).

- (d) Education. Students may be required to attend classes, at their own expense, dealing with issues such as the consequences of alcohol or drug use, civility, ethics, or other topics as deemed appropriate by the Chief Student Affairs Officer or his/her designee.
- (e) Restitution. Restitution may be required in situations that involve destruction, damage, or loss of property, or unreimbursed medical expenses resulting from physical injury. Restitution may take the form of a monetary payment or appropriate service to repair or otherwise compensate for the destruction, damage, or loss.
- (f) Disciplinary Probation. Disciplinary probation means that a student is permitted to remain in the University on a probationary status. Should a violation occur during probation, the student is normally suspended. Disciplinary probation is recorded on the student's personnel file in the Office of Student Affairs. Conditions of probation are specific to the individual case and may include loss of eligibility to serve as a student organization officer or participation in major student activities. Any specific probation conditions are described in a personal letter to the student. Other conditions of probation are specific to each individual case and may include a requirement of community service or other requirement or restriction.
- (g) Suspension. The penalty of suspension is imposed in cases of serious or repeated misconduct or a violation of probation. A student who is suspended shall have his/her registration cancelled and is not eligible to apply for readmission for a designated period of time. Suspensions are always recorded on the student's permanent record. (Persons suspended from the University may not return to the campus for the duration of their suspension, except to conduct official business with an administrative officer or faculty member).
- (h) Permanent Dismissal. Permanent dismissal means that a student is permanently barred from matriculating as a student at the University of Tennessee Health Science Center. This penalty is used when the violation of one (1) or more of the Standards of Conduct is deemed so serious as to warrant total and permanent disassociation from the University community without the possibility of re-enrollment; or when, by his/her

repeated violation of the Standards of Conduct, a student exhibits blatant disregard for the health and safety of other members of the University community or the University's right to establish rules of conduct.

- Revocation of Degree. Revocation of a degree means revoking a student's a degree already awarded by the University. Revocation of a degree shall be approved by the University of Tennessee Board of Trustees.
- (3) A disciplinary hold may be placed on a student's account until the completion of the student disciplinary process and/or until the student satisfies the terms and conditions of any penalties imposed. A student who, at the time of commencement, is subject to a continuing disciplinary penalty or an unresolved disciplinary charge shall not be awarded a degree before the conclusion of all penalties and/or resolution of all disciplinary charges.
- (4) The following penalties may be imposed on a student organization found to have violated the Standards of Conduct:
 - (a) Disciplinary Warning. A disciplinary warning is used for minor violations of the Standards of Conduct and consists of a restatement of the Standard of Conduct violated with an official warning concerning future action.
 - (b) Loss of Privilege. This penalty is intended to serve as a reminder of the Standards of Conduct and is for a specific period of time. Examples of privileges that may be lost include participating in extracurricular activities (e.g., intramurals), housing privileges, participating in social activities, and using certain University-controlled property.
 - (c) Education. Student organizations or their representatives may be required to attend classes, at their own expense, dealing with issues such as the consequences of alcohol or drug use, civility, ethics, or other topics as deemed appropriate by the Chief Student Affairs Officer, Student Conduct Officer, and/or his/her designee.
 - (d) Restitution. Restitution may be required in situations that involve destruction, damage, or loss of property, or unreimbursed medical expenses resulting from physical injury. Restitution may take the form of a monetary payment or appropriate service to repair or otherwise compensate for the destruction, damage, or loss.
 - (e) Social Probation. This penalty prohibits a student organization from sponsoring or participating in specified social activities. While on social probation, a student organization may not host social events or participate in University-affiliated activities. Any exceptions to social probation must be approved, in advance, by the Chief Student Affairs Officer or his/her designee.

- (f) Disciplinary Probation. Disciplinary probation means that a student organization is permitted to retain University registration on a probationary status. Violation of the Standards of Conduct during the period of disciplinary probation may result in more serious penalties, including revocation of University registration.
- (g) Revocation of University Registration. In cases of serious misconduct, a student organization's University registration may be revoked.
- (5) More than one (1) of the penalties listed above may be imposed for any single violation of the Standards of Conduct.
- (6) Except for an interim suspension, disciplinary penalties shall not become effective until after opportunities for appeal have been exhausted. Penalties may be applied retroactively to the date of the offense. Coursework performed while disciplinary charges are pending or disciplinary proceedings are underway shall be considered conditional. Coursework may be affected or disregarded based on a final finding of misconduct or the penalty imposed, which may result in loss of course credit, a loss of tuition and/or fees, a delay in the awarding of a degree, or revocation of a degree that was awarded prior to a final decision in the disciplinary proceeding.

1720-03-03-06 NO CONTACT DIRECTIVE. In cases involving allegations of assault, injury, sexual abuse, harassment, or in cases where there is reason to believe continued contact between a student/student organization and specific persons, including complainants and witnesses, may interfere with those persons' security, safety or ability to participate effectively in work or studies, the Chief Student Affairs Officer, or his/her designee, may require that the student/student organization not have verbal, physical, or written contact with specific persons for a definite or indefinite period of time. The student/student organization will receive notice of the no contact directive. Any student, faculty or staff member or other person with a reasonable justification may request that a no contact directive be issued to a student/student organization. In addition to an internal University no contact directive, complainants are advised that other similar options exist and can be obtained from law enforcement and civil and criminal courts.

1720-03-03-.07 INTERIM SUSPENSION.

(1) When the Chief Student Affairs Officer or his/her designee has reasonable cause to believe that a student's or student organization's continued presence on University-controlled property or at University-affiliated activities poses a significant risk of substantial harm to the health or safety of others or to property or poses an ongoing threat to the disruption of, or interference with, the normal operations of the University, the Chief Student Affairs Officer or his/her designee may impose an interim suspension prior to the conclusion of a full hearing on the alleged misconduct.

- (2) An interim suspension shall be confirmed by a notice that explains the basis for the interim suspension and shall remain in effect until the conclusion of a full hearing in accordance with the rules of the University of Tennessee, which shall be held without undue delay.
- (3) Within three (3) business days of the imposition of the suspension, the student or student organization shall be offered an opportunity to appear personally before the Chief Student Affairs Officer or his/her designee in order to discuss the following issues only: (i) the reliability of the information concerning the student's or student organization's conduct; and (ii) whether the conduct and surrounding circumstances reasonably indicate that the student's or student organization's continued presence on University-controlled property or at University-affiliated activities poses a significant risk of substantial harm to the health or safety of others or to property or poses an imminent threat of disruption of or interference with the normal operations of the University.
- (4) During an interim suspension, the student or student organization shall be denied access to University-controlled property, including residence halls, and all other University-affiliated activities or privileges for which the student might otherwise be eligible, as the Chief Student Affairs Officer or his/her designee determines in his/her sole discretion to be appropriate. A student or student organization who receives an interim suspension and violates the terms of the interim suspension shall be subject to further disciplinary action and may be treated as a trespasser. Permission to be on University-controlled property or participate in University-affiliated activities may be granted by the Chief Student Affairs Officer or his/her designee.

1720-03-03-.08 HEARING PROCEDURES.

- (1) Conflicts of Interest
 - (a) The student conduct process must be carried out in a manner that is free from conflicts of interest consistent with due process of law.
 - (b) In cases involving allegations of sexual assault, dating violence, domestic violence, or stalking, the student conduct process must include protections for the accused student/respondent analogous to, and no less protective than, the conflict of interest provisions of Tennessee Code Annotated § 4-5-303. Notwithstanding the preceding sentence: (1) an attorney for the University is allowed to provide legal advice to multiple University employees who serve in different roles in the process of disciplining a student; and (2) the University is allowed to provide the alleged victim/complainant with equivalent rights as the accused student/respondent during the student conduct process.
- (2) Unless otherwise specified in the published policies and procedures of the UT Health Science Center, a student charged with misconduct or who is entitled to

an opportunity for a hearing will, upon request, be provided a hearing in accordance with the following procedures:

- (a) Notice A person charged with misconduct will receive written notification of the following:
 - 1. The substance of the charge(s) against him/her.
 - 2. The disciplinary action taken or proposed.
 - 3. His/her right to a hearing should he/she wish to contest the charge(s) or action.
 - 4. To whom a request for a hearing should be addressed.
 - 5. That a request for a hearing must be made within five (5) days of the person's receipt of this notice.
 - 6. His/her right to be accompanied by no more than one (1) advisor during the hearing, including but not limited to a parent, spouse, friend, or attorney. The role of the advisor shall be limited to providing advice or support to the accused student. Even if accompanied by an advisor, the accused student is responsible for presenting his/her own case to the hearing panel. An advisor is not permitted to: introduce evidence; raise objections; present arguments; address directly the members of the hearing panel, the student conduct officer, or any witnesses participating in the hearing; or otherwise participate in the hearing. In consideration of the limited role of the advisor, and of the compelling interest of the University to expeditiously conclude the matter, a hearing shall not be delayed due to the unavailability of an advisor.
 - 7. His/her rights to a hearing under- the Uniform Administrative Procedures Act, T.C.A. § 4-5-1081 et seq. ("UAPA"). In the absence of a voluntary written waiver of his/her rights to a hearing under the provisions of the UAPA, a requested hearing will be conducted in accordance with the University's rules for conducting contested case proceedings under the UAPA, Chapter 1720-01-05, and the hearing procedures in this Section .08 shall not apply.
- (b) Notice of Hearing Concerning Allegations of Sexual Assault, Dating Violence, Domestic Violence, or Stalking. At least seventy-two (72) hours prior to a hearing under Section .08(3) concerning allegations of sexual assault, dating violence, domestic violence, or stalking, the University shall provide the accused student/respondent with notice of the following: (1) the time, place, and date of the hearing; (2) the name of

each witness the University expects to present at the hearing and those the University may present if the need arises; (3) notice of the right to request a copy of the University's investigative file, redacted in accordance with the Family Educational Rights and Privacy Act of 1974, (20 U.S.C. § 1232g), and the federal regulations implementing that statute, as amended; and (4) notice of the right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that the University has in its possession, custody, or control and may use to support claims or defenses, unless the use would be solely for impeachment.

- (c) Admissibility of Statements in Civil or Criminal Proceedings Sexual Misconduct.
 - 1. Tennessee law provides that a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a student disciplinary proceeding concerning sexual misconduct must not be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement if the statement was made in a student disciplinary proceeding in which the person did not have the active assistance of counsel.
 - 2. Neither a student accused of sexual misconduct nor a victim of sexual misconduct has the right to the active assistance of counsel in a hearing before a hearing panel or hearing examiner (Section .08(2)(d)). As a result, a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a hearing before a hearing panel or hearing examiner concerning sexual misconduct must not be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement.
 - 3. A student accused of sexual misconduct and a victim of sexual misconduct have the right to the active assistance of counsel in a hearing under the UAPA. As a result, a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a UAPA hearing concerning sexual misconduct may be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement.
 - 4. For purposes of this Section .08(2)(c):

- (i) "Active assistance of counsel" means the right to be represented by a licensed attorney who is allowed to fully participate in the student disciplinary proceeding or an appeal of a result of a student disciplinary proceeding.
- (ii) "Civil or criminal trial, hearing, or proceeding" does not include any type of civil action, counterclaim, cross-claim, or third-party complaint initiated by or against the University;
- (iii) "Sexual misconduct" means a violation of the University's policies concerning sexual assault, dating violence, domestic violence, or stalking.
- (b)(d) Hearing Panel<u>or Hearing Examiner</u> A requested hearing will be provided by a panel of individuals or a hearing examiner, selected in accordance with policies of UT Health Science Center or, in the absence of applicable policies or procedures, by the Chancellor of the UT Health Science Center or his/her designee. The hearing will be conducted by a panel chairman similarly selected. Panel members shall be impartial and anyone lacking such impartiality shall recuse himself or be removed by the Chancellor of the UT Health Science Center or his/her designee upon the request of any party to a hearing. Neither the Student Conduct Officer nor a person who investigated the allegations of misconduct against the accused student shall be a member of the hearing panel or advise the hearing panel.
- (c)(e) Hearing Process The chairman of a hearing panel or hearing examiner will conduct the hearing, without regard to technical rules of procedure, in such manner as will best serve the cause of justice within the following general guidelines:
 - 1. Each party to a hearing will be afforded a full and fair opportunity to present all evidence including witnesses, reasonably relating to the charge or action at issue; evidence which is irrelevant, immaterial, repetitious or voluminous may be limited.
 - 2. The hearing panel or examiner will consider all evidence presented, giving due consideration to the credibility or weight of each item presented; technical rules of evidence will not apply.
 - 3. Each party will have the right to question opposing witnesses.
 - 4. A record will be made of the hearing procedures. However, defects in the record will not invalidate the proceedings.
 - 5. The University will have the burden of providing, by a

preponderance of the evidence, the truth of the charge(s) at issue. Where the charge(s) is found to be true, the person charged will have the burden of proving that the disciplinary action taken or proposed is arbitrary, capricious, or unreasonable.

- 6. Following the conclusion of the hearing, the hearing panel or examiner will consider the evidence and present written findings within a reasonable time.
- 7. In cases involving an allegation of sexual assault or misconduct, the hearing procedures shall be modified to afford the alleged victim all of the rights described in Chapter 1720-03-08(<u>24</u>)(<u>fd</u>).
- -In accordance with Title IX of the Education Amendments of 1972, the (d)Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and other applicable law, the University will investigate and resolve reports of sexual misconduct, relationship violence, and stalking in accordance with the University's Policy on Sexual Misconduct, Relationship Violence, and Stalking. In a case involving an allegation of sexual misconduct, relationship violence, or stalking, the accused student/respondent and the alleged victim/complainant shall have the rights outlined in the University's Policy on Sexual Misconduct, Relationship Violence, and Stalking. Additionally, in a case involving sexual assault, dating violence, domestic violence, or stalking, the University shall provide the accused/student/respondent with notice of the role of advisors (e.g., attorneys) in the student conduct process, including the extent to which they are allowed to advise or represent the student in an investigation or hearing.
- (3) The decision of any board or administrative officer of The University of Tennessee is subject to review by the Chancellor.
- (4) For purposes of this rule, the term "student" shall mean a student or a student organization.
- (5) When, in the judgment of the Chancellor of the University of Tennessee, Health Science Center, conditions are such than an emergency exists which makes it impossible for the system of judicial boards to function, he/she may suspend the procedural regulations described in this Chapter. If the procedures are suspended, he may substitute for them arrangements for handling disciplinary matters than will ensure the orderly functioning of the University and at the same time safeguard the basic rights of the students.

1720-03-03-.09 STUDENT IDENTIFICATION CARDS.

(1) All currently registered students are required to have a UT Health Science Center Student Identification Card. Lost and found I.D. cards should be reported to the

Office of Campus Safety and Security. Replacement for lost cards may be obtained from the Office of Campus Safety and Security. A replacement charge will be assessed.

(2) In order to determine the identity of students, all students are required to present their University identification cards promptly on request of a University police officer or member of the administration or faculty of the University. Identification cards will not ordinarily be retained; however, a card may be retained if an emergency situation exists or if the card may be needed as evidence. The retained card, if valid, will be returned to the student as soon as possible

1720-03-03-.10 STUDENT HEALTH INSURANCE. All students are required to obtain basic health care and medical care insurance to protect themselves, their families, their professional health care associates and providers. The student may elect to enroll in the UT Health Science Center student health insurance plan or obtain equivalent health insurance with a private carrier. Students who fail to furnish proof of insurance coverage will be prevented from completing their registration for that academic term.

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Amendment of ...

RULES OF THE UNIVERSITY OF TENNESSEE (KNOXVILLE)

CHAPTER 1720-04-03 STUDENT CODE OF CONDUCT

1720-04-03-.01 Preamble.

- (1) Students at the University of Tennessee are members of both the University community and the larger community of which the University is a part. Accordingly, students are responsible for conducting themselves in a lawful manner as well as in compliance with University rules and policies. In addition, the University has developed a set of aspirational goals titled, Principles of Civility and Community, which encourages all members of the University community to foster a learning environment where diversity is valued, respected, and celebrated.
- (2) The University has established the Student Code of Conduct ("Code") in order to advance the mission of the University and sustain a culture of excellence by: maintaining a safe learning environment; requiring students to conduct themselves in ways that allow for their personal growth and development as well as others, in the most positive manner possible; protecting the rights and privileges of all members of the University community; providing a basis for orderly conduct of the affairs of the University; promoting a positive relationship between the University and its surrounding community; preserving the University's reputation and property; encouraging students to engage in conduct that brings credit to themselves and the University; and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen.
- (3) The University's behavioral standards are set forth in the Code's Standards of Conduct (Section .04). Students who engage in conduct that is inconsistent with the Standards of Conduct are subject to University disciplinary action. The process by which the University investigates and resolves alleged violations of the Standards of Conduct is called the student conduct process. The student conduct process resolves allegations of misconduct but also is an educational process designed to promote learning and development as it relates to appropriate decision making. The student conduct process is consistent, fair, and provides means of resolution that are commensurate with the skills and abilities of the participants in the process.
- (4) The effectiveness of the student conduct process rests partially upon the participation of all members of the University community. Active participation in the process by students, faculty, and staff reflects a willingness to address the difficult issues brought before them for the betterment of individual students and the University community. This involvement is vital to the establishment of true community standards.
- (5) Authority and responsibility relating to the Code are delegated to the Vice Chancellor for Student Life, who has delegated certain authority and responsibility to the Office of Student Conduct and Community Standards ("SCCS").
- (6) The University is committed to respecting students' constitutional rights. The Code shall be interpreted in a way that does not violate students' constitutional rights, including, without limitation, the rights protected by the First Amendment to the United States Constitution.

(7) Students are responsible for being fully acquainted with and for complying with the Code, the applicable undergraduate or graduate catalog, the student handbook (Hilltopics), and other rules and policies relating to students.

1720-04-03-.02 Jurisdiction.

- (1) Geographical Limits. The Code applies to conduct that occurs on University-controlled property. However, with respect to conduct that occurs off of University-controlled property, the University has the discretion under the Code to discipline a student for conduct that violates the Standards of Conduct only if the student's conduct: (1) occurs in connection with a University-affiliated activity including, without limitation, an overseas study program or a clinical, field, internship, or in-service experience; (2) consists of academic dishonesty or research misconduct; (3) is prohibited by local, state, or federal law, and the conduct was committed within the Knoxville Area (or, for UTSI students, the conduct was committed within Coffee County or Franklin County); (4) is fairly attributable to a student organization based on a consideration of the criteria in Section .02(4); (5) is committed against another member of the University community; or (6) threatens, or indicates that the student poses a threat to, the health, safety, or welfare of others or the security of any person's property including, without limitation, drug-related offenses, arson, assault, fraud, hazing, participation in group violence, sexual misconduct, relationship violence, stalking, and theft.
- (2) Professional and Ethical Standards. Graduate or professional programs within the University may take separate and independent academic action against students for alleged violations of professional and/or ethical standards using procedures other than those contained in the Code.
- (3) Responsibility for Conduct. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if his/her conduct is not discovered until after a degree is awarded).
- (4) Student Organizations' Responsibility for Violations of the Standards of Conduct. Notwithstanding anything in the Code to the contrary, a student organization may be found responsible for conduct that violates the Standards of Conduct only if the conduct is fairly attributable to the student organization. Whether conduct is fairly attributable to the student organization will be determined by SCCS based on a totality of the following criteria:
 - (a) Whether the misconduct was endorsed by one (1) or more officers of the student organization ("endorsed by" means: having prior knowledge that the misconduct was reasonably likely to occur and failing to take reasonable preventative or corrective action; failing to attempt to stop known misconduct while it is occurring; and/or helping to plan, promote, or carry out the misconduct);
 - (b) Whether the misconduct occurred in connection with an activity:
 - 1. Financed by the student organization and/or one (1) or more members or alumni of the student organization who contributed personal funds in lieu of organizational funds;

- 2. Related to initiation into, admission into, affiliation with, or as a condition for continued membership in the student organization; and/or
- 3. Advertised, promoted, or publicized in such a way that a reasonable student viewing or hearing the advertisement, promotion, or publication would believe that the activity was affiliated with the student organization.
- (c) Whether the misconduct occurred on property owned, controlled, rented, leased, and/or used by the student organization and/or any of its members/alumni acting on the student organization's behalf; and/or
- (d) Whether a member of the student organization attempted to conceal the activity connected with the misconduct or conceal the misconduct of another member of the student organization.

1720-04-03-.03 Relationship Between the Code and Criminal Law.

- (1) Independent Action. The Code has been adopted in furtherance of the University's interests and serves to supplement, rather than substitute for, the enforcement of civil and criminal law. Accordingly, University disciplinary action may be instituted against a student whose conduct potentially violates both criminal law and the Standards of Conduct without regard to the pending status of criminal charges or civil litigation. At the discretion of SCCS, disciplinary action relating to a violation of the Standards of Conduct may be carried out prior to, simultaneously with, or following criminal proceedings. Students alleged to have violated the Standards of Conduct may not challenge any aspect of the University's student conduct process on the grounds that criminal charges, civil litigation, or other University proceedings regarding the same incident are pending or have been terminated, dismissed, reduced, or have not yet been adjudicated.
- (2) University's Interaction with Other Entities. The University will cooperate with law enforcement and other government agencies in the enforcement of criminal law on University-controlled property and in the conditions imposed by criminal courts for the rehabilitation of students who have violated the criminal law.
- (3) Withdrawals. If a Respondent voluntarily withdraws from the University before the conclusion of the student conduct process, SCCS retains the right to investigate and resolve the allegations made against the Respondent as a condition of the Respondent being allowed to re-enroll in the University. A disciplinary hold may remain in place or be implemented after the student withdraws in order to enforce this Section .03(3).
- (4) Time Extensions and Rescheduling. Any time period described in the Code may be extended for good cause at the discretion of SCCS. Any meeting or hearing described in the Code may be rescheduled for good cause at the discretion of SCCS.
- (5) Voluntary Impairment. A student's voluntary impairment to themselves resulting from the use and/or consumption of alcohol, drugs, chemicals, and/or other substances does not excuse or diminish a violation of the Code, except as provided in Section .11 (Policy on Amnesty for Individual Good Samaritans and Students in Need of Emergency Medical Attention).
- (6) Other Rights Sexual Misconduct, Relationship Violence, Stalking, or Retaliation. In addition to rights granted in the Code, in cases involving an allegation of sexual misconduct, relationship violence, stalking, or retaliation, the Complainant and the

Respondent shall have the rights outlined in the University's policies and procedures for investigating and resolving complaints of sexual misconduct, relationship violence, stalking, or retaliation in accordance with Title IX of the Education Amendments of 1972, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and other applicable law.

1720-04-03-.04 Standards of Conduct. Students are prohibited from engaging in the following types of misconduct:

- (1) Academic Dishonesty. Cheating, plagiarism, or any other act of academic dishonesty, including, without limitation, an act in violation of the Honor Statement.
- (2) False Information. Providing false information to a University official.
- (3) Misuse of Information in Connection with University Investigation or Hearing. Falsifying, distorting, misrepresenting, or withholding information in connection with a University investigation or hearing, except as provided in Section .05(1)(i).
- (4) Misconduct Relating to Records or Identification. Forging, altering, destroying, falsifying, or misusing records or identification, whether in print or electronic form.
- (5) Harm to Others. Causing physical harm to any person; endangering the health, safety, or welfare of any person; engaging in conduct that causes a reasonable person to fear harm to his/her health or safety; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals.
- (6) Harassment. Unwelcome conduct that is so severe or pervasive, and objectively offensive, that it substantially interferes with the ability of a person to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech).
- (7) Sexual Misconduct, Relationship Violence, Stalking, and/or Retaliation. Violating the University's Policy on Sexual Misconduct, Relationship Violence, Stalking, and/or Retaliation.
- (8) Invasion of Privacy. Invasion of another person's privacy when that person has a reasonable expectation of privacy, including, without limitation, using electronic or other means to make a video or photographic record of any person in a location in which the person has a reasonable expectation of privacy, without the person's knowledge or consent. This includes, but is not limited to, making a video or photographic record of a person in shower/locker rooms or restrooms. The storing, sharing, and/or distributing of such nonconsensual recordings by any means is also prohibited.
- (9) Private or Public Property. Any of the following conduct with respect to private or public property, including, without limitation, University-controlled property: theft; misappropriation; unauthorized possession, use, sale, duplication, or entry; vandalism; destruction; damage; or conduct that is reasonably likely to cause damage.

- (10) Hazing. Any intentional or reckless act, on or off University-controlled property, by one (1) student, acting alone or with others, which is directed against any other student, which endangers the mental or physical health, safety, or welfare of that student, or which induces or coerces a student to endanger his or her mental or physical health, safety, or welfare. "Hazing" does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.
- (11) Disorderly Conduct. Fighting or other physically violent or physically threatening conduct; creating a hazardous or physically offensive condition by any act that serves no legitimate purpose; making noise that could unreasonably disturb others who are carrying on lawful activities; or conduct that breaches the peace.
- (12) Lewd, Indecent, or Obscene Conduct. Engaging in lewd, indecent, or obscene conduct, including, without limitation, public exposure of one's sexual organs, public urinating, and public sexual acts.
- (13) Imminent Lawless Action. Engaging in speech either orally or in writing that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.
- (14) Fire Safety. Any act of arson; falsely reporting a fire, the presence of an explosive or incendiary device, or other emergency; setting off a false fire alarm; or tampering with, removing, or damaging fire alarms, fire extinguishers or any other safety or emergency equipment from its proper location except when removed in a situation in which there is a reasonable belief of the need for such equipment.
- (15) University Keys, Access Cards, and Identification. Possessing, using, or duplicating University keys, University access cards, or University identification cards without authorization from the University.
- (16) Information Technology. Theft, misuse, or unauthorized use of information technology facilities, resources, or access codes, including, without limitation: unauthorized entry into or transfer of a file; using another person's identification and/or password without that person's consent; using information technology facilities or resources to interfere with the work of another student, faculty member, staff member, or other member of the University community; using information technology facilities or resources to interfere with normal operation of a University information technology system or network; circumventing University information technology system or network security; using information technology facilities or resources to interfere with normal operation of a University information of copyright laws; falsifying an e-mail header; and conduct that violates the University's policy on the acceptable use of information technology resources.
- (17) Weapons. Possessing, carrying, using, storing, or manufacturing any weapon on University-controlled property or in connection with a University-affiliated activity, unless authorized in writing by the Chief of Police or his/her designee or unless federal or state law affirmatively gives a student a right, irrespective of the Code, to possess or carry a weapon on University-controlled property or in connection with a University-affiliated activity.
- (18) Alcohol-Related Conduct University Property or University Activities. Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence

of alcoholic beverages on University-controlled property or in connection with a University-affiliated activity unless expressly permitted by University policy.

- (19) Alcohol-Related Conduct Prohibited by Law. Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages, if prohibited by federal, state, or local law.
- (20) Providing Alcohol to Underage Person. Providing an alcoholic beverage to a person younger than twenty-one (21) years of age, unless permitted by law.
- (21) Drugs and Drug Paraphernalia. Using, manufacturing, possessing, distributing, selling, dispensing, or being under the influence of drugs, if prohibited by federal, state, or local law; using, manufacturing, possessing, distributing, or selling drug paraphernalia, if prohibited by federal, state, or local law; using or possessing a prescription drug if the prescription was not issued to the student; or distributing or selling a prescription drug to a person to whom the prescription was not originally issued.
- (22) Failure to Fulfill a University Financial Obligation. Failing to timely fulfill a University bill, account, or other financial obligation owed to the University.
- (23) Failure to Respond, Comply, or Identify. Failing to respond to a request to report to a University administrative office; failing to comply with a lawful directive of a University employee or other public official acting within the scope of his/her duties, except as provided in Section .05(1)(i); or failing to identify oneself to a University employee or other public official acting within the scope of his/her duties when requested to do so.
- (24) Failure to Appear. Failing to appear at a University hearing, including, without limitation, a hearing of a University conduct board, following a request to appear either as a party or as a witness.
- (25) Violation of Interim Administrative Actions, Disciplinary Sanctions, or Conditions of Re-Enrollment. Violating the terms of a no-contact directive, an interim restriction, a disciplinary sanction, or a condition of re-enrollment imposed by the University.
- (26) Obstruction or Disruption of University Activity. Obstructing or disrupting teaching, learning, studying, research, public service, administration, disciplinary proceedings, emergency services, or any other University-affiliated activity, or the free flow of pedestrian or vehicular traffic on University-controlled property. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution.
- (27) Violation of University Policy or Rule. Violating a University policy or rule, including, without limitation, University policies or rules relating to facilities' use, smoking, the acceptable use of information technology resources, research misconduct, finder's fees relating to clinical investigations involving human subjects or access to University data or materials, University libraries, dining services, parking or transportation, University identification card use, sexual harassment, residence halls, and registered student organizations.
- (28) Act Prohibited by Law. Committing an act that is prohibited by local, state, or federal law.

- (29) Attempted Violation; Accessory to Violation. Attempting to commit a violation of a Standard of Conduct or being an accessory to the commission of an act or attempted act in violation of a Standard of Conduct.
- (30) Retaliation. Engaging in retaliation. Retaliation is an act or omission committed by a student because of another person's participation in a protected activity that would discourage a reasonable person from engaging in protected activity. Retaliation violates the Standards of Conduct regardless of whether the underlying allegation of a violation of the Standards of Conduct is ultimately found to have merit. Retaliation can include, without limitation: (1) an act or omission committed against a person's family, friends, advisors, and/or other persons reasonably expected to provide information in connection with a University investigation or hearing; and (2) an act or omission committed by a student through a third party.

1720-04-03-.05 Fundamental Rights.

- (1) Rights of the Respondent. The following summarizes the rights granted to a Respondent in the student conduct process:
 - (a) Right to be assisted by an Advisor during all stages of the student conduct process, in accordance with Section .05(3);
 - (b) Right to an opportunity for an Educational Conference, in accordance with Section .06(6);
 - (c) Right to resolve allegations of misconduct and/or sanctions through a Formal Hearing, in accordance with Section .07(2);
 - Right to receive notice of meetings and hearings at which the Respondent may be present and receive access to records used during those meetings and hearings, as provided in the Code;
 - (e) Right to the presumption of innocence (i.e., the Conduct Officer bears the burden of presenting information demonstrating that it is more likely than not that the Respondent violated a Standard of Conduct, as alleged in the Notice of Allegations);
 - (f) Right to not be directly questioned in a hearing by anyone other than the Student Life Hearing Officer or the Chairperson of the Student Conduct Board ("SCB");
 - (g) Right to challenge the fairness and/or impartiality of a Student Life Hearing Officer, a member of the SCB, or a member of the Appellate Board;
 - (h) Right to have a SCB Hearing conducted in accordance with Section .08, including, without limitation, the right to present information to the SCB, the right to propose questions for the Chairperson to ask witnesses, the right to request that information be excluded from the SCB's consideration, and the right to make a closing statement;
 - Right to refrain from presenting information and witnesses during a hearing before the Student Life Hearing Officer or the SCB, and the right to not have the Student Life Hearing Officer or SCB draw an inference adverse to the Respondent if the Respondent chooses not to present information or witnesses;

- (j) Right to Notice of Decision of the SCB, in accordance with Section .08(5);
- (k) Right to appeal the decisions of the SCB that are contained in the Notice of Decision, in accordance with Section .08(6);
- (I) Right to receive a copy of a notice of an initial, interim, or final decision, or a change in such a decision, issued by the Vice Chancellor for Student Life, SCCS, a Student Life Hearing Officer, the SCB, and/or the Appellate Board (e.g., Notice of Allegations, Notice of Decision, Notice of Final Decision), simultaneously with the Complainant's receipt of a copy of the notice of the decision; and
- (m) Right to appeal a decision issued by SCCS, a Student Life Hearing Officer, and/or the SCB, and receive a notice containing information about the right to appeal simultaneously with the Complainant's receipt of a notice of such information, in accordance with Section .07 and Section .08.
- (2) Rights of the Complainant.
 - (a) A Complainant shall be granted equivalent rights to the rights granted to a Respondent under the Code including, without limitation:
 - 1. Right to meet with SCCS to ask questions and receive information about the student conduct process, including, without limitation, the status of an investigation;
 - Right to receive notice of meetings and hearings at which the Complainant may be present and receive access to records used during those meetings and hearings, as provided in the Code;
 - 3. Right to be assisted by an Advisor during all stages of the student conduct process, in accordance with Section .05(3);
 - Right to present information and witnesses during meetings and hearings, including, without limitation, investigations, or hearings before a Student Life Hearing Officer, and SCB Hearings;
 - Right to not be directly questioned in a hearing by anyone other than the Student Life Hearing Officer or the Chairperson of the Student Conduct Board ("SCB");
 - Right to challenge the fairness and/or impartiality of a Student Life Hearing Officer, a member of the SCB, or a member of the Appellate Board;
 - 7. Right to receive a copy of a notice of an initial, interim, or final decision, or a change in such a decision, issued by the Vice Chancellor for Student Life, SCCS, a Student Life Hearing Officer, the SCB, and/or the Appellate Board (e.g., Notice of Allegations, Notice of Decision, Notice of Final Decision), simultaneously with the Respondent's receipt of a copy of the notice of the decision;

- 8. Right to appeal a decision issued by SCCS, a Student Life Hearing Officer, and/or the SCB, and receive a notice containing information about the right to appeal simultaneously with the Complainant's receipt of a notice of such information, in accordance with Section .07 and Section .08; and/or
- 9. Right to otherwise participate in the student conduct process.
- (b) Notwithstanding any provision of the Code to the contrary, including, without limitation, this Section .05(2), a Complainant shall not have the right to attend a meeting or hearing, receive information concerning, or otherwise participate in the student conduct process if such attendance, receipt of information, or participation would violate state or federal law.
- (3) Right to an Advisor. The Complainant and the Respondent may choose to be assisted by one (1) Advisor during all stages of the student conduct process.
 - (a) Selection of an Advisor. SCCS encourages a Complainant or a Respondent who chooses to be assisted by an Advisor to consider selecting a University employee who has received training from SCCS about the student conduct process. The Complainant and the Respondent may obtain the names of trained advisors from SCCS. At their own expense, the Complainant and the Respondent may choose a person who is not employed by the University to serve as an Advisor (e.g., friend, attorney). The Complainant and the Respondent should select as an Advisor a person whose schedule allows attendance at the scheduled date, time, and place for meetings and hearings scheduled by SCCS because meeting and hearing delays generally will not be granted due to the scheduling conflicts of an Advisor.
 - (b) Role of an Advisor. The role of an Advisor is limited to assisting, advising, and/or supporting a Complainant or Respondent during the student conduct process. An Advisor is not permitted to speak for or on behalf of a Complainant or Respondent, appear in lieu of a Complainant or Respondent, participate directly in any other manner during any phase of the student conduct process, including without limitation, a SCB Hearing. However, in a UAPA Hearing, the Complainant and the Respondent are entitled to have an attorney advocate on their behalf.
 - (c) Effect on Advisor's Role on Admissibility of Statements in Civil or Criminal Proceedings Involving Sexual Misconduct.
 - 1. Tennessee law provides that a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a student disciplinary proceeding concerning sexual misconduct must not be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement if the statement was made in a student disciplinary proceeding in which the person did not have the active assistance of counsel.
 - 2. Neither a student accused of sexual misconduct nor a victim of sexual misconduct has the right to the active assistance of counsel in a hearing before the SCB or a Student Life Hearing Officer. As a result, a written or

oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a hearing before the SCB or a Student Life Hearing Officer concerning sexual misconduct must not be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement.

- 3. A student accused of sexual misconduct and a victim of sexual misconduct have the right to the active assistance of counsel in a hearing under the UAPA. As a result, a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a UAPA hearing concerning sexual misconduct may be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement.
- 4. For purposes of this Section .08(2)(c):
 - (i) "Active assistance of counsel" means the right to be represented by a licensed attorney who is allowed to fully participate in the student disciplinary proceeding or an appeal of a result of a student disciplinary proceeding.
 - (ii) "Civil or criminal trial, hearing, or proceeding" does not include any type of civil action, counterclaim, cross-claim, or third-party complaint initiated by or against the University;
 - (iii) "Sexual misconduct" means a violation of the University's policies concerning sexual assault, dating violence, domestic violence, or stalking.
- (4) Notification of the Right to Have an Advisor. SCCS shall provide written notice to the Complainant and the Respondent of their rights to an Advisor. The notice shall contain an explanation of the role of an Advisor during the student conduct process.

1720-04-03-.06 Student Conduct Process: Initial Stages.

- (1) Receipt and Review of Allegations of Misconduct. SCCS may initiate the student conduct process on the basis of written allegations received from any source, including, without limitation, a student, a faculty member, a University housing employee, or a law enforcement agency. SCCS also may initiate the student conduct process in the absence of written allegations if SCCS becomes aware, through other means, of potential misconduct committed by a student. Upon receipt of written allegations or other information concerning potential student misconduct, SCCS will review the information and determine whether to initiate the student conduct process. SCCS's determination of whether to initiate the student conduct process generally will be based on: the preliminary investigation by SCCS or other University official(s), if any, into the allegations received by SCCS; SCCS's determination of whether the alleged conduct falls within the jurisdiction of the Code; and SCCS's determination of whether the alleged conduct, if true, violated the Standards of Conduct.
- (2) Investigation of Allegations of Misconduct. SCCS may investigate the allegations against the Respondent by interviewing witnesses and obtaining other information. SCCS is not

obligated to interview a witness identified by the Respondent or the Complainant if SCCS believes the witness is not likely to possess relevant information, is not likely to lead SCCS to the discovery of relevant information, or the information the witness is likely to possess is cumulative of other information gathered by SCCS. SCCS may re-interview the Complainant, the Respondent, and/or any other person at any time during the investigation in order to obtain additional and/or clarifying information. Investigations conducted by SCCS will be prompt, thorough, and equitable. In conducting an investigation, SCCS will act as a fair and impartial party rather than a representative of the person, office, unit, organization, or entity that submitted the allegations to SCCS. Parts of SCCS's investigation may occur before, during, and/or after the Educational Conference (Section .06(6)) and/or any other part of the student conduct process. At the conclusion of its investigation, SCCS may prepare a written report of the findings of the investigation. The report may include an assessment of the credibility of persons interviewed during the investigation and an assessment of whether it is more likely than not that the Respondent violated the Standards of Conduct. SCCS may delegate the investigation of certain types of allegations to other University offices in accordance with University policy (e.g., research misconduct; sexual misconduct, relationship violence, stalking, and retaliation).

(3) Fairness and ImpartialityConflicts of Interest.

- (a) The student conduct process must be carried out in a manner that is free from conflicts of interest consistent with due process of law.
- (b) A University employee shall not act on behalf of SCCS in the student conduct process in any case in which: (1) the employee is a Complainant or a witness; or (2) the employee determines, for any other reason (e.g., personal prejudice or bias), that he/she cannot be fair or impartial.
- (c) In cases involving allegations of sexual assault, dating violence, domestic violence, or stalking, the student conduct process must include protections for the Respondent analogous to, and no less protective than, the conflict of interest provisions of Tennessee Code Annotated § 4-5-303. Notwithstanding the preceding sentence: (1) an attorney for the University is allowed to provide legal advice to multiple University employees who serve in different roles in the process of disciplining a student; and (2) the University is allowed to provide the Complainant with equivalent rights as the Respondent during the student conduct process.
- (3)(4) Interim Administrative Actions.
 - (a) General. In certain situations, the University may impose interim administrative actions prior to the conclusion of the student conduct process. The University shall determine the appropriate interim administrative actions based on the totality of the circumstances. Examples of interim administrative actions include, without limitation, a no-contact directive (Section .06(4)(b)), a disciplinary hold (Section .06(4)(c)), and interim restrictions (Section .06(4)(d)).
 - (b) No-Contact Directive. In cases involving allegations of assault, injury, sexual misconduct, relationship violence, stalking, retaliation or in other cases where there is reason to believe continued contact between a student and specific persons may interfere with those persons' security, safety or ability to participate effectively in work or studies, the University may issue a written instruction to a

student, called a no-contact directive, that prohibits a student from having verbal, physical, written, and/or electronic contact with specific other persons for a definite or indefinite period of time. A no-contact directive also may prohibit a student from being present on designated University-controlled property. Any student, faculty or staff member or other person with a reasonable justification may request that a no-contact directive be issued to a student.

- (c) Disciplinary Hold. The Respondent's academic record (including, without limitation, the release of the Respondent's official or unofficial transcript), degree, ability to register for classes, and/or ability to re-enroll may be placed on disciplinary hold by SCCS or by another appropriate University office at the request of SCCS for the following reasons: (1) to require the Respondent to participate in the student conduct process (SCCS will release the hold after the Respondent attends the Educational Conference but may reinitiate the hold in order to require the Respondent to participate in other parts of the student conduct process); or (2) to require the Respondent to satisfy the terms and conditions of disciplinary sanctions received (the hold shall be released after the terms and conditions have been satisfied). No diploma shall be given and no grades, academic credit, or degree shall be awarded to a student who has been placed on disciplinary hold.
- Interim Restrictions. Generally, the status of a student alleged to have violated (d) the Standards of Conduct is not affected until the conclusion of the student conduct process (Section .07(4)). However, the Vice Chancellor for Student Life may impose interim restrictions prior to the conclusion of the student conduct process related to the alleged misconduct when the Vice Chancellor for Student Life has reasonable cause to believe that (1) a Respondent's continued presence on University-controlled property or at University-affiliated activities poses a significant risk of substantial harm to the health, safety, or welfare of others or to property or (2) poses an imminent or ongoing threat to the disruption of, or interference with, the normal operations of the University. Interim restrictions shall be confirmed by notice to the Respondent that explains the basis for the interim restrictions and shall remain in effect until the conclusion of the student conduct process, which should be completed without undue delay. Within three (3) days of the imposition of the interim restrictions, the Respondent shall be offered an opportunity to appear before the Vice Chancellor for Student Life in order to discuss the following issues only: (1) the reliability of the information concerning the Respondent's conduct; and (2) whether the conduct and surrounding circumstances reasonably indicate that the Respondent's continued presence on University controlled property or at University-affiliated activities poses a significant risk of substantial harm to the health, safety, or welfare of others or to property or poses an imminent or ongoing threat of disruption of or interference with the normal operations of the University. Examples of interim restrictions include, without limitation, restricting the student's privileges to participate in University affiliated activities, restricting the student's privileges to access University-controlled property, University owned housing removal and/or reassignment, and/or interim suspension. Restrictions contained within nocontact directives (Section .06(4)(b)) are not interim restrictions. An interim suspension is an official separation of the student from the University until the conclusion of the student conduct process or the interim suspension is lifted, whichever occurs first. While on interim suspension, the student loses all University rights and privileges (e.g., enrollment privileges) except for the rights and privileges to contest the allegations pursuant to the Code, shall not represent

the University in any official manner, and shall not be present on Universitycontrolled property or participate in University- affiliated activities without the prior approval of the Vice Chancellor for Student Life. When placed on interim suspension, the Respondent may be assigned a grade of "W" or "I," whichever is deemed appropriate by the faculty member involved. A Respondent who violates the terms of an interim restriction shall be subject to further disciplinary action and may be treated as a trespasser.

- (4)(5) Coursework. Coursework performed during the student conduct process shall be considered conditional. Credit for such coursework may be affected, delayed, denied, and/or revoked based on a final finding of misconduct and/or a sanction imposed under the Code. In addition, subject to the other provisions of the Code, a delay in the granting of a degree may be imposed and/or a degree that was awarded prior to a final decision under the Code may be revoked.
- (5)(6) Educational Conference.

- (a) Scope of the Educational Conference. The Educational Conference is a meeting between SCCS and the Respondent in which the following generally occurs:
 - 1. SCCS orally informs the Respondent about the allegations made against the Respondent and, if requested by the Respondent, provides the Respondent with a reasonable opportunity to review the written allegations, if any, received by SCCS.
 - 2. SCCS provides the Respondent with an opportunity to respond to the allegations, including, without limitation, an opportunity to present information to SCCS concerning the allegations and identify witnesses whom the Respondent believes SCCS should interview to obtain additional information.
 - 3. Both SCCS and the Respondent may ask questions to each other and seek clarifying information about the allegations, the possible sanction(s), and the student conduct process.
 - 4. Based on information provided by the Respondent during the Educational Conference, SCCS may issue a no-action determination (Section .07(4)(a)) or continue its investigation in order to determine whether it is more likely than not that the Respondent violated the Standards of Conduct.
- (b) Notice of Educational Conference. A Notice of Educational Conference is a written notice through which SCCS notifies the Respondent that SCCS has received allegations that the Respondent has engaged in misconduct; instructs the Respondent to attend or schedule an Educational Conference; and provides the Respondent with other information about the student conduct process. A Notice of Educational Conference generally will include the following information: (1) notice that SCCS has begun or will begin an investigation of allegations SCCS received concerning the Respondent's conduct; (2) notice of a disciplinary hold, if any, that the University has implemented or will implement with respect to the Respondent; (3) a brief description of the Respondent's alleged conduct; (4) a preliminary list of potential violations of the Standards of Conduct, based on the Respondent's alleged conduct; (5) notice of the Respondent's right to be assisted

and/or supported by an Advisor throughout the student conduct process, in accordance with Section .05(3), including information about the role of an Advisor; (6) the internet address where the Respondent can review a copy of the Code; (7) a date, time, and place for an Educational Conference with SCCS to discuss the incident, or, in the alternative, an instruction that the Respondent contact SCCS to schedule an Educational Conference within the time frame designated in the Notice of Educational Conference; and (8) notice of the consequences of failing to comply with SCCS's instruction to attend or schedule an Educational Conference.

- (c) Consequences of Failing to Attend or Schedule an Educational Conference. If the Respondent fails to attend or schedule an Educational Conference after SCCS has sent the Respondent a Notice of Educational Conference, then the Respondent waives all rights to a Formal Hearing, and SCCS has the discretion to deem the Respondent to have accepted SCCS's determination of responsibility for misconduct and may impose appropriate sanction(s) for the misconduct (unless the Respondent's absence is excused by SCCS for good cause). SCCS also may determine that the Respondent's failure to attend the Educational Conference constitutes a separate violation of the Standards of Conduct.
- (6)(7) Notice of Allegations. A Notice of Allegations is a written notice that informs the Respondent that SCCS has concluded that it is more likely than not that the Respondent violated the Standards of Conduct. A Notice of Allegations generally includes, without limitation, the following information: (i) a brief summary of the facts of Respondent's alleged misconduct; (ii) notice that SCCS has determined that it is more likely than not that Respondent violated the Standards of Conduct; (iii) notice of the specific Standard(s) of Conduct that SCCS has determined the Respondent more likely than not violated; (iv) the Respondent's option(s) to elect a Formal Hearing to contest SCCS's determination of responsibility for misconduct and/or the sanction(s); and (v) the names of witnesses likely to present information concerning the alleged misconduct if the Respondent elects to contest the allegations through a Formal Hearing. SCCS may provide the Respondent with a Notice of Allegations during the Educational Conference.

1720-04-03-.07 Student Conduct Process: Resolutions.

(1) Resolution by Agreement.

- (a) Purpose and Effects of a Resolution Agreement. At any time during the student conduct process, a Respondent may resolve allegations of misconduct by signing a Resolution Agreement<u>proposed by SCCS</u>. By signing a Resolution Agreement, the Respondent: (1) accepts responsibility for violating the Standards of Conduct, as alleged by SCCS; (2) agrees to the imposition of the sanction(s) proposed by SCCS; and (3) waives all rights the Respondent may have to resolve the allegations through a Formal Hearing. A Resolution Agreement is not valid until it is signed by both the Respondent and SCCS.
- (b) Revocation or Appeal of a Resolution Agreement. The Respondent may not revoke or appeal a Resolution Agreement signed by the Respondent.
- (c) Resolution Agreement Sexual Misconduct, Relationship Violence, Stalking, or Retaliation. After SCCS receives a Resolution Agreement signed by the Respondent in a case involving sexual misconduct, relationship violence,

stalking, or retaliation, SCCS will notify the Complainant about the proposed Resolution Agreement in writing and provide the Complainant with the opportunity to object to the sanction proposed by SCCS in the Resolution Agreement. A Complainant must notify SCCS of his/her objection in writing within five (5) business days from the date that SCCS informs the Complainant about the proposed Resolution Agreement. If the Complainant timely informs SCCS of his/her objection, then SCCS may address the Complainant's objection by modifying the sanction in a wayproposed Resolution Agreement that is agreeable to both the Respondent and the Complainant and having the Respondent sign the modified Resolution Agreement. Otherwise, SCCS will continue the student conduct process and resolve the allegations against the Respondent in accordance with the Code. Nothing in this Section .07(1) shall be construed to permit SCCS to conduct mediation in a case involving allegations of sexual assault.

- (d) Resolution Agreement Academic Dishonesty. In order to resolve an allegation that the Respondent violated Section .04(1) (academic dishonesty) through a Resolution Agreement, the Respondent shall agree to the imposition of the instructor's academic penalty in addition to agreeing to the other requirements contained in Section .07(1)(a).
- (2) Resolution by Formal Hearing.

- (a) Types of Formal Hearings. A Formal Hearing is a process through which a Respondent has a right to contest allegations of misconduct and/or the sanctions proposed by SCCS by presenting information (including, without limitation, witnesses) to a decision maker other than the University employee(s) who conducted the investigation and/or Educational Conference. The Code provides for three types of Formal Hearings, depending on the gravity of the disciplinary sanctions that have been proposed by SCCS:
 - A hearing before a Student Life Hearing Officer, which is described in Section .07(2)(d);
 - 2. A hearing before the SCB ("SCB Hearing"), which is described in Section .08; and
 - 3. A contested case hearing under the Uniform Administrative Procedures Act ("UAPA Hearing"), which is conducted in accordance with the University's procedures for conducting contested case proceedings under the UAPA, Chapter 1720-01-05.
- (b) Rights to a Formal Hearing. In every case, the Respondent has the right to resolve allegations of misconduct and/or proposed sanctions through a hearing before a Student Life Hearing Officer. A Respondent also has the right to resolve allegations of misconduct and/or the proposed sanctions through a SCB Hearing or a UAPA Hearing when SCCS proposes one (1) or more of the following sanctions: (1) deferred suspension; (2) suspension; (3) expulsion; (4) University housing removal; (5) withholding of degree; (6) revocation of degree; or (7) revocation or suspension of the student organization's University registration.
- (c) How to Request a Formal Hearing. A Formal Hearing may be requested by the Respondent only in writing using the form(s) approved by SCCS. Orally

requesting a Formal Hearing shall not constitute a valid request for a Formal Hearing. If a Respondent timely requests a Formal Hearing and has a right to have either a UAPA Hearing or a SCB Hearing, then the University will conduct a UAPA Hearing unless the Respondent executes a written waiver of the right to a UAPA Hearing.

- (d) Hearing before a Student Life Hearing Officer. A Student Life Hearing Officer is a University employee designated and trained by SCCS to conduct a Formal Hearing consistently with the procedures outlined in the Code for SCB Hearings (e.g., Section .08), except as provided in this Section .07(2)(d). In conducting a Formal Hearing, a Student Life Hearing Officer has the same authority of the Chairperson of the SCB except that, unlike the Chairperson of the SCB, but like the voting members of the SCB, the Student Life Hearing Officer is the decision maker concerning whether the Respondent violated the Standards of Conduct, and, if so, what sanction(s) to impose. The decision of a Student Life Hearing Officer may be appealed to the Appellate Board using procedures consistent with the procedures outlined in the Code for appeals of decisions of the SCB.
- (e) Consequences of Failing to Timely Elect a Formal Hearing. If the Respondent fails to elect a Formal Hearing within five (5) business days of SCCS transmitting a Notice of Allegations in writing to the Respondent, then the Respondent waives all rights to a Formal Hearing, and SCCS has the discretion to deem the Respondent to have accepted SCCS's determination of responsibility for misconduct and may impose sanction(s) deemed appropriate by SCCS (unless SCCS extends the time for the Respondent to request a Formal Hearing for good cause). If SCCS extends the time for the Respondent to request a Formal Hearing and the Respondent fails to elect a Formal Hearing within the additional time granted by SCCS, then the Respondent waives all rights to a Formal Hearing, and SCCS has the discretion to deem the Respondent to have accepted SCCS's determination of responsibility for misconduct and may impose sanction (s) deemed appropriate by SCCS.
- (3) **Resolution through an** Alternative Resolution **Process**.
 - (a) Proposal of an-Alternative Resolution-Process. At any time during the student conduct process, SCCS may propose to the Respondent and the Complainant that they attempt to resolve the allegations against the Respondent may be resolved through an alternative resolution process. An alternative resolution is a resolution that is reached through a process and/or by a sanction or restriction not described in the Code. Before proposing that the allegations be resolved through an alternative resolution process, SCCS shall determine whether an alternative resolution process would be an appropriate method of resolution based on the facts and circumstances of the case, and, if so, what type of alternative resolution process should be used. In cases involving sexual misconduct, relationship violence, stalking, or retaliation, SCCS will consult with the Title IX Coordinator in making that determination. Examples of alternative resolution processes that may be proposed by SCCS include mediation, facilitated dialogue, conflict coaching, and restorative justice. AnThe process of trying to reach an alternative resolution process is a voluntary process (i.e., neither the Respondent nor a Complainant is required to participate)that may or may not result in an Alternative Resolution Agreement. If an Alternative Resolution Agreement is not reached, then the student conduct process will

proceed, and the allegations against the Respondent will be resolved through one of the other resolution methods in the Code.

- (b) Unavailability of an Alternative Resolution Process. SCCS shall not use an alternative resolution process to resolve allegations against a Respondent: (1) in a case in which the Complainant and the Respondent have not mutually agreed, in writing, to the alternative resolution process; or (2) in a case involving allegations of sexual assault (restriction limited to mediation only).
- (c)(b) Alternative Resolution Agreement. An Alternative Resolution Agreement is a written agreement that confirms an agreement reached during an alternative resolution process to resolve the allegations against the Respondent through an alternative resolution. To be valid, an Alternative Resolution Agreement shall in all cases be signed by SCCS and, the Respondent, and the Complainant and shall include a waiver of the Respondent's right, if any, to have a Formal Hearing on the allegations. Prior to the execution of an Alternative Resolution Agreement, if a Complainant has not participated with SCCS in the discussion of an alternative resolution, then SCCS will provide the Complainant with an opportunity to provide a timely objection to the proposed alternative resolution. In appropriate cases, SCCS may request the Complainant to sign an Alternative Resolution Agreement is not effective without the Complainant's signature. Neither the Respondent nor the Complainant may revoke or appeal an Alternative Resolution Agreement.
- (4) Conclusion of the Student Conduct Process. This Section .07(4) summarizes the different ways in which the student conduct process may be concluded. If more than one of the following events occur, then the student conduct process concludes on the date of the last event to occur. SCCS generally will provide the Respondent with written notice about the conclusion of the student conduct process within a reasonable time after the conclusion of the process. If permitted or required by law, SCCS also will provide the Complainant with written notice about the conclusion of the student conclusion of the process within a reasonable time after the complainant with written notice about the conclusion of the process within a reasonable time after the conclusion of the process.
 - (a) No Action Determination. The student conduct process concludes when SCCS makes a final determination at any point in the process that no action will be taken (e.g., SCCS determines that it is not more likely than not that the Respondent violated the Standards of Conduct; a Complainant declines to participate in the student conduct process, and SCCS does not have sufficient information or witnesses to move forward with the student conduct process). SCCS may reinitiate the student conduct process upon receipt of new information; however, after SCCS has determined to take no action, SCCS may reinitiate the student conduct process after a student has graduated only in cases involving Section 4.1 (academic dishonesty) or a violation of the University's policy on research misconduct. A Complainant who is informed by SCCS of a no action determination may appeal the decision to the SCCS, in writing, within five (5) business days of the date that SCCS transmitted notice of the no action determination to the Complainant. The decision of SCCS is final and may not be appealed.
 - (b) Failure to Attend or Schedule an Educational Conference. In accordance with Section .06(6)(c), the student conduct process concludes when: SCCS has issued a Notice of Educational Conference; the Respondent either fails to attend an Educational Conference or fails to comply with SCCS's instruction to contact

SCCS to schedule an Educational Conference within the time frame designated in the Notice of Inquiry; and SCCS does not exercise its discretion to excuse the Respondent's failure for good cause.

- (c) Failure to Request a Formal Hearing after Notice of Allegations. In accordance with Section .07(2)(e), the student conduct process concludes when the Respondent fails to elect a Formal Hearing within five (5) business days of SCCS sending or delivering a Notice of Allegations to the Respondent, and SCCS does not exercise its discretion to excuse the Respondent's failure for good cause.
- (d) Resolution Agreement. The student conduct process concludes when a Resolution Agreement is executed in accordance with Section .07(1).
- (e) Alternative Resolution Agreement. The student conduct process concludes when an Alternative Resolution Agreement is executed in accordance with Section .07(3).
- (f) Notice of Decision of a Student Life Hearing Officer No Valid Appeal. The student conduct process concludes when a Student Life Hearing Officer has issued a Notice of Decision and neither the Respondent nor the Complainant has submitted a valid Notice of Appeal.
- (g) Notice of Decision of a Student Conduct Board No Valid Appeal. The student conduct process concludes when a Student Conduct Board has issued and transmitted a Notice of Decision under Section .08(5) and neither the Respondent nor the Complainant has submitted a valid Notice of Appeal under Section .08(6).
- (h) Notice of Final Decision. The student conduct process concludes when the Appellate Board has issued a Notice of Final Decision.
- UAPA. The student conduct process concludes when a Formal Hearing has concluded, <u>either through a final order</u>, <u>settlement</u>, <u>or otherwise</u>, under the University's rules for conducting contested case proceedings under the UAPA, Chapter 1720-01-05.
- (j) Expiration and Satisfaction of All Sanctions. The student conduct process concludes when SCCS determines that the time periods for all sanctions given to the Respondent have expired (except for the sanction of expulsion, which does not expire), and the Respondent has satisfied all other terms and conditions of all sanctions that the Respondent received.

1720-04-03-.08 Student Conduct Board: Hearings and Appeals.

(1) Notice of SCB Hearing.

- (a) When a Notice of SCB Hearing is Sent. If the Respondent requests a SCB Hearing in accordance with Section .07(2), then SCCS will send the Respondent and the Complainant a Notice of SCB Hearing at least seven (7) business days in advance of the date of the hearing.
- (b) Information in the Notice of SCB Hearing. The Notice of SCB Hearing generally will contain, or be accompanied by, the following information: (1) the date, time,

and place of the SCB Hearing (SCCS may reschedule the SCB Hearing for good cause and issue a revised Notice of SCB Hearing that contains a new date, time, and place of the SCB Hearing); (2) a copy of the Notice of Allegations; (3) the sanction(s) that the Conduct Officer will request the SCB impose on the Respondent; (4) the names of all witnesses through whom the Conduct Officer is likely to present information during the SCB Hearing; (5) a notice of the right to the assistance and/or support of an Advisor during the SCB Hearing; and (6) a description of all tangible or electronic information that the Conduct Officer is likely to present to the SCB, such as an investigative report, police report, incident report, witness statements, video or audio recordings, photographs, text messages, or phone records-: (7) notice of the right to request a copy of SCCS' investigative file, redacted in accordance with the Family Educational Rights and Privacy Act of 1974, (20 U.S.C. § 1232g), and the federal regulations implementing that statute, as amended; and (8) notice of the right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that the University has in its possession, custody, or control and may use to support claims or defenses, unless the use would be solely for impeachment.

- (c) More than One Respondent. In cases involving more than one (1) Respondent, SCB Hearings concerning each Respondent's conduct may be conducted separately upon written request of a Respondent submitted at the time of the Respondent's request for a Formal Hearing. SCCS has the discretion to make the final determination of whether to grant such a request and will notify the Respondents of the decision.
- (d) Consequences of Failing to Attend a SCB Hearing. If the Respondent fails to attend a SCB Hearing, then the Respondent waives all rights to a SCB Hearing. The SCB may: proceed with the SCB Hearing without the Respondent's participation; hold the Respondent accountable for all decisions made in the Respondent's absence, including, without limitation, decisions concerning responsibility for alleged violations of the Standards of Conduct; and may determine that the Respondent's failure to attend the hearing constitutes a separate violation of the Standards of Conduct. If the SCB determines, in the Respondent's absence, that it is more likely than not that the Respondent violated the Standards of Conduct, then SCCS may implement the sanctions imposed by the SCB and conclude the student conduct process.
- (2) Composition of the Student Conduct Board.
 - (a) Eligible Pool. The University shall annually appoint a pool of persons who are eligible to serve on a SCB. The University may appoint University students, University faculty members, or University staff employees; however, an employee who works in SCCS is ineligible to serve on a SCB. Persons appointed by the University will be trained by SCCS to serve on a SCB.
 - (b) Appointment of the SCB.
 - General. The SCB is appointed ad hoc for each hearing by the Director of SCCS from the pool described in Section .08(2)(a). SCCS shall appoint a SCB consisting of one (1) non-voting Chairperson and seven (7) voting members. SCCS shall not appoint persons on the basis of how SCCS anticipates that they will vote. The Chairperson shall be a

University faculty member or staff employee who has received training from SCCS on how to conduct a SCB Hearing. Five (5) voting members and one (1) non-voting Chairperson constitute a quorum of the SCB that was appointed by SCCS; however, SCCS will make reasonable efforts to seat a SCB consisting of seven (7) voting members. In seating any SCB, except as provided in Section .08(2)(b)(2) or Section .08(2)(b)(3), the student composition of the voting members of the SCB must be equal to or greater than the sum of the faculty and staff voting members. Regardless of the number of voting members present, all classifications of the University community (students, faculty, and staff) must be represented by at least one (1) voting member, except as provided in Section .08(2)(b)(2) or Section .08(2)(b)(3).

- 2. Exception for Cases Involving Allegations of Sexual Misconduct. Notwithstanding anything to the contrary in Section .08(2)(b)(a), SCCS shall not appoint students to serve on the SCB in a case involving an allegation of sexual misconduct unless both the Respondent and the Complainant consent to having students appointed to serve on the SCB hearing their case.
- Exception for Cases Involving Allegations of Research Misconduct. Notwithstanding anything to the contrary in Section .08(2)(b)(a), SCCS shall not appoint students to serve on the SCB in a case involving an allegation of research misconduct.
- (c) Fairness and Impartiality of SCB Members. Any member of the SCB who determines that they cannot decide a case fairly and impartially for any reason (e.g., having a personal prejudice or bias) shall excuse themselves from serving on the SCB, in which case SCCS shall appoint a substitute member of the panel in accordance with the rules in Section .08(2)(b).
- (3) General Rules Governing SCB Hearings.
 - (a) Required Pre-Hearing Information and Copies Complainant and Respondent.
 - 1. At least five (5) business days prior to the SCB Hearing, the Complainant and the Respondent must provide the following to SCCS in writing:
 - (i) The name of their Advisor, if any, who will attend the SCB Hearing;
 - The names of all witnesses through whom they plan to present information to the SCB and a brief summary of the information that they reasonably anticipate that each witness will provide to the SCB;
 - (iii) A copy of all tangible or electronic information that they plan to present to the SCB (e.g., witness statements, video or audio recordings, photographs, text messages, phone records, medical bills, diagrams). However, they are not required to provide copies of information that is not in a form that allows copying

(e.g., weapon; piece of clothing), in which case they should describe the information in writing; and

- (iv) A copy of a statement, if any, that they want the SCB to consider in determining the appropriate sanction to impose on the Respondent if the SCB finds that the Respondent violated a Standard of Conduct. The Complainant's statement may include a description of the impact of the Respondent's alleged conduct on the Complainant. The Respondent's statement may include a description of any factors the Respondent believes mitigates the alleged misconduct.
- 2. During the SCB Hearing, the Complainant and the Respondent may present witnesses who were not identified in the Notice of Formal Hearing only if they comply with this Section .08(3)(a) (i.e., other witnesses not identified to SCCS in writing at least five (5) business days prior to the SCB Hearing will not be allowed). The Complainant and the Respondent are responsible for contacting witnesses who were not identified in the Notice of Formal Hearing, informing them about the date, time, and place of the SCB Hearing, and securing their attendance at the SCB Hearing.
- (b) Pre-Hearing Review of Information. Individuals involved with the hearing are responsible for contacting SCCS to arrange a time to review the information prior to the hearing if such review is desired and the information has not been made available electronically. No less than three (3) business days prior to the hearing, SCCS will make copies of information submitted by the Complainant, the Respondent, and the Conduct Officer available for review by the Complainant, Respondent, their respective Advisors, and members of the SCB. Those individuals will be notified by SCCS when materials are available for review. SCCS may make the information available electronically. In their sole discretion, SCCS may redact irrelevant information prior to making information available.
- (c) Recording of the SCB Hearing. The University shall be responsible for making a verbatim record (e.g., digital recording) of a SCB Hearing. Deliberations of the SCB shall not be recorded. The record of the SCB Hearing shall be the property of the University. The Complainant and the Respondent may take notes during a SCB Hearing, which shall be their own property, but neither the Complainant nor the Respondent may record the hearing using any other method of recording. However, the University will provide a copy of the verbatim record to the Complainant and the Respondent upon request.
- (d) Attendance and Participation. Attendance during a SCB generally is limited to members of the SCB, the Conduct Officer, the Complainant and the Complainant's Advisor, the Respondent and the Respondent's Advisor, and witnesses. The Conduct Officer, the Complainant, the Respondent, Advisors, and witnesses may not be present during the deliberations of the SCB. Witnesses may attend the SCB Hearing only while they are presenting information to the SCB, unless the witness is the Complainant or the Respondent. The Chairperson and SCCS have the discretion to allow other persons to attend the SCB Hearing, in accordance with state and federal law. The Complainant and the Complainant's Advisor may attend any part of the SCB Hearing (excluding the

deliberations of the SCB), but the Complainant and the Complainant's Advisor shall be excused from the hearing room when the Respondent's Education Records or information obtained from the Respondent's Education Records are disclosed unless the information is also part of the Complainant's Education Records. However, the previous sentence shall not apply, and the Complainant and the Complainant's Advisor shall have the right to attend the entire SCB Hearing, in cases of sexual misconduct, relationship violence, and stalking. The Chairperson may accommodate concerns for the personal safety, well-being, and/or fears of confrontations of the Complainant, the Respondent, and/or witnesses by permitting attendance or participation by closed circuit television, video conferencing, or other appropriate means, as determined in the discretion of the Chairperson. However, the identity of all persons who present information to the SCB must be made known to the Respondent and the Complainant. The Respondent and the Complainant must be allowed to view and hear a person who is attending or participating by closed circuit television, video conferencing, or other similar means.

- (4) Procedural Rules for SCB Hearings.
 - (a) Right to Challenge the Selection of a SCB Member. At the beginning of the SCB Hearing, the Chairperson shall allow the Complainant and the Respondent to request the removal of a member of the SCB on the grounds that the person cannot be fair and impartial in deciding the case. If the Chairperson determines that the person cannot be fair and impartial, then SCCS may appoint a substitute member of the SCB in accordance with Section .08(2)(b) or, if a quorum of the SCB still exists, remove the SCB member and allow the SCB Hearing to continue without appointing a substitute member.
 - (b) Authority of the Chairperson. The Chairperson has the authority to maintain order and make all decisions necessary for the fair, orderly, and expeditious conduct of the SCB Hearing. The Chairperson shall be the final decision maker concerning what, how, and in what order information and witnesses are presented to the SCB.
 - (c) Exclusion of Information. Upon the Chairperson's initiation or upon request by the Conduct Officer, the Complainant, the Respondent, or a member of the SCB, the Chairperson may exclude the following information from the SCB's consideration: (1) irrelevant information; (2) information that unreasonably repeats information already provided to the SCB; (3) information that was not provided in advance of the hearing in accordance with Section .08(3)(a), or information from witnesses who were not disclosed in advance of the hearing in accordance with Section .08(3)(a); (4) information that is protected from disclosure under federal or Tennessee law; and/or (5) information about a person's character or character trait, if the information is being presented to show that on a particular occasion the person acted in accordance with the character or character trait. Generally, in cases involving an allegation of sexual misconduct, neither the Complainant's nor the Respondent's prior sexual history is relevant to the issue of whether sexual misconduct occurred and will not be considered by the SCB. However, when the Respondent contends that the Complainant gave consent for a particular sexual act, the prior sexual history between the Complainant and the Respondent may be relevant to assess the manner and nature of communications between the parties, although the mere existence of a current or previous dating, romantic, intimate, or sexual relationship with the other person does not allow a

Respondent to imply or infer consent. The Complainant's and the Respondent's prior sexual history may also be relevant in other limited circumstances, such as to show intent, motive, absence of mistake, or to explain an injury or physical finding.

- (d) Persons Who May Present Information. The only persons who may present information and/or witnesses during a SCB Hearing are the Conduct Officer, the Complainant, and the Respondent. The Complainant and the Respondent are responsible for presenting their own information and/or witnesses, if any, to the SCB (an Advisor shall not present information and/or witnesses to the SCB).
- (e) Formal Rules. Formal rules of process, procedure, and/or technical rules of evidence, such as those applied in criminal or civil court, are not used in SCB Hearings. The Chairperson shall decide all procedural questions that arise during a SCB Hearing. The Chairperson may consult with SCCS for assistance in resolving procedural questions fairly and in accordance with the Code.
- (f) Questioning of Witnesses. Witnesses will provide information to the SCB and answer questions from the Chairperson. The Chairperson may ask questions and/or submit a request for additional information to the Respondent, the Complainant, the Conduct Officer, and/or witnesses. The Conduct Officer, the Respondent and/or the Complainant shall not directly ask questions to each other or other witnesses. The Conduct Officer, the Respondent, the Complainant, and/or members of the SCB may propose questions for the Chairperson to ask witnesses by submitting the proposed questions to the Chairperson in writing during the hearing. The Chairperson has the discretion whether to ask a witness a question proposed by the Conduct Officer, the Respondent, the Complainant, and/or members of the SCB. The method of questioning witnesses outlined in this Section .08(4)(f) is used to preserve the educational tone of the SCB Hearing and to avoid the creation of an adversarial environment.
- (g) Closing Statements. At the close of the SCB Hearing, the Chairperson may allow the Conduct Officer, the Complainant, and the Respondent equal opportunities to make statements to the SCB summarizing the information presented to the SCB and/or advocating the decision that the SCB should reach. The Conduct Officer and the Complainant may advocate that the SCB impose a specific sanction(s), and the Respondent may respond; however, the Respondent's record of student conduct maintained by SCCS shall not be disclosed to the SCB by the Conduct Officer or the Complainant during the hearing except in accordance with Section .08(5)(c).
- (h) Burden of Presenting Information Demonstrating Misconduct. The Conduct Officer bears the burden of presenting information demonstrating that it is more likely than not that the Respondent violated a Standard of Conduct, as alleged in the Notice of Allegations. Neither the Complainant nor the Respondent is required to present information or witnesses concerning the Respondent's alleged misconduct. The SCB shall not draw an inference adverse to the Conduct Officer, the Complainant, or the Respondent if the Complainant or the Respondent chooses not to present information or witnesses to the SCB.
- (5) Notice of Decision of the Student Conduct Board.

- (a) Deliberation of the SCB. After the Chairperson determines that all relevant information has been received by the SCB, the SCB will deliberate in private and decide, for each Standard of Conduct alleged in the Notice of Allegations to have been violated, whether it is more likely than not that the Respondent violated the Standard of Conduct. The SCB will decide by majority vote whether the Respondent violated the Standards of Conduct. The Chairperson shall not vote on the decision of whether the Respondent is responsible for violating the Standards of Conduct or what sanctions should be imposed unless there is a tie vote of the SCB.
- (b) Basis of Decision. The SCB shall not base its decision on information not presented during the SCB Hearing. However, if the SCB requests that additional information be provided after the SCB Hearing, the SCB may consider and base its decision on the additional information, as long as the Conduct Officer, the Respondent, and the Complainant have had a chance to review and respond to the additional information either in a resumption of the SCB Hearing or in writing.
- (c) Determination of Sanction(s). If the SCB decides that the Respondent violated the Standards of Conduct, then the SCB will decide the appropriate sanction(s) by majority vote. In deciding the appropriate sanctions for a Respondent's misconduct, the SCB may consider: (1) statements submitted by the Complainant and/or the Respondent to the SCB concerning the appropriate sanctions; and (2) a statement about the Respondent's conduct history, which shall be provided to the Chairperson by SCCS in a sealed envelope prior to the SCB Hearing.
- (d) Issuance of Notice of Decision. Issuance of Notice of Decision. Within three (3) business days of the conclusion of the SCB Hearing, the Chairperson shall issue a Notice of Decision and transmit a copy of the Notice of Decision to SCCS. SCCS shall notify the Respondent about the Notice of Decision and provide a copy of the Notice of Decision. If permitted or required under law, SCCS shall notify the Complainant about the Notice of Decision (simultaneously with the notification to the Respondent) and provide a copy of the Notice of Decision to the Complainant.
- (e) Information in Notice of Decision. The following information shall be included in the Notice of Decision: (1) for each Standard of Conduct identified in the Notice of Allegations, the SCB's decision concerning whether it is more likely than not that the Respondent violated the Standard of Conduct and the SCB's rationale for the decision concerning the alleged violation of the Standard of Conduct, including, without limitation, a brief summary of the information upon which the SCB relied in making its decision; (2) the sanction(s), if any, that the SCB has imposed on the Respondent; and (3) information about the Respondent's and the Complainant's options, if any, to appeal the decision of the SCB.
- (6) Appealing Decisions of the Student Conduct Board.
 - (a) Appealable Decisions. The Conduct Officer, the Complainant and/or the Respondent may appeal the decisions of the SCB that are contained in the Notice of Decision, but the grounds for appeal are limited to those described in Section .08(6)(c).

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- (b) Notice of Appeal. An appeal is procedurally valid only if all of the following requirements are met: (1) an appeal shall be submitted in writing by fully completing a form approved by SCCS called a "Notice of Appeal;" (2) the Notice of Appeal shall be received by SCCS within five (5) business days of the date that SCCS transmitted the Notice of Decision; and (3) the Notice of Appeal shall not include information that is not included in the record of the SCB Hearing, except the Notice of Appeal may contain a summary of the new information described in Section .08(6)(c)(3).
- (c) Grounds for Appeal. The Notice of Appeal shall explain the grounds for the appeal, which shall be limited to one (1) or more of the following grounds:
 - 1. Clearly Unreasonable Sanction. The sanction(s) imposed by the SCB is clearly unreasonable (i.e., has no sound basis or justification in reason).
 - 2. Material Procedural Error. A procedural error occurred prior to or during the SCB Hearing, and the procedural error reasonably could have had a material impact on the SCB in reaching its decision. Neither the failure of the Respondent or the Complainant to secure the attendance of an Advisor or witness nor the failure of an Advisor or witness to attend or otherwise participate in any phase of the student conduct process constitutes a material procedural error. The failure of the Respondent or the Complainant to attend the SCB Hearing does not constitute a material procedural error.
 - 3. New Information. New information has been discovered, the information reasonably could have had a substantial impact on the SCB in reaching its decision, and the person submitting the Notice of Appeal did not know and reasonably could not have known about the information at the time of the SCB Hearing.
 - 4. Personal Prejudice or Bias of a SCB Member. A SCB member had a personal prejudice or bias that precluded them from fairly and impartially hearing the case. The fact that a SCB member voted to find a Respondent responsible or not responsible for violating a Standard of Conduct does not, by itself, demonstrate that the SCB member had a personal prejudice or bias for or against the Respondent, the Complainant, or the University.
- (d) Effective Date of Sanction. The sanction(s) imposed by the SCB shall not be effective during the period in which a Notice of Appeal may be submitted, or, if a procedurally valid Notice of Appeal has been submitted (as determined by Section .08(6)(b)), until a Notice of Final Decision is issued by the Appellate Board, whichever is later. In cases in which the sanction of degree revocation is imposed, the sanction shall be presented to the Chancellor for approval before the sanction is imposed.
- (e) Appellate Board. The Appellate Board is the University body that considers appeals of decisions of the SCB, after a procedurally valid Notice of Appeal has been submitted to SCCS. SCCS will appoint a pool of persons trained by SCCS who are eligible to serve on an Appellate Board. SCCS may appoint University students, University faculty members, or University staff employees to be

members of that pool. SCCS shall not appoint persons on the basis of how SCCS anticipates that they will vote.

- (f) Determination of Procedural Validity of Notice of Appeal. Within five (5) business days after the receipt of a Notice of Appeal, SCCS will determine whether the Notice of Appeal is procedurally valid. A Notice of Appeal is procedurally valid only if it has been fully completed, timely submitted to SCCS, does not contain information outside of the record of the SCB Hearing, and does not contain a ground for appeal not listed in Section .08(6)(c). If a Notice of Appeal is procedurally invalid and the time for submitting a Notice of Appeal under this Section .08(6)(f) has expired, then SCCS shall send the Conduct Officer, the Respondent, and the Complainant (if permitted or required by law) a notice that the decision of the SCB has become final and any sanction(s) imposed will become effective immediately. However, in a case in which the Notice of Appeal contains information outside of the record of the SCB Hearing or a ground for appeal not listed in Section .08(6)(c), SCCS may proceed with appointing an Appellate Board after removing from the Notice of Appeal information that was not included in the record of the SCB Hearing and/or the impermissible ground for appeal.
- (g) Appointment of Appellate Board. If the Notice of Appeal is procedurally valid, then SCCS shall appoint an Appellate Board to hear the appeal from the pool of persons who are eligible to serve on an Appellate Board. An Appellate Board shall be composed of one (1) non-voting Chairperson and three (3) voting members. At least one (1) voting member of the Appellate Board shall be a University student; except, however, SCCS shall not appoint students to serve on an Appellate Board in a case involving an allegation of research misconduct or involving an allegation of sexual misconduct unless both the Respondent and the Complainant consent to having students appointed to serve on the Appellate Board hearing their case. The Director of SCCS shall not appoint a person to serve as Chairperson or a voting member of the Appellate Board if the person served as a Chairperson or a voting member of the SCB whose decision is being appealed. In addition, an employee who works in SCCS or whose direct supervisor is the Conduct Officer who participated in the SCB Hearing shall be ineligible to serve as a member of the Appellate Board.
- (h) Transmittal of Notice of Appeal. After the appointment of the members of the Appellate Board, SCCS shall transmit a copy of the Notice of Appeal to persons who have a need to know about the Notice of Appeal, including, without limitation, the members of the Appellate Board and all non-appealing parties (e.g., if the Respondent appeals, the Conduct Officer and the Complainant would be the non-appealing parties). A non-appealing party may submit a written response to the Notice of Appeal to the Appellate Board within three (3) business days of SCCS's transmittal of the Notice of Appeal. The written response shall be limited to: (1) responding to issues raised in the Notice of Appeal and shall not contain information that is not included in the record of the SCB Hearing; and (2) request the removal of a member of the Appellate Board on the grounds that the person cannot be fair and impartial, then SCCS may appoint a substitute member of the SCB in accordance with Section .08(6)(g).
- Recusal. Any member of the Appellate Board who determines that they cannot decide the appeal fairly and impartially for any reason shall recuse themselves

from serving on the Appellate Board, in which case SCCS shall appoint a substitute member of the Appellate Board in accordance with this Section .08(6)(g).

- (j) Review of the Record. The Appellate Board's final decision shall be based on its review of the record of the hearing before the SCB, which shall be limited to: (1) the Notice of Allegations; (2) the Notice of Formal Hearing; (3) the Notice of Decision; (4) the recording and the transcript, if any, of the hearing, and all other information submitted to the SCB during the hearing; and (5) the Notice of Appeal and any written responses, in accordance with Section .08(6)(h).
- (k) Potential Decisions of the Appellate Board. The Appellate Board shall reach one
 (1) of the following decisions, by a majority vote, if the appeal is determined to be procedurally valid:
 - 1. Affirm both the SCB's finding that the Respondent violated the Standards of Conduct and the sanctions imposed by the SCB;
 - In a case involving a clearly unreasonable sanction, the Appellate Board may modify the sanctions imposed by the SCB by imposing a greater or lesser sanction(s);
 - 3. In a case involving a material procedural error, the Appellate Board shall remand the case for a new hearing to be conducted by a new SCB or the same SCB. The Appellate Board should recommend to the Chairperson how to correct the procedural error. SCCS may appoint a substitute member for any member of the SCB who is unavailable to participate in the new hearing; or
 - 4. In a case of new information that fits the criteria described in Section .08(6)(c)(3), remand the case to the same SCB for the limited purpose of hearing the new information and reconsidering its decision based on the new information. SCCS may appoint a substitute member for any member of the SCB who is unavailable to participate in hearing the new information or the reconsideration of the decision.
 - 5. In a case in which a SCB member had a personal prejudice or bias, remand the case for a new hearing to be conducted by a new SCB.
- (I) Notice of Final Decision. The Appellate Board shall communicate its decision through a written notice called a Notice of Final Decision. The Notice of Final Decision should be issued within ten (10) business days of the submission of the Notice of Appeal. The Notice of Final Decision shall be sent to SCCS, who will notify the Conduct Officer, the Respondent, the Chairperson of the SCB, and, if permitted or required by law, the Complainant about the Notice of Decision and provide them with a copy of the Notice of Decision. The decision of the Appellate Board is final and is not subject to appeal.
- (7) Other Issues Heard by the SCB. In addition to hearing disputes concerning violations of the Standards of Conduct, the Student Conduct Board shall also be the University body that hears disputes concerning the interpretation of the Student Government Constitution and disputes concerning the results of Student Government elections.

1720-04-03-.09 Sanctions.

- (1) General Rules.
 - (a) Purposes of Sanctions. The purposes of sanctions include, without limitation: (1) to educate the Respondent about appropriate conduct; (2) to promote the personal and professional development of the Respondent; (3) to discourage the Respondent and other students from violating the Standards of Conduct; and (4) to protect other members of the University community. The sanctions imposed on a Respondent should be proportional to the Respondent's misconduct and appropriate for the particular case based on the gravity of the offense (including, without limitation, how the violation affected or reasonably could have affected other members of the University community). Consideration may also be given to the Respondent's conduct record; whether the Respondent acted in self-defense, and, if so, whether the amount of force used was reasonable under the circumstances; the Respondent's academic classification (e.g., undergraduate, graduate, freshman, sophomore, junior, senior); and other aggravating or mitigating factors.
 - (b) Administrative and Developmental Sanctions. A student who accepts responsibility or is found responsible for violating the Standards of Conduct generally will be given one (1) or more administrative sanctions. A student may also be given one (1) or more developmental sanctions.
- (2) Administrative Sanctions.

- (a) Warning. A warning is a written notice to a student that informs the student that the student has violated the Standards of Conduct, that the misconduct must cease and/or not reoccur, and that further misconduct will likely result in the imposition of more serious sanctions.
- (b) Disciplinary Probation. Disciplinary probation is imposed for a specified period of time during which the student may continue to be enrolled but must demonstrate conduct that conforms to the Standards of Conduct. Conditions may be placed on the student's continued enrollment. A student may be placed on disciplinary probation for moderate misconduct or in the case of repeated minor misconduct. Also, a student allowed to re-enroll following a suspension will be placed on disciplinary probation. Subsequent violations of the Standards of Conduct during a period of disciplinary probation may result in more serious sanctions such as suspension or expulsion from the University.
- (c) Deferred Suspension. A deferred suspension is a designated period of time during which a student, while continuing to be enrolled, is given an opportunity to demonstrate the ability to abide by the Standards of Conduct. A student may be placed on deferred suspension for serious misconduct or in the case of repeated misconduct. If the student is found responsible for any additional violation(s) of the Standards of Conduct while the student is on deferred suspension, then the sanction of suspension will be the minimum sanction that will be imposed in a Formal Hearing on the subsequent misconduct. Students who are placed on deferred suspension <u>always also receive disciplinary probation and</u> are also generally given developmental sanctions.

- (d) Suspension. A suspension is an official separation of a student from the University for a specific period of time and/or until certain conditions are met. A suspension may be imposed for serious misconduct and/or for a violation of deferred suspension. Suspension may include conditions that must be satisfied prior to a student being allowed to re-enroll and/or conditions that will be in place if the student is allowed to re-enroll. The effective date of a suspension may be imposed retroactively to the date that the misconduct occurred. While suspended, the student loses all University rights and privileges (e.g., enrollment privileges), shall not represent the University in any official manner, and shall not be present on University-controlled property without the prior approval of the Vice Chancellor for Student Life. The student may be required to meet with an assigned Student Life staff member periodically while suspended to ensure the student is making satisfactory progress regarding the developmental sanctions issued. The Vice Chancellor for Student Life will determine whether the student is eligible for consideration for re-enrollment by the University's admissions office(s). Students who are permitted to return to the University following a period of suspension will automatically be placed on disciplinary probation by SCCS for a designated period of time, which is designed to facilitate a smooth transition back to the University community. A student on post-suspension disciplinary probation must abide by the Standards of Conduct and all terms and conditions placed on the student's re-enrollment.
- (e) Expulsion. Expulsion is a sanction that permanently bars a person from reenrolling as a student at the University. This sanction generally is imposed when the student's misconduct is deemed so serious as to warrant total and permanent disassociation from the University community without the possibility of reenrollment; and/or when, by the student's repeated misconduct, a student has exhibited a blatant disregard for the health, safety, or welfare of other members of the University community or the University's right to establish rules of conduct. A person who has been expelled shall not be present on University-controlled property without the prior approval of the Vice Chancellor for Student Life.
- (f) Withholding of Degree. The University may withhold a degree as a disciplinary sanction for a specified period of time or until the student's completion of all other sanctions imposed, whichever occurs later.
- (g) Revocation of Degree. The sanction of the revocation of a degree may be imposed if a student has obtained a degree at least in part through cheating, plagiarism, other academic dishonesty, or through research misconduct. Revocation of a degree shall be approved by the Chancellor before the revocation is effective. If approved by the Chancellor, this sanction will be noted on the student's academic transcript on a permanent basis.
- (h) Disciplinary Probation for Student Organizations. A student organization given the sanction of disciplinary probation is permitted to retain University student organization registration on a probationary status. As a condition of the disciplinary probation, the student organization also may be given developmental sanctions.
- Social Probation for Student Organizations. Social probation prohibits a student organization from sponsoring or participating in specified social activities. While on social probation, a student organization may not host social events or

participate in University-affiliated activities. Any exceptions to social probation must be approved, in advance, by the Vice Chancellor for Student Life.

- (j) Deferred Suspension for Student Organizations. A deferred suspension is a designated period of time during which a student organization, while continuing to be active, is given an opportunity to demonstrate the ability to abide by the Standards of Conduct. A student organization may be placed on deferred suspension for serious misconduct or in the case of repeated misconduct. If the student organization is found responsible for any additional violation(s) of the Standards of Conduct while the student organization is on deferred suspension, then the sanction of revocation or suspension of University registration will be the minimum sanction that will be imposed in a Formal Hearing on the subsequent misconduct. Student organizations who are placed on deferred suspension are also generally given developmental sanctions.
- (j)(k) Revocation or Suspension of University Registration. In cases of serious or repeated misconduct, a student organization's University registration may be suspended or revoked.
- (3) Developmental Sanctions. In addition to an administrative sanction(s), one (1) or more of the following developmental sanctions may be imposed in an effort to foster student learning and development.
 - (a) Educational Activities. Educational activities are designed to educate the student about why certain conduct was inappropriate. Examples of such activities include, without limitation, offering a formal apology (in writing and/or in person); attending an educational class, training, or workshop; giving or attending a presentation; preparing and submitting a research project or paper on a designated topic; or offering a written reflection responding to a prompt given by SCCS.
 - (b) Restitution. Restitution is compensation for loss, damage, and/or injury incurred as a result of the student's conduct. Compensation may take the form of money, service, and/or material replacement. Restitution may be required to be made to the University, a specific individual, or a specific organization. Normally, all restitution must be paid or made within two weeks of the imposition of the sanction.
 - (c) Supervised Work/Service. A student may be assigned unpaid work or service that is both beneficial to the University community and/or likely to assist the student in understanding the effects of the student's conduct.
 - (d) Loss or Restriction of Privileges. Specified student privileges are lost or restricted. Such privileges include, without limitation, representing the University in any official manner, the use of or access to University-controlled property, University parking privileges, or participation in University-affiliated activities (e.g., extracurricular activities).
 - (e) University Housing Reassignment or Removal. A student may be assigned to a different residence hall or residence hall room. A student's residence hall contract also may be terminated, and the student may be prohibited from residing in University housing for a definite or indefinite period of time.

(f) Mandatory Education. A student may be required to participate in one (1) or more educational programs, classes, or workshops relating to the student's misconduct, including, without limitation, education concerning alcohol or drugs. The student may be held responsible for the payment of expenses relating to the educational program/class/workshop(s). 2.3

1720-04-03-.10 Honor Statement.

- (1) Honor Statement. An essential feature of the University is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As such the University utilizes an Honor Statement that reads, "As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."
- (2) Informing Students and Faculty. The following methods will be used to inform students and faculty members about the Honor Statement: (1) the Honor Statement appears on undergraduate and graduate applications for admission, and applicants will be required to acknowledge his/her affirmation of the Honor Statement in writing; (2) information regarding the Honor Statement is included in the undergraduate and graduate catalogs, Hilltopics; (3) the Honor Statement is discussed during student orientation programs; (4) faculty members are encouraged to discuss the Honor Statement with students in entry-level English courses; (5) faculty members are encouraged to include the Honor Statement in their course syllabus; (6) implementation methods and alternatives are discussed during faculty orientation programs; and (7) the enforcement of the Honor Statement is through the Standards of Conduct (Section .04(1)) and the student conduct process.
- (3) Academic Dishonesty. The Honor Statement prohibits cheating, plagiarism, and any other type of academic dishonesty.
- (4) Plagiarism. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Specific examples of plagiarism include, but are not limited to: (1) using without proper documentation (quotation marks and citation) written or spoken words, phrases, or sentences from any source; (2) summarizing without proper documentation is recognized as common knowledge); (3) borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge); (4) collaborating on a graded assignment without the instructor's approval; and (5) submitting work, either in whole or partially created by a professional service or used without attribution (e.g., paper, speech, bibliography, or photograph).
- (5) Examples of Other Types of Academic Dishonesty. Specific examples of other types of academic dishonesty include, but are not limited to: (1) providing or receiving unauthorized information during an examination or academic assignment, or the possession and/or use of unauthorized materials during an examination or academic assignment; (2) providing or receiving unauthorized assistance in connection with laboratory work, field work, scholarship, or another academic assignment; (3) falsifying, fabricating, or misrepresenting data, laboratory results, research results, citations, or other information in connection with an academic assignment; (4) serving as, or enlisting

the assistance of, a substitute for a student in the taking of an examination or the performance of an academic assignment; (5) altering grades, answers, or marks in an effort to change the earned grade or credit; (6) submitting without authorization the same assignment for credit in more than one course; (7) forging the signature of another or allowing forgery by another on any class or University-related document such as a class roll or drop/add sheet; (8) gaining an objectively unfair academic advantage by failing to observe the expressed procedures or instructions relating to an exam or academic assignment; and (9) engaging in an activity that unfairly places another student at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.

- (6) Responsibilities Associated with the Honor Statement. All members of the University community have responsibilities associated with the Honor Statement. These responsibilities are unique to each sector of the University community. Each student is responsible for his/her own personal integrity in academic life. Each student is responsible for knowing and adhering to the terms and conditions of the Honor Statement and may acknowledge his/her adherence to the Honor Statement by writing, "Pledged," and signing on a graded class assignment or examination. Although there is no affirmative duty to report the academic dishonesty of another, each student, given the dictates of his/her own conscience, may choose to report any violation of the Honor Statement to a faculty member or to SCCS. The prevention of academic dishonesty, and the response to academic dishonesty, is the immediate responsibility of the instructor. However, students are not excused from complying with the Honor Statement because of an instructor's failure to prevent or discourage academic dishonesty.
- (7) Academic Dishonesty Resolution by the Academic Department.
 - (a) Notice of Academic Dishonesty and Informal Opportunity to Respond to Allegations. When an act of alleged academic dishonesty is discovered by, or brought to the attention of an instructor, the instructor shall notify the student about the alleged academic dishonesty, describe the information supporting the allegation, and give the student an informal opportunity to respond to the allegation(s) and information. The instructor may proceed with imposing an academic penalty for academic dishonesty if the student has not responded to the instructor's notice to the student concerning the alleged academic dishonesty within five (5) business days of the notice. The instructor does not have the authority under the Code to impose a sanction identified in Section .09(2) or Section .09(3). An academic penalty shall not take effect until after the deadline for an appeal has passed under Section .10(7)(c), or, if the student appeals the penalty, the student conduct process has concluded and the penalty has been upheld, whichever is later.
 - (b) Decision Whether to Impose an Academic Penalty. After giving the student notice and an informal opportunity to respond, if the instructor concludes that the student engaged in academic dishonesty, then the instructor may impose an academic penalty of a failing or reduced grade in the academic exercise, assignment, examination, and/or course; loss of credit for the work involved; an assignment to repeat the work, to be graded on its merits; and/or an oral or written reprimand. An instructor may impose more than one (1) academic penalty. If the instructor decides to impose an academic penalty, then the instructor shall transmit a notice to the student of the allegations, information, findings, academic penalty imposed, and information on the student's options to appeal the findings and/or penalties under Section .10(7)(c). The notice should

be countersigned by the department head. Copies of the notice to the student shall be submitted to SCCS, the dean or other chief administrative head of the instructor's academic unit, and, where different, the dean or other chief administrative head of the academic unit in which the student is enrolled. The instructor is not required to notify a student that a complaint has been made to SCCS.

- (c) Appeals of Academic Penalties. Within five (5) business days of the transmittal of the notice to the student described in Section .10(7)(b)(2), the student may appeal the academic penalty imposed by the instructor by submitting a written Notice of Appeal of Academic Penalty to SCCS, using a form approved by SCCS. The SCB hears appeals of academic penalties. If SCCS does not issue a Notice of Allegations, then the instructor shall serve as the Conduct Officer in the SCB Hearing. The decision of the SCB, or the Appellate Board if the decision is appealed, shall be the final decision of the University concerning the academic penalty. For example, if the SCB's decision, if not appealed to the Appellate Board, is to reverse a grade of "F" for the course, then SCCS will inform the University's Registrar of the SCB's decision and request the Registrar to enter the grade for the course that the student would have received if the student had not been accused of academic dishonesty. If there is a question about what grade the student would have received if the student had not been accused of academic dishonesty, the question will be referred to the Provost for resolution.
- (8) Academic Dishonesty Resolution through the Student Conduct Process. After receiving notice from the instructor under Section .10(7)(b), SCCS may proceed with the student conduct process and determine of whether to issue a Notice of Allegations for violating Section .04(1). A decision by SCCS not to issue a Notice of Allegations shall not be used by the student to support an appeal of an academic penalty imposed by the student's instructor. In addition, SCCS may issue a Notice of Allegations for violating Section .04(1) regardless of the response of the instructor to the alleged academic dishonesty. If an instructor alleges that a student engaged in academic dishonesty and the student wants to appeal the academic penalty and/or SCCS issues a Notice of Allegations containing an allegation of a violation of Section .04(1), then the allegations against the student and the issue of the appropriate academic penalty shall be resolved through a Resolution Agreement, a Formal Hearing, or an Alternative Resolution Process.
- (9) College of Law. The University of Tennessee College of Law has adopted and promulgated its own Code of Academic Conduct, Chapter 1720-04-09. Chapter 1720-04-09 shall control in the event of a conflict between this Chapter and Chapter 1720-04-09.
- (10) Research Misconduct. Notwithstanding anything in this Code to the contrary, allegations of research misconduct shall be reported, assessed, inquired into, investigated, and resolved consistently with the University's Policy on Misconduct in Research and Service.

1720-04-03-.11 Policy on Amnesty for Individual Good Samaritans and Students in Need of Emergency Medical Attention.

(1) Background. The University of Tennessee holds paramount the health, safety, and welfare of students. Accordingly, all University students are expected to alert appropriate officials in the event of a health, safety, or welfare emergency, including, without limitation, a situation involving the abuse of alcohol or other drugs.

- (2) Expectations. When individual students know or reasonably should have known that other individual students are in need of emergency medical attention, the individual students are expected to: (1) contact appropriate people to report the incident and request assistance (e.g., University staff members, law enforcement), and provide those people with the names and contact information for the individual students reporting the incident and the impaired individual students; and (2) demonstrate cooperation and care by remaining with the impaired individual students and providing reasonable assistance during and after the incident. Individual students who take all of the steps described in this Section .11(2) will be referred to as a "Good Samaritan" under the Code. The individual students in need of emergency medical attention will be referred to as an "impaired individual student" under the Code.
- (3) Amnesty for Individual Good Samaritans. Unless individual Good Samaritans have engaged in a repeated or serious violation of the Standards of Conduct (e.g., physical or sexual assault, property destruction, disorderly behavior, theft, second incident of misconduct involving alcohol or drugs), individual Good Samaritans will not be subject to formal University disciplinary action for misconduct discovered by the University as a result of the Good Samaritan's report. While no formal University disciplinary action may be taken, the individual students who acted as a Good Samaritan may be required to meet with a University staff member to discuss the individual Good Samaritan's misconduct and adhere to appropriate remedial and/or educational recommendations.
- (4) Amnesty for Individual Impaired Students. Unless individual impaired students have engaged in a repeated or serious violation of the Standards of Conduct (e.g., physical or sexual assault, property destruction, disorderly behavior, theft, second incident of misconduct involving alcohol or drugs), individual impaired students will not be subject to formal University disciplinary action for misconduct discovered by the University as a result of the Good Samaritan's report. While no formal University disciplinary action may be taken, the individual impaired students may be required to meet with a University staff member, participate in educational activities, and/or establish that the individual students have addressed issues that contributed to the misconduct.
- (5) Application of the Amnesty Policy to Student Organizations. Student organizations, through their officers and members, are also expected to take responsible action in emergency situations. While the Policy on Amnesty for Individual Good Samaritans and Students in Need of Emergency Medical Attention may not fully apply, adherence to steps described in Section .11(2) by a student organization's officers and/or members will be considered a mitigating factor when determining the outcome of or sanction for misconduct. Additionally, the University will consider a failure of officers and/or members to adhere to steps described in Section .11(2) to be an aggravating factor when determining the outcome of or sanction for misconduct.

1720-04-03-.12 Emergency Powers. When, in the judgment of the University's Chancellor, conditions are such that it is impractical for the Student Conduct Board to function, the Vice Chancellor for Student Life may suspend these procedural regulations and appoint an ad hoc committee to hear a conduct matter. Any such ad hoc committee shall follow procedures that will insure that the Respondent is provided with due process. The final decision of the ad hoc committee may be appealed to the Vice Chancellor for Student Life, but the grounds for appeal are limited to those outlined in Section .08(6)(c).

1720-04-03-.13 Maintenance, Disclosure, and Expungement of Student Disciplinary Records.

(1) Maintenance of Student Disciplinary Records. The University maintains student disciplinary records separately from student academic records.

(2) Disclosure of Student Disciplinary Records while a Student is Enrolled.

- (a) While a student is enrolled in the University, SCCS may disclose disciplinary records to University officials who have a legitimate educational interest in the disciplinary records, <u>subject to Section .13(2)(b)</u>, or to students who request to inspect their disciplinary records. SCCS may disclose disciplinary records to other persons only in accordance with state or federal law <u>and in some circumstances will be required by state or federal law to disclose disciplinary records (e.g., subpoena, judicial order)..</u>
- (b) While a student is still enrolled in the University but applying for post-graduation employment or graduate school, SCCS will disclose a student's disciplinary records to persons outside of SCCS only if one of the following sanctions was imposed on the student while the student was enrolled in the University: suspension; expulsion; withholding of degree; or revocation of degree. Notwithstanding the previous sentence, SCCS will disclose disciplinary records as required by state or federal law (e.g., subpoena, judicial order).
- (2)(3) Disclosure of Student Disciplinary Records after a Student is no Longer Enrolled. After a student is no longer enrolled in the University, SCCS will disclose a student's disciplinary records to persons outside of SCCS only if one of the following sanctions was imposed on the student while the student was enrolled in the University: suspension; expulsion; withholding of degree; or revocation of degree. Notwithstanding the previous sentence, SCCS will disclose disciplinary records as required by state or federal law (e.g., subpoena, judicial order).
- (3)(4) Expungement of Student Disciplinary Records. SCCS permanently maintains student disciplinary records for students who have received the following sanctions (or their equivalents under previous versions of the Code): suspension; expulsion; withholding of degree; or revocation of degree. SCCS expunges student disciplinary records for other students seven (7) years after graduation or the last date of enrollment, except as prohibited by law or a University litigation hold.

1720-04-03-.14 Definitions of Terms Used in the Code. The following words, terms, or phrases, when used in the Code, shall have the following meanings:

(1) Attend: To participate in a meeting or hearing electronically or in person.

- (2) Business Day: Any weekday not designated by the University as a holiday or administrative closure day. When calculating a time period of business days specified in the Code, the business day of the event that triggers a time period is excluded.
- (3) Chairperson: A faculty or staff member appointed by SCCS to preside over and facilitate a SCB Hearing.
- (4) Code, Code of Conduct, or Student Code of Conduct: The University of Tennessee, Knoxville's Student Code of Conduct, Chapter 1720-04-03.
- (5) Complainant: An individual who may have been subjected to student conduct that violates the Standards of Conduct, regardless of whether that individual makes a complaint or report to SCCS. This term does not imply pre-judgment concerning whether

the Respondent violated the Standards of Conduct. SCCS is the final decision maker with respect to whether an individual is a Complainant for purposes of the Code.

- (6) Conduct Officer: A University employee designated by SCCS to present information on behalf of SCCS to the Student Conduct Board. The Conduct Officer shall be employed in the Division of Student Life but is not required to be employed by SCCS. However, in a case involving alleged academic dishonesty in which SCCS has not issued a Notice of Allegations, the instructor generally will be designated as the Conduct Officer.
- (7) Disciplinary Hold: The University hold described in Section .06(4)(c).
- (8) Disciplinary Records: A written record that personally identifies a Respondent and is maintained by SCCS.
- (9) Faculty Member or Instructor: A person hired by the University to conduct teaching, research, or supervised clinical placements.
- (10) Formal Hearing: A SCB Hearing, a hearing before a Student Life Hearing Officer, and/or a UAPA Hearing.
- (11) Good Faith: Having a belief in the truth of information that a reasonable person in the same position could have, based on the information known to the person communicating the information at the time the information was communicated by that person. Information is not communicated in good faith if it is communicated with knowing or reckless disregard for information that would negate the former information.
- (12) Knoxville Area: The geographical area that consists of the following counties in the state of Tennessee: Knox, Anderson, Union, Grainger, Jefferson, Sevier, Blount, Loudon, and Roane.
- (13) Member of the University Community: A person who is a student, University employee, University volunteer, invited visitor to University-controlled property, or participant in a University-affiliated activity.
- (14) Notice or Notify (given to students): Written notice transmitted by United States mail, courier service, or hand delivery to the address the University's Registrar has on file for the student; and/or by e-mail to a student's University-provided e-mail account. When a notice is transmitted by United States mail or courier service, the notice is effective on the date that it is mailed or delivered to the courier service. When a notice is transmitted by hand delivery, the notice is effective on the date that it is delivered to the person to whom the notice is addressed. When a notice is transmitted by e-mail, the notice is effective on the date that the e-mail is sent. A student's University-issued email address is the official method of communication used by SCCS.
- (15) Possession: Direct control of a substance or property, actual knowledge of a substance or property, and/or being in such close proximity to the substance or property that it is a reasonable presumption that one had knowledge of the substance or property.
- (16) Protected Activity: A person's good faith: (1) opposition to conduct prohibited under the Standards of Conduct; (2) report to the University about conduct prohibited under the Standards of Conduct to the University; (3) participation (or reasonable expectation of participation) in any manner in an investigation, meeting, hearing, or interim measure; or

(4) exercise of rights or responsibilities under any provision of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

- (17) Reasonable Person: A sober, objectively reasonable person in the same situation, and with the same sex, gender identity, and sexual orientation as the person whose words and/or conduct are being evaluated.
- (18) Relevant Information: Information having any tendency to make the existence of any fact that is of consequence to determining whether the Respondent violated the Standards of Conduct more probable or less probable than it would be without the information.
- (19) Respondent: A student or student organization who has been accused of violating the Standards of Conduct and/or whose conduct is being investigated by SCCS.
- (20) Sanction: An administrative sanction and/or a developmental sanction.
- (21) SCB: Student Conduct Board.
- (22) SCCS: The Office of Student Conduct and Community Standards, which acts through University employees designated by the Director of SCCS to act on behalf of the University in the student conduct process, including, without limitation University employees who work in SCCS and University employees who work in University Housing.
- (23) Staff Member: A person employed by the University on a part- or full-time basis, primarily involved in planning, organizing, staffing, directing and controlling efforts to achieve the goals and objectives of the University.
- (24) Standards of Conduct: Chapter 1720-04-03-.04.
- (25) Student: For purposes of the Code, the term "student" means:
 - (a) A person enrolled or registered for study at the University, either full-time or parttime, pursuing undergraduate, graduate, or professional studies, as well as nondegree and non-credit programs and courses;
 - (b) A student organization;
 - A person who has completed the immediately preceding academic term and is eligible for re-enrollment;
 - (d) A person who is not officially enrolled but who has a continuing relationship with the University (e.g., on educational leave or other approved leave status);
 - (e) A person who attended the University during a previous academic term and who engaged in misconduct during the time of enrollment; and/or
 - (f) A person who has been admitted to the University and later matriculates at the University, with respect to misconduct:
 - 1. That occurs as part of the application process; or

- 2. That occurs post-admission and pre-matriculation and falls within the jurisdiction of the Code (e.g., occurs on University-controlled property).
- (26) Student Life Hearing Officer. As more fully described in Section .07(2)(d), a University employee designated by the Director of SCCS to conduct a Formal Hearing.
- (27) Student Organization: An organization that is composed solely of University students that has submitted a pending application or has completed the process for registration according to University rules.
- (28) UAPA: Uniform Administrative Procedures Act, Tennessee Code Annotated, § 4-5-301 et seq.
- (29) UAPA Hearing: A hearing conducted by an <u>University</u> administrative judge or hearing officer in accordance with the University's procedures for conducting a contested case hearing pursuant to the UAPA, Chapter 1720-01-05.

- (30) University: The University of Tennessee, Knoxville; the University of Tennessee Institute of Agriculture; and their campuses, centers, institutes, and constituent parts including, without limitation, their academic, administrative, or auxiliary departments or divisions.
- (31) University-Affiliated Activity: means an activity on or off University-controlled property that is initiated, aided, authorized, sponsored, or supervised by the University.
- (32) University-Controlled Property: All land, grounds, structures, or any other property owned, controlled, or operated by the University. For purposes of this rule, Universitycontrolled property includes, without limitation, all streets, alleys, sidewalks, and public ways abutting such property. University-controlled property also includes computers and network systems owned, controlled, or operated by the University or funded by the University.
- (33) University Official: An employee of the University, including, without limitation, faculty members and staff members, or, for purposes of this Code, a University-recognized volunteer, when acting in the performance of their duties. Student employees may be considered University officials when acting in the performance of their duties (e.g., event staff, resident assistants, and teaching assistants).
- (34) Vice Chancellor for Student Life: The University's chief student affairs officer, to whom the Chancellor has delegated responsibility for the administration of the Code. For the purposes of the Code, the term also includes any University employee whom the Vice Chancellor for Student Life designates to act in place of the Vice Chancellor for Student Life.
- (35) Weapon: Any device, instrument, or substance that is designed to, or reasonably could be expected to, inflict a wound, incapacitate, or cause serious bodily injury or death, including, without limitation, firearms (loaded and unloaded, real firearms and devices that would reasonably appear to a law enforcement officer to be real firearms), ammunition, electronic control devices (such as tasers and stun guns), devices designed to discharge an object (such as bb guns, air guns, pellet guns, potato guns, and slingshots, but not water guns), explosives, dangerous chemicals (such as mace, tear gas, and oleoresin capsicum), martial arts weapons, bows and arrows, artificial knuckles, nightsticks, blackjacks, dirks, daggers, swords, and knives with fixed blades longer than four (4) inches. The term "weapon" does not include pocket knives that fold (but not

excluding switchblades); chemical repellents available over-the-counter for self-defense; instruments used solely for personal hygiene, preparation of food, maintenance, University-related instruction, or University employment-related duties.

(36) Written: To communicate words either on paper and/or electronically. For example, a notice delivered via e-mail constitutes a written notice under the Code.

RULES OF THE UNIVERSITY OF TENNESSEE (MARTIN)

CHAPTER 1720-05-01 STUDENT RIGHTS AND RESPONSIBILITIES

1720-05-01-.01 INTRODUCTION.

- (1) Students at the University of Tennessee at Martin are members of both the University community and the larger community of which the University is a part. Accordingly, students are responsible for conducting themselves in a lawful manner and in compliance with University rules and policies. The University has established the following rules in order to advance the mission of the University by maintaining a safe and secure learning environment; protecting the rights and privileges of all members of the University; promoting a positive relationship between the University and its surrounding community; preserving institutional integrity and property; encouraging students to engage in conduct that brings credit to themselves and the University; and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen.
- (2) The University is committed to respecting students' constitutional rights. Nothing in this chapter is intended or shall be interpreted to restrict students' constitutional rights, including, but not limited to, rights of freedom of speech and assembly.
- (3) Students are responsible for being fully acquainted and for complying with the University catalog, handbook, and other rules and policies relating to students. Failure or refusal to comply with the rules and policies established by the University may subject a student to disciplinary action up to and including permanent dismissal from the University.

1720-05-01-.02 DEFINITIONS.

- (1) The term "University" means the University of Tennessee at Martin.
- (2) The term "student" means a person admitted, enrolled or registered for study at the University of Tennessee, either full-time or part-time, pursuing undergraduate, graduate, or professional studies, as well as non-degree students. Persons not officially registered or enrolled for a particular term but who have a continuing relationship with the University also are considered students for purposes of these rules.

- (3) The term "student organization" means an organization that is composed solely of University students that has submitted a pending application or has completed the process for registration according to University rules.
- (4) The term "University-controlled property" means all land, buildings, facilities, grounds, structures, or any other property owned, leased, used, maintained, or operated by the University. For purposes of this rule, University-controlled property includes all streets, alleys, sidewalks, and public ways abutting such property. University-controlled property also includes computers and network systems owned, maintained, or controlled by the University or funded by the University.
- (5) The term "University-affiliated activity" means any activity on or off Universitycontrolled property that is initiated, aided, authorized, sponsored, or supervised by the University.
- (6) The term "University official" means an employee of the University, including faculty members and staff, or for purposes of this rule a University-recognized volunteer. Student employees may be considered University officials when acting in the performance of their duties (e.g., event staff, resident assistants, and teaching assistants).
- (7) The term "member of the University community" means any person who is a student, University official, campus visitor, or participant in a University-sponsored or University-affiliated activity.
- (8) The term "possession" means actual knowledge of a substance or property and/or being in such close proximity to the substance or property that it is a reasonable presumption that one had knowledge of the substance or property.
- (9) The term "weapon" means any device, instrument, or substance that is designed to, or reasonably could be expected to, inflict a wound, incapacitate, or cause serious bodily injury or death, including, but not limited to, firearms (loaded and unloaded, real firearms and devices that appear to a law enforcement officer to be real firearms), ammunition, electronic control devices (such as tasers and stun guns), devices designed to discharge an object (such as bb guns, air guns, pellet guns, potato guns, and slingshots, but not water guns), explosives, dangerous chemicals (such as mace, tear gas, and oleoresin capsicum), martial arts weapons, bows and arrows, artificial knuckles, nightsticks, blackjacks, dirks, daggers, swords, and knives with fixed blades longer than four (4) inches. The term "weapon" does not include pocket knives that fold (but not excluding switchblades); chemical repellents available over-the-counter for self-defense; instruments used solely for personal hygiene, preparation of food, maintenance, University-related instruction, or University employment-related duties.
- (10) The term "notice" means notice given in writing and transmitted by United States mail, courier service, and/or hand delivery to the address the University's

Registrar has on file for the student; and/or by e-mail to the student's University-provided e-mail account. When a notice is transmitted by United States mail or courier service, the notice is effective on the date that it is mailed or delivered to the courier service. When a notice is transmitted by hand delivery, the notice is effective on the date that it is delivered to the person to whom the notice is addressed. When a notice is transmitted by e-mail, the notice is effective on the date that the e-mail is sent. A student's University-issued email address is an official method of communication used by the University about student conduct matters.

- (11) The term "coercion" means words and/or conduct that, viewed from the perspective of a reasonable person, substantially impair(s) a person's ability to voluntarily choose whether to engage in a particular sexual act (e.g., sexual contact or sexual intercourse). Coercion is something more than mere seduction or persuasion. Coercion includes, without limitation: physical force; and words and/or conduct that would cause a reasonable person to fear imminent: harm to the person's health, safety, or property or that of a third person; threat of the loss or impairment of a job benefit; threat of the loss or impairment of an academic benefit; kidnapping of the person or a third person; or disclosure of sensitive personal information (e.g., disclosure of a person's sexual orientation, gender identity, or gender expression).
- (12) The term "consent" means an affirmative and voluntary agreement by a person to engage in a specific sexual act. Consent must be obtained, and the responsibility for obtaining consent rests with the individual who voluntarily and physically initiates a specific sexual act, even if the other person initiated the sexual encounter.
 - (a) One's own use of alcohol, drugs, or other substances does not diminish one's responsibility to obtain Consent from the other person. Moreover, another person's use of alcohol, drugs, or other substances does not diminish one's responsibility to obtain consent from that person.
 - (b) The term "affirmative," as used in the definition of consent, means that consent is communicated only through words and/or non-verbal actions that convey a clear agreement to engage in a specific sexual act. Whether person has communicated an agreement to engage in a specific sexual act generally is evaluated from the perspective of what a reasonable person who perceived the individual's words and/or non-verbal actions would have understood; however, in the context of a long-term relationship between persons that has involved sexual activity and a pattern of communicating consent, whether consent has been communicated may be evaluated based on a subjective standard (i.e., what did the specific person who initiated the specific sexual act conclude?). A verbal "no" (or words equivalent to "no") or the nonverbal communication of "no," even if it sounds or appears insincere or indecisive, always means that consent has not been communicated, or if previously communicated has been

withdrawn. The absence of a verbal "no" or the absence of a nonverbal communication of "no" does not necessarily mean that consent has been communicated. Because interpreting non-verbal actions may lead to misunderstanding and a violation of this policy, students are strongly encouraged to err on the side of caution and not rely solely on the nonverbal actions of another person in concluding that the other person has communicated consent. The University urges students to communicate with one another before engaging in a sexual act to ensure that they both wish to engage in the same sexual act.

- (c) Consent cannot be obtained by or inferred from:
 - 1. silence that is not accompanied by non-verbal actions conveying a clear agreement to engage in a particular sexual act;
 - 2. consent communicated by the other person on a previous occasion;
 - 3. consent communicated to another person;
 - 4. the other person's failure to resist physical force (however, for purposes of this policy, the other person's resistance to physical force will be viewed as a clear demonstration that the person has not communicated consent);
 - 5. the sexual arousal of the other person;
 - 6. a current or previous dating, romantic, intimate, or sexual relationship with the other person;
 - 7. currently or previously cohabitating with the other person;
 - 8. the other person's attire;
 - 9. the other person's reputation;
 - 10. the other person's giving or acceptance of gifts; or
 - 11. the other person's extension or acceptance of an invitation to go to a private residence, room, or location.
- (d) Consent is not voluntary if it is obtained by coercion. Nor is consent voluntary if it is obtained from a person who is incapacitated if one knows (or a reasonable person would know) that the other person is incapacitated. Because the incapacitation of another person may be difficult for one to discern, students are strongly encouraged to err on the

side of caution (i.e., when in doubt, assume that the other person is incapacitated and therefore unable to give consent.)

- (e) Consent must be continual, which means that consent must exist from the beginning to the end of each sexual encounter and for each specific sexual act that occurs during a sexual encounter. A person has a right to change his/her mind; thus, consent to engage in a specific sexual act may be withdrawn by a person at any time. A withdrawal of consent is communicated through clear words and/or clear non-verbal actions that indicate that a person no longer agrees to engage in a specific sexual act. Once a person's withdrawal of consent has been communicated, the other person must cease the specific sexual act and must obtain consent before reinitiating the specific sexual act or any other sexual act. Consent is automatically withdrawn when a person becomes incapacitated. Consent to one type of sexual contact or sexual intercourse (e.g., oral intercourse) does not constitute or imply consent for another type of sexual contact or sexual intercourse (e.g., vaginal intercourse), whether during a sexual encounter or during a previous sexual encounter. The University urges students to communicate with one another throughout a sexual encounter to ensure that any progression of sexual activity is done with consent.
- (13) The term "course of conduct" means two (2) or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property.
- (14) The term "dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim of the violence. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors:
 (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship. Dating violence includes, without limitation, sexual or physical abuse or the threat of such abuse.
- (15) The term "domestic violence" means a felony or misdemeanor crime of violence committed:
 - (a) by a current or former spouse or intimate partner of the victim;
 - (b) by a person with whom the victim shares a child in common;
 - (c) by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;

- (d) by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
- (e) by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- (16) The term "good faith" means having a belief in the truth of information that a reasonable person in the same situation could have, based on the information known to the person communicating the information at the time the information was communicated by that person. Information is not communicated in good faith if it is communicated with knowing or reckless disregard for information that would negate the former information.
- (17)The term "incapacitated" or "incapacitation" means a temporary or permanent physical or mental state in which a person cannot make informed, rational judgments (e.g., judgments concerning sexual contact, sexual intercourse, or sexual exploitation) because: the person lacks the physical or mental capacity to understand the nature or consequences of their words and/or conduct; and/or the person is unable to physically or verbally communicate consent. Incapacitation can be voluntary or involuntary. Incapacitation is determined based on the totality of the circumstances. Incapacitation may result from: sleep; unconsciousness; intermittent consciousness; temporary or permanent physical or mental disability; involuntary physical restraint; or the influence of alcohol, drugs, or other substances, including, without limitation, substances used to facilitate sexual assault (e.g., Rohypnol, Ketamine, GHB, and Burundanga). Alcohol and drugs are common causes of incapacitation. When alcohol or drugs are involved, Incapacitation is a state beyond mere drunkenness or intoxication. The impact of alcohol and drugs varies from person to person; however, warning signs of incapacitation may include, without limitation: lack of control over physical movements (e.g., inability to dress/undress without assistance; inability to walk without assistance); lack of awareness of circumstances or surroundings; vomiting; unresponsiveness; and inability to communicate coherently. A person who is under the age of eighteen (18) (i.e., a minor) is incapable of giving consent; however, a person who is at least the age of thirteen (13) and less than the age of eighteen (18) is capable of giving consent to sexual acts with another person who is less than four (4) years older than them.
- (18) The term "reasonable person" means a sober, objectively reasonable person in the same situation, and with the same sex, gender identity, and sexual orientation as the person whose words and/or conduct are being evaluated.
- (19) The term "relationship violence" means dating violence and/or domestic violence.
- (20) The term "retaliation" means an act (i) taken by a student (including an act taken

through a third party) because of another person's participation in a protected activity (ii) that would discourage a reasonable person from engaging in protected activity. Protected activity includes a person's good faith: (i) opposition to conduct prohibited under the Standards of Conduct; (ii) report to the University about conduct prohibited under the Standards of Conduct to the University; (iii) participation (or reasonable expectation of participation) in any manner in an investigation, meeting, hearing, or interim measure; or (iv) exercise of rights or responsibilities under any provision of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Retaliation violates the Standards of Conduct regardless of whether the underlying allegation of a violation of the Standards of Conduct is ultimately found to have merit. Retaliation can include an act taken against a person's family, friends, advisors, and/or other persons reasonably expected to provide information in connection with a University investigation or hearing.

- (21) The term "sexual assault" means engaging in sexual contact or sexual intercourse with another person without the consent of that person.
- (22) The term "sexual contact" means the intentional touching of another person (including another person's clothing) in a sexual manner with any part of one's body or with any object. Sexual contact also means intentionally causing another person to touch themselves (including their clothing) in a sexual manner. Whether a touching was done in a sexual manner is determined from the perspective of a sober, objectively reasonable person in the same situation and with the same sex, gender identity, and sexual orientation as the person who was touched.
- (23) The term "sexual exploitation" means an act or attempted act by a person for the purpose of sexual arousal or gratification, financial gain, or other personal benefit through the abuse or exploitation of another person's sexuality. Examples of sexual exploitation include, without limitation: observation of a person who is undressed or engaging in sexual contact or sexual intercourse, without the consent of all persons being observed (in a place where a person has a reasonable expectation of privacy); creation or distribution of images, photography, an audiotape, or a videotape of sexual contact, sexual intercourse, or a person's intimate parts (i.e., genitalia, groin, breasts, buttocks) without the consent of all persons being recorded or photographed; prostituting another person; allowing others to observe, either in person or electronically, sexual contact or sexual intercourse without the consent of all persons involved in the sexual contact or sexual intercourse (in a place where a person has a reasonable expectation of privacy); and knowingly exposing another person to a sexually transmitted infection without informing the other person that one has a sexually transmitted infection.
- (24) The term "sexual harassment" means with respect to the conduct of a student, unwelcome conduct of a sexual nature that is so severe or pervasive, and objectively offensive, that it substantially interferes with the ability of a person to

work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall the term "sexual harassment" be construed to prohibit speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech). Sexual harassment may include, for example, unwelcome sexual advances, requests for sexual favors, and acts of sexual assault. The term "sexual harassment" also means, with respect to the conduct of a student-employee (when acting as a student-employee): unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: submission to such conduct is made either explicitly or implicitly a term or condition of an individual's participation in an educational program; submission to or rejection of such conduct by an individual is used as the basis for evaluation or advancement in an educational program; or such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creates an intimidating, hostile or offensive educational environment. Sexual harassment is a form of sex discrimination. To determine whether conduct constitutes sexual harassment, consideration shall be given to the totality of the circumstances, including without limitation: the context in which the conduct and/or words occurred; and the frequency, nature, and severity of the conduct and/or words.

- (25) The term "sexual intercourse" means the penetration, no matter how slight, of the vagina or anus with any body part or object; or oral penetration by a sex organ of another person.
- (26) The term "sexual misconduct" means sexual harassment, sexual assault, and/or sexual exploitation.
- (27) The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress. For the purposes of this definition, the term "reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.
- (28) The term "substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- (28)(29) The term "UAPA" means the Uniform Administrative Procedures Act, Tennessee Code Annotated § 4-5-101 et seq.

1720-05-01-.03 JURISDICTION.

- (1) The Standards of Conduct, Chapter 1720-05-01-.04, apply to conduct that occurs on University-controlled property.
- (2) The University also has the discretion to discipline a student for an act in

violation of the Standards of Conduct that occurs off University-controlled property if the conduct adversely affects the interests of the University, including, but not limited to, conduct which:

- (a) Occurs in connection with a University-affiliated activity, including, but not limited to, an overseas study program or a clinical, field, internship, or in-service experience;
- (b) Involves another member of the University community; or
- (c) Threatens, or indicates that the student may pose a threat to, the health or safety of him/herself or others or the security of any person's property, including, but not limited to, alcohol-related offenses, drug-related offenses, arson, battery, fraud, hazing, participation in group violence, rape, sexual assault or misconduct, stalking, and theft.
- (3) The Standards of Conduct have been adopted in furtherance of the University's interests and serve to supplement, rather than substitute for, the enforcement of the civil and criminal law. Accordingly, University disciplinary action may be instituted against a student charged with conduct that potentially violates both the criminal law and the Standards of Conduct without regard to the pendency of criminal charges or civil litigation. At the discretion of the Vice Chancellor for Student Affairs, or his/her designee, disciplinary action relating to a violation of the Standards of Conduct may be carried out prior to, simultaneously with, or following criminal proceedings. Students accused of violating the Standards of Conduct may not challenge the University disciplinary proceedings on the grounds that criminal charges, civil litigation, or other University proceedings regarding the same incident are pending or have been terminated, dismissed, reduced, or not yet adjudicated.
- (4) Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if conduct is not discovered by the University until after a degree is awarded). Should a student withdraw from the University with disciplinary charges pending, the student's academic record and/or ability to register for classes may be encumbered by the appropriate University office.
- (5) Graduate or professional programs within the University may initiate charges against students for alleged violations of professional standards or ethics as a separate issue or as an extension of alleged acts of academic dishonesty or other violations of the Standards of Conduct.

1720-05-01-.04 STANDARDS OF CONDUCT. A student or student organization may be disciplined for the following types of misconduct:

- (1) Cheating, plagiarism, or any other act of academic dishonesty as described in Chapter 1720-05-01-.13.
- (2) Providing false information to a University official.
- (3) Falsifying, distorting, misrepresenting, or withholding information in connection with a University investigation or hearing.
- (4) Forging, altering, destroying, falsifying, or misusing records, identification, or documents, whether in print or electronic form.
- (5) Causing physical harm to any person (including oneself); endangering the health or safety of any person (including oneself); engaging in conduct that causes a reasonable person to fear harm to his/her health or safety; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals.
- (6) Harassment, which is defined as unwelcome conduct that is so severe or pervasive, and objectively offensive, that it substantially interferes with the ability of a person to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech).
- (7) Engaging in sexual misconduct, relationship violence, or stalking.
- (8) Invasion of another person's privacy when that person has a reasonable expectation of privacy, including, but not limited to, using electronic or other means to make a video or photographic record of any person in a location in which the person has a reasonable expectation of privacy, without the person's knowledge or consent. This includes, but is not limited to, making a video or photographic record of a person in shower/locker rooms or restrooms. The storing, sharing, and/or distributing of such unauthorized recordings by any means is also prohibited.
- (9) Theft, misappropriation, unauthorized possession, or unauthorized sale of private or public property, including but not limited to University-controlled property.
- (10) Vandalizing, destroying, damaging, engaging in conduct that reasonably could cause damage to, or misusing private or public property, including but not limited to University-controlled property.
- (11) Participating in hazing. "Hazing" is defined as any intentional or reckless act, on or off University-controlled property, by one (1) student, acting alone or with

others, which is directed against any other student, which endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger his or her mental or physical health or safety. "Hazing" does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

- (12) Engaging in disorderly conduct, which means: fighting or other physically violent or physically threatening conduct; creating a hazardous or physically offensive condition by any act that serves no legitimate purpose; making noise that could unreasonably disturb others who are carrying on lawful activities; or conduct that breaches the peace.
- (13) Engaging in lewd, indecent, or obscene conduct. "Lewd, indecent, or obscene" conduct includes, but is not limited to, public exposure of one's sexual organs, public urinating, and public sexual acts.
- (14) Engaging in speech, either orally or in writing, which is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.
- (15) Any act of arson; falsely reporting a fire, the presence of an explosive or incendiary device, or other emergency; setting off a false fire alarm; or tampering with, removing, or damaging fire alarms, fire extinguishers or any other safety or emergency equipment from its proper location except when removed in a situation in which there is a reasonable belief of the need for such equipment.
- (16) Possessing, using, or duplicating University keys, access cards, or identification cards without authorization; possessing, using, or entering University-controlled property without authorization.
- (17) Theft, misuse, or unauthorized use of information technology facilities, resources, or access codes, including, but not limited to: unauthorized entry into or transfer of a file; using another person's identification and/or password without that person's consent; using information technology facilities or resources to interfere with the work of another student, faculty member, staff member, or other member of the University community; using information technology facilities or resources to interfere with normal operation of a University information technology system or network; circumventing University information technology facilities or resources in violation of copyright laws; falsifying an e-mail header; and conduct that violates the University's policy on the Acceptable Use of Information Technology Resources.
- (18) Possessing, using, storing, or manufacturing any weapon or any facsimile of a weapon on University-controlled property or in connection with a University-affiliated activity, unless authorized in writing by the Department of Public Safety.

- (19) Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages on University-controlled property or in connection with a University-affiliated activity.
- (20) Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages, if prohibited by federal, state, or local law.
- (21) Providing an alcoholic beverage to a person younger than twenty-one (21) years of age, unless permitted by law.
- (22) Using, manufacturing, possessing, distributing, selling, dispensing, or being under the influence of drugs or drug paraphernalia, if prohibited by federal, state, or local law; using or possessing a prescription drug if the prescription was not issued to the student; or distributing or selling a prescription drug to a person to whom the prescription was not originally issued.
- (23) Failing to pay a University bill, account, or other University financial obligation.
- (24) Failing to respond to a request to report to a University administrative office; failing to comply with a lawful directive of a University employee or other public official acting within the scope of his/her duties; or failing to identify oneself to a University employee or other public official acting within the scope of his/her duties when requested to do so.
- (25) Failing to appear at a University hearing, including, but not limited to, a hearing of a University judicial board, following a request to appear either as a party or as a witness.
- (26) Violating the terms of an interim suspension, a no-contact directive, or a disciplinary penalty imposed by the University.
- (27) Obstructing or disrupting teaching, learning, studying, research, public service, administration, disciplinary proceedings, emergency services, or any other University-affiliated activity, or the free flow of pedestrian or vehicular traffic on University-controlled property. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution.
- (28) Violating a University policy or rule, including but not limited to University policies or rules relating to facilities use, smoking, the acceptable use of information technology resources, research or service misconduct, finder's fees relating to clinical investigations involving human subjects or access to University data or materials, University libraries, dining services, parking or transportation, University identification card use, sexual harassment, residence halls, and registered student organizations.

- (29) Committing an act that is prohibited by local, state, or federal law.
- (30) Attempting to commit a violation of a Standard of Conduct or being an accessory to the commission of an act or attempted act in violation of a Standard of Conduct.
- (31) Engaging in retaliation.

1720-05-01-.05 PENALTIES.

- (1) Disciplinary penalties are primarily intended to educate students and student organizations about appropriate behavior, encourage students and student organizations to take responsibility for misconduct, promote the personal and professional development of students, discourage other students and student organizations from violating the Standards of Conduct, and protect members of the University community. The penalties imposed should be appropriate for the particular case based on the gravity of the offense (including without limitation how the violation affected or reasonably could have affected other members of the University community). Consideration may also be given to the student's or student organization's conduct process; whether the student acted in self-defense, and, if so, whether the amount of force used was reasonable under the circumstances; student academic classification; and other aggravating or mitigating factors.
- (2) The following penalties may be imposed on any student found to have violated the Standards of Conduct:
 - (a) Warning. A warning is a notice that the student is violating or has violated the Standards of Conduct. A disciplinary warning is used for minor infractions and consists of a restatement of the Standard(s) of Conduct violated with an official warning concerning future behavior.
 - (b) Loss of Privilege. A loss of privilege is intended to serve as a reminder of the Standards of Conduct and is for a specific period of time. Privileges that may be lost include, but are not limited to, scholarships, stipends, participation in extracurricular activities (e.g. intramurals), housing privileges, participation in social activities, and use of certain Universitycontrolled property (e.g., information technology resources).
 - (c) Education. Students may be required to attend classes, at their own expense, dealing with issues such as the consequences of alcohol or drug use, civility, ethics, or other topics as deemed appropriate by the Vice Chancellor for Student Affairs or his/her designee.
 - (d) Restitution. Restitution may be required in situations that involve

destruction, damage, or loss of property, or unreimbursed medical expenses resulting from physical injury. Restitution may take the form of a monetary payment or appropriate service to repair or otherwise compensate for the destruction, damage, or loss.

- (e) Disciplinary Probation. Disciplinary probation permits a student to remain at the University on probationary status but with the understanding that a future violation of the Standards of Conduct may result in suspension. Conditions of probation include loss of eligibility to join a student organization and to serve as an officer in a student organization. Other conditions are specific to the individual case and may include ineligibility to participate in certain student activities. Probation may be for a definite or indefinite period.
- (f) Suspension for a Specific Period of Time. Suspension for a specific period of time means that the student is withdrawn from the University and is not eligible to apply for readmission for a designated period of time. Usually, the designated period of time does not exceed one (1) calendar year. Persons suspended from the University may not return to the campus for the duration of their suspension, except to conduct official business with an administrative officer or faculty member. Upon return to the University following a suspension for a specific period of time, the student shall be placed on indefinite disciplinary probation.
- (g) Indefinite Suspension. Indefinite suspension is imposed in cases of serious or repeated misconduct or in cases in which the prognosis for rehabilitation is uncertain. Indefinite suspension means that the student is withdrawn from the University for an unspecified period of time but typically for a minimum of one (1) calendar year from the effective date of the indefinite suspension. A student who receives the penalty of indefinite suspension is not eligible to apply for readmission until the student successfully petitions the University following an indefinite suspension, the student shall be placed on indefinite disciplinary probation.
- (h) Permanent Dismissal. Permanent dismissal means that a student is permanently barred from matriculating as a student on the Martin campus. This penalty is used when the violation of one (1) or more Standards of Conduct is deemed so serious as to warrant total and permanent disassociation from the University community without the possibility of re-enrollment; or when, by his/her repeated violation of the Standards of Conduct, a student exhibits blatant disregard for the health and safety of other members of the University community or the University's right to establish rules of conduct.
- (i) Revocation of Degree. Revocation of a degree means revoking a degree

already awarded to a student by the University. Revocation of a degree shall be approved by the University of Tennessee Board of Trustees.

- (3) A disciplinary hold may be placed on a student's account until the completion of the student disciplinary process and/or until the student satisfies the terms and conditions of any penalties imposed. A student who, at the time of commencement, is subject to a continuing disciplinary penalty or an unresolved disciplinary charge shall not be awarded a degree before the conclusion of all penalties and/or resolution of all disciplinary charges.
- (4) The following penalties may be imposed on a student organization found to have violated the Standards of Conduct:
 - (a) Warning. A warning is a notice that the student organization is violating or has violated the Standards of Conduct. A disciplinary warning is used for minor infractions and consists of a restatement of the Standard(s) of Conduct violated with an official warning concerning future behavior.
 - (b) Loss of Privilege. A loss of privilege is intended to serve as a reminder of the Standards of Conduct and is for a specific period of time. Examples of privileges that may be lost include participating in extracurricular activities (e.g., intramurals), housing privileges, participating in social activities, and using certain University-controlled property.
 - (c) Education. Student organizations and/or their representatives may be required to attend classes, at their own expense, dealing with issues such as the consequences of alcohol or drug use, civility, ethics, or other topics as deemed appropriate by the Vice Chancellor for Student Affairs or his/her designee.
 - (d) Restitution. Restitution may be required in situations that involve destruction, damage, or loss of property, or unreimbursed medical expenses resulting from physical injury. Restitution may take the form of a monetary payment or appropriate service to repair or otherwise compensate for the destruction, damage, or loss.
 - (e) Social Probation. This penalty prohibits a student organization from sponsoring or participating in specified social activities. While on social probation, a student organization may not host social events (e.g., mixers, date parties, formals, and band parties) or participate in Universityaffiliated activities (e.g., Homecoming). Any exceptions to social probation must be approved, in advance, by the Vice Chancellor for Student Affairs or his/her designee.
 - (f) Disciplinary Probation. Disciplinary probation means that a student organization is permitted to retain University registration on a probationary status. Violation of the Standards of Conduct during the

period of disciplinary probation may result in more serious penalties, including revocation of University registration.

- (g) Revocation of University Registration. In cases of serious misconduct, a student organization's University registration may be revoked.
- (5) More than one (1) of the penalties listed above may be imposed for any single violation of the Standards of Conduct. Penalties may be applied retroactively to the date of the offense.
- (6) Intoxication or impairment because of alcohol, drugs, chemicals, or other substances does not diminish or excuse a violation of the Standards of Conduct.
- (7) Except for an interim suspension, disciplinary penalties shall not become effective until after opportunities for appeal have been exhausted. Penalties may be applied retroactively to the date of the offense. Coursework performed while disciplinary charges are pending or disciplinary proceedings are underway shall be considered conditional. Coursework may be affected or disregarded based on a final finding of misconduct or the penalty imposed, which may result in loss of course credit, a loss of tuition and/or fees, a delay in the awarding of a degree, or revocation of a degree that was awarded prior to a final decision in the disciplinary proceeding.

1720-05-01-.06 NO CONTACT DIRECTIVE. In cases involving allegations of assault, injury, sexual abuse, harassment, or in cases where there is reason to believe continued contact between a student/student organization and specific persons, including complainants and witnesses, may interfere with those persons' security, safety or ability to participate effectively in work or studies, the Vice Chancellor for Student Affairs, or his/her designee, may require that the student/student organization not have verbal, physical, or written contact with specific persons for a definite or indefinite period of time. The student/student organization will receive written or electronic notice of the no contact directive. Any student, faculty or staff member or other person with a reasonable justification may request that a no contact directive be issued to a student/student organization. In addition to an internal University no contact directive, complainants are advised that other similar options exist and can be obtained from law enforcement and civil and criminal courts.

1720-05-01-.07 INTERIM SUSPENSION.

(1) When the Vice Chancellor for Student Affairs or his/her designee has reasonable cause to believe that a student's or student organization's continued presence on University-controlled property or at University-affiliated activities poses a significant risk of substantial harm to the health or safety of others or to property or poses an ongoing threat to the disruption of, or interference with, the normal operations of the University, the Vice Chancellor for Student Affairs or his/her designee may impose an interim suspension prior to the conclusion of a full hearing on the alleged misconduct.

- (2) An interim suspension shall be confirmed by a written statement that explains the basis for the interim suspension and shall remain in effect until the conclusion of a full hearing in accordance with the rules of the University of Tennessee, which shall be held without undue delay. The statement shall be delivered to the student in person, to the address the University has on file for the student, or to the student's University-provided e-mail account. The statement shall be delivered in person or via e-mail to the advisor to the student organization.
- (3) Within three (3) business days of the imposition of the suspension, the student or student organization shall be offered an opportunity to appear personally before the Vice Chancellor for Student Affairs or his/her designee in order to discuss the following issues only: (i) the reliability of the information concerning the student's conduct; and (ii) whether the conduct and surrounding circumstances reasonably indicate that the student's or student organization's continued presence on University-controlled property or at University-affiliated activities poses a significant risk of substantial harm to the health or safety of others or to property or poses an imminent threat of disruption of or interference with the normal operations of the University.
- (4) During an interim suspension, the student or student organization shall be denied access to University-controlled property, including residence halls, and all other University-affiliated activities or privileges for which the student or student organization might otherwise be eligible, as the Vice Chancellor for Student Affairs or his/her designee determines in his/her sole discretion to be appropriate. A student or student organization who receives an interim suspension and violates the terms of the interim suspension shall be subject to further disciplinary action and may be treated as a trespasser. Permission to be on University-controlled property or participate in University-affiliated activities may be granted by the Vice Chancellor for Student Affairs or his/her designee.
- (5) When a student is placed on interim suspension from the University, he/she may be assigned a grade of "W" or "I," whichever is deemed appropriate by the faculty member involved.

1720-05-01-.08 HEARING PROCEDURES.

(1) Conflicts of Interest

- (a) The student conduct process must be carried out in a manner that is free from conflicts of interest consistent with due process of law.
- (b) In cases involving allegations of sexual assault, dating violence, domestic violence, or stalking, the student conduct process must include protections for the accused student/respondent analogous to, and no less protective than, the conflict of interest provisions of Tennessee Code Annotated § 4-5-303. Notwithstanding the preceding sentence: (1) an

attorney for the University is allowed to provide legal advice to multiple University employees who serve in different roles in the process of disciplining a student; and (2) the University is allowed to provide the alleged victim/complainant with equivalent rights as the accused student/respondent during the student conduct process.

- (1)(2)__A student charged with violating the Standards of Conduct, Chapter 1720-05-01-.04, shall be provided written notice of:
 - (a) The substance of the charge(s) against him/her;
 - (b) The disciplinary action taken or proposed; and
 - (c) His/her rights to a hearing should he/she wish to contest the charge(s) and information concerning the process for requesting a hearing, including the requirement that a request for a hearing before the Disciplinary Hearing Board must be made within five (5) days of the student's receipt of the notice of the charges against him/her.
- (2)(3) A student charged with violating the Standards of Conduct, Chapter 1720-05-01-.04, shall have the following options for a hearing:
 - (a) An administrative hearing before the Student Conduct Officer;
 - (b) A hearing before the Disciplinary Hearing Board; or
 - (c) A hearing in accordance with the University's rules for conducting contested case proceedings under the Uniform Administrative Procedures Act ("UAPA_Hearing"). All disciplinary cases that may result in suspension or permanent dismissal of a student, the revocation of a degree, or the revocation of registration of a student organization are subject to the contested case provisions of the UAPA. The University's procedures for conducting contested case hearings under the UAPA are contained in Chapter 1720-01-05, and the University's rules concerning waivers of contested case proceedings are contained in Chapter 1720-01-3. Disciplinary hearings will be conducted in accordance with the University's procedures for conducting contested case proceedings under the UAPA unless the student waives those procedures in writing and elects to have his or her case resolved in accordance with Section .08(3) or Section .08(4).
- (4) Notice of Hearing Concerning Allegations of Sexual Assault, Dating Violence, Domestic Violence, or Stalking. At least seventy-two (72) hours prior to a hearing under Section .08(3) concerning allegations of sexual assault, dating violence, domestic violence, or stalking, the University shall provide the accused student/ respondent with notice of the following: (1) the time, place, and date of the hearing; (2) the name of each witness the University expects to present at the

hearing and those the University may present if the need arises; (3) notice of the right to request a copy of the University's investigative file, redacted in accordance with the Family Educational Rights and Privacy Act of 1974, (20 U.S.C. § 1232g), and the federal regulations implementing that statute, as amended; and (4) notice of the right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that the University has in its possession, custody, or control and may use to support claims or defenses, unless the use would be solely for impeachment.

- (5) Admissibility of Statements in Civil or Criminal Proceedings Sexual Misconduct.
 - (a) Tennessee law provides that a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a student disciplinary proceeding concerning sexual misconduct must not be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement if the statement was made in a student disciplinary proceeding in which the person did not have the active assistance of counsel.
 - (b) Neither a student accused of sexual misconduct nor a victim of sexual misconduct has the right to the active assistance of counsel in a hearing before the Disciplinary Hearing Board or the Student Conduct Officer. As a result, a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a hearing before Disciplinary Hearing Board or the Student Conduct Officer concerning sexual misconduct must not be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement.
 - (c) A student accused of sexual misconduct and a victim of sexual misconduct have the right to the active assistance of counsel in a hearing under the UAPA. As a result, a written or oral statement of a student accused of sexual misconduct or a victim of sexual misconduct given in a UAPA hearing concerning sexual misconduct may be admissible in any civil or criminal trial, hearing, or proceeding for any purpose or be used for impeachment without the informed and written consent of the person who made the statement.
 - (d) For purposes of this Section .08(2)(c):
 - (i) "Active assistance of counsel" means the right to be represented by a licensed attorney who is allowed to fully participate in the student disciplinary proceeding or an appeal of a result of a student disciplinary proceeding.

- (ii) "Civil or criminal trial, hearing, or proceeding" does not include any type of civil action, counterclaim, cross-claim, or third-party complaint initiated by or against the University;
- (iii) "Sexual misconduct" means a violation of the University's policies concerning sexual assault, dating violence, domestic violence, or stalking.
- (3)(6) Administrative Hearing. A student charged with violating the Standards of Conduct has a right to resolve a disciplinary case through an administrative hearing with the Student Conduct Officer by accepting responsibility for violating the Standards of Conduct. Following the student's written acceptance of responsibility and written waiver of the right to a hearing under the UAPA, the Student Conduct Officer will assess a penalty that is appropriate under Chapter 1720-05-01-.05. Following the assessment of the penalty, the student may acknowledge the acceptance of the penalty in writing or appeal the penalty to the Vice Chancellor for Student Affairs in accordance with Chapter 1720-05-01-.09. A student who resolves a disciplinary case through an administrative hearing with the Student Conduct Officer may only appeal the penalty to the Vice Chancellor for Student Affairs.
- (4)(7) Disciplinary Hearing Board.
 - (a) The Disciplinary Hearing Board is an ad hoc board composed of five (5) members of the University Council, in addition to the Vice Chancellor for Student Affairs, who shall serve as the non-voting chairperson of the Disciplinary Hearing Board. The Disciplinary Hearing Board hears cases of alleged violations of the Standards of Conduct and other cases deemed appropriate by the Vice Chancellor for Student Affairs. The Vice Chancellor for Student Affairs shall select the members of the Disciplinary Hearing Board from the membership of the University Council. A majority vote of the members present is required for all decisions of the board.
 - (b) A request for a hearing before the Disciplinary Hearing Board shall be made within five (5) days of the student's receipt of the notice of the charges against him/her. A hearing shall be scheduled promptly after receipt of the request for a hearing. A student shall be notified of the date, place, and time for the hearing at least seventy-two (72) hours in advance of the hearing. A student has no right to have a hearing before the Disciplinary Hearing Board unless the student waives the provisions of the UAPA in writing.
 - (c) Members of the Disciplinary Hearing Board shall be impartial and anyone lacking such impartiality shall recuse himself/herself. The accused student has the right to challenge any member of the

Disciplinary Hearing Board for good cause and request that he/she be dismissed and replaced. The chairperson of the Board determines whether to dismiss and replace a member of the Disciplinary Hearing Board. <u>Neither the Student Conduct Officer nor a person who investigated the allegations of misconduct against the accused student shall be a member of the Disciplinary Hearing Board or advise the Disciplinary Hearing Board.</u>

- (d) The chairperson of the Disciplinary Hearing Board will conduct the hearing, without regard to technical rules of procedures in such a manner as will best serve the cause of justice within the following general guidelines:
 - 1. An accused student has a right to a hearing closed to the public. In cases involving more than one (1) student, the chairperson may permit the hearings concerning each student to be conducted separately.
 - 2. The chairperson shall rule on all motions, objections, and other The chairperson shall ascertain that the procedural issues. accused student has been advised of the charges against him/her and shall then read a statement describing the charges. A student who fails to appear before the Disciplinary Hearing Board following proper notice shall be deemed to have waived his/her rights to be present during the hearing, to know the evidence against him/her, to present evidence in his/her own behalf, and to exercise reasonable cross-examination of witnesses appearing against him/her. This waiver shall become effective if the student fails to appear at the designated time and place of the hearing unless, at least twenty-four (24) hours prior to the hearing, the student communicates in writing to the Dean of Students good cause for granting a continuance of the hearing. However, no student may be found to have violated the Standards of Conduct solely because the student failed to appear before the Disciplinary Hearing Board. In all cases, the evidence in support of the charges shall be presented to and considered by the Disciplinary Hearing Board.
 - 3. The accused shall enter a plea of <u>guilty_responsible_or</u> not <u>responsibleguilty</u>. If a <u>guilty_responsible_plea</u> is entered, he/she shall be advised of the maximum penalty, and the Board shall review the circumstances of the case and make appropriate decisions or recommendations regarding the penalty.
 - 4. The accused student may be accompanied by no more than one (1) advisor during the hearing, including but not limited to a parent, spouse, friend, or attorney. The role of the advisor shall be limited

to providing advice or support to the accused student. Even if accompanied by an advisor, the accused student is responsible for presenting his/her own case to the Disciplinary Hearing Board. An advisor is not permitted to: introduce evidence; raise objections; present arguments; directly address the members of the Disciplinary Hearing Board, the Student Conduct Officer, or any witnesses participating in the hearing; or otherwise participate in the hearing. In consideration of the limited role of the advisor, and of the compelling interest of the University to expeditiously conclude the matter, a hearing shall not be delayed due to the unavailability of an advisor. The accused student shall inform the Student Conduct Officer of the name of the student's advisor, if any, at least three (3) days before the hearing before the Disciplinary Hearing Board.

- 5. Each party to a hearing shall be given an opportunity to make opening and closing statements.
- 6. Each party to a hearing shall be afforded a full and fair opportunity to present all evidence, including witnesses, reasonably relating to the charge or action at issue. Each party will have the right to question opposing witnesses. Technical rules of evidence will not apply. Evidence which is irrelevant, immaterial, repetitious or voluminous may be limited or excluded. Hearsay evidence is admissible. If a not guilty responsible plea has been entered, evidence in mitigation of the alleged offense shall be presented only after if the Board has determined the issue of innocence or guilt that the accused student is responsible for the violation.
- 7. The Student Conduct Officer shall present the case on behalf of the University. The University shall have the burden of proving, by a preponderance of the evidence, the truth of the charge(s) at issue. Where the charge(s) is found to be true, the accused student shall have the burden of proving that the disciplinary action taken or proposed is arbitrary, capricious, or unreasonable.
- 8. The Board will consider all evidence presented, giving due consideration to the credibility or weight of each item presented. During Board deliberations all persons except the Board members shall be excused from the hearing room. The decision shall be based solely upon the evidence presented. No mention will be made during the hearing on innocence or guilt of the student's previous disciplinary record, unless appropriate as rebuttal to character evidence introduced by the accused.
- 9. After a determination of guilt responsibility by the Board, the

Student Conduct Officer, on behalf of the University, shall present the previous disciplinary record of the accused student if any, and evidence of any other aggravating circumstances, to the Board together with the recommendation of the Student Conduct Officer as to an appropriate penalty.

- 10. After presentation of evidence by the Student Conduct Officer, the accused shall be allowed to present character evidence, evidence of mitigating circumstances, and an alternative penalty recommendation.
- 11. After the Board determines the penalty, the accused student shall be advised in writing of its decision within forty-eight (48) hours of the hearing.
- 12. A record will be made of the hearing procedures. However, defects in the record will not invalidate the proceedings. The results of the Board's decision shall be kept on official University forms. If a verbatim record of the hearing is prepared, it shall be retained in the custody of the Office of Student Conduct and considered a confidential disciplinary record.
- 13. Appeals from decisions of the Disciplinary Hearing Board may be made to the Vice Chancellor for Student Affairs in accordance with Chapter 1720-05-01-.09.
- 14. In cases involving an allegation of sexual assault or misconduct, the hearing procedures shall be modified to afford the alleged victim all of the rights described in Chapter 1720-05-01-.08(<u>8</u>)4)(e). The Disciplinary Hearing Board may consider evidence introduced by the alleged victim as part of the University's proof.
- (8) In accordance with Title IX of the Education Amendments of 1972, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and other applicable law, the University will investigate and resolve reports of sexual misconduct, relationship violence, and stalking in accordance with the University's Policy on Sexual Misconduct, Relationship Violence, and Stalking. In a case involving an allegation of sexual misconduct, relationship violence, or stalking, the accused student/respondent and the alleged victim/complainant shall have the rights outlined in the University's Policy on Sexual Misconduct, Relationship Violence, and Stalking. Additionally, in a case involving sexual assault, dating violence, domestic violence, or stalking, the University shall provide the accused/student/respondent with notice of the role of advisors (e.g., attorneys) in the student conduct process, including the extent to which they are allowed to advise or represent the student in an investigation or hearing.

(5)(9) For purposes of this rule, the term "student" shall mean a student or a student organization.

1720-05-01-.09 APPEALS.

- (1) Appeal. A decision of the Disciplinary Hearing Board, or a decision of the Student Conduct Officer concerning a penalty following an administrative hearing, may be appealed to the Vice Chancellor for Student Affairs.
 - (a) The request for appeal shall be submitted in writing to the Vice Chancellor for Student Affairs within seven (7) calendar days of written notice of the decision of the Disciplinary Hearing Board or Student Conduct Officer. If the seventh day falls on a weekend or holiday, the time is extended to the next regular workday.
 - (b) The request for appeal shall contain:
 - 1. A statement that the student or student organization appeals the decision of the Disciplinary Hearing Board or Student Conduct Officer; and
 - 2. A brief statement of the grounds for the appeal.
 - (c) All appeals to the Vice Chancellor for Student Affairs are written and heard based upon the record made before the Disciplinary Hearing Board.
 - (d) Pending the outcome of an appeal, the penalty specified in the decision of the Disciplinary Hearing Board shall not be imposed.
- (2) The Vice Chancellor for Student Affairs may:
 - (a) Affirm the decision of the Disciplinary Hearing Board or Student Conduct Officer;
 - (b) Amend the decision of the Disciplinary Hearing Board or Student Conduct Officer;
 - (c) Return the case to the Disciplinary Hearing Board or Student Conduct Officer with instructions for reconsideration of the case; or
 - (d) Overturn the decision of the Disciplinary Hearing Board.
- (3) The decision of any board or administrative officer of the University of Tennessee at Martin is subject to review by the Chancellor.

1720-05-01-.10 EMERGENCY POWERS. When, in the judgment of the Chancellor of The

University of Tennessee at Martin, conditions are such that an emergency exists which makes it impossible for the system of judicial boards to function, he/she may suspend these procedural regulations. If the procedures are suspended, he/she may substitute for them arrangements for handling disciplinary matters that will insure the orderly functioning of the University and at the same time safeguard the basic rights of the students and student organizations.

1720-05-01-.11 INVOLUNTARY MEDICAL WITHDRAWAL OR SUSPENSION.

- (1) When a student is unable to effectively pursue his/her academic work, or when his/her behavior is disruptive to the normal educational processes of the University, or constitutes a threat to members of the University community, due to, among other things, alcohol use, drug use, or a physical or mental incapacitating condition, he/she may be withdrawn or temporarily suspended from the University as hereinafter provided.
- (1) Withdrawal. A student may be withdrawn from the University only after an evaluation of his/her mental and physical condition by a panel of at least three (3) persons appointed by the Vice Chancellor for Student Affairs. The student shall be notified of the reasons for the evaluation and given an opportunity to present evidence to the committee. The committee's findings and recommendations shall be forwarded to the Vice Chancellor for Student Affairs, who will notify the student in writing of his/her decision.
- (2) Temporary Suspension. Whenever a student, because of his/her mental or physical condition constitutes a danger to persons or property, or when his/her behavior is disruptive to the normal educational processes of the University, he/she may be suspended from the University, for a reasonable period of time, by the Vice Chancellor for Student Affairs. If the University does not withdraw the student in accordance with procedures outlined above, he/she may return to the University at the end of the suspension period.
- (3) Grades. When a student is withdrawn or temporarily suspended from the University, he/she may be assigned a grade of "W' or "I," whichever is deemed appropriate by the faculty member involved.
- (4) Readmission.
 - (a) A student who is involuntarily withdrawn under this rule may not be readmitted to the University before the start of the next semester or without the approval of the Vice Chancellor for Student Affairs. The student shall also meet all of the admission requirements of the University and of the school or college in which he/she wishes to be readmitted.
 - (b) A student shall submit a written request for permission to reapply to the University with the Vice Chancellor for Student Affairs by October 1 for Spring enrollment, by February 1 for Summer enrollment, and by May 1

for Fall enrollment. The student's written request shall include an explanation of why the Vice Chancellor for Student Affairs should allow the student to reapply and an explanation of the student's plan to transition successfully back into the academic community.

- (c) The Vice Chancellor for Student Affairs may require the student to provide the panel of individuals who recommended that the student be involuntarily withdrawn with proof that the condition that caused the withdrawal is no longer present or that the condition is under control through treatment such that the student does not present a direct threat to the health or safety of him/herself or others and will not disrupt the normal educational processes of the University. Proof may consist of a current medical or mental health evaluation, demonstration of ongoing medical or mental health treatment, and a plan for treatment upon readmission. The panel may request any other information or documentation that it deems necessary. In exceptional circumstances, the panel may request a second, independent opinion of a qualified medical or mental health professional paid for by the University. In cases where the Vice Chancellor for Student Affairs has imposed other conditions for readmission, it is the responsibility of the student to provide documentation of compliance with those conditions.
- (d) The panel's recommendation concerning reenrollment or readmission shall be provided to the Vice Chancellor for Student Affairs, who will notify the student in writing of his/her decision. The decision of the Vice Chancellor for Student Affairs is final and may not be appealed.

1720-05-01-.12 INSPECTION AND SEARCH POLICIES.

- (1) Entry by University authorities into occupied rooms in residence halls will be divided into three (3) categories; inspection, search, and emergency. Inspection is defined as the entry into an occupied room by University authorities in order to ascertain the health and safety conditions in the room, to check the physical condition of the room, to make repairs on facilities, or to perform cleaning and janitorial operations. Search is defined as the entry into an occupied room by on-campus authorities for the purpose of investigating suspected violations of campus regulations. An emergency situation exists when the delay necessary to obtain a search authorization constitutes an apparent danger to person, property, or the building itself.
- (2) Inspection: Scheduled inspections by on-campus authorities with the exception of daily janitorial operations shall be preceded, if possible, by twenty-four (24) hours' notice to the residents. During the inspection there will be no search of drawers, closets, or personal belongings. This policy is applicable for residence halls and fraternity houses.
- (3) Search: On-campus authorities will not enter a room for purposes of search

without the permission of the resident unless they have a campus authorization to search, authorized by the Vice Chancellor for Student Affairs or his/her designee, which specifies the reasons for the search and the objects or information sought, or unless they enter in compliance with federal or state law. If possible, the student should be present during the search. Normally these searches will not be made unless the Vice Chancellor for Student Affairs or his/her designee is present.

(4) If the search reveals objects the possession of which violates a law or a University rule, the University may take appropriate disciplinary action even though the objects were not listed on the search authorization.

1720-05-01-.13 ACADEMIC DISHONESTY. The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. A student may be found to have violated this obligation if he/she:

- (1) Refers during an academic evaluation to materials, sources, or devices not authorized by the instructor;
- (2) Provides assistance during an academic evaluation or assignment to another person in a manner not authorized by the instructor;
- (3) Receives assistance during an academic evaluation or assignment from another person in a manner not authorized by the instructor;
- (4) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration;
- (5) Acts as a substitute for another person in any academic evaluation or assignment;
- (6) Utilizes another person as a substitute for him/herself in any academic evaluation or assignment;
- (7) Practices any form of deceit in an academic evaluation or assignment;
- (8) Depends on the aid of others, in a manner expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation;

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- (9) Provides aid to another person, knowing such aid is expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation;
- (10) Indulges in plagiarism by presenting as one's own, for academic evaluation or assignment, the ideas, representations, or works of another person or persons without customary and proper acknowledgment of sources;
- (11) Submits the work of another person in a manner that represents the work to be one's own;
- (12) Knowingly permits one's work to be submitted by another person without the instructor's authorization;
- (13) Attempts deceitfully to influence or change one's academic evaluation or record; or
- (14) Indulges in conduct that is so disruptive as to infringe upon the rights of an instructor or fellow students during a class or examination session.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE:	June 22, 2018
COMMITTEE:	Academic Affairs and Student Success
ITEM:	Consent Agenda, Academic Affairs and Student Success

RECOMMENDATION: Approval

The items listed below have been placed on the Consent Agenda of the Academic Affairs and Student Success Committee:

- A. Minutes of Last Meeting
- B. Program Modifications Leading to New Majors or Degree Designations
 - 1. Construction Science and Agricultural Systems Major, B.S. (UTIA)
 - 2. Agricultural Business, B.S. (UTM)
- C. Honorary Doctorate of Humane Letters, Carla Hayden, Ph.D. (UTK)
- D. 2018 Comprehensive Listing of Academic Programs
- E. Ratification of Administrative Action to Terminate or Inactivate Academic Programs
- F. Report of Faculty Promotions Information
- G. Report of Faculty Tenure Information

These items will not be presented or discussed in the Committee unless a Committee member requests that an item be removed from the Consent Agenda. In accordance with the Bylaws, before calling for a motion to approve the Consent Agenda, the Committee Chair will ask if any member of the Committee wants to remove an item from the Consent Agenda. An item will not be removed from the Consent Agenda solely for the purpose of asking questions for clarification. Those questions should be presented to the Secretary before the meeting.

If there are no requests to remove an item from the Consent Agenda, the Committee Chair will call for a single motion to approve the Consent Agenda. If the motion carries, the action items will go forward to the Consent Agenda for the full Board meeting.

Committee Chair will call for the following motion by a voting member of the Committee:

I move that the Committee approve the Minutes of the Last Meeting as presented in the meeting materials and further move that the following items on the June 22, 2018 Consent Agenda of the Committee be recommended for approval by the full Board by unanimous consent:

- A. Program Modifications Leading to New Majors or Degree Designations
 - 1. Construction Science and Agricultural Systems Major, B.S. (UTIA)
 - 2. Agricultural Business, B.S. (UTM)
- B. UT Knoxville Honorary Degree, Doctor of Humane Letters, Carla Hayden
- C. 2018 Comprehensive Listing of Academic Programs
- D. Ratification of Administrative Action to Terminate or Inactivate Academic Programs

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Consent Agenda

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE: June 22, 2018

COMMITTEE: Academic Affairs and Student Success

ITEM: Minutes of the Last Meeting

Minutes of the March 23, 2018 meeting of the Academic Affairs and Student Success Committee follow this memorandum.

RESOLVED: Reading of the minutes of March 23, 2018 meeting of the Academic Affairs and Student Success Committee is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

MINUTES OF THE ACADEMIC AFFAIRS AND STUDENT SUCCESS COMMITTEE March 23, 2018 Memphis, Tennessee

The Academic Affairs and Student Success Committee meeting of The University of Tennessee Board of Trustees was held at 8:30 a.m. CDT, Friday, March 23, 2018, in the Student-Alumni Center on The University of Tennessee Health Science Center campus in Memphis.

I. Call to Order

Chair Vicky Gregg called the meeting to order.

II. Roll Call

Dr. Linda C. Martin, Vice President for Academic Affairs and Student Success, called the roll. The following members were present:

Trustees

Vicky B. Gregg, Chair Terrance G. Cooper Susan C. Davidson Joseph A. DiPietro John N. Foy Raja J. Jubran Brad A. Lampley Andrew P. McBride Rachel M. Smith Jai Templeton Julia T. Wells Charles E. Wharton

> Page 1 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018

Non-voting Student and Faculty Representatives Lee Pribyl Will Burleson Martin Donaldson Morgan Hartgrove Beauvais Lyons Jordan Long Chris Caldwell Gretchen Potts

Dr. Martin announced the presence of a quorum. Trustees Mike Krause and Candice McQueen and non-voting student representatives Sergio Bedford and Rachel Emond were unable to attend. Other Trustees, administrative staff, members of the public, and representatives of the media were also present.

Chair Gregg recognized Dr. Linda C. Martin as the Vice President for Academic Affairs and Student Success and asked her to provide a few opening comments before proceeding with the agenda. Dr. Martin's remarks focused on recent activities and accomplishments from the Office of Academic Affairs and Student Success. Highlights included the office's continued focus and commitment to furthering statewide transfer initiatives and efforts to strengthen the UT System and other statewide partnerships.

III. MINUTES OF THE LAST MEETING

Chair Gregg called for any corrections to the minutes of the last meeting held on November 3, 2017. Hearing no corrections, the Chair called for a voting member of the Committee to make the prepared motion in the meeting materials. The following motion was made, seconded, and carried unanimously:

I move that the reading of the minutes of the November 3, 2017 meeting of the Academic Affairs and Student Committee be omitted and the minutes be approved as presented in the meeting materials, provided that the Secretary shall be authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

> Page 2 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018

IV. CONSENT AGENDA

Chair Gregg asked for any requests that items be removed from the Consent Agenda. Hearing none, the Chair called for the prepared motion in the materials and a second by a voting member of the Committee. Trustee Wells moved as follows:

I move that the following action items be recommended to the Board of Trustees for approval by unanimous consent:

- A. Statement of Support for Graduate Medical Education (Exhibit 1)
- B. Institutional Mission Profile Statements (Exhibit 2)
- C. Proposed Revisions to UTHSC Faculty Handbook (Exhibit 3)

The motion was seconded by Trustee Foy and carried.

V. TENURE RECOMMENDATION FOR THREE UTK FACULTY MEMBERS UNDER EXPEDITED PROCEDURES

President DiPietro presented his recommendation that tenure be granted to three UTK faculty members under expedited procedures (Exhibit 5):

- A. Dr. Mark Balas, Professor in the Department of Mechanical, Aerospace & Biomedical Engineering in the Tickle College of Engineering, and Director for the Center for Laser Applications at the UT Space Institute;
- B. Dr. Michela Taufer, Dongarra Professor in Higher Performance Computing in the Department of Electrical Engineering and Computer Sciences in the Tickle College of Engineering; and
- C. Dr. Mariam G. Thalos, Professor and Department Head for the Department of Philosophy in the College of Arts and Sciences.

Chair Gregg called for a motion and a second by a voting member of the Committee that the Committee recommend adoption of the following Resolution by the Board of Trustees:

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RESOLVED:

- 1. Tenure is granted to Dr. Mark Balas in his faculty appointment in the Department of Mechanical, Aerospace & Biomedical Engineering at University of Tennessee, Knoxville.
- 2. Tenure is granted to Dr. Michela Taufer in her appointment in the Department of Electrical Engineering and Computer Sciences at University of Tennessee, Knoxville.
- 3. Tenure is granted to Dr. Mariam Thalos in her faculty appointment in the Department of Philosophy at University of Tennessee, Knoxville.

Vice Chair Jubran made the motion, Trustee Wharton seconded, and the motion carried.

Trustee Wharton commended UTSI for its great work with the UTK College of Engineering and offered high praise for Dr. Mark Balas, saying he believes Dr. Balas will continue the significant progress being made at UTSI.

VI. TENURE RECOMMENDATIONS FOR THREE UTHSC FACULTY MEMBERS UNDER EXPEDITED PROCEDURES

President DiPietro presented his recommendation that tenure be granted to three UTHSC faculty members under expedited procedures (Exhibit 6):

- A. Dr. Kenneth Ataga, Methodist Endowed Chair in Sickle Cell Research and Professor in the Department of Medicine, College of Medicine and Director of the UTHSC Center for Sickle Cell Disease;
- B. Dr. Valerie Mas, Methodist Emerson Endowed Professor in Transplantation in the Department of Surgery, College of Medicine, and Director of Research for the UTHSC Transplant Center; and
- C. Dr. Daniel Maluf, Transplant Institute Endowed Professor in the Department of Surgery, College of Medicine, and Surgical Director of Liver Transplantation and Director of Live Donor Transplantation.

Page 4 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018 Chair Gregg called for a motion and a second by a voting member of the Committee that the Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED:

- 1. Tenure is granted to Dr. Kenneth Ataga in his faculty appointment in the Department of Medicine at The University of Tennessee Health Science Center.
- 2. Tenure is granted to Dr. Valerie Mas in her faculty appointment in the Department of Surgery at The University of Tennessee Health Science Center.
- 3. Tenure is granted to Dr. Daniel Maluf in his faculty appointment in the Department of Surgery at The University of Tennessee Health Science Center.

Vice Chair Jubran made the motion, Trustee Foy seconded, and the motion carried.

Chair Gregg praised the qualifications of all the expedited tenure candidates and said she believes they demonstrate the University's ability to attract high caliber candidates for these positions. Trustee Wharton inquired about where UTHSC stands relative to its reputation and ability to perform complex transplants currently and with the addition of these newly-tenured faculty members. Chancellor Schwab responded that UTHSC is one of twelve centers in the U.S. that is currently certified to perform live liver transplantation. He added that the three newly-appointed faculty members are leaders in their respective fields and will have a great impact on UTHSC's ability to serve populations throughout the state.

VII. PROPOSED REVISIONS TO BOARD POLICIES ON ACADEMIC FREEDOM, RESPONSIBILITY, AND TENURE

Chair Gregg recognized Dr. Monica Black, a UTK faculty member and President of the UTK Chapter of the American Association of University Professors, who had requested to address the subject of "Proposal to Expand Current EPPR Practice."

Page 5 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018 Dr. Black expressed concerns about the proposed additional requirement of periodic post-tenure review. Her concerns included: (1) the manner and short timeline in which the policy revision was proposed, which she described as not normative; (2) the laborious layer it will add to the work of department heads, staff, and faculty; (3) possible effects upon SACSCOC accreditation; (4) the potential negative impact upon the value of a UT degree; (5) the potential impact on UT's ability to recruit the best scholars; and (6) the manner in which policy undermines the spirit of tenure.

In response, President DiPietro emphasized that the administration will work closely with campuses and faculty to develop specific procedures around post-tenure review. Dr. DiPietro further clarified that there is nothing in the proposed policy that jeopardizes academic freedom. Rather, he said, the new policy seeks to address skewed annual faculty evaluation data in which roughly 98% of faculty meet or exceed expectations on their annual reviews. The policy will create greater transparency, improve performance, and promote excellence as it identifies areas in which the annual review is not as rigorous or effective as it should be.

Professor Beauvais Lyons, a non-voting faculty representative, asked Dr. Black to describe how much time it takes her to conduct a comprehensive review for tenure as an external reviewer. He also asked if she has ever been called upon to be an external reviewer for periodic post-tenure review. Dr. Black responded that an evaluation of a fellow faculty member from another institution takes approximately one week of work and involves reading books, articles, and conference papers of the faculty member, as well as writing a lengthy evaluation. Dr. Black said she has not been asked to perform a post-tenure review as an external reviewer. In response to Professor Lyons' inquiry, President DiPietro emphasized procedures for post-tenure review have not yet been developed and that although the policy allows for external reviews, they will not be routine.

Vice Chair Jubran asked Dr. Black to provide any research or data she has to substantiate her argument that the value of the UT degree could be negatively impacted by posttenure review. Dr. Black said she does not have any data but said the prestige of a degreegranting institution can be lost as power is taken away from the campuses. Vice Chair Jubran reiterated the importance of basing such claims and arguments on facts.

> Page 6 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018

Chair Gregg recognized Dr. DiPietro to present the proposed revisions to the Board's tenure policy (Exhibit 7), which were developed in follow-up to the August 2017 Board workshop. He explained that the proposed revisions were submitted to the University Faculty Council (UFC) for review on February 5, 2018, with a due date of March 2, 2018 for comment. Many of the changes requested by UFC were accepted by the administration or accepted with modification. The UFC position on post-tenure was not accepted by the administration, but multiple revisions have been made in an effort to address faculty concerns. Dr. DiPietro outlined the following substantive revisions included in the proposal:

- 1. Delegation of authority to grant tenure to the President (except for University Officers who will simultaneously hold a faculty appointment and except in cases of tenure to be granted upon initial appointment and tenure to be granted after less than a six-year probationary period, for all of which the Board retains authority).
- 2. Standardization of probationary period across the UT System to 6 years.
- 3. Modification of the tenure review process to require enhanced mid-cycle review of tenure-track faculty in the 3rd or 4th year of the probationary period and development of departmental procedures requiring peer review of teaching and external review.
- 4. Revisions to the definition of Adequate Cause for termination related to (1) loss of an external appointment or substantive change in work with an affiliated entity (such as ORNL or a medical practice group) and (2) ending employment with an external entity/primary employer if a faculty member was granted tenure in less than a full-time appointment contingent upon remaining employed with his or her primary employer.
- 5. Revisions to make an express reference to sexual harassment or other sexual misconduct as grounds justifying expedited termination or suspension procedures.
- 6. Addition of periodic post-tenure review which calls for the President to establish, with Board of Trustees approval, procedures for periodic review of tenure-track faculty no less often than every 6 years and requires certain minimum provisions.
- 7. Provides that the President, based on the findings of an academic program review, may recommend to the Board of Trustees procedures under which the campus

Page 7 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018 administration will conduct comprehensive performance reviews of tenured and non-tenured faculty in the program.

Dr. DiPietro concluded his presentation by expressing his support of the revised policy as a way to enhance academic excellence, accountability and transparency. He said the policy on post-tenure review will provide an opportunity to reward under-recognized faculty, improve underperforming faculty, identify inadequate annual faculty evaluation procedures, and support removal of faculty who are performing unsatisfactorily.

Chair Gregg called for a motion and a second by a voting member of the Committee that the Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The Board of Trustees approves the proposed revisions to the Board Policies on Academic Freedom, Responsibility, and Tenure to be effective as of March 23, 2018, except as provided below:

- 1. The standard six-year probationary period shall apply to all tenuretrack appointments made after March 23, 2018. The required campus policies and procedures to govern a faculty member's application for tenure before the sixth year shall be submitted to the Board no later than the last regular Board meeting in 2018 and shall be effective upon approval by the Board.
- 2. The requirement of an Enhanced Tenure-Track Review (ETTR) in the third or fourth year of the probationary period shall be effective as of July 1, 2019 but shall not apply to any tenure-track faculty member who has completed the fourth year of his or her probationary period by that date. The campuses shall present proposed ETTR procedures to the Board for approval no later than the last regular meeting of the Board in 2018.
- 3. (a) Any revision of campus procedures needed to comply with the new minimum components of the tenure review process stated in Appendix A (for example, the requirement of external reviews of all tenure candidates and the requirement of peer review of teaching) shall be effective upon approval by the Board. The

Page 8 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018 campuses shall submit any revised procedures to the Board no later than the June 22, 2018 meeting.

(b) The departmental procedures required by Appendix A shall be effective upon approval by the dean and the chief academic officer. Departments shall submit the required procedures for approval no later than November 30, 2018 and shall be effective beginning with the next tenure review cycle following approval.

- 4. The departmental criteria for tenure required by Article III, Section F, of the policy shall be submitted to the dean and the chief academic officer for approval no later than November 30, 2018 and shall be effective beginning with the next tenure review cycle following approval.
- 5. The requirement of a periodic comprehensive review of all tenured faculty no less often than every six years shall be effective upon Board approval of the review procedures for each campus recommended by the President. The President shall recommend the procedures to the Board no later than the last regular meeting of the Board in 2018.

AND FURTHER RESOLVED: At the June 22, 2018 regular meeting of the Board, the President shall recommend revisions to the procedures outlined in Appendices B and C of the policy to ensure that pretermination hearing processes are conducted in an efficient and timely manner so that a recommendation is presented to the Chancellor no later than 120 days after written notice of proposed termination was provided to the faculty member.

Trustee Foy made the motion, and Vice Chair Jubran seconded. Chair Gregg opened the floor for discussion.

Trustee Wharton expressed concern regarding items two and five, and made a motion to table the original motion until June 2019 when there is a new Board of Trustees in place and possibly a new President. Student Trustee Smith seconded the motion. The motion to table failed by a voice vote. Chair Gregg asked Trustee Wharton if he wished to request a roll-call vote, and he declined to do so, noting that the voice vote was clear.

Page 9 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018 Chair Gregg call for a vote on the original motion to recommend the Resolution for adoption by the Board of Trustees. The motion carried. Trustee Wharton voted against the motion.

Chair Gregg recognized Dr. Chris Caldwell, UTM Faculty Senate President and member of the University Faculty Council, who read the following statement by the UFC:

We support the recently enacted Enhanced Post-Tenure Review (EPPR) policy as constituted. It was developed over a two-year process that was based on (1) identifying a problem with the previous Cumulative Performance Reviews (CPR), (2) determining the best way to solve it, and (3) involved appropriate, qualified trustees, administrators and faculty.

We share the concerns of the Board of Trustees regarding the rigor and consistency of Annual Planning and Performance Reviews (APPR). Improvements should emphasize clearly developed criteria for rank for every academic unit, mandatory department head training, and more thorough accountability by deans and chief academic officers to overseeing the process.

We look forward to working with the UT System and campus administrators to develop a Periodic Post-Tenure Performance Review (PPPR) system that is effective and efficient in using university resources to protect our core missions of research, teaching and service. We agree that issues to be addressed include (1) clearly defining the problem, (2) developing policies and procedures that protect academic freedom and, (3) holding all tenured faculty to the highest standards of performance.

Dr. Terry Cooper, Non-voting Faculty Trustee, recommended that consideration be given to changing the name of the post-tenure review to the Report of Faculty Accomplishment and Accountability (FAA) because it emphasizes both sides of the argument; it protects and promotes tenure.

VIII. UTIA TEN-YEAR STRATEGIC PLAN WITH REVISED MISSION STATEMENT AND VISION STATEMENT

Page 10 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018 Dr. Tim Cross, UTIA Chancellor, presented the new, long-term UTIA strategic plan and vision statement that have been developed after months of stakeholder input and revision (Exhibit 8). New goals include: (1) drive discovery; (2) expand real life learning; (3) rapidly deploy solutions; (4) deliver programs that improve lives; (5) grow and diversify resources; and (6) improve institute effectiveness.

Chair Gregg called for a motion and a second by a voting member of the Committee that the Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The Board of Trustees approves the proposed ten-year strategic plan for The University of Tennessee Institute of Agriculture, including the revised mission and vision statements, which shall supersede the mission and vision statements approved by the Board of Trustees on June 24, 2010.

Trustee Foy made the motion, Trustee Wells seconded, and the motion carried.

IX. PROGRAM MODIFICATIONS LEADING TO NEW MAJORS OR DEGREE DESIGNATIONS

A. UTK Doctor of Education in Educational Leadership (Ed.D): Dr. John Zomchick, Interim Provost at UTK, recommended the proposed program modification of the former Ed.D. degree to an E.D. in Educational Leadership (Exhibit 9).

Chair Gregg called for a motion and a second by a voting member of the Committee that the Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The Board of Trustees authorizes The University of Tennessee, Knoxville to offer the degree of Doctor of Education in Educational Leadership, subject to subsequent approval by the Tennessee Higher Education Commission.

Page 11 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018 Vice Chair Jubran made the motion for approval, Trustee Wharton seconded, and the motion carried.

B. UTC Bachelor of Science in Business Administration: Dr. Robert Dooley, Interim Provost at UTC, recommended the proposed revision of the current Bachelor Science in to the Bachelor of Science in Business Administration along with the elevation of the current concentrations in the various disciplines areas into specific majors (Exhibit 10).

Chair Gregg called for a motion and a second by a voting member of the Committee that the Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The Board of Trustees authorizes The University of Tennessee at Chattanooga to offer the degree of Bachelor of Science in Business Administration, with majors in Accounting, Economics, Entrepreneurship, Finance, Human Resources Management, and Marketing, subject to subsequent approval by the Tennessee Higher Education Commission.

Trustee Foy made the motion for approval, Vice Chair Jubran seconded, and the motion carried.

C. UTC Bachelor of Science in Computer Engineering: Dr. Dooley also recommended the proposed revision elevating the existing concentration in Computer Engineering to a stand-alone degree program in Computer Engineering (Exhibit 11).

Chair Gregg called for a motion and a second by a voting member of the Committee that the Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The Board of Trustees authorizes The University of Tennessee at Chattanooga to offer the degrees of Bachelor of

Page 12 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018

Science in Computer Engineering, subject to subsequent approval by the Tennessee Higher Education Commission.

Trustee Foy made the motion for approval, Vice Chair Jubran seconded, and the motion carried.

X. REQUESTS TO ADDRESS THE BOARD

There were no other requests to address the Board.

XII. ADJOURNMENT

There being no further business, the meeting was adjourned.

Respectfully Submitted,

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Linda C. Martin Vice President for Academic Affairs and Student Success

Page 13 Academic Affairs and Student Success Committee Meeting Board of Trustees March 23, 2018

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE:	June 22, 2018
COMMITTEE:	Academic Affairs and Student Success
CAMPUS/UNIT:	College of Agricultural Sciences and Natural Resources
ITEM:	Program Modification: Construction Science and Agricultural Systems Major, B.S.

RECOMMENDATION: Approval

The College of Agricultural Sciences and Natural Resources proposes a modification of the existing Environmental and Soil Science B.S. degree that would reorganize the program's six concentrations into two distinct B.S. degrees. Driven primarily by rapid growth in the area of construction science, the program will benefit by combining the related concentrations into a separate degree program.

The Environmental and Soil Science program will retain three of its six concentrations (Environmental Science, Soil Science, and Conservation Agriculture and Environmental Sustainability). However, the remaining three concentrations (Agricultural Systems Technology, Construction Sciences, and Off-Road Vehicle Technology) will move to a second B.S. degree in Construction Science and Agriculture Systems.

RESOLVED: The proposed program modification to reorganize the Environmental and Soil Science program into two degrees, a B.S. with a major in Environmental and Soil Science and a B.S. with a major in Construction Science and Agricultural Systems, is approved.



Office of the Dean

126 Morgan Hall 2621 Morgan Circle Knoxville,TN 37996-4500 phone: 865-974-7493 fax: 865-974-9329 www.casnr.utk.edu

24 April 2018

Dr. Linda Martin Vice-President Academic Affairs & Student Success 821 Andy Holt Tower 1331 Circle Park Knoxville, TN 37996-0180

We received the THEC Evaluation of Academic Program Modification from Betty Dandridge Johnson and used it to amend the proposal to develop the Construction Science & Agricultural Systems major. The proposal seeks to develop the major using current concentrations from the Environmental & Soil Science major. Responses to specific questions from the Tennessee Higher Education Commission are provided below.

Item: Enrollment/Degrees Awarded by Concentration

Comments/Questions: The current program is meeting benchmarks in its current configuration with an average of 27 graduates over the past 3 years. However, all concentrations are not robust. In fact, the Agricultural Systems and Technology concentration has not produced any graduates. What is the marketing/recruitment plan for the program? However, there is some concern regarding both the enrollment and productivity of the Off-Road Vehicle Technology concentration. Since this concentration is not reflected in the proposed title, what is the marketing/recruitment plan to grow this concentration?

Response: Aligning the Agricultural Systems Technology (AST) and Off-Road Vehicle Technology (ORVT) concentrations into a major with the Construction Science concentration should inherently enhance recognition of the concentrations as they share similarities of construction and machinery. The marketing/recruitment plan is to develop brochures, website information, and talking points for our recruiters to attract students with interests in construction and machine technology. Such marketing materials can be very focused due to similarities among the three concentrations which are not selfevident under the current affiliation with environmental and soil science concentrations. Our transfer guidelines with Pellissippi State and other community colleges, currently focused only on Construction Science, will be updated to include AST and ORVT. Our recruiters will highlight the AST and ORVT concentrations in their marketing efforts at high schools and community colleges. Recruiters include a Coordinator of Recruitment, College student Ambassadors, and faculty. In anticipation of the proposed new major, we recruited four students to AST in Fall 2017 (up from 0 in the preceding two years) and increased enrollment from 5 to 10 in OFVT in Fall 2017.

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Item: Assessment

<u>Comments/Questions</u>: How will this modified program actually be assessed? Based on the inventory of course offerings for the three concentrations, there are no common courses (see table on page 4). Is this typical for interdisciplinary or multi-disciplinary programs? Please provide an outline of the assessment since the "infrastructure and basic curricula for the new programs are already in place in the academic department." Does the department intend to develop a new major field test or embed the assessment in a capstone course (for each of the three concentrations)?

Response: The modified program will be assessed using various courses that exist within the curriculum. ESS 424, Environmental Stormwater Management, is common to all three concentrations (see curricula listings on pg. 23-25 of the proposal) although it was inadvertently not marked as being included for the ATS concentration on the THEC APM review document. ESS 424 will be used to assess student problem-solving (Outcome 1). Outcomes 2 (ability to analyze dimensions of sustainability and professional/ethical responsibility) and 3 (oral/written communication skills) will be assessed in concentration-specific courses. Outcome 2 and oral communication skills will be assessed using BSET 345 for Construction Science students. Written communication skills for Construction Science students will be assessed using BSET 270, which is being restructured as an upper division (300-400 level) course beginning Fall 2019. Oral communication skills for AST and ORVT students will be assessed in BSET 462. Outcome 2 and written communication skills will be assessed for both the AST and ORVT concentrations using BSET 474. The instructors for these courses will utilize rubrics relevant to the course and intended learning outcomes for assessing how well students meet the intended outcomes.

Item: Accreditation

Comments/Questions: The department has initiated the process to obtain accreditation for (sic) through the American Council for Construction Education (ACCE).....Will ACCE be accrediting only the Construction Science concentration or the entire program? When will the concentraton/program be eligible to seek accreditation? The THEC Financial Projection form may need to be amended to reflect these accreditation costs.

Response: ACCE will only be accrediting the Construction Science concentration. Precedent exists within the College for accreditation of individual concentrations within a major as our Wildlife Science concentration is accredited but not the Wildlife Health concentration, both in the Wildlife & Fisheries major. The Construction Science concentration is expected to become eligible for accreditation in 2021. The THEC Financial Projection form has been amended to reflect the accreditation costs.

Item: Curriculum Crosswalk to Accreditation Competencies

<u>**Comments/Questions**</u>: Please submit the curriculum crosswalk to the ACCE competencies.

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<u>Response</u>: A table (Table 3-p. 14 of the proposal) was added to the proposal which lists the curriculum crosswalk to the ACCE competencies.

<u>Item</u>: Finance <u>Comments/Questions</u>: Accreditation costs should be included. <u>Response</u>: Costs were added to the THEC Financial Projection form.

John G. Stier

Associate Dean & Professor-Plant Sciences

c: C. Beyl, J. Carrier

Attach:

- Proposal
- THEC Evaluation of APM
- THEC Financial Projection Form
- Provost letter of support

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Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Construction S...



February 1, 2018

Dr. Joseph DiPietro, President The University of Tennessee 800 Andy Holt Tower 1331 Circle Park Drive CAMPUS

Dear Dr. DiPietro,

Please find attached an Academic Program Modification for a key program in the College of Agricultural Sciences and Natural Resources. The College has reviewed the organization and growth within the existing Environmental and Soil Science B.S. degree and proposes a reorganization of this program and its six concentrations into two B.S. degrees, each with three concentrations.

This change is largely driven by the rapid growth in the construction science concentration, which now enrolls over 100 students, and the more appropriate placement of construction science, agricultural systems technology, and off-road vehicle technology into a new Construction Science and Agricultural Systems major. We believe the growth in enrollment will continue due to existing student demand and due to identity, recruitment and employment opportunities offered by the new major designation.

This program modification has been reviewed and approved by the appropriate department, college, and campus bodies and is presented with the support of the Office of the Provost. We are requesting your support in transmitting the modification to the Board of Trustees and the Tennessee Higher Education Commission.

Thank you in advance for your attention to this matter.

Sincerely

John P. Zomehick Interim Provost and Senior Vice Chancellor

Office of the Provost & Senior Vice Chancellor 527 Andy Holt Tower Knoxville, TN 37996-0152 865-974-2445 provost@utk.edu

BIG ORANGE, BIG IDEAS,"

Academic Program Modification Proposal:

A Bachelor of Science in Construction Science and Agricultural Systems

Submitted by Department of Biosystems Engineering and Soil Science College of Agricultural Sciences and Natural Resources The University of Tennessee, Knoxville

Current Program: Environmental and Soil Science Major, BS

Comprised of six concentrations: Environmental Science Concentration Soil Science Concentration Conservation Agriculture & Environmental Sustainability Concentration Agricultural Systems Technology Concentration Construction Science Concentration Off-road Vehicle Technology Concentration

Proposed Program: Environmental and Soil Science Major, BS

Comprised of three concentrations: Environmental Science Concentration Soil Science Concentration Conservation Agriculture & Environmental Sustainability Concentration

And a new major **Construction Science and Agricultural Systems Major, BS** Comprised of three concentrations: Agricultural Systems Technology Concentration Construction Science Concentration Off-road Vehicle Technology Concentration

Proposed Termination Date of Current Concentrations:	Fall 2019
Proposed Implementation Date of Proposed Program:	Fall 2019

Academic Program Liaison: India Lane, ilane@tennessee.edu

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the Department of Biosystems Engineering and Soil Science

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Executive Summary

The proposed program modification creates a new Bachelor of Science in Construction Science and Agricultural Systems, by removing three existing concentrations which have substantially different curriculum content from the current six concentrations in the Environmental and Soil Science BS degree. The concentrations within the new degree share a focus on applied technology and systems/construction management, while the three remaining concentrations in the Environmental and Soil Science degree will continue their focus on soil science, environmental sustainability and agronomics. The Department of Biosystems Engineering and Soil Science has demonstrated the demand for the proposed new degree, as reflected by strong enrollment growth and quality job placement. This growth has been in spite of the fact that the current degree title (B.S. in Environmental and Soil Science) hampers program identification, student recruitment, and is confusing to employers and recruiters. With the proposed new Bachelor of Science in Construction Science and Agricultural Systems, falling under Classification of Instructional Programs (CIP) Code: 52.2001 - Construction Management, the program can reach its full potential, and continue to garner financial support from industry. This proposal is consistent with the goals of the College of Agricultural Sciences and Natural Resources at the University of Tennessee, Knoxville to continue to grow and develop high quality educational programs that serve the residents of the state of Tennessee. The College of Agricultural Sciences and Natural Resources has been supportive of and encouraged this growth, and is expected to continue this support into the future.

Current and Proposed Program Name, Degree Designation, and CIP Codes

In order to best serve students and to appropriately structure curriculum content, this proposed modification will move three concentrations from the "Environmental and Soil Science" major creating a new stand-alone major "Construction Science and Agricultural Systems (Table 1)."

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Before the Proposed Change				After the Proposed Change		
Title	Degree	CIP Code		Title	Degree	CIP Code
Environmental and Soil Science: Soil Science concentration	B.S.	01.1202- Soil Science and Agronomy	No change	Environmental and Soil Science: Soil Science concentration	B.S.	
Environmental and Soil Science: Environmental Science concentration	B.S.	01.1202- Soil Science and Agronomy	No change	Environmental and Soil Science: Environmental Science concentration	B.S.	01.1202- Soil Science and
Environmental and Soil Science: Conservation Agriculture and Environmental Sustainability concentration	B.S.	01.1202- Soil Science and Agronomy	No change	Environmental and Soil Science: Conservation Agriculture and Environmental Sustainability concentration	B.S.	Agronomy
Environmental and Soil Science: Agricultural Systems Technology concentration	B.S.	01.1202- Soil Science and Agronomy	This proposal	Construction Science and Agricultural Systems: Agricultural Systems Technology concentration	B.S.	
Environmental and Soil Science: Construction Science concentration	B.S.	01.1202- Soil Science and Agronomy	This proposal	Construction Science and Agricultural Systems: Construction Science concentration	B.S.	52.2001 - Construction Management
Environmental and Soil Science: Off-Road Vehicle Technology concentration	B.S.	01.1202- Soil Science and Agronomy	This proposal	Construction Science and Agricultural Systems: Off-Road Vehicle Technology concentration	B.S.	

Table 1. Existing ESS and Proposed ESS and Construction Science and Agricultural Systems programs

Other potentially relevant CIP codes: 03.01-Natural Resources Conservation and Research, 03.0101-Natural Resources/Conservation, General, 03.0103-Environmental Studies, 15.1102- Surveying Technology/Surveying, 01.0201-Agricultural Mechanization

Proposed Implementation Date

It is proposed to implement this program in the Fall semester of 2019.

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Proposed Termination Dates for Any Concentrations Proposed as Free Standing Academic Programs

Not applicable

Anticipated Delivery Site

The proposed program will be delivered from UTK Knoxville.

Academic Program Liaison (APL) Name and Contact Information

The Academic Program Liaison will be India Lane: ilane@tennessee.edu

Background for Proposed Academic Program Modification

The Department of Biosystems Engineering and Soil Science (BESS) in the College of Agricultural Sciences and Natural Resources (CASNR) at the University of Tennessee, Knoxville requests a program modification to create a **Bachelor of Science in Construction Science and Agricultural Systems**. The proposed degree would fall under Classification of Instructional Programs (CIP) Code: 52.2001 -Construction Management, General, with a projected starting date of Fall Semester 2018. This request is driven primarily by the rapid enrollment growth within the department's Construction Science concentration, which has grown from 5 students in fall of 2010 to 87 students in the fall of 2017, with 100% employment of its graduates. In spite of a relatively short period of existence and having a degree title (B.S. in Environmental and Soil Science) which hampers program identification and student recruitment, the Construction Science concentration has become the largest program in the department. We also expect growth in the other two concentrations within the new proposed BS degree, as the availability and information about these educational opportunities become more visible under a distinct BS degree.

Background and Rationale.

Currently, the department of BESS offers a B. S. degree in Biosystems Engineering (BsE), and a B.S. degree in Environmental and Soil Science (ESS), as well as graduate degrees which are outside the scope of this request. Within the BS in ESS degree, there are currently six concentrations:

- Environmental Science Concentration
- Soil Science Concentration
- Conservation Agriculture & Environmental Sustainability Concentration
- Agricultural Systems Technology Concentration
- Construction Science Concentration
- Off-road Vehicle Technology Concentration

The last three concentrations (Agricultural Systems Technology, Construction Science, and Off-road Vehicle Technology Concentration) are very different in nature from the first three, have different core requirements, and are primarily taught by a different group of faculty members. All three of these concentrations were developed from the BS in ESS - Biosystems Engineering Technology concentration, which was developed around 2001 to replace and update the former B.S. degree in Agricultural Mechanization that was eliminated about 1983.

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The new Bachelor of Science in Construction Science and Agricultural Systems would essentially recreate in contemporary form the former degree (Agricultural Mechanization) which existed from about 1940 to about 1983. Over the period from about 1970 to 1983, the Agricultural Mechanization degree produced about 100 graduates (average 7.5/year), representing. Many of our peer agricultural and biosystems engineering departments have experienced recent growth in similarly named non-engineering Agricultural Mechanization degree programs. The growth of these STEM/technology based programs can be attributed to the increased need for professionals in areas highly dependent upon strong backgrounds in technology, such as irrigation and precision agriculture, but without the need for engineering design expertise.

The proposed Bachelor of Science in Construction Science and Agricultural Systems would be comprised of three concentrations: Agricultural Systems Technology, Construction Science, and Off-road Vehicle Technology. A distinct BS degree title "Construction Science and Agricultural Systems" for these three concentrations is justified for the following reasons:

- The content of these concentrations does not fit under the most common perceptions of Environmental and Soil Science, which is confusing from a recruiting and job placement perspective.
- These concentrations are currently treated distinctly in terms of the course prefix (they use BsET as opposed to ESS for the environmental and soil science courses) and are listed separately in the department webpage and in recruiting materials, yet share a degree title (ESS).
- The curricula for these concentrations are vastly different from the other three ESS concentrations which creates difficulties associated with the SACs assessment process (limited common courses)
- There are no similar degree programs elsewhere at the University of Tennessee.
- The rapid growth over the past five years (Figure 1) in the Construction Science concentration has outpaced all other programs within CASNR in spite of a degree title that is not reflective of the content of the learning experience. A distinct degree title would further facilitate growth in

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the Agricultural Systems and Off-road Vehicle concentrations in the proposed BS in Construction Science and Agricultural Systems.

The need for professionals with this degree continues to grow because the need for
professionals with the construction science concentration is very strong, with industry demand
exceeding the number graduates. Opportunities for the Agricultural Systems and Off-Road
Vehicles concentrations are strong and growing due to the reliance on technology in modern
agricultural practice (e.g., drones, robots, self-guided vehicles and remote sensing).

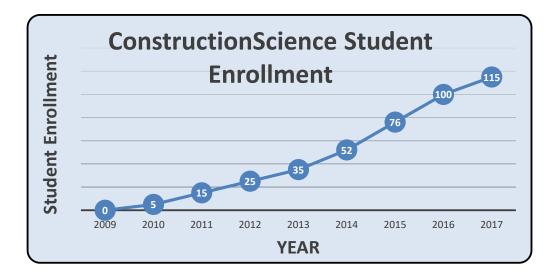


Figure 1 Enrollment growth in the Construction Science concentration of the ESS degree

Department History as related to this Proposal

Some brief background and history of the department is helpful to understand the diverse program offerings in the Department of Biosystems Engineering and Soil Science (BESS) (McCann, 2016; Walker, 2016; and Whatley, 1994). Biosystems Engineering was traditionally referred to as Agricultural Engineering, and has existed in under various names at UT for nearly 100 years. In the 1916-1917 university announcements, Rural Engineering was first mentioned, and Agricultural Engineering first appeared in 1919. Agricultural Engineering was first listed as a department of instruction (in the College of Engineering) in the 1925-26 catalog, and cross-referenced in the College of Agriculture. In 1938, Agricultural Engineering appears in the College of Agriculture listing, along with the Rural Engineering Group which was a forerunner of the Agricultural Mechanization curriculum which is central to this proposal. Both the Agricultural Engineering and the Agricultural Mechanization programs were important, viable programs of approximately equal size with solid enrollments through 1983, with the last Agricultural Mechanization graduates finishing in 1993 after the degree was eliminated. These programs were offered by the Department of Agricultural Engineering, which became Agricultural and Biosystems Engineering in 1998. In 2001, the environmental and soil science programs, previously in the department of Plant and Soil Science, were merged with the Department of Agricultural and Biosystems Engineering to become the Department of Biosystems Engineering and Soil Science (BESS). At this time the Agricultural Mechanization program became a concentration of the Environmental and Soil Science (ESS) BS degree, and was termed Biosystems Engineering Technology (BsET), further adding confusion about the programming. In 2009 the Construction Science and Off-Road Vehicle concentrations were added. The proposed BS in Construction Science and Agricultural Systems will re-capture the former BS in Agricultural Mechanization degree, and will incorporate the Construction Science and Off-Road vehicle programs, removing them as options within the BS in ESS degree. This distinct BS degree in Construction Science and Agricultural Systems will be a more appropriate umbrella degree title for these concentrations, facilitating program identification and growth, and attracting more highly qualified students to the department, college and university.

Mission of University and Department.

The mission of the University of Tennessee is to provide the people of Tennessee with access to quality higher education, economic development, and enhanced quality-of-life opportunities. As the state's flagship institution, the primary mission of the University of Tennessee, Knoxville is "to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world. As the preeminent land-grant university in the state, UT, Knoxville embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions." The College of Agricultural Sciences and

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Natural Resources (CASNR) prepares students in natural and social sciences-based professional academic programs for careers in agriculture, natural resources and other arenas. The CASNR academic programs accomplish the following:

- Provide strong general education with a foundation in fundamental knowledge, an understanding of the human experience, a global perspective, and communication skills (visual, oral and written);
- Build on the natural and social sciences to provide experiential learning that applies gained knowledge to problem-solving situations using critical thinking and analytical skills;
- Provide student-centered educational programs where students engage in the process and take responsibility for their education;
- Provide international experiences to provide a global perspective to their education.

The Department of Biosystems Engineering and Soil Science is one of the eight departments in CASNR, and has developed the following mission statement (BESS By-Laws):

The Department of Biosystems Engineering and Soil Science brings broad engineering and scientific expertise to issues of sustainable development and resource stewardship. Specific topics include productive and sustainable agriculture, soil and water resource management, impacts of climate change, machines and systems for optimized performance, construction science, and fuels and value-added products from renewable resources. We produce well-prepared and motivated graduates (BS through PhD), discover new knowledge through research, and share that knowledge by engaging with scientific communities, industries and agencies, and individuals throughout Tennessee and the world.

The department fulfills its mission through excellence in teaching, high quality advising, innovative research, and knowledge-based outreach while adhering to core values of integrity, equality, and respect. The proposed BS in Construction Science and Agricultural Systems will further the mission of UT, Knoxville, CASNR, and of the Department of Biosystems Engineering and Soil Science.

The Complete College Tennessee Act of 2010 mandated that universities focus on "educational attainment and increased degree production, taking into consideration Tennessee's economic development, work force development and research needs." The Tennessee Higher Education Commission (THEC) outlined several goals for higher education for the 2015-2025 period in the master plan, *"Postsecondary Attainment in the Decade of Decision"* <u>https://www.tn.gov/thec/article/statewide-master-plan</u>. Specifically, THEC identified the need for academic programs that target undersupplied occupations and that help increase the supply of qualified graduates in high-demand fields requiring a postsecondary degree. Governor Haslam's Drive to 55 Agenda calls for over 55% of Tennessee residents to have a technical, two-year or college degree by 2025; the Governor also ties higher educational attainment directly to improving Tennessee agriculture. As indicated below, the proposed new BS degree serves areas in which there is strong demand and job growth.

The University of Tennessee, Knoxville, identified in its strategic plan five priority areas: undergraduate education; graduate education; faculty; research and engagement; and infrastructure and resources. This proposal clearly supports the first priority area, and the concentrations in the proposed degree have high graduation and retention rates. As part of the Journey to the Top 25, it should be noted that the programs in this proposed new BS degree are well represented in the top 25 public universities (as defined by US News and World Report). Based on a survey of Top 25 programs in both 2012 and 2015, 44% to 55% of the top 25 public institutions offer a construction management program. When only Land Grant institutions in the Top 25 are considered, 66% to 77% of the top 25 programs have construction management programs; over half offer Agricultural Systems or Agricultural

Mechanization programs. Several programs within the top 25 Land grant instructions offer programs in off-road vehicle or off-road equipment, but these are not as common as those in construction management or agricultural systems.

Need for Program

Agricultural Systems Management.

Agricultural Systems Management (or more traditionally, Agricultural Mechanization) programs are offered widely across the country. These programs provide skills essential to manage the sophisticated technological systems that are increasingly essential to modern agricultural production. They provide important science and technology educational programs that are distinct from engineering programs, yet provide technical background to support farm and industrial equipment companies, food processing plants, grain and seed providers, livestock operations, irrigation design and deployment companies, general manufacturing companies, as well as state and federal government agencies. According to College Factual (2017), the U.S. produces about 580 graduates in year in Agricultural Mechanization. While not specifically listed, the Bureau of Labor Statistics under the title "Agricultural and Food Scientists" suggests that for BS entry level candidates, the job outlook for 2014-2024 is about 5% growth or as fast as average for all occupations, with 2015 median pay about \$62,000 per year.

Construction/Building Science, Construction Management.

Construction Science is the disciplines of managing time, people, and materials efficiently with applications across a range of areas such as agricultural, commercial, residential and highway construction. The Bureau of Labor Statistics under the title "Construction Managers" suggests that for BS entry level candidates, the job outlook for 2014-2024 is about 5% growth or as fast as average for all occupations, with 2015 median pay about \$87,000 per year. Demand for construction managers in middle Tennessee is as high as that anywhere in the country (BOL 2015). Rose (2014) clarifies the resurgent growth and potential: "Few industries felt the adverse impact of the Great Recession as much as construction. Overall, the recession that started in 2007 downsized the industry by 30 percent, but since 2008, pay for construction professionals has increased more than 40 percent." Figure 2 illustrates salary trends and projections for construction management professionals such as those in project management, superintendent, and estimating.

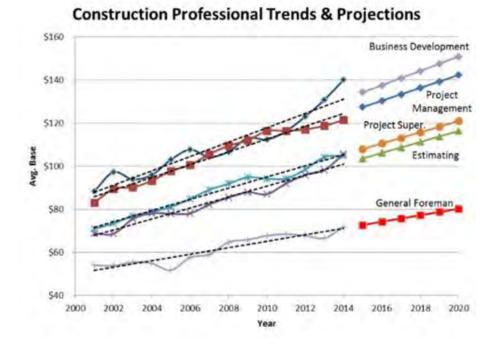


Figure 2. Construction Professional Salary (units of thousands) Trends and Projections (reference Rose 2014)

The Associated Builder and Contractors, Inc. (ABC) "Construction Backlog Indicator" (June 2016) indicates that "Construction backlog among the nation's largest contractors now stands above 12 months, a record for the series. The biggest firms with the greatest capacity to attract talent have been able to accept work that others have had to turn away in a market that has stabilized at a comfortable level but still faces a skilled worker shortage." The employment of construction managers is projected to grow 16 percent from 2012 to 2022, faster than the average for all occupations (Construction Education, 2012).

While the 2009-2013 recession hurt construction employment, construction management programs have rebounded strongly due to the demand for graduates (Construction Executive, 2017). Since the economic downturn, both Colorado State and Texas State have experienced substantial growth in their Construction Management programs (from lows of 500 and 244, respectively, to 750 and 453 today. Both institutions report better than 90% employment rates.

Off-Road Vehicle Technology

The Off-Road Vehicle Technology Concentration emphasizes the skills needed to manage the sophisticated technological systems that are increasingly essential to off-road vehicle development, production and management. Graduates will have the skills and knowledge to be successful in off-road

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vehicle business (agricultural, recreation, construction, and landscape), wildland management, or employment with off-road vehicle equipment and material suppliers. Potential careers include: off-road vehicle business, research, testing and development; private consulting in environmental and wildland areas; technical sales and service representatives; entrepreneurs developing new products or services, and specialists working with government and non-governmental organizations with interests in off-road recreation, the environment and natural resources.

As off-road equipment becomes more sophisticated, machinery companies are looking for employees who understand the science and technology behind that sophistication. Additionally, the impacts of off-road vehicles on recreational areas are under continued scrutiny; government and private agencies seek guidance in managing such areas. Off-Road Vehicle technologists expect initial salaries in the mid \$30,000 range. Additional examples of median incomes from a recent report include sales representatives for machinery and equipment, \$43,000; and federal wildland managers, \$51,000.

Potential Impact of Modification on Current Program

No impact is anticipated on existing programs within the department or within the University of Tennessee and its institutes. The vast majority of current students will likely choose to graduate with the new BS degree, the title of which more accurately describes their educational program. However, current students may choose to graduate under their existing degree program in Environmental and Soil Science for up to six years after implementation of the new degree program.

Existing Programs Offered at Public and Private Tennessee institutions

A review of BS programs within Tennessee with the same Classification of Instructional Programs (CIP) Codes finds that only Middle Tennessee State University offers a BS program "Construction Management" (CIP: 52.2001/TN CIP Code: 32.52.2001.00). East Tennessee State University offers an Engineering Technology program which has a construction concentration. There were no similar "Agricultural Systems" or "Agricultural Mechanization" programs found in Tennessee. Tennessee Technological University offers an Agricultural Engineering Technology concentration in their Agriculture degree (CIP:01.01.0000.00), which would have some similar components as the Agricultural Systems curriculum. No programs in "Off-Road Vehicle Technology" or its equivalent were found.

For completeness and reference, the following Tennessee BS programs share some overlapping content with the proposed Construction Science and Agricultural Systems degree but hold different

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areas of emphasis and different CIP codes. All statewide programs in Civil Engineering are included because they cover some aspects of construction science, but focus on the engineering design perspective as opposed to the construction management focus of the UT Construction Science curriculum.

- Tennessee State University BS CIVIL ENGINEERING 09.14.0801.00
- Tennessee Technological University BSCE CIVIL ENGINEERING 09.14.0801.00
- University of Memphis BSCE CIVIL ENGINEERING 09.14.0801.00
- University of Tennessee, Chattanooga BSCE CIVIL ENGINEERING 09.14.0801.00
- University of Tennessee, Knoxville BSCE CIVIL ENGINEERING 09.14.0801.00
- East Tennessee State University BS ENGINEERING TECHNOLOGY 09.15.0000.00 (with concentration in Construction Engineering Technology)

Enrollment and Degrees Awarded by Concentration

The fall enrollment data for 2014-2016 and graduation data for AY 2014-15 through 2016-17 from departmental records are shown in Table 2. For comparison, the Office of Institutional Research and Assessment (OIRA) data is shown for the ESS degree. Based on the current average annual graduates and growing enrollment, we anticipate that the existing ESS major and the new CSAS major will meet THEC productivity expectations (rolling average of 10 graduates per annum).

Student Learning Outcomes

Program-level student learning outcomes for the Construction Science and Agricultural Systems BS degree are as follows:

- Students will demonstrate the ability to use available technologies, skills, and engineering tools
 including knowledge of mathematics, management, science, and applied engineering and
 physics to solve construction/agricultural related problems.
- Students will demonstrate an understanding of professional and ethical responsibility, and identify and critically analyze the environmental, social, and economic dimensions of sustainability.
- Students will demonstrate effective levels of communication through written and oral skills; these skills will be incorporated into specific the technical courses within the major providing continuous communication evaluation and improvement.

These student learning outcomes will be met and assessed through core course assignments.

ESS Degree	Fall	Headco	unt Enro	ollment		Degrees Awarded			
	Year 1	Year 2	Year 3	3 Year Fall	Academic Year 1	Academic Year 2	Academic Year 3	3 Year Average	
Concentration	2015	2016	2017	Average	2014-2015	2015-2016	2016-2017		
Environmental Science	41	43	70	51.3	13	8	5	8.67	
Soil Science	11	8	11	10.0	4	5	3	4.00	
Conservation Agriculture and Environmental Sustainability	7	11	11	9.7	1	2	2	1.67	
Construction Science	80	80	88	82.3	4	12	16	10.67	
Agricultural Systems Technology	0	4	4	2.7	0	0	0	0.00	
Off Road Vehicles	6	8	10	8.0	1	2	2	1.67	
Land Surveying Technology : (this concentration eliminated after 2014-2015 catalog)	1	0	0	0.33	1	1	0	0.67	
Total Program	146	154	194	164.7	 24	30	28	27.33	

Table 2: Program Enrollment and Productivity*

*OIRA Data

Assessment

SACS Review: The infrastructure and basic curricula for the new program are already in place in the academic department. The SACS assessment criteria will need to be revised with a new degree, but these criteria will be simplified and easier to manage since the same criteria will not have to be shared among all ESS concentrations. The modified program will be assessed using various courses that exist within the curriculum. ESS 424, Environmental Stormwater Management, is common to all three concentrations (see curricula listings on pg. 23-25 of the proposal). ESS 424 will be used to assess student problem-solving (Outcome 1). Outcomes 2 (ability to analyze dimensions of sustainability and professional/ethical responsibility) and 3 (oral/written communication skills) will be assessed in

concentration-specific courses. Outcome 2 and oral communication skills will be assessed using BSET 345 for Construction Science students. Written communication skills for Construction Science students will be assessed using BSET 270, which is being restructured as an upper division (300-400 level) course beginning Fall 2019. Oral communication skills for AST and ORVT students will be assessed in BSET 462. Outcome 2 and written communication skills will be assessed for both the AST and ORVT concentrations using BSET 474. The instructors for these courses will utilize rubrics relevant to the course and intended learning outcomes for assessing how well students meet the intended outcomes.

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Accreditation

Accreditation for this program is expected to be through the Southern Association of Colleges and Schools (SACS, <u>http://www.sacscoc.org</u>) as part of the general accreditation for UTK programs. Currently, the three concentrations impacted by this proposal hold SAC's accreditation under the Environmental and Soil Science degree title (CIP 01.1299- Soil Sciences, Other), which shares very few courses with these concentrations significantly complicating the assessment process. Each of the Construction Science and Agricultural Systems concentrations was developed from the Agricultural Mechanization BS degree which was eliminated in the 1990's. This proposed program modification wil not require a SACS substantive change request.

In addition the SACS accreditation, the process has been initiated to obtain accreditation for the Construction Science concentration through the American Council for Construction Education (ACCE http://www.acce-hq.org/). The University of Tennessee would be the first accredited program in the state of Tennessee, and would remove Tennessee as the only state in the south without an accredited construction management program (Figure 3). Having a distinct and clearly designated BS degree title will facilitate this accreditation process.

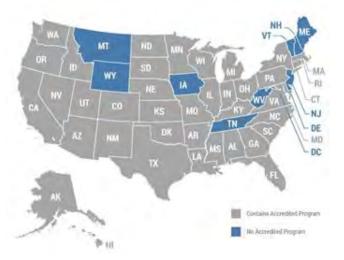


Figure 3. State-by-state map of Accredited ACCE Baccalaureate Programs in Construction Management (or similarly named programs)

A comparison between the curriculum requirements specified by ACCE and the curriculum of the Construction Science concentration in the proposed Construction Science and Agricultural systems BS degree is provided in Table 3 below.

Table 3. Curricula cross walk between ACCE requirements and the Construction Science concentration (from ACCE Document 102, Table 3.1.1 Summary of Category Semester Hour Requirements, revision 9/15/2017)

	ACCE Min	UT Construction Science
Core Area	(Sem Hours)	(Sem Hours)
3.1.2 General Education		
3.1.2.1 Communications	6	9
3.1.2.2 Mathematics: Greater than algebra and trigonometry	3	6
3.1.2.3 Physical Science: Analytical physical science	6	12
3.1.3 Business and Management	12	22
Accounting, Economics, Business law and Principles of Management.		
Total combined 3.1.2 and 3.1.3	33	49
3.1.4 Construction	50	50
Other	37	21
TOTAL SEMESTER HOURS	120	120

Current and Proposed Curriculum Requirements

No changes in the curricula are proposed at this time, as the three concentrations within the proposed Construction Science and Agricultural System degree have established curricula. Each of these concentrations is briefly described below, and detailed curricula for each of the concentrations are provided in the Appendix. Course descriptions for those courses taught by the Department of Biosystems Engineering and Soil Science are provided in the Appendix as well.

The **Agricultural Systems Technology** concentration is designed to provide the skills required to manage the sophisticated technological systems that are increasingly essential to modern agricultural production. The program starts with a basic science foundation, adds courses in crop production, pest control, and protection of soil and water resources, then introduces the technologies and control systems available to make production more efficient and environmentally sound. It rounds out the curriculum with analysis and management courses to tie all the information together and to most effectively use it in making and carrying out management decisions. Directed technical electives allow the student to concentrate in a particular area of agricultural production or to develop increased skills with particular technologies or management tools.

The **Construction Science** concentration is designed to prepare one for entry into the very broad and diverse range of careers related to construction. This could lead to construction management opportunities in areas such as residential, agricultural, commercial, paving and excavation construction. Students in a program of this type typically enjoy the outdoors, and enjoy the sense of accomplishment that can be quickly realized seeing a project grow from an idea to finished product. This field relies on knowledge from engineering, construction, and business; skills related to teamwork and leadership are important as well. The program is designed to provide a strong background in science and math, with exposure to relevant technology such as CAD, GPS/GIS, sensors and electronic information transfer. In addition, the added emphasis on business related coursework in the Construction Science track leads to a Minor in Business Administration.

The **Off-Road Vehicle Technology** Concentration emphasizes the skills needed to manage the sophisticated technological systems that are increasingly essential to off-road vehicle development, production and management. Since many human activities can adversely impact soil, water, and environmental quality, this BS degree in Environmental and Soil Sciences provides students with a strong

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grounding in basic sciences and technology to prepare them for careers in environmental and natural resource management. Students in this program also study a broad curriculum of physical and environmental sciences (botany, chemistry, physics, soil and material sciences), as well as applied areas such as ecology, wildland management, and natural resource conservation. Students build expertise with the latest off-road vehicle technologies and equipment, such as engines, machinery, materials, surveying, geographical information systems, computer applications in natural resource management, global positioning systems, precision agriculture, chemical application, automation, computer-aided design, and environmental instrumentation. Finally, they are given a solid business and management foundation including technical writing, presentation skills, statistics, accounting, and economics

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In addition to formal course work, students are strongly encouraged to obtain internship experience prior to completion of the degree. As in many disciplines, students with this type of experience are found to be much more attractive to employers, and tend to progress faster upon leaving the university. The BESS faculty plays an active role in helping students identify internship opportunities.

Admission, Retention and Graduation Policies

Polices for the BS in Construction Science and Agricultural Systems will not differ from those for all other undergraduate degrees at UTK. These policies are easily accessible to students and can be found in the Undergraduate Catalog and *Hilltopics*, the student handbook of the University of Tennessee, Knoxville.

There are several scholarships funded by industry groups set aside for students entering the Construction Science program, and freshman entering UT though CASNR benefit from a strong scholarship pool. A pathway has been established with Pellissippi State Community College (PSCC), and will likely be expanded to other institutions, by which students can obtain an associate's degree and transfer these credits into the Construction Science program. The faculty from both UT and PSCC met and agreed on courses in the associate's degree program that will transfer into the Construction Science concentration. The information is available to advisors at both institutions.

New Courses Needed

No new courses are required as a result of this proposal, as each of the concentrations already exist under the ESS degree.

Distance Learning

The proposed B.S. program is projected to continue to be delivered primarily through in-class instruction, laboratory exercises, experiential learning modules, professional experiences/internships, student presentations, technical writing, and defensible, independent research. While online or hybrid options could evolve in the future, none of the current classes are offered through distance methods. However, discussions are underway to develop a primarily online MS level Construction Science program in order to capture and serve the vibrant middle Tennessee construction market. Several of the upper level BS courses may evolve into distance courses to facilitate dual enrollment graduate/undergraduate distance/on-line courses in preparation for the MS program.

Current and Proposed Admission, Retention and Graduation Policies

Program Direction and Administrative Support

The overall program direction and oversight will be provided by the Department Head. The Director of the Construction Science Program will serve as the undergraduate coordinator for the new proposed degree, working alongside the undergraduate coordinators for the Biosystems Engineering and the Environmental and Soil Science coordinators. The department enjoys strong administrative support from a professional Business Manager and four office support staff. In addition, the department has four professional technical staff and a machine shop supervisor. The new program will not require any new organizational units or faculty.

Student advising

Each student will be advised by a faculty advisor, and all students are encouraged to meet with their advisor twice per year rather than once per year as required. There are plans underway within CASNR for a departmental professional advisor to assist in course registration and curricular issues.

Fiscal Resources

Because this proposal represents simply a reorganization of an existing BS program, no new recurring costs are anticipated. The department has sufficient faculty to teach all the courses for the proposed program. Sufficient facilities, faculty FTEs, student advising capacity, research and administrative support are available within the department. The Construction Science concentration has received substantial funding from industry (Figure 4), and provided the economy remains strong this is expected to grow when a distinct BS degree is available.

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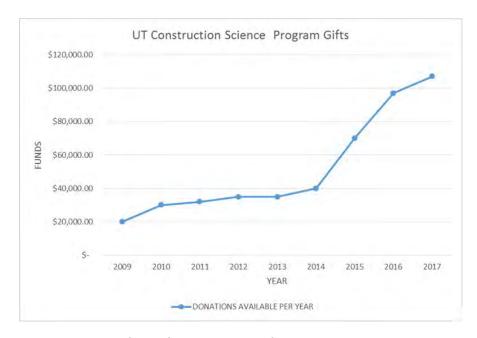


Figure 4. Growth in Industry Support to the Construction Science Program

Library Resources

Sufficient library and information technology resources are available and no new facility or equipment are needed. The University of Tennessee, Knoxville's Hodges Library is ranked in the top 50 of the public university libraries. The library's website at <u>http://www.lib.utk.edu</u> provides a gateway to the library catalog, an electronic database/indexes collection, internet resources, and library services. The University of Tennessee Libraries' extensive collection of resources for faculty and students includes over 3 million print volumes, 13,000 serial titles, 2,700,154 microforms and 27,710 audio tapes, 24,119 films and audiovisual materials, and over 400 electronic databases and indexes.

Webster C. Pendergrass Agriculture & Veterinary Medicine Library specifically serves UT's Institute of Agriculture. Pendergrass Library offers onsite and virtual use of its resources through an active program of outreach, client services, and current technology. The Alcove and five group rooms provide flexible meeting and study space, and the Library is a popular gathering place on the Agriculture Campus. The webpage at <u>https://www.lib.utk.edu/agvet/</u> is the main access point to library services, subject guides, and Internet sites. More than 600 databases are available via the UT Libraries' home page. Expert assistance is available to help users locate citations and documents, in paper or electronic versions. Research consultations are also available upon request.

Overall, the Pendergrass Library's services and resources contribute to its central role in support of teaching and research for the Department of Biosystems Engineering and Soil Science. One librarian,

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Peter Fernandez, Research Services Librarian for Agricultural Sciences & Natural Resources, is designated for the department, and he provides an important liaison function between the academic programs of the College and the Library. In addition, the Pendergrass library maintains two 3-D printers which are utilized in the Construction Science and Agricultural Systems coursework.

Current Faculty

The Department of Biosystems Engineering and Soil Science currently has 31 tenure-line and non-tenure line faculty members. Table 4 lists the faculty members from the Department of Biosystems Engineering and Soil Science who currently teach courses comprising the proposed BS in Construction Science and Agricultural Systems. A complete list of BESS faculty with their expertise can be found at: http://bioengr.ag.utk.edu/dynamic/personnel.asp?filterBy=Faculty . In addition to the faculty listed, the Construction Science program relies on adjunct instructors from industry to complement the in house faculty.

Table 4.Faculty of the Department of Biosystems Engineering and Soil Science with teaching
responsibilities related to the proposed BS in Construction Science and Agricultural
Systems.

	•	I			1
Name	Rank	Highest Degree	Primary Department	Focus area	Estimated FTE related to this program
Carrier, Julie	Professor and Head	Ph.D.	BESS		
Ayers, Paul	Professor	Ph.D.	BESS	Machine systems	30%
Drumm, Eric	Professor	Ph.D.	BESS	Soil Mechanics, Structural Mechanics, Construction Materials	40%
Freeland, Robert	Professor	Ph.D.	BESS	Biological Instrumentation, surveying	20%
Hart <i>,</i> William	Associate Professor	Ph.D.	BESS	Power and machinery	80%
Logan, Joanne	Associate Professor	Ph.D.	BESS	Applied climatology & climate change	60%
Parker, Charles	Sr. Lecturer & Director of Construction Science program	M.S.	BESS	Construction project control, estimating and scheduling	100%
Sherfy, Andrew	Lecturer	M.S.	BESS	Soil Science, soil genesis, stormwater management	50%
Smith, Angela	Lecturer	M.S.	BESS	Infrastructure systems, construction, stormwater management, construction finance	100%
Womac, Alvin	Professor	Ph.D.	BESS	Equipment performance & environmental impact	30%

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

ITEM:	Program Modification: Agricultural Business, B.S.
CAMPUS/UNIT:	UT Martin
COMMITTEE:	Academic Affairs and Student Success
DATE:	June 22, 2018

RECOMMENDATION: Approval

The College of Agriculture and Applied Science at UT Martin proposes a program modification to the existing Agricultural Business concentration within the B.S. in Agriculture degree. The modification would elevate the Agricultural Business concentration into a major.

Currently, the B.S. in Agriculture degree program offers five concentrations: (1) Plant and Soil Science, (2) Animal Science, (3) Agricultural Engineering Technology, (4) Agricultural Science, and (5) Agribusiness. Following the proposed modification, the concentration in Agricultural Business will become a separate B.S. degree, with three possible concentrations: (1) Agribusiness, (2) Farm and Ranch Management, and (3) Veterinary Technology and Management. The B.S. in Agriculture will retain the other four concentrations.

RESOLVED: The proposed program modification to elevate the Agricultural Business concentration within the B.S. in Agriculture degree at The University of Tennessee at Martin to a B.S. in Agricultural Business degree is approved.

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Agricultural Bu...



MIKE KRAUSE Executive Director STATE OF TENNESSEE HIGHER EDUCATION COMMISSION PARKWAY TOWERS, SUITE 1900 NASHVILLE, TENNESSEE 37243-0830 (615) 741-3605 FAX: (615) 741-6230

May 30, 2018

Dr. Keith S. Carver, Jr. Chancellor University of Tennessee, Martin 325 Hall-Moody Administration Building Martin, TN 38238

Dear Chancellor Carver:

Pursuant to THEC Academic Policy A1.1 (*New and Modified Academic Programs: Evaluation Criteria*), the following program modifications have been approved:

FROM:	General Agriculture, Bachelor of Science of Agriculture (BSAG) Concentrations Remaining after Program Modification: (1) Agricultural Science, (2) Animal Science, and (3) Plant and Soil Science Concentrations Terminated Effective August 2018: (1) Agricultural Business, and (2) Agriculture Engineering Technology CIP Code: 01.0000 (Agriculture, General)
TO:	Agricultural Business, Bachelor of Science (BS) Concentrations: (1) Agricultural Business, (2) Agricultural Engineering Technology, (3) Farm and Ranch Management, and (4) Veterinary Technology and Management CIP Code: 01.0102 (Agribusiness/Agricultural Business Operations) Implementation Date: Fall 2018

The separation of these two concentrations from the existing General Agriculture BSAG program will enhance the Agricultural Business, BS program and will be more recognizable by prospective students and employers. Additionally, this program modification will elevate two specializations (Farm and Ranch Management and Veterinary Technology and Management) to concentrations that have demonstrated increased student interest over the years.

Best wishes for success in implementing this academic program.

Sincerely,

Mike Krause

cc: President Joe DiPietro Dr. Linda Martin Betty Dandridge Johnson BILL HASLAM Governor

The University of Tennessee at Martin

Academic Program Modification Proposal

Bachelor of Science in Agriculture

Agricultural Business Concentration

Modified to

Bachelor of Science in Agricultural Business

Submitted to the Tennessee Higher Education Commission

May 23, 2018

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Approval Verification Letter and Documentation

The following letter and supporting documents provide verification that the proposed program modification has successfully completed all necessary institutional approvals.

THE UNIVERSITY OF TENNESSEE AT MARTIN

Dr. Betty Dandridge Johnson

Tennessee Higher Education Commission 404 James Robertson Parkway, Suite 1900

Chief Academic Officer

Nashville, TN 37243-0830



May 22, 2018

Division of Academic Affairs Office of Curriculum & Assessment 327 Administration Building Martin, Tennessee 38238 Office: 731-881-7855 Fax: 731-881-7503

Dear Dr. Johnson,

I am writing on behalf of Interim Provost Rich Helgeson to certify that the proposed change moving Agricultural Business from a concentration to a new baccalaureate degree has been approved by UT Martin Faculty Senate and Chancellor Keith Carver. As the attached documents show, approval from the Faculty Senate was given on December 5, 2017, and the Chancellor's approval was given on February 7, 2018.

Please contact me if you have any questions or need additional documentation.

Best regards,

Victoria S. Seng

Victoria S. Seng Associate Vice Chancellor for Academic Affairs and Dean of Graduate Studies

Cc: Vice President Linda Martin Chancellor Keith Carver Interim Provost Rich Helgeson Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Agricultural Bu...



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Office of the Chancellor 325 Administration Building Martin, Tennessee 38238 Office: 731.881.7500 Fax: 731.881.7019

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MEMORANDUM

- TO: Rich Helgeson Chris Caldwell
- FROM: Keith S. Carver Chancellor
- DATE: February 1, 2018

SUBJECT: Undergraduate Council Requests

I have approved the Undergraduate Council Requests, as submitted to me by the Senate from the December 5, 2017, Faculty Senate meeting.

Copies of the Undergraduate Council recommendation approval forms are attached. Please share this information with the appropriate deans, chairs, and others for implementation.

js

Attachments

c: Joe Ostenson Martha Barnett

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Faculty Senate Recommendations Routing Form

To:	Keith Carver, Chancellor
From:	Chris Caldwell, President Joseph Ostenson, Secretary
Subject:	Undergraduate Council Curricular Requests
Date:	27 December 2017

The following requests from the Undergraduate Council were passed by the Faculty Senate at its meeting on 5 December 2017 and are recommended for your approval:

Discussed at UGC meeting 14 November 2017

COLLEGE OF AGRICULTURE AND APPLIED SCIENCES

Agriculture, Geosciences, and Natural Resources

- 1) Addition of ANSC 405 Current Issues in Animal Agriculture (3) #2974
- 2) Addition of ANSC 471 Commercial Poultry Production (3) #3299
- 3) Addition of Bachelor of Science in Agricultural Business #3098
- Revision of prereq for AGEC 370 Agricultural Price Analysis (3) #2977
- Revision of prereq for AGEC 440 Econometrics Applications in Agribusiness (3) #2979 with Prereq: MATH 210 or MATH 160 and AGEC 311 amended to AGEC 311 and either MATH 160 or MATH 210.
- Revision of crs desc, prereq and coreq for AGED 310 Integrated Agricultural and Agriscience Education Studies (3) – #3127 with TCED 302, 305 amended to TCED 302, TCED 305
- Revision of crs desc, prereq and coreq for AGED 404 Student Teaching Grades 7-8 (6) – #3126
- Revision of crs desc, prereq and coreq for AGED 405 Student Teaching in Grades 9-12 (6) – #3128
- Revision of crs desc, prereq and coreq for AGED 430-440 (3,3) #3129
- Revision of crs desc, prereq and coreq for AGED 440 #3315 proposal duplicate of #3129 and removed
- Revision of crs desc for AGED 470 Problems in Agricultural Education [topic title] (1-3) – #3130
- Revision of crs desc for AGET 370 Agricultural Mechanics Shop (3) #3131
- Revision of crs number, crs title, crs desc, and prereq for ANSC 420 Swine and Poultry Science (3) – #3298
- 14) Revision of prereq for PLSC 205 Introduction to Pesticides (3) #3075
- 15) Revision of crs title and crs desc for PLSC 250 Crop Evaluation (3) #3080
- 16) Revision of prered for PLSC 310 Integrated Pest Management (3) #3073
- Revision of coreq for PLSC 333 Weed Science (3) #3081 with amendment to move A term paper and research project will be required of students receiving graduate credit. before prerequisites.
- 18) Revision of prereq for PLSC 422 Forage Crops (3) #3083
- Revision of prereq for PLSC 442 Crop Adaptation and Ecology (3) #3085

- 20) Revision of prereq for PLSC 462 Environmental Landscape Design (3) #3070
- 21) Revision of prereq for PLSC 301-302 Special Problems (1,1) #3076
- 22) Revision of prereq for PLSC 401-402 Research Participation (3,3) #3071
- Revision of prereq for VET 410 Veterinary Technology Hematology and Clinical Chemistry (3) – #2988
- Revision of prereq for VET 420 Veterinary Technology Surgery, Anesthesia, and Dentistry (3) – #2989
- Revision of prereq and coreq for VET 480 Capstone in Veterinary Technology (3) #2991
- 26) Revision of requirements for Agriculture major (1110) General Education Requirements #3047
- Revision of requirements for Agriculture major (1110) Agricultural Business concentration #3334
- 28) Revision of requirements for Agribusiness option (1111) #2983
- 29) Revision of requirements for Farm and Ranch Management option (1126) #3378 with amendment to merge with #3098
- 30) Revision of requirements for Veterinary Technology & Management option (1134) #3379 with amendment to merge with #3098
- Revision of requirements for Agricultural Engineering Technology option (1124-GEN) – #3380
- 32) Revision of requirements for Precision Agriculture Technology option (1124-PAT) #3381
- 33) Revision of requirements for Communications option (1120) #3123 with amendment to remove Agriculture from option title
- 34) Revision of requirements for Professional Education option (1113) #3124
- 35) Revision of requirements for Animal Sciences option (1132) #3302
- Revision of requirements for Production, Business, & Management option (1130) #3374
- 37) Revision of requirements for Veterinary Science option (1128) #3375
- 38) Revision of requirements for Plant and Soil Science concentration (1118) #3078
- 39) Revision of requirements for Crop and Soil Management option (1121) #3079
- Revision of requirements for Golf Course and Landscape Management option (1123) - #3072

Discussed at UGC meeting 28 November 2017

COLLEGE OF AGRICULTURE & APPLIED SCIENCES

Agriculture, Geosciences, and Natural Resources

Revision of Agribusiness option requirements – #2983

Chancellor's Response:		Not Approved	
Signature	b	2/2/18 Date	

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Current and Proposed Program Name and Concentrations, Degree Designation, and CIP Code

Before the Proposed Change		After the Proposed Change			
Title	Degree	CIP Code	Title	Degree	CIP Code
Bachelor of Science in Agriculture: Agricultural Business	B.S.	01.0000	Bachelor of Science in Agricultural Business: Agribusiness Concentration	B.S.	01.0102
Bachelor of Science in Agriculture: Agricultural Engineering Technology	B.S.	01.0000	Bachelor of Science in Agricultural Business: Farm and Ranch Management Concentration	B.S.	01.0102
Bachelor of Science in Agriculture: Agricultural Science	B.S.	01.0000	Bachelor of Science in Agricultural Business: Veterinary Technology and Management Concentration	B.S.	01.0102
Bachelor of Science in Agriculture: Animal Science	B.S.	01.0000	Bachelor of Science in Agriculture: Agricultural Engineering Technology	B.S.	01.0000
Bachelor of Science in Agriculture: Plant and Soil Science	B.S.	01.0000	Bachelor of Science in Agriculture: Agricultural Science	B.S.	01.0000
			Bachelor of Science in Agriculture: Animal Science	B.S.	01.0000
			Bachelor of Science in Agriculture: Plant and Soil Science	B.S.	01.0000

Proposed Implementation Date: Fall 2018

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Proposed Termination Dates for Any Concentrations Proposed as Free Standing Academic Programs

Once the new degree program in Agribusiness/Agricultural Business Operations is approved, students will no longer be able to enroll in Agricultural Business Concentration under the Agriculture General after August 1, 2018.

Anticipated Delivery Site:

The University of Tennessee at Martin campus and via Distance Education

Academic Program Liaison (APL) Name and Contact Information

Dr. Victoria Seng Associate Vice Chancellor for Academic Affairs 327 Hall-Moody Administration Building Martin, TN 38238 Phone: 731-881-7855 Email: <u>vseng@utm.edu</u>

Background for Proposed Academic Program Modification

This proposal is a request to convert the existing agricultural business program from a concentration within the agriculture degree to a major in agricultural business. The current agricultural business concentration has been in existence since 1971 at the University of Tennessee Martin. The concentration has grown over the past years to become one of the largest concentrations within the agriculture program at the University of Tennessee at Martin. The agribusiness concentration has also grown in specialty options over the years to include specific options in Agribusiness; Farm and Ranch Management; and Veterinary Technology Management. These specializations have been well received by students as demonstrated through increasing enrollments in each option.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Agribusiness Option	90	168	193	187	190
Farm and Ranch Management Option	50	68	100	114	145
Veterinary Technology and Management Option	NA	NA	NA	5	6
TOTAL	140	236	293	306	341

The enrollment figures for the agriculture degree program consistently reveal that many students within the major are seeking training in agribusiness. Currently, the agribusiness concentration is the largest individual concentration within the agriculture major. Establishing agribusiness as a separate major will help accurately represent enrollment and curricular

trends, help strengthen the agribusiness program, help with marketing the degree program nationally, improving the marketability of agribusiness graduates, respond to growing needs for agribusiness professionals in the workforce, and improve the competitive position of the University of Tennessee at Martin.

The mission of the proposed Bachelor of Science in Agribusiness degree program is to prepare students for careers in the rapidly expanding agricultural business sector through specialized coursework and experiential learning opportunities. Students receive instruction in the agricultural sciences, agricultural economics, accounting, finance, policy, marketing and management. Students learn how the economic system operates as well as the role agriculture plays in the U.S. and global economy. The program emphasizes training related to the management phases of agricultural industry and business.

Excellent career opportunities are available in industries allied with agriculture, including those engaged in transportation, distribution, marketing and processing of farm products; agricultural banking and farm credit agencies; farm real estate and land appraisal services; insurance; agricultural supply businesses and cooperative management; agricultural policy at state and federal levels; market analysis and international agricultural trade.

Need for Program

The service area of the University of Tennessee at Martin and the College of Agriculture and Applied Sciences consists primarily of Northwest Tennessee and the surrounding region. The University of Tennessee at Martin is the only university in West Tennessee that is offering a degree in agribusiness. The value of having a program in West Tennessee has been demonstrated through the steady growth of students who come to the University of Tennessee at Martin to pursue a degree in agriculture with a concentration in agribusiness. UT Martin is in a unique position to provide quality agribusiness education in West Tennessee. The agriculture industry is very strong in Tennessee with 66,600 farms across the state according to the USDA (2016). The USDA records agriculture production statistics by region. The primary agriculture regions that UT Martin serves would include counties in the Delta, Western Tennessee, and Western Rim which is made up of 33 counties. Prominent agriculture statistics for Western Tennessee service area include the following: 77.5% of state wheat acreage, 82% of state soybean acreage, 76% of state corn acreage, and 23% of the state cattle and calves. The strong agriculture production leads to a robust agribusiness industry consisting of chemical, seed, financial, consulting, processing and fertilizer businesses. The area is in need of qualified agribusiness professionals to help work in the vast agribusiness industry in West Tennessee.

There is growing demand for careers in agricultural business in the U.S. The United States Department of Agriculture (USDA) estimates that between 2015 and 2020 it is expected that 57,900 average agricultural annual openings for graduates with a bachelor's or higher degrees. It is estimated that 46% of the openings will be in the management and business areas. Positions routinely held by agricultural business graduates include:

- Sales and Service Representative
- Land Use Manager
- E-Commerce Specialist
- Financial Analyst
- Agricultural Loan Officer
- Marketing Specialist
- Grain Merchandiser



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In addition, it expected that 12% of jobs will be in education, communication, and government services. Positions that are suitable for agribusiness degrees would include (Rural Development Specialist; Agricultural Extension Specialist; Farm Service Agency). A degree in agricultural business is well positioned to take advantage of these job openings in the industry. An average of 35,400 new U.S. graduates with expertise in food, agriculture, renewable natural resources, or the environment are expected to fill 61% of the expected 57,900 average annual openings. Most employers prefer to hire graduates with this expertise, but because of shortages in graduates they look to other degrees to fill the gap (USDA, https://www.purdue .edu/usda/employment, 2015).

Potential Impact of Modification on Current Program

The current degree program in Agriculture consists of five concentrations with several options under each concentration.

- 1. Agricultural Business
 - a. Agribusiness Option (1111)
 - b. Farm and Ranch Management Option (1126)
 - c. Veterinary Technology and Management Option (1134)
- 2. Agricultural Engineering Technology
 - a. Agriculture Engineering Technology Option (1124-GEN)
 - b. Precision Agriculture Option (1124-PAT)
- 3. Agricultural Sciences
 - a. Agricultural Production Option (1112)
 - b. Professional Education Option (1113)
 - c. Agricultural Communications Option (1120)
 - d. Biofuels Option (1127)
- 4. Animal Science
 - a. Production Business and Management Option (1130)

- b. Animal and Veterinary Sciences Option (1132)
- c. Veterinary Health Technology Option (1129)
- 5. Plant and Soil Science
 - a. Crop and Soil Management Option (1121)
 - b. Golf Course and Landscape Management Option (1123)

The Department of Agriculture, Geosciences, and Natural Resources has expanded the number of options over the years as the industry and student demands change. The Agribusiness concentration has been in existence at the University of Tennessee at Martin since 1971 and has always maintained stable student numbers. The Farm and Ranch Management option was added in Fall 2007 and has steadily increased in students and graduates. The latest addition to the Agribusiness concentration was the addition of the Veterinary Technology and Management degree option which began in Fall 2016. All agribusiness concentrations can be completed either on campus or via distance education.

The impact of moving the agribusiness concentration to a degree program are expected to be minimal. The functionality of the program (course offerings, faculty, administration, advising, budget, facilities) will be the same as the agribusiness concentration. The change will help increase the marketability of our agricultural business program to potential students. Impacts on degrees awarded in the current B.S. in agriculture program will decline as agribusiness students will be counted under the new BS in Agricultural Business degree. However, there will be a significant number of graduates in the BS in Agriculture program to ensure that the agriculture program is viable and does not fall into a low producing program designation. Table 2 below represents the trend in graduates in all concentrations in agriculture (excluding Agribusiness) and shows increasing numbers of graduates each year. This trend is expected to continue as the United Stets Department of Agriculture projects that the demand for agriculture degrees in the U.S. to continue to increase as 42% (24,310 annual jobs) of positions will be directed towards non agribusiness degree options (such as animal science, agricultural engineering technology, plant and soil science). Since the Agricultural Business Degree program will remain in the Department Agriculture, Geosciences, and Natural Resources faculty will still continue to collaborate and teach classes that are needed for both degree programs. Please see the graduation numbers broken down among the programs.

	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017
BS in Agriculture*	39	41	43	36	39	41	59	78	80	97	99
Agribusiness Option	26	26	17	19	16	19	16	18	18	34	29
Farm and Ranch Management Option	-	0	8	16	18	12	13	32	22	32	39

Table 2: Number of Graduates from the BS in Agriculture Program (2006-2016)

	2006-	2007-	2008-	2009-	2010-	2011-	2012-	2013-	2014-	2015-	2016-
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Veterinary Technology and Management Option	-	-	-	-	-	-	-	-	-	-	1

*All graduates who are not Agribusiness, Farm and Ranch Management, or Veterinary Technology Management Options.

Existing Programs Offered at Public and Private Tennessee Institutions

• Middle Tennessee State University: Agribusiness (CIP 01.0102)

Enrollment and Degrees Awarded by Concentration

Table 3: Fall Enrollment and Degrees Awarded b	v Concentration (2015-2017)

	Fall	Headco	ount Er	nrollment	Degrees Awarded				
	2015	2016	2017	3 Year Fall Average	Academic Year (2014-15)	Academic Year (2015-16)	Academic Year (2016-17)	3 Year Average	
Agribusiness Option	193	187	190	190	18	34	29	27.00	
Farm and Ranch Management Option	100	114	145	119.66	22	32	39	31.00	
Veterinary Technology and Management Option*	NA	5	6	5.5	NA	NA	1	1	
Agricultural Science Concentration	54	48	47	49.67	18	13	9	8.67	
Agriculture Engineering Technology Concentration	54	52	56	54.00	10	15	11	12.00	
Animal Science Concentration	305	301	348	318.00	49	61	65	58.33	

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	Fall Headcount Enrollment					Degrees Awarded			
	2015	2016	2017	3 Year Fall Average	Academic Year (2014-15)	Academic Year (2015-16)	Academic Year (2016-17)	3 Year Average	
Plant and Soil Science Concentration	35	47	42	41.33	3	8	13	8.00	
Total Program	741	754	834	809.67	120	163	167	150.00	

*The Veterinary Technology and Management concentration began in Fall 2016.

Student Learning Outcomes

The core objectives for the Agribusiness Degree program focus on student learning outcomes. The program has three primary student learning outcomes. Agribusiness faculty members work to develop student learning objectives that are then shared with the Agriculture, Geosciences, and Natural Resources department and the University of Tennessee Martin assessment office. All objectives are reviewed each semester to make sure that the objectives are relevant and up to date of the needs of the industry. All agribusiness students will (1) Be able to analyze agriculture and business data.; (2) Demonstrate proficient ability in written and oral communications.; (3) Understand global issues facing agriculture and gaining practical job experience. The student learning objectives will be monitored and measured through a series of in-class assessments conducted by the agribusiness faculty on a semester basis.

Assessment

Assessment of the Agribusiness Program

The evaluation of the agribusiness program will be conducted on a regular basis with assessments being completed each semester and being reported to the university assessment office each October. The AGN department has worked diligently to have a culture of assessment and has embedded assessment and continuing improvement into all its degree programs. The proposed agribusiness degree program will be assessed based on the qualifications set forth by SACS and the university administration just as it has been done with the agribusiness concentration. All agribusiness faculty meet at the beginning and end of each semester to review the assessments for classes and the program. Modifications are made as a result of the assessment findings. The core objectives for the Agribusiness Degree program focus on student learning outcomes. The program has three primary student learning outcomes. All agribusiness students will (1) Be able to analyze agriculture and business data.; (2) Demonstrate proficient ability in written and oral communications.; (3) Understand global issues facing agriculture and gaining practical job experience. These outcomes are measured throughout the curriculum in a variety of courses. Specific examples of assessment and benchmarks are given below.

Student Learning Outcome	Assessment	Benchmark
Student Learning Outcome 1:	AGEC 271 Farm Business Plan	80% of student teams score 75% or above on Farm Business Plan
Students will be able to analyze agriculture and business data	AGEC 371 Enterprise Budget Development	90% of students score 75% or higher on Enterprise Budget Development
	AGEC 410 Excel Graphical and Statistical Analysis	75% of students will score 80% or higher on graphical and statistical modules
	AGEC 415 Simulation Game Transactions	50% of students will have 25 or more trades in the simulation game
	AGEC 471 Simulation Game Profitability	50% of student teams will be profitable in at least 2 rounds
Student Learning Outcome 2: Demonstrate proficient	AGEC 250 Written and Oral Presentations	75% of sales teams will score above average on both written and oral presentations
ability in written and oral communications	AGEC 471 Written Report and Group Presentation	50% of students will score good or better on initial simulation report and 50% of students will score excellent on the final group presentation
Student Learning Outcome 3: Understand global issues	AGRI 295 Country Report and Oral Presentation	90% of students will deliver a group presentation and 70% will score at least 80% on the written report
facing agriculture and gaining practical job	AGEC 335 Country Paper	65% of students will score at least 80% on the paper rubric
experience	National Competitions	Each year agribusiness students will compete in at least 2 national competitions
	AGEC 444 and AGRI 420	At least 30 agribusiness students will successfully complete an industry internship with 75% being rates in the top 25% of employees by their supervisor
	All AGEC courses	Host at least 5 industry speakers per year

Table 4: Examples of Student Learning Outcomes with Assessment and Benchmarks

Agribusiness graduates will be tracked after graduation through an agricultural business alumni survey instrument to determine the effectiveness of the program on career success. Specific areas of focus will include: employment upon graduation; employment within the chosen career path; effectiveness of experiential learning opportunities; and faculty advising and mentoring. The survey will be deployed to all current year Agricultural Business graduates six months after graduation. In addition, all agricultural business graduate alumni will be surveyed

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every 5 years in conjunction with the program review of the agricultural business program. The alumni feedback will be used to refine curriculum and learning opportunities for our students to provide an environment of constant improvement to meet industry needs.

Student Assessment – Exit Exam Concepts for Agribusiness

A new exit exam (major field exam) will be developed for the major in Agricultural Business that will reflect student learning outcomes common among all three concentrations (Agribusiness, Farm and Ranch Management, and Veterinary Technology Management). The core concepts within the three concentrations will include the following:

- basic agricultural business knowledge and economic concepts;
- understanding and interpretation of financial statements;
- knowledge of business planning and development;
- business data analysis and interpretation;
- knowledge of agricultural marketing and markets; and
- agribusiness management strategies.

These concepts, which provide the basis for the Student Learning Outcomes, will be covered in multiple courses throughout the duration of the program. Please see Table 5 below for more details.

Concepts for the Agricultural Business Major	Courses Addressing the Concepts/Student Learning Outcomes	Agricultural Business	Farm & Ranch Management	Veterinary Technology & Management
Basic Agricultural	AGEC 110 Basic economic concepts	\checkmark	\checkmark	✓
Business Knowledge and Economic Concepts	AGEC 250 Basic sales and marketing concepts	\checkmark	\checkmark	
(Student Learning Outcome 2)	AGEC 271 Production and cost concepts	\checkmark		✓
	AGEC 364 Intermediate and advanced marketing concepts	\checkmark	\checkmark	✓
	AGEC 370 Price determination	\checkmark	\checkmark	
	AGEC 371 Whole farm planning and cash flows		\checkmark	
	AGEC 471 Advanced management concepts	\checkmark		✓

Table 5: Content Areas for New Agricultural Business Exit Exam

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Concepts for the Agricultural Business Major	Courses Addressing the Concepts/Student Learning Outcomes	Agricultural Business	Farm & Ranch Management	Veterinary Technology & Management
Understanding and Interpretation of	ACCT 201 Basic accounting concepts	✓		~
Financial Statements (Student Learning Outcome 3)	AGEC 271 Basic farm accounting concepts		\checkmark	~
Guicome Sy	AGEC 371 Advanced farm accounting concepts		\checkmark	
	AGEC 372 Farm financial statement development and analysis		\checkmark	
	AGEC 364 Profit and loss statements for marketing plans	✓	\checkmark	~
	AGEC 405 Financial statements for small businesses			~
	AGEC 465 Financial ratio and investment analysis	√	~	~
	AGEC 471 Financial statements for business plans	✓		
	AGEC 475 Financial statements for entrepreneurial businesses	~		✓
Knowledge of Business Planning	AGEC 271 Basic farm business plan development		\checkmark	~
and Development (Student Learning Outcome 4)	AGEC 371 Advanced whole farm business plan development		\checkmark	
Outcome 4)	AGEC 372 Application of whole farm business plan development and cash flows		✓	
	AGEC 405 Business planning for smaller organizations			~
	AGEC 471 Advanced business plan and project development (DuPont model)	\checkmark		✓
	AGEC 475 Advanced business financial planning	~		✓

Concepts for the Agricultural Business Major	Courses Addressing the Concepts/Student Learning Outcomes	Agricultural Business	Farm & Ranch Management	19 Veterinary Technology & Management
Business Data Analysis and	AGEC 110 Production and cost tables	√	√	√ v
Interpretation	AGEC 271 Farm business planning	~	~	\checkmark
(Student Learning Outcome 1)	AGEC 311 Excel data analysis	~	~	\checkmark
	AGEC 370 Price analysis seasonality	~	\checkmark	
	AGEC 371 Enterprise Budget Development		~	
	AGEC 415 Futures and options calculations	√	\checkmark	
	AGEC 465 Loan calculations	~	\checkmark	
	AGEC 471 Business plan development	~		\checkmark
	AGEC 475 Business plan development	~		\checkmark
Knowledge of	AGEC 110 Types of markets	✓	~	\checkmark
Agricultural Marketing and Markets	AGEC 250 Understanding customers and target markets	✓	\checkmark	
(Student Learning Outcome 5)	AGEC 271 Market competition and pricing		~	\checkmark
Outcome by	AGEC 364 Marketing concepts, market plan development	✓	~	\checkmark
	AGEC 335 International trade and competitiveness	✓	~	
	AGEC 370 Elasticities and equilibrium concepts	✓	~	
	AGEC 415 Global agricultural markets and trading	√	\checkmark	
	AGEC 475 Marketing strategies for entrepreneurs	~		\checkmark
Agribusiness Management	AGEC 110 Basic management concepts	~	✓	√
Strategies (Student Learning	AGEC 271 Basic farm management concepts		~	\checkmark
Outcome 6)	AGEC 371 Advanced farm management concepts		\checkmark	
	AGEC 372 Application of advanced farm management concepts		\checkmark	
	AGEC 405 Business record keeping and human resource management			\checkmark

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Concepts for the Agricultural Business Major	Courses Addressing the Concepts/Student Learning Outcomes	Agricultural Business	Farm & Ranch Management	Veterinary Technology & Management
	AGEC 471 Advanced general and human resource management strategies	~		✓
	AGEC 475 Developing and expanding business ideas	\checkmark		~
	BLAW 301 Legal aspects of business operation	\checkmark		✓

Accreditation

Not Applicable – the program will utilize Program Review (QAF)

Current and Proposed Curriculum Requirements

The transition to a BS degree in Agricultural Business will not require any changes to the curriculum.

Current Curriculum Requirements

Agribusiness Degree Program

This curriculum is designed to prepare students for careers in the rapidly expanding agricultural business sector. The degree program consists of general education courses, agricultural business courses, general business courses, and general agriculture courses. Students receive instruction in the agricultural sciences, agricultural economics, accounting, finance, policy, marketing and business management. Students learn how the economic system operates as well as the role agriculture plays in the U.S. and global economy. The program emphasizes training related to the management phases of agricultural industry and business. Excellent career opportunities are available in industries allied with agriculture, including those engaged in transportation, distribution, marketing and processing of farm products; agricultural banking and farm credit agencies; farm real estate and land appraisal services; insurance; agricultural supply businesses and cooperative management; agricultural policy at state and federal levels; market analysis and international agricultural trade.

Current and Proposed Curriculum Requirements: Agricultural Business, Bachelor of Science Agribusiness Concentration

Current Options		Proposed Concentrations	
Required Courses	Hours	Required Courses	Hours
General Education Requirements	38	General Education Requirements	38
Biological or Physical Sciences	8	Biological or Physical Sciences	8
ENGL 111 English Composition and ENGL 112 English Composition	6	ENGL 111 English Composition and ENGL 112 English Composition	6

Current Options		Proposed Concentrations	
Required Courses	Hours	Required Courses	Hours
COMM 230 Public Speaking	3	COMM 230 Public Speaking	3
University Fine Arts Elective	3	University Fine Arts Elective	3
University Humanities Elective	9	University Humanities Elective	9
MATH 160 Business Calculus or MATH 210 Probability and Statistics	3	MATH 160 Business Calculus or MATH 210 Probability and Statistics	3
ECON 201 Macroeconomics and ECON 202 Microeconomics	6	ECON 201 Macroeconomics and ECON 202 Microeconomics	6
Agribusiness Concentration Requirements	82	Agribusiness Concentration Requirements	82
ACCT 201Accounting I and ACCT 202 Accounting II	6	ACCT 201Accounting I and ACCT 202 Accounting II	6
AGEC 110 Introduction to Agribusiness	3	AGEC 110 Introduction to Agribusiness	3
Agriculture Core courses: choose six hours from: Animal Science 110, Plant Science 110, Agricultural Engineering Technology 110, Agriculture 390, or Soil Science 210	6	Agriculture Core courses: choose six hours from: Animal Science 110, Plant Science 110, Agricultural Engineering Technology 110, Agriculture 390, or Soil Science 210	6
AGRI 230 Travel Study or AGEC 444 Practicum in Agribusiness	3	AGRI 230 Travel Study or AGEC 444 Practicum in Agribusiness	3
AGEC 440 Econometrics	3	AGEC 440 Econometrics	3
AGEC 250 Agricultural Sales	3	AGEC 250 Agricultural Sales	3
AGEC 325 Agricultural and Natural Resource Policy	3	AGEC 325 Agricultural and Natural Resource Policy	3
AGEC 335 International Agriculture Trade	3	AGEC 335 International Agriculture Trade	3
AGEC 364 Agricultural Marketing	3	AGEC 364 Agricultural Marketing	3
AGEC 370 Agricultural Price Analysis	3	AGEC 370 Agricultural Price Analysis	3
AGEC 390 Rural Economic Development	3	AGEC 390 Rural Economic Development	3
AGEC 410 Spreadsheet Analysis in Agribusiness	3	AGEC 410 Spreadsheet Analysis in Agribusiness	3
AGEC 415 Agricultural Futures and Options	3	AGEC 415 Agricultural Futures and Options	3
AGEC 465 Agricultural Finance	3	AGEC 465 Agricultural Finance	3
AGEC 471 Agricultural Management	3	AGEC 471 Agricultural Management	3
AGEC 475 Managerial and Entrepreneurial Strategies for Agribusiness or AGEC 485 Mathematical Economics for Agriculture	3	AGEC 475 Managerial and Entrepreneurial Strategies for Agribusiness or AGEC 485 Mathematical Economics for Agriculture	3
AGEC 480 Agriculture and Applied Project Management	3	AGEC 480 Agriculture and Applied Project Management	3
Agriculture/Natural Resources Management Elective	6	Agriculture/Natural Resources Management Elective	6
Business Electives chosen from Business Law 201, Finance 301, Finance 341, Economics 311, Economics 312, Management 300, Management 304,	12	Business Electives chosen from Business Law 201, Finance 301, Finance 341, Economics 311, Economics 312, Management 300, Management 304, Management 307,	12

Current Options		Proposed Concentrations	
Required Courses	Hours	Required Courses	Hours
Management 307, Marketing 301, Marketing 302 and Marketing 340		Marketing 301, Marketing 302 and Marketing 340	
General Electives	7	General Electives	7

Farm and Ranch Management Option

This Farm and Ranch Management curriculum is designed to prepare students for careers in the rapidly expanding agricultural business sector, but in particular, for careers in farming and farm management. Students receive instruction in the agricultural sciences, agricultural economics, accounting, farm management, sales, finance, policy, marketing and management. Students can add to their background in agribusiness courses their choice of courses in animal science, plant and soil science and agricultural engineering technology to prepare for managing a farm. The program emphasizes training related to the management are primarily available for those who are going to inherit or partner in an existing farm operation but farm management careers are also available in the banking, insurance and credit industries.

Current Option		Proposed Concentration	
Required Courses	Hours	Required Courses	Hours
General Education Requirements	38	General Education Requirements	38
Biological or Physical Sciences	8	Biological or Physical Sciences	8
ENGL 111 English Composition and ENGL 112 English Composition	6	ENGL 111 English Composition and ENGL 112 English Composition	6
COMM 230 Public Speaking	3	COMM 230 Public Speaking	3
University Fine Arts Elective	3	University Fine Arts Elective	3
University Humanities Elective	9	University Humanities Elective	9
MATH 110 or140 or 160 or 185 or 251	3	MATH 110 or140 or 160 or 185 or 251	3
ECON 201 Macroeconomics and ECON 202 Microeconomics	6	ECON 201 Macroeconomics and ECON 202 Microeconomics	6
Farm and Ranch Management Concentration Requirements*	82	Farm and Ranch Management Concentration Requirements*	82
AGEC 110 Introduction to Agribusiness	3	AGEC 110 Introduction to Agribusiness	3
Agriculture Core courses: choose six hours from: Animal Science 110, Plant Science 110, Agricultural Engineering Technology 110, Agriculture 390, or Soil Science 210	6	Agriculture Core courses: choose six hours from: Animal Science 110, Plant Science 110, Agricultural Engineering Technology 110, Agriculture 390, or Soil Science 210	6
AGEC 250 Agricultural Sales	3	AGEC 250 Agricultural Sales	3

Current and Proposed Curriculum Requirements: Agricultural Business, Bachelor of Science Farm and Ranch Management Concentration

			23
Current Option		Proposed Concentration	
Required Courses	Hours	Required Courses	Hours
AGEC 271 Farm Management	3	AGEC 271 Farm Management	3
AGEC 325 Agricultural and Natural Resource Policy	3	AGEC 325 Agricultural and Natural Resource Policy	3
AGEC 335 International Agriculture Trade	3	AGEC 335 International Agriculture Trade	3
AGEC 364 Agricultural Marketing	3	AGEC 364 Agricultural Marketing	3
AGEC 370 Agricultural Price Analysis	3	AGEC 370 Agricultural Price Analysis	3
AGEC 371 Advanced Farm and Ranch Management	3	AGEC 371 Advanced Farm and Ranch Management	3
AGEC 372 Advanced Farm and Ranch Management Lab	1	AGEC 372 Advanced Farm and Ranch Management Lab	1
AGEC 410 Spreadsheet Analysis in Agribusiness	3	AGEC 410 Spreadsheet Analysis in Agribusiness	3
AGEC 415 Agricultural Futures and Options	3	AGEC 415 Agricultural Futures and Options	3
AGEC 465 Agricultural Finance	3	AGEC 465 Agricultural Finance	3
Agriculture/Natural Resources Management Electives**	24	Agriculture/Natural Resources Management Electives**	24
General Electives	18	General Electives	18

*At least 30 hours of concentration requirements must be taken in upper-division courses. **A maximum of nine hours can be selected from among Special Problems, Practicum, Research Participation, Supervised Field Experience, or International Travel Study

Veterinary Technology Management Option

This curriculum is designed for students who have successfully completed a 60 credit hour associate's degree from an AVMA CVTEA accredited veterinary technology program. As a result, the degree program can be completed at UT Martin with a <u>minimum of 60 credit hours which</u> <u>will total 120 credit degree hours</u>. Students must meet all the UT Martin general education coursework of 38 credit hours in order to meet the UT Martin requirements. Students in this program may have already completed the required general education courses prior to starting the option. As a result, the program may exceed 120 credit hours depending on the student transfer hours. At the completion of this program, all students will have completed a minimum of 60 credit hours from UT Martin. The option will allow students to expand their knowledge in the areas of animal science and agribusiness management as it relates to the veterinary profession. Emphasis will be placed on management and business training of veterinary technologists.

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Current and Proposed Curriculum Requirements: Agricultural Business, Bachelor of Science Veterinary Technology and Management Concentration (Bachelor Degree Completion Program)

Current Option		Proposed Concentration	
Required Courses	Hours	Required Courses	Hours
Transfer Credit		Transfer Credit	
Associate's degree from an AVMA CVTEA accredited veterinary technology program	60	Associate's degree from an AVMA CVTEA accredited veterinary technology program	60
General Education Requirements (if not completed during Associate Degree)	38	General Education Requirements (hours if not completed during Associate Degree)	38
Biological or Physical Sciences	8	Biological or Physical Sciences	8
ENGL 111 English Composition and ENGL 112 English Composition	6	ENGL 111 English Composition and ENGL 112 English Composition	6
COMM 230 Public Speaking	3	COMM 230 Public Speaking	3
University Fine Arts Elective	3	University Fine Arts Elective	3
University Humanities Elective	9	University Humanities Elective	9
MATH 110 or140 or 160 or 185 or 251	3	MATH 110 or140 or 160 or 185 or 251	3
University Social and Behavioral Sciences Electives	6	University Social and Behavioral Sciences Electives	6
Veterinary Technology and Management Concentration Requirements*	60**	Veterinary Technology and Management Concentration Requirements*	60**
AGEC 110 Introduction to Agribusiness	3	AGEC 110 Introduction to Agribusiness	3
ANSC 110 Animal Science	3	ANSC 110 Animal Science	3
AGEC 364 Agricultural Marketing	3	AGEC 364 Agricultural Marketing	3
AGEC 405 Veterinary Small Business Management	з	AGEC 405 Veterinary Small Business Management	З
AGEC 410 Spreadsheet Analysis in Agribusiness	з	AGEC 410 Spreadsheet Analysis in Agribusiness	3
AGEC 471 Agribusiness Management	3	AGEC 471 Agribusiness Management	3
AGEC 475 Managerial and Entrepreneurial Strategies for Agribusinesses	3	AGEC 475 Managerial and Entrepreneurial Strategies for Agribusinesses	3
ANSC 210 Introduction to Horse Science	3	ANSC 210 Introduction to Horse Science	3
ANSC 230 Exotic and Companion Animal Management	З	ANSC 230 Exotic and Companion Animal Management	3
ANSC 260 Behavior of Farm and Companion Animals or ANSC 270 Animal Welfare and Ethics	3	ANSC 260 Behavior of Farm and Companion Animals or ANSC 270 Animal Welfare and Ethics	3
ANSC 320 Farm Animal Health	3	ANSC 320 Farm Animal Health	3
ANSC 372 Applied Animal Reproduction	3	ANSC 372 Applied Animal Reproduction	3
VET 360 Small Animal Clinical Nutrition in Veterinary Medicine	3	VET 360 Small Animal Clinical Nutrition in Veterinary Medicine	3

Current Option		Proposed Concentration	
Required Courses	Hours	Required Courses	Hours
ACCT 201 Accounting I or ACCT 300 Accounting for Non Business Students or AGEC 271 Farm Management	3	ACCT 201 Accounting I or ACCT 300 Accounting for Non Business Students or AGEC 271 Farm Management	3
Business Law 201 Legal Environment of Business or BLAW 301 Business Law I	3	Business Law 201 Legal Environment of Business or BLAW 301 Business Law I	3
Advisor Approved General Electives	15	Advisor Approved General Electives	15

*Complete required courses for which equivalent courses have not been received. Note: Students can transfer no more than 9 upper division hours without special permission. **60 hours will be required to complete the degree at UT Martin if the student has completed the appropriate general education requirements during the associate degree program. Additional general education requirements, 38 credit hours may be required if not taken as part of the associate degree program.

There are several courses that will be utilized in all three of the new Agribusiness concentrations. Please see the table below which shows all common courses utilized in the concentrations.

Course	Agribusiness	Farm and Ranch Management	Veterinary Technology and Management
General Education Requirements			
ENGL 111 English Composition	x	x	х
ENGL 112 English Composition	x	x	х
COMM 230 Public Speaking	x	x	х
ECON 201 Macroeconomics	x	x	х
ECON 202 Microeconomics	х	x	х
Fine Arts Elective	x	x	х
University Humanities Electives	x	x	х
MATH 110 or 140 or 160 or 185 or 210 or 251	x	x	х
Concentration Requirements			
ACCT 201 Accounting I	x		х
AGEC 110 Introduction to Agribusiness	х	x	х
AGEC 250 Ag Sales	х	x	
AGEC 271 Farm and Ranch Management		x	х
AGEC 325 Ag Policy	x	x	
AGEC 335 International Ag Trade	х	x	

Table 6: Common Courses for Agribusiness Concentrations

1		1	2
AGEC 364 Ag Marketing	х	Х	х
AGEC 370 Agricultural Price Analysis	Х	x	
AGEC 371 Advanced Farm and Ranch Mgt.		x	
AGEC 372 Adv. Farm and Ranch Mgt. Lab		x	
AGEC 390 Rural Development	Х		
AGEC 405 Vet Small Business Management			х
AGEC 410 Spreadsheet Analysis in Agribusiness	Х	x	х
AGEC 415 Ag Futures and Options	Х	x	
AGEC 440 Econometrics	Х		
AGEC 465 Agricultural Finance	Х	x	
AGEC 471 Agribusiness Management	Х		х
AGEC 475 Mgt. and Entrepreneurship	Х		х
AGEC 480 Ag. Project Management	Х		
Program Electives			
BLAW 201 Business Law	Х		х
AG/NRM Electives	Х	x	
General Electives	Х	x	х

New Courses Added

There will be no new courses required. The degree program will utilize existing courses from the Agribusiness, Farm and Ranch Management, and the Veterinary Technology and Management concentrations.

Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies (if applicable)

Not Applicable

Distance Learning

All three programs are available on campus and online. All agribusiness courses are taught on online and on campus.

Current and Proposed Admission, Retention and Graduation Policies

The admission, retention, and graduation standards will be identical to the existing requirements for the concentrations in Agribusiness; Farm and Ranch Management, and Veterinary Technology and Management options. All students admitted to the degree program must meet the standards for admission set by the University of Tennessee at Martin. Students seeking to apply to Agricultural Business degree program who graduated from high schools with state accreditation may enter the university by meeting one of the following criteria.

- 27
- A composite score of 21 or above on the American College Test (ACT) or 980 SAT (ERW+M) and a cumulative high school grade point average of 2.7 or above on a 4.0 scale, OR
- 2. A composite score of 19 or above on the ACT or 900 SAT (ERW+M) and a cumulative high school grade point average of 3.0 or above on a 4.0 scale.

Retention is a key factor in all of the programs within the Agriculture, Geosciences, and Natural Resources department. Several retention methods are in place to assist students in the department. All freshman students who major in Agricultural Business are enrolled in a 2-hour General Education course developed for agribusiness students. The course is designed to improve study skills, introduce students to the agribusiness profession, and assimilate to the University of Tennessee at Martin. The general education course will continue to be utilized in the future under the new degree program. The department will also start offering a general education course for students who transfer to the University of Tennessee at Martin. This new course will be available and specialized for all transfer students who are planning to major in the Agricultural Business degree program. This will help increase retention of transfer students as they transition from community colleges the university.

All students who enroll in the Agribusiness Degree Program must meet the University of Tennessee requirements for graduation. All graduates must complete a minimum of 120 semester hours and complete all course requirements. Specific course requirements include general education requirements: 8 hours of biological and physical sciences; 9 hours of communications; 3 hours of fine arts (Aesthetics); 9 hours of Humanities; 3 hours of mathematics; 6 hours of social and behavioral sciences; 9 hours of agriculture core classes. The remaining 73 hours will consist of major degree requirements for either Agribusiness, Farm and Ranch Management, or Veterinary Technology Management (see specific degree requirements above).

Current Faculty

Name	Rank	Highest Degree	Primary Department	FTE in Program	# of Theses/ Dissertations
Jessica Crews- Garcia	Lecturer	MS and MBA	AGN	0.75	NA
Joey Mehlhorn	Professor	Ph.D.	AGN	0.25	NA
Scott Parrott	Professor	Ph.D.	AGN	1.00	NA
Ross Pruitt	Associate Professor	Ph.D.	AGN	1.00	NA

Table 7: Current Faculty

Rachna Tewari	Associate Professor	Ph.D.	AGN	1.00	NA
New Faculty Member*				1.00	NA

*The AGN department is currently conducting a faculty search for a new faculty member in agribusiness to help meet the growing demand of agribusiness students. <u>This new faculty line</u> is required regardless of the new program request and is part of the ongoing growth from the agribusiness options. The new faculty member is expected to begin work by Fall 2018.

Finance

There will be no new costs associated with the proposed move to a new degree program. The agribusiness concentration already exists, conversion of the agribusiness program to a major will continue to employ the current agribusiness faculty, support personnel, and administrators. The agribusiness concentrations have grown over the years providing more revenue to the College of Agriculture and Applied Sciences and the University of Tennessee at Martin. The Agriculture, Geosciences, and Natural Resource department initiated a new search in fall 2017 for an additional agribusiness faculty member to support the current options. The new agribusiness faculty member will be needed regardless of the change to a BS degree program in agribusiness. The growth in the number of agribusiness professionals with a college degree that are needed by industry should lead to increased student numbers as the university is better able to market the agribusiness degree to future students and employers. The Financial Projections Form appears on the following page.

Tennessee Higher Education Commission Attachment A: THEC Financial Projections University of Tennessee at Martin Agricultural Business (Change from an exisiting concentration to a degree program)

Seven-year projections are required for doctoral programs.

Five-year projections are required for baccalaureate and Master's degree programs

Three-year projections are required for associate degrees and undergraduate certificates.

Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
•							
A. One-time Expenditures							
New/Renovated Space	0.00	0.00	0.00	0.00	0.00	\$ -	\$ -
Equipment	0.00	0.00	0.00	0.00	0.00	-	-
Library	0.00		0.00	0.00	0.00	-	-
Consultants	0.00	0.00	0.00	0.00	0.00	-	-
Travel	0.00	0.00	0.00	0.00	0.00	-	-
Other	0.00	0.00	0.00	0.00	0.00	-	-
Sub-Total One-time	0.00	0.00	0.00	0.00	0.00	\$-	\$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	0.00	0.00	0.00	0.00	0.00	\$-	\$-
Benefits	0.00	0.00	0.00	0.00	0.00	-	-
Sub-Total Administration	0.00	0.00	0.00	0.00	0.00	\$-	\$-
Faculty							
Salary	0.00	0.00	0.00	0.00	0.00	\$-	\$-
Benefits	0.00	0.00	0.00	0.00	0.00	-	-
Sub-Total Faculty	0.00	0.00	0.00	0.00	0.00	\$-	\$ -
Support Staff							
Salary	0.00	0.00	0.00	0.00	0.00	\$-	\$-
Benefits	0.00	0.00	0.00	0.00	0.00	-	-
Sub-Total Support Staff	0.00	0.00	0.00	0.00	0.00	\$-	\$ -
Graduate Assistants							
Salary	0.00	0.00	0.00	0.00	0.00	\$-	\$-
Benefits	0.00	0.00	0.00	0.00	0.00	-	-
Tuition and Fees* (See Below)	0.00	0.00	0.00	0.00	0.00	-	-
Sub-Total Graduate Assistants	0.00	0.00	0.00	0.00	0.00	\$-	\$ -
Operating							
Travel	0.00	0.00	0.00	0.00	0.00	\$-	\$-
Printing	0.00	0.00	0.00	0.00	0.00	-	-
Equipment	0.00	0.00	0.00	0.00	0.00	-	-
Other	0.00	0.00	0.00	0.00	0.00	-	-
Sub-Total Operating	0.00	0.00	0.00	0.00	0.00	\$-	\$-
Total Recurring	0.00	0.00	0.00	0.00	0.00	\$-	\$-
TOTAL EXPENDITURES (A + B)	0.00	0.00	0.00	0.00	0.00	Ś -	\$ -

Page 1 of 2

*If tuition and fees for Graduate A	ssistants are includ	ed, please provide	the following infor	mation.				
Base Tuition and Fees Rate	0.00	0.00	0.00	\$-	\$-	\$-	\$-	
Number of Graduate Assistants	0.00	0.00	0.00	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year /
II. Revenue							
Tuition and Fees ¹	0.00	0.00	0.00	0.00	0.00	-	-
Institutional Reallocations ²	0.00	0.00	0.00	0.00	0.00	-	-
Federal Grants ³	0.00	0.00	0.00	0.00	0.00	-	-
Private Grants or Gifts ⁴	0.00	0.00	0.00	0.00	0.00	-	-
Other⁵	0.00	0.00	0.00	0.00	0.00	-	-
BALANCED BUDGET LINE	0.00	0.00	0.00	0.00	0.00	\$ -	\$ -

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

The change to a degree program from a concentration will be supported from the same generated tuition funds as the previous concentration in agribusiness.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable. This change to a degree program will not require the university to reallocate funds.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number. There is no Federal Grant funds that will be needed to supplement this change to a degree program.

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s). There is is no grant organization providing funds for this degree program change.

(5) Please provide information regarding other sources of the funding.

The change from a concentration to a degree program for the agricultural business program will not require new funds and will utilize existing resources already in place.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE:	June 22, 2018
COMMITTEE:	Academic Affairs and Student Success
CAMPUS/UNIT:	UT Knoxville
ITEM:	Honorary Doctorate of Humane Letters, Carla Hayden, Ph.D.
RECOMMENDATION:	Approval

The Board of Trustees Policy on Awarding Honorary Degrees allows each campus to award up to three honorary degrees each year. In accordance with Board policy, each campus developed specific procedures for nominating and considering honorary degrees. The nominating committee includes a representative faculty group, the campus Chancellor, and the Chair of the Academic Affairs and Student Success Committee of the Board. The awarding of honorary degrees must be approved by the Board of Trustees upon the recommendation of the President.

UT Knoxville proposes to award an honorary Doctorate of Humane Letters to Carla Hayden, Ph.D. Dr. Hayden currently serves as the Librarian of Congress, where she oversees the world's largest library collection of 160 million items. Not only is Dr. Hayden the first professional librarian to hold the title since 1974, she is also the first woman and the first African American to serve in this position. Prior to her current role, she held titles including CEO of the Enoch Pratt Free Library in Maryland; deputy commissioner and chief librarian of the Chicago Public Library; assistant professor of Library and Information Science at the University of Pittsburgh; and library sciences coordinator for the Museum of Science and Industry in Chicago.

In addition to her work experience, Dr. Hayden holds M.A. and Ph.D. degrees from the University of Chicago's Graduate Library School. Because of her extensive knowledge and expertise, she has also served as a leader on a variety of boards and other organizations, including being elected to serve as president of the American Library Association in 2003. Throughout her career, Dr. Hayden has excelled as a scholar, advocate, and leader in her field. UT Knoxville's Honorary Degree Nominating Committee unanimously approved Dr. Hayden's nomination, and the nomination has the full support of both Interim Chancellor Davis and President DiPietro.

Supporting documentation on awarding an honorary degree to this outstanding individual is provided in the following materials.

RESOLVED: The University of Tennessee, Knoxville is authorized to award the degree of Honorary Doctorate of Humane Letters to Dr. Carla Hayden.



May 8, 2018

President Joseph A. DiPietro University of Tennessee System 800 Andy Holt Tower Knoxville, TN 37996-0180

Dear President DiPietro:

I am pleased to nominate Dr. Carla Hayden, the first woman and the first African American to be appointed librarian of Congress, to receive an honorary Doctor of Humane Letters from the University of Tennessee, Knoxville. Dr. Hayden was appointed the 14th librarian of Congress in 2016 and is responsible for the world's largest library, housing our nation's collection of more than 160 million items. Dr. Hayden is the first professional librarian to be named librarian of Congress since 1974, and with that distinction she to the role brings a lifetime of work as a scholar, advocate, and trailblazer. For these reasons and others, Dr. Hayden is deserving of this prestigious recognition.

Dr. Hayden, a native of Tallahassee, Florida, who grew up in New York City and Chicago, fell in love with reading as a young girl and pursued her library career at the Chicago Public Library. She earned her bachelor's degree from Roosevelt University and her master's and doctorate, both in library science, from the University of Chicago Graduate Library School. After more than a decade working in Chicago, Dr. Hayden moved to Pennsylvania, where she was an associate professor at the University of Pittsburgh School of Information Sciences from 1987 to 1991. She then moved back to Chicago to serve as deputy commissioner and chief librarian of the Chicago Public Library until 1993. From 1993 to 2016, Dr. Hayden was the executive director of Enoch Pratt Free Library, the public library system in Baltimore. She boldly decided to keep the city's libraries open as a haven for the community during the 2015 protests of the death of Freddie Gray, an act for which she was widely praised. She was also the first African American to receive the *Library Journal* Librarian of the Year Award in 1995.

Dr. Hayden served as president of the American Library Association from 2003 to 2004, during which time she made equity of access a hallmark initiative. She has also served as a member of the National Museum and Library Services Board, appointed by then President Barack Obama.

Throughout her career, Dr. Hayden has been pushed by a desire to ensure that all people have equitable access to information as she works to promote literacy, assure services to homeless and underserved populations, build services for people with disabilities, campaign for broadband capacity, reduce the digital divide, and protect our individual freedoms. When then President Obama nominated Dr. Hayden to lead the nation's oldest federal institution as the

Office of the Chancellor

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BIG ORANGE, BIG IDEAS.

14th librarian of Congress, he pointed to her devotion to "modernizing libraries so that everyone can participate in today's digital culture" and her "proven experience, dedication, and deep knowledge of our nation's libraries." Her confirmation by the US Senate included a unanimous vote from the Committee on Rules and Administration, which included Tennessee Senator Lamar Alexander.

Another of our honorary degree recipients, Dolly Parton, recently presented the historic 100 millionth book donation from her Imagination Library Foundation to the Library of Congress. At the event, held in February, she and Dr. Hayden announced a partnership to feature an Imagination Library story time at the Library of Congress on the last Friday of each month. The event will be livestreamed in libraries across the county. Like Ms. Parton, Dr. Hayden holds a commendable commitment to children and their access to information.

Dr. Hayden is the recipient of four honorary degrees, from the College of William and Mary, the University of Baltimore, Morgan State University, and McDaniel College. She's received Barnard College's Medal of Distinction, Johns Hopkins University's President's Medal, Loyola University Maryland's Andrew White Medal, and the College of Notre Dame of Maryland's Pro Urbe Award. She has also been honored with the American Library Association's Joseph W. Lippincott Award, YWCA Baltimore's Leader Award, the Greater Baltimore Urban League's Whitney M. Young Award, the Coalition of 100 Black Women's Torch Bearer Award, and the DuBois Circle of Baltimore's Legacy of Literacy Award. She was named Woman of the Year by *Ms*. magazine and ranked as one of Maryland's Top 100 Women by the Maryland *Daily Record*.

She has served on the board of numerous institutions and organizations: Goucher College, the Franklin and Eleanor Roosevelt Institute and Library, the Maryland Historical Society, the Greater Baltimore Cultural Alliance, Sinai Hospital, Baltimore Gas and Electric, the National Foundation on the Arts and the Humanities, the American Institute of Urban Psychological Studies, the Kennedy-Krieger Institute, the Maryland Museum of African American History, the YWCA, and the Urban Libraries Council.

In summary, the accomplishments and contributions of Dr. Hayden make her deserving of this recognition. She is a history maker and a role model, and I could not be more pleased to nominate her for an honorary degree.

The university's Honorary Degree Nominating Committee approved this nomination, which was submitted by Dr. Michael Wirth, dean of the College of Communication and Information, and Dr. Suzie Allard, professor and associate dean for research in the college. The nominating committee consisted of Trustee Vicky Gregg, chair of the academic affairs and student success committee; then Chancellor Beverly Davenport; and five members selected by the Faculty Senate: Dr. Monica Black, Dr. Dorian McCoy, Dr. Gordon Burghardt, Dr. William Dunne, and Dr. Luke Harlow.

Furthermore, a special committee received the recommendation from the Honorary Degree Nominating Committee. The special committee consisted of Interim Provost and Senior Vice Chancellor John Zomchick, three tenured faculty members appointed by the chair of the Graduate Council who are not members of the nominating committee, and the head of the nominator's department. Faculty members serving on the committee included Dr. Wirth, Dr. Sally McMillan, Dr. Marian Roman (who served as chair), and Dr. Jay Whelan. The special committee approved the nomination of Dr. Carla Hayden for an honorary Doctor of Humane Letters. The entire nomination process is set out on our website (chancellor.utk.edu/honorarydegrees/nomination-selection) and is modeled on, and consistent with, the University of Tennessee System Board of Trustees policy for granting honorary degrees.

I request approval to honor Dr. Carla Hayden with this distinction.

Sincerely, Wayne T Davis

Interim Chancellor

Enclosures

Cc: Members of the Honorary Degree Nominating Committee Members of the Special Committee Dean Mike Wirth, College of Communication and Information

Approved:

Joseph A. DiPietro President, University of Tennessee System



April 25, 2018

Dr Beverly Davenport, Chancellor Andy Holt Tower Knoxville Campus

Dear Dr. Davenport:

I am delighted to inform you that the Special Committee supports the recommendation by the Honorary Degree Nominating Committee to award this year's Honorary Degree of Humane Letters to Dr. Carla Hayden, appointed the 14th Librarian of Congress in 2016, the first woman and first African American to hold this position. She served as the president of the <u>American Library Association</u> (ALA), from 2003 to 2004, she chose the theme "Equity of Access." She continues to be motivated by this goal, reinvigorating libraries as a place of discovery and community, both nationally and locally.

Per University of Tennessee procedures, the Special Committee this year was comprised of five members – Interim Provost, John Zomchick, and four faculty members nominated by the chair of the Graduate Council: Dr Mike Wirth,(College of Communication & Information, School of Journalism & Electronic Media); Dr. Sally McMillan (Advertising and Public Relations), Dr Marian Roman (Nursing), and Dr Jay Whelan (Nutrition). The committee met on April 25, 2018. Having reviewed the materials beforehand, all members were pleased to recommendation.

Dr. Hayden is a scholar, advocate and trailblazer, transforming library systems throughout her storied career with particular focus on increasing access and opportunities for individual and community growth by reviving libraries as vibrant local sources of community as well as discovery and information. She took part in re-energizing the public library system in her adopted city of Baltimore, MD as Director at Enoch Pratt Free Library, where she oversaw a library co-operative with 22 locations, hundreds of employees, and an annual budget of \$40 million. She operationalized the concept of libraries as a sources of community when she oversaw the first new branch opening in 35 years along with the renovation of the co-operative's central branch, at a cost of \$112 million. Real physical spaces for community discovery and engagement remain essential to humanity.

The Special Committee is honored and delighted to endorse this Nomination.

Sincerely,

Marian Roman, Ph.D.MSN



Department of History College of Arts and Sciences 915 Volunteer Boulevard d⁶ Floor, Dunford Hall Knoxville, TN 37995-4065 865-974-3915 fax 865-974-3915 filitory utb, cdn Dr. John P. Zomchick Interim Provost and Senior Vice-Chancellor 527 Andy Holt Tower 1331 Circle Park Drive CAMPUS 0152

April 12, 2018

Dear Dr. Zomchick,

On behalf of the Honorary Degree Nominating Committee, it is my pleasure to report our unanimous support for awarding Dr. Carla Hayden an Honorary Doctorate of Humane Letters.

Please let me know if you require further information from our committee to move forward with this recommendation. The committee appreciated having the opportunity to learn of Dr. Hayden's great commitments to public service and to our country's intellectual life.

Very best regards,

Monica Black Lindsay Young Associate Professor, Associate Head History Department University of Tennessee, Knoxville



UT Knoxville Honorary Doctorate Letter of Nomination for Dr. Carla Hayden, March 6, 2018

Dear Chancellor Davenport:

This letter serves as our nomination of Dr. Carla Hayden, the 14th Librarian of Congress, for a University of Tennessee, Knoxville Honorary Doctorate of Humane Letters.

Dr. Carla Hayden is a history maker and a role model. On September 14, 2016 she became the first woman and first African American to be sworn in as the Librarian of Congress. Dr. Hayden is responsible for the world's largest library housing our nation's collection of more than 160 million items, which is constantly growing as nearly 10,000 items are added each day. Dr. Hayden was appointed by the President of the United States and confirmed by the U.S. Senate starting with a unanimous vote from the Committee on Rules and Administration including Tennessee Senator Lamar Alexander.

Dr. Hayden is the first professional librarian since 1974 to be the Librarian of Congress. She brings a unique vigor to the job including a new focus on children and their access to the famed collection. Dr. Hayden's commitment to children aligns with Dolly Parton's as evidenced by her recent hosting of Dolly Parton on the occasion of Imagination Library's historic donation of its 100 millionth book *Coat of Many Colors* to the Library of Congress.

Dr. Hayden's significant achievements exemplify a life driven by a desire to assure that all people have equitable access to information. Her work focuses on promoting literacy, assuring services to homeless and underserved populations, building services for people with disabilities, campaigning for broadband capacity, reducing the digital divide and protecting our individual freedoms. An example of Dr. Hayden's commitment to the community was her decision to keep Baltimore's libraries open as a haven for the community during the 2015 protests of the death of Freddie Gray, an act for which she received extensive praise.

Dr. Hayden has been prominent in the library field throughout her career. Positions she held prior to becoming the Librarian of Congress include serving as: CEO of the Enoch Pratt Free Library in Baltimore, Maryland for more than two decades during which she instituted services that included an after-school center for Baltimore teens offering homework assistance and college and career counseling; (2) deputy commissioner and chief librarian of the Chicago Public Library for two years; (3) assistant professor of Library and Information Science at the University of Pittsburgh for four years; and (4) library services coordinator for the Museum of Science and Industry in Chicago.

> Office of the Dean College of Communication & Information 1345 Circle Park Dr. 302 Communications - UEB Knoxville TN 37936-0332 865-974-3031 fax 865-974-3896 http://www.cc.uutk.edu

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Dr. Hayden also served the library profession with distinction as president of the American Library Association from 2003 to 2004 and as a member of the National Museum and Library Services Board appointed by President Barrack Obama. Keeping with the theme of firsts, Dr. Hayden was the first African American to receive *Library Journal*'s Librarian of the Year Award in 1995.

Additional examples of Dr. Hayden's national prominence include service as a Board Member for many prominent organizations including: Goucher College, the Franklin and Eleanor Roosevelt Institute and Library, the Maryland Historical Society, the Greater Baltimore Cultural Alliance, Sinai Hospital, Baltimore Gas and Electric, the National Foundation on the Arts and the Humanities, the American Institute of Urban Psychological Studies, the Kennedy-Krieger Institute, the Maryland Museum of African American History, the YWCA and the Urban Libraries Council.

She has also been the recipient of many honors including: four honorary degrees (from the College of William & Mary, the University of Baltimore, Morgan State University and McDaniel College), Barnard College's Medal of Distinction, the YWCA Baltimore's Leader Award, the Greater Baltimore Urban League's Whitney M. Young Jr. Award, the College of Notre Dame of Maryland's Pro Urbe Award, the Coalition of 100 Black Women's Torch Bearer Award, named as one of The World's 50 Greatest Leaders by *Fortune* magazine (2016), recipient of the American Library Association's Joseph W. Lippincott Award (2013), named as Woman of the Year by *Ms. Magazine* (2003), named as one of Maryland's Top 100 Women by *The Daily Record* (2003), recipient of Johns Hopkins University's President's Medal (1998), recipient of the DuBois Circle of Baltimore's Legacy of Literacy Award (1996), and recipient of Loyola University Maryland's Andrew White Medal (1995).

Dr. Hayden holds a Ph.D. and M.A. from the University of Chicago's Graduate Library School and a B.A. from Roosevelt University.

In sum, Dr. Carla Hayden is a remarkably accomplished individual who is very deserving of receiving an Honorary Doctorate from the University of Tennessee.

Sincerely,

Michael O. Wirth, Ph.D. Professor and Dean

Suzie Allard, Ph.D. Professor and Associate Dean for Research

Contact Information for Recommendation Letters for Carla Hayden

- U.S. Senator Lamar Alexander (R-TN) (202) 224-4944 (Office)
- Dolly Parton, singer & philanthropist, through David Dotson, President, Imagination Library, The Dollywood Foundation. <u>DDotson@dollyfoundation.com</u>, (865) 428.9604
- Dr. Jinx Watson, retired UT School of Information Sciences professor & past member of Imagination Library Blue Ribbon Book Selection Committee – <u>jinxwats@utk.edu</u> (865) 399-4675
- Theresa Venable, Librarian at Langston Hughes Library at Children Defense Fund's Haley Farm & member of Imagination Library Blue Ribbon Book Selection Committee – <u>Tvenable@childrensdefense.org</u>
- Donald B. Reynolds, Founding director/Former President, Association for Rural and Small Libraries, Retired Director Nolichucky Regional Library – <u>Don.Reynolds2030@gmail.com</u> (865) 475-2030
- Dr. Steve Smith, Professor and Dean, UT Libraries, stevensmith@utk.edu, 865-974-6600

March 6, 2018

Nominators' Relationship with Dr. Carla Hayden

Neither one of us has ever met Carla Hayden. So, we have no conflicts of interest.

Mike Wirth, Dean College of Communication and Information

Suzie Allard, Associate Dean College of Communication and Information

Carla Hayden Bio

Library Director and Administrator Carla Hayden was born on August 10, 1952. She received her B.A. degree from Roosevelt University and began work as a library assistant at the Chicago Public Library in 1973. She later received M.A. and Ph.D. degrees from the University of Chicago's Graduate Library School.

She worked as library service coordinator for the Museum of Science and Industry in Chicago and as a professor at the University of Pittsburgh's School of Library and Information Science. In 1991, she returned to Chicago where she worked as the Chicago Public Library System's deputy commissioner and chief librarian. She is also the second African American to become the executive director of the Enoch Pratt Free Library, one of the oldest free libraries in the United States.

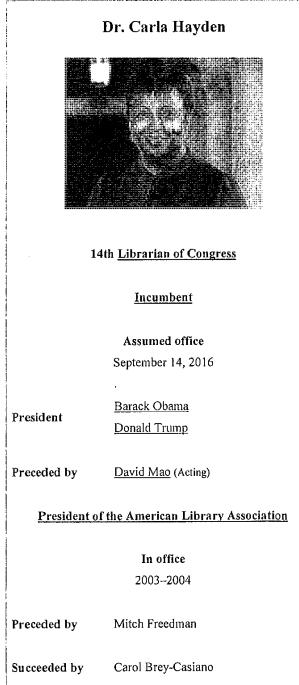
Hayden was elected president of the American Library Association in 2003. She succeeded in getting Attorney General John Ashcroft to declassify reports on the Act's provisions and eventually, through her efforts and the efforts of other civil liberties organizations, the section of the Act that allowed the F.B.I. to demand private individuals' library records was rescinded.

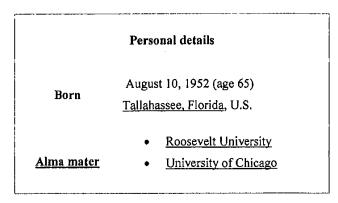
Hayden has continually championed the cause of civil liberties and freedom of information. She spearheaded the A.L.A.'s efforts to overturn legislation that forced all libraries receiving federal funding to install internet content filters on their computers. Eventually the Supreme Court upheld the right of adult library users to request the filter's deactivation, though they did not overturn the requirement that the filters be installed. Hayden has worked with the A.L.A. to publicize and uphold the right to deactivate the filter.

She has been honored with the Andrew White Medal by Loyola College, the President's Medal by Johns Hopkins University, and the Legacy of Literacy Award by the DuBois Circle of Baltimore. Hayden was named one of Ms. Magazine's 2003 Women of the Year and one of Maryland's Top 100 Women of Maryland. She is also the first African American to receive the Librarian of the Year Award from Library Journal Magazine. She is a member of the Boards of the Maryland African American Museum Corporation, Goucher College, Franklin and Eleanor Roosevelt Institute and Library and Maryland Historical Society.

Carla Hayden

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Dr. Carla Diane Hayden (born August 10, 1952)^(LII2) is an American <u>librarian</u> and the 14th <u>Librarian of Congress</u>.^(LII4) Hayden is the first woman and the first African American to hold the post.^(SUGU2) She is the first professional librarian appointed to the post in over 60 years.^(SUGU2)

From 1993 until 2016, she was the CEO of <u>Enoch Pratt Free Library</u> in <u>Baltimore, Maryland</u>, and president of the <u>American Library Association</u> (ALA) from 2003 to 2004.^{[2][10][11]} During her presidency, she was the leading voice of the ALA in speaking out against the newly passed United States <u>Patriot Act</u>.^{[12][12]}

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Early life[edit]

Hayden was born in <u>Tallahassee</u>, <u>Florida</u>, to Bruce Kennard Hayden, Jr., at that time Director of the String Department at <u>Florida A&M University</u> in Tallahassee, and Colleen Hayden (née Dowling), a social worker.^{[2][14]} Her parents met while attending <u>Millikin University</u> in <u>Decatur</u>, <u>Illinois</u>.^[2] Hayden grew up in <u>Queens</u>, New York. When she was 10 years old, her parents

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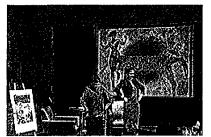
divorced and she moved with her mother to <u>Chicago</u>, <u>Illinois</u>.^{[2][15]} She had a younger step-brother from her father's second marriage, Bruce Kennard Hayden, III, who died in 1992.^[16]

Hayden's mother's side of the family comes from <u>Helena, Arkansas</u>. Her father's maternal side of the family, who eventually settled in <u>Du Quoin</u>, <u>Illinois</u>, were slaves, which is chronicled in the book, *It's Good to Be Black*, by Ruby Berkley Goodwin.^{[2][1]}

Hayden said that her passion for reading was inspired by <u>Marguerite de Angeli's Bright April</u>, the 1946 book about a young African-American girl who was in the <u>Brownies</u>. At Chicago's <u>South</u> <u>Shore High School</u>, Hayden became interested in books on British history and "cozy mysteries."^[18] She attended <u>MacMurray College</u> in <u>Jacksonville</u>, <u>Illinois</u>, but transferred to Roosevelt University.^[2]

While she loved libraries she didn't consider it as a career until after she had graduated from <u>Roosevelt University</u> with majors in political science and African history in 1973. Hayden received her master's degree in <u>Library Science</u> in 1977, and a doctorate degree in <u>Library Science</u> in 1987, both from the <u>University of Chicago Graduate Library School</u>.^[19]

Career[edit]



Hayden (left) poses with actress Lynda Carter

Hayden began her library career at the <u>Chicago Public Library</u>. From 1973 to 1979, she worked as an Associate/Children's Librarian and from 1979 to 1982, she was Young Adult Services Coordinator at the <u>Chicago Public Library</u>. From 1982 to 1987, Hayden worked as a Library Services Coordinator at Chicago's <u>Museum of Science and Industry</u>.^[20]

Hayden moved to Pittsburgh, where she was an associate professor, teaching at the <u>University of</u> <u>Pittsburgh School of Information Sciences</u> from 1987 to 1991.^[20] At the time, well known African-American librarians, <u>E. J. Josey</u> and Spencer Shaw, were on the faculty there.^[2]

Hayden then moved back to Chicago and became Deputy Commissioner and Chief Librarian of the <u>Chicago Public Library</u>, posts she held from 1991 to 1993.^[20] During her time working at the Chicago Public Library, Hayden became acquainted with <u>Michelle Obama</u> and <u>Barack Obama</u>.^[21]

From 1993 to 2016, Hayden was Executive Director of Baltimore's Enoch Pratt Free Library. [20]

Enoch Pratt Free Library[edit]

On July 1, 1993, Hayden began the appointed position of Director at Enoch Pratt Free Library, the public library system in Baltimore, Maryland.^[22]

During her tenure, Hayden oversaw a library co-operative with 22 locations, hundreds of employees, and an annual budget of \$40 million. She also oversaw the first new branch opening in 35 years along with the renovation of the co-operative's central branch, at a cost of \$112 million. During the 2015 protests of the <u>death of Freddie Gray</u>, Hayden kept Baltimore's libraries open, an act for which she received extensive praise.^[23] When asked about the incident in a 2016 <u>*Time Magazine*</u> interview she stated that the library became a command center of sorts as many stores in the community closed, and that "we knew that [people] would look for that place of refuge and relief and opportunity."^[24] She left this position on August 11, 2016.^[16]

ALA presidency[edit]

As president of the <u>American Library Association (ALA)</u> from 2003 to 2004, Hayden chose the theme "Equity of Access."[125][26][27][28]

In her role as ALA President, Hayden was vocal in her public opposition to the Patriot Act, leading a battle for the protections of library users' privacy.^{[2][29]} She especially objected to the special permissions contained in Section 215 of that law, which gave the <u>Justice Department</u> and the <u>FBI</u> the power to access library user records. Hayden often sparred publicly with then-U.S. <u>Attorney General John Ashcroft</u> over the language of the law.^[20] Ashcroft often ridiculed the library community, and stated that the ALA had been "misled into opposing provisions of the act that make it easier for FBI agents to fish through library records".^[21] Hayden's response was immediate, stating that the ALA was "deeply concerned that the Attorney General would be so openly contemptuous" (to the library community), while also pointing out that librarians had been monitored and been under FBI surveillance as far back as the <u>McCarthy Era</u>. Hayden asserted that Ashcroft should release information as to the number of libraries that had been visited under the provisions of Section 215.^[22] She has stated that the concern stemmed from making sure that a balance existed "between security and personal freedoms."^[24]

As a result of her stand for the rights of every American, she became <u>Ms.</u> magazine's 2003 Woman of the Year. In her interview with the magazine, she stated:

Libraries are a cornerstone of democracy—where information is free and equally available to everyone. People tend to take that for granted, and they don't realize what is at stake when that is put at risk.^[11]

Hayden says, "(Librarians) are activists, engaged in the social work aspect of librarianship. Now we are fighters for freedom..."[33]

Along with her objections of the Patriot Act, Hayden has done much in her career in outreach programs. As ALA President she wrote: "At a time when our public is challenged on multiple

fronts, we need to recommit ourselves to the ideal of providing equal access to everyone, anywhere, anytime, and in any format... By finally embracing equity of access we will be affirming our core values, recognizing realities, and assuring our future."[21][24]

One program she is notable for is for the outreach program she began at the Enoch Pratt Free Library. This outreach program included "an after school center for Baltimore teens offering homework assistance and college and career counseling." Because of this, Hayden received Library Journal's Librarian of the Year Award.^[29]

In January 2010, President <u>Barack Obama</u> announced his intent to nominate Hayden as a member of the National Museum and Library Services Board and National Foundation on the Arts and the Humanities.^[16]

14th Librarian of Congress[edit]

On February 24, 2016, <u>President Barack Obama</u> nominated Hayden to serve as the next <u>Librarian</u> of <u>Congress</u>. In a press release from the White House, President Obama stated:

Michelle and I have known Carla Hayden for a long time, since her days working at the Chicago Public Library, and I am proud to nominate her to lead our nation's oldest federal institution as our 14th Librarian of Congress. Hayden has devoted her career to modernizing libraries so that everyone can participate in today's digital culture. She has the proven experience, dedication, and deep knowledge of our nation's libraries to serve our country well and that's why I look forward to working with her in the months ahead. If confirmed, Hayden would be the first woman and the first African American to hold the position – both of which are long overdue.^[21]

External video
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Carla Hayden Confirmation
Carla Hayden Confirmation

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After her nomination, more than 140 library, publishing, educational, and academic organizations signed a letter of support. The letter said in part that Congress had "an opportunity to equip the <u>Library</u> and the nation with the unique combination of professional skills and sensibilities that Dr. Hayden will bring to the post."⁽¹⁹⁾

The nomination was received by the <u>U.S. Senate</u> and referred to the <u>Committee on Rules and</u> <u>Administration</u>.^{(40)[41]} On April 20, 2016, the <u>Committee on Rules and Administration</u>, chaired by Senator <u>Roy Blunt</u> with <u>Charles E. Schumer</u> as <u>ranking member</u>, held the confirmation hearing.^{[33][42][43]} Hayden opposed the 2000 <u>Children's Internet Protection Act (CIPA</u>), which was a sticking point in her nomination to become Librarian of Congress.^{[3][44]}

On July 13, 2016, she was confirmed as Librarian of Congress by a 74-18 vote in the <u>United</u> <u>States Senate</u>.^[23] Hayden was sworn in by Supreme Court Chief Justice <u>John Roberts</u> on September 14, 2016.^{[45][46]} Even though more than eighty percent of American librarians are women, for over two hundred years the position of <u>Librarian of Congress</u> was filled exclusively by white men^[42] making Hayden the first woman and the first African American to hold the position. Notably, she is also a librarian by profession. Many past Librarians of Congress have been scholars and historians.^[48]

As Librarian of Congress, Hayden says she hopes to continue "the movement to open the treasure chest that is the Library of Congress."^[49] Hayden said much of her early effort will focus on building and retaining staff.^[50] In the next five years, Hayden will also focus on making sure that at least half of the library's 162 million items are digitized especially rare collections.^[18] Hayden hopes for the library to have live performances and broadcasts and have traveling exhibits tour America that tie in with educational programming for schoolkids.^[51]

Hayden aspires to modernize the institution during her tenure by both preserving the collection and modernizing access to it, as she will be the first Librarian of Congress appointed "since the advent of the internet." In a press release by the ALA Washington Office, ALA President Julie Todaro said, "Hayden holds a profound understanding of the integral role libraries play in formal education, community-based learning, and the promotion of individual opportunity and community progress. I believe that through her visionary leadership the Library of Congress will soon mirror society's rapidly changing information environment, while successfully preserving the cultural record of the United States."^[8] She spoke of her desire to reach people outside of Washington, D.C., especially in rural areas and in accessible formats to people with visual disabilities. Another one of her main goals is to improve the infrastructure and "technological capacity" of the Library of Congress.^[20] She is undecided if the <u>United States Copyright Office</u>, which is overseen by the Library, should be independent of the Library, but believes the Office should be "fully functional" and be able carry to out its mandates to protect creators.^[30]

In January 2017, Hayden hosted 4-year old Daliyah Marie Arana as Librarian of Congress for the day.^[52]

Personal life[edit]

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Hayden is divorced.^{116]} Hayden lives in Baltimore and commutes to the Library of Congress in Washington.^{141]}

Honors[edit]

In 1995, Hayden was honored with the national <u>Librarian of the Year Award</u> by <u>Library Journal</u>, becoming the first African American to receive the prestigious award.^[53] Her commitment to equity of access was central to the honor.^[54]

- 1995: *Library Journal*, Librarian of the Year Award^[54]
- 1995: Loyola University Maryland, Andrew White Medal
- 1996: DuBois Circle of Baltimore, Legacy of Literacy Award
- 1998: Johns Hopkins University, President's Medal
- 2003: The Daily Record, Maryland's Top 100 Women^{153]}
- 2003: Ms. Magazine, Woman of the Year^[33]
- 2006: American Library Association, Jean E. Coleman Library Outreach Lecture[56]
- 2013: American Library Association, Joseph W. Lippincott Award
- 2015: American Library Association, Jean E. Coleman Library Outreach Lecture^[56]
- 2016: Fortune, The World's 50 Greatest Leaders^[58]
- 2017: Honorary degree from the College of William & Mary^[59]
- Coalition of 100 Black Women, Torch Bearer Award
- · College of Notre Dame of Maryland, Pro Urbe Award
- Greater Baltimore Urban League, Whitney M. Young, Jr. Award
- YWCA Leader Award, Baltimore
- Barnard College Medal of Distinction
- University of Baltimore, honorary degree of Doctor of Humane Letters
- Morgan State University, honorary degree of Doctor of Humane Letters
- McDaniel College, honorary degree of Doctor of Humane Letters

Memberships[edit]

- 2015-2016: Baltimore Community Foundation, Trustee
- Maryland African American Museum Corporation, Board Member
- Goucher College, Board Member
- Franklin and Eleanor Roosevelt Institute and Library, Board Member
- Baltimore City Historical Society, Board Member
- Baltimore Reads, Board Member
- Maryland Historical Society, Board Member
- Greater Baltimore Cultural Alliance, Board Member
- Open Society Institute-Baltimore, Board Member
- PALINET, Board Member
- Sinai Hospital, Board Member
- University of Pittsburgh School of Information Sciences, Board Member
- 2007- : Baltimore Gas and Electric, Board Member^[61]
- 2010- : National Museum and Library Services Board, Member^[36]

- 2010- : National Foundation on the Arts and the Humanities, Member⁽³⁶⁾
- Baltimore City Combined Charity Campaign, Chair
- American Institute of Urban Psychological Studies, Board Member
- Kennedy-Krieger Institute, Board Member
- Maryland Museum of African American History, Board Member
- YWCA, Board Member
- Urban Libraries Council, Board Member

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THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE:	June 22, 2018
COMMITTEE:	Academic Affairs and Student Success
CAMPUS/UNIT:	All
ITEM:	2018 Comprehensive List of Academic Programs
RECOMMENDATION:	Approval

The Comprehensive List of Academic Programs is a complete inventory of all academic programs offered by The University of Tennessee System. The listing is organized by campus, college, department, major, sub-major ("concentration," "option," track," etc.), and degree. The Comprehensive List is updated each June and provided to THEC.

Each annual update is tied to internal and external reports, and so includes routine (nonsubstantive) name changes, ongoing curricular adjustments, and other actions that do not require separate consideration and approval by the Board of Trustees.

By approving the Comprehensive List, the Board of Trustees makes its contents official. Upon approval by the Board, the Comprehensive List will be forwarded to THEC for its records.

RESOLVED: The 2018 Comprehensive List of Academic Programs is approved and shall be forwarded to the Tennessee Higher Education Commission.

College of Arts & Sciences				
Department	Major	Submajor	Degree	
Art	Art	Art Education	BA	
Art	Art	Art History	BA	
Art	Art	Graphic Design	BFA	
Art	Art	Painting & Drawing	BFA	
Art	Art	Photography and Media Art	BFA	
Art	Art	Scultpture	BFA	
Art	Art	Studio	BA	
Biology, Geology, and Environmental Science	Biology	General Biology	BS	
Biology, Geology, and Environmental Science	Biology	Preprofessional	BS	
Biology, Geology, and Environmental Science	Biology	STEM	BS	
Biology, Geology, and Environmental Science	Environmental Science		MS	
Biology, Geology, and Environmental Science	Environmental Science	Biodiversity, Conservation & Natural Resources	BS	
Biology, Geology, and Environmental Science	Environmental Science	Earth, Atmosphere, & Geological Resources	BS	
Biology, Geology, and Environmental Science	Environmental Science	Engineering Science	BS	
Biology, Geology, and Environmental Science	Environmental Science	Environmental Health	BS	
Biology, Geology, and Environmental Science	Environmental Science	Environmental Policy and Planning	BS	
Biology, Geology, and Environmental Science	Environmental Science	Geographic and Cartographic Sciences	BS	
Biology, Geology, and Environmental Science	Geology	Environmental Geology	BS	
Biology, Geology, and Environmental Science	Geology	Geology	BS	
Biology, Geology, and Environmental Science	Geology	STEM	BS	
Chemistry & Physics	Chemistry	Biochemistry	BS	
Chemistry & Physics	Chemistry	Chemistry	BS	
Chemistry & Physics	Chemistry	STEM	BS	
Chemistry & Physics	Physics	Biophysics	BS	
Chemistry & Physics	Physics	Physics	BS	
Chemistry & Physics	Physics	STEM	BS	
Communication	Communication		BA	
English	English	Creative Writing	MA	
English	English	Literary Study	MA	
English	English	Rhetoric and Writing	MA	
English	English & American Language & Literature	Creative Writing	BA	
English	English & American Language & Literature	English & American Language & Literature	BA	
English	English & American Language & Literature	Rhetoric and Professional Writing	BA	
History	History		BA	
Interdisciplinary Studies	Humanities	International Studies	BA	
Interdisciplinary Studies	Humanities	Liberal Arts	BA	
Interdisciplinary Studies	Humanities	Women's Studies	BA	
Mathematics	Computational and Applied Statistics		GR Cert	
Mathematics	Mathematics	Actuarial Science	BS	
Mathematics	Mathematics	Applied Mathematics	MS	
Mathematics	Mathematics	Applied Statistics	MS	
Mathematics	Mathematics	Education	MS	
Mathematics	Mathematics	General Mathematics	BS	
Mathematics	Mathematics	PreProfessional Mathematics	MS	
Mathematics	Mathematics	STEM Education	BS	
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	French	BA	
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	Greek & Latin	BA	
iviouerri & Classical Languages & Literature	Would II & Classical Languages & Literature	Greek & Latin	DA	

	College of Arts & Scie	nces	
Department	Major	Submajor	Degree
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	Spanish	BA
Performing Arts	Music		BA
Performing Arts	Music	Composition	BM
Performing Arts	Music	Instrumental Music Education	BM
Performing Arts	Music	Instrumental Performance	BM
Performing Arts	Music	Music Education	MM
Performing Arts	Music	Performance	MM
Performing Arts	Music	Vocal Performance	BM
Performing Arts	Music Education	Vocal Music Education	BM
Performing Arts	Theatre		BA
Philosophy & Religion	Philosophy & Religion	Combined Concentration	BA
Philosophy & Religion	Philosophy & Religion	Philosophy	BA
Philosophy & Religion	Philosophy & Religion	Religious Studies	BA
Political Science and Public Service	Political Science and Pubic Service	Public Admin & Non-Profit Management	BS
Political Science and Public Service	Political Science and Public Service	American Politics	BS
Political Science and Public Service	Political Science and Public Service	International & Comparative Studies	BS
Political Science and Public Service	Political Science and Public Service	Politics	BS
Political Science and Public Service	Political Science and Public Service	Public Law	BS
Political Science and Public Service	Political Science and Public Service	Public Policy	BS
Political Science and Public Service	Public Administration	Local Government Management	MPA
Political Science and Public Service	Public Administration	Non-Profit Management	MPA
Political Science and Public Service	Public Administration	Public Administration	MPA
Political Science and Public Service	Public Administration & Non-profit Management		Gr Cert
Psychology	Psychology		BS
Psychology	Psychology	Industrial/Organizational Psychology	MS
Psychology	Psychology	Research	MS
Social, Cultural, & Justice Studies	Criminal Justice		BS
Social, Cultural, & Justice Studies	Criminal Justice		MSCJ
Social, Cultural, & Justice Studies	Legal Assistant Studies	Legal Assistance Studies	BS
Social, Cultural, & Justice Studies	Legal Assistant Studies	Social Sciences	BS
Social, Cultural, & Justice Studies	Sociology & Anthropology	Anthropology	BA
Social, Cultural, & Justice Studies	Sociology & Anthropology	Anthropology	BS
Social, Cultural, & Justice Studies	Sociology & Anthropology	Sociology	BS
	College of Busines	S	
Department	Major	Submajor	Degree
Accounting	Accountancy		MACC
Accounting	Accountancy	Forensic Data Analytics	MACC
Accounting	Accounting		BSBA
Business Administration	Business Administration	Business Analytics	MBA
Business Administration	Business Administration	Executive	MBA
Business Administration	Business Administration	Finance	MBA
Business Administration	Business Administration	General	MBA
Business Administration	Business Administration	Healthcare Administration	MBA
Business Administration	Business Administration	Human Resources	MBA
Business Administration	Business Analytics		Gr Cert
Finance & Economics	Economics		BA
Finance & Economics	Economics		BSBA
Finance & Economics	Finance	Business Finance	BSBA

College of Business				
Department	Major	Submajor	Degree	
Finance & Economics	Finance	Investments	BSBA	
Management	Human Resource Management		BSBA	
Management	Management		BSBA	
Management	Management	Business Analytics	BSBA	
Marketing & Entrepreneurship	Entrepreneurship		BSBA	
Marketing & Entrepreneurship	Marketing		BSBA	
	College of Engineering & Computer Se	ience		
Department	Major	Submajor	Degree	
Computer Science & Engineering	Computer Engineering		BSCpE	
Computer Science & Engineering	Computer Science	Computer Science	MS	
Computer Science & Engineering	Computer Science	Cyber Security	BS	
Computer Science & Engineering	Computer Science	Cyber Security	MS	
Computer Science & Engineering	Computer Science	Data Science	BS	
Computer Science & Engineering	Computer Science	Data Science	MS	
Computer Science & Engineering	Computer Science	Software Systems	BS	
Computer Science & Engineering	Computer Science	STEM	BS	
Engineering	Chemical Engineering		BSChE	
Engineering	Chemical Engineering	Environmental	BSChE	
Engineering	Civil Engineering		BSCE	
Engineering	Civil Engineering	Environmental	BSCE	
Engineering	Computational Science	Computational and Applied Mathematics	PhD	
Engineering	Computational Science	Computational Engineering	PhD	
Engineering	Computational Science	Computer Science	PhD	
Engineering	Electrical Engineering		BSEE	
Engineering	Electrical Engineering Smart Grid		Gr Cert	
Engineering	Electrical Engineering Smart Power Distribution		Gr Cert	
Engineering	Engineering	Automotive Systems	MS	
Engineering	Engineering	Chemical	MS	
Engineering	Engineering	Civil	MS	
Engineering	Engineering	Electrical	MS	
Engineering	Engineering	Mechanical	MS	
Engineering	Engineering	Power Systems Management	MS	
Engineering	Engineering Management	Construction Management	MS	
Engineering	Engineering Management	Engineering Management	MS	
Engineering	Engineering Management	Power Systems Management	MS	
Engineering	Engineering Management Construction Management		Gr Cert	
Engineering	Engineering Management Project & Technology Management		Gr Cert	
Engineering	Engineering Technology Management	Construction Management	BS	
Engineering	Engineering Technology Management	Engineering Management	BS	
Engineering	Engineering Technology Management	Mechatronics Engineering Technology	BAS	
Engineering	Logistics & Supply Chain Management		Gr Cert	
Engineering	Mechanical Engineering		BSME	
Engineering	Power System Protection		Gr Cert	
Engineering	Quality Management		Gr Cert	
Engineering	Sustainable Electrical Energy		Gr Cert	

College of Health, Education & Professional Studies				
Department	Major	Submajor	Degree	
Education, School of	Elementary Education	Early Childhood Education	MEd	
Education, School of	Elementary Education	Elementary Education	MEd	
Education, School of	Elementary Education	English as a Second Language	MEd	
Education, School of	Elementary Education	Licensure	MEd	
Education, School of	Elementary Education	Reading Specialist	MEd	
Education, School of	English as a Second Language		Gr Cert	
Education, School of	Instructional Coaching		Gr Cert	
Education, School of	Interdisciplinary Educational Studies	Child and Family Studies	BS	
Education, School of	Interdisciplinary Educational Studies	Early Childhood and Early Childhood Special Education	BS	
Education, School of	Interdisciplinary Educational Studies	Elementary Education K-5 and English as a Second Language PreK-12	BS	
Education, School of	Interdisciplinary Educational Studies	Exceptional Learning K-12 Comprehensive	BS	
Education, School of	Interdisciplinary Educational Studies	Exceptional learning K-8 Interventionist	BS	
Education, School of	Middle Grades Education	English	BS	
Education, School of	Middle Grades Education	Mathematics	BS	
Education, School of	Middle Grades Education	Natural Sciences	BS	
Education, School of	Middle Grades Education	Social Sciences	BS	
Education, School of	School Leadership		Gr Cert	
Education, School of	School Leadership	Principal/Supervisor Licensure	MEd	
Education, School of	School Leadership	Teacher Leadership	MEd	
Education, School of	Secondary Education	Economics	BS	
Education, School of	Secondary Education	English	BS	
Education, School of	Secondary Education	English as a Second Language	MEd	
Education, School of	Secondary Education	Geography	BS	
Education, School of	Secondary Education	History	BS	
Education, School of	Secondary Education	Licensure	MEd	
Education, School of	Secondary Education	Non-Licensure	MEd	
Education, School of	Secondary Education	Political Science	BS	
Education, School of	Secondary Education	Reading Specialist	MEd	
Education, School of	Special Education	Early Childhood	MEd	
Education, School of	Special Education	Mild Disabilities	MEd	
Education, School of	Urban Specialist		Gr Cert	
Health and Human Performance	Athletic Training		MS	
Health and Human Performance	Health & Human Performance	Dietetics	BS	
Health and Human Performance	Health & Human Performance	Exercise Science	BS	
Health and Human Performance	Health & Human Performance	Health & Physical Education K-12	BS	
Health and Human Performance	Health & Human Performance	Physical Activity and Health	MS	
Health and Human Performance	Health & Human Performance	Sport, Outdoor Recreation and Tourism Management	BS	
Health and Human Performance	Chronic Disease Prevention & Control		MPH	
Nursing, School of	Adult Gerontology Acute Care Nurse Practitioner		Gr Cert	
Nursing, School of	Family Nurse Practitioner		Gr Cert	
Nursing, School of	Health Care Informatics		Gr Cert	
Nursing, School of	Nursing		BSN	
Nursing, School of	Nursing	Adult Gerontology Acute Care Nurse Practitioner	MSN	
Nursing, School of	Nursing	Anesthesia	MSN	
Nursing, School of	Nursing	Education	MSN	
Nursing, School of	Nursing	Family Nurse Practioner Lifespan	MSN	

College of Health, Education & Professional Studies			
Department	Major	Submajor	Degree
Nursing, School of	Nursing	Nursing	DNP
Nursing, School of	Nursing	Nursing Administration	MSN
Nursing, School of	Nursing	Nursing Administrative Systems	DNP
Nursing, School of	Nursing Anesthesia		Gr Cert
Nursing, School of	Nursing Education		Gr Cert
Occupational Therapy	Occupational Therapy		OTD
Physical Therapy	Physical Therapy	Physical Therapy	DPT
Professional Studies, School of	Advanced Educational Practice	Educational Leadership	EdS
Professional Studies, School of	Advanced Educational Practice	Instructional Leadership	EdS
Professional Studies, School of	Advanced Educational Practice	Principal Licensure	EdS
Professional Studies, School of	Advanced Educational Practice	School Psychology	EdS
Professional Studies, School of	Clinical Mental Health Counseling		Gr Cert
Professional Studies, School of	Counselor Education	Clinical Mental Health Counseling	MEd
Professional Studies, School of	Counselor Education	School Counseling	MEd
Professional Studies, School of	Historic Preservation		Gr Cert
Professional Studies, School of	Integrated Studies	Integrated Studies	BIS
Professional Studies, School of	Interior Architecture		BS
Professional Studies, School of	Interior Design		MID
Professional Studies, School of	Interior Design		MS
Professional Studies, School of	Learning and Leadership		EdD
Professional Studies, School of	Learning and Leadership		PhD
Professional Studies, School of	School Counseling		Gr Cert
Professional Studies, School of	Social Work		BSW
Professional Studies, School of	Social Work		MSW
Professional Studies, School of	Sustainable Design		Gr Cert

		College of Dentistry	
Department	Major	Submajor	Degree
Dental Hygiene	Dental Hygiene		BSDH
Dentisty	Dentistry	Interdisciplinary	DDS
	College	of Graduate Health Sciences	
Department	Major	Submajor	Degree
Biomedical Engineering & Imaging	Biomedical Engineering (Joint w/UM)	Bioimaging	MS
Biomedical Engineering & Imaging	Biomedical Engineering (Joint w/UM)	Biomaterials and Regenerative Tech	MS
Biomedical Engineering & Imaging	Biomedical Engineering (Joint w/UM)	Biomaterials and Regenerative Tech	PhD
Biomedical Engineering & Imaging	Biomedical Engineering (Joint w/UM)	Biomechanics	MS
Biomedical Engineering & Imaging	Biomedical Engineering (Joint w/UM)	Biomechanics	PhD
Biomedical Engineering & Imaging	Biomedical Engineering (Joint w/UM)	Biosensors and Electrophysiology	MS
Biomedical Engineering & Imaging	Biomedical Engineering (Joint w/UM)	Biosensors and Electrophysiology	PhD
Biomedical Engineering & Imaging	Biomedical Engineering (Joint w/UM)	Cellular Biomechanical Processes	PhD
Biomedical Engineering & Imaging	Biomedical Engineering (Joint w/UM)	Interdisciplinary	MS
Dentistry	Dental Science	Endodontics	MDS
Dentistry	Dental Science	Operative, Cariology and General Dentistry	MDS
Dentistry	Dental Science	Orthodontics	MDS
Dentistry	Dental Science	Pediatric Dentistry	MDS
Dentistry	Dental Science	Periodontology	MDS
Dentistry	Dental Science	Prosthodontics	MDS
Interdepartmental	Biomedical Sciences	Cancer & Developmental Biology	PhD
Interdepartmental	Biomedical Sciences	Cancer and Development Biology	MS
Interdepartmental	Biomedical Sciences	Cell Biology & Physiology	PhD
Interdepartmental	Biomedical Sciences	Cell Biology and Physiology	MS
Interdepartmental	Biomedical Sciences	Genetics, Genomics and Informatics	PhD
Interdepartmental	Biomedical Sciences	Laboratory Research and Management	MS
Interdepartmental	Biomedical Sciences	Microbiology, Immunology and Biochemistry	MS
Interdepartmental	Biomedical Sciences	Microbiology, Immunology and Biochemistry	PhD
Interdepartmental	Biomedical Sciences	Molecular and Systems Pharmacology	MS
Interdepartmental	Biomedical Sciences	Molecular and Systems Pharmacology	PhD
Interdepartmental	Biomedical Sciences	Neuroscience	MS
Interdepartmental	Biomedical Sciences	Neuroscience	PhD
Interdepartmental	Health Outcomes & Policy Research	Health Informatics and Information Management	PhD
Interdepartmental	Health Outcomes & Policy Research	Health Policy/Health Services Research	MS
Interdepartmental	Health Outcomes & Policy Research	Health Policy/Health Services Research	PhD
Interdepartmental	Health Outcomes & Policy Research	Health Systems Pharmacy Management	MS
Interdepartmental	Health Outcomes & Policy Research	Healthcare Quality Improvement	Gr Cert
Interdepartmental	Health Outcomes & Policy Research	Pharmacoeconomics	PhD
Nursing Science	Nursing Science		PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Bioanalysis	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Bioanalysis	PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Medicinal Chemistry	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Medicinal Chemistry	PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmaceutics	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmaceutics	PhD

	College of Gr	aduate Health Sciences	
Department	Major	Submajor	Degree
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmacometrics	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmacometrics	PhD
Pharmacology	Pharmacology		MS
Preventive Medicine		Clinical Research	Gr Cert
Preventive Medicine	Epidemiology		MS
Preventive Medicine	Epidemiology	Biostatistics	MS
Preventive Medicine	Epidemiology	Clinical Investigation	MS
Preventive Medicine	Epidemiology	Data Science	MS
Speech & Hearing Science	Speech & Hearing Science	Audiology	PhD
Speech & Hearing Science	Speech & Hearing Science	Hearing Science	PhD
Speech & Hearing Science	Speech & Hearing Science	Speech and Language Pathology	PhD
Speech & Hearing Science	Speech & Hearing Science	Speech-Language Science	PhD
		f Health Professions	
Department	Major	Submajor	Degree
Audiology & Speech Pathology	Audiology	Post-professional	AuD
Audiology & Speech Pathology	Audiology		MS
Audiology & Speech Pathology	Audiology	Traditional	AuD
Audiology & Speech Pathology	Audiology & Speech Pathology		BSASP (JOINT)
Audiology & Speech Pathology	Speech-Language Pathology	Aural Re/habilitation	MSSLP
Clinical Lab Sciences	Clinical Laboratory Sciences	Advanced Practice	MSCLS
Clinical Lab Sciences	Cytopathology Practice		MCP
Clinical Lab Sciences	Medical Laboratory Science	MLT to MLS	BSMLS
Clinical Lab Sciences	Medical Laboratory Science	Professional-entry	BSMLS
Health Informatics & Information Mgmt	Health Informatics & Information Management		Gr Cert
Health Informatics & Information Mgmt	Health Informatics & Information Management	Entry Level	MHIIM
Health Informatics & Information Mgmt	Health Informatics & Information Management	Post-Graduate	MHIIM
Occupational Therapy	Occupational Therapy		МОТ
Physical Therapy	Physical Therapy	Entry Level	DPT
Physical Therapy	Physical Therapy	Transition	DPT
	, .,	ge of Medicine	
Department	Major	Submajor	Degree
Medicine	Medicine		MD
Medicine/Opthalmology		Orthoptist Fellowship	Gr Cert
Physician Assistant Studies	Physician Assistant		MMS-PA
	Coll	ege of Nursing	
Department	Major	Submajor	Degree
Nursing	Nursing	Accelerated BSN	BSN
Nursing	Nursing	Adult/Gerontology Acute Care Nurse Practitioner Certificate	Graduate Certificate
Nursing	Nursing	Adult/Gerontology Acute Nurse Practitioner	DNP
Nursing	Nursing	Family Nurse Practitioner	DNP
Nursing	Nursing	Neonatal Nurse Practitioner	DNP
Nursing	Nursing	Nurse Anesthesia	DNP
Nursing	Nursing	Pediatric Acute Care Nurse Practitioner	DNP
Nursing	Nursing	Pediatric Nurse Practitioner	DNP

		College of Nursing	
Department	Major	Submajor	Degree
Nursing	Nursing	Post DNP Pediatric Acute Care Nurse Practitioner	Graduate Certificate
Nursing	Nursing	Post-DNP Family Nurse Practitioner	Graduate Certificate
Nursing	Nursing	Post-DNP Pediatric Primary Care Nurse Practitioner	Graduate Certificate
Nursing	Nursing	Post-Doctoral Certification Psychiatric Mental Health Nurse Practitioner	Graduate Certificate
Nursing	Nursing	Psychiatric Mental Health Nurse Practitioner	DNP
Nursing	Nursing	Registered Nurse First Assist	Graduate Certificate
Nursing	Nursing	RN-to-BSN	BSN
	• •	College of Pharmacy	
Department	Major	Submajor	Degree
Pharmacy		Nuclear Pharmacy	Gr Cert
Pharmacy	Pharmacy		PHARMD

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College of Agricultural Sciences & Natural Resources			
Department	Major	Submajor	Degree
Food Science	Food Science	Science	BSFS
Food Science	Food Science	Sensory Science	PhD
Forestry, Wildlife, Fisheries	Forestry		MS
Forestry, Wildlife, Fisheries	Forestry	Bio-Based Products & Wood Science & Technology	MS
Forestry, Wildlife, Fisheries	Forestry	Forest Resources Management	BSF
Forestry, Wildlife, Fisheries	Forestry	Restoration and Conservation Science	BSF
Forestry, Wildlife, Fisheries	Forestry	Urban Forestry	BSF
Forestry, Wildlife, Fisheries	Forestry	Wildland Recreation	BSF
Forestry, Wildlife, Fisheries	Natural Resources	Bio-based Products and Wood Science and Technology	PhD
Forestry, Wildlife, Fisheries	Natural Resources	Natural Resource Economics	PhD
Forestry, Wildlife, Fisheries	Natural Resources	Wildlife Health	PhD
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science		MS
	Wildlife & Fisheries Science	Milulifa O Fisherina Managamat	BSWFS
Forestry, Wildlife, Fisheries		Wildlife & Fisheries Management	
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science	Wildlife Health	BSWFS
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science	Wildlife Health	MS
Interdepartmental	Plant, Soil, and Environmental Sciences	Crop Sciences	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Environmental and Soil Sciences	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Horticulture	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Plant Breeding	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Plant Molecular Genetics	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Weed Science	PhD
Plant Sciences	Plant Sciences		MS
Plant Sciences	Plant Sciences	Crop Sciences	MS
Plant Sciences	Plant Sciences	Horticulture	MS
Plant Sciences	Plant Sciences	Horticulture Science & Production	BSPS
Plant Sciences	Plant Sciences	Organic Production	BSPS
Plant Sciences	Plant Sciences	Plant Breeding	MS
Plant Sciences	Plant Sciences	Plant Genetics & Biotechnology	BSPS
Plant Sciences	Plant Sciences	Plant Molecular Genetics	MS
Plant Sciences	Plant Sciences	Public Horticulture	BSPS
Plant Sciences	Plant Sciences	Sustainable Landscape Design	BSPS
Plant Sciences	Plant Sciences	Turfgrass Science & Management	BSPS
Plant Sciences	Plant Sciences	Weed Science	MS
	College of Architecture & Design	reed blende	mo
Department	Major	Submajor	Degree
Architecture, School of	Architecture		BArch
Architecture, School of	Architecture		MArch
Architecture, School of	Architecture	Conservation and Stewardship	MArch
Architecture, School of		High Performance Buildings	MArch
	Architecture		
Architecture, School of	Architecture	Sustainable Design	MArch
Architecture, School of	Architecture	Urbanism	MArch
Architecture, School of	Conservation and Stewardship		Gr Cert
Architecture, School of	High Performance Buildings		Gr Cert
Architecture, School of	Sustainable Design		Gr Cert
Architecture, School of	Urbanism		Gr Cert
Interdepartmental			Dual MArch-MLA
Interior Architecture	Interior Architecture	Master of Architecture Preparatory Track	BSIA
Interior Architecture	Interior Architecture	Traditional Track	BSIA
Landscape Architecture Program	Landscape Architecture		MALA
Landscape Architecture Program	Landscape Architecture		MSLA
Landscape Architecture Program	Landscape Architecture	Track 1 (first professional degree track)	MLA
Landscape Architecture Program	Landscape Architecture	Track 2 (post-professional degree track)	MLA
Department	College of Arts & Sciences Major	Submajor	Degree
Anthropology	Anthropology		BA
Anthropology	Anthropology	Archaeology	MA
Anthropology	Anthropology	Archaeology	PhD
Anthropology	Anthropology	Biological Anthropology	MA
Anthropology	Anthropology	Biological Anthropology	PhD
Anthropology	Anthropology	Cultural Anthropology	MA
Anthropology	Anthropology	Cultural Anthropology	PhD
Anthropology	Anthropology	Disasters, Displacement and Human Rights	BA
Anthropology	Anthropology	Honors Anthropoloby	BA

College of Arts & Sciences			
Department	Major	Submajor	Degree
Anthropology	Anthropology	Mediterranean Archaeology	MA
Anthropology	Anthropology	Zooarchaeology	MA
Anthropology	Anthropology	Zooarchaeology	PhD
Anthropology	Disasters, Displacement and Human Rights		Gr Cert
Art, School of	Art		BA
Art, School of	Art	Ceramics	MFA
Art, School of	Art	Painting/Drawing	MFA
Art, School of	Art	Printmaking	MFA
Art, School of	Art	Sculpture	MFA
Art, School of	Art	Time-Based Art	MFA
Art, School of	Art History	Tille-based Ait	BA
Art, School of	Graphic Design		BFA
Art, School of	Studio Art	Four-Dimensional Arts	BFA
Art, School of	Studio Art	Three-Dimensional Arts	BFA
Art, School of	Studio Art	Two-Dimensional Arts	BFA
Biochem & Cellular & Molecular Biology	Biochem & Cellular & Molecular Biology		MS
Biochem & Cellular & Molecular Biology	Biochem & Cellular & Molecular Biology		PhD
Biology, Division of	Biological Sciences	Biochem & Cellular & Molecular Biology	BS
Biology, Division of	Biological Sciences	Ecology & Evolutionary Biology	BS
Biology, Division of	Biological Sciences	Honors Biochem & Cellular & Molecular Biology	BS
Biology, Division of	Biological Sciences	Honors Ecology & Evolutionary Biology	BS
Biology, Division of	Biological Sciences	Honors Microbiology	BS
Biology, Division of	Biological Sciences	Microbiology	BS
Chemistry	Chemistry		BS
Chemistry	Chemistry		BSCH
Chemistry	Chemistry	Analytical Chemistry	MS
Chemistry	Chemistry	Analytical Chemistry	PhD
Chemistry	Chemistry	Chemical Physics	PhD
Chemistry	Chemistry	Environmental Chemistry	MS
Chemistry	Chemistry	Environmental Chemistry	PhD
Chemistry	Chemistry	Honors Chemistry	BS
Chemistry	Chemistry	Honors Chemistry	BSCH
Chemistry	Chemistry	Inorganic Chemistry	MS
Chemistry	Chemistry	Inorganic Chemistry	PhD
Chemistry	Chemistry	Organic Chemistry	MS
			PhD
Chemistry	Chemistry	Organic Chemistry	
Chemistry	Chemistry	Physical Chemistry	MS
Chemistry	Chemistry	Physical Chemistry	PhD
Chemistry	Chemistry	Polymer Chemistry	MS
Chemistry	Chemistry	Polymer Chemistry	PhD
Chemistry	Chemistry	Theoretical Chemistry	PhD
Chemistry	Radiochemistry Graduate Certificate		Gr Cert
Classics	Classics	Classical Archaeology	BA
Classics	Classics	Classical Civilization	BA
Classics	Classics	Greek	BA
Classics	Classics	Honors Classical Archaeology	BA
Classics	Classics	Honors Classical Civilization	BA
Classics	Classics	Honors Greek	BA
Classics	Classics	Honors Latin	BA
Classics	Classics	Latin	BA
College Scholars Program	College Scholars Program		BA
Earth & Planetary Sciences	Geology		MS
Earth & Planetary Sciences	Geology		PhD
Earth & Planetary Sciences	Geology & Environmental Studies	Environmental Studies	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Geology	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Honors Environmental Studies	BS
			BS
Earth & Planetary Sciences	Geology & Environmental Studies	Honors Geology	
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Behavior	MS
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Behavior	PhD
	Ecology & Evolutionary Biology	Ecology	MS
Ecology & Evolutionary Biology			
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Ecology	PhD
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College of Arts & Sciences			
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Mathematics	Mathematics	Applied Mathematics	MS
Mathematics	Mathematics	Honors Mathematics	BS
Mathematics	Mathematics	Math Biology	BS
Mathematics	Mathematics	Math Education	BS
Mathematics	Mathematics	Mathematical Ecology/Evolution	PhD
Mathematics	Mathematics	Theoretical Math	BS
Microbiology	Microbiology		MS
Microbiology	Microbiology		PhD
Modern Foreign Languages & Literatures			MA
Modern Foreign Languages & Literatures	French German		MA
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Modern Foreign Languages & Literatures	Modern Foreign Languages	Applied Linguistics (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	French (1st & 2nd Concentration)	
Modern Foreign Languages & Literatures	Modern Foreign Languages	German (1st & 2nd Concentration)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Italian (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Latin American Studies (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Portuguese (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Russian (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Spanish (1st & 2nd Concentration)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	French & Francophone Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	French & Francophone Studies - Five Year BA/MA Program	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	German	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	German - Five-Year BA/MA Program	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Hispanic Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Honors French & Francophone Studies	BA
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Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Chinese	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-French & Francophone Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-German	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Hispanic Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Italian	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Japanese	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Portuguese	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Russian Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Russian Studies	BA
Modern Foreign Languages & Literatures	Spanish		MA
Music, School of	Artist Certificate in Music		Gr Cert
Music, School of	Music	Applied Music	BA
Music, School of	Music	Brass Instruments	BM
Music, School of	Music	Choral Conducting	MMU
Music, School of	Music	Collaborative Piano	MMU
Music, School of	Music	Composition	MMU
Music, School of	Music	Instrumental Conducting	MMU
Music, School of		Jazz	MMU
	Music		
Music, School of	Music	Music and Culture	BA
Music, School of	Music	Music Education	MMU
Music, School of	Music	Music Education - String Emphasis	BM
Music, School of	Music	Music Education – String Jazz Emphasis	BM
Music, School of	Music	Music Education - Vocal-General/Keyboard Emphasis	BM
Music, School of	Music	Music Education - Vocal-General/Vocal Emphasis	BM
Music, School of	Music	Music Education - Woodwind/Brass/Percussion Emphasis	BM
Music, School of	Music	Music Education – Woodwind/Brass/Percussion Jazz Emphasis	BM
Music, School of	Music	Music Theory	MMU
Music, School of	Music	Musicology	MMU
Music, School of	Music	Organ	BM
Music, School of	Music	Performance - Organ	MMU
Music, School of	Music	Performance - Piano	MMU
Music, School of	Music	Performance - Strings	MMU
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	College of Arts & Sciences		
Department	Major	Submajor	Degree
Music, School of	Music	Performance - Voice	MMU
Music, School of	Music	Performance - Winds	MMU
Music, School of	Music	Piano	BM
Music, School of	Music	Piano Pedagogy	BM
Music, School of	Music	Piano Pedagogy	MMU
Music, School of	Music	Sacred Music - Organ Track	BM
Music, School of	Music	Sacred Music - Piano Track	BM
Music, School of	Music	Sacred Music - Voice Track	BM
Music, School of	Music	Strings	BM
Music, School of	Music	Studio Music and Jazz	BM
Music, School of	Music	Theory/ Composition	BM
Music, School of	Music	Vocal Pedagogy	MMU
Music, School of	Music	Voice	BM
Music, School of	Music	Woodwind & Percussion Instruments	BM
Music, School of			Gr Cert
	Music Theory Pedagogy		BA
Philosophy	Philosophy		
Philosophy	Philosophy		MA
Philosophy	Philosophy		PhD
Philosophy	Philosophy	Dual Program	JD-MA
Philosophy	Philosophy	Five-Year BA/MA Program - Philosophy	BA/MA
Philosophy	Philosophy	Honors Legal & Political Philosophy	BA
Philosophy	Philosophy	Honors Philosophy	BA
Philosophy	Philosophy	Honors Philosophy of Science & Medicine	BA
Philosophy	Philosophy	Legal & Political Philosophy	BA
Philosophy	Philosophy	Philosophy of Science & Medicine	BA
Physics & Astronomy	Physics	Academic	BS
Physics & Astronomy	Physics	Astronomy	BS
Physics & Astronomy	Physics	Astrophysics	MS
Physics & Astronomy	Physics	Astrophysics	PhD
Physics & Astronomy	Physics	Atomic, Molec., Optical & Low Temp. Physics	MS
Physics & Astronomy	Physics	Atomic, Molec., Optical & Low Temp. Physics	PhD
Physics & Astronomy	Physics	Biophysics	MS
Physics & Astronomy	Physics	Biophysics	PhD
Physics & Astronomy	Physics	Chemical Physics	MS
Physics & Astronomy	Physics	Chemical Physics	PhD
Physics & Astronomy	Physics	Condensed Matter & Surface Physics	MS
Physics & Astronomy	Physics	Condensed Matter & Surface Physics	PhD
Physics & Astronomy	Physics	Elementary Particle Physics	MS
Physics & Astronomy	Physics	Elementary Particle Physics	PhD
Physics & Astronomy	Physics	Energy Science & Engineering	PhD
Physics & Astronomy	Physics	General	BS
Physics & Astronomy	Physics	Geophysics	MS
Physics & Astronomy	Physics	Honors Academic	BS
Physics & Astronomy	Physics	Honors Astronomy	BS
Physics & Astronomy Physics & Astronomy	Physics	Mathematical & Computational Physics	MS
Physics & Astronomy Physics & Astronomy	Physics	Mathematical & Computational Physics	PhD
Physics & Astronomy Physics & Astronomy	Physics	Nanomaterials	PhD
			MS
Physics & Astronomy	Physics	Nuclear & Relativistic Heavy Ion Physics	
Physics & Astronomy	Physics	Nuclear & Relativistic Heavy Ion Physics	PhD
Physics & Astronomy	Physics	Theoretical Physics	MS
Physics & Astronomy	Physics	Theoretical Physics	PhD
Political Science	Global Security Studies		Gr Cert
Political Science	Political Science		BA
Political Science	Political Science		MA
Political Science	Political Science		PhD
Political Science	Political Science	Five-Year BA/MPPA	BA
Political Science	Political Science	Honors Political Science	BA
Political Science	Political Science	International Affairs	BA
Political Science	Political Science	Law and Courts	BA
Political Science	Political Science	Public Administration	BA
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Political Science	Public Policy & Administration		MPPA
	Public Policy & Administration Public Policy & Administration	Dual JD-MPPA Program	MPPA MPPA

College of Arts & Sciences			
Department	Major	Submajor	Degree
Pre-Professional Programs	Pre-Professional Programs	Pre-Dentistry	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Law	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Medicine	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Pharmacy	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Veterinary Medicine	BS
Psychology	Neuroscience		BS
Psychology	Neuroscience	Honors	BS
Psychology	Psychology	101015	BA
Psychology	Psychology	Clinical Psychology	PhD
	Psychology	Counseling Psychology	PhD
Psychology			MA
Psychology	Psychology	Experimental Psychology	PhD
Psychology	Psychology	Experimental Psychology	
Psychology	Psychology	General Psychology	MA
Psychology	Psychology	Honors Psychology	BA
Religious Studies	Religious Studies		BA
Religious Studies	Religious Studies	Honors Religious Studies	BA
Sociology	Global Studies		BA
Sociology	Sociology		BA
Sociology	Sociology	Criminology	MA
Sociology	Sociology	Criminology	PhD
Sociology	Sociology	Criminology & Criminal Justice	BA
Sociology	Sociology	Critical Race & Ethnic Studies	BA
Sociology	Sociology	Critical Race & Ethnic Studies	MA
Sociology	Sociology	Critical Race & Ethnic Studies	PhD
Sociology	Sociology	Critical Race & Ethnic Studies Honors	BA
Sociology	Sociology	Environmental Issues	BA
Sociology	Sociology	Environmental Sociology	MA
Sociology	Sociology	Environmental Sociology	PhD
Sociology	Sociology	Honors Criminology and Criminal Justice	BA
		Honors Environmental Issues	BA
Sociology	Sociology		BA
Sociology	Sociology	Honors Sociology	
Sociology	Sociology	Political Economy	MA
Sociology	Sociology	Political Economy	PhD
Statistics (intercollegiate)	Statistics		BS
Theatre	Theatre		BA
Theatre	Theatre	Acting	BA
Theatre	Theatre	Acting	MFA
Theatre	Theatre	Costume Design	MFA
Theatre	Theatre	Design & Technology	BA
Theatre	Theatre	Honors Theatre	BA
Theatre	Theatre	Lighting Design	MFA
Theatre	Theatre	Scene Design	MFA
	College of Business Administration		
Department	Major	Submajor	Degree
Accounting & Information Management	Accounting	Audit and Controls	MAcc
Accounting & Information Management	Accounting	Collateral Option	BSBA
Accounting & Information Management	Accounting	Information Management	MAcc
Accounting & Information Management	Accounting	Integrated Business & Engineering	BSBA
Accounting & Information Management	Accounting	Integrated Business & Engineering	BSBA
Accounting & Information Management	Accounting	Taxation	MAcc
			BSBA
Business Administration (Intercollegiate)	Public Administration	Collatoral Option	
Business Analytics	Business Analytics	Collateral Option	BSBA
Business Analytics	Business Analytics	Information Management	BSBA
Business Analytics	Business Analytics	Integrated Business & Engineering	BSBA
Business Analytics	Business Analytics	International Business	BSBA
Business Analytics	Business Analytics	Marketing	BSBA
Business Analytics	Business Analytics	Supply Chain Management	BSBA
Business Analytics and Statistics	Applied Statistical Strategies		Gr Cert
Business Analytics and Statistics	Business Analytics		MS
Business Analytics and Statistics	Management Science		PhD
Business Analytics and Statistics	Management Science	Analytics	PhD
Business Analytics and Statistics	Statistics		MS
Business Analytics and Statistics	Statistics	Industrial Statistics	MS

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	Interdepartmental	Communication & Information	Information Sciences	PhD

	College of Communication & Information		
Department	Major	Submajor	Degree
Interdepartmental	Communication & Information	Journalism & Electronic Media	MS
Interdepartmental	Communication & Information	Journalism & Electronic Media	PhD
Interdepartmental	Communication & Information	Public Relations	MS
Interdepartmental	Communication & Information	Public Relations	PhD
Journalism & Electronic Media, School of	Journalism & Electronic Media	1 ubile relations	BSC
	College of Education, Health & Human Sciences		850
Department	Major	Submajor	Degree
Child & Family Studies	Child & Family Studies		PhD
Child & Family Studies	Child & Family Studies	Community Outreach	BSHHS
Child & Family Studies	Child & Family Studies	Early Childhood Education Teacher Licensure Pre K-3	BSHHS
Child & Family Studies	Child & Family Studies	Early Development and Learning PreK-K	BSHHS
Child & Family Studies	Child & Family Studies	General-Emphasis	MS
Child & Family Studies	Child & Family Studies	Teacher-Licensure (PreK-3)	MS
Child & Family Studies	International, Children, Youth, & Families		Gr Cert
Educational Leadership & Policy Studies	College Student Personnel		MS
Educational Leadership & Policy Studies	Education	Educational Administration	EdS
Educational Leadership & Policy Studies	Educational Administration	Educational Administration	MS
		Londership Academy	MS
Educational Leadership & Policy Studies Educational Leadership & Policy Studies	Educational Administration	Leadership Academy	MS Gr Cert
	Educational Administration (PreK-12)		
Educational Leadership & Policy Studies	Educational Leadership		EdD
Educational Leadership & Policy Studies	Higher Education Administration	Claired Marstel Use Ht. Course line	PhD
Educational Psychology & Counseling	Counseling	Clinical Mental Health Counseling	MS
Educational Psychology & Counseling	Counseling	School Counseling	MS
Educational Psychology & Counseling	Counselor Education		PhD
Educational Psychology & Counseling	Cultural Studies in Education		Gr Cert
Educational Psychology & Counseling	Education	Instructional Technology	MS
Educational Psychology & Counseling	Educational Psychology	Adult Education	MS
Educational Psychology & Counseling	Educational Psychology	Applied Educational Psychology	MS
Educational Psychology & Counseling	Educational Psychology & Research		PhD
Educational Psychology & Counseling	Educational Psychology & Research	Adult Learning	PhD
Educational Psychology & Counseling	Educational Psychology & Research	Applied Educational Psychology	PhD
Educational Psychology & Counseling	Educational Psychology & Research	Evaluation, Statistics, and Measurement	PhD
Educational Psychology & Counseling	Evaluation, Statistics, and Measurement		Gr Cert
Educational Psychology & Counseling	Grief, Loss, and Trauma		Gr Cert
Educational Psychology & Counseling	OnLine Teaching and Learning		Gr Cert
Educational Psychology & Counseling	Qualitative Research Methods in Educations		Gr Cert
Educational Psychology & Counseling	School Psychology		PhD
Interdepartmental	Education	Leadership Studies in Education	PhD
Interdepartmental	Education	Learning Environments and Educational Studies	PhD
Interdepartmental	Education	Learning, Design, & Technology	PhD
Interdepartmental	Education	Literacy Studies	PhD
Interdepartmental	Education	Special Education	PhD
Interdepartmental	Education	Teacher Education	PhD
Kinesiology, Recreation, & Sport Studies	Kinesiology		BSEd
Kinesiology, Recreation, & Sport Studies	Kinesiology	Biomechanics	MS
Kinesiology, Recreation, & Sport Studies	Kinesiology	Exercise Physiology	MS
Kinesiology, Recreation, & Sport Studies	Kinesiology	Sport Psychology and Motor Behavior	MS
Kinesiology, Recreation, & Sport Studies	Kinesiology Kinesiology and Sport Studies	Kinesiology	PhD
Kinesiology, Recreation, & Sport Studies	Kinesiology and Sport Studies	Sport Studies	PhD
Kinesiology, Recreation, & Sport Studies	Recreation and Sport Management	Sport Management	BSEd
Kinesiology, Recreation, & Sport Studies	Recreation and Sport Management	Sport Management	MS
Kinesiology, Recreation, & Sport Studies	Recreation and Sport Management	Therapeutic Recreation	BSEd
Kinesiology, Recreation, & Sport Studies Kinesiology, Recreation, & Sport Studies	Recreation and Sport Management		MS
Ninesiology, Recreation, & Sport Studies Nutrition	Nutrition	Therapeutic Recreation Basic Science	BSHHS
Nutrition	Nutrition	Cellular and Molecular Nutrition	MS
Nutrition	Nutrition	Dietetics	BSHHS
Nutrition	Nutrition	Dual MS-MPH Program	MS-MPH
Nutrition	Nutrition	Public Health Nutrition	MS
Nutrition	Nutritional Sciences		PhD
Nutrition	Nutritional Sciences	Cellular and Molecular Nutrition	PhD
Nutrition	Nutritional Sciences	Community Nutrition	PhD
Public Health	Food Safety Certificate		Gr Cert
Public Health	Public Health		Dual MPH-DVM

	College of Education, Health & Human Sciences		
Department	Major	Submajor	Degree
Public Health	Public Health	Dual MS-MPH Program	MS-MPH
Public Health	Public Health	Health Policy and Management	Dual MPH-JD
Public Health	Public Health	Health Policy and Management	MPH
Public Health	Public Health	Veterinary Public Health	MPH
Retail, Hospitality, & Tourism Management	Hotel, Restaurant, & Tourism		BSRHTM
Retail, Hospitality, & Tourism Management	Retail & Consumer Sciences		BSRHTM
Retail, Hospitality, & Tourism Management	Retail, Hospitality, & Tourism Management		PhD
Theory & Practice in Teacher Education	Audiology & Speech Pathology		BSASP
Theory & Practice in Teacher Education	Cultural Studies in Education		Gr Cert
Theory & Practice in Teacher Education	Rehabilitation Counseling for the Deaf		Gr Cert
Theory & Practice in Teacher Education	Special Education	Education of the Deaf & Hard of Hearing	BSEd
Theory & Practice in Teacher Education	Special Education		BSEd
Theory & Practice in Teacher Education	Special Education	Educational Interpreting Interventionist and Comprehensive Special Education with Elementary Education	BSEd
			BSEd
Theory & Practice in Teacher Education	Special Education	Interventionist and Comprehensive Special Education with Secondary Education	
Theory & Practice in Teacher Education	Teacher Education	Art Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	ASL Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Educ of the Deaf & Hard of Hearing Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Educational Studies	MS
Theory & Practice in Teacher Education	Teacher Education	Educational Technology	EdS
Theory & Practice in Teacher Education	Teacher Education	Elementary Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Elementary Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	English as a Second Language Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	English Education	EdS
Theory & Practice in Teacher Education	Teacher Education	English Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Literacy Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Mathematics Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Mathematics Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Mathematics Grades 6-8 Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Practitioner	MS
Theory & Practice in Teacher Education	Teacher Education	Science Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Science Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Science Grades 6-8 Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Social Science Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Social Sciences Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Special Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Special Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Teaching and Learning	EdS
Theory & Practice in Teacher Education	Teacher Education	World Language Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	World Language/ESL Education	EdS
Theory & Practice in Teacher Education	Urban Education		Gr Cert
	College of Engineering		di deit
Department	Major	Submajor	Degree
Chemical & Biomolecular Engineering	Chemical Engineering	Submajor	BSCHE
Chemical & Biomolecular Engineering	Chemical Engineering		MS
Chemical & Biomolecular Engineering	Chemical Engineering		PhD
Chemical & Biomolecular Engineering Chemical & Biomolecular Engineering	Chemical Engineering Chemical Engineering	Biomolecular Engineering	BSCHE
Chemical & Biomolecular Engineering	Chemical Engineering	Dual MS-MBA Program	MS-MBA
Chemical & Biomolecular Engineering	Chemical Engineering	Energy Science and Engineering	PhD BSCHE
Chemical & Biomolecular Engineering	Chemical Engineering	Honors Biomolecular Engineering	
Chemical & Biomolecular Engineering	Chemical Engineering	Honors Chemical Engineering	BSCHE
Civil & Environmental Engineering	Civil Engineering		BSCE
Civil & Environmental Engineering	Civil Engineering	Climate Impacts Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Construction Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Construction Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Dual MS-MBA Program	MS-MBA
Civil & Environmental Engineering	Civil Engineering	Energy Science and Engineering	PhD
	Civil Engineering	Environmental Engineering	PhD
Civil & Environmental Engineering		Five-Year BS/MS Program	BSCE/MS
Civil & Environmental Engineering	Civil Engineering		
Civil & Environmental Engineering Civil & Environmental Engineering	Civil Engineering	Geotechnical/ Materials Engineering	MS
Civil & Environmental Engineering			PhD
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Instruction line & Computer Science Computer Engineering Image Processing Photo Electrical Eng & Computer Science Computer Engineering Information Systems MST Electrical Eng & Computer Science Computer Engineering Signal Processing MST Electrical Eng & Computer Science Computer Engineering Signal Processing MST Electrical Eng & Computer Science Computer Engineering VLS System Design MST Electrical Eng & Computer Science Computer Engineering VLS System Design MST Electrical Eng & Computer Science Computer Science Photo MST Electrical Eng & Computer Science Computer Science Photo MST Electrical Eng & Computer Science Computer Science MST MST Electrical Eng & Computer Science Computer Science Computer Science MST Electrical Eng & Computer Science Computer Science Computer Science MST Electrical Eng & Computer Science Computer Science Computer Science MST Electrical Eng & Computer Science Computer Science Computer Science	Electrical Eng & Computer Science	Computer Engineering	Honors Computer Engineering	BSCOME
Information Systems MS Sectrical Eng & Computer Science Computer Engineering Information Systems MS Electrical Eng & Computer Science Computer Engineering Signal Processing MS Electrical Eng & Computer Science Computer Engineering Signal Processing MS Electrical Eng & Computer Science Computer Engineering VLS System Design MS Electrical Eng & Computer Science Computer Science MS MS Electrical Eng & Computer Science Computer Science MS MS Electrical Eng & Computer Science Computer Science MS MS Electrical Eng & Computer Science Computer Science MS MS Electrical Eng & Computer Science Computer Science MS MS Electrical Eng & Computer Science Computer Science Computer Science MS Electrical Eng & Computer Science Computer Science Computer Science MS Electrical Eng & Computer Science Computer Science Computer Science MS Electrical Eng & Computer Science Computer Science Computer Scienc	Electrical Eng & Computer Science	Computer Engineering	Image Processing	MS
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Electrical Eng & Computer Science Computer Engineering Signal Processing MS Electrical Eng & Computer Science Computer Engineering VLS System Design MS Electrical Eng & Computer Science Computer Engineering VLS System Design MS Electrical Eng & Computer Science Computer Engineering VLS System Design MS Electrical Eng & Computer Science Computer Science MS MS Electrical Eng & Computer Science Computer Science MS MS Electrical Eng & Computer Science Computer Science MS MS Electrical Eng & Computer Science Computer Science MS MS Electrical Eng & Computer Science Computer Science Computer Science MS Electrical Eng & Computer Science Computer Science Computer Science MS Electrical Eng & Computer Science Computer Science Computer Science MS Electrical Eng & Computer Science Computer Science Computer Science MS Electrical Eng & Computer Science Computer Science Computer Science MS Elect	Electrical Eng & Computer Science	Computer Engineering	Information Systems	MS
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Itertical Eng & Computer Science Computer Engineering Signal Processing PhD Electrical Eng & Computer Science Computer Engineering VLSI System Design MSD Electrical Eng & Computer Science Computer Science Computer Science Electrical Eng & Computer Science Computer Science Computer Science Electrical Eng & Computer Science Computer Science Computer Science MSD Electrical Eng & Computer Science Computer Science Computer Science MSD Electrical Eng & Computer Science Computer Science Computer Science MSD Electrical Eng & Computer Science Computer Science Computer Science MSD Electrical Eng & Computer Science Computer Science				
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Electrical Eng & Computer Science VLSI System Design PhD Electrical Eng & Computer Science BSCS Electrical Eng & Computer Science MS Electrical Eng & Computer Science PhD Electrical Eng & Computer Science Computer Science Electrical Eng & Computer Science Computer Human Interaction Electrical Eng & Computer Science Computer Science Electrical Eng				
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Electrical Eng & Computer Science Discrete Optimization PhD Electrical Eng & Computer Science Dual MS-MBA Program MS-M	Electrical Eng & Computer Science	Computer Science	Data Visulization	
Electrical Eng & Computer Science Dual MS-MBA Program MS-M	Electrical Eng & Computer Science	Computer Science	Discrete Optimization	MS
Electrical Eng & Computer Science Dual MS-MBA Program MS-M	Electrical Eng & Computer Science	Computer Science	Discrete Optimization	PhD
				MS-MBA
Electrical Eng & Computer Science Energy Science and Engineering PhD				
				BSCS/MS
Electrical Eng & Computer Science High Performance Computing MS				
Electrical Ege Computer Science negret science (Computer Science Applications) (Computer Scien				
Electrical test & Computer Science Honors Computer Science Book & BSCS				
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Electrical Eng & Computer Science Life Science Applications MS				
Electrical Eng & Computer Science Uffe Science Applications PhD				
Electrical Eng & Computer Science Software Systems MS	Electrical Eng & Computer Science	Computer Science	Software Systems	MS

College of Engineering			
Department	Major	Submajor	Degree
Electrical Eng & Computer Science	Computer Science	Software Systems	PhD
Electrical Eng & Computer Science	Electrical Engineering		BSEE
Electrical Eng & Computer Science	Electrical Engineering	Automotive Manufacturing and Technology	MS
Electrical Eng & Computer Science	Electrical Engineering	Automotive Manufacturing and Technology	PhD
Electrical Eng & Computer Science	Electrical Engineering	Communications Concentration	MS
Electrical Eng & Computer Science	Electrical Engineering	Communications Concentration	PhD
Electrical Eng & Computer Science	Electrical Engineering	Control Systems	MS
Electrical Eng & Computer Science	Electrical Engineering	Control Systems	PhD
Electrical Eng & Computer Science	Electrical Engineering	Dual MS-MBA Program	MS-MBA
Electrical Eng & Computer Science	Electrical Engineering	Electromagnetics and RF Circuits	MS
Electrical Eng & Computer Science	Electrical Engineering	Electromagnetics and RF Circuits	PhD
Electrical Eng & Computer Science	Electrical Engineering	Energy Science and Engineering	PhD
Electrical Eng & Computer Science	Electrical Engineering	Fire Protection Engineering	MS
Electrical Eng & Computer Science	Electrical Engineering	Fire Protection Engineering	PhD
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BS/MS Program	BSEE/MS
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BS/MS Program - Power & Energy Systems	BSEE/MS
Electrical Eng & Computer Science	Electrical Engineering	Honors Electrical Engineering	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Honors Power & Energy Systems	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Power & Energy Systems	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Power Electronics	MS
Electrical Eng & Computer Science	Electrical Engineering	Power Electronics	PhD
Electrical Eng & Computer Science	Electrical Engineering		MS
		Power Systems	PhD
Electrical Eng & Computer Science	Electrical Engineering	Power Systems	MS
Electrical Eng & Computer Science	Electrical Engineering	Signal Processing	PhD
Electrical Eng & Computer Science	Electrical Engineering	Signal Processing	
Electrical Eng & Computer Science	Electrical Engineering	Solid-State Electronics	MS
Electrical Eng & Computer Science	Electrical Engineering	Solid-State Electronics	PhD
Electrical Eng & Computer Science	Fire Protection Engineering		Gr Cert
Electrical Eng & Computer Science	Power and Energy Systems		Gr Cert
Electrical Eng & Computer Science	Wide Bandgap Power Electronics		Gr Cert
Industrial & Systems Engineering	Engineering Management		Gr Cert
Industrial & Systems Engineering	Industrial Engineering		BSIE
Industrial & Systems Engineering	Industrial Engineering	Automotive Manufacturing	MS
Industrial & Systems Engineering	Industrial Engineering	Dual MS-MBA Program	MS-MBA
Industrial & Systems Engineering	Industrial Engineering	Energy Science and Engineering	PhD
Industrial & Systems Engineering	Industrial Engineering	Engineering Management	MS
Industrial & Systems Engineering	Industrial Engineering	Engineering Management	PhD
Industrial & Systems Engineering	Industrial Engineering	Honors Industrial Engineering	BSIE
Industrial & Systems Engineering	Industrial Engineering	Systems Engineering	MS
Interdepartmental	Engineering Science		MS
Interdepartmental	Engineering Science		PhD
Interdepartmental	Engineering Science	Aerospace Engineering	MS
Interdepartmental	Engineering Science	Aerospace Engineering	PhD
Interdepartmental	Engineering Science	Biomedical Engineering	MS
Interdepartmental	Engineering Science	Biomedical Engineering	PhD
Interdepartmental	Engineering Science	Civil Engineering	MS
Interdepartmental	Engineering Science	Civil Engineering	PhD
Interdepartmental	Engineering Science	Dual MS-MBA Program	MS-MBA
Interdepartmental	Engineering Science	Energy Science and Engineering	PhD
Interdepartmental	Engineering Science	Environmental Engineering	MS
Interdepartmental	Engineering Science	Environmental Engineering	PhD
Interdepartmental	Engineering Science	Flight Test Engineering (UTSI only)	MS
Interdepartmental	Engineering Science	Mechanical Engineering	MS
Interdepartmental	Engineering Science	Mechanical Engineering	PhD
Interdepartmental	Reliability & Maintainability Engineering		Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Aerospace Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Biomedical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Chemical Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Chemical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Computer Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Computer Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Electrical Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Electrical Engineering	MS
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College of Engineering			
Department	Major	Submajor	Degree
Interdepartmental	Reliability & Maintainability Engineering	Industrial Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Industrial Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Materials Science & Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Mechanical Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Mechanical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Nuclear Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Nuclear Engineering	MS
Materials Science & Engineering	Materials Science & Engineering	Nuclear Engineering	BSMSE
		A structure & Antoniala	
Materials Science & Engineering	Materials Science & Engineering	Automotive Materials	MS
Materials Science & Engineering	Materials Science & Engineering	Automotive Materials	PhD
Materials Science & Engineering	Materials Science & Engineering	Biomaterials	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Biomaterials	MS
Materials Science & Engineering	Materials Science & Engineering	Biomaterials	PhD
Materials Science & Engineering	Materials Science & Engineering	Dual MS-MBA Program	MS-MBA
Materials Science & Engineering	Materials Science & Engineering	Energy Science and Engineering	PhD
Materials Science & Engineering	Materials Science & Engineering	Five-Year BS/MS Program	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Five-Year BS/MS Program - Biomaterials	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Five-Year BS/MS Program - Nanomaterials	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Honors Biomaterials	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Honors Materials Science & Engineering	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Honors Nanomaterials	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Materials	MS
Materials Science & Engineering	Materials Science & Engineering	Materials	PhD
Materials Science & Engineering	Materials Science & Engineering	Metallurgy	MS
Materials Science & Engineering	Materials Science & Engineering	Metallurgy	PhD
Materials Science & Engineering	Materials Science & Engineering	Nanomaterials	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Nanomaterials	MS
Materials Science & Engineering	Materials Science & Engineering	Nanomaterials	PhD
Materials Science & Engineering	Materials Science & Engineering	Polymers	MS
Materials Science & Engineering	Materials Science & Engineering	Polymers	PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering		BSAE
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering		MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering		PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Applied Mechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Applied Mechanics	PhD
Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Dual MS-MBA Program	MS-MBA
			PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Energy Science and Engineering	
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Five-Year BS/MS Program	BSAE/MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Honors Aerospace Engineering	BSAE
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Systems and Controls	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Systems and Controls	PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Thermal-Fluid Mechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Thermal-Fluid Mechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering		BSBME
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering		MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	-	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomedical Systems	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomedical Systems	PhD
Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Dual MS-MBA Program	MS-MBA
Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering Biomedical Engineering		PhD
		Energy Science and Engineering	
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Five-Year BS/MS Program	BSBME/MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Honors Biomedical Engineering	BSBME
	Mechanical Engineering		BSME
Mechanical, Aerospace, & Biomed. Engr.			
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering		MS
	Mechanical Engineering Mechanical Engineering		PhD
Mechanical, Aerospace, & Biomed. Engr.		Applied Mechanics	
Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Applied Mechanics Applied Mechanics	PhD MS PhD
Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering Mechanical Engineering		PhD MS
Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering Mechanical Engineering Mechanical Engineering Mechanical Engineering	Applied Mechanics Automotive Manufacturing Simulation and Design	PhD MS PhD
Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr. Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering Mechanical Engineering Mechanical Engineering	Applied Mechanics	PhD MS PhD MS

	College of Engineerin	1¢	
Department	Major	Submajor	Degree
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Honors Mechanical Engineering	BSME
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Systems and Controls	MS
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Systems and Controls	PhD
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Thermal-Fluid Mechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Thermal-Fluid Mechanics	PhD
Nuclear Engineering	Nuclear Critically Safety		Gr Cert
	Nuclear Engineering		BSNE
Nuclear Engineering Nuclear Engineering	Nuclear Engineering		MS
			PhD
Nuclear Engineering	Nuclear Engineering	Dual MC MDA Draws	
Nuclear Engineering	Nuclear Engineering	Dual MS-MBA Program	MS-MBA
Nuclear Engineering	Nuclear Engineering	Energy Science and Engineering	PhD
Nuclear Engineering	Nuclear Engineering	Five-Year BS/MS Program	BSNE
Nuclear Engineering	Nuclear Engineering	Five-Year BS/MS Program - Radiological Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Honors Nuclear Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Honors Radiological Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Radiological Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Radiological Engineering	MS
Nuclear Engineering	Nuclear Engineering	Radiological Engineering	PhD
Nuclear Engineering	Nuclear Security Science and Analysis		Gr Cert
	College of Law		
Department	Major	Submajor	Degree
Law	Law		ID
Law	Law		LLM
Law	Law	Advocacy & Dispute Resolution	D
Law	Law	Business Transactions	ID
Law	Law	Dual JD/MBA Program	JD/MBA
Law	Law	Dual JD/MPA Program	JD/MPA
Law	Law	Dual JD/MPH	JD/MPH
Law	Law	Dual Program	JD-MA
LdW	College of Nursing	Dual Program	JD-IMA
Department		Eulomation	Degree
Department	Major	Submajor	Degree
Nursing	Family Nurse Practitioner		Gr Cert
Nursing	Health Policy		Gr Cert
Nursing	Nurse Anesthesia		Gr Cert
Nursing	Nursing		BSN
Nursing	Nursing		DNP
Nursing	Nursing		PhD
Nursing	Nursing	Accelerated Track	BSN
Nursing	Nursing	Family Nurse Practitioner	DNP
Nursing	Nursing	Family Nurse Practitioner	MSN
Nursing	Nursing	Nurse Anesthesia	DNP
Nursing	Nursing	Nurse Anesthesia	MSN
Nursing	Nursing	Nurse Executive Practice	DNP
Nursing	Nursing	Nursing Administration	MSN
Nursing	Nursing	Pediatric Nurse Practitioner	DNP
Nursing	Nursing	Pediatric Nurse Practitioner	MSN
Nursing	Nursing	Psychiatric Mental Health Nurse Practitioner	DNP
-		Psychiatric Mental Health Nurse Practitioner	MSN
Nursing	Nursing	RN Track	BSN
Nursing	Nursing	NN IFACK	
Nursing	Nursing Administration		Gr Cert
			Gr Cert
Nursing	Nursing Education		
Nursing	Pediatric Nurse Practitioner		Gr Cert
	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner		
Nursing Nursing	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo		Gr Cert Gr Cert
Nursing Nursing Department	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo Major	rk Submajor	Gr Cert Gr Cert Degree
Nursing Nursing Department Social Work	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo Major Gerontology		Gr Cert Gr Cert Degree Gr Cert
Nursing Nursing Department	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo Major		Gr Cert Gr Cert Degree
Nursing Nursing Department Social Work	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo Major Gerontology		Gr Cert Gr Cert Degree Gr Cert
Nursing Nursing Department Social Work Social Work Social Work	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo Major Gerontology Social Work		Gr Cert Gr Cert Degree Gr Cert BSSW
Nursing Nursing Department Social Work Social Work Social Work Social Work	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo Gerontology Social Work Social Work Social Work Social Work	Submajor	Gr Cert Gr Cert Degree Gr Cert BSSW DSW PhD
Nursing Nursing Department Social Work Social Work Social Work Social Work Social Work	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo Gerontology Social Work Social Work Social Work Social Work	Submajor Evidence-based Interpersonal	Gr Cert Gr Cert Degree Gr Cert BSSW DSW PhD MSSW
Nursing Nursing Department Social Work Social Work Social Work Social Work Social Work Social Work	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo Gerontology Social Work Social Work	Submajor Evidence-based Interpersonal Honors Social Work	Gr Cert Gr Cert Degree Gr Cert BSSW DSW PhD MSSW BSSW
Nursing Nursing Department Social Work Social Work Social Work Social Work Social Work	Pediatric Nurse Practitioner Psychiatric Mental Health Nurse Practitioner College of Social Wo Gerontology Social Work Social Work Social Work Social Work	Submajor Evidence-based Interpersonal	Gr Cert Gr Cert Degree Gr Cert BSSW DSW PhD MSSW

	College of Social Work		
Department	Major	Submajor	Degree
Social Work	Trauma Treatment		Gr Cert
Social Work	Veterinary Social Work		Gr Cert
	College of Veterinary Medie	ine	
Department	Major	Submajor	Degree
Veterinary Medicine	Veterinary Medicine		Dual DVM-MS
Veterinary Medicine	Veterinary Medicine		DVM
Veterinary Medicine	Veterinary Medicine	Dual DVM-MPH Veterinary Medicine	DVM-MPH
Veterinary Medicine	Veterinary Medicine	Dual DVM-PhD Veterinary Medicine	DVM-PhD
	Intercollegiate		
Department	Major	Submajor	Degree
Intercollegiate	Comparative & Experimental Medicine		MS
Intercollegiate	Comparative & Experimental Medicine		PhD
Intercollegiate	Comparative & Experimental Medicine	Dual PhD-DVM Comparative Exp Med	PhD-DVM
Intercollegiate	Comparative & Experimental Medicine	Forensic Odontology	MS
Intercollegiate: Bredesen Center for Interdisciplinary Research and Graduate Education	Data Science and Engineering		PhD
Intercollegiate: Bredesen Center for Interdisciplinary Research and Graduate Education	Energy Science and Engineering		PhD

College of Agriculture & Applied Sciences			
Department	Major	Submajor	Degree
Agriculture, Geosciences, & Natural Resources	Ag & Natural Resources	Agribusiness and Risk Management	MSANR
Agriculture, Geosciences, & Natural Resources	Ag & Natural Resources	Natural Resources Systems Management	MSANR
Agriculture, Geosciences, & Natural Resources	Ag & Natural Resources	Systems Science in Agriculture	MSANR
Agriculture, Geosciences, & Natural Resources	General Agriculture	Agricultural Engineering Technology	BSAG
Agriculture, Geosciences, & Natural Resources	General Agriculture	Agricultural Science	BSAG
Agriculture, Geosciences, & Natural Resources	General Agriculture	Animal Science	BSAG
Agriculture, Geosciences, & Natural Resources	General Agriculture	Plant & Soil Science	BSAG
Agriculture, Geosciences, & Natural Resources	Geoscience	Geography	BS
Agriculture, Geosciences, & Natural Resources	Geoscience	Geology	BS
Agriculture, Geosciences, & Natural Resources	Geoscience	Meteorology	BS
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Environmental Management	BSNRM
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Park Administration	BSNRM
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Soil & Water Conservation	BSNRM
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Wildlife & Fisheries Biology	BSNRM
Family & Consumer Sciences	Family & Consumer Sciences	Child & Family Studies	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Dietetics	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Dietetics	MSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Family & Consumer Sciences Education	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Fashion Merchandising	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Food & Nutrition	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	General	MSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Gerontology	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Hospitality & Food Service Management	BSFCS
	College of Business & Gl		
Department	Major	Submajor	Degree
· ·	Business Administration	Agricultural	MBA
	Business Administration	General Business	MBA
Accounting, Finance, Economics & Pol. Sci.	International Studies	International Diversity & Multiculturalism	ВА
Accounting, Finance, Economics, & Pol. Sci.	Accounting		BSBA
Accounting, Finance, Economics, & Pol. Sci.	Economics	Economics	BSBA
Accounting, Finance, Economics, & Pol. Sci.	Economics	General Business	BSBA
Accounting, Finance, Economics, & Pol. Sci.	Economics	International Business	BSBA
Accounting, Finance, Economics, & Pol. Sci.	Finance		BSBA
Accounting, Finance, Economics, & Pol. Sci.	International Studies	International Business & Development	BA
Accounting, Finance, Economics, & Pol. Sci.	International Studies	International Diplomacy & Strategy	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	General	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	General	BS
Accounting, Finance, Economics, & Pol. Sci.	Political Science	International Security Studies	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	International Security Studies	BS
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Public Administration	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Public Administration	BS
, accounting, rindinee, Economics, & ron Jen	Information Systems	- ubic Administration	BSBA

College of Business & Global Affairs			
Department	Major	Submajor	Degree
Management, Marketing, & Information Systems	Information Systems	Management Information Systems	BSBA
Management, Marketing, & Information Systems	Management	Management	BSBA
Management, Marketing, & Information Systems	Management	Sport Business	BSBA
Management, Marketing, & Information Systems	Marketing		BSBA
	College of Education, Health	& Behavioral Sciences	
Department	Major	Submajor	Degree
Behavioral Sciences	Criminal Justice	Corrections	BSCJ
Behavioral Sciences	Criminal Justice	Courts and Law	BSCJ
Behavioral Sciences	Criminal Justice	Forensics	BSCJ
Behavioral Sciences	Criminal Justice	Generalist	BSCJ
Behavioral Sciences	Criminal Justice	Law Enforcement	BSCJ
Behavioral Sciences	Psychology		BA
Behavioral Sciences	Psychology		BS
Behavioral Sciences	Social Work		BSSW
Behavioral Sciences	Sociology		BA
Behavioral Sciences	Sociology		BS
Educational Studies	Counseling	Clinical Mental Health	MSEd
Educational Studies	Counseling	Counseling Addictions	MSEd
Educational Studies	Counseling	School	MSEd
Educational Studies	Counseling	Students Affairs and College Counseling	MSEd
Educational Studies	Educational Leadership		MSEd
Educational Studies	Integrated Studies	4-8 Licensure	BSEd
Educational Studies	Integrated Studies	6-8 Licensure	BSEd
Educational Studies	Integrated Studies	K-5 Licensure	BSEd
Educational Studies	Integrated Studies	Pre K-3 Licensure	BSEd
Educational Studies	Integrated Studies	Special Education Early Childhood PreK-3	BSEd
Educational Studies	Integrated Studies	Special Education Interventionist K-8	BSEd
Educational Studies	Secondary Education	Secondary Biology	BSEd
Educational Studies	Secondary Education	Secondary Business	BSEd
Educational Studies	Secondary Education	Secondary Chemisty	BSEd
Educational Studies	Secondary Education	Secondary Earth & Space Science	BSEd
Educational Studies	Secondary Education	Secondary Economics	BSEd
Educational Studies	Secondary Education	Secondary English	BSEd
Educational Studies	Secondary Education	Secondary French	BSEd
Educational Studies	Secondary Education	Secondary Geography	BSEd
Educational Studies	Secondary Education	Secondary Government	BSEd
Educational Studies	Secondary Education	Secondary History	BSEd
Educational Studies	Secondary Education	Secondary Mathematics	BSEd
Educational Studies	Secondary Education	Secondary Spanish	BSEd
Educational Studies	Teaching	Curriculum & Instruction	MSEd
Educational Studies	Teaching	Initial Licensure (Elementary)	MSEd
Educational Studies	Teaching	Initial Licensure (Secondary)	MSEd

College of Education, Health & Behavioral Sciences			
Department	Major	Submajor	Degree
Educational Studies	Teaching	Initial Licensure K-12 (Library Service)	MSEd
Educational Studies	Teaching	Initial Licensure K-8 (Special Education Interventionist)	MSEd
Educational Studies	Teaching	Interdisciplinary	MSEd
Health & Human Performance	Health & Human Performance	Exercise Science & Wellness	BSHHP
Health & Human Performance	Health & Human Performance	Human Performance	BSHHP
Health & Human Performance	Health & Human Performance	Licensure K-12	BSHHP
Health & Human Performance	Health & Human Performance	Public Health	BSHHP
Interdisciplinary Studies, Office of	Individualized		BIS
Nursing	Nursing		BSN
Educational Studies	Secondary Education	Special Education Interventionist 6-12	BSEd
	College of Engineering & N	atural Sciences	
Department	Major	Submajor	Degree
Biological Sciences	Biology	Cell & Molecular Biology	BS
Biological Sciences	Biology	Ecology & Environmental Biology	BS
Biological Sciences	Biology	Organismal Biology	BS
Chemistry & Physics	Chemistry		BS
Chemistry & Physics	Chemistry		BSCH
Computer Science	Computer Science		BS
Engineering	Engineering	Civil	BSE
Engineering	Engineering	Electrical	BSE
Engineering	Engineering	Industrial	BSE
Engineering	Engineering	Manufacturing	BSE
Engineering	Engineering	Mechanical	BSE
Mathematics & Statistics	Mathematics	General Mathematics & Statistics	BA
Mathematics & Statistics	Mathematics	General Mathematics & Statistics	BS
Mathematics & Statistics	Mathematics	Mathematics	BA
Mathematics & Statistics	Mathematics	Mathematics	BS
Mathematics & Statistics	Mathematics	Secondary Mathematics	BA
Mathematics & Statistics	Mathematics	Secondary Mathematics	BS
Mathematics & Statistics	Mathematics	Statistics	BA
Mathematics & Statistics	Mathematics	Statistics	BS
	College of Humanities		
Department	Major	Submajor	Degree
Communications	Communications	Broadcasting	BA
Communications	Communications	Broadcasting	BS
Communications	Communications	Media Design	BA
Communications	Communications	Media Design	BS
Communications	Communications	News Editorial	BA
Communications	Communications	News Editorial	BS
Communications	Communications	Public Relations	BA
Communications	Communications	Public Relations	BS
Communications	Strategic Communications		MASC

College of Humanities & Fine Arts			
Department	Major	Submajor	Degree
English & Modern Foreign Languages	English	Literature	BA
English & Modern Foreign Languages	English	Secondary English Education	BA
English & Modern Foreign Languages	English	Writing	BA
English & Modern Foreign Languages	Spanish		BA
History & Philosophy	History		BA
History & Philosophy	History		BS
History & Philosophy	Philosophy		BA
Performing Arts	Music		BAM
Performing Arts	Music	Music Education	BM
Performing Arts	Music	Performance	BM
Visual and Theatre Arts	Fine and Performing Arts	Studio - Graphic Design	BFA
Visual and Theatre Arts	Fine and Performing Arts	Studio - Theatre	BFA
Visual and Theatre Arts	Fine and Performing Arts	Studio - Visual Art	BFA
Visual and Theatre Arts	Fine and Performing Arts	Teaching - Art Education	BFA
Visual and Theatre Arts	Fine and Performing Arts	Teaching - Dance Education	BFA

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE:	June 22, 2018		
COMMITTEE:	Academic Affairs and Student Success		
CAMPUS/UNIT:	All		
ITEM:	<u>Ratification of Administrative Action to Terminate or</u> <u>Inactivate Academic Programs</u>		
RECOMMENDATION:	Approval		

A list of academic programs terminated or inactivated by administrative action during the 2017-2018 academic year follows. Ratification by the Board is requested.

RESOLVED: Administrative action to terminate or inactivate academic programs during the 2017-2018 academic year is ratified.

The University of Tennessee System Academic Program Terminations & Inactivations AY 2017-2018

UT Chattanooga			
Program	Action	Date	
Graduate Certificate in Bio-Medical Informatics	Inactivate	6/18	
Graduate Certificate in Engineering Management Power	Inactivate	6/18	
System Management			
Total Terminations/Inactivations: 2			

UT Knoxville			
Program	Action	Date	
Graduate Certificate in Applied Statistical Strategies	Terminate	6/18	
Graduate Certificate Adult Gerontology Clinical Nurse	Inactivate	6/18	
Specialist			
Total Terminations/Inactivations: 2			

UT Martin		
Program	Action	Date
Total Terminations/Inactivations: 0		

UT Health Science Center		
Program	Action	Date
MDH with a major in Dental Hygiene	Inactivate	6/18
Total Terminations/Inactivations:	1	

ACADEMIC PROGRAM SUMMARY

Campus	# of Programs Terminated/Inactivated
UTC	2
UTK	2
UTM	0
UTHSC	1
Total	5

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE:	June 22, 2018
COMMITTEE:	Academic Affairs and Student Success
CAMPUS/UNIT:	All
ITEM·	Revised Campus Tenure Review Procedures to Cor

 ITEM:
 Revised Campus Tenure Review Procedures to Comply with New

 Requirements of Appendix A of the Board Tenure Policy

PRESENTED BY: Linda Martin, Vice President for Academic Affairs & Student Success

The Board approved revisions to the Board tenure policy on March 23, 2018. The resolution approving the revisions stated that any revision of campus procedures needed to comply with the new minimum components of the tenure review process stated in Appendix A shall be submitted to the Board no later than the June 22, 2018 meeting and shall be effective upon approval by the Board.

The new minimum components of the tenure review process include: (1) a requirement of external reviews of all tenure candidates; (2) a requirement of peer review of teaching for faculty members who engage in teaching; and (3) a requirement that the dean establish either a college-wide committee for review of tenure and promotion recommendations or, if a college-wide committee is not established, some other independent peer review committee in addition to the departmental review. All campuses have proposed revisions to their campus procedures to comply with the new minimum components of the tenure review process stated in Appendix A. The proposed revisions appear in redlined form following this memorandum. UTHSC and UTM have submitted charts summarizing the revisions to their Faculty Handbooks.

In addition to revisions relating to compliance with the new minimum components of the tenure review process stated in Appendix A, UTHSC proposes revisions to its Faculty Handbook to align with other revisions to the Board tenure policy, eliminate redundant or inaccurate language, and add clarifying language. The additional revisions concern the following:

• The authority to grant tenure, which now lies with the President except as otherwise stated in the revised Board tenure policy;

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• Length of the probationary period, which shall be six years except as otherwise provided in the revised Board tenure policy;

NOTE: Along with the other campuses, no later than the last regular meeting of the Board in 2018, UTHSC will be submitting to the Board the required campus policies and procedures to govern a faculty member's application for tenure before the sixth year.

- Suspension of the probationary period in cases of a modified duties assignment, as provided in the revised Board tenure policy;
- Revisions to the existing "Interim Probationary Review" at UTHSC to achieve consistency with the Enhanced Tenure-Track Review now required by the revised Board tenure policy; and
- Revisions to the UHTSC procedure for the "Final Probationary Review" to achieve consistency with the revised Board tenure policy.

All of the proposed revisions have been approved by the Chancellor and Faculty Senate of the respective campus.

Committee Action

Chair: Call attention to the following Resolution and call for a motion and second that the Committee recommend the Resolution for adoption by the Board of Trustees.

RESOLVED: The revised campus tenure review procedures to comply with new requirements of Appendix A of the Board tenure policy, and additional Faculty Handbook revisions proposed by the Health Science Center, are approved as presented in the meeting materials.

Revisions to UTC Tenure Review Procedures to Comply with the Revised Board Policy on Tenure June 22, 2018

UTC FACULTY HANDBOOK CHAPTER 3 Tenure-Track and Tenured Faculty

. . . .

X. Tenure

. . . .

C. Tenure Dossier

All tenure candidates must prepare and submit a tenure dossier, which will be reviewed and inform the recommendations made at each stage of the tenure review process. The dossier is standard to the extent that it describes the way in which the candidate has met each of the respective criteria for tenure as listed in this Handbook. <u>The departmental</u> bylaws shall contain a statement of the required contents of the tenure dossier that is consistent with the Faculty Handbook and with applicable college bylaws, unless the dean and the Provost have approved the department's application of tenure dossier requirements established in college bylaws.

The dossier should include a preface that must contain a Curriculum Vita (CV) describing the candidate's education and experience (both prior to coming to UTC and while at UTC) and a one-page executive summary of the same. In addition, the preface to the dossier may contain a summary of the candidate's EDO evaluations. The dossier should be divided into the three distinct components based on the three performance areas outlined in the EDO: (1) teaching and advising; (2) research, scholarship and creative activities; and (3) professional service to the University, profession, and community. The respective components of the dossier should include all documentation for and evidence of activities related to, respectively, the teaching, research, and service in which the candidate has engaged since the candidate's initial appointment at UTC. A teaching philosophy and a record of <u>Student Ratings of Faculty</u> for the candidate must be included in the dossier. Other materials should be included at the discretion of the candidate, and, if possible, on the advice of the departmental RTP Committee. The departmental bylaws shall set forth information pertaining to appropriate activities of faculty members in the academic department for each of the three areas of professional responsibility.

D. <u>Requirement for Peer Review of Teaching and External Reviews</u>-Process

1. Peer Review of Teaching

Tenure candidates who engage in teaching will be subject to a peer review of their teaching performance as part of the tenure review process. Each academic department will establish procedures for conducting teaching peer reviews for the tenure review process and publish such procedures in its bylaws. Departmental

procedures for teaching peer reviews are not required, however, if the dean and the Provost have approved application of college-wide teaching peer review procedures in lieu of departmental procedures. College-wide teaching peer review procedures approved by the dean and Provost will be published in the college bylaws.

2. External Reviews

All dossiers for tenure/promotion must include reviews from no fewer than two (2) external reviewers. Each college or academic department will establish an external review process, which will incorporate, at a minimum, the following requirements:

- The external reviewers must be in the same, or a very similar, academic field.
- The external reviewers must be tenured and at, or above, the rank that the candidate seeks.
- The external reviewers must be at a comparable institution.
- The external reviewers must not have a current conflict of interest with the candidate.
- The departmental RTP Committee and the candidate shall be jointly responsible for selecting the external reviewers.
- Neither the departmental RTP Committee nor the candidate will be permitted to contact the external reviewers during the review process. However, the external reviewers are permitted to contact the chair of the departmental RTP Committee for procedural clarifications.

Each college or academic department will publish its external review process in its bylaws. Departmental procedures for external reviews are not required, however, if the dean and the Provost have approved application of college-wide external review procedures in lieu of departmental procedures. College-wide external review procedures approved by the dean and Provost will be published in the college bylaws.

The purpose of the external review is *not* to make a recommendation regarding tenure/promotion but to provide an objective evaluation of the faculty member's record to date in the three performance areas of teaching, research, and service. It is the responsibility of the faculty member seeking tenure/promotion to demonstrate excellence in applicable areas. —Examples of accomplishments or evidence of excellence include: peer-reviewed publications; presentations at major, regional, national, or international conferences; substantial contributions to regional, national or international committees or work groups; and regional and national awards/recognition for teaching, research, and professional contributions. This list is illustrative only, and is not exhaustive. Objective standards of record and of excellence will be defined through college and departmental bylaws.

E. Procedure for Consideration and Grant of Tenure

A calendar is established annually by the Provost that should be followed during the development of tenure recommendations. The calendar for the tenure review process is available on the UTC Academic Affairs website <u>here</u>.

The candidate will be informed in writing of the progress of his or her tenure candidacy at each stage of the process. The procedure for the consideration and granting of tenure includes the following stages:

1. <u>Submission of Tenure Dossier</u>: The departmental RTP Committee, at its organizational meeting each academic year, will consider a list of candidates for tenure and request tenure dossiers from the candidates. The candidate shall then prepare and submit a tenure dossier to the departmental RTP Committee.

<u>RTP Committee's Recommendation</u>: After receiving and reviewing dossiers from each faculty member under consideration for tenure, the departmental RTP Committee (consisting of tenured faculty in the department) holds a preliminary review at which it has an opportunity to request clarifying information from each candidate prior to final consideration and forwarding of recommendations to the department head. The departmental RTP Committee's recommendation is decided upon by majority vote (yes or no) of those committee members present and voting. <u>Votes will be cast anonymously</u>. Abstentions are permitted. A quorum, as specified by departmental bylaws, is required for actions to take place, and the departmental bylaws will specify the minimum number of votes necessary to constitute a positive recommendation. The vote of the departmental RTP Committee is advisory to the department head.

The departmental RTP Committee will forward a written recommendation to the department head, together with records of committee membership, attendance at final discussions, and voting results.

- 2. <u>Department Head's Recommendation</u>: After making an independent judgment on the tenure candidacy, the department head shall submit his or her recommendation to the dean with a written summary <u>explanation</u> of his or her judgment, <u>with a copy provided to the tenure candidate at the same time</u>. If the department head's recommendation differs from the recommendation of the departmental RTP Committee, the summary must explain the reasons for the differing judgment, and the department head must provide a copy of the summary to the departmental RTP Committee. The departmental RTP Committee may forward a dissenting report to the next level of review, <u>with a copy provided to the tenure candidate at the same time</u>.
- 3. <u>Dean's Recommendation</u>: All tenure recommendations of the department head, whether positive or negative, shall be reviewed by the dean. The dean <u>may-must</u> establish a college-wide committee for review of tenure and promotion recommendations <u>or</u>, if a college-wide committee is not established, some other independent peer review committee in addition to the departmental RTP Committee's review. The recommendation of <u>such</u> a college-wide committee shall be advisory to the dean. After making an independent judgment on the tenure candidacy, the dean shall forward his or her recommendation <u>and a summary explanation for the recommendation</u> to the Provost, with a copy provided to the tenure candidate at the <u>same time</u>.

- 4. <u>Provost's Recommendation</u>: All tenure recommendations of the dean, whether positive or negative, shall be reviewed by the Provost. After making an independent judgment on the tenure candidacy, the Provost shall forward his or her recommendation and a summary explanation for the recommendation to the Chancellor, with a copy provided to the tenure candidate at the same time.
- 5. <u>Chancellor's Recommendation</u>: All tenure recommendations of the Provost, whether positive or negative, shall be reviewed by the Chancellor. After making an independent judgment on the tenure candidacy, the Chancellor shall forward only positive recommendations, with a summary explanation for the recommendation, to the President, with a copy provided to the tenure candidate at the same time.
- 6. President's Action or Recommendation: The President acts only on the Chancellor's positive recommendation for tenure. If the President concurs in the positive recommendation of the Chancellor, he or she shall grant tenure if he or she is authorized to do so, and the Chancellor shall give the faculty member written notice of the effective date of tenure shall submit the recommendation for tenure to the Board. If only the Board is authorized to grant tenure, the President shall submit the recommendation to grant tenure and a summary explanation for the recommendation of the Chancellor shall give the faculty member written notice that tenure will not be granted.
- 7. Action by the Board when Required: <u>No person shall acquire or be granted tenure except by positive action of the Board upon the recommendation of the PresidentOnly the Board is authorized to grant tenure in certain cases specified in Article III.B. of UT Policy BT0006. In those cases, <u>The the</u> Board acts only on <u>the President's positive recommendation for tenures</u>. After positive action by the Board to grant tenure, the <u>Chancellor President</u> shall give the faculty member written notice of the effective date of tenure.</u>

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Revised Camp...

MEMORANDUM

TO: Linda C. Martin, Vice President for Academic Affairs and Student Success

FR: Steve J. Schwab, Chancellor

DATE: June 15, 2018

RE: UTHSC Faculty Handbook Revisions re: Tenure Review Process

Following the adoption of the changes to the Board of Trustee's Policies Governing Academic Freedom, Responsibility, and Tenure (BT0006, Version 7) on March 23, 2018, each campus was directed to revise its Faculty Handbook as necessary to incorporate the new changes to the tenure review process as stated in Appendix A of BT0006, Version 7.

UTHSC has revised the relevant sections of its Faculty Handbook to meet the minimum Appendix A requirements for the June 2018 Board of Trustees Meeting. The UTHSC Faculty Senate voted to approve these changes at their May 8, 2018 meeting. Subsequent to the Faculty Senate's May 8 meeting, the Office of General Counsel recommended additional changes. The UTHSC Faculty Senate voted to approve these changes at their June 12, 2018 meeting. Subsequent to that, some additional changes were recommended by the Office of General Counsel. These have been discussed with Dr. Martin Donaldson, the President of the Faculty Senate, and he concurs in the changes.

Enclosed is a copy of the relevant sections of the UTHSC Faculty Handbook that have been revised, with the changes tracked inline (insertions underlined; deletions strikethrough). In addition, a chart of the minimum requirements with the corresponding sections that were edited is attached, along with a detailed chart of all edits.

I recommend that the proposed changes to the UTHSC Faculty Handbook that meet the minimum Appendix A requirements of the Board of Trustee's BT0006, Version 7 document be submitted to the Board for approval.

Enclosures: 1-Chart of minimum requirements with corresponding section edits
 2-Detailed description of all edits to UTHSC Faculty Handbook required by June 2018 for review of compliance with Board Policy BT0006, Version 7
 3-Revised relevant sections of the UTHSC Faculty Handbook

Section 4 Selection, Appointment, Tenure and Career Development of Tenure Track Faculty Members

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4.2 Definition of Tenure

Tenure is a principle that entitles a faculty member to continuation of his or her annual appointment until relinquishment or forfeiture of tenure or until termination of tenure for adequate cause, financial exigency, or academic program discontinuance. The burden of proof that tenure should be awarded rests with the faculty member. Tenure is acquired only by positive action of the <u>President</u> or the Board of Trustees, and is awarded in a particular unit, department, school, college, or other department of a campus. The award of tenure shifts the burden of proof concerning the faculty member's continuing appointment from the faculty member to the University.

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4.4.2 Role of the Tenured Faculty of the Department

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Departmental bylaws must contain the rules governing (a) any more-specific criteria for tenure than those of UTHSC or the department's college; (b) guidelines and criteria for the Annual Performance and Planning Review which are appropriate to the department; and (c) the tenured faculty's participation in (1) the appointment or promotion of a tenured or tenure track faculty member, (2) the Interim and Final Reviews of a tenure track faculty member during his /her probationary period, (3) the Cumulative Performance Review of a tenured faculty member, and (4) the termination for adequate cause of a tenured, tenure track or nontenure track faculty member. These bylaws shall provide for participation of the tenured departmental faculty for these purposes. In addition, these bylaws shall also include a mechanism for reasonably notifying and accommodating tenured faculty members, shall provide for the manner of taking and recording a formal, anonymous vote, and shall establish the minimum number of votes necessary to constitute a positive or a negative recommendation. A quorum shall be a minimum of fifty percent (50%) of the faculty eligible to vote on a given candidate or issue, and a positive or negative recommendation shall be decided by a simple majority of the participating faculty members. Bylaws may limit peer reviewers for appointments, promotions, and Cumulative Performance Reviews to those tenured faculty members holding faculty rank(s) equal or higher to that being sought by the candidate. Other matters having to do with departmental governance, including rules for amending the bylaws, may be included in these bylaws. After approval by the Dean, the UTHSC Chief Academic Officer, and the Chancellor, these bylaws shall be published and made available to every full time faculty member in the department and placed on the web site of the Faculty Senate.

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4.8 **Probationary Period**

4.8.1 Length of Probationary Period

A-Except as otherwise provided in the Board's Policies Governing Academic Freedom, Responsibility and Tenure, a tenure track faculty member must serve a probationary period prior to being considered for tenure. The probationary period at UTHSC shall be <u>six years</u>. The faculty member will apply for tenure during the sixth year, and if tenure is not granted, the faculty member will be permitted to serve a seventh year as a terminal year. If a faculty member begins employment after July 1 and before January 1, the remaining term of the faculty member's initial appointment will count as the first year of the probationary period, so that what is treated as the first year of a faculty member's probationary period will not be shorter than six months. -no less than one and no more than seven academic years; however, for good cause, the President, upon the recommendation of the Chancellor, may approve a probationary period of less than one academic year. If a faculty member has served in a tenure-track appointment at another institution, his or her total probationary service may extend beyond seven-six years.

The original appointment letter shall state the length of the faculty member's probationary period and the academic year in which he or she must be considered for tenure if he or she has met the minimum eligibility requirements for consideration (Section 4.11.1). The review date for the award of tenure usually occurs during the year preceding the last year of the probationary period. The stipulation in the original appointment letter of the length of the probationary period and the year of mandatory tenure consideration does not guarantee retention until that time.

<u>A faculty member may request an early consideration for tenure before the sixth year of his or her</u> probationary period but no sooner than the next regular tenure cycle after completion of the first year of the probationary period.

For good cause related to procedural error (e.g., lack of due process), UTHSC and a tenure track faculty member may agree in writing to extend a <u>sevensix</u>-year probationary period for a maximum of two additional years. The proposed extension must be approved in advance by the UTHSC Chief Academic Officer, the Chancellor, the <u>Senior Vice</u> President (or designee), and the General Counsel (or designee).

4.8.2 Suspension of Probationary Period

The UTHSC Chief Academic Officer shall decide whether the probationary period will be suspended when the faculty member:

- 1. accepts a part time faculty position;
- 2. accepts an administrative position; or
- 3. is granted a leave of absence or modified duties assignment.

The UTHSC Chief Academic Officer shall give the faculty member written notice of the decision concerning suspension of the probationary period. If the UTHSC Chief Academic Officer approves a suspension of the probationary period, an extension of that period will be granted.

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4.11 Criteria for Tenure

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4.11.2 Candidate's Supporting Documentation

The burden of proof that tenure should be awarded rests with the faculty member. At least one month before the deadline for review by the tenured departmental faculty, the Chair shall counsel the faculty member concerning updating his or her curriculum vitae and identifying supporting documentation to be submitted for this faculty review. The faculty member, in consultation with the Chair, shall compile a dossier containing all documents to be submitted for review and forward them to the Chair who will make the documents available for review. The Chair shall determine what deadlines are observed, provided these are consistent with UTHSC and the department's college deadlines. A listing of the items that are required in the dossier can be found in the Faculty Evaluation Manual; note however, that the tenured faculty in the candidate's department and the Chair may request that additional items be included.

The Chair shall determine what deadlines are observed, provided these are consistent with UTHSC and the department's college deadlines. At least one month before the deadline for review by the tenured departmental faculty, the Chair shall counsel the faculty member concerning updating his or her curriculum vitae and the identification of supporting documentation to be submitted to the tenured departmental or divisional faculty (or CPT Committee) (*Faculty Handbook*, Section 4.11.2). The faculty member, in consultation with the Chair, shall compile a dossier containing all documents to be submitted for review. Although each department's tenured faculty and Chair determine what additional items are required for a candidate's dossier, the dossier must include at least the following items (*Faculty Handbook*, Section 4.11.2):

- 1. Current Curriculum Vitae, in the form required by UTHSC;
- 2. The initial appointment letter and annual reappointment letters with all figures related to salary or income completely obscured;
- 3. Annual accomplishments and goals, written by the candidate, since accepting a tenure-track faculty appointment at UTHSC;
- 4. Summaries of Annual Performance-and-Planning Reviews, written by the Chair and the faculty member's responses, if any, that correspond to the annual accomplishments and goals of item 3 above;
- 5. Documents pertaining to the candidate's Interim Review, if relevant;

6. External reviews (Faculty Handbook, Section 4.11.2.1); and

7. Peer review of teaching (Faculty Handbook, Section 4.11.2.2).

The faculty member may also include in the dossier any other documents that he or she believes may assist the tenured faculty in its review or be relevant to a positive recommendation. Such documents may include, but are not limited to, sample publications; summaries of student teaching evaluations, as well as other indicators of teaching performance..; or letters of evaluation. A letter of evaluation contains a subjective peer evaluation of a candidate's accomplishments and professional standing. For any candidate the maximum number of requested letters of evaluation is six. Within a department the number and nature of required letters should be uniformly applied to every faculty member. Any letters of evaluation should be directed to the Chair.

Faculty members are encouraged to contact their Chair, the chair of their CPT Committee, or the Faculty Senate for assistance with documenting performance relative to the criteria for the award of tenure.

4.11.2.1 External Reviews

In addition to internal letters of evaluation, external letters of evaluation must be obtained for all reviews for promotion and for the final probationary review for the award of tenure.

a. Qualifications of Evaluators

- 1. Definitions for each category of evaluators are:
 - a. External evaluators are individuals who are not employed by or affiliated with <u>UTHSC or UTHSC's affiliated institutions.</u>
 - b. Internal evaluators are individuals who are employed by or affiliated with the college, UTHSC, or UTHSC's affiliated institutions.
- 2. External evaluators should be distinguished individuals in the candidate's field who are in a position to provide an assessment of the candidate's current and projected contributions to the candidate's field of scholarship and to comment on their significance for the discipline.
- 3. Evaluators must be (a) at or above the candidate's current rank (or equivalent), in the case of tenure review only, or (b) at or above the rank (or equivalent) to which the candidate aspires to be promoted. Appropriate evaluators should have sufficient expertise to evaluate the candidate's contributions in their areas of effort: teaching, research/scholarship, service, and, if applicable, clinical care. Evaluators providing reviews for tenure must themselves hold tenure if offered at their institution or the equivalent if tenure is not offered.
- 4. Letters should not be solicited from evaluators who would be considered to hold any conflict of interest, as defined in the National Institutes of Health (NIH) definition of conflict of interest, or who would be in any professional or personal relationship with the candidate that could reduce objectivity. Questions as to the appropriateness of any external or internal evaluator should be referred to the Dean's office, with further review by UTHSC's Chief Academic Officer if needed.
- 5. College bylaws may specify more explicit criteria for identifying potential evaluators.

b. Number of Required Letters

While college bylaws may specify more than the number of required external and internal letters of evaluation noted here, the following are the minimum requirements by rank. The candidate and the chair should separately create a list of names of potential evaluators that is double the minimum number of required letters.

- a. Instructor to Assistant Professor: 3 internal letters of evaluation required
- b. Assistant Professor to Associate Professor without tenure: 2 external and 3 internal letters of evaluation required
- c. Assistant Professor to Associate Professor with tenure: 3 external and 2 internal letters of evaluation required
- d. Associate Professor to Professor with or without tenure: 3 external and 2 internal letters of evaluation required
- e. Instances of tenure at any rank without promotion: 3 external and 2 internal letters of evaluation required

c. Selection of Evaluators

<u>All potential evaluators are to be identified by mutual agreement of the candidate and the chair.</u> <u>College bylaws, and departmental bylaws if they exist, must specify the number (beyond the minimum, if applicable) and general criteria for identifying potential evaluators.</u>

In selecting evaluators, a candidate may prospectively reject the names of up to three proposed evaluators without cause. In instances where the candidate and the chair cannot mutually agree on a potential evaluator within five business days of receiving each other's' lists, the candidate and chair should present their views to the departmental faculty who will then decide the disposition of the issue by anonymous balloting within five business days. A simple majority vote prevails.

d. Solicitation of Letters of Evaluation

The individual responsible for this process at the collegiate level should normally solicit twice the number of minimum required letters of evaluation, using the following guidance. A standard form letter must be used for all candidate members within a college.

- 1. Materials to be sent to evaluators:
 - a. Candidate's current curriculum vitae
 - <u>b.</u> Relevant supporting materials from the candidate's dossier, e.g., teaching portfolio, sample publications (generally no more than 2), summary of student and/or peer evaluations of teaching, etc.
 - <u>c.</u> College and (if applicable) departmental bylaws and UTHSC Faculty Handbook statements of criteria for the specific action(s) (e.g., promotion, tenure, or both)
 d. Materials requested to be included by the candidate.

2. General information to provide to evaluators in the request for evaluation:

- a. Candidate's name
 - b. Nature of the specific action(s) under consideration (e.g., promotion, tenure, or both)

- c. Request for reviewer to comment on the candidate's academic progress based on materials provided and/or on the evaluator's personal knowledge of the scientific and/or professional contributions of the candidate
- <u>d.</u> Request for reviewer to provide a frank appraisal of (1) the candidate's research abilities and creative achievements, including papers given at scholarly meetings; (2) the quality of his/her publications or other creative work; (3) his/her reputation or standing in the field; and (4) his/her potential for further growth and achievement. Reviewers may also be asked to rate the candidate's contributions in comparison with others they have known at the same stage of professional development.
- e. Request for reviewer to state the nature of any association with the candidate
- f. Request for reviewer to state precisely what the letter of evaluation covers (e.g., promotion, tenure, or both)
- g. Request for letters to be submitted on institutional letterhead with the evaluator's signature that includes rank as well as tenure status
- <u>h.</u> Date when letter of evaluation must be received during the review cycle
 <u>i.</u> Thank you
- 3. All letters should be addressed to the individual responsible for this process at the collegiate <u>level.</u>
- 4. Letters may be submitted via postal mail or email.
- 5. Whenever possible, external letters should be sought from (a) individuals at UTHSC's comparable or aspirational peer institutions or (b) from an outside institution similar to UTHSC (e.g., academic health science center or research-intensive institution).
- **1.6**.All letters solicited and received, even if more than the required minimum number, must be included in the dossier unless the UTHSC Chief Academic Officer approves their removal from the review process.

Within a department the number and nature of required letters should be uniformly applied to every faculty member.

4.11.2.2. Peer Review of Teaching

<u>Peer review of teaching is required for all tenure candidates. This requirement applies to tenure candidates who will be reviewed in the tenure review cycle ending June 2020.</u>

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4.14.3.3 Interim Probationary Review

For each tenure track faculty member, the department and the Chair will conduct an enhanced review to assess and inform the faculty member of his or her progress toward the grant of tenure during the third or fourth year of the probationary period (with the year to be determined in the department head's sole discretion). whose probationary period is four or more years, an Interim Review will be conducted. The purpose of the Interim Review is to establish a mutual understanding between the faculty member and the Chair regarding his or her progress towards attainment of tenure. If the probationary period is four years, the Interim Review occurs in the second year. If the probationary period is five, six, or seven years, the Interim Review occurs during

the third year. A sample document summarizing this review and the process for the review can be found in the Faculty Evaluation Manual.

This two-part review will be conducted by the tenured faculty in the department, and by the Chair at the same time as the Annual Performance and Planning Review. After reviewing each tenure track faculty member's dossier (Section 4.11.2), the tenured faculty will record a formal, anonymous vote on the individual's progress towards tenure.

A report will be written to the faculty member's Chair and will contain the following: a list of the participating tenured faculty members; all suggestions; the majority and minority views, if relevant; and the summary vote. The Chair will present and discuss the tenured faculty's report, as well as his or her own assessment, with the faculty member during the Annual Performance and Planning Review; this meeting with the Chair constitutes the second part of the Interim Review. The Chair will certify in the summary of the Annual Performance and Planning Review that the Interim Review by the tenured faculty has been completed and note the results thereof. Copies of these interim review documents are given to the faculty member and placed in his or her personnel file.

A favorable Interim Review does not commit the department or the college to a subsequent recommendation for the award of tenure. A negative Interim Review by either the tenured departmental faculty or the Chair should place the candidate on notice of deficiencies that must be corrected before the award of tenure could be recommended. In response to a negative review, the Chair and the faculty member should develop a written plan whereby the faculty member can meet the departmental expectations; this plan must be contained in the summary of the Annual Performance and Planning Review. Alternatively, an unfavorable review may lead to a notice of non-renewal (Section 4.10).

At any time during the probationary period, the Chair may request that the tenured faculty review the faculty member's progress.

4.14.3.4 Final Probationary Review

Each year the UTHSC Chief Academic Officer publishes and distributes a detailed schedule for the Final Probationary Reviews and the process related to the recommendation of the award of tenure. Generally, a faculty member's preparation for this review begins in September. Each candidate will prepare a dossier, containing the documents required for this review by the tenured departmental faculty (Section 4.11.2). External-Extra-departmental review of the dossier may be permitted in any case and required when sufficient expertise is lacking among the tenured departmental faculty. A sample document summarizing this review and the process for the review can be found in the Faculty Evaluation Manual.

Prior to one year before the end of the probationary period, the tenured departmental faculty make a thorough review of the dossier. Following the review of each candidate's dossier, the participating tenured faculty will meet and record a formal, anonymous vote on the recommendation to award or not award tenure. The tenured faculty report to the Chair shall contain the following: a list of the participating tenured faculty members; the majority and minority views, if relevant; and the

summary vote. A copy of this report must accompany the request for the award of tenure forwarded to the CPT Committee, the Dean, the UTHSC Chief Academic Officer, and the Chancellor.

The Chair reviews the dossier(s) and considers the recommendation(s) of the tenured departmental faculty as well as those of the external reviewers. Then, the Chair makes a recommendation concerning each faculty member under consideration. In a case in which the recommendation of the Chair and the tenured departmental faculty coincide, the Chair prepares a letter of nomination to the Dean. The format for a letter of nomination is described in the collegiate guidelines related to the award of tenure. If the Chair's recommendation differs from the recommendation of the tenured departmental faculty, this fact must be noted in the Chair's nominating letter and the reason(s) for the Chair's action must be explained. Whenever the recommendation of the Chair differs from that of the tenured faculty, the Chair must notify the tenured faculty and provide them with a copy of the recommendation letter. The tenured faculty will meet again to consider whether a dissenting report should be developed and forwarded to the chair of the CPT Committee. The tenured faculty will provide a copy of any dissenting report to the Department Chair.

Some faculty members may be recommended for the award of tenure earlier than one year before the end of their probationary period. However, this is an exceptional request that must be accompanied by a separate letter of explanation from the Chair and the Dean to the UTHSC Chief Academic Officer in addition to the dossier and letters of recommendation from the tenured departmental faculty and the Chair. Individuals recommended for the award of tenure at this time will be evaluated primarily on their accomplishments at UTHSC and on the value of the faculty member to UTHSC in the future.

4.15 Procedures for Consideration and Grant of Tenure

The UTHSC procedures for considering a faculty member for tenure include and are consistent with the minimum components stated in The University of Tennessee Policies Governing Academic Freedom, Responsibility, and Tenure (see http://bot.tennessee.edu/policies-acad.html).

4.15.1 Tenured Faculty's Recommendation

According to the Board's policy on tenure, an adequate evaluation of a tenure candidate's qualifications, professional contributions, potential, and determination of whether he or she should be accepted as a tenured member of the UTHSC academic community, requires the judgment of both the candidate's faculty colleagues and the responsible administrators. Thus, although recommendations for tenure are administrative actions that must be approved by the <u>President or</u> Board of Trustees, there should be no positive recommendation for tenure without formal consultation with the tenured faculty of the department in which the candidate holds his or her position. At UTHSC this formal consultation with the tenured faculty in the candidate's department is contained in the Interim and Final Probationary Reviews of the candidate's performance by the tenured faculty of his or her department (Sections 4.1314.3.3 and 4.1314.3.4).

Tenure resides in a community of scholars competent to evaluate a candidate's professional contributions and to determine whether, on the basis of past and potential contributions, he or she should be accepted as a permanent member of that community. The Board requires that each

department shall_establish bylaws adopt bylaws governing the tenured faculty's consideration of a candidate for tenure that are consistent with applicable college or campus bylaws but may be more restrictive. Departmental bylaws for tenure consideration shall not be required, however, if the college dean and the UTHSC Chief Academic Officer have approved application of the procedures established in college bylaws in lieu of departmental procedures. Each department must certify in writing to the college dean and the Chief Academic Officer whether they will or will not establish departmental bylaws and procedures. The certification will be posted on the UTHSC Chief Academic Officer's website. These bylaws shall provide for a meeting of the tenured faculty to debate and discuss the tenure candidacy. The bylaws shall also provide for the manner of taking and recording a formal vote of the tenured faculty on whether the candidate should be recommended for tenure and shall establish the minimum number of votes necessary to constitute a positive recommendation. The vote shall be cast anonymously. At UTHSC the tenured faculty recommendation and formal, anonymous vote is contained in the report of Final Probationary Review (Section 4.1314.3.4).

4.15.2 Department Chair's Recommendation

The vote of the tenured faculty is advisory to the Department Chair. After making an independent judgment on the tenure candidacy, the Chair shall submit his or her recommendation to the Dean with a written summary explanation of his or her judgment, with a copy provided to the tenure candidate and the departmental tenured faculty at the same time (Section 4.1314.3.4). If the Chair's recommendation differs from the recommendation of the tenured faculty, the summary he/she must explain the reasons for the differing judgment, and the Chair must provide a copy of the summary explanation to the tenure candidate and the departmental tenured faculty. –The tenured faculty will meet again to consider whether a dissenting report should be developed and forwarded to the Chair of the CPT Committee, with a copy provided to the Department Chair, the Dean, and the tenure candidate at the same time. may forward a dissenting report to the next level of review (Section 4.13.3.4).

4.15.3 Dean's Recommendation

All tenure recommendations of the Department Chair, whether positive or negative, shall be reviewed by the Dean of the college. The Dean shall use the CPT Committee as advisory to his/her decisions. The CPT committee is described in Section 4.34.3.

Recommendations and supporting documents for each candidate for the award of tenure will be forwarded to the collegiate academic officer by the Department Chair. Recommendations are presented by the collegiate academic officer to the CPT Committee. The committee will vote anonymously on each recommendation, thereby making a positive or a negative recommendation on each candidate to the Dean. The summary vote of the CPT Committee, as well as any dissenting report from a tenured departmental faculty, must be included with the supporting documents and forwarded to the Dean and the UTHSC Chief Academic Officer, and the Chancellor.

If the CPT Committee renders a negative recommendation, the Department Chair will be informed in writing of the reason(s) for the recommendation. The Department Chair may appeal to the Dean before the recommendation at the college level is made.

The Dean will make a recommendation based on advice of the CPT Committee, the Department Chair and the tenured departmental faculty, as well as on the basis of other circumstances, including personal knowledge of individuals and the needs of the college. In the case of a positive recommendation by the Dean, he or she will advise the Chair. In a case of any negative recommendation by the Dean, the Dean will provide the individual faculty member and the Chair with written notice of that recommendation. The faculty member must be notified about the negative recommendation and must be informed of his or her right to consult with the UTHSC Chief Academic Officer prior to or at the same time as the Dean forwards the recommendation to the next level of review. After making an independent judgment on the tenure candidacy, the Dean shall forward his or her recommendation <u>and explanation for the recommendation</u> to the UTHSC Chief Academic Officer, with a copy provided to the tenure candidate at the same time.

4.15.4 Recommendation of the UTHSC Chief Academic Officer

All tenure recommendations of the Dean, whether positive or negative, shall be reviewed by the UTHSC Chief Academic Officer. The UTHSC Chief Academic Officer, in consultation with the Chancellor, evaluates the college recommendations in light of general knowledge of individuals and the needs of UTHSC. During March and April, the UTHSC Chief Academic Officer, prepares a consolidated report. After making an independent judgment on the tenure candidacy, the UTHSC Chief Academic Officer, shall forward his or her recommendation and summary explanation for the recommendation to the Chancellor, with a copy provided to the tenure candidate at the same time.

4.15.5 Chancellor's Recommendation

During April, all tenure recommendations of the UTHSC Chief Academic Officer, whether positive or negative, shall be reviewed by the Chancellor. After making an independent judgment on the tenure candidacy, the Chancellor shall forward only positive recommendations, with a summary explanation for the recommendation to the President, with a copy provided to the tenure candidate at the same time by the beginning of May. Summary information on each faculty member being considered for tenure should be sent to the System Vice President with responsibility for Academic Affairs.

If the Chancellor reverses a negative recommendation, he or she will advise the Chief Academic Officer, the Dean, the Chair, and the faculty member. If the Chancellor does not reverse a negative recommendation, the faculty member will be advised regarding the appeal process (Section 7).

The Chancellor may decide that the best interests of UTHSC are not served by the award of tenure to a faculty member. In case of a negative recommendation by the Chancellor reversing a positive recommendation, the Chancellor must meet with the faculty member, the Chief Academic Officer, the Dean, and the Chair to explain the reason(s) for the adverse recommendation. At the faculty member's request, the Chancellor must provide the faculty member with written notice of the recommendation (Section 4.10), giving the reason(s) for that recommendation, and stating that the faculty member may appeal the recommendation in accordance with the provisions of Section 7.

4.15.6 President's Action or Recommendation

The President acts only on the Chancellor's positive recommendation for tenure. If the President concurs in the positive recommendation of the Chancellor, he or she shall grant tenure if he or she is authorized to do so, and the Chancellor shall give the faculty member written notice of the effective date of tenure. If only the Board is authorized to grant tenure, the President shall submit the recommendation for to grant tenure, and summary explanation for the recommendation, to the Board of Trustees. If the President does not concur in the positive recommendation of the Chancellor shall give the faculty member, Chair, Dean, and Chief Academic Officer written notice that tenure will not be awarded. However, the President may decide that the best interests of The University would not be served by the award of tenure to a faculty member. In such a case, the President will notify the Chancellor, who will inform the Chief Academic Officer, the Dean, the Chair, and the faculty member.

4.15.7 Action by the Board of Trustees when Required

No person shall acquire or be granted tenure except by positive action of the Board of Trustees upon the recommendation of the President. The Board of Trustees acts only on positive recommendations. Only the Board of Trustees is authorized to grant tenure in certain cases specified in Article III.B. of the Board of Trustees' Policies Governing Academic Freedom, Responsibility, and Tenure. In those cases, the Board of Trustees acts only on the President's positive recommendations for tenure. After positive action by the Board of Trustees to grant tenure, the <u>Chancellor and DeanPresident</u> shall give the faculty member written notice of the effective date of tenure.

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Appendix L – Procedure for the Final Probationary Review for the Award of Tenure

General Information about the Final Probationary Review

The Final Probationary Review is a two-part review by (1) the tenured departmental or divisional faculty (or the Collegiate Promotion and Tenure Committee (CPT Committee), if appropriate) and (2) the Chair (Faculty Handbook, Section 4.14.3.4). According to the Board's policy on tenure, an adequate evaluation of a tenure candidate's qualifications, professional contributions, potential, and determination of whether he or she should be accepted as a tenured member of the UTHSC academic community, requires the judgment of both the candidate's faculty colleagues and the responsible administrators (Faculty Handbook, Section 4.15.1). Thus, although recommendations for tenure are administrative actions that must be approved by the President or Board of Trustees, there should be no positive recommendation for tenure without formal consultation with the tenured faculty of the department in which the candidate holds his or her position (Faculty Handbook, Section 4.15.1). At UTHSC this formal consultation with the tenured faculty in the candidate's department is contained in the Interim and Final Probationary Reviews of the candidate's performance by the tenured faculty of his or her department (Faculty Handbook, Sections 4.14.3.3, 4.14.3.4 and 4.15.1). If a department does not have at least three tenured faculty members (excluding the Dean and Chair), the CPT Committee (Section 4.4.2) will perform this review; however, any departmental tenured faculty members will have the opportunity to review the candidate's dossier and vote anonymously on the recommendation to award tenure. In large departments (e.g., Medicine, Pediatrics, etc.), the Chair may divide the tenured departmental faculty by divisions in order to form several committees composed of five or more tenured faculty members.

Each year the UTHSC Chief Academic Officer publishes and distributes a detailed schedule for the Final Probationary Reviews and the process related to the recommendation of the award of tenure. Generally, a faculty member's preparation for this review begins in September. Each candidate will prepare a dossier, containing the documents required for this review by the tenured faculty (*Faculty Handbook*, Sections 4.11.2 and 4.14.3.4). External Extra-departmental review of the dossier may be permitted in any case and required when sufficient expertise is lacking among the tenured departmental faculty (*Faculty Handbook*, Section 4.14.3.4). An example of the summary document for the Final Probationary Review (Form 5) is attached.

Procedure for the Final Probationary Review

The Department Chair may delegate his or her responsibility for the Final Probationary Review to other individuals. The procedure for the Final Probationary Review should include the following elements:

a. The Chair should counsel the faculty member concerning updating his or her curriculum vitae and the identification of supporting documentation to be submitted to the tenured departmental or divisional faculty (or CPT Committee) (*Faculty Handbook*, Section 4.11.2). The faculty member, in consultation with the Chair, should compile a dossier containing all documents to be submitted for review. Although each department's tenured faculty and Chair determine what additional items are required for a candidate's dossier, the dossier must include at least the following items (*Faculty Handbook*, Section 4.11.2):

1. Current Curriculum Vitae, in the form required by UTHSC;

- 2. The initial appointment letter and annual reappointment letters with all figures related to salary or income completely obscured;
- 3. Annual accomplishments and goals, written by the candidate, since accepting a tenure-track faculty appointment at UTHSC;
- Summaries of Annual Performance and Planning Reviews, written by the Chair and the faculty member's responses, if any, that correspond to the annual accomplishments and goals of item 3 above; and
- 5. Documents pertaining to the candidate's Interim Review, if relevant.
- 6. External reviews; and
- 7. Peer review of teaching.

The faculty member may also include in the dossier any other documents that he or she believes may assist the tenured faculty in its review or be relevant to a positive recommendation (*Faculty Handbook*, Section 4.11.2). Such documents may include, but are not limited to, sample publications; summaries of student teaching evaluations, as well as other indicators of teaching performance; or letters of evaluation. A letter of evaluation contains a subjective peer-evaluation of a candidate's accomplishments and professional standing. For any candidate the maximum number of requested letters of evaluation is six (*Faculty Handbook*, Section 4.11.2). Within a department the number and nature of required letters should be uniformly applied to every faculty member. Any letters of evaluation should be directed to the Chair.

- b. The tenured departmental or divisional faculty (or CPT Committee, if appropriate) will review the dossier and meet for the purpose of recording a formal, anonymous vote on the recommendation to award (or not award) tenure (*Faculty Handbook*, Section 4.14.3.4). A quorum shall be fifty percent (50%) of the tenured faculty eligible to vote on a given candidate or issue, and a positive or negative recommendation shall be decided by a simple majority of those tenured faculty members present (*Faculty Handbook*, Sections 4.4.2 and 4.4.3). Following the review of the candidate's dossier, the tenured faculty will record a formal, anonymous vote on the recommendation (*Faculty Handbook*, Section 4.14.3.4). The tenured faculty's report to the Chair shall contain the following: a list of the tenured faculty members in attendance; the majority and minority views, if relevant; and the summary vote. A copy of this report must accompany the request for the award of tenure forwarded to the Collegiate Promotion and Tenure Committee, the Dean, the UTHSC Chief Academic Officer, and the Chancellor (*Faculty Handbook*, Section 4.14.3.4).
- c. The Chair reviews the dossier(s) and considers the recommendation(s) of the tenured departmental or divisional faculty (or CPT Committee). Then, the Chair makes an independent judgment on the tenure candidacy of a recommendation concerning each faculty member under consideration (*Faculty Handbook*, Sections 4.14.3.4 and 4.15.2). In a case in which the award of tenure is recommended, the Chair shall submit his or her recommendation to the dean with a written explanation of his or her judgment, with a copy provided to the tenure candidate and the

<u>tenured departmental faculty at the same time prepares a letter of nomination to the Dean</u>. The letter of nomination must contain the following items:

- 1. Name of the faculty member;
- 2. Date of the original appointment;
- 3. Date of any prior promotion;
- 4. Date on which the recommended award of tenure would become effective;
- 5. The faculty member's professional discipline or field; and
- 6. Examples of important and specific accomplishments in teaching, scholarly activities, service, and/or patient care, as appropriate for the individual faculty member.

If the Chair recommends an individual for the award of tenure in contrast to a negative recommendation of the tenured faculty, this fact must be noted in the Chair's nominating letter and the reason(s) for the Chair's action must be explained (*Faculty Handbook*, Section 4.14.3.4). In a case in which the award of tenure is not recommended, the Chair prepares a letter in which he or she states the reason(s) for the non-recommendation.

Some faculty members may be recommended for the award of tenure earlier than one year before the end of their probationary period. However, this is an exceptional request that must be accompanied by letters of explanation from the Chair to the Dean and from the Dean to the UTHSC Chief Academic Officer. Individuals recommended for the award of tenure at this time will be evaluated primarily on their accomplishments at UTHSC and on the value of the faculty member to UTHSC in the future (*Faculty Handbook*, Section 4.14.3.4).

- d. Whenever the recommendation of the Chair differs from that of the tenured departmental or divisional faculty (or CPT Committee), the Chair's recommendation must explain the reasons for the differing judgment and the Chair must notify the tenured faculty and provide them with a copy of the recommendation summary explanation letter to the tenure candidate and the departmental tenured faculty. The tenured faculty will meet again to consider whether a dissenting report should be developed and forwarded to the chair of the CPT Committee (*Faculty Handbook*, Sections 4.14.3.4 and 4.15.2), with a copy provided to the tenure candidate at the same time.
- e. All tenure recommendations of the Department Chair, whether positive or negative, must be reviewed by the Dean of the College (*Faculty Handbook*, Section 4.15.3). Except in colleges without subdivisions, each college with regular faculty has a CPT Committee (*Faculty Handbook*, Section 4.4.3). The recommendation of the CPT Committee is advisory to the Dean (*Faculty Handbook*, Section 4.15.3).

All required documents of candidates for the award of tenure (Form 5 and all attachments) must be forwarded from the department to the collegiate academic officer and the CPT Committee by the end of January. Any negative or controversial recommendation should be forwarded to the collegiate academic officer as soon as possible, but not later than the end of January. Extra time may be required for reviews at higher levels or for appeal by the faculty member. In addition, summary information (Form 6) on all candidates for the award of tenure should be sent from the department to the collegiate academic officer.

Recommendations (Form 5 and all attachments) are presented by the collegiate academic officer to the CPT Committee (*Faculty Handbook*, Section 4.15.3). The committee will vote anonymously on each recommendation, thereby making a positive or a negative recommendation on each candidate to the Dean. A quorum shall be fifty percent (50%) of the tenured faculty eligible to vote on a given candidate, and a positive or negative recommendation shall be decided by a simple majority of those tenured faculty members present (*Faculty Handbook*, Section 4.4.3).

If the CPT Committee renders a negative recommendation, the Department Chair will be informed in writing of the reason(s) for the recommendation (*Faculty Handbook*, Section 4.15.3). The Department Chair may appeal to the Dean before the recommendation at the college level is made.

- f. The Dean will make a recommendation based on advice of the CPT Committee, the Department Chair and the tenured faculty, as well as on the basis of other circumstances, including personal knowledge of individuals and the needs of the college (*Faculty Handbook*, Section 4.15.3). In the case of a positive recommendation by the Dean, he or she will advise the Chair. In a case of any negative recommendation by the Dean, the Dean will provide the individual faculty member and the Chair with written notice of that recommendation <u>and explanation for the recommendation</u>. The faculty member must be notified about the negative recommendation and must be informed of his or her right to consult with the UTHSC Chief Academic Officer prior to or at the same time as the Dean forwards the recommendation to the next level of review.
- g. After making an independent judgment on the tenure candidacy, the Dean shall forward his or her recommendation and explanation for the recommendation to the UTHSC Chief Academic Officer, with a copy provided to the tenure candidate at the same time (Form 5 and all attachments) (*Faculty Handbook*, Section 4.15.3). Any negative or controversial recommendation should be forwarded from the Dean to the UTHSC Chief Academic Officer as soon as possible, but not later than the end of February. Extra time may be required for reviews at higher levels or for appeal by the faculty member. By the beginning of April all recommendations and required supporting documents must be forwarded to the UTHSC Chief Academic Officer.
- h. All tenure recommendations of the Dean, whether positive or negative, shall be reviewed by the UTHSC Chief Academic Officer (*Faculty Handbook*, Section 4.15.4). The UTHSC Chief Academic Officer, in consultation with the Chancellor, evaluates the college recommendations in light of general knowledge of individuals and the needs of UTHSC. During March and April, the UTHSC Chief Academic Officer prepares a consolidated report. After making an independent judgment on the tenure candidacy, the UTHSC Chief Academic Officer shall forward his or her recommendation and summary explanation for the recommendation to the Chancellor, with a copy provided to the tenure candidate at the same time.
- i. During April, all tenure recommendations of the UTHSC Chief Academic Officer whether positive or negative, shall be reviewed by the Chancellor (*Faculty Handbook*, Section 4.15.5). After making an independent judgment on the tenure candidacy, the Chancellor shall forward only positive recommendations, with a summary explanation for the recommendation, to the President by the beginning of May, with a copy provided to the tenure candidate at the same

<u>time</u>. Summary information on each faculty member being considered for tenure should be sent to the Office of the System Vice President with responsibility for Academic Affairs.

If the Chancellor reverses a negative recommendation by the Dean, he or she will advise the Dean, the Chair, and the faculty member. If the Chancellor does not reverse a negative recommendation by the Dean, the faculty member will be advised regarding the appeal process (*Faculty Handbook*, Section 7).

The Chancellor may decide that the best interests of UTHSC are not served by the award of tenure to a faculty member. In case of a negative recommendation by the Chancellor reversing a positive recommendation by the Dean, the Chancellor must meet with the faculty member, the Chief Academic Officer, the Dean, and the Chair to explain the reason(s) for the adverse recommendation. At the faculty member's request, the Chancellor must provide the faculty member with written notice of the recommendation, giving the reason(s) for that recommendation, and stating that the faculty member may appeal the recommendation in accordance with the provisions of the *UTHSC Faculty Handbook* (Section 7).

- j. <u>The President acts only on the Chancellor's positive recommendation for tenure.</u> If the President concurs in the positive recommendation-of the Chancellor, he or she shall grant tenure if he or she is authorized to do so, and the Chancellor shall give the faculty member written notice of the effective date of tenure. If only the Board is authorized to grant tenure, the President shall submit the recommendation for to grant tenure, and summary explanation for the recommendation, to the Board of Trustees (*Faculty Handbook*, Section 4.15.6). However, the President may decide that the best interests of The University would not be served by the award of tenure to a faculty member. In such a case, the President will notify the Chancellor, who shall give the faculty member, Chair, Dean, and Chief Academic Officer written notice that tenure will not be awarded. will inform the Chief Academic Officer, the Dean, the Chair, and the faculty member.
- k. No person shall acquire or be granted tenure except by positive action of the Board of Trustees upon the recommendation of the President (*Faculty Handbook*, Section 4.15.7). Only the Board of Trustees is authorized to grant tenure in certain cases specified in Article III.B. of the Board of Trustees' Policies Governing Academic Freedom, Responsibility, and Tenure. In those cases, the Board of Trustees acts only on the President's positive recommendations for tenure. The Board of Trustees acts only on positive recommendations. After positive action by the Board of Trustees to grant tenure, the Chancellor and DeanPresident shall give the faculty member written notice of the effective date of tenure.

See: https://academic.uthsc.edu/docs/Faculty-Evaluation-Calendar.pdf

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Revised Camp...



TO: Linda Martin, Vice President for Academic Affairs and Student Success

- CC: Catherine Mizell, Secretary Matthew Scoggins, General Counsel
- Wayne Davis, UTK Interim Chancellor Nague Davis Tim Cross, UTIA Chancellor Const FROM:

DATE: June 14, 2018

RE: Proposed revisions to UTK/UTIA Faculty Handbook necessitated by BT0006

This memorandum requests approval to revise the UTK/UTIA Faculty Handbook necessitated by policy revisions adopted by the Board of Trustees at its March 2018 meeting which relate to BT0006 - Policies Governing Academic Freedom, Responsibility, and Tenure. As part of its resolution adopting revisions to the tenure policy (Tab 27 of the materials), the Board also required action by each campus to implement the revisions. Specifically, the campus action proposed below relates to item 3(a) of the Board's resolution, which required:

Any revision of campus procedures needed to comply with the new minimum components of the tenure review process stated in Appendix A (for example, the requirement of external reviews of all tenure candidates and the requirement of peer review of teaching) shall be effective upon approval by the Board. The campuses shall submit any revised procedures to the Board no later than the June 22, 2018 meeting.

Many of the changes to BT0006 adopted by the Board of Trustees in March reflected existing tenure consideration procedures at UTK/UTIA, and initially UTK officials read the new language in Appendix A as being consistent with the existing faculty handbook. Based on clarification provided by Catherine Mizell and Matthew Scoggins, however, the campuses now conclude that one slight revision to the faculty handbook is required immediately in order to comply with the Board's instructions regarding Appendix A of the policy-"Procedures for Consideration and Grant of Tenure."

> Office of the Chancellor 527 Andy Holt Tower, Knoxville, TN 37996-0184 865-974-3265 865-974-4811 fax chancellor.utk.edu

The attached revision incorporates the new requirement that every tenure dossier receive two levels of peer faculty consideration before reaching the Provost. The revision simply converts existing text to a list format and adds to the handbook the new requirement. Details for implementing that requirement will be added after further consultation with campus constituencies.

Pursuant to UTK/UTIA Faculty Handbook Section 8.3–Policy Revisions, the attached revision is proposed based on the "adoption of new or amendment of existing policies of the Board of Trustees." Because the proposed revision simply implements a Board mandate, detailed campus consultation has not been conducted. In coming weeks and months, UTK/UTIA plan to develop and propose further handbook revisions to update the faculty handbook and implement all additional changes to the tenure policy adopted by the Board of Trustees in March.

For these reasons, the Chancellors of UTK and UTIA jointly request Board of Trustees approval to implement the attached revision to the UTK/UTIA Faculty Handbook. The change would become effective immediately upon Board approval.

CHAPTER THREE

Appointment, Evaluation, Promotion, Tenure, and Review for All Tenure-track and Tenured Faculty

3.0 BOARD OF TRUSTEES POLICY

- 3.1 Process for appointment of new faculty to tenure-track positions
- 3.2 Criteria for Appointment to Faculty Rank
- 3.3 Classifications of Appointment
- 3.4 Special Faculty Titles
- 3.5 Joint and Intercampus Appointments
- 3.6 Summer Semester Appointments
- 3.7 Faculty Duties and Workload
- 3.8 Faculty Review and Evaluation
- 3.9 Salary
- 3.10 Promotion

3.11 Tenure

Board of Trustees policy governs tenure at the University of Tennessee. – Board policy requires each campus to implement the board tenure policy and allows each campus to adopt more specific provisions with respect to certain tenure matters. The following sections describe implementation of the board tenure policy at the University of Tennessee, Knoxville.

3.11.1Definition of Tenure|*3.11.2Eligibility for Tenure Consideration|*3.11.3Probationary Period|*

[*In compliance with the Board's March 23, 2018 action regarding tenure policies, revisions to these sections will be proposed for the Board's consideration during the 2018-2019 academic year.]

3.11.4 Criteria for Tenure

Tenure is awarded after a thorough review, which culminates in the university acknowledging a reasonable presumption of the faculty member's professional excellence and the likelihood that excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the academic unit in which tenure is granted. Professional excellence is reflected in the faculty member's teaching (which includes advising and mentoring), research, and service or other creative work in the discipline, participation in professional organizations, willingness to contribute to the common life of the university, and effective work with colleagues and students, including the faculty member's ability to interact appropriately with colleagues and students. It is the responsibility of departments and colleges to define professional excellence in terms of their respective disciplines. Recommendations and best practice guidelines are contained in the *UTK Manual for Faculty Evaluation*. The relative weights of these factors will vary according to the fit between the faculty member and the mission of the academic unit in which he or she is appointed.

More specifically, at the University of Tennessee, Knoxville, tenure is granted on the basis of a demonstrated record of achievement and the promise of continued excellence. A decision not to award tenure is not necessarily a judgment of incompetence. Not all competent persons meet the high standards

necessary for tenure, nor are all those who meet such standards automatically fitted to serve needs of the university's programs. Faculty at UTK are expected to become good, solid teachers who work enthusiastically with students, try new approaches to pedagogy, and contribute to the development of departmental programs. Faculty must also establish an independent record of accomplishment in scholarly work, normed to the standards of the discipline, which can be documented and validated by peers. In most cases, tenure-track faculty should be encouraged to develop first as teachers and scholars, leaving serious involvement in service until after a sound academic record is established.

An academic unit may also establish more specific criteria for tenure in that unit. After approval by the dean and campus chief academic officer, these criteria for tenure shall be published in the bylaws of the academic unit. The tenure criteria for a department shall include and be consistent with the criteria stated in this policy and any criteria established by the department's college and campus.

3.11.5 Procedures for Consideration and Grant of Tenure

Procedures for consideration and grant of tenure are contained in Appendix A of the *Board Policy on Tenure*, and the specific implementation of those procedures at the University of Tennessee, Knoxville, is contained in the *Manual for Faculty Evaluation*. [*In compliance with the Board's March 23, 2018 action regarding tenure policies, the procedures described in the previous sentence will be updated to reflect the revised Appendix A and relocated into the Faculty Handbook. All handbook changes will then be submitted for the Board's consideration during the 2018-2019 academic year.]

Each department, school, or college must adopt bylaws concerning tenure consideration consistent with the procedures outlined in the <u>University's tenure policies</u>, this Faculty Handbook, all superseding bylaws, and any remaining requirements in the campus Manual for Faculty Evaluation. Such bylaws must – at a minimum – require these fundamental components:

- A requirement for external reviews;
- A requirement for the peer review of teaching;
- The required contents of the tenure dossier to be submitted by the candidate;
- A requirement for a meeting of the tenured faculty to debate and discuss the tenure candidacy;
- The manner of taking and recording a formal anonymously cast vote of the tenured faculty on whether the candidate should be recommended for tenure;
- The minimum number of votes necessary to constitute a positive recommendation;
- A method for ensuring two levels of faculty review of every tenure dossier before a positive tenure recommendation is considered by the campus administrators (e.g. for small colleges without departments or divisions, a supra-college committee comprised of two faculty members from affected colleges will review the dossier and make a recommendation regarding tenure to the campus administration.)

The bylaws shall provide for a meeting of the tenured faculty to debate and discuss the tenure candidate. The bylaws shall also provide for the manner of taking and recording a formal vote of the tenured faculty on whether the candidate should be recommended for tenure and shall establish the minimum number of votes necessary to constitute a positive recommendation. A written summary of the tenured faculty's deliberation, in addition to a formal record of the vote, is required to help the department head understand positive and negative considerations for tenure and must be kept on file in accordance with university policies. Departments must have ballots with space for written comments on strengths and weaknesses along with space for recording the vote. The vote of the tenured faculty is advisory to the department head. After making an independent judgment on the tenure candidacy, the head shall submit his or her recommendation simultaneously to the dean and to the tenure candidate with a written summary of his or her judgment. If the head's recommendation differs from the recommendation of the tenured faculty, the summary must explain the reasons for the differing judgment, and the head must provide a copy of the summary to the tenured faculty. Tenured faculty, individually or collectively, may forward a report supporting or opposing the granting of tenure to the next level of administration.

- 3.11.6 Location of Tenure
- 3.11.7 Termination of Tenure

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Revised Camp...

Minimum Appendix A Requirements for June 2018 Board of Trustees Meeting

UT Martin

	Requirement	Location of Information Addressing Requirement	
1	Campus requirement that colleges/departments have procedures for external reviews	Faculty Handbook Section 2.8.5 Item #3	
2	Campus requirement that colleges/departments have procedures for peer review of teaching for faculty members who engage in teaching	 Faculty Handbook Section 2.8.3 UT Martin Criteria for Tenure The following criteria pertain to decisions governing the awarding of tenure at UT Martin. The list is not necessarily comprehensive, nor should it be assumed that the items are of equal significance, that each is essential for every individual under consideration, or that they are listed in order of relative importance, except for item #1 below which is considered primary. 1. demonstrated teaching effectiveness on the UT Martin campus in the position in which tenure is to be granted; 2. evidence of scholarly competence in subject matter area; 3. appropriate professional degrees, awards, and achievements; 4. evidence of professional growth appropriate to the subject matter area; 5. demonstrated ability to relate effectively to UT Martin students and colleagues; 6. quality of academic advisory service to students; 7. participation as appropriate in extracurricular activities; 8. staffing needs of the University; 9. reliability and punctuality in the performance of routine duties; 10. activities of a scholarly and professional nature; 11. membership and participation in professional organizations; 12. service to the University; and 13. service to the community and region. Faculty Handbook Section 2.8.4 Item #1 Paragraph 2	
3	Campus requirement that colleges/departments state required contents of the materials to be submitted by the candidate	Master Checklist for Tenure Review	
4	Campus requirement that colleges/departments require a meeting of the tenured faculty to debate and discuss the tenure candidacy (not new)	Faculty Handbook Section 2.8.4 Item #1 Faculty Handbook Section 2.8.5 Item #5 Paragraph 1	

	Requirement	Location of Information Addressing Requirement	
5	Campus requirement that colleges/departments have a statement of the manner of taking and recording a formal anonymously cast vote (not new)	Faculty Handbook Section 2.8.5	Item #5 Paragraph 2
6	Campus requirement that colleges/departments state the minimum number of votes necessary to constitute a positive recommendation (not new)	Faculty Handbook Section 2.8.5	ltem #6
7	Campus requirement that Department Head's, Dean's, CAO's, and Chancellor's recommendations contain a summary explanation for the recommendation	Faculty Handbook Section 2.8.5	ltem #6
8	Campus requirement that a copy of any dissenting report of tenured departmental faculty to be provided to the tenure candidate at same time	,	ltem #2 ltem #6
9	Dean must establish a college-wide or other independent peer review committee to provide an advisory recommendation	Faculty Handbook Section 2.8.4	ltem #3
10	Campus requirement that a copy of Department Head's, Dean's, CAO's, and Chancellor's recommendations be provided to the tenure candidate at the same time it is advanced to the next level	Faculty Handbook Section 2.8.5	ltem #6
11	Statement about President/Board acting on recommendations	Faculty Handbook Section 2.8.4	ltem #6 & 7
12	Requirement for Chancellor to give notice to tenure candidate if President acts	Faculty Handbook Section 2.8.4	ltem #6
13	Requirement for President to give notice to tenure candidate if Board acts	Faculty Handbook Section 2.8.4	ltem #7

UT Martin Faculty Handbook Revision

2.8.4 Board Policies for Consideration and Grant of Tenure

According to UT Policy BT0006 (Section EG. Procedures for Consideration and Grant of Tenure):¹

Each campus shall establish procedures for considering a faculty member for tenure that are consistent with the minimum components stated in Appendix A. After Campus procedures shall be effective upon approval by the Board of Trustees, these procedures shall be published in the campus Faculty faculty Handbookhandbook. The procedures shall include and be consistent with the minimum components stated in Appendix D² outlines expedited procedures for tenure consideration and describes exceptional circumstances that may warrant the expedited procedures.

Appendix A: Procedures and Consideration and Grant of Tenure of UT Policy BT0006 is as follows:³

1. Tenured Faculty's Recommendation

An adequate evaluation of a tenure candidate's qualifications, professional contributions, potential, and determination of whether he or she should be accepted as a tenured member of the campus academic community requires the judgment of both the candidate's faculty colleagues and the responsible administrators. Thus, although recommendations for tenure are administrative actions that must be approved by the Board of Trustees, there should be no positive recommendation for tenure without formal consultation with the tenured faculty of the department in which the candidate holds his or her position.

Each department shall adopt bylaws governing the tenured faculty's consideration of a candidate for tenure that are consistent with applicable college or campus procedures but may be more restrictive. The procedures must include at least the following: a requirement for external reviews; a requirement for peer review of teaching (for faculty members who engage in teaching); the required contents of the materials to be submitted by the candidate; a requirement. The bylaws shall provide for a meeting of the tenured faculty to debate and discuss the tenure candidacy. The bylaws shall also provide for; the manner of taking and recording a formal anonymously cast vote of the tenured faculty on whether the candidate should be recommended for tenure; and shall establish the minimum number of votes necessary to constitute a positive recommendation. The procedures shall be effective upon approval by the dean and the chief academic officer and shall be published in the bylaws of the department. Departmental procedures for tenure consideration shall not be required, however, if the college dean and the chief academic officer have approved application of the procedures established in college bylaws in lieu of departmental procedures.

2. Department Head's Recommendation

The vote of the tenured faculty is advisory to the department head. After making an independent judgment on the tenure candidacy, the head shall submit his or her recommendation to the dean with a written summary explanation of his or her judgment, with a copy provided to the tenure candidate at the same time. If the head's recommendation differs from the recommendation of the tenured faculty, the summary must explain the reasons for the differing judgment, and the head must provide a copy of the

¹ UT Policy BT0006 (Section E): tennessee.edu/system/academicaffairs/docs/BdTenurePolicy.pdf#page=7.

² UT Policy BT0006 (Appendix D): tennessee.edu/system/academicaffairs/docs/BdTenurePolicy.pdf#page=25.

³ UT Policy BT0006 (Appendix A): tennessee.edu/system/academicaffairs/docs/BdTenurePolicy.pdf#page=14.

summary to the tenured faculty. The tenured faculty may forward a dissenting report to the next level of review, with a copy provided to the tenure candidate at the same time.

3. Dean's Recommendation

All tenure recommendations of the department head, whether positive or negative, shall be reviewed by the dean of the college. The dean may-must establish either a college-wide committee for review of tenure and promotion recommendations or, if a college-wide committee is not established, some other independent peer review committee in addition to the departmental review. The recommendation of such a college wide-committee shall be advisory to the dean. After making an independent judgment on the tenure candidacy, the dean shall forward his or her recommendation and summary explanation for the recommendation to the chief academic officer, with a copy provided to the tenure candidate at the same time.

4. Chief Academic Officer's Recommendation

All tenure recommendations of the dean, whether positive or negative, shall be reviewed by the chief academic officer. After making an independent judgment on the tenure candidacy, the chief academic officer shall forward his or her recommendation and summary explanation for the recommendation to the Chancellor, with a copy provided to the tenure candidate at the same time.

5. Chancellor's Recommendation

All tenure recommendations of the chief academic officer, whether positive or negative, shall be reviewed by the Chancellor. After making an independent judgment on the tenure candidacy, the Chancellor shall forward only positive recommendations, with a summary explanation for the recommendation, to the President, with a copy provided to the tenure candidate at the same time.

6. President's Recommendation

The President acts only on the Chancellor's positive recommendation for tenure. If the President concurs in the positive recommendation of the Chancellor, he or she shall submit the recommendation for tenure to the Board of Trustees. grant tenure if he or she is authorized to do so, and the Chancellor shall give the faculty member written notice of the effective date of tenure. If only the Board is authorized to grant tenure, the President shall submit the recommendation to grant tenure, and summary explanation for the recommendation, to the Board of Trustees. If the President does not concur in the positive recommendation of the Chancellor, the Chancellor shall give the faculty member written notice that tenure will not be awarded.

7. Action by the Board of Trustees when Required

No person shall acquire or be granted tenure except by positive action of the Board of Trustees upon the recommendation of the President. Only the Board of Trustees is authorized to grant tenure in certain cases specified in Article III.B. of this policy. In those cases, The the Board of Trustees acts only on the President's positive recommendations for tenure. After positive action by the Board of Trustees to grant tenure, the Chancellor President shall give the faculty member written notice of the effective date of tenure.

2.8.5 Additional UT Martin Procedures for Consideration and Grant of Tenure

Under normal circumstances, the review process in tenure consideration begins in the spring term and is complete upon the action of the Board of Trustees in June of that academic year. Academic Affairs provides a checklist⁴ for use in the preparation and review of the tenure dossier. The procedure used for tenure recommendations is reviewed annually by the Personnel Policies Committee.

- 1. A calendar established annually by the VCAA should be followed during the development of tenure recommendations.
- 2. The department chair or dean shall notify in writing all faculty members in his/her unit who must be considered for tenure review in that academic year. If the candidate is a department chair, then the Dean of the college of the candidate's department shall assume and execute, as specified in both the Faculty Handbook and the department's bylaws, the duties normally performed by the department chair in the tenure process.
- 3. Candidates who wish to be considered for tenure shall prepare a dossier in support of the request. The candidates may seek assistance from the dean/department chair for preparation of the dossier.

External Reviews of Tenure Applicants: All applications for tenure (beginning in August 2019) must include at least two external evaluation letters. These letters should be requested the year before tenure review and must be completed before the review begins. The candidate and department chair (or department tenure committee) shall provide a list of potential reviewers, along with a short description of why they are qualified. At least one name from each list will be agreed upon by the candidate and chair (or committee). If they cannot agree, the dean will make the choices. The department chair will be responsible for requesting the letters from the reviewers. For additional information see the current UT Martin Faculty Evaluation Guidebook.

4. <u>Tenure advisory committee</u>. A tenure advisory committee to the chair/dean shall be formed using the following procedures. (If the situation in the instructional unit makes the process unworkable, an alternative procedure approved by the departmental faculty shall be submitted to the VCAA through the dean for review and approval.)

A tenure advisory committee, consisting of at least three tenured faculty members, shall be elected to review each candidate. The faculty of each department/college has the option of selecting one or more members from outside the department/college. The names of those serving on this advisory committee shall be submitted to and approved by the VCAA.

The committee is advisory to the chair who should not be a member nor participate in the deliberation. The chair shall provide the committee or the tenured faculty with such materials relevant to the candidate's tenure as the group may request.

The chair of the tenure advisory committee shall notify each candidate in writing of the opportunity to appear before the committee. The appearance should occur after the committee has completed its examination of the tenure materials, but before a formal vote on the request.

The candidate shall have the opportunity to inspect all of his or her personnel files and materials to be considered during the evaluation of the tenure application.

5. <u>Tenured Advisory Committee's Recommendation</u>. As outlined in the Board of Trustees policy, departmental bylaws will govern the tenured faculty's consideration of a candidate for tenure. The tenured faculty shall

⁴ UT Martin checklist for tenure process: <u>www.utm.edu/departments/acadaff/policies.php</u>.

meet to debate and discuss the tenure candidacy with a formal vote taken and recorded using the process outlined in the departmental bylaws.

The Tenure Advisory Committee, after considering an application, shall submit to the chair a written and signed recommendation. Unless otherwise specified in the departmental bylaws, a majority of the Tenure Advisory Committee must vote in favor of tenure in order for the recommendation to be considered favorable.

The Tenure Advisory Committee may recommend to:

- a. Grant tenure;
- b. Defer the tenure decision (unless at the end of the mandatory probationary period); or
- c. Deny tenure.

If the group recommends to defer the tenure decision prior to the end of the probationary period, and the faculty member chooses not to defer, the tenured faculty's recommendation to defer will be considered a recommendation to deny tenure. If the faculty member agrees with the recommendation to defer, and the chair concurs, the tenure review process stops for that academic year.

- 6. At each step of consideration below the president, the committee or official making a recommendation will provide the tenure applicant a complete copy of all recommendation documents as they are being forwarded to the next committee or official. In the event of a negative recommendation below the level of dean, a copy shall also be forwarded to VCAA.
- 7. <u>Possible Outcomes.</u>
 - a. <u>Tenure granted.</u> When tenure is granted by the Board of Trustees, notice of such action (including the effective date) will be sent by the Chancellor to the individual, his/her chair and dean, and the VCAA. Within one year after the granting of tenure the VCAA will return the Tenure Review Portfolio to the faculty member.
 - <u>Tenure denied</u>. Any faculty member who is considered, but not recommended, for tenure will be notified in writing by the Chancellor that the recommendation has not been forwarded to the President. (Only positive recommendations are forwarded to the President.)
 - i. Upon receipt of such notice the faculty member may discuss the reasons for the tenure denial with the faculty member's chair, dean, or director. In addition, the faculty member has the right to advisement by the VCAA as to the reasons for the tenure denial. Such reasons are given solely to assist the faculty member in professional growth and development. A decision not to award tenure is in no sense judgment of incompetence. Not all competent persons meet the high standards necessary for tenure, nor are all those who meet such standards automatically fitted to serve needs of the University's programs.
 - ii. Terminal appointment. Any faculty member who is considered for but not recommended for tenure by June 30 of the final year of the faculty member's probationary period will automatically receive an additional terminal appointment of up to one academic year, consistent with Board policy.
 - iii. Appeal procedures. A faculty member may initiate a grievance and appeal procedure within one year of the date of the tenure decision or at any time before termination of employment, whichever occurs first (see Chapter 4).

Approvals: UT Martin Faculty Senate – April 24, 2018 Chancellor – May 8, 2018

Master Checklist for Tenure Review

	Submission Responsibility		Submission Review				
Master Checklist of Tenure Review Items	Candidate	Admin	Dept Faculty Review	Dept Chair Review	College Review	Dean Review	CAO Review
Curriculum Vitae	Х		Yes	Yes	Yes	Yes	Yes
Annual Reviews		х	Yes	Yes	Yes	Yes	Yes
Teaching							
Candidates Statement	X		Yes	Yes	Yes	Yes	Yes
List of Courses	Х		Yes	Yes	Yes	Yes	Yes
Student Evaluations	Х		Yes	Yes	Yes	Yes	Yes
Peer Review		Х	Yes	Yes	Yes	Yes	Yes
Faculty/Other Input	х		Yes	Yes	Yes	Yes	Yes
Honors/Awards	Х		Yes	Yes	Yes	Yes	Yes
Student Supervision and Committee Work	x		Yes	Yes	Yes	Yes	Yes
Selected Work Related to Teaching: Syllabi, Course Materials, Student Work	Optional		Optional	Optional	Optional - May Request	Optional - May Request	No
Research, Creative Work, Scholarship	·						
Candidate Statement	X		Yes	Yes	Yes	Yes	Yes
All Factual Information	Х		Yes	Yes	Yes	Yes	Yes
Addition of Factual Info	X		Yes	Yes	Yes	Yes	Yes
Selected Publications, Videos, Recordings, and Other Examples of Research and Creative Work	х		Yes	Yes	Yes	Yes	No
Service							
University Service Record	Х		Yes	Yes	Yes	Yes	Yes
Public Service Record	Х		Yes	Yes	Yes	Yes	Yes
Professional Service Record	x		Yes	Yes	Yes	Yes	Yes
Evaluative Statements from Appropriate Individuals	х		Yes	Yes	Yes	Yes	Yes

Academic Affairs - 2018

	Submission Responsibility		Submission Review					
Master Checklist of Tenure Review Items	Candidate	Admin	Dept Faculty Review	Dept Chair Review	College Review	Dean Review	CAO Review	
Other Input	Other Input							
External Letters		Х	Yes	Yes	Yes	Yes	Yes	
Log of External Letters		х	Yes	Yes	Yes	Yes	Yes	
Qualifications and Selection of Reviewers ¹	x	Х	Yes	Yes	Yes	Yes	Yes	
Statements of Evaluation								
Department Committee		х	-	Yes	Yes	Yes	Yes	
Department Head		Х	-	-	Yes	Yes	Yes	
College Committee		Х	-	-	-	Yes	Yes	
Dean		Х	-	-	-	-	Yes	
Provost		Х	-	-	-	-	-	
Chancellor		х	-	-	-	-	-	

¹In accordance Section 2.8.5 Paragraph 3 of the UT Martin Faculty Handbook

13.4

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE: June 22, 2018

COMMITTEE: Academic Affairs and Student Success

CAMPUS/UNIT: All

ITEM: Revised Appendix B and Appendix C of the Board Tenure Policy

PRESENTED BY: Matthew Scoggins, General Counsel

On March 23, 2018, the Board approved revisions to the Board Policies on Academic Freedom, Responsibility and Tenure ("Policies"). The resolution approving the revisions to the Policies required the President to recommend revisions to the pre-termination procedures outlined in Appendices B and C of the Policies at the June 22, 2018 meeting of the Board.

Appendix B outlines the termination procedures in cases of termination of a tenured faculty appointment, or termination of a tenure-track appointment before expiration of the annual term, for unsatisfactory performance in teaching, research, or service. Appendix C outlines the termination procedures in cases of termination of a tenured faculty appointment, or termination of a tenure-track appointment before expiration of the annual term, for misconduct.

Now that the pre-termination procedures outlined in Appendices B and C are much more likely to be elected by a faculty member (because the UAPA process is now post-termination), the administration has reviewed those procedures and proposes revisions to ensure that pre-termination hearing processes are conducted in an efficient and timely manner so that a recommendation is presented to the Chancellor no later than 120 days after written notice of proposed termination was provided to the faculty member.

Other revisions to the procedures include: (1) requiring the department head and the dean to explain the reasoning supporting their recommendations on the question of whether Adequate Cause for termination exists; (2) clarifying that the selection of one type of hearing waives the opportunity to contest the termination through the other type of hearing; (3) requiring the tribunal/hearing committee to include the reasoning for its decision; (4) requiring the tribunal/hearing committee to provide a minority report in the case of a split decision; and (5) requiring the Chancellor to provide a copy of his/her decision to the Chief

Academic Officer, dean, and department head, in addition to the faculty member and the tribunal/ hearing committee.

The Vice President for Academic Affairs and Student Success engaged the Chief Academic Officers and the UT System Faculty Council concerning these revisions.

The proposed revisions to Appendices B and C of the Policies appear in redlined form following this memorandum.

Committee Action

Chair: Call attention to the following Resolution and call for a motion and second that the Committee recommend the Resolution for adoption by the Board of Trustees.

RESOLVED: Revised Appendix B and Appendix C to the Board Policies on Academic Freedom, Responsibility and Tenure are approved as presented in the meeting materials.

<u>APPENDIX B</u>: TERMINATION PROCEDURES FOR UNSATISFACTORY PERFORMANCE IN TEACHING, RESEARCH, OR SERVICE

The following procedures shall apply to termination of a tenured faculty appointment, or termination of a tenure-track appointment before expiration of the annual term, for unsatisfactory performance in teaching, research, or service within the definition of Adequate Cause.

1. Suspension with Pay or Reassignment Pending Completion of Termination Proceedings

After consultation with the President of the Faculty Senate or the Faculty Senate Executive Committee, the chief academic officer may suspend a faculty member with pay, or change his or her assignment of duties, pending completion of the University's termination proceedings described in this appendix and in campus procedures incorporating this appendix. The chief academic officer may combine action under this paragraph with any other procedures in this appendix.

2. Tenured Faculty's Recommendation

The department head shall direct the tenured departmental faculty to consider the faculty member's performance in teaching, research, and service and, by an anonymously cast vote taken in accordance with applicable department or college bylaws, to make a recommendation on the question of whether the faculty member's performance constitutes Adequate Cause for termination. The faculty recommendation shall be advisory to the department head. If an Enhanced Post-Tenure Performance Review (EPPR) has been completed in the preceding four years, the report of the EPPR peer committee shall be provided to the tenured faculty, along with any other evaluative information provided for their review. The faculty member under review shall be given a reasonable opportunity to submit responsive written materials before the vote of the tenured faculty.

3. Department Head's Recommendation

The department head shall consider the faculty member's performance in teaching, research, and service, and the recommendation of the tenured departmental faculty, and make a recommendation on the question of whether the performance constitutes Adequate Cause for termination. The department head shall forward his or her recommendation <u>and the reasoning supporting the recommendation</u> to the dean, together with the history of efforts to encourage the faculty member to improve his or her performance and a report of the recommendation of the tenured faculty (including the

anonymously cast vote tally) on the question of whether the faculty member's performance constitutes Adequate Cause for termination.

4. Dean's Recommendation

The dean shall consider the faculty member's performance in teaching, research, and service, and the recommendation of the tenured departmental faculty and department chair, and make a recommendation on the question of whether the performance constitutes Adequate Cause for termination. The dean shall forward his or her recommendation <u>and the reasoning supporting the recommendation</u> to the chief academic officer, together with the recommendations of the tenured faculty and the department head.

5. Decision by the Chief Academic Officer

a. Review by the Chief Academic Officer

- (1) If the chief academic officer concludes that Adequate Cause for termination may exist, he or she shall call the faculty member to a meeting to discuss the possibility of a mutually satisfactory resolution of the matter.
- (2) If a mutually satisfactory resolution is not achieved within 30 calendar days, the chief academic officer shall ask the Faculty Senate (or appropriate committee or Executive Council of the Senate) to make a recommendation as to whether Adequate Cause for termination exists. The recommendation of the Faculty Senate, along with the supporting reasoning, shall be provided to the chief academic officer within 30 calendar days of the request and shall be advisory to the chief academic officer.
- (3) If the chief academic officer concludes that Adequate Cause does not exist, then the chief academic officer shall provide the faculty member with written notice of the conclusion (with a copy to the dean and the department head), and shall include in the notice any further instructions regarding the matter as may be necessary.

e.b. Sanctions Less than Termination for Adequate Cause

(1) If the chief academic officer concludes Adequate Cause exists but that a sanction other than termination or suspension without pay should be imposed, then the chief academic officer may impose the lesser sanction. The faculty member may appeal the lesser sanction to the Chancellor, whose decision shall be final and not appealable to the President.

(2) If the chief academic officer concludes Adequate Cause exists but that the sanction should be suspension without pay rather than termination, the chief academic officer shall employ the procedures set forth in paragraph 5c of this appendix and in campus procedures incorporating this appendix, all as appropriately tailored to reflect that the proposed sanction is suspension without pay rather than termination. If the faculty member wishes to contest the suspension without pay, the procedures shall be those set forth in paragraph 7 of this appendix and in campus procedures incorporating this appendix, all as appropriately tailored to reflect that the proposed sanction is suspension without pay rather than termination.

d.c. Termination for Adequate Cause

(1) Notice of Adequate Cause and Opportunity to Respond

Before deciding that the faculty member's appointment should be terminated for Adequate Cause, the chief academic officer shall give the faculty member written notice, including a statement of the grounds for termination, framed with reasonable particularity, and the opportunity to respond to the stated grounds and the proposed termination in a meeting with the chief academic officer. The faculty member may choose to respond in writing instead of, or in addition to, a meeting with the chief academic officer. Any written response must be submitted to the chief academic officer within 10 calendar days of delivery of the written statement of the grounds for termination.

(2) Notice of Termination

If, after considering any information provided by the faculty member and after consulting with the Chancellor and the President, the chief academic officer concludes that the faculty member's appointment should be terminated for Adequate Cause, the chief academic officer shall provide written notice of termination to the faculty member (1) providing a statement of the grounds for termination, framed with reasonable particularity, and the date on which the termination will become effective unless the faculty member elects to contest the termination in a pre-termination hearing before a hearing tribunal (paragraph 7a of this appendix); (2) providing notice of the faculty member's right to contest the proposed termination in a pre-termination hearing before a tribunal, as described below, or in a post-termination hearing conducted under the provisions of the Uniform Administrative Procedures Act; and (3) providing notice that the faculty member has 15 calendar days after receipt of the written notice to elect in writing to contest the termination and to elect in writing the form of hearing. Selection of one type of hearing waives the opportunity to contest the termination through the other type of hearing. The chief academic officer shall send a copy of the written notice to the Faculty Senate at the same time.

6. Failure to Contest Termination

If the faculty member does not contest the charge(s) in writing and make the required hearing election within 15 calendar days after receipt of the written notice described in paragraph 5c(2) of this appendix, the faculty member shall be terminated, and no appeal of the matter will be heard within the University.

7. Options to Contest Termination

The rights provided in this paragraph 7 are in lieu of any other rights of grievance or appeal in the applicable faculty handbook or any appeal to the President.

a. Pre-Termination Hearing before a Tribunal and Final Decision by the Chancellor

If the faculty member makes a timely election to contest the charge(s) through a hearing by a University tribunal, the faculty member must confirm in writing the decision to waive the right to a hearing under the Uniform Administrative Procedures Act, and the Chancellor shall ask the Faculty Senate, or a designated committee of the Faculty Senate, to appoint a tribunal within 15 calendar days and shall notify the faculty member of this action. The matter then shall proceed in accordance with the tribunal procedures described below, with the faculty member's termination stayed pending the conclusion of those procedures.

(1) Composition of the Tribunal

The University tribunal shall consist of members of the faculty and the administration. Either the Chancellor or the faculty member may challenge the appointment of a tribunal member on the ground of bias or conflict of interest. A challenge shall be judged by the Faculty Senate, or a designated committee of the Faculty Senate, whose decision on the challenge shall be final and not subject to appeal.

(2) Notice of Hearing

The Chancellor shall give the faculty member written notice of the hearing date at least 2030 calendar days in advance. The Chancellor shall issue a scheduling order to ensure that the tribunal's written findings, reasoning, and conclusions are submitted to the Chancellor within 120 calendar days from the date the faculty member has been provided with written notice of termination under paragraph 5c(2) of this appendix. A scheduling order shall not be modified except by leave of the Chancellor upon a showing of good cause.

(3) Representation

If the University intends to be represented by legal counsel, the written notice of the hearing date shall so advise the faculty member. The written notice shall also state the faculty member's right to be represented by legal counsel or other representative of his or her choice. If the faculty member intends to be represented by legal counsel, he or she must notify the tribunal chairperson within 10 calendar days of receipt of the written notice of the hearing date. If the faculty member fails to give timely notice of legal representation, the hearing date shall be postponed at the University's request.

(4) Waiver of Hearing

If, at any time prior to the hearing date, the faculty member decides to waive his or her right to a hearing and respond to the charges only in writing, the tribunal shall proceed to evaluate all available evidence and rest its recommendation upon the evidence in the record.

(5) Pre-Hearing Preparation

The faculty member and the University shall have a reasonable opportunity prior to the hearing to obtain witnesses, specific documents, or other specific evidence reasonably related to the charge(s).

(6) Evidence

The tribunal is not bound by legal rules of evidence and may admit any evidence of probative value in determining the issues. The tribunal shall make every reasonable effort, however, to base its recommendation on the most reliable evidence. If the charge is "failure to demonstrate professional competence in teaching, research, or service," the evidence shall include the testimony of qualified faculty members from the campus and/or other comparable institutions of higher education.

(7) Confrontation and Cross-Examination of Witnesses

The faculty member and the University shall have the right to confront and cross-examine all witnesses. If a witness cannot or will not appear, but the tribunal determines that his or her testimony is necessary to a fair adjudication of the charge(s), the tribunal may admit as evidence the sworn affidavit of the witness. In that event, the tribunal shall disclose the affidavit to both parties and allow both parties to submit written interrogatories to the witness.

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(8) Adjournments

The tribunal shall grant adjournments to allow either party to investigate evidence to which a valid claim of surprise is made. The tribunal may grant one such adjournment for a period of no more than five calendar days. If the tribunal wishes to grant an adjournment for more than five calendar days, or wishes to grant more than one adjournment, the tribunal shall notify the Chancellor of the proposed adjournment, provide an explanation of the need for the adjournment, and provide a recommendation regarding the length of the adjournment. If the Chancellor concurs in the tribunal's recommendation that an adjournment be granted, the Chancellor shall give the faculty member written notice of the date on which the hearing will resume.

(9) Burden of Proof

The burden of proof that Adequate Cause exists rests with the University and shall be satisfied only by clear and convincing evidence in the record considered as a whole.

(10) Findings and Conclusions

The tribunal shall make written findings and conclusions and shall provide a copy to the faculty member at the time of submission to the Chancellor.

(a) If the tribunal concludes Adequate Cause for termination has not been established, it shall so report to the Chancellor, with supporting reasons. In the case of a split decision, a minority report should be included.

(b) If the tribunal concludes Adequate Cause for termination has been established but that a sanction other than termination should be imposed, it shall so recommend to the Chancellor, with supporting reasons. In the case of a split decision, a minority report should be included.

(c) If the tribunal concludes Adequate Cause for termination has been established and that termination is the appropriate sanction, it shall so report to the Chancellor, with supporting reasons. In the case of a split decision, a minority report should be included.

(11) Transcript of the Hearing

A verbatim record of the hearing shall be made, and a transcript shall be provided to the faculty member and the Chancellor at the time of the tribunal's submission of its findings, reasoning, and conclusions.

(12) Final Decision by the Chancellor

Upon receipt of the tribunal's findings, reasoning, and conclusions, the Chancellor shall provide an opportunity for written argument by the parties and may provide the parties an opportunity to present oral argument. After considering the tribunal's findings, reasoning, and conclusions and any arguments of the parties, the Chancellor will determine whether Adequate Cause has been established and whether termination is the appropriate sanction.

If the Chancellor concludes that Adequate Cause has not been established, the Chancellor shall provide the faculty member with written notice of the conclusion (with a copy to the tribunal, <u>Chief Academic Officer</u>, <u>dean</u>, <u>and department head</u>), and shall include in the notice any further instructions regarding the matter as may be necessary.

If the Chancellor concludes that Adequate Cause has been established but that a sanction other than termination should be imposed, including without limitation suspension without pay, the Chancellor may impose the lesser sanction by written notice to the faculty member (with a copy to the tribunal, <u>Chief Academic Officer</u>, <u>dean</u>, <u>and</u> <u>department head</u>). The notice shall include the date on which the sanction will become effective. The decision of the Chancellor shall be final and not appealable to the President.

If the Chancellor concludes that Adequate Cause has been established and that termination is the appropriate sanction, the Chancellor shall provide the faculty member with a written notice of termination stating the grounds for termination (with a copy to the tribunal, <u>Chief Academic Officer</u>, <u>dean</u>, <u>and department head</u>). The notice of termination may include or adopt the written findings and conclusions of the tribunal if applicable to the Chancellor's decision. The notice shall include the date on which termination will become effective. The decision of the Chancellor shall be final and not appealable to the President.

b. Post-Termination Hearing and Final Decision under the Uniform Administrative Procedures Act

(1) Contested Case Procedures

If the faculty member makes a timely election to contest the charge(s) under the Uniform Administrative Procedures Act (UAPA), the Chancellor shall appoint an administrative judge, the faculty member's employment will be terminated on the date specified in the notice provided under paragraph 5c(2), and the matter shall proceed post-termination in accordance with the contested case procedures promulgated by the University under the UAPA. The UAPA contested case procedures are published in the Compiled Rules and Regulations of the State of Tennessee, Tenn. Comp. R. & Regs. § 1720-1-5.

(2) Initial Order

In accordance with the UAPA contested case procedures, upon completion of the hearing, the administrative judge shall render an initial order, which either party may appeal to the Chancellor within 15 calendar days. In addition, the Chancellor, on his or her own motion, may elect within 15 calendar days to review the administrative judge's initial order.

(3) Final Order

The administrative judge's initial order shall become the final order unless review is sought by either party or the Chancellor within the fifteen-day period. If review is sought, the Chancellor shall review the initial order and issue a final order in accordance with applicable provisions of the UAPA contested case procedures. The final order, whether rendered by the Chancellor or by virtue of neither party appealing the initial order, shall be the final decision on the charge(s) within the University. If the University's final order is favorable to the faculty member and concludes that the faculty member's employment should not have been terminated for Adequate Cause, then full restitution of salary, academic position and tenure lost during the termination will be made.

(4) Judicial Review

If the final order is unfavorable to the faculty member, he or she is entitled to judicial review of the final order in accordance with applicable provisions of the Uniform Administrative Procedures Act.

APPENDIX C: TERMINATION PROCEDURES FOR MISCONDUCT

The following procedures shall apply to termination of a tenured faculty appointment, or termination of a tenure-track appointment before expiration of the annual term, for misconduct within the definition of Adequate Cause.

1. Suspension or Reassignment Pending Completion of Termination Proceedings

The chief academic officer may combine action under this paragraph with any other procedures in this appendix.

a. Suspension with Pay or Reassignment of Duties

After consultation with the President of the Faculty Senate or the Faculty Senate Executive Committee, the chief academic officer may suspend a faculty member with pay, or change his or her assignment of duties, pending completion of the University's termination proceedings described in this appendix and in campus procedures incorporating this appendix.

b. Suspension without Pay

After consultation with the Chancellor, the President, and the President of the Faculty Senate or the Faculty Senate Executive Committee, the chief academic officer may suspend a faculty member without pay pending completion of termination proceedings only for the following types of alleged misconduct and only in accordance with the procedures outlined in paragraph 8 of this appendix entitled "Expedited Procedure for Termination or Suspension Without Pay in Certain Cases of Misconduct:"

- alleged misconduct involving: (i) acts or credible threats of harm to a person or University property; or (ii) theft or misappropriation of University funds, property, services, or other resources; or
- (2) indictment by a state or federal grand jury, or arrest and charge pursuant to state or federal criminal procedure, for: (i) a felony; or (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration.

If the University's final determination after either a UAPA proceeding or an ad hoc hearing committee proceeding is favorable to the faculty member and concludes both that the faculty member's employment should not be terminated for Adequate Cause and that the faculty member should not have been suspended without pay pending completion of termination proceedings, then full restitution of salary, academic position and tenure lost during the suspension without pay will be made.

2. Consultation with Tenured Faculty

The department head shall consult with the departmental tenured faculty before making a recommendation regarding whether a faculty member's alleged misconduct constitutes Adequate Cause for termination.

3. Department Head's Recommendation

If the department head concludes that a faculty member's alleged misconduct constitutes Adequate Cause for termination, he or she shall forward a recommendation <u>and the</u> <u>reasoning supporting the recommendation</u> to the dean. The recommendation shall include a report of the head's consultation with the tenured faculty.

4. Dean's Recommendation

If the dean concludes that a faculty member's alleged misconduct constitutes Adequate Cause for termination, he or she shall forward a recommendation <u>and the reasoning</u> <u>supporting the recommendation</u> to the chief academic officer.

5. Decision by the Chief Academic Officer

a. Review by the Chief Academic Officer

- (1) If the chief academic officer concludes that Adequate Cause for termination may exist, he or she shall call the faculty member to a meeting to discuss the possibility of a mutually satisfactory resolution of the matter.
- (2) If the chief academic officer concludes that Adequate Cause does not exist, the chief academic officer shall provide the faculty member with written notice of the conclusion (with a copy to the dean and the department head), and shall include in the notice any further instructions regarding the matter as may be necessary.

b. Sanctions Less than Termination for Adequate Cause

(1) If the chief academic officer concludes Adequate Cause exists but that a sanction other than termination or suspension without pay should be imposed, the chief academic officer may impose the lesser sanction. The faculty member may appeal the lesser sanction to the Chancellor, whose decision shall be final and not appealable to the President.

(2) If the chief academic officer concludes Adequate Cause exists but that the sanction should be suspension without pay rather than termination, the chief academic officer shall employ the procedures set forth in paragraph 5c of this appendix and in campus procedures incorporating this appendix, all as appropriately tailored to reflect that the proposed sanction is suspension without pay rather than termination. If the faculty member wishes to contest the suspension without pay, the procedures shall be those set forth in paragraph 7 of this appendix and in campus procedures incorporating this appendix, all as appropriately tailored to reflect that the proposed sanction is suspension without pay rather than termination.

c. Termination for Adequate Cause

(1) Notice of Adequate Cause and Opportunity to Respond

Before deciding that the faculty member's appointment shall be terminated for Adequate Cause, the chief academic officer shall give the faculty member written notice, including a statement of the grounds for termination, framed with reasonable particularity, and the opportunity to respond to the stated grounds and the proposed termination in a meeting with the chief academic officer. The faculty member may choose to respond in writing instead of, or in addition to, a meeting with the chief academic officer. Any written response must be submitted to the chief academic officer within 10 calendar days of delivery of the written statement of the grounds for termination.

(2) Notice of Termination

If, after considering any information provided by the faculty member, and after consulting with the Chancellor and the President, the chief academic officer concludes that the faculty member's appointment should be terminated for Adequate Cause, the chief academic officer shall provide written notice to the faculty member (1) providing a statement of the grounds for termination, framed with reasonable particularity, and the date on which the termination will become effective unless the faculty member elects to contest the termination in a pre-termination hearing before an ad hoc hearing committee (paragraph 7a of this appendix); (2) notice of the faculty member's right to contest the proposed termination in a pre-termination hearing before an ad hoc hearing committee (paragraph 7a of this appendix) or in a post-termination hearing under the provisions of the Uniform Administrative Procedures Act; and (3) notice that the faculty member has 15 calendar days after receipt of the written notice to elect in writing to contest the termination. Selection of one type of hearing waives the opportunity to contest the termination through the other type of hearing. The chief academic officer shall send a copy of the written notice to the Faculty Senate at the same time.

6. Failure to Contest

If the faculty member does not contest the charge(s) of misconduct in writing within 15 calendar days after receipt of the written notice described in paragraph 5c2 of this appendix, the faculty member shall be terminated, and no appeal of the matter will be heard within the University.

7. Options to Contest the Termination

The rights provided in this paragraph 7 are in lieu of any other rights of grievance or appeal in the applicable faculty handbook or any appeal to the President.

a. Pre-Termination Hearing before an Ad Hoc Hearing Committee and Final Decision by the Chancellor

If the faculty member contests the charge(s) of misconduct but elects to waive his or her right to formal hearing under the contested case procedures of the UAPA, the faculty member must confirm in writing the decision to waive the right to a hearing under the UAPA, and the Chancellor shall appoint an ad hoc hearing committee to conduct an informal hearing on the charges, with the faculty member's termination stayed pending the conclusion of the procedures set forth in this paragraph 7a.

The Chancellor shall give the faculty member written notice of the hearing date at least 30 calendar days in advance. The Chancellor shall issue a scheduling order to ensure that the hearing committee's written findings, reasoning, and conclusions are submitted to the Chancellor within 120 calendar days from the date the faculty member has been provided with written notice of termination under paragraph 5c(2) of this appendix. A scheduling order shall not be modified except by leave of the Chancellor upon a showing of good cause.

The faculty member may be represented before the hearing committee by legal counsel or other representative of his or her choice. If the faculty member intends to be represented by legal counsel, he or she must notify the committee chairperson within 10 calendar days of <u>receipt of the written notice of</u> the hearing date. If the faculty member fails to give timely notice of legal representation the hearing date shall be postponed at the University's request.

The hearing committee shall grant adjournments to allow either party to investigate evidence to which a valid claim of surprise is made. The hearing committee may grant one such adjournment for a period of no more than five calendar days. If the hearing committee wishes to grant an adjournment for more than five calendar days, or wishes to grant more than one adjournment, the hearing committee shall notify the Chancellor of the proposed adjournment, provide an explanation of the need for the adjournment, and provide a recommendation regarding the length of the adjournment. If the Chancellor concurs in the hearing committee's recommendation that an adjournment be granted, the Chancellor shall give the faculty member written notice of the date on which the hearing will resume.

The hearing committee shall make a written report of its findings, <u>reasoning</u>, and conclusions to the Chancellor. <u>In the case of a split decision, a minority report should be included</u>.

Upon receipt of the hearing committee's findings, <u>reasoning</u>, and conclusions, the Chancellor shall provide the opportunity for written argument by the parties and may provide the parties an opportunity to present oral argument. After considering the hearing committee's findings, <u>reasoning</u>, and conclusions and any arguments of the parties, the Chancellor will determine whether Adequate Cause has been established and whether termination is the appropriate sanction.

If the Chancellor concludes that Adequate Cause has not been established, the Chancellor shall provide the faculty member with written notice of the conclusion (with a copy to the hearing committee, <u>Chief Academic Officer</u>, <u>dean</u>, <u>and department head</u>), and shall include in the notice any further instructions regarding the matter as may be necessary.

If the Chancellor concludes that Adequate Cause has been established but that a sanction other than termination should be imposed, including without limitation suspension without pay, the Chancellor may impose the lesser sanction by written notice to the faculty member (with a copy to the hearing committee, <u>Chief Academic Officer</u>, <u>dean</u>, <u>and department head</u>). The notice shall include the date on which the sanction will become effective. The decision of the Chancellor shall be final and not appealable to the President.

If the Chancellor concludes that Adequate Cause has been established and that termination is the appropriate sanction, the Chancellor shall provide the faculty member with a written notice of termination stating the grounds for termination (with a copy to the hearing committee, <u>Chief Academic Officer</u>, <u>dean</u>, <u>and department head</u>). The notice of termination may include or adopt the written findings, <u>reasoning</u>, and conclusions of the <u>tribunal hearing committee</u> if applicable to the Chancellor's decision. The notice shall include the date on which termination will become effective. The decision of the Chancellor shall be final and not appealable to the President.

b. Post-Termination Hearing and Final Decision under the Uniform Administrative Procedures Act

(1) Contested Case Procedures

If the faculty member makes a timely election to contest the charge(s) under the Uniform Administrative Procedures Act (UAPA), the Chancellor shall appoint an administrative judge, the faculty member's employment will be terminated on the date specified in the notice provided under paragraph 5c(2), and the matter shall proceed post-termination in accordance with the contested case procedures promulgated by the University under the UAPA. The UAPA contested case procedures are published in the Compiled Rules and Regulations of the State of Tennessee, Tenn. Comp. R. & Regs. § 1720-1-5.

(2) Initial Order

In accordance with the UAPA contested case procedures, upon completion of the hearing, the administrative judge shall render an initial order, which either party may appeal to the Chancellor within 15 calendar days. In addition, the Chancellor, on his or her own motion, may elect within fifteen calendar days to review the hearing officer's initial order.

(3) Final Order

The administrative judge's initial order shall become the final order unless review is sought by either party or the Chancellor within the fifteen-day period. If review is sought, the Chancellor shall review the initial order and issue a final order in accordance with applicable provisions of the UAPA contested case procedures. The final order, whether rendered by the Chancellor or by virtue of neither party appealing the initial order, shall be the final decision on the charge(s) within the University. If the University's final order is favorable to the faculty member and concludes that the faculty member's employment should not have been terminated for Adequate Cause, then full restitution of salary, academic position and tenure lost during the termination will be made.

(4) Judicial Review

If the final order is unfavorable to the faculty member, he or she is entitled to judicial review of the final order in accordance with applicable provisions of the Uniform Administrative Procedures Act.

8. Expedited Procedure for Termination or Suspension without Pay in Certain Cases of Misconduct

In the following cases of alleged misconduct by a faculty member, the chief academic officer, after consulting with the Chancellor, the President, and the President of the Faculty Senate or the Faculty Senate Executive Committee, may invoke an expedited procedure to accomplish termination or suspension without pay, with comprehensive due process procedures to be offered after termination or suspension without pay:

- **a.** alleged misconduct involving (i) acts or credible threats of harm to a person or University property, including, without limitation, sexual harassment or other sexual misconduct; or (ii) theft or misappropriation of University funds, property, services, or other resources; or
- **b.** indictment by a state or federal grand jury, or arrest and charge pursuant to state or federal criminal procedure, for: (i) a felony; or (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration.

Under the expedited procedure, the faculty member shall be offered the following process before termination or suspension without pay:

- (1) notice of the charges;
- (2) an explanation of the evidence; and
- (3) an informal opportunity to refute the charges in a meeting with the chief academic officer.

After termination or suspension without pay, the faculty member shall be offered the full range of due process options available to faculty members in other Adequate Cause proceedings as set forth in paragraph 7 of this appendix, except that the termination or suspension without pay shall not be stayed pending the outcome of an ad hoc hearing committee if the faculty member elects that method of contesting the action. If the University's final determination after either a UAPA proceeding or an ad hoc hearing committee proceeding is favorable to the faculty member and concludes that the faculty member's employment should not have been suspended without pay or that the faculty member's full restitution of salary, academic position and tenure lost during the suspension without pay or termination will be made.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

ITEM:	<u>New Academic Program: Bachelor of Applied Science in</u> <u>Mechatronics and Engineering Technology</u>
CAMPUS/UNIT:	UT Chattanooga
COMMITTEE:	Academic Affairs and Student Success
DATE:	June 22, 2018

PRESENTED BY: Steve Angle, Chancellor, UTC

The University of Tennessee at Chattanooga's Department of Engineering Management and Technology proposes a new academic program—a Bachelor of Applied Science in Mechatronics Engineering Technology—in partnership with Chattanooga State and Cleveland State Community Colleges. The proposed program will allow students who transfer from a community college or return to college from the workforce to earn their degree in a 2+2 process in which students begin at the community college and transfer to UTC after earning an associate degree.

The 127-hour program will feature 11 new courses and generate 33 new course credit hours for the campus. Additionally, the program features strong enrollment and revenue projections; it also fills a niche need, as no other schools offer this program in Southeast Tennessee.

In accordance with THEC policy, the proposed program underwent an external review, including a site visit. Although the external reviewer made several recommendations and suggestions for change, the review was positive overall, and the reviewer recommended approval of the program. THEC's review of the proposal also presented questions and suggestions, but as the following letter from THEC Executive Director Mike Krause indicates, the proposed program has satisfied all THEC requirements, and UTC has responded satisfactorily to all recommendations and suggestions.

A condensed version of the external review, with UTC responses to recommendations and suggestions by the external reviewer and THEC, follows Executive Director Krause's letter. A condensed version of the program abstract follows the external review. The abstract addresses the following subjects, among others: need for the program (page 26); estimated size of the

program (page 28); cost/benefit (page 39); costs/productivity of recently initiated programs (page 43); and financial statement (Appendix G, page 86).

Committee Action

Chair: Call attention to the following Resolution and call for a motion and second that the Committee recommend the Resolution for adoption by the Board of Trustees.

RESOLVED: The University of Tennessee at Chattanooga is authorized to offer the degree of Bachelor of Applied Science in Mechatronics, subject to subsequent approval by the Tennessee Higher Education Commission. Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - New Academic...



MIKE KRAUSE Executive Director STATE OF TENNESSEE HIGHER EDUCATION COMMISSION PARKWAY TOWERS, SUITE 1900 NASHVILLE, TENNESSEE 37243-0830 (615) 741-3605 FAX: (615) 741-6230 BILL HASLAM Governor

June 4, 2018

Dr. Joe DiPietro President The University of Tennessee 831 Andy Holt Tower Knoxville, TN 37996

Dear President DiPietro:

Pursuant to THEC Academic Policy A1.0 (*New Academic Programs: Approval Process*), THEC staff will support the proposed Mechatronics Engineering Technology, Bachelor of Applied Science (BAS) program at the University of Tennessee, Chattanooga. This proposed program has satisfied all of the requirements with conducting a site visit and responding satisfactorily to all recommendations and suggestions by the external reviewer. Dr. Kevin McFall, Associate Professor and Interim Chair, Department of Mechatronics Engineering at Kennesaw State University served as the external reviewer.

University of Tennessee may now seek approval from their Board of Trustees (BOT). Contingent upon approval by the BOT and a formal request indicating that such approval has been granted, UT may request the Mechatronics Engineering Technology, BAS program be placed on the Commission's agenda for approval.

Sincerely,

Mike Krause Executive Director

cc: Dr. Linda Martin Dr. Steven R. Angle Betty Dandridge Johnson Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - New Academic...

External Review for the Tennessee Higher Education Commission

University of Tennessee, Chattanooga – Bachelor of Applied Science in Mechatronics Engineering Technology

Institutional Response Prepared for Tennessee Higher Education Commission Board of Directors and UT System Board of Trustees

External Reviewer

Kevin McFall, PhD, Associate Professor and Interim Department Chair, Mechatronics Engineering

Site Visit April 12, 2018

In this document are included the responses to the questions and suggestions posed by External Reviewer, Dr. McFall, in his original report, and those posed by THEC on May 30. This report format aligns with the questions posed by the Tennessee Higher Education Commission (THEC) for Dr. McFall's evaluation.

THEC Questions and UTC's response to reviewer's comments.

1. Does the proposed program appear to align with the stated goals of the state master plan and the institutional mission? Please identify any discrepancies.

I have not found any discrepancies. Partners Chattanooga State and Cleveland State support the proposed program, having identified a BAS degree as desirable for some of their AAS students. However, they require a University, like UTC, whose mission includes bachelor's programs in order to offer this program.

UTC Response: No change required.

2. Are admission standards appropriate? If not, how should they be strengthened?

A completed AAS degree in an allied field, such as electrical, mechanical, or mechatronics technology, ensures incoming students have a technical background for the program. However, accepting students with AAS degrees from various fields presents a challenge for the program in terms of ensuring all students, regardless of AAS major, are equally served by the program. Students with an AAS in mechatronics will have covered significant mechatronics content, whereas it will be new for others. The proposal does not include a plan to handle incoming students with varying skill sets, other than ETME 2100 Introduction to Mechatronics Engineering Technology, which is required for all students. Also related to this issue, I recommend intentional and close collaboration with Chattanooga State and Cleveland State when developing the BAS courses in mechatronics to ensure content extends rather than reiterates material in AAS Mechatronics programs. This of course exacerbates the issue of students entering the program without a mechatronics AAS degree. A solution could be to make elective some of the required engineering management courses, directing students with non-mechatronics AAS degrees to take basic mechatronics courses while students with a mechatronics background could take engineering management for their electives. The concept of elective courses could also be used in the case of incoming students not having taken a programming course. In any case, I expect a comprehensive plan developed to handle incoming students with differing skill sets.

UTC Response: The University posits that there is no need to develop further comprehensive plans to handle students with differing skill sets. As stated on **page 20**, Sec. *F. Transfer Credit* of the NAPP, "Students must have an AAS degree in Engineering Technology or a related engineering field to transfer to the BAS-MET degree at UTC".

Clarification was also made in the first paragraph on **page 4** when referencing community college graduates from <u>relevant</u> AAS programs. UTC's plan to level eligible students' skills sets has been added in **Sec. G. on page 21** of the NAPP.

Finally, NAPP **Appendix A** clearly outlines how each of the engineering-related AAS degrees and concentrations will transfer to UTC for the BAS-MET degree, including a Cleveland State Community College example, **page 46**.

3. Is the proposed curriculum for the program sufficiently extensive and sophisticated for a program in this field at this level of offering? If it is, what are its strengths? If it is not, where is the curriculum lacking and, most importantly, how can the proposed program be strengthened?

The content of the proposed curriculum is strong and appropriate for the bachelor's level of engineering technology. Especially positive is the course sequence Integrated Mechatronics Systems I and II (ETME 4110 and ETME 4210) mirroring the sense-think-act paradigm in robotics. If anything, the technical content of the courses is overly ambitious, especially considering most courses have only two contact (and credit) hours devoted to lecture. A few courses, notably ETME 3010 Applied Math for Engineering Technology and ETME 4210 Integrated Mechatronics Systems II, have a large number of widely varying topics that are unlikely to all be covered well. At least for ETME 4210, and other overloaded mechatronics-heavy courses, some of the content likely is already covered for students with AAS Mechatronics degrees, and could be offloaded into the proposed elective courses (see answer to previous question) to make ETME 4210 leaner and still ensure all students are exposed to its content.

Additionally, a course dedicated to programmable logic controllers (PLCs) is a notable absence. Both ETME 3230 Industrial Programming and Networking and ETME 4130 Applied Electric Power and Machinery briefly include PLCs in the list of topics, although neither course description mentions them. PLCs are a key technology and should figure more prominently as they are a marketable skill for graduates. This is especially true for an engineering technology program, as PLCs are generally avoided in engineering programs.

UTC Response: As suggested by Dr. McFall, the ETME 3010 and ETME 4210 course descriptions have been modified to address concerns about overly ambitious content, on **pages 18 and 19**. The revised syllabi are included in **Appendix D** of the NAPP.

Further, to ensure that topics are not duplicated for some transfer students, we added a description about students' ability to test out of ETME 4210 on **page 20** of the NAPP.

Finally, as recommended, faculty have ensured the inclusion of the topic of PLCs in the courses listed in Sec. *II. Curriculum, A. Academic Focus* in paragraph 1 on **page 12**. The revised and highlighted syllabi are found in **Appendix D**. ETME 4110 and ETME 4220 were not modified for PLC topics, as previously noted.

4. Are degree requirement sufficiently specific to ensure that the proposed program will meet states objectives? If not, what additional degree requirements do you recommend?

I am fully confident degree requirements are consistent with the educational objectives and student learning outcomes.

UTC Response: No change required.

5. Are the level and quality of the faculty adequate to ensure that the proposed program will meet its stipulated objectives? finally

UTC has many capable faculty in Mechanical and Electrical Engineering qualified to teach mechatronics- related courses (although two recent hires planned to teach in the program were not included in the proposal and could not be evaluated). That being said, Mechatronics Engineering is perhaps the most applied of the engineering disciplines, with Mechatronics Engineering Technology obviously even more so. Traditional ME and EE faculty may not have the industry perspective specific to mechatronics required to offer the highest quality and most relevant mechatronics courses. For this reason, I highly recommend hiring a faculty member with a mechatronics background assigned full-time to champion the proposed program as soon as possible. This is critical not only to ensure individual courses are developed with appropriate content, but also to oversee curriculum development. Mechatronics programs are rare in this country with few examples to build upon, emphasizing the importance of a program coordinator with direct mechatronics experience.

Additionally, it is unclear precisely who will be assigned to develop and deliver the new courses, and the timeline for their launch is not included in the proposal. The lack of similar programs in the country adds complexity: a course development process without standard textbooks and accepted syllabi to use for reference. Identifying which faculty, which what qualifications, will be assigned to develop which courses is important. For example, ETME 4120 Applications of Thermal and Fluid Systems as proposed is a standard thermal fluid science course from the perspective of a mechanical engineer. While thermal fluid sciences are important for mechatronics engineering, the topics of this course should be modified to cover fluid power, process control, and measurement of thermal and fluid properties. This is a concrete example of how course developers with mechatronics background can significantly increase the relevance of course material for the proposed program. Another example is that three of the most mechatronics-heavy courses, ETEM 3120 Maintenance of Mechatronics Systems I, are either missing a syllabus entirely or lack course content details of textbook, topics covered, etc.

UTC Response: The University has added the CVs of the two recently hired faculty members in **Appendix H**: Abrha and Sokolov and added them to **Table 11.a**, **page 30**.

Further, **Table 11.b**, **page 31**, demonstrates the faculty time percentage allocations and BAS course assignments.

CECS is in the process of hiring a new faculty member as department head for Engineering Management & Technology who has a background in mechatronics, as noted in Sec. *XI. Faculty* on **pages 28** and in Sec. *XIV. Cost/Benefit, D. Personnel* on **pages 41,42**.

The development and delivery of new courses, faculty assigned, additional resources needed, and the timeline for their launch is included in Appendix C of this response, and in **Appendix I** in the NAPP.

The missing syllabi for ETEM 3120 (page 68), ETEM 3210 (page 69), and ETME 4110 (page 73) have been added to Appendix D of the NAPP.

6. There are other programs in this field available in the United States. As presently proposed, is this program appropriately distinctive to attract students from in-state and from out of state as well? Is there evidence to suggest, if not ensure, that there will be sufficient enrollments in the proposed program? Please comment on the proposed recruitment plan for the program and suggest marketing recommendations for consideration.

Mechatronics programs are rare in this country, leaving a niche to be filled by the proposed program. To my knowledge, the proposed BAS is the only such program in the country – at least none are currently accredited by the Accreditation Board for Engineering and Technology (ABET). The concept of offering students with AAS degrees, especially those not in the mechatronics field, a straightforward path to a bachelor's degree is an obvious strength in this proposal.

UTC Response: No change required.

7. Are the projected number of enrollments in and graduates from the proposed program reasonable? If not, why and how should the projections be modified? If the attrition level proposed is not reflective of the field, please make recommendations for a more appropriate level. If the proposed program is to be offered via distance learning, is the faculty adequately trained in on-line delivery as described and are the institutional facilities and supports sufficient to provide quality delivery?

The projected enrollments are reasonable. I expect the program to build a critical mass of students quickly. If anything, I worry the lack of proposed equipment and faculty resources could be the factor limiting program enrollment. As for distance learning, current faculty in the Department of Engineering Management and Technology have strong qualifications for on-line delivery. No problems are expected on this front, assuming faculty slated to teach courses in the new program have similar qualifications.

- **UTC Response:** The University posits that the proposed equipment and faculty resources will be adequate to accommodate projected enrollments as described in Sec *XIV. Budget, B. Equipment* Justification Notes on **page 40**.
- 8. Based on the supporting documentation provided and your knowledge of the field, is the level of national demand for graduates of such programs sufficient to ensure employment?

I have no doubt graduates in this program will easily find employment, as evidenced by employment histories of other mechatronics programs and demand from local industry in support of the proposed program.

UTC Response: No change required.

9. Based on your review, does the curriculum provide sufficient opportunity for graduates to demonstrate both knowledge and skills needed for successful employment?

Absolutely. Students with the skills and knowledge provided by this degree are in high demand in industry.

UTC Response: No change required.

10. Are the support services (e.g., advisement, financial aid advisement, available technology, library, etc.) adequate for the proposed program? If not, how may they be improved?

Yes. UTC has a robust system of services in place for its students.

UTC Response: No change required.

11. Are the facilities (e.g., physical space, equipment, etc.) adequate for the proposed program? If not, how may they be improved?

Existing laboratories adequately support Mechanical and Electrical Engineering programs, with some of the equipment appropriate for the proposed program. The program certainly can launch sharing facilities and equipment with partners Chattanooga State and Cleveland State, assuming details of such sharing is finalized. However, long-term success of the program requires space and equipment dedicated to the program. The proposal does not mention the planned move of Mathematics out of the engineering building, which would free up ample space if, and when, realized. The proposal's statement of "No new office, classroom, or laboratory space needs are anticipated" is somewhat naïve. In the long-term, new laboratory space will absolutely be necessary (I am working on the assumption that indeed existing classroom space can absorb the proposed new lecture courses). The proposal at least should sketch a plan for when the program will phase out use of partner laboratories and how the required UTC space will be freed for use by the proposed program. 15

UTC Response: As requested, the University has added the description of the Mathematics Department move to *Sec. XIV. Cost/Benefit, A. Space and Facilities* on pages 39,40.

The timing and shared use of equipment and facilities at Chattanooga State Community College has been more fully described on **page 41**, with their letter of commitment in **Appendix E**.

Further, the plan for the Advanced Manufacturing Application Center (AMAC) and its additional lab space is described in the same section on **page 40**.

12. Are the projected budgets adequate to support the proposed program and sustain development during the initial years to maturity (5 years)? If not, please suggest and explain appropriate adjustments.

Like physical space, the proposal sidesteps the true budget demands. Using partner university facilities allows the program to launch without a major equipment investment, but long-term viability of the program requires significant funding, perhaps on the order of \$500k. Seeking external funding was mentioned during the site visit but again the proposal should include a concrete plan for how funding of this magnitude might be secured to allow the program to run independently from partner universities.

The proposal is also light on details of investment in faculty. The Engineering Management and Technology Department has recently hired faculty and plans more, but site visit discussions were unclear on how much these hires will support existing programs and what percentage of time they would work in the new program. These hires are not included in the program budget, placing in doubt of their level of support for the program. The only budget line item for faculty in the proposal does not come until the third year of the program and involves a hire to be shared with Mechanical Engineering. At a minimum, the proposal should indicate which faculty will be teaching program courses in the first few years and what time is set aside for them to develop the new courses. It is highly recommended to move hiring of the budgeted faculty member up, and fill the position with a mechatronics expert who can dedicate full time to the program. It is critical that a faculty member with mechatronics experience be assigned full time to this new program from as close to its initial launch as possible. Such a dedicated asset provides significantly more value than multiple faculty members with related experience working part-time in the program.

UTC Response: Funding for the BAS program will come from existing resources, such as differential tuition revenues and other University funds, as addressed in *Sec. XIV. Cost/Benefit, A. Space and Facilities* on **page 40** of the NAPP.

The development and delivery of new courses, faculty assigned, additional resources needed, and the timeline for their launch is included in Appendix C of this response, and in **Appendix I** in the NAPP.

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Finally, as recommended, the mechatronics faculty hiring schedule has been moved to occur at the end of the first year, as described in *Sec.XIV*. *Cost Benefit, D. Personnel, 1. Faculty* on **page 41**, and in **Appendix I** of the NAPP.

13. Based on your best professional judgment, is the proposed program needed? If so, is the institution ready, in terms of faculty and other institutional resources, to successfully implement the proposed program?

I am fully convinced both of the demand for this program from students and the need for its graduates in industry. I am also convinced UTC is prepared to launch the program successfully. To implement the program fully, questions about its long-term support are still unanswered. Specifically, no current faculty member has mechatronics as their core area of expertise. Additionally, no faculty member (not even the planned hire in year three) is dedicated full-time to the program. Finally, the proposal offers no plan for allocating space and funding the purchase of equipment to allow the program to operate independently from partners Chattanooga State and Cleveland State (although some discussion along these lines surfaced during the site visit). UTC is capably in position to launch this program, but the quality and long-term viability of the program would be well served with more planning beyond the initial program launch. Of course, starting a new program is partly a chicken-and-the-egg problem, coupled with reticence in requesting too many resources.

UTC Response: The space, faculty, and equipment funding concerns have been addressed in the responses to previous questions, specifically questions 5, 7, 11, and 12.

14. Do you recommend approval of the proposed program and why? If not, what modifications would be minimally required before you could professionally recommend approval?

I am confident of the internal enthusiasm surrounding this program, the quality of related existing UTC programs, and the support for the proposed program at all levels of the institution. For this reason, I am comfortable recommending its approval. I do have concerns about the unevenness of incoming student skill sets, over-reliance on partner universities, and the lack of mechatronics-experience faculty. However, I believe those problems can be adequately addressed before launch and as the program gets underway. I do feel that pushing up the timeline for hiring a mechatronics expert faculty dedicated full time to the project is essential. Overall, UTC has thought carefully about this program and has a plan in place to ensure it can launch a quality, in-demand program for its students.

UTC Response: Concerns were addressed in responses to previous questions 2, 5, and 12.

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - New Academic...

Proposal for the Initiation of a Bachelor of Applied Science degree in Mechatronics Engineering Technology (BAS)

Submitted by:

The University of Tennessee at Chattanooga

College of Engineering and Computer Science

A NEW PROGRAM LEADING TO THE DEGREE OF:

Bachelor of Applied Science Title of Degree as on Diploma Mechatronics Engineering Technology Title of Major

15.0403 CIP/THEC Code BAS-MET Formal Degree Abbreviation

Bachelor of Applied Science Degree Designation on Student's Transcript

> Fall 2018 Proposed Starting Date

Academic Program Liaison: India Lane, Associate Vice President, ilane@tennessee.edu

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Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - New Academic...

Abstract
Institution: The University of Tennessee at Chattanooga
Division/Department: Department of Engineering Management & Technology
Programs Leading to the Degrees of: Bachelor of Applied Science (BAS)
With a Major in: Mechatronics Engineering Technology
Proposed Start-Up Date: Fall 2018
Total Credit Hours Required for Major: <u>BAS - 127</u>
New Courses Proposed: See Course List on Page 19 of Document
Number of New Courses: <u>11</u> Number of New Course Credit Hours: <u>33</u>
Estimated Headcount Enrollment, FTE's and Graduates for New Programs Combined

Year	Fall Full-Time Headcount	Fall Part-Time Headcount	Spring Full-Time Headcount	Spring Part-Time Headcount	Summer Full-Time Headcount	Summer Part-Time Headcount	Graduates
1 (2018-2019)	10	10	10	10	5	5	
2 (2019-2020)	15	15	15	15	5	10	
3 (2020-2021)	20	20	20	20	7	13	10
4 (2021-2022)	20	30	20	30	10	15	12
5 (2022-2023)	25	35	25	35	10	20	15

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 Table 1. Estimated Enrollment

The UTC Department of Engineering Management and Technology is proposing a program that leads to a Bachelor of Applied Science (BAS) degree in Mechatronics. Students will have the opportunity to take classes year-round or may choose a Fall/Spring model, and it is projected that half of the students will take classes during the summer term. The BAS-MET program is a 2 + 2degree pathway, meaning students who enroll in the program at UTC must have completed a relevant AAS degree. Students who have completed the relevant AAS degree can potentially graduate in two (2) years. These transfer students will bring 60-65 hours to UTC and will need to take an additional 62-67 hours in order to complete 127 hours, which are required by the program.

University of Tennessee at Chattanooga

Most students will transfer from Chattanooga State Community College and Cleveland State Community College. Tables 2 and 3 show the enrollments and graduates of relevant Chattanooga State Engineering Technology-related AAS programs for the past three years.

Table 2. Chattanooga State Community College Engineering Technology Enrollments

Concentrations (based on fall data)	2014	2015	2016
Chemical ET*	45	49	57
Mechanical ET*	86	79	82
QA/QC ET*	15	12	14
Automated Controls*	48	55	49
Computer Systems*	48	49	39
Engineering Systems Management*	14	15	12
Industrial Technology*	23	18	11
Mechatronic Systems*	40	88	93
TOTAL	319	365	357

*Concentration not a degree program, data not separated out for concentrations **Specifically, for UTC Transfer; combines previous Applied Technology Degree and current Applied Science

Source: Data from Chattanooga State Community College factbook: https://www.chattanoogastate.edu/sites/default/files/fact-book.pdf

Table 3. Chattanooga State Community College Engineering Technology Graduates

	2014	2015	2016
Engineering Technology:	125	72	66
Chemical ET*			
Mechanical ET*			
QA/QC ET*			
Electrical/Electronic Engineering Technology	25	11	11
Automated Controls*			
Computer Systems*			
Engineering Systems Technology	31	15	8
Industrial Technology			
Mechatronic Systems			
Applied Science – General Engineering**	35	62	58
TOTAL	216	160	143

*Concentration not a degree program, data not separated out for concentrations **Specifically, for UTC Transfer; combines previous Applied Technology Degree and current Applied Science

Source: Data from Chattanooga State Community College factbook: https://www.chattanoogastate.edu/sites/default/files/fact-book.pdf

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As demonstrated in Table 3, Chattanooga State graduated 143 students in 2016 and 160 graduates the prior year; this is consistent with data from 2015 college student surveys indicating strong interest in this degree program (Appendix F: it is estimated that 30% of Chattanooga State AAS graduates may transfer to UTC).

Table 4 shows the enrollments and graduates of AAS programs from Cleveland State Community College for the past three years.

Table 4. Cleveland State Community College Engineering Technology Enrollments andGraduates

Enrollments			
	2014	2015	2016
Industrial Technology**	141	138	142
Electrical Engineering Technology*	1	1	3
Electro-Mechanical Engineering Technology*	22	27	41
Total	164	166	186
Graduates			
	2014	2015	2016
Industrial Technology**	7	5	5
Electrical Engineering Technology*	1	1	3
Electro-Mechanical Engineering Technology*	9	4	5
Total	17	10	13

*Concentration not a degree program

**The Industrial Technology AAS Degree includes 9 concentrations, one of which is Electro-Mechanical. The 2016 factbook separated out enrollment for each concentration, but data for Electrical Engineering are unavailable.

Source: Data from Cleveland State Community College factbook: https://drive.google.com/file/d/0B_qnZeipwbidMUJiaVA5eVMyMVk/view

Cleveland State graduates 5-10 students a year from their Technology programs. If 30% of these graduates come to UTC BAS Mechatronics Engineering Technology program, based on the historical data, it will provide an additional 1-3 students per year.

In addition to the above Technology programs, Cleveland State will also start offering a new Mechatronics Technology AAS program in the Fall of 2017. In mid-2017, Cleveland State invited University of Tennessee at Chattanooga 5 UTC faculty to meet about this new AAS degree offering. During that meeting, UTC faculty spoke directly with students enrolled in the new program, as well as to those present from other engineering technology areas of study at Cleveland State, about efforts to develop the BAS degree path. The possibility of an AAS degree path to a relevant and locally available BAS program was well received, especially with the strong jobs prospects in local industries, such as Wacker Chemi, Inc. and Volkswagen USA.

As Table 5 shows, the first cohort of Cleveland State students would enroll in the Mechatronics program in the Fall of 2017 and graduate in May 2019.

Table 5. Estimated Enrollment of Mechatronics Technology A.A.S. at Cleveland State

Year	Full-Time Headcount	Part-time Headcount	Total Year Headcount	FTE	Graduates
2017-18	15	5	20	17	0
2018-19	25	7	32	27.8	10
2019-20	35	10	45	39	15

Based on these projections, the expected graduates from this new program at Cleveland State will be 10-15 students per year. Similar to estimates from Chattanooga State, if 30% of these students come to UTC BAS Mechatronics Engineering Technology program, this will bring another 3-5 students annually to UTC.

In addition to the above transfer students, there are also many AAS graduates in the pipeline, who are currently in the work place and will most likely be interested in pursuing their BAS degree as soon as this new program is offered at UTC.

	BAS-MET		
	Year 1:	\$ 73,880	
New Cente Comented by Dremened Dremenes	Year 2:	\$194,261	
New Costs Generated by Proposed Programs:	Year 3:	\$234,006	
	Year 4:	\$221,911	
	Year 5:	\$200,961	

Table 6. New Cost Generation

University of Tennessee at Chattanooga

	TOTAL	\$568,906
	IOIML	Ψ

	Year 1	\$213,600
	Year 2	\$326,200
Tuition revenue generated based on in-state rates:	Year 3	\$443,000
Tutton revenue generated based on m-state rates.	Year 4	\$563,750
	Year 5	\$688,500
	Total	\$2,235,050

Table 7.Tuition Revenue

The cost and revenue numbers in Tables 6 and 7 above reflect resources and faculty (Appendix F).

Accrediting Organization: <u>ABET-ETAC</u> Target Date for Accreditation: <u>2020 (after the first graduating class)</u>

Degree	Bachelor of Applied Science	ce (BAS)					
Purpose	To provide a pathway for AAS/AS or other students to a BAS degree in engineering technology with a mechatronics concentration.						
Target Audience	Individuals who are holding an associate degree in applied science (AAS) with concentrations in engineering, technology, or a related field.						
Curriculum	Total:	127 Credit Hours (per ABET)					
	Total:	33 Credit Hours					
	Fine Arts and Humanities:	6 hrs.					
	Behavioral and Social Sciences:	6 hrs.					
General Education	Mathematics:	4 hrs.					
Education	Statistics:	3 hrs.					
	Natural Sciences:	8 hrs.					
	English Rhetoric and Writing:	6 hrs.					
Major	Total: 60 Credit Hours						
Electives	Total:	34 Credit Hours					

Table 8.BAS-MET Degree

I. Program Intent

A. Introduction

The Department of Engineering Management & Technology (EMT) at the University of Tennessee at Chattanooga (UTC) is seeking to develop a **Bachelor of Applied Science (BAS)**

degree in Mechatronics. The proposed degree would fall under CIP category 15.04 – Engineering Technology. The projected start date for the first class would be fall 2018. The target audience for the BAS degree would be individuals who are holding an associate degree in applied science (AAS) with concentrations in engineering, technology, or a related field.

B. Background

"But a major hurdle stands in the way of a U.S. manufacturing boom: the shortage of workers with the skills to fill the advanced manufacturing jobs of the 21st century." Workforce Development: The Next Generation; April 3, 2017 by Jenny Vickers; BusinessFacilities.com.

"The pipeline in Tennessee right now for new projects is probably as grand as it has ever been," Rolfe said after talking with city and county mayors and economic development specialists at the Tennessee Aquarium. "We're seeing manufacturing companies making the decision to redeploy capital back in the U.S. and bring some of these jobs back on shore with the concept that they are going to build it here and sell it here. That is so exciting for all of us." – Bob Rolfe, ECD commissioner, quoted in: Pipeline for new projects as big as ever in Tennessee, April 7, 2017; Dave Flessner; Times Free Press.

This BAS initiative is in response to the requests we received from local and regional manufacturing industries to offer an advanced technological degree:

- This new degree program is not offered in Southeast Tennessee. The program fills a *niche* need in the region as requested by our industry partners.
- The program of study is designed to meet the technical workforce needs of area business and industry in Chattanooga and the surrounding area. It is a continuation of the strong and decades-long training relationship we have had with our corporate partners.
- The BAS-MET program of study is transformative in its methodology. It combines the best didactics and training models into a career-focused, advanced technology educational program.
- Our Industrial Advisory Board (IAB) provided leadership in the development of this proposal. Letters of support from community leaders are provided in Appendix E.

Other significant benefits from the program that will support our community and address the educational reforms outlined by the Complete College Tennessee Act of 2010 will be to: University of Tennessee at Chattanooga 8

- Increase the number of highly skilled and prepared workers for future economic development and investment in the community (workforce development, economic investment & growth).
- 2. Increase the persistence of community college students to complete an Associate of Applied Science degree in pursuit of the BAS-MET (retention & graduation).
- 3. Increase the number of our citizens with a baccalaureate degree in southeast Tennessee (educational attainment).
- 4. Advance the University's position in providing a baccalaureate pathway for our large and diverse population of nontraditional students (access).

Another substantial benefit gained from this proposal will be bridging the gaps between secondary and postsecondary Career and Technical Education (CTE). According to Mr. Kevin Huffman, Tennessee Department of Education Commissioner, "Currently, 21% of adults in Tennessee have a four-year college degree. Clearly, that must improve. At the same time, though, we must build the pathways for all students that prepare them for future careers to achieve their dreams."

The BAS-MET will play a critical role in providing an additional pathway for secondary CTE students to an engineering technology associate of applied science degree with an option to matriculate into a BAS program that leads to a high-growth career in Greater Chattanooga.

C. Institutional Vision, Mission, and Core Values

The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community. In fulfilling its mission, it is dedicated to the five core values: 1) Students are the primary reason we exist as an institution; 2) We live integrity, civility, and honesty; 3) We relentlessly pursue excellence; 4) We embrace diversity and inclusion; and 5) Creativity, inquiry and scholarship are our culture.

In support of the institutional mission, the UTC strategic plan is guided by a pledge handed down from generation to generation — "We shall achieve." This simple yet bold statement tells the world what to expect from the UTC campus. Much emphasis is placed, appropriately so, on the achievement element of this phrase. Equally important, however, is the subject "we" – the University of Tennessee at Chattanooga 9

notion that we can do more by working together than by working separately. The College of Engineering and Computer Science at UTC has partnerships with local and regional businesses and many of them, including Tennessee Valley Authority, Electric Power Board, BASF Corporation, Miller Industries, Tennessee Rand, and others, fully support this new BAS program, which will help to increase the number of 4-year college graduates among those who currently hold AAS degrees. Faculty intentionally align course curriculum with community-based participatory research to provide students with opportunities to merge theory and practice. Strategic planning must build upon a legacy of achievement and combine with a commitment to academic excellence, innovation, and service. A vital, continuous process contributes to the future success of the University.

The main strategic goals from UTC's plan are:

- 1. To transform lives through meaningful learning experiences for students.
- 2. To inspire, nurture and empower scholarship, creativity, discovery, innovation, and entrepreneurial initiatives for students.
- 3. To ensure stewardship of resources through strategic alignment and investments.
- 4. To embrace diversity and inclusion as a path to excellence and societal change within the university's surrounding community.

Within each of these goals a series of measurable action steps has been developed. Industry Advisory Board (IAB) Committees have already been formed with community colleges to promote and monitor the progress of each action step and to develop other appropriate measurable outcomes. Through the IAB, faculty, graduate students, community stakeholders, and community members collaborate to cultivate best practices that will better serve the growing workforce needs of Chattanooga citizens.

The Mechatronics Engineering Technology BAS degree would further this mission through its community partnerships and its focus on technical revitalization. Like UTC's Core Values, the Engineering Management & Technology Department is committed, through the BAS degree, to develop ethically and socially responsible leaders within the automation and robotics industry; to create a supportive, collegial learning environment for those who seek knowledge; to build

effective community partnerships; and to achieve national recognition through research, scholarship, and creative endeavors.

The Mechatronics Engineering Technology BAS degree seeks to help propel this metamorphosis by addressing multifaceted issues that both influence and respond to emerging technologies. In applying the skills and knowledge from a technical field that is also undergoing significant change, the proposed program is closely aligned with UTC's responsibility to develop cutting edge academic offerings, build and participate in strategic partnerships, and become deeply involved in the community (Kronley & Associates, 2014).

The Tennessee Higher Education Commission's (THEC) 2015-2025 State Master Plan and the Complete College Tennessee Act 2010 mandate that universities focus on "educational attainment and increased degree production, taking into consideration Tennessee's economic development, workforce development, and research needs" (THEC, 2015). In accordance with the THEC Master Plan, partnerships for educational excellence will be created through this BAS degree. Faculty and students will engage and collaborate with local organizations by creating a new path for knowledge and research to be applied directly in the community. The proposed Mechatronics Engineering Technology BAS degree is designed to address the skills needed for individuals within the technical field interested in advancing their technical careers with a 4-year degree program, which can also be carried to a master's degree in Engineering Management.

II. Curriculum

A. Academic Focus

The Bachelor of Applied Science in Mechatronics Engineering Technology (BAS-MET) will serve the needs of students and the manufacturing and energy industries by preparing graduates for advanced technology careers in manufacturing, facilities services, systems integration, and related fields.

Furthermore, the BAS Mechatronics Engineering Technology program is an innovative, interdisciplinary engineering technology field that involves aspects of mechanical, computer systems, manufacturing, networking, and electrical/electronic engineering technology. The University of Tennessee at Chattanooga 11

program also encompasses robotics and other modern electromechanical devices. As recommended, faculty have broadened the inclusion of the topic of PLCs in a number of BAS-MET courses. Although our current curriculum does not include Programmable Logic Control (PLC) as a separate course, our approach to teaching PLS is to integrate the topic in relevant courses. At least five out of the 11 ETME courses are designated to cover basic-to-advanced topics in PLC (e.g. see the highlighted topics in ETME 3110, 3210, 3230, 4130, and 4210 syllabi in Appendix D).

As an academic quality control measure, the program will be submitted for accreditation through the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET) in 2020. In the field of mechatronics engineering technology, the various fields of the engineering sciences and the operation of advanced industrial equipment are often intimately intertwined. Therefore, graduates must demonstrate mastery to operate, test, maintain, and analyze complex electrical/electronic and mechanical systems along with associated equipment in accordance with appropriate safety, health, and environmental considerations and regulations.

The program of study is designed to ensure graduates achieve the educational objectives listed below:

- 1. Solve technological problems of a more complex nature than those expected of graduates of associate degree programs.
- Solve high-level technical challenges through the industrial applications of process controls, machine automation, electronics, linear circuits, computer-aided design (CAD), and advanced manufacturing processes.
- Be prepared for successful careers in fabrication, testing, documentation, operation, production, sales, and maintenance of advanced automated mechatronic (electromechanical) systems.
- 4. Become procurement specialists, technical experts, and supervisors for companies serving the manufacturing, energy, and services industries.

Graduates of the BAS-MET degree will be able to meet the ABET - ETAC student learning outcomes below:

a. The ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities.

b. The ability to select and apply knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.

c. The ability to conduct standard tests and measurements, analyze and interpret experiments, and to apply experimental results to improve processes.

d. The ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.

e. The ability to function effectively as a member or leader on a technical team.

f. The ability to identify, analyze and solve broadly defined engineering technology problems.

g. The ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.

h. The ability to engage in self-directed professional development.

i. The commitment to address professional and ethical responsibilities including a respect for diversity.

j. The knowledge of the impact of engineering technology solutions in a societal and global context.

k. The commitment to quality, timeliness, and continuous improvement.

In order to meet the educational objectives for the BAS Mechatronics Engineering Technology program, an innovative approach was employed in order to develop the curriculum. The BAS-MET is a STEM (science, technology, engineering, & mathematics) program of study. All four disciplines that are deemed crucial to the economic and workforce needs of Chattanooga and our surrounding communities are included. Critical design requirements and body of knowledge considerations for the curriculum led to the following actions and program requirements:

- 1. Conduction of a gap analysis to determine the missing educational and technological competencies needed to achieve the desired outcomes.
- 2. Designing the curriculum to provide a balance between the theoretical and application aspects of learning.

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- Development of assessments and learning measurements for demonstration of skills; mastery of skills over threshold levels of proficiency is required.
- 4. Requirement of students to be implementers, and demonstrate their abilities in workplace settings (be work ready).
- 5. Elevation of the minimum acceptable level of skills attainment to 85% or higher (letter grade "A" or "B") in the course level grading scheme.
- 6. Preparation for advanced industry-recognized certifications (e.g., SME Certified Manufacturing Technologist (CMfgT) Certification or Certified Manufacturing Engineering (CMfgE) Certification, AFE Certified Plant Engineer, ISA Certified Control Systems Technician (CCST) Program, ISO certifications, etc.).
- 7. Retain flexibility with the curriculum to adjust for changes within the industry (remain responsive).

An overarching theme related to the BAS-MET program development is student success through the mastery of workplace knowledge, skills, attitude, and competencies. The College of Engineering and Computer Science at UTC has trained students and assessed their workplace readiness skills, including an emphasis on accountability, professional behavior, and teamwork for many years.

B. Course Delivery Format

To inform decisions about course delivery format for the BAS degree, data from a related degree program were reviewed. In the 2015-16 academic year, UTC conducted a needs assessment to establish preferred coursework delivery methods for the new bachelor's degree in Mechatronics Engineering Technology. An online survey was distributed to college students, alumni, and STEM professionals across Tennessee. More than three quarters of the student responses reflected a desire for **hybrid** online classes and **face-to-face** classes. Two thirds identified face-to-face classes on campus from Monday-Friday as their preferred instructional format, while over half thought night or weekend classes/labs would be beneficial for working professionals. Alumni and professionals placed a higher value on a hybrid delivery or an online delivery method, which is to be expected given that these respondents represent those currently working in their field (Porter et al., 2013). Based on the results of the needs assessment, the coursework for the proposed UTC BAS-MET

degree will be a combination of face-to-face meetings and hybrid/online components, where appropriate.

C. Admissions Criteria

The admission transfer requirements for the UTC BAS-MET will be consistent with those of existing bachelor's degree programs offered at UTC as described in the University of Tennessee at Chattanooga <u>Transfer Student Admissions webpage</u>.

The Engineering Management & Technology Department will implement the BAS in Mechatronics Engineering Technology by furnishing the final two years of an advanced technological baccalaureate's program for students who have completed an Associate of Applied Science (AAS) degree in Engineering Technology or related field. All hours earned from an approved AAS degree in Engineering Technology or related field apply toward the BAS-MET.

D. Required Degree Hours

Bachelor of Applied Science in Mechatronics Engineering Technology (BAS-MET): 127 credit hours (including 60-65 transfer credit hours), consistent with ABET-ETAC requirements.

E. Coursework

The BAS-MET will be a degree program with full-time and part-time options. Students will be able to take courses online, hybrid, in the evenings, or face-to-face, as detailed in the course delivery section (p.13). For students who are unable to take a full course load, ETME course offerings be available in both semesters, based on demand.

The curriculum is organized into three sections: General Education, Major Courses, and Technical Electives. There are 11 new courses to support this new degree program. The following pages show the proposed curriculum structure and descriptions of courses within it. While the overall course of study is provided here, Appendix A provides examples of how courses from specific Chattanooga State and Cleveland State A.A.S. degree concentrations could realistically transfer. Further, students are provided with a Clear Path for the program (Appendix B) that outlines the entire BAS-MET requirements, including those generally acquired at the community college for the AAS degree. Finally, UTC course syllabi for the program can be found in Appendix D.

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Proposed BAS-MET Course of Study

127 Credit Hours

Engineering Technology Management: Mechatronics Engineering Technology, B.A.S.

General Education (33 hours)

(see <u>Certified General Education Courses</u> for list of approved courses) Rhetoric and Writing: (6 hours)

• Two approved courses in rhetoric and writing

Fine Arts and Humanities: (6 hours)

• Complete one approved course from two different subcategories **Historical Understanding (3 hours)**

Literature (3 hours)

Thought, Values and Beliefs (3 hours)

Visual and Performing Arts (3 hours)

Natural Sciences: (8 hours)

- PHYS 1030/1030L General Physics Mechanics and Heat with Lab
- <u>PHYS 1040/1040L General Physics Electromagnetism and Optics</u> with Lab

Behavioral and Social Sciences: (6 hours)

- <u>ECON 1010 Principles of Economics: Macroeconomics</u> *
- <u>ECON 1020 Principles of Economics: Microeconomics</u> *

Mathematics: (4 hours)

MATH 1950 - Calculus with Analytic Geometry I *

Statistics: (3 hours)

- MGT 2110 Statistical Methods for Business I * or
- <u>MATH 2100 Introduction to Statistics</u> or
- ENGR 2220 Probability and Statistics for Engineering

Program Requirements

- <u>ECON 1010 Principles of Economics: Macroeconomics</u> #
- <u>ECON 1020 Principles of Economics: Microeconomics</u> #
- MGT 2110 Statistical Methods for Business I # * or
- MATH 2100 Introduction to Statistics or
- ENGR 2220 Probability and Statistics for Engineering
- <u>MATH 1950 Calculus with Analytic Geometry I</u> #
- MGT 1000 Computers In Business or

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<u>CPSC 1000 - Introduction to Computing</u>

Engineering Fundamentals:

• ENCE 3520 - Engineering Economy

Engineering Management Fundamentals:

- ETEM 1320 Introduction to Materials for Construction and Technology
- ETEM 3550 Project Management and Practice
- ETEM 4590 Facilities Management
- ETEM 4500 Engineering Management Design (to include Design Project) or
- ETEM 4960r Engineering Technology Management Internship

Construction Management Fundamentals:

ETCM 2010 - Construction Safety and Risk Management

Specialty and Related Courses

Mechatronics Engineering Technology Fundamentals:

- <u>ETME 2100 Introduction to Mechatronics Engineering Technology</u>
- <u>ETME 3010 Applied Math for Engineering Technology</u>
- <u>ETME 3110 Control Systems Technology</u>
- <u>ETME 3120 Maintenance of Mechatronic Systems</u>
- ETME 3210 Automated Material Handling
- ETME 3230 Industrial Programming & Networking
- ETME 4110 Integrated Mechatronics Systems I
- ETME 4120 Applications of Thermal & Fluid Systems
- ETME 4130 Applied Electric Power & Machinery
- <u>ETME 4210 Integrated Mechatronics Systems II</u>
- ETME 4220 Robotics & Motion Control

Interior Design Fundamentals:

- IARC 2090 Computer-Aided Design I
- <u>IARC 3150 Computer-Aided Design II</u>

Technical Electives (34 hours):

 May come from engineering, science, technology, business or other related areas. Advisement should be sought from program director as early as possible.

Additional Information and Notes

127 total hours required.

Minimum 39 hours at the 3000-4000 level.

2.0 GPA in all required major and related courses (including specified General Education courses).

A maximum of 30 hours may be earned in the College of Business and credited toward the degree.

See Degree and Graduation Requirements for additional requirements.

Note: * General Education course

General Education and Program requirement

Proposed New BAS-MET Course Descriptions

ETME 2100: Introduction to Mechatronics Engineering Technology

Credits: 3 hours, Contact Hours: 2 lecture, 2 lab

Integrate the principles of mechanics, electronics and computing to generate simple, economical, and reliable mechatronic systems. The course will then build on theoretical knowledge to understand how mechatronic systems or robots are programmed.

ETME 3010: Applied Math for Engineering Technology

Credits: 3 hours, Contact Hours: 3 lecture, 0 lab

Application of math to physical and dynamic systems. Emphasis is placed on application of software tools and numerical methods to the solution of problems. Course includes a survey of matrix algebra and the state-variable form. Builds foundation for mechanical, electrical, fluid, and thermal systems. Prerequisite: MATH 1950 – Calculus with Analytic Geometry I.

ETME 3110: Control Systems Technology

Credits: 3 hours, Contact Hours: 2 lecture, 3 lab

Classical control system concepts including block diagrams, transfer functions in Laplace domain, stability and damping including measurement, actuation, and control elements used in systems. Frequency response analysis including Bode plots, gain, and phase margin. Nyquist stability criterion and root locus methods of analysis. Controller design using ultimate gain and process reaction methods. Influence of nonlinearities and lags on system performance. Laboratory experiences will demonstrate real-world applications and usage of software tools for analysis and design. Prerequisite: MATH 1950 – Calculus with Analytic Geometry I.

ETME 3120: Maintenance of Mechatronic Systems

Credits: 3 hours, Contact Hours: 2 lecture, 3 lab

Fundamental maintenance principles from multidisciplinary engineering fields. Applied machine design, material selection, equipment reliability and predictive / preventive maintenance technologies are of special emphasis. Application of troubleshooting techniques to systems having combined mechanical and electrical actuation and sensing technologies. Prerequisite: ETME 3010 – Applied Math for Engineering Technology.

ETME 3210: Automated Material Handling

Credits: 3 hours, Contact Hours: 3 lecture, 1 lab

Basics of conveyor systems design, industrial robots, and conventional rack systems. Topics include production flow, storage systems, and overhead monorails. Emphasis placed on total system integration, from receipt of order to transport completion. Applications of barcoding, RFID, vision systems, and AGVs are covered. Pre- or co-requisite: ETME 3110 – Control Systems Technology.

ETME 3230: Industrial Programming & Networking

Credits: 3 hours, Contact Hours: 2 lecture, 3 lab

Programming applications for transferring data between industrial applications across a network; networking of industrial devices including servers, computers, smart sensors, controllers, and input/output devices for use in industrial applications. Co-requisite: ETME 3010 – Applied Math for Engineering Technology.

ETME 4110: Integrated Mechatronics Systems I

Credits: 3 hours, Contact Hours: 2 lecture, 3 lab

Introduction to the field of mechatronics as the intersection of the applied fields of mechanical, electrical, control, and computer technology. Study of mechanical, thermal, fluid, and electrical components in the dynamic modeling of mechatronic systems including linearization and response analysis. Signal conditioning and A/D conversion. Sensors and transducers. Laboratory experiences include interfacing of sensors and transducers to digital hardware, comparison of signal conditioning techniques, and experimental validation of dynamic models. Prerequisite: ETME 3110 – Control Systems Technology.

ETME 4120: Applications of Thermal & Fluid Systems

Credits: 3 hours, Contact Hours: 2 lecture, 3 lab

Focus will be placed on first and second law analysis of power and refrigeration cycles used in industrial applications; analysis of fluid flow and design of industrial piping and pump systems. Industrial heat transfer processes including modes of heat transfer: conduction, free and forced convection, and radiation. Prerequisites: ETME 3010 – Applied Math for Engineering Technology.

ETME 4130: Applied Electric Power & Machinery

Credits: 3 hours, Contact Hours: 2 lecture, 3 lab

Principles and application of electric machinery and equipment including generators, motors, switchgear, protective relaying, overloads, and fuses. Electric power generation, transmission, and distribution with emphasis on components and measuring instruments associated with single and three-phase AC and DC electricity. Methods of operation and control of common motors and generators. Application of protective relays, overloads, and fuses for protection of motors, generators, buses, and transformers. Methods of power factor correction. Circuit and single-line diagrams; extensive use of software for simulation. Prerequisite: ETME 3110 – Control Systems Technology.

ETME 4210: Integrated Mechatronics Systems II

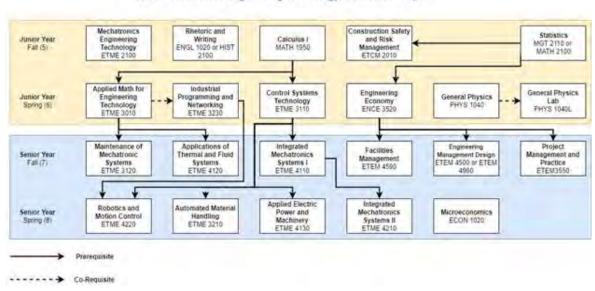
Credits: 3 hours, Contact Hours: 2 lecture, 3 lab

Application and dynamics of actuators in mechatronic systems including stepper, AC, and DC motors; hydraulic actuators; and pneumatic actuators. Digital hardware. Applications of controls to mechatronic systems. Case studies. Laboratory experiences include transient response analysis of mechatronic actuators and implementation of closed-loop control of mechatronic systems. Prerequisite: ETME 4110 – Integrated Mechatronics Systems I.

ETME 4220: Robotics & Motion Control

Credits: 3 hours, Contact Hours: 2 lecture, 3 lab

Application of industrial robotics and motion control in industrial automated systems. Utilization of teach pendants to program robots for specific actions. Topics include path planning, obstacle avoidance, encoder calibration, payloads & inertia, and end effectors. Prerequisites: ETME 3110 – Control Systems Technology and ETME 3230 – Industrial Programming & Networking.



BAS: Mechatronics Engineering Technology, Curriculum Map

F. Transfer Credit

Students must have an AAS degree in Engineering Technology or a related engineering field to transfer to the BAS-MET degree at UTC. All 60 credit hours earned from an approved AAS degree in Engineering Technology or related engineering field apply toward the BAS-MET. The Department Head of Engineering Management & Technology oversees this approval process. Appendix A outlines how each engineering-related AAS degree will transfer to this program, including examples from Cleveland State CC and Chattanooga State CC. UTC academic advisors will facilitate each students' registration to address minor differences in individual college transcripts. Further, to ensure that topics are not duplicated for some transfer students, the Engineering programs have a process in place for allowing students to take tests that ensure the most appropriate placement. For this program, a Special Exam can be administered to students with eligible AAS degrees that could eliminate the need to take ETME 4210. The ability to test out of ETME 4210 will help students avoid courses that include content with which they are already familiar.

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Conversely, students with other non-engineering AAS degrees, such as nursing or business, may not directly transfer to the BAS-MET at the junior status level. While it is unlikely that nonengineering AAS degree students would apply for this program, those who do will be advised of the need to begin the career changing degree program at the appropriate lower classification.

G. Leveling Mechatronic Skill Sets for Incoming Students

Accepting, and equally serving, students with AAS degrees from various engineering-related fields could conceivably present challenges for the BAS-MET program. However, the two primary feeder community colleges' Engineering AAS programs share more similarities than differences, primarily because they are both part of the Tennessee Board of Regents System (TBR). In the Mechatronics AAS program, for example, detailed courses descriptions were developed and are held at the Board of Regents. As a result, TBR community colleges are aligning their course rubrics across the state. Cleveland State already aligned their Mechatronics curriculum to the TBR rubrics, and, currently, Chattanooga State is updating their curriculum to align with TBR standards by Fall 2018. Therefore, both colleges will have equivalent Mechatronics curriculum by this fall, sharing similarity in five of their major field courses: MECH 1310, 1320, 1330, 1340, 2425, 2320, 2440, 2441, 2480, and 2490. At this time, the primary difference between the AAS Mechatronics programs at Cleveland State and Chattanooga State is that the program at Cleveland State is Siemens certified, but Chattanooga State has not yet achieved this certification.

Nevertheless, regardless of transfer student origin, Chattanooga State, Cleveland State or another community college, only about 60 credit hours can be transferred from their AAS Engineering-related degrees. Out of 60 credit hours, 34 count as technical electives and the remaining will be General Education courses. To level all incoming AAS students, UTC advisors will ensure that all students have achieved the following courses: Physics I and lab, Pre-calculus, Circuit 1, Programming or related course, Materials or related course, and Drafting or related course. These are considered as bridge courses for the BAS program. If a transfer student is missing any of these in their existing AAS degree transcript, they can take the missing course at their community college, or at UTC before they start the BAS program. Further, the BAS – MET program will use ETME 2100: Introduction to Mechatronics Engineering Technology as a leveling course, to ensure that students from varying Engineering AAS programs are equally served. ETME 2100 is currently scheduled for Fall 2018.

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H. Retention/Progression Policies

- 1. Students must follow the guidelines and policies for continuation as outlined in the UTC *Undergraduate Catalog.*
- 2. Students must successfully maintain a cumulative GPA of 2.0.

I. Dismissal Policies

Students who violate professional or academic policy will be subject to dismissal from the Department of Engineering Management & Technology if they:

- 1. Are found guilty of academic dishonesty, unprofessional conduct, negligent habits, or other causes as specified by the Department.
- 2. Have a cumulative institutional GPA that falls below the 2.0 UTC Undergraduate Catalog Continuation Standards.
- 3. Violate any other actions as outlined in the *<u>Undergraduate Catalog</u>*.

J. The BAS-MET Graduation Requirements

In order to be eligible for degree conferral, students must have completed all coursework (127 hours) as specified in the <u>Undergraduate Catalog</u> with a cumulative GPA of minimum 2.0 on a 4.0 scale.

III. Organization

The BAS-MET program will be located in the Department of Engineering Management & Technology (EMT) within the College of Engineering and Computer Science (CECS) at UTC. Oversight of the program will be by UTC's Provost and the Dean of CECS. The EMT Department Head will serve as the Program Coordinator and will have immediate responsibility for administering the program.

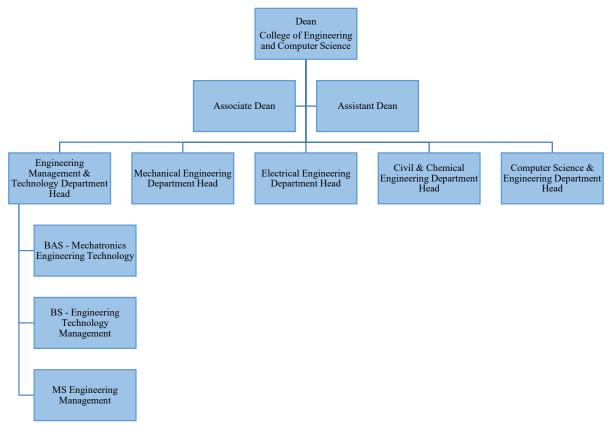


Figure 1. UTC-CECS Organizational Chart

IV. Evaluation

A. Student Outcome Assessment

The UTC Department of Engineering Management & Technology has established eleven (11) student learning outcomes for the Mechatronics program that align directly with ABET-ETAC student outcomes:

- a. an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities;
- an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies;
- c. an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes;

- d. an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives;
- e. an ability to function effectively as a member or leader on a technical team;
- f. an ability to identify, analyze, and solve broadly-defined engineering technology problems;
- g. an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;
- h. an understanding of the need for and an ability to engage in self-directed continuing professional development;
- i. an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity;
- j. a knowledge of the impact of engineering technology solutions in a societal and global context; and
- k. a commitment to quality, timeliness, and continuous improvement.

A map of student outcomes as they will be introduced, reinforced, and emphasized in each BAS-MET course is provided in Appendix C, along with the assessment process.

Student achievement of learning outcomes will be assessed in each course through homework quizzes; mid-term and final exams; and laboratory and class projects. All coursework is graded according to the following scale: A – 90-100, B – 80-89, C – 70-79, D – 60-69, and F (\leq 59). Students must achieve a satisfactory cumulative grade of "C" or better in each course to receive course credit and, if the course is a pre-requisite, enroll to the next course.

In alignment with UTC policy, all seniors will be asked to complete a survey prior to graduation. Students will be asked to quantify their level of attainment of each learning outcome on a fourpoint scale: 4 = Completely Met, 3 = Partially Met, 2 = Partially Not Met, 1 = Not Met at All, and X = No Opinion. The results of the survey will be shared with the faculty to facilitate program revision.

B. Program Evaluation

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The UTC Department of Engineering Management & Technology will conduct a self-study of its BAS program for the 2020 accreditation application and every six years thereafter for the ABET-ETAC accreditation. This process is intended to provide faculty and administrators with information to assess program strengths and weaknesses, and thus identify ways the program can be improved. The self-study of the BAS program will include the use of student feedback and faculty evaluations, design projects, and exit interviews. The self-study results will be submitted to faculty and the Industrial Advisory Board for review and suggestions for modification prior to submission to ABET. Feedback from the Industrial Advisory Board, which meets bi-annually and is composed of local and regional professionals, is critical to assure that the program is meeting the demands and needs of employers. Their comments and suggestions will be included and form the foundation for expected changes and improvements.

C. <u>Design Project (ETEM 4500 – existing course)</u>

Through the design capstone project requirement, students must demonstrate the ability to think critically, creatively, and independently; apply strategic communication concepts and theories; conduct research and evaluate information; write correctly and clearly; and contribute to knowledge appropriate to the technical professions in which they work.

G. Exit Interviews

The program coordinator will conduct online exit interviews with students prior to their graduation to gauge their perceptions of the degree program and to gather suggestions for improvement (<u>https://utk.col.qualtrics.com/jfe/form/SV_2a7CypcbFkmRZ6B</u>).

V. Accreditation

The Accreditation Board for Engineering and Technology (ABET) is the accreditation standard for all first-professional Engineering, Technology, and Computer Science degrees. Per ABET policy, UTC will apply for accreditation for the BAS-MET program through the Engineering Technology Accreditation Commission (ETAC) of ABET after the first student graduates. Preparation for ETAC-ABET accreditation will begin in fall 2017 in anticipation of the program's launch. Further, UTC is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. University of Tennessee at Chattanooga 25

VI. Related Undergraduate Programs

The BS in Engineering Technology Management is a related undergraduate program at the University of Tennessee at Chattanooga, which provides support and resources related to this newly proposed degree program.

VII. Need for Program

The resurgence of high-tech manufacturing in the Greater Chattanooga economic region has expanded the need for engineering technologists to manage, maintain, and operate sophisticated equipment and processes beyond the capabilities of a technician. Highly qualified engineering technologists will be essential to manufacturers and the energy sector as the education and skill gap widens between the expertise of a technician and the needs of businesses and industry.

Regional businesses and industry partners such as Tennessee Valley Authority, Electric Power Board, Volkswagen, Tennessee Rand, Miller Industries, Mars/Wrigley, Card-Monroe, Whirlpool, McKee Foods, Core Metals Group LLC, Astec, Propex Global, etc. have expressed a strong need for mechatronics technologists to fill critical positions within their companies. Many current technical professions in automotive manufacturing, along with associated Original Equipment Manufacturers (parts providers, OEM and companies who utilize high-end technology and machinery), will require more advanced mechanical and electrical/electronics plant skill sets, increasing the demand for technologists with formal training from an accredited educational institution. Professionals skilled in this area have been identified as a critical need by industry and by the Society of Manufacturing Engineers. In addition, according to the Center for Automotive Research, mechatronics will dominate future employment needs at motor vehicle firms.

Table 9 outlines the employment outlook for individuals who obtain the BAS-Mechatronics Engineering Technology (MET) degree within the greater Chattanooga economic region. The sample data below are conservative projections provided via surveys and face-to-face meetings with human resource managers and plant leadership representatives, from the aforementioned companies, in support of their future staffing plans. University of Tennessee at Chattanooga 26

Year	2017	2018	2019	2020	2021
Employment Staffing Needs	20	25	30	33	35

Table 9. Employment Forecasts

According to the *Academic Program Supply and Occupational Demand Projections: 2008-2018¹* prepared by the Center for Business and Economic Research in the College of Business Administration at the University of Tennessee, Knoxville, Engineering Technology (CIP15.04) is one of the ten fastest growing STEM Classification for Instructional Programs (CIP) and should double by 2018.

This initiative also addresses a regional need to provide a seamless transition from a Tennessee Technology Center (TTC) diploma program through an associate of applied science degree in a technical field into a bachelor's degree. It is ideally suited for this region's adult students who hold an AAS degree wishing to simultaneously work and pursue their educational objectives. It allows the greater Chattanooga area to "grow our own" technically competent workforce. Graduates of the program will gain knowledge related to the major concepts, principles, and techniques necessary to pursue managerial-level positions in their chosen technical field.

Outside the Chattanooga area, three other community colleges have certificate and AAS degree programs in Mechatronics Technology (CIP 15.0403): Motlow State Community College, Roane State Community College, and Volunteer State Community College (<u>http://thec.ppr.tn.gov/apisearch/APISearch.aspx</u>). No Tennessee institutions currently offer a Bachelor of Applied Science in Mechatronics Engineering Technology; therefore, there are no low-producing programs in this area.

VIII. Diversity and Access

The UTC Department of Engineering Management & Technology will work to enhance the state's commitment to diversity and access. As a program within an institution that highly values

¹ http://www.state.tn.us/thec/Divisions/AcademicAffairs/academic_programs/THEC%20supply%20and%20demand%20Final.pdf University of Tennessee at Chattanooga 27

diversity and equity, we expect that this program will produce a diverse pool of graduates to work in our communities and program faculty will work to advance this commitment. The Department of Engineering Management & Technology will recruit students nationally and will work with the Disability Resource Center to ensure that all courses/curricula are accessible to all students.

The Department will work closely with local and regional community colleges to recruit graduates from relevant AAS degrees to provide them the opportunity to continue their education to achieve a bachelor's degree. The Department will also collaborate with industry partners to ensure those currently in the workforce who hold a relevant AAS degree will be provided the opportunity to advance their careers by enrolling in the BAS program at UTC. The full Marketing Plan is outlined in Appendix J.

Year	Fall Full-Time Headcount	Fall Part-Time Headcount	Spring Full-Time Headcount	Spring Part-Time Headcount	Summer Full-Time Headcount	Summer Part-Time Headcount	Graduates
1 (2018-2019)	10	10	10	10	5	5	
2 (2019-2020)	15	15	15	15	5	10	
3 (2020-2021)	20	20	20	20	7	13	10
4 (2021-2022)	20	30	20	30	10	15	12
5 (2022-2023)	25	35	25	35	10	20	15

IX. Estimated Size of Program Table 10. Estimated Enrollment

The Department of Engineering Management & Technology maintains a successful accredited BS program focused on providing academic preparation and hands-on professional training, graduating an average of 20 students annually (<u>http://www.utc.edu/college-engineering-computer-science/about-us/college-data.php</u>). The BAS is expected to be similarly productive but slightly smaller (12 – 15 annual graduates at maturity) based on optimal capacity. Lab class sizes are preferably 10-15 students and limited to 18 students. By enrolling fewer students per term, the BAS program will also mimic the community college environment through smaller class sizes that allow more attention from faculty than those in our traditional BS program. This environment is necessary for the hands-on skills development and stronger mentorship and advisement

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relationships between faculty and students that accompany BAS program expectations, and has been shown to help with student retention (Rhine et al., 2000).

X. Duplication

Currently, students do not have the opportunity to gain a bachelor of applied science degree in mechatronics engineering technology locally or in the State of Tennessee. Moreover, there are <u>no</u> undergraduate mechatronics engineering technology programs in any of UTC's peer institutions. There is currently a BAS degree approved between East Tennessee State University and Roane State Community College; however, the degree program is a general applied science degree for students who hold an AAS degree in a technical field that does not have an articulated program at ETSU, and is not specific to Mechatronics.

XI. Faculty

The five full-time members of the UTC Department of Engineering Management & Technology faculty teach undergraduate, graduate, and lab courses in Engineering Management and Construction Management areas. Faculty may choose to teach full-time at the undergraduate or graduate levels. The EMT Department also currently maintains 4-6 adjunct faculty members per year. The strength of this team of adjunct faculty is evident in their professional work experience and credentials (see Appendix H for faculty CVs).

The College of Engineering and Computer Science (CECS) is in the process of hiring a new faculty member as department head for Engineering Management & Technology who has a background in mechatronics. This individual is due to begin in August 2018 and will have oversight of the BAS-MET degree program. The position is funded through the existing CECS budget and, therefore, is not included in the program-specific financial projections. This faculty member will also be responsible for the undergraduate and graduate programs in the department. Further, the Department of Engineering Management and Technology will hire additional faculty, including adjuncts, as the program demonstrates need and growth. Meanwhile the ongoing faculty support from the College of Engineering and Computer Science and the EMT Department will maintain the program's standards as shown by their credentials in Table 11.a. Moreover, Table University of Tennessee at Chattanooga 29

11.b provides a summary the percentage of time each faculty member will devote to the proposed program and the specific courses each individual is qualified to teach (or will teach).

Faculty Member	Rank /Title	Highest Degree	Credentials	Areas of Specialization	Years of Teaching
Neslihan Alp	Professor	Ph.D.	Professional Engineer (PE), License No., Member of ASEM, IISE, SWE, ASQ	Engineering Management Industrial Engineering Project Management Quality Control Facilities Planning Operations Research Engineering Economy Manufacturing	22
Aldo McLean	Assistant Professor	Ph.D.	Professional Engineer (PE) Commonwealth of Kentucky Certified Manager or Quality/Organizational Excellence ASQ, IISE, APICS	Engineering Management Industrial Engineering Logistics Supply Chain Management Quality	10
Endong Wang	Assistant Professor	Ph.D.	FE/EIT ASCE, ASC, CSI LEED	Construction Management Sustainability Green Building Construction Scheduling Materials	5
Jan Evans	Lecturer	MBA	Previously licensed contractor [Tennessee] Certified Manufacturing Engineer Certified Quality Engineer Professional in Human Resources	Lean Systems and Principles Six Sigma Quality Control Reliability engineering Facilities Planning Manufacturing Processes Leadership	22
Paul Baggett	Lecturer	MBA	LEED-G Green Associate, OSHA-10; OSHA-30 Level 1 (TDEC) Certification GA level 1 Georgia Storm Water Management SWPPP	Business Management Organizational Management Construction Management Safety	10
Wolday Abrha	Associate Professor	Ph.D. candidate	Six Sigma Certified Lean Manufacturing; Industry and lab experience includes robotics and fluid power, parts engineering, quality assurance, and maintenance planning	Manufacturing Engineering Six Sigma Certified Lean Manufacturing; Industry and lab experience includes robotics and fluid power, parts engineering, quality assurance, and maintenance planning Engineering Technology	11

Table 11.a Current Department of Engineering Management and Technology Faculty

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Alexandr Sokolov	Associate Professor	Ph.D. candidate	Industry and lab experience includes programming hot cell facilities, reliability engineering, simulation, engineering programming, and electrical engineering	Quality Management Lean Systems and Reliability of Lean Systems Technical Drafting Maintenance of Machinery Project Management Value Management Entrepreneurship and Leadership Reliability Engineering Optimization via Simulation	1
New Faculty	Associate Prof/ Professor	Ph.D.	Department Head – hiring in process	Mechatronics Engineering	Shared faculty line with Mechanical Engineering
New Faculty	Assistant/ Associate Professor	Ph.D.	For the 2019/20 academic year, as enrollment growth indicates a need.	Mechatronics Engineering	

Table 11.b Current Department of EMT Full-Time Faculty BAS-MET Courses, and Time Allocations

Faculty Member	Rank /Title	Highest Degree	BAS-MET Course Assignments	Percentage of Time to Support BAS
New Department Head	Professor	Ph.D.	TBD	50%
Aldo McLean	Assistant Professor	Ph.D.	ETME-2100: Introduction to mechatronics engineering technology ETME-3110: Control Systems technology ETME 3210 – Automated Material Handling ETME-4130 - Applied Electric Power & Machinery ETME-4220: Robotics & Motion Control	10%
Wolday Abrha	Associate Professor	Ph.D. candidate	ETME-2100: Introduction to mechatronics engineering technology ETME-3010: Applied Math for engineering technology ETME-3110: Control Systems technology ETME-3120: Maintenance of Mechatronic Systems ETME-4110: Integrated Mechatronic Systems I ETME- 4210: Integrated Mechatronic Systems II ETME-4120: Application of Thermal and Fluid Systems ETME-4220: Robotics & Motion Control	25%
Alexandr Sokolov	Associate Professor	Ph.D. candidate	ETME- 2100 - Intro to Mechatronics Engineering Technology ETME-3010 - Applied Math for Engineering Technology ETME-3110 - Control Systems Technology	15%

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			ETME-3120 - Maintenance of Mechatronic Systems ETME-3230 - Industrial Programming and Networking ETME- 4110 - Integrated Mechatronics Systems I ETME- 4120 - Applications of Thermal & Fluid Systems ETME-4130 - Applied Electric Power & Machinery ETME- 4210 - Integrated Mechatronics Systems II ETME- 4220 - Robotics and Motion Control	
New Faculty – Hired at Yr 1 end	Assistant/ Associate Professor	Ph.D.	TBD	100%

Estimate of Additional Faculty Needed to Support the Program

The Department of Engineering Management & Technology is requesting at least one new fulltime faculty member to support the addition of a BAS program. The Department is requesting the first hire for the beginning of the second year of the program offering (highlighted in yellow in Table 11.a and 11.b). Additional adjunct faculty may be hired as the program grows to cover courses as needed. Finally, Appendix I includes an outline of adjusted resource requirements related to course development on how much the new hires will support existing programs and what percentage of time they would work in the new program (also Table 11.b).

XII. Library Resources

UTC Library General Information

Mission

The mission of the UTC Library is to support the teaching and research of faculty and students of the University of Tennessee at Chattanooga through the development of collections and services to promote and enhance the university's curriculum and research endeavors. Information about the UTC Library is available at <u>http://www.utc.edu/library</u>

Personnel, Budget, and Facilities

The Library has 21 faculty librarians, 14 staff specialists, and over 700 hours of student help to support the UTC community. The total library budget for 2016 was approximately \$3.7 million. UTC opened a new library facility in January 2015. This new 184,725 square foot facility is open 125 hours per week during the academic semester and combines traditional library services like reference, research assistance, and circulation with cutting edge amenities like the <u>Studio</u> featuring University of Tennessee at Chattanooga 32

recording space, high-spec computing hardware and software, 3D modeling and printing, and video/audio equipment circulation. Furthermore, the library now houses important student and faculty service points including, <u>The Center for Advisement</u>, <u>The Writing and Communication</u> <u>Center</u>, and <u>Walker Center for Teaching and Learning</u>. The new library also boasts 37 group study and practice presentation rooms, 8 conference rooms, and an Information Commons with access to 142 Windows and 36 Macintosh computers. The library houses unique and historical book and manuscript collections, University Archives, and the permanent University art collection within a climate controlled state-of-the-art Special Collections facility. The <u>New UTC Library</u> page provides more detailed information on features of the library and services offered.

UTC Library Collections

Databases, Serials, and Ongoing Expenditures

As of July 1, 2016, the Library makes available 70,197 serial titles, including open access titles, through subscriptions to full-text resources, databases, journal packages, and individual journals. Of those, 10,998 are direct subscriptions in print, microfilm, and digital forms. Many core journal titles for CECS like *Progress in Energy and Combustion Science, Journal of Catalysis, Applied Energy, Mechatronics, Building and Environment, Engineering Structures, Transportation, Journal of Hydrology, Journal of Building Physics, Mechatronics and Automation (IEEE), Pattern Recognition, Progress in Quantum Electronics, Mechatronics and Control, Combustion and Flame, Rapid Prototyping Journal, and International Journal of Engineering Science, SIAM Journal on Imaging Sciences, Journal of Network and Computer Applications, Empirical Software Engineering, Information Fusion, IEEE Network, Computer, and Computer Networks are made available through large multidisciplinary journal packages and databases without an impact on the direct allocation for CECS. The Library has identified 2,487 print and electronic journals that support CECS subjects. Of these 2,487 journal titles and databases, CECS is currently responsible for \$75,897 of the total \$1,046,245 spent toward ongoing serial and database subscriptions.*

The UTC Library provides access to electronic resources with the following databases supporting CECS: IEEE/IET Electronic Library, Association of Computing Machinery journals package, Materials Science and Engineering Database, MathSciNet, Advanced Technologies and Aerospace Database, Polymer Library, and Safari Technology E-Book Package. In addition, the University of Tennessee at Chattanooga 33 Library makes available numerous multidisciplinary databases such as *ProQuest Central, Web of Science, ProQuest Sci-Tech Premium, ABI Inform Complete, and ProQuest Dissertations Full Text* to supplement subject-specific resources. Access to thousands of online full-text journals is also available through large packages from premier publishers like Elsevier Science Direct, Taylor and Francis, Sage, Springer, and Wiley. A comprehensive list of journals is available upon request.

Monographs, Audio-Visuals, and One-Time Expenditures

As of July 1, 2016, the Library's print (466,255) and electronic (274,647) monograph collection consists of 740,902 unique titles, of which 35,387 bear the call numbers QA75.5-76.95, T, TA, TC-TH, TJ-TL, TN, TP, and TS, which are appropriate to the study of Engineering and Computer Science. The Library's collection of physical (22,344) and online streaming (75,652) audio/visual material consists of 97,996 unique titles, of which 198 are appropriate to Engineering and Computer Science. Each year, a portion of the Library's materials budget is allocated to purchase books, audio-visual materials, and other one-time resources. The 2015-2016 Library allocation for one-time expenditures for CECS was \$7,500 (\$5,000 Engineering and \$2,500 Computer Science) from a total amount of \$148,000 spent across all academic departments. In 2015-2016, 352 A/V items and 736 books were checked out by faculty and students in Engineering.

UTC Library Services

Interlibrary Loan

The Library offers interlibrary loan (ILL) service at no cost to students and faculty who need to acquire materials that are not owned or accessible by the Library. In 2015-2016, 7,995 ILL borrowing requests were filled for the UTC community; of those, 675 were filled for faculty and students in the CECS.

Instruction

The Library boasts a busy, well-respected, and growing instruction program. In 2015-2016, instruction librarians taught a total of 362 courses and reached 5827 students across all academic disciplines. Librarians work closely with faculty to design instruction sessions tailored to course and assignment objectives. Librarians teach much-needed information literacy and research skills as well as the basics of citation style and strategies for avoiding plagiarism. 9 instruction sessions

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were conducted for Engineering reaching 186 students. No subject or course-specific instruction sessions were held for Computer Science students. In addition to disciplinary instruction, in 2015-2016,189 workshops were offered to the UTC community.

Reference

The Library's reference desk is open 91 hours per week to assist faculty and students with research queries. In addition to face-to-face assistance, the Library offers online reference services in the form of real-time instant messaging assistance, an email reference service, and traditional telephone services. In the year past, UTC librarians answered 13,976 reference questions. One-on-one research consultation is also available to any student seeking in-depth assistance. In the 2015-2016 academic year, librarians provided 496 individual research sessions. Of these, 9 individual research sessions were held with Engineering students. No sessions were held for Computer Science students.

Liaisons

A Library Liaison program is in place where a librarian is assigned to each academic department to enhance communication, collection development, and general support. Librarians are matched with departments based on educational background, work experience, and subject expertise. Typical library liaison activities involve attending departmental meetings, distributing information about new services or resources, organizing one-time purchase requests, teaching classes, creating subject guides, meeting with students and faculty, and more. The current Engineering Liaison is Michael Bell. The current Computer Science Liaison is <u>Andrea Schurr</u>. Liaisons maintain subject guides which provide access to relevant electronic resources, websites, and other information to help students and faculty in their research, here are links to the <u>Engineering</u> and <u>Computer Science</u> Subject Guides.

Studio

Since opening in January 2015, the Studio functions as the library's service point for multimedia production and design. Services include: high-spec PCs and comprehensive design software including Adobe Creative Cloud, Autodesk applications, SolidWorks, Unity, Camtasia, and SketchUp. In 2015-2016, Library IT and the Studio worked closely with CECS to install SolidWorks and Unity software on Studio PCs. SolidWorks is licensed by Engineering and deployed for use in the Studio. Both pieces of software are highly used within the Studio by

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CECS students. The Studio also circulates high-spec A/V gear and accessories, prototyping hardware, and other peripherals, A/V production rooms

for lighting/photography/videography and audio production, 3D printing services, and consultation, instruction, curriculum development, and help at point-of- need in Studio. 1 workshop on 3D Printing was provided for students enrolled in ENIE 3580. Students, faculty and staff associated with CECS checked out 456 items from the Studio including, high-spec still and video cameras, electronics, and audio recorders. Additionally, 96 3D printing requests were fulfilled for patrons associated with CECS.

Writing and Communication Center

The Library is now home to the Writing & Communication Center (WCC), which offers all UTC students, faculty, and staff one-on-one assistance with any type of writing, speech or presentation, at any stage of the composition process. Having completed its first full year as part of the library, the WCC experienced record usage and growth. In 2015-2016, 2,174 consultations were provided to the UTC community; of those, 28 were provided to students in Engineering and Computer Science courses.

Course Reserves

The Library offers a well utilized Course Reserve service for faculty and students so that faculty may place high demand materials on reserves to ensure they are available to students. The Library also provides a scanning service for faculty--ensuring high-quality and accessible scans of materials related to research and courses. In 2015-2016, there were no materials on reserve related to CECS courses.

Circulation of Physical Materials

The Library has generous circulation policies and allows semester-long borrowing of monographs for students and year-long borrowing for faculty members. In 2015-2016, monographs and audio-visual materials circulated 26,413 times. In addition, the Library circulates laptop computers, other tech equipment (cameras, calculators, e-book readers, and more), and group study rooms to patrons. Last year, laptops and other equipment circulated 44,515 times, while our group study rooms had over 21,795 reservations. In 2015-2016, students, faculty and staff associated with CECS checked out 695 books and/or audiovisual materials, 2,259 pieces of

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equipment (laptops, Chromebooks, headphones, markers, etc...), and 1,069 study rooms from the UTC Library.

Accreditation, Library Comparative Data and On-going Journal Funding

Recommendation

The UTC Engineering Program is accredited through ABET (Accreditation Board for Engineering and Technology). Library and information resources are included within the standards for accreditation. The following statement is included under graduate and undergraduate programs, "The library and information services, computing and laboratory infrastructure, and equipment and supplies must be available and adequate to support the education of the students and the scholarly and professional activities of the faculty. Remote or virtual access to laboratories and other resources may be employed in place of physical access when such access enables accomplishment of the program's educational activities." No specific resources are mentioned in the criteria. The Tennessee Higher Education Commission also requires that "library resources should be adequate to support a high-quality program."

For purposes of library assessment, 35 institutions (THEC aspirational peers, UT System, TBR, and top-tier Engineering programs) were identified that offer engineering and computer science degrees. Of those, 9 institutions offer a degree or concentration in Mechatronics or Engineering Technology. Examination of library holdings at each of these institutions reveals that the UTC Library provides access to a similar mix of databases, journal packages, and e-book packages when compared with THEC-approved peers and TBR four-year institutions that offer engineering and computer science degrees. However, UTC falls behind when compared against research institutions like UTK, larger colleges and universities, and top-ranked Engineering and Computer Science programs. A spreadsheet of peer comparisons provides detailed information about individual institutional subscriptions. The comparison was a website review and additional information is available upon request.

Students and faculty associated with a new program in Mechatronics Engineering Technology would greatly benefit from new journal subscriptions and packages. The UTC Library recommends an ongoing, base budget increase of \$6,480 in support a Mechatronics degree.

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The UTC Library would work with faculty in the Mechatronics program to select the new resources. Below is an example of an additional resources that provide access to current technical specifications, standards, conference proceedings, and journal articles within the fields of mechanical, automotive/aerospace, and systems engineering. Peers subscribe to this resources and current UTC faculty and students regularly make requests for materials from this resource via interlibrary loan.

Example: American Society for Testing and Materials (ASTM) Standards and Digital Library \$6,480, with 12,600 ASTM Standards as well as manuals, monographs, data series, STPs, and 9 journals (6480)

XIII. Support Resources

The College of Engineering and Computer Science (CECS) Student Success Center oversees course selection and sequencing guidance, academic support, and workforce development opportunities by pairing students to professional and faculty advisors, connecting students to peer-to-peer tutoring opportunities, and leveraging strong partnerships between UTC, CECS, and over 185 local, regional, and national industries to arrange job/internship opportunities.

Students enrolling in the BAS-MET program will be assigned a faculty advisor from the Engineering Management Technology Department based on common specialties and interests, where possible. Faculty advisors provide tailored career and academic guidance to ensure the students matriculate through the program. Students will also have access to the CECS Professional Advisors, who are thoroughly knowledgeable about the respective engineering curricula, internship opportunities, professional societies, etc., and help direct students to academic, professional, and social supports that match their needs. However, all program faculty are available for any questions regarding career guidance and advice or problems that may arise at any time.

All computer and other technical support for faculty and staff offices, classrooms, and labs is provided by the College of Engineering and Computer Science's own dedicated technical support

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staff. Students have access to the UTC Information Technology Division's help desk and related technical support services.

A CECS Industrial Advisory Board has been established consisting of Chattanooga professionals in the engineering, technology and computing fields. They represent such organizations as shown in Table 12 below:

Table 12: UT Chattanooga College of Engineering and Computer Science Steering Committee

Mr. Joe Ferguson, Chairman	Chairman, EPB
Dr. Daniel J. Pack	Dean of the College
Mr. Joe Brown	Vice President, Miller Industries
Mr. Nick Coussoule, Sr.	Vice President and CIO, Blue Cross Blue Shield of TN
Mr. Steven Douglas	Vice President, Nuclear Oversight, TVA
Rep. Patsy Hazelwood	Member, TN House of Representatives, District 27
Dr. Burhard Huhnke	Vice President, Product Innovations, Volkswagen
Mr. Jimmy Lail	Vice President, Raines Brothers, Inc.
Mr. Mack McCarley	President, PDM Associates
Ms. Lyn Potter	Interim Dean of Engineering and Information Technology, Chattanooga State Community College
Gen. William Raines	Principal Broker, The Raines Group
Dr. Elaine Swafford	Director, Chattanooga Girls Leadership Academy
Mr. Roger Tuder	President and CEO, Associated General Contractors
Mr. David Wade	President and CEO, EPB

XIV. Cost/Benefit

The required THEC Financial Projection form (see Appendix G) includes the projected revenue and expenses for the first five years of the new BAS-MET program. Using this projection, tuition and fee increases are expected to meet or exceed program needs. Cost and income estimates in this proposal are based on in-state tuition projections. However, because UTC has been an attractive institution for nearby out-of-state residents, revenues from out-of-state students will likely result in income being higher than expenses.

Budget Justification Notes

A. Space and Facilities

No new office, classroom, or laboratory space needs are anticipated to start the program. However, the Mathematics Department, currently housed in the Engineering, Mathematics, and Computer Science building, will be relocating. This move is planned to take place in 2020 and will result in approximately 4,800 square feet of additional space for CECS and the BAS-MET program. While not all of the freed space will be designated specifically for use by the BAS-MET program, the additional labs, conference space, and maker space will be available for the program.

Finally, the development of the Advanced Manufacturing Application Center (AMAC) will be completed by fall 2019, as a state-of-the-art facility that will also support this program. The AMAC is planned to be opened on the first floor of the Mapp Building at the UTC campus in Fall, 2019. When it opens, it will initially support the laboratory portion of only the ETME 4220, Robotics and Motion Control course with a six-degree freedom robot manipulator. We plan to acquire an assembly system equipment in support of the laboratory exercises for the ETME 4110 and ETME 4210 courses by Summer of 2020, eliminating the needs for the further use of the CSCC equipment. Beginning Fall, 2020, the center will be fully equipped to provide laboratory support for the three BAS-Mechatronics program courses:

- 1. ETME 4110, Integrated Mechatronics System I
- 2. ETME 4210, Integrated Mechatronics System II
- 3. ETME 4220, Robotics and Motion Control

Based on all of these factors, we are confident that UTC has the capacity and flexibility to accommodate the students in the BAS-MET program as it grows over the coming years.

B. Equipment

Although the program currently does not need new lab equipment in the beginning, since the labs at Chattanooga State Community College (ChSCC) will be available for our students, we are asking for a one-time \$50,000 for any other additional equipment needed. MecLab, Mechatronics Training System, by FESTO, is the Siemens approved Mechatronics equipment provided as shown in Appendix K. The minimum system requirement starts from \$50,000, and we are going to apply federal and state level grants to get more support for our labs.

The collaborative equipment and facility sharing commitment we have with Chattanooga State Community College is strong (letter of support is found in Appendix E). The BAS-Mechatronics program at UTC will initially require the following equipment use at ChSCC:

Assembly Systems including Allen Bradley PLC Trainer, Lab Volt Process Control Trainer, Hampden Process Control Trainer, and Festo MPS (Modular Production System) System

The equipment currently resides in Engineering Technology Laboratories (Rooms: CETAS 207 and CETAS 208) in the CETAS Building at ChSCC. The UTC courses that will require the use of the ChSCC equipment are ETME 4110, Integrated Mechatronics System I, and ETME 4210, Integrated Mechatronics System II. These senior level courses are planned to be scheduled during evening hours when no ChSCC Engineering and Information Technologies Division courses are scheduled in the laboratory. Actual offering dates and times of the two courses will be coordinated by course schedule coordinators from the Department of Engineering Management and Technology at UTC and the Engineering and Information Technologies Division at ChSCC. The coordination of the course offering will take place in Spring of 2019, for the ETME 4110 course, to be offered in the Fall semester of 2019, and for the ETME 4210 course, to be available for students in the Spring semester of 2020.

Nevertheless, we have added \$50,000 to the budget annually to supplement UC Foundation money, and continue the pursuit of external grants to ensure we have adequate funding to develop specialized labs at UTC. The need and support for the degree is strong in the community; therefore, we are confident that supplemental financial support will be achievable.

C. Library

We are asking for a one-time \$6,480 to update library resources to serve Mechatronics Engineering Technology students and faculty.

D. Personnel

1. Recurring Expenditures:

Faculty: Currently, Engineering Management & Technology Department has 3 tenured and tenure-track faculty and 2 lecturers. We are currently in the process of hiring one

more tenure-track faculty in the Department, who will start in the fall of 2017. Moreover, the College of Engineering and Computer Science (CECS) is in the process of hiring a new faculty as department head for Engineering Management & Technology who has a background in mechatronics. This individual is due to begin in August 2018 and will have oversight of the BAS-MET degree program. The position is funded through the existing CECS budget and, therefore, is not included in the program-specific financial projections. This faculty member will also be responsible for the undergraduate and graduate programs in the department.

Finally, as Table 1 shows, we expect a steady growth of the student population over the next five years. While no clerical staff will be required since the program will be under the Department of Engineering Management & Technology, there will be a need for one full-time tenure-track faculty member in the Mechatronics area at the end of year one, which will be shared with the Mechanical Engineering Department. We estimate that an assistant professor will cost \$112,800 [\$80,000 (base salary) + \$32,800 (benefits)] in year three.

Graduate Assistants: With the anticipated gradual growth of the program, we are asking for one graduate assistant to help with the labs. For the graduate student, we are using a fee base of \$10,020 and a 3% fee increase per year for the next five years. We are also using a stipend of \$8,000 plus benefits per year.

Operating: We are budgeting \$2,500 for travel per year for faculty associated with the program. We are also budgeting \$200 for printing annually, \$500 for equipment/materials, and \$100 for other items per year.

2. **One-time Expenditures (as previously noted):** \$6,480 for Library to request additional materials for the Mechatronics Program and \$50,000 for equipment and training to initiate the Siemens certification process.

XV. Costs/Productivity of Recently Initiated Programs Table 13. UTC Post Approval Monitoring Report – Fall 2016

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Program	Nursing DNP	Integrated Studies BS	Occupational Therapy DOT	Social Work MS	Interior Design MS
THEC Approval	4-Aug-10	26-Jul-12	26-Jul-12	24-Jul-15	24-Jul-15
Implementation Date	Fall 2010	Fall 2012	Fall 2014	Fall 2016	Fall 2016
Enrollment					
Year 1: Goal Attainment	Planning Year	110%	54%		
Year 2: Goal Attainment	92%	160%	75%		
Year 3: Goal Attainment	96%	120%			
Year 4: Goal Attainment	65%	106%			
Year 5: Goal Attainment	25%				
Year 6: Goal Attainment	34%				
Graduates					
Year 1: Goal Attainment	N/A	N/A	N/A		
Year 2: Goal Attainment	0%	220%	N/A		
Year 3: Goal Attainment	83%	200%	1011		
Year 4: Goal Attainment	79%	136%			
Year 5: Goal Attainment	46%	15070			
Year 6: Goal Attainment	19%				
PAM 2016 Submission	Yes	No	Yes	No	No
Comment	PAM 2015 benchmarks were not met so monitoring was extended. Not meeting enrollment and graduate	Exceeded both enrollment and graduate benchmarks.	Not meeting enrollment benchmark.	PAM 2017 will be required to report on 1st year of implementation	PAM 2017 will be required to report on 1st year of implementation

*NA denotes that information is not applicable due to early program development

XVI. Consultant

As stated above in this proposal, the program is on high demand in Chattanooga and the surrounding area. Local community colleges, like Chattanooga State and Cleveland State have Mechatronics Engineering Technology programs, and their students are in the pipeline and the

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industry is highly supporting this program. Because of this, we did not deem such a review necessary.

XVII. Financial Estimate Form

Funding for the BAS program will come from existing resources, such as differential tuition revenues and other University funds. The UC Foundation and Chancellor are willing to provide necessary funding, as evidenced by the initial grant of \$50,000 in support of the development of the AMAC. Moreover, we have added \$50,000 per year to the financial projections, even without additional funding, the program can still be sustained through the use of partner institutions' space.

Please see attached Financial Projections form in Appendix G. In this form, the proposed hiring schedule has been altered so that the budget line item for new faculty now is at the end of the first year, rather than the third year of the program, as originally stated. This faculty member will be a mechatronics expert, as recommended, and will be allocated 100% to the BAS-MET program.

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - New Academic...

Appendix G – Financial Statement

(Full Spreadsheet Submitted Separately)

Tennessee Higher Education Commission Attachment A: THEC Financial Projections University of Tennessee at Chattanooga Bachelor of Applied Science (BAS): Mechatronics Engineering Technology

Five-year projections are required for baccalaureate and Master's degree programs Projections should include cost of living increases per year.

		Year 1		Year 2		Year 3		Year 4		Year 5
I. Expenditures										
	+									
A. One-time Expenditures										
New/Renovated Space	\$	-	s	-	\$	-	s	-	\$	-
Equipment	<u> </u>		-			25,000	-	25,000		
Library		-		6,480		-		-		-
Consultants		-		-		-		-		-
Travel		2,500		2,500		2,500		2,500		2,500
Other**		-		-		15,000		-		-
Sub-Total One-time	s	2.500	s	8,980	\$	42,500	s	27,500	s	2,500
	1		-		-		-		-	
B. Recurring Expenditures										
Personnel										
Administration										
Salary	\$	-	\$	-	\$	-	\$	-	\$	-
Benefits		-		-		-		-		-
Sub-Total Administration	\$	-	s	-	\$	-	s	-	\$	-
	<u> </u>		-				-			
Faculty										
Salary	\$	-	\$	80,000	\$	82,400	\$	84,872	\$	87,418
Benefits				32,800		33,784		34,798		35,841
Sub-Total Faculty	\$	-	s	112,800	\$	116,184	s	119,670	\$	123,260
Support Staff										
Salary	\$	-	\$	-	\$	-	\$	-	\$	-
Benefits		-		-		-		-		-
Sub-Total Support Staff	\$	-	\$	-	\$	-	\$	-	\$	-
Graduate Assistants										
Salary	\$	8,000	\$	8,000	\$	8,100	\$	8,100	\$	8,200
Benefits		2,560		2,560		2,592		2,592		2,624
Tuition and Fees* (See Below)		10,020		10,321		10,630		10,949		11,278
Sub-Total Graduate Assistants	\$	20,580	s	20,881	\$	21,322	s	21,641	\$	22,102
Operating	<u> </u>									
Travel	<u> </u>									
Printing		200		200		200		200		200
Equipment		50,500		50,500		50,500		50,500		50,500
Other (ABET acccreditation)***		100		900		3,300		2,400		2,400
Sub-Total Operating	\$	50,800	\$	51,600	\$	54,000	\$	53,100	\$	53,100
	-									
Total Recurring	\$	71,380	\$	185,281	\$	191,506	\$	194,411	\$	198,461
	-									
TOTAL EXPENDITURES (A + B)	\$	73,880	\$	194,261	\$	234,006	\$	221,911	\$	200,961

*If tuition and fees for Graduate	Assistants are included	please provide the	following information
"If tuition and fees for Graduate	Assistants are included,	please provide the	tollowing information.

Base Tuition and Fees Rate	\$ 10,020.00 \$	10,320.60 \$	10,630.22 \$	10,949.12 \$	11,277.60
Number of Graduate Assistants	1	1	1	1	1
## Classic constituent and interest	 CAEN.				

** Siemens certification training in Germany - \$15K
***ABET Application Fee: \$800. Accreditation Fee: \$4,600 (two annual payments of \$2,300) Site Visit Daily Rate: \$1,500 (typically, an average Site Visit of this type lasts 3 days)

	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees ¹	213,600	326,200	443,000	563,750	688,500
Institutional Reallocations ²	(139,720) (131,939)	(208,994)	(341,839)	(487,539)
Federal Grants ³	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-
Other ⁵	-	-	-	-	-
BALANCED BUDGET LINE	\$ 73,880	\$ 194,261	\$ 234,006	\$ 221,911	\$ 200,961

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

DATE:	June 22, 2018
COMMITTEE:	Academic Affairs and Student Success
CAMPUS/UNIT:	UTHSC
ITEM:	UTHSC Five-Year Strategic Plan, FY 2018-19 through FY 2022-23
PRESENTED BY:	Steve Schwab, Chancellor, UTHSC

In 2017, the Health Science Center began planning for a new five-year strategic plan with the goal of improving the strategies of the FY 2015-18 plan and creating closer linkages to strategies and outcomes. The new plan, *Transforming Lives-Communities-Health Care*, is described in the following materials. The plan includes five strategic priorities and four cross-cutting priorities, with outcomes/metrics for each.

Committee Action

Chair: Call attention to the following Resolution and call for a motion and second that the Committee recommend the Resolution for adoption by the Board of Trustees.

RESOLVED: The Board of Trustees approves the proposed five-year strategic plan, FY 2018-19 through FY 2022-23, for the Health Science Center.



TRANSFORMING LIVES | COMMUNITIES | HEALTH CARE

The Five-Year Strategic Plan 2018-2019 through 2022-2023 DRAFT

Presented to the University of Tennessee Board of Trustees June 2018

LIVES | COMMUNITIES | HEALTH CARE



To the University of Tennessee Board of Trustees:

The University of Tennessee Health Science Center embarked on a thorough strategic planning process in 2012. Outside consultants provided guidance in the development of the first Strategic Map which began in FY15 and concluded in FY18. As part of the planning, stakeholders across campus met to identify the critical strategic priorities as well as strategies to move the mission forward. We made progress on all of the priorities and at the conclusion of FY18, UTHSC has many successes to celebrate.

Planning for the new strategic plan began in 2017. The campus reviewed the current plan with the goal of improving the strategies and creating closer linkages to strategies and outcomes. The process involved standing committees across the campus rather than creating new working groups. This process can be replicated in the future and taps committees and working groups familiar with the mission of the institution.

A committee was formed to review the mission of the institution. The group considered the rich history of UTHSC and its long-standing commitment to improving the health of the citizens of Tennessee and beyond. New themes emerged including the recognitions that we should embrace the global community and our role in discoveries to impact health beyond the borders of Tennessee and the United States. The committee also wanted to recognize the need to create a diverse health care workforce as well as a campus that welcomes everyone. The resulting mission fine-tuned the previous mission and charts the course for a meaningful future for UTHSC.

The same group convened in the spring of 2018 to consider language that captured the vision and foundational values of UTHSC.

The report provides the details of the new strategic plan which will be in place from FY19 until FY23. We are confident the plan will guide the institution as we reach greater heights in the mission areas of education, research, clinical care, and service. We look forward to input from the UT Board of Trustees.

Sincerely,

Steve J. Schwab, Chancellor

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - UT Health Scie...

TRANSFORMING

LIVES | COMMUNITIES | HEALTH CARE

WE TRANSFORM THROUGH:

OUR MISSION

The mission of the University of Tennessee Health Science Center is to improve the health and well-being of Tennesseans and the global community by fostering integrated collaborative and inclusive education, research, scientific discovery, clinical care, and public service.

OUR VISION

Working together to transform lives and build healthy communities

AND OUR VALUES

Excellence

Health Equity

Diversity

Caring

Integrity

Respect

Knowledge

LIVES | COMMUNITIES | HEALTH CARE

THE STRATEGIC PRIORITIES OF THE PLAN

The University of Tennessee Health Science Center will:

- Educate outstanding graduates who meet the needs of the state and its communities
- Grow the research portfolio focusing on targeted areas
- · Create areas of clinical prominence while expanding outreach
- Increase visibility and recognition of UTHSC's contributions
- · Align UTHSC resources with areas of excellence

The Plan includes four cross-cutting priorities that span the five main strategic priorities.

- Recruit and retain faculty and staff through development, support, and mentorship
- Foster and sustain a diverse and inclusive culture where we respect and engage all members of the UTHSC community
- · Expand and strengthen key community and other partnerships
- Strengthen organizational effectiveness through a focus on a culture of excellence across UTHSC

STRATEGIC PRIORITY A

Educate outstanding graduates who meet the needs of the state and its communities

Strategies -

- Expand and strengthen team-based Interprofessional educational experiences
- Cultivate and sustain effective educational models and technologies to enhance student learning and engagement
- Foster student wellness and resilience to prepare them for lives and careers as health professionals
- Prepare graduates to understand and address the social determinants of health in the communities we serve
- Prepare graduates as life-long learners, collaborative leaders, and advocates to improve the shifting health care landscape

Outcomes/Metrics –

- Maintain stable enrollment (~3,200)
- Maintain number of degrees granted (~950)
- Maintain first time board pass rates at or above 95%
- Maintain graduate and professional graduation rates at or above 95%

LIVES | COMMUNITIES | HEALTH CARE

STRATEGIC PRIORITY B

Grow the research portfolio focusing on targeted areas

- · Provide necessary infrastructure for research and scholarship
- Enhance connections between researchers at various translational stages (T0 to T4)
- Create a collaborative research network across, disciplines, colleges, campuses, universities, hospitals, and industry
- · Develop and implement research mentorship programs

Outcomes/Metrics

- Increase research grant awards and expenditures by at least 6% per year
- Continue to provide at least six VCR Distinguished Lectures per year in T0 to T4 Translational Stages¹
- Provide a minimum of ten Collaborative Research Network (CORNET) awards per year
- Hire at least five new faculty in targeted Areas of Excellence and Focus areas
 per year
- Create mentorship programs as part of the Delta Clinical Translational Science Award (CTSA) Consortium

¹T0 -T4 refers to the phases of translational research with T0 representing basic science research and T1-T4 representing translation of research to humans, patients, practice, and community, respectively.

LIVES | COMMUNITIES | HEALTH CARE

STRATEGIC PRIORITY C

Create areas of clinical prominence while expanding outreach

Strategies -

- · Develop centers of excellence in targeted areas
- · Establish a culture of best practice
- Strengthen program quality using performance metrics
- Develop and implement community and statewide clinical and outreach programs
- · Expand the scope and quality of integrated clinical practice

Outcomes/Metrics -

- Increase RVUs² overall by 10% each year
- Increase the number of practice groups by 10% over 5 years and increase the geographic coverage of the practice groups throughout the state
- Ensure at least 25% of new clinical hires each year are in areas of prominence, including Cancer, Cardio-Vascular, Transplantation, Neuroscience, and Children's Health

² RVU refers to relative value units., a measure used for reimbursement for physician services.

LIVES | COMMUNITIES | HEALTH CARE

STRATEGIC PRIORITY D

Increase visibility and recognition of UTHSC contribution

Strategies -

- Broaden and bolster the branding and marketing strategy
- Increase awareness of UTHSC's health care initiatives and contributions, from local to national and international audiences
- · Renovate facilities to stimulate learning
- Be legislative advocates for UTHSC
- Promote UTHSC as a positive, equitable and necessary entity in health care, education, research, and clinical practice

Outcomes/Metrics —

- Increase the number of media placements including print, social media, television, etc. highlighting UTHSC by 5% each year
- Increase the number of local health initiatives, including health fairs, screening, etc. by 2 per year

LIVES | COMMUNITIES | HEALTH CARE

STRATEGIC PRIORITY E

Align UTHSC resources with areas of excellence

Strategies -

- Address prioritized needs/deficits requiring additional resources
- Increase collaboration across UT
- · Allocate space based on need across UTHSC
- · Re-engineer clinical and core services to increase effectiveness and efficiency
- Optimize productivity and alignment of faculty, staff, students and administration
- Build and sustain a philanthropic culture across UTHSC, alumni and external stakeholders
- · Develop leaders of all levels of the institution

Outcomes/Metrics –

- Provide a minimum of ten Collaborative Research Network (CORNET) awards per year
- Continue implementation of the UTHSC Campus Master Plan
- Continue participation in the UT Leadership Institute and the proposed UT Leadership Academy (when approved)
- Increase philanthropic receipts by 15% annually over the previous five-year rolling average.

TRANSFORMING LIVES | COMMUNITIES | HEALTH CARE

CROSS-CUTTING PRIORITY F

Recruit and retain faculty and staff through development, support and mentoring

Outcomes/Metrics –

- Successful nomination of employees to the UT Leadership Institute and to the newly proposed UT Leadership Academy
- Increase participation and the number of events in the Women's Resource Group by 2% each year
- Develop and implement internal faculty leadership programs including chair onboarding and sustained chair training
- Create mentorship programs as part of the Delta Clinical Translational Science Award (CTSA) Consortium
- Increase the number of staff training programs by 2% per year

LIVES | COMMUNITIES | HEALTH CARE

CROSS-CUTTING PRIORITY G

Foster and sustain a diverse and inclusive culture where we respect and engage all members of the UTHSC community

Outcomes/Metrics –

- Increase participation in programming sponsored by the Office of Equity and Diversity by 2% each year
- Fully implement the Quality Enhancement Plan focused on the Social Determinants of Health
- Increase the number of standardized patient encounters that involve diverse populations by 2% each year
- Recruit and retain a diverse student body and faculty to mirror the diversity within Tennessee
- Develop and implement strategies for targeted recruitment of faculty
- Continue to implement holistic admission strategies

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LIVES COMMUNITIES HEALTH CARE

CROSS-CUTTING PRIORITY H

Expand and strengthen key community and other partnerships

Outcomes/Metrics -

- Maintain the number of clinical practice groups co-managed with partners
- Increase research with partners through Clinical Trials Network 2 (CTN2)
- Increase the number of local health initiatives in partnership with community organizations by 6 per year
- Continue participation by cabinet and dean level administrators on local, regional, and national boards

CROSS-CUTTING PRIORITY I

Strengthen organizational effectiveness and adaptability through a focus on a culture of excellence across UTHSC

Outcomes/Metrics

- Deploy technological solutions to increase information security, efficiency and increase robustness of reporting (DM-Activity Insight, OnBase, others as needed)
- Apply Lean 6 strategies across the campus

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

ACTION ITEM

ITEM:	UT Martin Five-Year Strategic Plan, FY 2018-2013
CAMPUS/UNIT:	UT Martin
COMMITTEE:	Academic Affairs and Student Success
DATE:	June 22, 2018

PRESENTED BY: Keith Carver, Chancellor, UT Martin

The University of Tennessee at Martin's proposed new five-year strategic plan, *Prepare for Takeoff,* features three key objectives: (1) maintaining broad community and institutional and alignment and commitment to UT Martin's future; (2) focusing on and delivering key goals critical to student and regional economic success; and (3) maximizing UT Martin's value to students, stakeholders, the region and the state.

The initiative highlights five specific goals for the campus: (1) preparing graduates to be responsible, informed, and engaged citizens; (2) recruiting, retaining, and graduating prepared students; (3) ensuring a campus that is open to all and hostile to none; (4) promoting strategic, sustainable, and responsible stewardship of human, financial, and capital resources in support of university goals and objectives; and (5) improving the vitality and prosperity of West Tennessee and beyond.

Committee Action

Chair: Call attention to the following Resolution and call for a motion and second that the Committee recommend the Resolution for adoption by the Board of Trustees.

RESOLVED: The Board of Trustees approves the proposed five-year strategic plan, FY 2018-19 through FY 2022-23, for The University of Tennessee at Martin.

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - UT Martin Five...



Five-Year Strategic Plan for The University of Tennessee at Martin 2018-2023



Five-Year Strategic Plan for UT Martin

INTRODUCTION AND BACKGROUND

The University of Tennessee at Martin has been a fixture in the West Tennessee educational landscape since its founding as a private institution in 1900. From its roots as a branch campus for the University of Tennessee, UT Martin has grown into a comprehensive university with 6,700 students and multiple locations across West Tennessee and the premier, four-year university in the region.

In January 2017, Dr. Keith S. Carver, Jr., became the university's 11th Chancellor and, with interim Provost Dr. Rich Helgeson launched the first campus-wide Strategic Planning project in more than three decades. Fueled by the Chancellor's vision for UT Martin to "be a hub – the cultural, intellectual and social center for the region," the project was designed to set the course for the next five years. Highly interactive, the planning process engaged campus and external communities, highlighted critical priorities and provided clear methods for measuring progress.

This planning effort occurs at a critical time in Tennessee. In 2012, the University of Tennessee System implemented a comprehensive Strategic Plan for the System Administration and established a series of overarching themes for the statewide enterprise. That plan, as is UT Martin's plan, was developed in response to a very dynamic and changing higher education landscape.

Public colleges and universities are being asked by state and national accrediting bodies and government agencies to provide evidence of quality; increased access, graduation and retention rates; and more graduates than at any time in history.

Additionally, in 2010, the state of Tennessee adopted the Complete College Tennessee Act, an aggressive performance funding model. On the heels of this new paradigm for public funding, came a flurry of new state-approved programs such as the Tennessee Promise, Tennessee Reconnect and Tennessee Strong. While these programs help provide higher education access to a record number of Tennesseans, public colleges and universities are required to operate at new levels of accountability, efficiency and enterprise risk management to compete and thrive.

The context in Tennessee is not unlike the trends nationally and globally. The value and relevance of a higher education degree are being questioned as market expectations are increasingly career-focused at the same time that federal and state executives and legislators are holding steady or reducing public investment in education. There are many new tools on the horizon, but they are costly and require changes in the "business of education," including big data tools and predictive analysis enabled by new technologies, emerging demands for new curricular options as jobs of the future change dramatically, and increased philanthropic investment to sustain and grow institutional bottom lines. To maintain their support, consumers also desire leadership from colleges and universities to build and improve

Five-Year Strategic Plan for UT Martin

relationships – from public-private partnerships to strengthen local and regional economics, to greater diversity and inclusion, to demands for personalization in communication and other interactions.

Aligned with the UT System Strategic Plan objectives, UT Martin also launched its Strategic Planning project with a track record of success in several key areas: (1) mid-range or higher status among 10 peer institutions for academic, graduation and diversity rates; (2) a betterthan-average position among alumni for support as students, learning experiences and well-being, but who also sought higher levels of support for career preparation; and (3) a significant economic impact to West Tennessee for the local business community, tax revenues and future earnings of graduates.

Framed by all these factors, careful, thoughtful planning was essential for success.

THE STRATEGIC PLANNING PROCESS

Chancellor Carver launched the initial planning process in June 2017 with engagement activities designed to expand and strengthen relationships among faculty, staff, students, legislators, friends, alumni and the businesses and other organizations in the region. Planned for "impact," the process had several other objectives:

- Broad community and institutional alignment and commitment to the UT Martin of the future
- Focus on and delivery of key goals critical to student and regional economic success
- Maximizing UTM's value to students, stakeholders, the region and Tennessee

Nearly 600 individuals participated in the planning effort, including task force members, focus groups and targeted and broad outreach to campus and external constituencies.

Leading the process was a 15-member Steering Committee of faculty, staff, students, alumni and business leaders:

- Rich Helgeson (chair) UTM Interim Provost & Vice Chancellor for Academic Affairs & Professor, UTM Department of Engineering
- Kiara Castleman Assistant Registrar, Office of Academic Records
- Chris Caldwell President of UTM Faculty Senate & Professor, UTM Department of Mathematics and Statistics
- Charley Deal UTM Interim Director of Research, Grants and Contracts & Executive Director, WestStar
- Pete Gibson UTM Employee Relations Council Representative & Administrative Specialist, Maintenance Center
- Nell Gullett Professor, UTM Department of Accounting, Finance, Economics, and Political Science
- Jennifer Hampton Edward Jones, Martin, & UTM alumna

Five-Year Strategic Plan for UT Martin

- Jordan Long President of UTM Student Government Association
- Jamie Mantooth Executive Director, UTM Enrollment Services and Student Engagement
- Petra McPhearson UTM Vice Chancellor for Finance and Administration
- Richard Robinson Associate Professor, UTM Department of Communications
- Brian Smith The Sideline, Martin, & UTM alumnus
- Brad Thompson Director of Martin Community Development
- Margaret Toston UTM Vice Chancellor for Student Affairs
- Todd Winters Dean, UTM College of Agriculture and Applied Sciences & Professor, UTM Department of Agriculture, Geosciences, and Natural Resources

Activities of the transparent process were reported in a timely fashion through campus updates and a dedicated website allowing the UT Martin community to track the project from start to finish. <u>http://www.utm.edu/strategic/</u>

PROJECT DESIGN

The year-long planning process consisted of five (5) phases:

PHASE 1: Project Launch (June-September 2017)

In this initial phase, the Steering Committee was formed and broad stakeholder engagement began. UT Martin also conducted some benchmarking and external assessment activities. The website and project communications efforts were launched.

PHASE 2: Data Analysis and Strategic Directives (September-October 2017)

This began by finalizing the project plan and high-level strategic directives by the Chancellor's leadership team. The process also finalized an environmental scan.

PHASE 3: Goals and Engagement (November 2017-February 2018)

This phase included the development of an initial strategic framework developed by the Steering Committee. Task Forces were also formed and charged.

PHASE 4: Draft Strategic Plan and Business Plan (February-April 2018)

The fourth phase included the development of the first draft of the Strategic Plan. It also included the development of a business plan and resource plan framework.

PHASE 5: Engagement and Final Draft Plan (April-May 2018)

This phase utilized broad stakeholder engagement and the drafting of an implementation framework. The Steering Committee also revised and recommended a final draft plan.

PHASE 6: Final Strategic Plan and Implementation Launch (May-June 2018)

This final phase of the planning project involved the leadership team finalizing the plan, setting an implementation strategy and schedule, and determining a budget. A dashboard

Five-Year Strategic Plan for UT Martin

will be developed to measure and report progress. A draft plan will be presented to the UT Board of Trustees at the June 2018 annual meeting. Following Board of Trustee approval, implementation of the plan will begin.

REVISED MISSION STATEMENT

The University of Tennessee at Martin educates and engages responsible citizens to lead and serve in a diverse world.

CORE VALUES

We value...

- Academic Program Excellence
- Student Experience and Success
- Inclusion
- Advocacy and Service



Five-Year Strategic Plan for UT Martin

STRATEGIC GOALS AND OBJECTIVES

Goal I: Prepare graduates to be responsible, informed and engaged citizens in their workplaces and the larger community.

- 1. Be a leader in public education for excellent academic programs.
- 2. Implement high-impact educational experiences in and out of the classroom.
- 3. Prioritize our students' development of essential life skills.

Performance Goal Statement I – By 2023, provide high-quality educational experiences to all of our undergraduate students through high-impact activities, such as domestic and international studies, research and mentorships as measured

Goal II: Recruit, retain and graduate students prepared for careers, professions and life.

- 1. Implement a comprehensive and aggressive Strategic Enrollment Management (SEM) plan in all areas of the university.
- 2. Amplify the collegiate experience through co-curricular programs and activities that increase student engagement in campus life.
- 3. Educate responsible citizens for careers, professions, service and personal well-being.

Performance Goal Statement II – By 2023, using current retention and graduation data and recruitment data currently being established, UTM will achieve the following benchmarks:

- Recruitment 1,400 freshmen and 600 transfers (+26.4%)
- Retention 80% (+ .8% per year)
- Graduation 53% (6-year rate)

Goal III: Ensure a campus that is open, accessible and welcoming to all.

- 1. Elevate support and visibility of the office of multicultural affairs.
- 2. Demonstrate commitment to the richness of UTM's diversity and inclusiveness through more spaces for students, faculty and staff to gather around their interests while respecting the free speech rights of students and faculty.
- 3. Establish a plan for recruiting diverse faculty and staff on an inclusive campus.

Performance Goal Statement III – By 2023, using baseline data established in 2019, increase level of student engagement in culturally diverse activities by 10%.

Five-Year Strategic Plan for UT Martin

STRATEGIC GOALS AND OBJECTIVES

Goal IV: Promote strategic, sustainable and responsible stewardship of human, financial and capital resources in support of university goals and objectives.

- 1. Enhance and diversify revenue streams through internal cost efficiencies, philanthropy and partnerships.
- 2. Implement more competitive salary and compensation plans to attract and retain a qualified and diverse workforce.
- 3. Prioritize critical facilities growth and improvements that advance our strategic goals.

Performance Goal Statement IV – By 2023, promote strategic, sustainable and responsible stewardship of human, financial and capital resources in support of university goals and objectives by increasing median compensation to that of peer institutions, revenues by 25%, and facility maintenance to level 2 APPA standards.

Goal V: Improve the vitality and prosperity of West Tennessee and beyond and increase the visibility of UT Martin through service and advocacy.

- 1. Create awareness of being the cultural hub for Northwest Tennessee and the region.
- 2. Promote civic engagement through service learning, internships, undergraduate research and travel study.
- 3. Designate an office to serve as a clearinghouse, and coordinate outreach and community activities directed at research, outreach and economic development.
- 4. Implement a comprehensive strategic communications and marketing plan in support of our focused direction and increased contributions to our communities, region and state.

Performance Goal Statement V – By 2023, through a newly-designated office focusing on research, outreach and economic development, the university will increase research and public service activities from the 2019 baseline data.

Five-Year Strategic Plan for UT Martin

IMPLEMENTATION FRAMEWORK

Effective July 1, 2018, the Strategic Plan will launch with the first 24 months of actions in support of the plan's five-year framework and current budget resources. In parallel, UT Martin's new Provost, Dr. Philip Acree Cavalier, will begin his term at the university and work closely with the Chancellor to oversee the plan's implementation.

Implementation Champions, two per goal, will lead small task forces to ensure progress toward goals and objectives. Initially these task forces will determine the actual key performance indicators that will be measured on the dashboard, affirm timelines for tactics, develop metrics and recommend the first 24-months' activities according to university priorities and human and financial resources. In the first year, these task forces will develop detailed project plans for each goal and meet monthly to deliver quarterly reports to the Provost and Chancellor.

Additionally, a Dashboard Committee will convene to incorporate and report relevant and timely measurement or trend data. This committee will consist of representatives from Information Technology, Institutional Research, the accreditation office and select members from the Goal Implementation Task Forces. The dashboard will be prominently marked on the UT Martin Strategic Plan website.

The Implementation Committee will also convene quarterly to review the progress toward goals; determine new, emerging themes that develop during the implementation process; and recommend reforecasting, as necessary, as situations change. Updates to the Strategic Plan and dashboard will be reported to the university community and posted on the Strategic Planning website.

The Strategic Plan provides the themes that will guide budget priorities for the next five years as we maintain our core strengths, are mindful of new opportunities, generate new resources to achieve our aims and redirect current resources, where appropriate. Initially UT Martin will rely on reallocation of existing resources and any money created through institutional efficiencies to support the Strategic Plan.

A fully developed Strategic Plan budget will highlight where additional resources will be needed. The Division of University Advancement will be joined by others to develop an aggressive plan to promote philanthropic giving in support of the plan and engage alumni, donors and friends to assist the university in accomplishing its ambitions. This is an ambitious, but achievable strategic undertaking for UT Martin to "Soar." The Chancellor, Provost and Implementation Champions will also determine how enrollment growth, partnerships, grants and other resources will advance the plan's goals and outcomes.



Academic Performance Solutions

Update to the UT Board of Trustees

The University of Tennessee System June 22, 2018

ROAD MAP

2

APS Overview



Work Completed to Date



Challenges and Next Steps



Launch Timeline and Deliverables

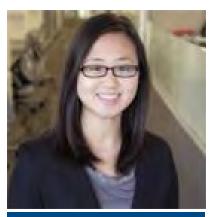
Our APS Team for UT



Technical Services



Jason Thompson JThompson@eab.com (202) 568-7806



Diana Li dli@eab.com (202) 909-4382

- APS data collection & related activities
- Maps data files, configurations, and ensures data integrity

Dedicated Consultant



Julia Linfors jlinfors@eab.com (202) 909-4156

- Analytic support & strategic guidance
- Establish framework for driving ROI & value
- Accountability for project planning success

Combining Technology and Best Practice Research

Analytics Driving Action and Impact

The APS Membership



The APS Platform

Desktop access to key performance metrics that give visibility across student, HR, and finance data



Structured Analytics

Analyses to support academic planning conversations and decisions



Departmental Peer Benchmarks

Apples-to-apples comparisons to peers and aspirational peers performance



National Collaborative

Annual summit, webinars, and other opportunities for networking and learning

Making Data-Informed Decisions

Three Activities Where Institutions Can Embed APS Data

Academic Program Review Strategically evaluate department health on an annual basis.

Critical analyses:



Demand vs. Capacity

Student Progress



Faculty Teaching Activity

Budget and Resource Allocation

Evaluate needs based on growth and opportunities to standardize and streamline resource allocation decisions.

Critical analyses:



Course Fill Rates



Costs per Student Credit Hour

Course and Workload Planning Determine which courses and how many sections to offer each term.

Critical analyses:



Class Size



Unique Course Offerings

Intercurricular **Dependencies**

ROAD MAP

6

1





Work Completed to Date

Challenges and Next Steps

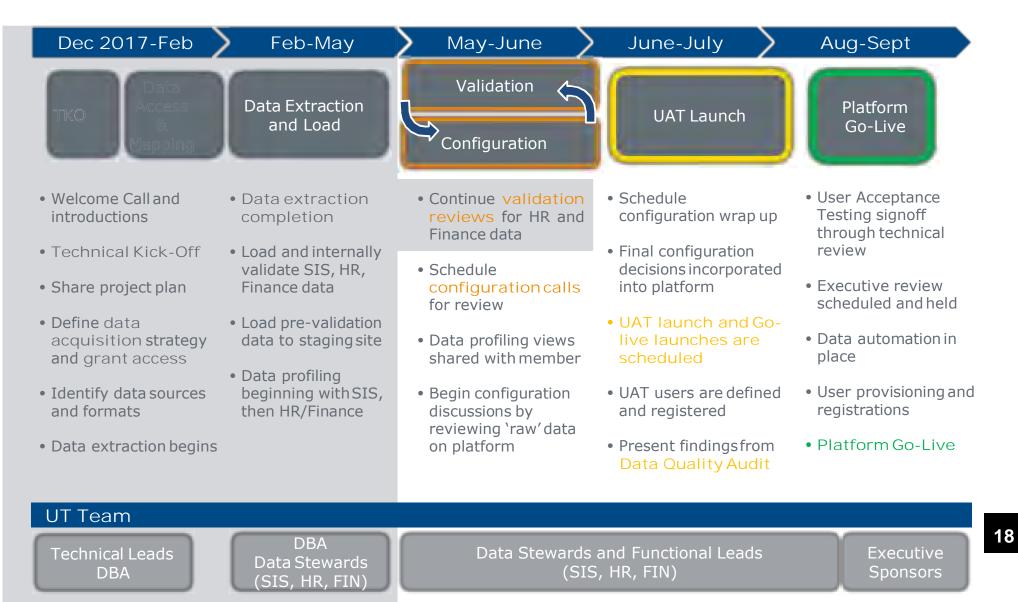


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Launch Timeline and Deliverables

APS Technical Project Overview

Progress with UT System to Date – Grey Shading Indicates Complete



ROAD MAP

8

1





Work Completed to Date

3 Challenges and Next Steps



Launch Timeline and Deliverables

Challenges

9

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Effects of Building while Flying

State-Level Data Warehouse in Progress

- Student-level data delay, delaying APS data extraction timeline by approximately two months (some time recovered).
- Currently only one year of student data will be loaded for UTM and UTK. APS will load historic data as available.

Serving the System and Campuses Well

Ensuring System Intent and Campus Benefit is Clear

- Leadership changes at campuses and system contribute to communication challenges.
- February 2018 meeting engaged campus-level leadership in planning for APS use for each institutions.

Next Steps



Building UT Platforms and Setting Expectations for Use

	What to Expect	Activities
Dec-June Technical Implementation	 Data extraction, validation, configuration Data Quality Audit PhaseI recommendations 	 Bi-weekly calls w/ technicallead Monthly updates w/ executive sponsor Launch Planning Call w/ full project team
June-August Platform Testing and Rollout Planning	 APS Platform build, small test group Introduce APS to stakeholders and set expectations for use 	 UAT and Planning Onsite, including User Acceptance Testing (UAT) with users and additional meetings with stakeholders
August-Sept Training and Opportunity I dentification	 Trainings, including explanation of data and interactive exercises Opportunity Identification Executive sponsor defines goals and commits to specific initiatives 	 Onsite training sessions for users: Initiate access to APS for campus and system users. Onsite meetings with value lead and executive sponsor to discuss opportunities and confirm goals
Ongoing Driving Results	 Support value lead in goal execution and tracking results 	 Bi-weekly calls with value lead Monthly updates with executive sponsor (first 6 months, then quarterly) Additional user trainings as needed Access to web-based trainings and resources

ROAD MAP

11

1





Work Completed to Date



Challenges and Next Steps



Launch Timeline and Deliverables

Deliverables - Fall 2018





APS Platform

Configured separately for each campus in the UT System, three instances of the APS platform will be available to the System with users from each campus accessing their own data securely.



Opportunity Assessment and Ongoing Support

Initial opportunity assessment mines each campus' data for areas of improvement across course management, student success, faculty teaching activity and cost. Dedicated consultant guides discussion and assists with identifying goals.

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Update on Edu...

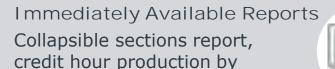
Setting Goals for Success

Getting Started with Your Opportunity Assessment



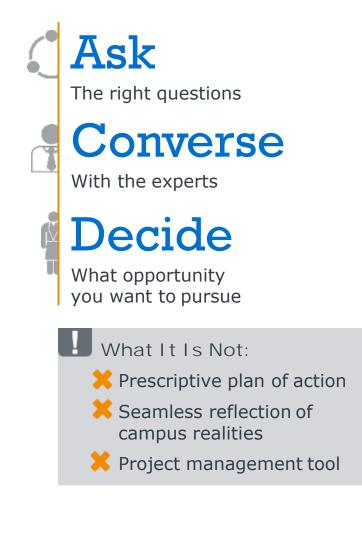
What Is An Opportunity Assessment?

In-Depth Analyses Based on UT Data Enrollment growth trends, demand-capacity mismatches...



Best Practices and Use Cases How other APS members use similar data and address common challenges





course, department...

The Path to ROI

Opportunities Surfaced By APS Users as Well as Dedicated Consultant

Surface Opportunities

Build a Project Plan

Embed Data into Planning Processes

As deans and chairs hardwire data into decision-making and planning activities, they uncover opportunities to reallocate resources and improve student progress



Collaborate with Dedicated Consultant

Dedicated consultant surfaces potential focus areas during opportunity assessment based on your priorities Sample Initiative:

Improve low course completion rates in gateway courses

- Executive sponsor defines goal and works with team to establish key milestones and owner for each initiative
- Leadership agrees upon cadence and process to receive updates on college and departmentlevel goals

Share Results

Create a Case Study

Dedicated consultant will help document project outcomes to demonstrate success and gain support for data-informed decision-making

We will also invite you to share successes with the collaborative.

Sample Ways to Measure Results

- Increase in number of students earning credit
- Increase in fill rates

Joint Meeting Academic Affairs and Student Success Committee and Subcommittee on Student Conduct, Rights, and Responsibilities - Update on Edu...



Washington DC Richmond | Birmingham Minneapolis P 202-747-1000 F 202-747-1010 eab.com