



University of Tennessee, Knoxville  
**TRACE: Tennessee Research and Creative  
Exchange**

---

Undergraduate Council Meeting Minutes

Office of the Provost

---

February 2019

## Undergraduate Council Minutes of Meeting January 29, 2019

Follow this and additional works at: [https://trace.tennessee.edu/utk\\_undergradcouncil](https://trace.tennessee.edu/utk_undergradcouncil)

---

### Recommended Citation

"Undergraduate Council Minutes of Meeting January 29, 2019" (2019). *Undergraduate Council Meeting Minutes*.

[https://trace.tennessee.edu/utk\\_undergradcouncil/98](https://trace.tennessee.edu/utk_undergradcouncil/98)

This Meeting Minutes is brought to you for free and open access by the Office of the Provost at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Undergraduate Council Meeting Minutes by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact [trace@utk.edu](mailto:trace@utk.edu).

**The University of Tennessee, Knoxville  
Undergraduate Council  
Minutes of the Meeting  
January 29, 2019**

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

**Ex-Officio Members present:** Misty Anderson, Monique Anderson, Chuck Collins, George Drinnon, Jeff Fairbrother, R.J. Hinde, Brent Lamons, Roberta Lavin, Barbara Murphy, Masood Parang, Noah Rost, John Stier, and Teresa Walker.

**Student Members present:** Ashlyn Hodges.

**Others present:** Stephanie Sieggreen, Jana Spitzer, Molly Sullivan, and Stephanie Workman.

**Welcome and Call to order:** The meeting was called to order at 3:40 pm by Robert Mindrup, Chair.

**Committee Reports (See attached reports)**

<b>Academic Policy Committee (Baker)</b> .....	6
<b>November 7, 2018</b> .....	6
• Proposal to update the Add/Drop/Withdrawal policy to accommodate First Session/Second Session deadlines in Fall and Spring Terms. Approved without opposition.	
• Proposal to update text to reflect changes to the university's advising structure. Approved without opposition.	
<b>December 5, 2018</b> .....	11
• Proposal to update catalog year policy to accommodate Volunteer Bridge students in the same way as students who complete a Tennessee Transfer Pathway. Approved without opposition.	
<b>January 16, 2019</b> .....	12
• Proposal to update language regarding uTrack to reflect present or past tense rather than the future tense of the current statement. Proposal to update the transfer policies for students entering UTK from a TBR community college to reflect additional associate-level degrees as well as certain students in the Tennessee Reverse Transfer Program in regard to general education requirements. Approved without opposition.	
• Proposal to update the types of documents accepted as proof of English proficiency for undergraduate student applicants to include options already accepted by the university's Graduate School. Approved without opposition.	
<b>Advising Committee (Lamons)</b> .....	16
• Report was informational only and did not require action.	
<b>Curriculum Committee (Foster)</b> .....	17
<b>CORRECTIONS TO 2018-2019 CATALOG</b> .....	20
• Minor corrections for clarity were approved without opposition.	

**PROPOSALS FOR THE 2019-2020 CATALOG .....21**

- Courses were added, dropped, or revised to support the learning objectives of the curriculum, to meet licensing and/or accrediting standards, or to take advantage of the expertise of new faculty. As part of the new courses, 37 courses were approved for Experience Learning course designation: ten courses were approved for N-designation, seventeen were approved for R-designation, and ten were approved for S-designation. The colleges then incorporated course changes into their programs.

**HERBERT COLLEGE OF AGRICULTURE .....21**

In addition to the types of changes mentioned in the general statement above, the following curricular changes were proposed:

- The Department of Biosystems Engineering and Soil Sciences dropped their Biosystems Engineering Technology (BSET) subject code and replaced it with the new Construction Science and Agricultural Systems (CSAS) subject code. This department also dropped six five-year BS/MS programs—three that were set up in error and three in which the corresponding concentration was dropped and added back under a new major approved last spring.
- The Department of Animal Science revised their pre-veterinary programs to more clearly define successful progression in the major.

All proposals were approved without opposition.

**COLLEGE OF ARCHITECTURE AND DESIGN .....80**

In addition to the types of changes mentioned in the general statement above, the following curricular changes were proposed:

- The college proposed a new major (BFA in Graphic Design), which is moving to this college from the College of Arts and Sciences. The two colleges are working together to ensure a smooth transition of this program.

All proposals were approved without opposition.

**COLLEGE OF ARTS AND SCIENCES .....98**

In addition to the types of changes mentioned in the general statement above, the following curricular changes were proposed:

- The college is adding one subject code (Normandy Scholars/NORM) and two courses to support the Normandy Scholars Program.
- The Department of Anthropology added a new concentration in Forensic Anthropology in response to increased interest in this field. The program is built from existing courses and the addition of new or cross-listed courses.
- The School of Art ended their Graphic Design Major, which will move to the College of Architecture and Design. The two colleges are working together to be sure that students are not adversely affected by moving the program from one college to the other.
- The Department of Mathematics is adding an Honors Minor in response to student interest.
- The Department of Chemistry requested a minor revision to CHEM 269 - Foundations of Organic Chemistry Laboratory for clarification purposes. (See page 111.

All proposals were approved without opposition.

**HASLAM COLLEGE OF BUSINESS .....193**

In addition to the types of changes mentioned in the general statement above, the following curricular changes were proposed:

- The Department of Management added a Social Entrepreneurship Minor, which will include courses from other colleges. The affected departments in those other colleges were contacted to ensure their cooperation with this new minor.

All proposals were approved without opposition.

**COLLEGE OF COMMUNICATION AND INFORMATION .....232**

In addition to the types of changes mentioned in the general statement above, the following curricular changes were proposed:

- The School of Information Sciences is ending their Information Studies and Technology minor and adding an Information Sciences minor to rename the minor and keep it relevant to market needs.

All proposals were approved without opposition.

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES.....241**

In addition to the types of changes mentioned in the general statement above, the following curricular changes were proposed:

- The Department of Nutrition revised their concentration in Dietetics to better align with the university's corresponding master's program.
- The Department of Theory and Practice in Teacher Education (TPTE) added upper-division courses in American Sign Language (ASL) as well as a Deaf Studies Major – ASL Education Concentration to support the State of Tennessee's recognition of ASL as a foreign language and to meet the demand for licensed ASL teachers in K-12.
- The Department of TPTE also added two programs: a major in Elementary Education, and a concentration in Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education under their Special Education major, dropping the existing concentrations under this major, in response to market and licensing-related demands in the state.

All proposals were approved without opposition.

**TICKLE COLLEGE OF ENGINEERING .....304**

In addition to the types of changes mentioned in the general statement above, the following curricular changes were proposed:

- The Department of Materials Science and Engineering ended two concentrations: (1) Nanomaterials and (2) Biomaterials because of students' difficulty in working the coursework into their schedules. Students will still be encouraged to take courses within these two fields if they want to build a specialty without a formal minor.

All proposals were approved without opposition.

**COLLEGE OF NURSING .....344**

In addition to the types of changes mentioned in the general statement above, the following curricular changes were proposed:

- The College of Nursing reworked their curriculum to better differentiate between the paths taken by traditional four-year students and by those who have earned bachelor's degrees and are participating in the accelerated nursing program.

All proposals were approved without opposition.

**COLLEGE OF SOCIAL WORK .....359**

This college added four N-designated versions of existing courses. The proposals were approved without opposition.

**RESERVE OFFICER'S TRAINING CORPS (ROTC).....361**

This unit made one minor change to a course in order to better accommodate all students in the program. The proposals were approved without opposition.

**THE BAKER CENTER .....361**

This unit added one course, revised another, and made minor changes to program requirements in support of the learning objectives of the program. The proposals were approved without opposition.

**CURRICULUM COMMITTEE GUIDELINES .....363**

The proposal to revise the guidelines covering ex-officio membership of the Committee was presented. Due to questions and concerns from the Council, the proposal was referred back to the Committee for additional discussion. That proposal will be re-examined at the Committee's meeting on March 26, 2019.

**General Education Committee (Murphy) .....364**  
**October 10, 2018.....364**

- Courses proposals:
  - EPP 101 – Bugs: Bizarre, Beautiful and Beneficial (NS)
  - RCS 225 – Fashion and Culture (CC)
  - ARAB 251 – Whole New Worlds: Fantasy, Sci-Fi, and Dystopia in the Middle East (AH)
- Proposal to revise the operating guidelines of the Committee for clarity and to accommodate the needs of the Committee as a result of changes to the general education curriculum.
- Learning objectives for the categories of Engaged Inquiries and Global Citizenship-United States.
- An implementation calendar for use by the Committee was presented as an informational item.

All proposals were approved without opposition.

**November 14, 2018 .....374**

- Courses proposals:
  - EPP 123 – Chocolate: Bean to Bar (CC)
  - REST 202 – Religion and Film (AH)
  - AREC 270 – Economic Perspectives on Natural Resource and Environmental Issues (SS)
  - PUBH 201 – Introduction to Public Health (SS)
  - SOCI 225 – Introduction to Critical Race and Ethnic Studies (SS)
  - UNHO 267 – Honors: Special Topics in the Social Sciences: Meaning in Theory and Practice (SS)
  - UNHO 267 – Honors: Social Theory in Eastern Europe (SS)
- The overview of the new general education curriculum was revised for clarification and to make the curriculum more applicable to the various practices of each college.
- An implementation calendar to share with the campus community was presented as an informational item.

All proposals were approved without opposition.

**December 5, 2018 .....378**

- Courses proposals:
  - AE 210 – Professional Topics (OC)
  - ARAB 321 – The Israeli-Palestinian Conflict in Literature, Film, and Popular Culture (WC)
  - CLAS 299 – Research Practicum in Classics (WC)
  - EEB 205 – Theory and Methods in Ecology and Evolutionary Biology (NS for both current and new gen ed)
  - EEB 305 – Evolution and Society (WC)
  - EEB 451 – Research Ethics (WC)
  - ME 210 – Professional Topics (OC)
  - MSE 304 – Principles of Materials Laboratory II (WC)
- Proposal for catalog text for new general education curriculum was presented.
- Application forms were approved and have been made available online for course proposals from the new curriculum.

All proposals were approved without opposition.

**January 16, 2019**.....390

- Courses proposals:
  - GEOG 415 – Quantitative Methods in Geography (QR)
  - BUAD 202 – Personal Finance (QR)
- New general education curriculum:
  - Proposal to name the new general education curriculum the Volunteer Core (may be shortened to Vol Core or simply the Core)
  - Proposal to rename the categories to differentiate between the current curriculum and the new curriculum and for marketing purposes as follows:
    - **Effective Communication** (rather than Ways of Communicating)
    - **Expanded Perspectives** (rather than Broadening Perspectives)
    - **Engaged Inquiries** (no change)

Note that the draft of the catalog text approved in December 2018 will be updated to reflect these changes.
  - Informational item: the Committee will hold workshops for faculty regarding the Vol Core and the application process and timeline.

All proposals were approved without opposition.

**Adjournment:** Robert Mindrup adjourned the meeting at 5:04 pm.

**Next regularly scheduled meeting:** Tuesday, February 26, 2019, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

**Approval of minutes:** These minutes were certified correct via email on February 4, 2019.

**Minutes submitted by:** Molly Sullivan

**ACADEMIC POLICY COMMITTEE****The University of Tennessee, Knoxville  
Academic Policy Committee  
Minutes of the Meeting  
November 7, 2018**

**Call to order:** A regularly scheduled meeting of the Academic Policy Committee was held in the Eighth Floor Conference Room, Andy Holt Tower, on November 7, 2018. The meeting was called to order at 1:32 p.m. by Ken Baker, Chair.

**Members present:** Ken Baker (Chair), Jamie Coble, Joanne Devlin, Katie Kavanagh, Charlie Parker, Monique Anderson, Brent Lamons, and Natalie Campbell

**Others present:** Kathy Abbott, Jennifer Hardy, Roberta Lavin, Peggy Love, Robert Mindrup, and Molly Sullivan

**Proposals (See attached):**

- **Add/Drop/Withdrawal policy update to accommodate First Session/Second Session deadlines in Fall and Spring terms**  
After discussing and making an edit to the proposal, the Committee approved the proposal without opposition.
- **Revision to text of General Requirements for a Bachelor's Degree section on the Academic Policies and Procedures page of the undergraduate catalog to accommodate changes to the university's advising structure**  
The proposal was approved without opposition.

**Adjournment:** The meeting was adjourned at 2:00 p.m.

**Approval of Minutes:** These minutes were certified correct via email on November 9, 2018.

**Next Meeting:** The next meeting is scheduled for Wednesday, December 5, 2018, beginning at 1:30 p.m. in the Eighth Floor Conference Room of Andy Holt Tower.

**Minutes submitted by:** Molly Sullivan

**REVISE TEXT****Adding and Dropping Classes**

The periods for add, drop, and change of grading for sessions within the full term, summer, and mini term are determined based on a percentage of the equivalent deadline for the full term. For exact dates see the Timetable/Financial Deadline Calendars on the University Registrar's website at <https://registrar.utk.edu/calendar/>. Deadline dates may be adjusted if the deadline falls on a holiday, weekend day, or spring recess.

**Adding classes**

For full term fall and spring classes, undergraduate students may add classes through the tenth calendar day counted from the beginning of the term.

For single session fall and spring classes, undergraduate students may add classes through the eighth calendar day counted from the beginning of the session.

Because of the nature of some classes, permission of the department head may be required to add a course after the first day of the term or session. Students may also, as departmental policies permit, change class sections through the add deadline.

### **Dropping classes: Full term fall and spring classes**

For full term fall and spring classes, undergraduate students may drop classes, with no notation on the academic record, through the tenth calendar day of the term. From the 11th calendar day of the term until the 84th calendar day of the term, students may drop full term fall and spring classes and receive the notation of W (Withdrawn) on the academic record. After the 84th calendar day of the term, students may not drop full term fall and spring classes. From the 85th day of the term to the last day of classes, a student may completely withdraw from a fall or spring term, subject to regulations listed in the catalog section Total Withdrawal from the University.

### **Dropping classes: Single session fall and spring classes**

For single session fall and spring classes, undergraduate students may drop classes, with no notation on the academic record, through the eighth calendar day of the session. From the ninth calendar day of the session until the 38th calendar day of the session, students may drop single session fall and spring classes and receive the notation of W (Withdrawn) on the academic record. After the 38th calendar day of the session, students may not drop single session fall and spring classes.

### **Dropping classes: Additional regulations**

The following are additional regulations related to dropping individual full term fall and spring classes after the tenth calendar day of the term, or dropping individual single session fall and spring classes after the eighth calendar day of the session:

- Students are allowed four individual class drops during their academic career (until a first bachelor's degree is earned).
- Former students holding a bachelor's degree from UTK or any other regionally accredited institution of higher learning who return to pursue a second bachelor's degree are allowed four additional individual class drops.
- Students pursuing more than one major or degree simultaneously are not allowed additional drops beyond the four individual class drops.
- Total withdrawal from a term (dropping all courses) does not impact a student's four allowed individual class drops.
- The W grade is not computed in the grade point average.
- Classes may be dropped using MyUTK (<https://myutk.utk.edu/>).

Failure to attend a class is not an official withdrawal and will result in the assignment of an F grade.



## **Total Withdrawal from the University**

Undergraduate students who need to drop **all** of their courses and leave the university before a term is finished may withdraw at any point through the last day of classes for the term. Please see <https://onestop.utk.edu/withdraw/> for instructions regarding the withdrawal process. The word "withdrawn" will be posted on the student's transcript.

Total withdrawal from a term (fall, spring, or summer) is prohibited if any grade except W has been earned and posted to a student's academic record during the first session of the term.

The following regulations govern total withdrawal from a term:

- Three total withdrawals from the university are allowed. Withdrawals from fall and spring terms are included in the three total withdrawals; withdrawals from mini and summer terms are not counted towards the limit of three total withdrawals from a term.
- After three total withdrawals from the university, a student must sit out for both a fall and spring term. After sitting out, a student may apply for readmission. If readmission is granted, no additional total withdrawals will be allowed and earned grades will stand for all future terms.
- A total withdrawal from the university does not impact a student's four allotted individual class drops over his/her undergraduate career. More information on dropping an individual class and receiving a W on the academic record is provided in the catalog section Adding and Dropping Classes.
- It is the responsibility of a student who has registered for classes to attend them or, if that is impossible, to apply for a total withdrawal from the university. A student will receive final grades unless the student follows procedures for a total withdrawal from the university.
- A student who simply stops participating in classes, or fails to attend class, without officially withdrawing from the university will be assigned the grade of F in each course (or NC for S/NC graded coursework).
- Students who officially totally withdraw from the university must apply for readmission in advance of their next term of anticipated enrollment, except for withdrawal from mini and summer terms.
- Enrolled students are liable for payment of fees. For any return of tuition or fees, students should contact a One-Stop counselor, Hodges Library Ground Floor.
- Students who are called to active military duty during a term of enrollment should contact the Office of the University Registrar for assistance with total withdrawal from the university and readmission procedures.

## **Extracurricular Participation**

Students who are enrolled or eligible to enroll at the university may participate in extracurricular activities as permitted by the individual club or organization.

*Formerly:*

## **Adds, Drops, and Withdrawals**

Undergraduate students may add courses through the tenth calendar day counted from the beginning of classes fall and spring terms<sup>1</sup>. Because of the nature of some courses, permission of the department head may be required to add a course after classes begin. Students may also, as departmental policies permit, change a section of a course through the add deadline.

Students may drop courses until the 10th calendar day from the start of classes with no notation on the academic record for full term courses in fall and spring.

From the 11th day until the 84th calendar day, students may drop courses and will receive the notation of W (Withdrawn) for full term courses in fall and spring. Following are additional regulations related to dropping classes after the 10th day:

- Students are allowed four drops during their academic career (until a bachelor's degree is earned).
- Students holding a bachelor's degree who return to pursue a second bachelor's degree are allowed four additional drops.
- Students pursuing more than one major or degree simultaneously are not allowed additional drops beyond the four available drops.
- After the 84th day, no drops are permitted. From the 85th day to the last day of classes, students still have the option of withdrawing from the university (dropping all courses).
- Withdrawing from the university (dropping all courses) does not impact a student's four allotted drops. More information on withdrawals is provided in the catalog section Withdrawing from the University.
- The W grade is not computed in the grade point average.
- Courses may be dropped on the web (<https://cas.tennessee.edu/cas/login?service=https://myutk.utk.edu/CASLogin.aspx&AuthProvider=AD>).

Failure to attend a course is not an official withdrawal and will result in the assignment of an F grade.

<sup>1</sup> The periods for add, drop, and change of grading for sessions within the full term, summer, and mini term are determined based on a percentage of the equivalent deadline for the full term. For exact dates see the Timetable/Financial Deadline Calendars on the University Registrar's website at <https://registrar.utk.edu/calendar/>. Deadline dates may be adjusted if the deadline falls on a holiday, weekend day or spring recess.

### **Total Withdrawal from the University**

Undergraduate students who need to drop all of their courses and leave the university before a term is finished may withdraw by the deadline on the web (<https://cas.tennessee.edu/cas/login?service=https://myutk.utk.edu/CASLogin.aspx&AuthProvider=AD>). The word "withdrawn" will be posted on the transcript.

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

### **Extracurricular Participation**

Students who are enrolled or eligible to enroll at the university may participate in extracurricular activities as permitted by the individual club or organization.

*Rationale: To clarify the add/drop deadlines for full and single session courses.*

### **REVISE TEXT**

#### **Academic Policies and Procedures** **General Requirements for a Bachelor's Degree** (First bullet point)

Complete satisfactorily all requirements of the curriculum for which the student is enrolled, as described in the portion of this catalog devoted to the college or school offering the curriculum, and the University General Education Requirements, as described in the General Education section of this catalog. Curricular requirements change frequently and students should note the caution on the catalog home page. A student is allowed to satisfy requirements for a bachelor's

degree under any curriculum in effect during the student's attendance at UT Knoxville provided the curriculum has been in effect within six years of the date of graduation. A student who completes a Tennessee Transfer Pathway is permitted to graduate using any UTK catalog in effect during the student's enrollment at the community college, provided that the UTK catalog has been in effect within six years of the date of graduation from UTK. This does not obligate the university to offer a discontinued course. Programs may be adjusted by the student's **faculty** advisor and college dean in consultation with the Office of the University Registrar.

*Rationale: To update language to reflect changes in the advising structure of the university.*

**The University of Tennessee, Knoxville  
Academic Policy Committee  
Minutes of the Meeting  
December 5, 2018**

**Call to order:** A regularly scheduled meeting of the Academic Policy Committee was held in the Eighth Floor Conference Room, Andy Holt Tower, on December 5, 2018. The meeting was called to order at 1:35 p.m. by Ken Baker, Chair.

**Members present:** Ken Baker (Chair), Monique Anderson, Natalie Campbell, Jamie Coble, Joanne Devlin, Katie Kavanagh, Brent Lamons, Charlie Parker (by proxy Brent Lamons), and Karen Sullivan-Vance

**Others present:** Mary Beth Burlison, Ryan Carter, George Drinnon, Michael Palenchar, Missy Parker, and Molly Sullivan

**Proposal (See attached):**

**Update the General Requirements for a Bachelor's Degree, bullet point one, to incorporate language about graduation catalog year for Volunteer Bridge Students**  
The Committee approved the proposal without opposition.

One other item was discussed but no action was taken at this time.

**Adjournment:** The meeting was adjourned at 2:28 p.m.

**Approval of Minutes:** These minutes were certified correct via email on December 7, 2018.

**Next Meeting:** The next meeting is scheduled for Wednesday, January 16, 2019, beginning at 1:30 p.m. in the Eighth Floor Conference Room of Andy Holt Tower.

**Minutes submitted by:** Molly Sullivan

**REVISE GRADUATION CATALOG YEAR POLICIES**

**General Requirements for a Bachelor's Degree**

(first paragraph, first bullet point: add a sentence to address the catalog year for Bridge Students)

- Complete satisfactorily all requirements of the curriculum for which the student is enrolled, as described in the portion of this catalog devoted to the college or school offering the curriculum, and the University General Education Requirements, as described in the General Education section of this catalog. Curricular requirements change frequently and students should note the caution on the catalog home page. A student is allowed to satisfy requirements for a bachelor's degree under any curriculum in effect during the student's attendance at UT Knoxville provided the curriculum has been in effect within six years of the date of graduation. A student who completes a Tennessee Transfer Pathway is permitted to graduate using any UTK catalog in effect during the student's enrollment at the community college provided that the UTK catalog has been in effect within six years of the date of graduation from UTK. *A student in the Volunteer Bridge Program is permitted to graduate using any UTK catalog in effect during the student's enrollment beginning with the fall term of their Bridge year at Pellissippi State Community College provided the UTK catalog has been in effect within six years of the date of graduation from UTK.* This does not obligate the university to offer a discontinued course. Programs may be adjusted by the student's advisor and college dean in consultation with the Office of the University Registrar.

*Rationale: The university addressed the graduation catalog year for students entering UTK after completing a Tennessee Transfer Pathway, but overlooked a similar population—students in the Volunteer Bridge Program. This would treat Bridge students in a way that is consistent with the process for TTP students.*

**The University of Tennessee, Knoxville  
Academic Policy Committee  
Minutes of the Meeting  
January 16, 2019**

**Call to order:** A regularly scheduled meeting of the Academic Policy Committee was held in the Eighth Floor Conference Room, Andy Holt Tower, on January 16, 2019. The meeting was called to order at 1:34 p.m. by Ken Baker, Chair.

**Members present:** Ken Baker (Chair), Monique Anderson, Natalie Campbell, Jamie Coble, Joanne Devlin, Katie Kavanagh (by proxy Ahmed Bettaieb), Charlie Parker, and Karen Sullivan-Vance

**Others present:** Kari Alldredge, Mary Beth Burlison, Alison Connor, Robert Mindrup, Missy Parker, Stephanie Sieggreen, and Molly Sullivan

The chair began the meeting by mentioning that he would be rotating off the Undergraduate Council at the end of this academic year; therefore, the committee will need a new chair. He briefly described the duties and the workload expectations of this position and encouraged members to nominate someone (or to self-nominate) for the position. The new chair will be elected before the end of the spring term.

**Proposals (See attached):**

- **Update transfer policies for students entering UTK in the Tennessee Reverse Transfer Program and those entering from a Tennessee community college**

- **Update the policy regarding proof of English proficiency for undergraduate international students to include types of proof already accepted by UTK's graduate school**

The Committee approved both proposals without opposition.

**Adjournment:** The meeting was adjourned at 2:02 p.m.

**Approval of Minutes:** These minutes were certified correct via email on January 18, 2019.

**Minutes submitted by:** Molly Sullivan

## **REVISE TRANSFER ADMISSION POLICIES**

### **Admission to the University**

#### **General Transfer Admission Policies**

The University of Tennessee, Knoxville, has a competitive admission process for transfer applicants. Transfer applicants who have earned 24 or less transferable college level hours will be reviewed holistically on factors such as high school and transfer GPA, ACT/SAT scores, and intended major field of study. These applicants are required to send in all test scores, high school transcripts, GED scores, and college level transcripts in order to be reviewed for admission. Transfer applicants who have earned more than 24 transferable college hours will be reviewed primarily on transfer GPA, however, other holistic factors will be considered as needed. Undergraduate Admissions recommends that all transfer applicants that are active or former military send in Joint Service Transcripts, DD214, or any other record of service to be considered in the holistic review process if necessary. Some majors have capacity limits which result in very few transfer admissions into those majors – even for well-qualified students. Grades earned at other colleges and universities are used only for admission, course placement, and other academic decisions. They are not included in the UT Knoxville GPA. All courses attempted and grades earned, including repeated coursework, in college-level and non-remedial courses are considered in holistic review.

College academic credits earned in a country outside of the United States must be submitted for course-by-course evaluation by a company that is a member of the National Association of Credential Evaluation Services, and the evaluation report will be an important factor in the admission decision. For additional information, see the section on International Student Applicants.

Academic units play an important role in the holistic review of transfer students. Students should be aware that many UT majors and/or colleges require additional coursework and enforce performance standards beyond what is required by other universities and colleges; this may include an intermediate level sequence of a foreign language, more advanced math and science requirements, and courses in non-U.S. history.

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

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

university. During the final 30 hours, up to two courses outside a student's major may be taken at another institution as long as the student has 25% of coursework for the degree completed at UT Knoxville.

Transfer students' academic progress is monitored using uTrack – a tool that identifies milestones that are designed to keep students on track for timely graduation. Transfer students and counselors should review the UT catalog (<http://catalog.utk.edu/>) to make sure that they are completing milestones that will facilitate transfer into specific majors. uTrack does not apply to transfer students who entered prior to Fall 2015.

~~Starting in Fall of 2015, transfer students will have their progress tracked with uTrack—a tool that identifies milestones that are designed to keep students on track for timely graduation. Transfer students and counselors should review the UT catalog (<https://catalog.utk.edu/>) to make sure that they are completing milestones that will facilitate transfer into specific majors.~~

*Rationale: Update existing transfer student uTrack text.*

### **Students Applying for Transfer Prior to Degree Completion**

A transfer applicant is a student who has earned college-level credit at a postsecondary institution following high school graduation (excludes dual enrollment, advanced placement, CLEP, and similar credit). High school graduates who earn summer credit prior to their first fall term of enrollment are still considered first-time freshmen.

Transfer applicants from institutions in the University of Tennessee (UT) or Tennessee Board of Regents (TBR) systems who have not earned an Associate of Arts or an Associate of Science degree but who have been certified by the institution from which they are transferring as having completed all the general education requirements of that institution will have completed general education requirements for the University of Tennessee, Knoxville. They will not be required to take any additional coursework to meet general education requirements at UT Knoxville. Similarly, transfer applicants from institutions in UT or TBR systems who have been certified by the institution from which they are transferring as having completed sub-section(s) of general education (e.g., Natural Sciences) at that institution will be credited for completing the same section (if it exists) at UT Knoxville. The acceptance of certified general education completion does not imply that the student has met any other admission or degree requirements at UT Knoxville.

Certification of general education completion must be provided by the institution at which the courses were taken. Certification must occur at the time the student transfers to UT Knoxville. No retroactive certification will be accepted. Acceptance of certified completion of general education began at UT Knoxville in Fall 2011.

Transfer students who complete a minimum of 45 transferrable credit hours prior to matriculation at UT Knoxville and earn an associate degree through the [Tennessee Reverse Transfer Program](#) will have fulfilled the general education requirements established by the faculty at UT Knoxville. This policy does not apply to completion of an Associate of Applied Science degree.

*Rationale: This proposal suggests we add information regarding students who enter UTK from a Tennessee community college and earn an associate's degree through the Tennessee Reverse*

*Transfer Program. This policy suggests a more a transfer-friendly approach to a state-wide program in which the university already participates. Restricting the policy to students who transfer at least 45 hours to UTK limits this opportunity to those students who will have nearly completed their TBR General Education requirements before matriculating at UTK.*

### **Students Applying for Transfer with an Associate of Arts or Associate of Science Degree**

Students who have completed an associate degree in Tennessee or a Tennessee Transfer Pathway will be given priority consideration. However, the admission process is still competitive and still holistic. Completion of an associate's degree or a pathway is not a guarantee of admission to the University of Tennessee, Knoxville, or to a specific program. More information is available at: [www.tntransferpathway.org](http://www.tntransferpathway.org).

Transfer applicants who have earned AA or AS degrees from institutions in the Tennessee Board of Regents (TBR) system will have fulfilled the general education requirement established by the faculty at UT Knoxville. ~~Transfer of general education courses from TBR universities or colleges is guaranteed upon completion of the AA or AS degree. The requirements of general education will be complete and accepted by UT Knoxville in the transfer process without loss of credit.~~ This policy began Fall Semester 2009 and applies to any student who completed their AA or AS Tennessee Board of Regents degree in 2009 and entered the University of Tennessee Fall Semester 2009 or later. This policy does not apply to completion of an Associate of Applied Science degree.

~~Beginning Fall Semester 2019, transfer applicants who have earned an Associate of Fine Arts or Associate of Science in Teaching degree from institutions in the TBR system will have fulfilled the general education requirement established by the faculty at UT Knoxville.~~

*Rationale: Revise text for clarity. Additionally, include the AFA degree and AST degree from institutions in the TBR system to align with state policy.*

## **REVISE REQUIREMENTS FOR INTERNATIONAL STUDENT APPLICANTS**

### **Admission to the University**

#### **International Student Applicants**

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

3. Evidence of English proficiency for students whose native language is not English. This can be done in one of the following ways:
  - a. TOEFL (Test of English as a Foreign Language) score of 523 on the paper-based test, 193 on the computer-based test, or 70 on the internet-based test (IBT). *UT's code is 1843.*
  - b. Completion of the University of Tennessee English Language Institute's (ELI) core intensive curriculum with recommendation from the ELI faculty.
  - c. Two semesters or three quarters of college-level English composition with a grade of C or better at a regionally accredited college or university in the United States.



- d. ACT (English sub-score of 21 is required) or SAT (critical reading or EBRW score of 510 is required). Scores must be received from the testing company (copies are not acceptable).
- e. IELTS (International English Language Testing System) – a minimum score of 6.5.
- f. ELS - completion of the ELS 112 intensive program.
- g. Proof of citizenship of a country from the approved list of official English language nations.
- h. Approved high school, college, or university transcript validating English was the language of instruction.

*Note: Prospective undergraduate students who meet all admission requirements except for English proficiency requirements will receive a CONDITIONAL ADMISSION to the University. Students who receive a conditional admission will be issued Form I-20 by the UT English Language Institute (ELI) to apply for an F-1 visa. Students who receive a CONDITIONAL ADMISSION must meet English proficiency requirements before being admitted to a degree program, and before being allowed to enroll in non-ESL courses. Conditionally admitted students who wish to enter the U.S. using UT's I-20 must attend the University of Tennessee's English Language Institute (<https://eli.utk.edu/>).*

*Rationale: To update the requirements for proof of undergraduate students' English proficiency to include additional options that the Grad School has already put into place. To remain a competitive and viable option for international applicants, waiving the English language proficiency test requirement for those who are from and have been studying in a country(ies) where English is the official language is necessary.*

#### ADVISING COMMITTEE

**The University of Tennessee, Knoxville  
Advising Committee  
Minutes of the Meeting  
November 27, 2018**

**In attendance:** Kallie Hopper, Jackie Behrens, Katie Perry, Hannah Raines, Doug Renalds, Karen Sullivan-Vance, Talisha Adams, Stella Bridgeman, Kristina Cantin, Barbara Murphy, Leslie Ducay, Jana Spitzer, Megan Steed, Denise Jilka, Betty Bradley, George Drinnon, Jenny Ward, Tara McWhorter, Kathy Abbott, Cindy Thom, Tim Woods, Darren Curry, Gina Middleton, Karen Boyd, Amanda Gandy, Phyliss Shey, and Brent Lamons

**Welcome and call to order:** Lamons

**Approval of Minutes:** minutes from September 2018 were approved without changes.

#### **Old Business**

- Advising Committee assessment – Lamons provided a recap of the results of the survey on the committee. There were nine responses.
- Current chair Lamons term will end after spring 2019. Election process will be announced in the new year.
- Executive Director of Advising search did not result in a hire. A new search will be launched in 2019.

## New Business

- Leadership Studies Minor (LSM) – Dr. Karen Boyd and Gina Middleton provided an overview of the LSM minor which is available to all undergraduate students, regardless of major. Visit website at <https://elaps.utk.edu/leadership-studies-minor/> for full information.

## Standing Reports

1. Academic Advising Leadership Group – Parker announced the AALG has begun working on Advising 2025 as the next iteration of the advising model. The group has reviewed the results of the campus-wide advising assessment and is currently engaged in evaluating the current design. The group is also working on the pre-orientation module.
2. TennACADA – Ducay announced the final event for fall. December 10<sup>th</sup> 7:30-9:30 a.m. at UPerk (1831 Melrose Ave) – bring your own mug if you want coffee. Panera bagels will be provided.
3. Enrollment Management (Admission, Registrar, One Stop, Financial Aid) – Abbott announced the Registrar has moved back into 209 SSB. Curry indicated that One Stop is currently wrapping up phase 2 outreach for spring registration. At the moment, approximately 500 first-time full-time students have not registered for spring. Curry also indicated that students can continue to be referred to OS and or directly to him if they have a financial need that could be covered by the defunct micro-grant pilot program. Woods announced that Financial Aid is gearing up for end-of-term evaluation. FA is conducting outreach to students who may become ineligible for continuation of their aid and/or scholarships. Please remind continuing students that they must apply for scholarship renewal each year.
4. Multi-Cultural Student Life – MSL will also offer finals prep and late night breakfast – details at <https://multicultural.utk.edu/calendar/>.
5. Student Success Center – Adams announced de-stress day on study day December 5<sup>th</sup>. See attached. Full schedule at <https://studentsuccess.utk.edu/>
6. First-Year Studies – Bridgeman noted that Peer Mentor applications are now open – full info and application at <https://fys.utk.edu/peer-mentors/>. Applications for FYS 101 instructors will open on December 1<sup>st</sup>. Spring course offerings include FYS 101, FYS 129, and TRN 201.
7. Student Life – – New Student and Family Programming – McWhorter announced that most of the division is moving to phase 2 of the student union. NSFP will move back to SSB. Funding support for student groups for programs and new initiatives. Complete information at <https://parents.utk.edu/parents-association/grants-scholarships/>.
8. Thornton Center – Jilka announced staffing changes/re-structuring. Searches in process for new staff.

## CURRICULUM COMMITTEE

The University of Tennessee, Knoxville  
Curriculum Committee  
Minutes of the Meeting  
January 15, 2019

**Call to Order:** A regular meeting of the Curriculum Committee was held on January 15, 2019, in the Scripps Convergence Lab Studio/Theater (402G CUEB). The meeting was called to order at 12:02 p.m. by Beth Foster, Chair.

**Voting Members present:** Beth Foster, Chair, Brian Ambroziak (by proxy Katherine Ambroziak), Deb Chyka (by proxy Phillip Moore for the first part of the meeting), Chuck Collins, Kim Denton (by proxy Robert Mindrup), George Drinnon, Jeff Fairbrother, Cheryl Kojima, Chris Magra, Lindsay Mahony (by proxy George Drinnon), Christine Natrass (by proxy Chris Magra), Michael Palenchar, Masood Parang, Brad Vanderzanden (by proxy Masood Parang), and Angela Wozencroft

**Others present:** Katherine Ambroziak, Monique Anderson, Alison Connor, Betsy Gullett, Chris Lavan, Roberta Lavin, Robert Mindrup, Jana Spitzer, John Stier, and Molly Sullivan

**Miscellaneous:** Beth Foster reminded the members of the committee that a new chair for this committee would need to be chosen at the next meeting. She encouraged those who might be interested in serving to contact her, Robert Mindrup, or Molly Sullivan.

**Curricular Proposals** (See attached proposals.):

- **2018-2019 catalog**

Two low-impact corrections to text in the 2018-2019 catalog were presented and approved.  
These proposals were approved without opposition.
- **2019-2020 catalog**

Courses were added, dropped, or revised to support the learning objectives of the curriculum, to meet licensing and/or accrediting standards, or to take advantage of the expertise of new faculty. As part of the new courses, 37 courses were approved for Experience Learning course designation: ten courses were approved for N-designation, seventeen were approved for R-designation, and ten were approved for S-designation. The colleges then incorporated course changes into their programs. In addition, the colleges made the following curricular changes:

  - **Herbert College of Agriculture**
    - The Department of Biosystems Engineering and Soil Sciences dropped their Biosystems Engineering Technology (BSET) subject code and replaced it with the new Construction Science and Agricultural Systems (CSAS) subject code. This department also dropped six five-year BS/MS programs—three that were set up in error and three in which the corresponding concentration was dropped and added back under a new major approved last spring.
    - The Department of Animal Science revised their pre-veterinary programs to more clearly define successful progression in the major.
  - **College of Architecture and Design**
    - The college proposed a new major (BFA in Graphic Design), which is moving to this college from the College of Arts and Sciences. The two colleges are working together to ensure a smooth transition of this program.
  - **College of Arts and Sciences**
    - The college is adding one subject code (Normandy Scholars/NORM) and two courses to support the Normandy Scholars Program.

- The Department of Anthropology added a new concentration in Forensic Anthropology in response to increased interest in this field. The program is built from existing courses and the addition of new or cross-listed courses.
- The School of Art ended their Graphic Design Major, which will move to the College of Architecture and Design. The two colleges are working together to be sure that students are not adversely affected by moving the program from one college to the other.
- The Department of Mathematics is adding an Honors Minor in response to student interest.
- The Department of Religious Studies is adding both a concentration and a minor in Nonprofit Leadership, which will include coursework in other colleges. This is done with the cooperation of the affected colleges.
- **Haslam College of Business**
  - The Department of Management added a Social Entrepreneurship Minor, which will include courses from other colleges. The affected departments in those other colleges were contacted to ensure their cooperation with this new minor.
- **College of Communication and Information**
  - The School of Information Sciences is ending their Information Studies and Technology minor and adding an Information Sciences minor to rename the minor and keep it relevant to market needs.
- **College of Education, Health, and Human Sciences**
  - The Department of Nutrition revised their concentration in Dietetics to better align with the university's corresponding master's program.
  - The Department of Theory and Practice in Teacher Education (TPTE) added upper-division courses in American Sign Language (ASL) as well as a Deaf Studies Major – ASL Education Concentration to support the State of Tennessee's recognition of ASL as a foreign language and to meet the demand for licensed ASL teachers in K-12.
  - The Department of TPTE also added two programs: a major in Elementary Education, and a concentration in Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education under their Special Education major, dropping the existing concentrations under this major, in response to market and licensing-related demands in the state.
- **Tickle College of Engineering**
  - The Department of Materials Science and Engineering ended two concentrations: (1) Nanomaterials and (2) Biomaterials because of students' difficulty in working the coursework into their schedules. Students will still be encouraged to take courses within these two fields if they want to build a specialty without a formal minor.
- **College of Nursing**
  - The College of Nursing reworked their curriculum to better differentiate between the paths taken by traditional four-year students and by those who have earned bachelor's degrees and are participating in the accelerated nursing program.
- **College of Social Work**
  - This college did not have any changes other than the addition of four N-designated courses mentioned in the general statement above.
- **Reserve Officer's Training Corps (ROTC)**

- This division made one minor change to a course in order to better accommodate all students in the program.
- **The Baker Center**
  - The Baker Center did not have any changes other than the type mentioned in the general statement above.

These proposals were approved without opposition. There was one abstaining vote on one item simply because the member arrived late and did not hear the explanations given for the item under consideration.

**Other Business** (See attached information):

- Membership Guidelines  
A proposal was made to modify the ex-officio membership of this committee. The proposal was approved without opposition.

**Adjournment:** The meeting was adjourned at 2:40 p.m.

**Approval of Minutes:** These minutes were certified correct via email on January 22, 2019.

**Minutes submitted by:** Molly Sullivan

## CORRECTIONS TO 2018-2019 CATALOG

### COLLEGE OF ARTS AND SCIENCES

Low-  
impact:  
Correct  
text

#### **CORRECT TEXT**

##### **Studio Art Minor**

##### **Required Courses**

Select 15 hours of art courses of which a minimum of 3 **hours** must be at the 300-400 level.

*Rationale: To clarify the requirement. The intention was to require "15 hours...of which a minimum of 3 [hours]...", but this requirement is being interpreted by some individuals as 3 courses. This clarification will resolve any misunderstanding. Impact on other units: None. Financial impact: None. Students must still complete the same number of total hours.*

### COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Low-  
impact:  
Correct  
text

#### **CORRECT TEXT**

##### **Elementary Education Minor** (first paragraph)

Students interested in becoming elementary school teachers (~~K-grade 6~~) earn a Bachelor of Art or a Bachelor of Science in the College of Arts and Sciences. While completing

requirements for the baccalaureate degree, students are encouraged to complete a minor in elementary education.

### **Special Education Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration**

(first paragraph under the heading “Elementary License”)

Students obtaining an elementary ~~K-6~~ license in general education will choose a collateral area and complete a total of 12 credit hours. Collateral areas are listed below. Check the course descriptions for any prerequisites required for these courses.

*Rationale: The state licensing board has changed their definition of “elementary” to K-5. This is the third time in ten years that their definition of “elementary” has changed. If we use the term “elementary” without defining it, we will not be out of step with the state licensing board if they change their definition again. If we keep the outdated definition in our catalog, we could lose prospective students who are looking for the program with the current definition of “elementary.” Impact on other units: None. Financial impact: Updating the language to leave out the definition could help UT enroll students who might otherwise have chosen to pursue elementary licensure at another institution.*

## **PROPOSALS FOR THE 2019-2020 CATALOG**

### **HERBERT COLLEGE OF AGRICULTURE**

All changes effective Fall 2019

#### **COURSE CHANGES**

##### **INTERDEPARTMENTAL**

##### **(AGNR) Agricultural and Natural Resources**

Low-  
impact:  
Revise  
course

### **RESTRICT REPEATABILITY, REVISE REGISTRATION RESTRICTION**

#### **AGNR 100 Student Success in the Herbert College of Agriculture (1)**

*Repeatability: May not be repeated.*

*Registration Restriction(s): First-year college students only.*

*Formerly: Repeatability: (default)*

*Registration Restriction(s): Freshmen and sophomores only.*

*Rationale: Course is intended to help students make the transition from high school to college. Therefore, it is only appropriate for students during their first semester in college. Impact on other units: None. Financial impact: None.*

#### **DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION, AND COMMUNICATIONS (ALEC) Agricultural Leadership, Education, and Communications**

Program Learning Outcomes for a BS in Agriculture:

1. Students will demonstrate critical thinking; a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
2. Students will demonstrate the ability to prepare a purposeful presentation designed to increase knowledge, foster understanding, and promote change in the listeners' attitudes, values, beliefs, or behaviors.
3. Students will demonstrate the development and expression of ideas through written communication using text, data, and graphics with consideration to a variety of genres and styles.

Low-  
impact:  
Revise  
course

### REVISE TITLE, REVISE DESCRIPTION

#### **ALEC 102 Interpersonal Leadership Development (3)**

Examination of leadership as it pertains to personal leadership styles, one-on-one interactions, team building, assertiveness, coaching, providing feedback, and conflict resolution.

*Formerly: Personal Leadership Development (3)  
Study of leadership dynamics as it pertains to personal leadership growth.*

*Rationale: To more accurately describe the course content. Impact on other units: None.  
Financial impact: None.*

Low-  
impact:  
Revise  
course

### REVISE CONTACT HOUR DISTRIBUTION

#### **ALEC 330 Introduction to Agricultural Communications (3)**

*Contact Hour Distribution: 2 hours of lecture and one 2-hour lab.*

*Formerly: 3 hours of lecture.*

*Rationale: To allow students to have hands-on applied learning experiences in agricultural communications (i.e., videography, photo editing, and print layout and design). Impact on other units: Negligible. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### ADD COURSE

#### **ALEC 392 Agricultural Education Seminar and Field Experience (2)**

Teaching-related topics and field observations in approved agricultural education settings.

*Rationale: Identified as course of need when cross-walking courses to teacher preparation accreditation standards; expected enrollment: 5-10. This supports Program Learning Outcome 1 for BS in Agriculture. Impact on other units: Negligible. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

### DROP COURSE

#### **ALEC 410 Ethical Leadership in Agriculture (3)**

*Rationale: Reducing the number of leadership courses to be more consistent with other ALEC concentrations and realign teaching FTE. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE CONTACT HOUR DISTRIBUTION**

#### **ALEC 434 Methods of Teaching Agriscience (3)**

*Contact Hour Distribution: 2 hours of lecture and one 2-hour lab.*

*Formerly: 3 hours of lecture.*

*Rationale: To allow students to have hands-on applied learning experiences in agricultural education (i.e., microteachings and curriculum development, which are supported by Tennessee educator preparation policy and standards). Impact on other units: Negligible. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **ALEC 441 Issues and Crisis Communication in Agriculture and Natural Resources (3)**

Critically examine current and emerging issues within the agricultural industry through a contextual and theoretical lens. Focus on anticipatory and strategic communication to build, maintain, and repair relationships with stakeholders and stakeholders.

*Formerly: Critically examine current and emerging issues within the agricultural industry through a contextual, situational, and theoretical lens. Focus on anticipatory and strategic communication to build, maintain, and repair relationships with stakeholders and stakeholders.*

*Rationale: To improve readability. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **ALEC 450S - Servant Leadership in Agriculture and Natural Resources (3)**

Theoretical underpinnings based on servant leadership and the development of a servant leader; servant leadership in business, education, and foundations; servant leader responsibility; America and world leadership; and ethical considerations for leaders. A broad-based review of the primary disciplines in agriculture with an emphasis on servant leadership.

*Recommended Background: 304.*

*Registration Restriction(s): Minimum student level – junior.*

*Rationale: This is the S-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the S subcommittee.*



## Student Learning Outcomes

### B.S. in Agricultural & Resource Economics, Major in Food & Agricultural Business

1. Students can explain and illustrate economic concepts and principles related to the market system's role in allocating society's resources to and within the food and fiber system.
2. Students can explain and illustrate economic concepts and principles related to decision-making by consumers and producers with regard to agricultural commodities, food products, and natural resources.
3. Students can explain basic principles in the areas of management, marketing, and finance, and apply them in the context of agribusiness decision making.
4. Students can use economic logic and quantitative data to analyze problems and identify solutions related to the food and fiber system, the natural resource base, and environmental quality.

### B.S. in Agricultural & Resource Economics, Major in Natural Resource & Environmental Economics

1. Students can explain and illustrate economic concepts and principles related to the market system's role in allocating society's resources to and within the food and fiber system.
2. Students can explain and illustrate economic concepts and principles related to decision-making by consumers and producers with regard to agricultural commodities, food products, and natural resources.
3. Students can identify and explain the market failures associated with environmental externalities, public goods, and scarce natural resources along with the array of policy tools that can be used to address these failures.
4. Students can use economic logic and quantitative data to analyze problems and identify solutions related to the food and fiber system, the natural resource base, and environmental quality.

Low-  
impact:  
Revise  
course

## **REVISE (RE) PREREQUISITE(S)**

### **AREC 333 - Agricultural Conservation Policy (2)**

*(RE) Prerequisite(s): 201 or 270 or Economics 201 or Economics 211.*

*Formerly: (RE) Prerequisite(s): 201 or Economics 201 or Economics 211.*

### **AREC 345 - Renewable Energy Economics (2)**

*(RE) Prerequisite(s): 201 or 270 or Economics 201 or Economics 211.*

*Formerly: (RE) Prerequisite(s): 201 or Economics 201 or Economics 211.*

### **AREC 470 - Policy Analysis for Environmental and Natural Resource Management (3)**

*(RE) Prerequisite(s): 201 or 270 or Economics 201 or Economics 211 or graduate standing.*

*Formerly: (RE) Prerequisite(s): 201 or Economics 201 or Economics 211 or graduate standing.*

*Rationale: Having AREC 270 as an option to the other introductory economics courses as a prerequisite for our upper-division environmental/conservation-oriented AREC courses will hopefully encourage enrollment by non-majors in 270 and the other courses*

and consideration of our NREE major and minor. Moreover, since AREC 270 is essentially microeconomic principles applied to environmental issues and policy options, it is probably a better preparation for the upper-division courses.

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **AREC 472 - Natural Resource Economics (3)**

*Rationale: AREC 472 has been identified as a “under enrolled course” for several years, due to the fact that is required only of NREE majors and the potential demand on the part of students in other majors is very limited (due to ECON 311 prerequisite and quantitative intensity). Teaching it together with AREC 570 has also been problematic. In addition, with the addition of AREC 270 and AREC 333: Ag Conservation Policy in Fall 2016, some of the material from 470 has been shifted to those courses. This will allow 470 will be revised, and along with ECON 362 and 463, NREE majors will receive adequate coverage of core principles, concepts, and methods without AREC 472.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE, REQUEST VARIABLE TITLE**

#### **AREC 494 - Special Topics in Agricultural and Resource Economics (1-3)**

Topics and formats vary to address current issues and opportunities for student development.

*Repeatability: May be repeated. Maximum six hours.*

*Registration Permission: Consent of Instructor.*

*Rationale: Having this Specials Topics course will provide a more appropriate vehicle than AREC 493: Independent Study for piloting potential new courses, one-time offerings by a visiting professor, etc.*

### **ADD COURSE**

#### **AREC 495 – Executive Seminar Series (1)**

Exposure to real-world applications of business and economic principles, agricultural policy implications, and business and institutional leadership through face-to-face interaction with leaders in the food and agricultural Industry. Engagement of students in discussion of a range of cutting-edge topics such as the challenges of feeding the world and the impact of technology on the future of the industry.

*Repeatability: May be repeated. Maximum three hours.*

*Rationale: Course was taught in Fall 2017 (and is being taught again in Fall 2018) under AREC 493: Independent Study. The course was very well received by AREC majors and students from other majors in the College. An added benefit to the Department is the contact with alumni and other industry leaders.*

## **DEPARTMENT OF ANIMAL SCIENCE (ANSC) Animal Science**

Learning objectives for the B.S. in Animal Science:

1. Students will be able to demonstrate use of the terminology and processes relevant to Animal Science.

2. Students will be able to utilize information in problem-solving and professional situations.
3. Students will be able to recognize and incorporate awareness of cultural or regional differences in practice and management of the discipline.

Low-  
impact:  
Revise  
course

### REVISE DESCRIPTION

#### **ANSC 100 Orientation to Animal Science (1)**

An introduction to the major, culture, and expectations of Animal Science. Discussion of student success, responsibilities, opportunities for internship, study abroad, undergraduate research, and other career development within Animal Science. Students must complete ANSC 100 with a grade of C or better to remain in the major of Animal Science.

*Formerly: An introduction to the major and culture of Animal Science. History of animal science, IACUC, animal welfare, animal care guidelines, expectations and background preparation for working with animals. Discussion of student responsibilities, opportunities for internship, study abroad, undergraduate research, and other career development within Animal Science. Students must complete ANSC 100 with a grade of C or better to remain in the major of Animal Science.*

*Rationale: Course has been revised slightly with new instructor. Impacts on other units: none. Financial impact: none.*

Low-  
impact:  
Revise  
course

### ADD (DE) PREREQUISITE(S)

#### **ANSC 160 Introduction to Animal Science (2)**

*(DE) Prerequisite(s): MATH 119 or 130 or Math ACT greater or equal to 25 or Math SAT greater or equal to 620.*

*Formerly: No (DE) Prerequisite(s).*

*Rationale: Successful completion of MATH 119 is critical for success in the ANSC major based on extensive analysis. MATH 119 is a prerequisite for MATH 125 and CHEM 120 if MATH ACT requirement is not met. Impacts on other units: None, as this is DE only. Students from ALEC take ANSC 160 but are not required to take MATH 119 or MATH 125 or CHEM 120. Financial impact: none.*

Low-  
impact:  
Revise  
course

### REMOVE REGISTRATION RESTRICTION

#### **ANSC 220 Animal Anatomy and Physiology (3)**

*Formerly: Registration Restriction(s): Restricted to sophomores unless permission of instructor.*

*Rationale: This change has led to an excessive administrative burden as students register for classes when they are in the spring semester of their freshman year and are not considered sophomores at that point. Impact on other units: WFS (will improve availability). Financial Impact: none*

Low-  
impact:  
Revise  
course

## **REVISE (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)**

### **ANSC 481 Beef Cattle Management (3)**

*(RE) Prerequisite(s): 320, 330, and ECON 201 or AREC 201.*

*(RE) Corequisite(s): 340 and 380.*

*Formerly: (RE) Prerequisite(s): 330 and 380.*

*(RE) Corequisite(s): 320 and 340.*

*Rationale: 320, 330, and 380 are now offered every semester. Original prerequisite/corequisites were based on courses offered only one semester each year. ECON/AREC 201 prerequisite added to 481 due to a heavier emphasis placed on markets with new instructor. Impacts on other units: none. Financial impact: none.*

### **ANSC 482 Dairy Management (3)**

*(RE) Prerequisite(s): 320 and 330.*

*(RE) Corequisite(s): 340 and 380.*

*Formerly: (RE) Prerequisite(s): 320 and 340.*

*(RE) Corequisite(s): 330 and 380.*

### **ANSC 483 Swine Management (3)**

*(RE) Prerequisite(s): Any two of 320, 330, 340, or 380.*

*(RE) Corequisite(s): 320, 330, 340, and 380.*

*Formerly: (RE) Prerequisite(s): 320 and 340.*

*(RE) Corequisite(s): 330 and 380.*

### **ANSC 484 Poultry Management (3)**

*(RE) Prerequisite(s): Any two of 320, 330, 340, or 380.*

*(RE) Corequisite(s): 320, 330, 340, and 380.*

*Formerly: (RE) Prerequisite(s): 320 and 340.*

*(RE) Corequisite(s): 330 and 380.*

### **ANSC 485 Equine Management (3)**

*(RE) Prerequisite(s): 320 and 380.*

*(RE) Corequisite(s): 330 and 340.*

*Formerly: (RE) Prerequisite(s): 330 and 380.*

*(RE) Corequisite(s): 320 and 340.*

### **ANSC 486 Sheep and Goat Management (3)**

*(RE) Prerequisite(s): 320 and 330 or 340 or 380.*

*(RE) Corequisite(s): 330 and 340 and 380.*

*Formerly: (RE) Prerequisite(s): 330 and 380.*

*(RE) Corequisite(s): 320 and 340.*

### **ANSC 489 Companion and Exotic Animal Management (3)**

*(RE) Prerequisite(s): Any two of 320, 330, 340, or 380.*

*(RE) Corequisite(s): 320, 330, 340, and 380.*

*Formerly: (RE) Prerequisite(s): 330 and 380.  
(RE) Corequisite(s): 320 and 340,*

*Rationale: 320, 330, and 380 are now offered every semester. Original prerequisite/corequisites were based on courses offered only one semester each year. New prerequisite/corequisites are based on course content and instructor input. Impacts on other units: none. Financial impact: none.*

## **DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCES (BSET) Biosystems Engineering Technology**

No student learning outcomes, there is no undergraduate degree program in Biosystems Engineering Technology

Mid-  
impact:  
Drop  
Course

### **DROP COURSES**

- BSET 125 Fundamentals of Building Systems and Materials (3)**
- BSET 202 Materials and Fabrication (3)**
- BSET 211 Construction Documents (3)**
- BSET 222 Construction CAD Applications (3)**
- BSET 224 Construction Surveying (3)**
- BSET 225 Mechanical and Electrical systems in Structures (3)**
- BSET 270 Behavior of Construction Materials (4)**
- BSET 325 Structural Mechanics in Construction (3)**
- BSET 326 GIS/GPS Applications in Agriculture and Environmental Science (3)**
- BSET 335 Construction Estimating I (3)**
- BSET 345 Green Construction and Construction Safety (3)**
- BSET 355 Project Planning and Control (3)**
- BSET 414 CAD Applications to Biosystems Engineering Technology (3)**
- BSET 425 Construction Estimating II (3)**
- BSET 430 Construction Field Operations (3)**
- BSET 432 Agricultural and Construction Equipment (3)**
- BSET 434 Production Monitoring and Automation (3)**
- BSET 435 Construction Finance/Accounting and Law (3)**
- BSET 452 Small Internal Combustion Engines (3)**
- BSET 462 Agricultural Chemical Application Technology (3)**
- BSET 474 Environmental Instrumentation and Monitoring (3)**
- BSET 480 Selected topics (1-3)**
- BSET 486 Construction Science Capstone (3)**

*Rationale: These courses are being switched over from Biosystems Engineering Technology to Construction Science and Agricultural Systems to support the new CSAS program. There are no new courses, and the names and descriptions are generally the same. Impact on other units: Will need to update any BSET undergraduate course mentions in their curricula. Response to assessment: none. No changes in Outcomes. Financial impact: no actual new classes.*

## **(CSAS) Construction Science and Agricultural Systems**

(new subject code)

### Student Learning Outcomes

1. 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.
2. Students will demonstrate an understanding of professional and ethical responsibility, and identify and critically analyze the environmental, social, and economic dimensions of sustainability.
3. Students will demonstrate effective levels of communication through written and oral skills; these skills will be incorporated into specific technical courses within the major, providing continuous communication evaluation and improvement.

Mid-  
impact:  
Add  
Course

### ADD COURSE

#### **CSAS 125 Fundamentals of Building Systems and Materials (3)**

Introduction to construction organization, building systems and construction materials. Emphasis on the building process including codes, zoning, material standards, standard practice, and sustainability.

#### **CSAS 202 Materials and Fabrication (3)**

Properties of materials including wood, metals, concrete, plastics, and lubricants; drafting and plan reading; fabrication techniques and processes involving hand tools, power equipment, and arc and gas welding.

*Contact Hour Distribution: 1 hour lecture and 2 lab.*

#### **CSAS 211 Construction Documents (3)**

Introduction into the development and utilization of construction related documents as used within the construction profession. This course will include bidding documents, contracts, record keeping, bonds, liens, insurance, legal issues, and professional ethics. Students will be provided exposure to various contract standards emphasizing the interpretation and delivery methodology.

*Registration Restriction(s): Construction Science and Agricultural Systems major or permission of instructor.*

#### **CSAS 222 Construction CAD Applications (3)**

Introductory course in computer-aided design as related to construction and the building process. Instruction in basic CAD commands, symbols, design techniques, and dimensioning. Instruction on the working drawing package but with emphasis on the drawings associated with Civil and Construction aspects of a project such as: site plans, foundation details, shop drawings, as-built drawings, etc.

*Contact Hour Distribution: 2 hours lecture and 1 lab.*

*(RE) Prerequisite(s): 125.*

#### **CSAS 224 Construction Surveying (3)**

Introduction to construction surveying and related surveying data collection. Construction surveying will include introduction to and care of equipment and methods of data collection. Emphasis will be on placed on building layout, project control/evaluation, cut/fill, grade staking, and placement of piping and utilities. Surveying graphic concepts will be introduced and will require the use of computer aided graphics.

*(RE) Prerequisite(s): 125, Mathematics 141 or 151.*

*(RE) Corequisite(s): 222 or 414.*

**CSAS 225 Mechanical and Electrical systems in Structures (3)**

Study of the systems and materials that comprise standard mechanical and electrical systems in structures. Introduction into related code organizations, standards, terminology, and basic design calculations. Discussion of how electrical, plumbing, and heating/cooling/ventilating systems are integrated within a structure.

*(RE) Prerequisite(s): 125, 211.*

**CSAS 270 Behavior of Construction Materials (4)**

Study of materials used in highway and building construction. This study will include materials associated with soils, concrete (reinforced and unreinforced), asphalt, steel, and timber. Lecture and lab will include the introduction of the physical properties with related industry standards.

*(RE) Prerequisite(s): 125, Mathematics 141 or 151.*

**CSAS 325 Structural Mechanics in Construction (3)**

Introduction to loads, forces; statics and free body diagrams; introduction to shear and bending moment diagrams for statically determinate beams and idealized frames; strength of materials for builders; soil and fluid loading on structures with basic stability investigation.

*(RE) Prerequisite(s): Letter grade of C or better in Physics 221 or Engineering Fundamentals 151.*

**CSAS 335 Construction Estimating 1 (3)**

Types and interpretation of construction documents, plans, specifications, and schedules of materials, and considerations of document control; introduction to construction estimating, including types of estimates, their uses, quantity takeoffs, costs of work, overhead, submitting the bid, application of spreadsheets for basic estimating.

*(RE) Prerequisite(s): 125, 211.*

*(RE) Corequisite(s): Accounting 200.*

**CSAS 345 Green Construction and Construction Safety (3)**

Considerations for energy efficient and environmentally sustainable buildings and development practices, practical and measurable aspects of building elements and corresponding building certification systems; construction safety, including the recognition, avoidance, abatement, and prevention of construction safety and health hazards.

*(RE) Prerequisite(s): 125, 211.*

**CSAS 355 Project Planning and Control (3)**

Parameters affecting project planning, presentation of schedule information, network diagramming and calculation with the critical path method, resource allocation and management, productivity planning, computer applications.

*(RE) Prerequisite(s): Letter grade of C or better in 335.*

**CSAS 414 CAD Applications to Engineering and Technology (3)**

Computer Aided Drafting (CAD) applications in agriculture and environmental science. Essentials of CAD software to create drawings of components, systems, flow charts, and process diagrams. Applications in mechanical, structural, and biosystems. 2-D

applications with limited exposure to 3-D applications. Computer intensive course. Hands-on experience.

*Credit Restriction: Students may not receive credit for both 414 and Biosystems Engineering Technology 514.*

*Recommended Background: Computer proficiency.*

### **CSAS 425 Construction Estimating 2 (3)**

Advanced estimation techniques and procedures associated with commercial construction. Analysis of costs developed from detailed construction systems leading to the preparation of bid proposals. Emphasis will be placed on estimating using commercially available computer software.

*(RE) Prerequisite(s): Letter grade of C or better in 335.*

### **CSAS 430 Construction Field Operations (3)**

Introduction to construction field operations and project organization. Integrates project management with field supervision, emphasizing the requirements normally associated with on-site commercial construction activities. Special attention will be given in areas of stakeholders, recordkeeping, mobilization, closeout, equipment, implementation tools, communication, safety compliance, and field office function.

*(RE) Prerequisite(s): 335.*

### **CSAS 432 Agricultural and Construction Equipment (3)**

Functions, selection, matching, and management of agricultural machinery systems. Tractor power ratings, engine and transmission systems, hydraulic systems, hitching, and ballasting. Field and material capacity, field efficiency, cost analysis, and machinery replacement strategies. Functional analyses of tillage operations, planters and drills, no-tillage systems, hay harvest systems, forage and small grain harvesting, and cotton harvesting. Crop drying processes, off-road machinery safety considerations, and operator ergonomics.

*(RE) Prerequisite(s): Mathematics 125 or 141 or 152.*

### **CSAS 434 Production Automation and Monitoring (3)**

Precision technologies for monitoring and control of agricultural systems. Applications include yield monitoring; variable rate control and sensing systems for planters, sprayers, soil applied nutrients, water management, crop health, and pest pressure; electronic information transfer; and GPS-based vehicle guidance.

*Contact Hour Distribution: 2 hours lecture and 1 lab.*

*(RE) Prerequisite(s): Environmental and Soil Sciences 326.*

### **CSAS 435 Construction Finance / Accounting and Law (3)**

Construction finance and cost accounting, industry formats, fixed and variable costs, record and report practices; capital equipment, depreciation, and expensing; forecasting costs and cash flow requirements, payment processes and time value of money, surety bonds and insurance; construction law, construction contracts, legal roles and responsibilities, the regulatory environment and licensing, lien laws and the contractor's rights, national and local labor law, administrative procedures to avoid disputes.

*(RE) Prerequisite(s): Accounting 200.*

*Comment(s): Graduate standing may satisfy prerequisites.*

### **CSAS 452 Small Internal Combustion Engines (3)**



Theory, concepts and mechanics of small internal combustion engines; theoretical cycles; selection, operation, adjustment, troubleshooting and repair of single-cylinder engines.

*Contact Hour Distribution: 2 hours lecture and 1 lab.*

*(RE) Prerequisite(s): Mathematics 113 or 123 or 141 or 151.*

### **CSAS 462 Agricultural Chemical Application Technology (3)**

Equipment for application of liquid, solid, and gaseous agricultural chemicals; system components; operational characteristics; calibration; selection and management; safety considerations; materials handling and disposal methods.

*Contact Hour Distribution: 2 hours lecture and 1 lab.*

*(RE) Prerequisite(s): Mathematics 123 or 141 or 151.*

### **CSAS 474 Environmental Instrumentation and Monitoring (3)**

Equipment and techniques commonly used to measure all aspects of hydrologic cycle – precipitation, runoff, streamflow, and subsurface water movement. Sampling of all flows for contaminants. Design of monitoring systems. Analysis of data.

*Credit Restriction: Students cannot receive credit for both 474 and 574.*

*(RE) Prerequisite(s): Environmental and Soil Sciences 424.*

## **ADD COURSE, REQUEST VARIABLE TITLE**

### **CSAS 480 Selected Topics (1-3)**

Current issues and problems in construction and agricultural systems and related fields.

## **ADD COURSE**

### **CSAS 486 Construction Science Capstone (3)**

Senior level course which results in a culminating experience where a student integrates information and derive skills from courses in the construction science curriculum.

Students are exposed to real-life aspects of a construction enterprise and will generate a strategic construction business plan. This course emphasizes professional written and oral communication skills in the submission of the end project.

*(RE) Prerequisite(s): 435.*

*Rationale: These courses are being switched over from Biosystems Engineering Technology to Construction Science and Agricultural Systems to support the new CSAS program. There are no new courses, and the names and descriptions are generally the same. Impact on other units: Will need to change any references to BSET undergraduate courses in their curricula. Response to assessment: none. No changes in Outcomes. Financial impact: None, no actual new classes.*

## **COURSE EQUIVALENCY TABLE**

<b>Former Prefix/ Course Number</b>	<b>Equivalent New Prefix / Course Number</b>
BSET 125	CSAS 125
BSET 202	CSAS 202
BSET 211	CSAS 211
BSET 222	CSAS 222

BSET 224	CSAS 224
BSET 225	CSAS 225
BSET 270	CSAS 270
BSET 325	CSAS 325
BSET 335	CSAS 335
BSET 345	CSAS 345
BSET 355	CSAS 355
BSET 414	CSAS 414
BSET 425	CSAS 425
BSET 430	CSAS 430
BSET 432	CSAS 432
BSET 434	CSAS 434
BSET 435	CSAS 435
BSET 452	CSAS 452
BSET 462	CSAS 462
BSET 474	CSAS 474
BSET 480	CSAS 480
BSET 486	CSAS 486

### (ESS) Environmental and Soil Sciences

1. Students should be able to demonstrate competency in appropriate discipline areas.
2. Students can demonstrate effective written and oral communication skills.
3. Students can demonstrate an understanding of and appreciation for global and societal impacts.
4. Students can demonstrate the ability to analyze and interpret data

Low-  
impact:  
Revise  
course

### **ADD (RE) PREREQUISITE(S), REMOVE (RE) COREQUISITE(S)**

#### **ESS 210 Introduction to Soil Science (4)**

*(RE) Prerequisite: Chemistry 100 or Chemistry 120 or Chemistry 128.*

*Formerly: (RE) Corequisite: Chemistry 100 or Chemistry 120 or Chemistry 128.*

*Rationale: last year we sought approval for an introductory chemistry course as a corequisite, with the idea that this would be an interim step while impacted departments made adjustments to the curricula. We prefer that chemistry be taken before the Soils class, which includes a great deal of soil chemistry. Impact on other units: By far the majority of students in other disciplines that take this class take chemistry anyway; this will simply force things to be done in the correct sequence, as now they will be required to take chemistry before taking the Soils class. Response to assessment: difficulty in meeting desired course SLO because of lack of preparedness on part of some students. Financial impact: none.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **ESS 326 GIS/GPS Applications in Agriculture and Environmental Science (3)**

Introduction to the application of Geographic Information Systems (GIS) and Global Positioning Systems (GPS) in agriculture, natural resources, and environmental science.

Topics covered will include GIS software and concepts, LIDAR, mobile GIS, data acquisition, online mapping, and spatial analysis of data to solve problems. Case studies in environmental planning, land use, water quality, watershed management, and waste pollution will be used to provide hands-on experience with these emerging technologies. *Recommended Background: Intermediate computer skills in Microsoft Excel, Microsoft Access, and file management are highly recommended.*

*Rationale: This course is being switched over from Biosystems Engineering Technology to ESS, because it makes much less sense as a CSAS course. It is not really a new course, and the name and description are the same. Impact on other units: Will need to change any references to BSET 326 courses in their curricula. Response to assessment: none. No changes in Outcomes. Financial impact: no actual new classes.*

#### COURSE EQUIVALENCY TABLE

Former Prefix/ Course Number	Equivalent New Prefix / Course Number
BSET 326	ESS 326

### DEPARTMENT OF ENTOMOLOGY AND PLANT PATHOLOGY (EPP) Entomology and Plant Pathology

No student learning outcomes, the department does not have an undergraduate major.

Mid-  
impact:  
Add  
Course

#### **\*ADD COURSE**

#### **\*EPP 123 Chocolate: Bean to bar (3)**

Chocolate is one of the most popular foods in the world. More than 50 million people worldwide currently depend on chocolate (cacao) for their livelihood. Surprisingly, most people know very little about where chocolate comes from, the global impacts on various cultures, both historically and currently, or what “real” chocolate actually tastes like, despite the long history and association with chocolate. This course will introduce students to chocolate – the cacao plant and its associated pests and diseases, the underlying science, its history, and the impacts on past and current societies and cultures. Offered Spring semester annually.

#### **Satisfies General Education Requirement: (CC)**

*Rationale: A general course focused on the history, science, and societal impacts of chocolate is currently not available for students. The value of this course is to provide students with a better understanding of concepts behind cacao production and chocolate making and will tie these concepts to the history and social impacts associated with this high-value product. Students will gain a better understanding of global and sustainable agricultural practices related to cacao and chocolate production. Impact on other units: This course is a general education course, so students may elect this course in place of other general education courses in the college or in their major. This course is intended for students in all majors (including Herbert College and other colleges on the UT campus), but will likely be most relevant to students in Plant Sciences, Food Science, and Agricultural Economics. Financial impact: This course requires no additional staff. There will be a \$25 course fee that will be used to cover costs of materials provided to students during lecture. No financial impact to the department is anticipated. Student learning outcomes addressed by this course: No student learning outcomes are relevant*

since the department does not have an undergraduate major. Meets General Education Cultures & Civilizations (CC) outcome – (1) Students, through introduction to pests, diseases, and beneficial insects of cacao, will learn myriad scientific and colloquial names for all of them, in essence a new vocabulary. (2) Students will demonstrate the ability to identify those aspects of social and cultural behaviors and ideas that change and those that stay the same across different times and places. Course materials introduce the history of cacao cultivation, the global chocolate industry, and the diverse cultures surrounding chocolate. Some of the topics represent real-world problems related to chocolate production practices (e.g., social justice, politics in production and marketing, unfair labor practices, global trade). By the end of this course, students will have demonstrated the ability to explain the biology of cacao; issues related to current cacao agricultural practices; and the social, cultural, and economic forces that have shaped the history of chocolate. Support from assessment activities: Formal assessment has not been conducted. Expected enrollment: >100.

Note: This course has been approved by the General Education Committee as satisfying the CC requirement.

## DEPARTMENT OF FORESTRY, WILDLIFE AND FISHERIES

### Learning Objectives for the B.S. in Forestry

1. Students will demonstrate knowledge and understanding of forestry in one of the four concentrations.
2. Students can apply forest and land management techniques presented in the curriculum.
3. Students will develop a depth of professional knowledge, the ability to problem solve, and critical thinking skills comparable to other professional forestry programs.

### Learning Objectives for the B.S. in Wildlife and Fisheries Science

1. Students will demonstrate knowledge and understanding of wildlife and fisheries science in one of the two concentrations.
2. Students can apply wildlife and fisheries science techniques presented in the curriculum.
3. Students will develop a depth of professional knowledge, the ability to problem solve, and critical thinking skills comparable to other professional wildlife and fisheries science programs

### (FORS) Forestry

Low-  
impact:  
Revise  
course

#### **REVISE DESCRIPTION, REVISE (DE) PREREQUISITE(S)**

#### **FORS 314 Economics of Forest and Wildland Resources (2)**

Basic principles of forest resource economics, finance, and valuation. Microeconomic applications for forestry and natural resources. Financial analysis of private and public natural resource management decisions.

(DE) Prerequisite(s): *Agricultural & Resource Economics 201 or Economics 201, 211, or 213.*

*Formerly: FORS 314 Economics of Forest and Wildland Resources (2) Basic principles of forest resource economics. Microeconomic applications in forestry and non-market valuation and analysis. Financial analysis of private and public resource management decisions.*

*(DE) Prerequisite(s): Economics 201.*

*Rationale: The changes reflect an increased emphasis on financial analysis and valuation for all concentrations in the Forestry major as suggested by the recent accreditation report of the Society of American Foresters. Impact on other units: none. Financial Impact: none.*

## **(WFS) Wildlife and Fisheries Science**

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **WFS 456 Recirculating Aquaculture (3)**

*Rationale: Has not been taught in four years or more. Impact on other units: None. Financial impact: None.*

## **DEPARTMENT OF PLANT SCIENCES (PLSC) PLANT SCIENCES**

Program Learning Outcomes for a BS in Plant Sciences

1. Verbally express and demonstrate plant sciences knowledge and skills
2. Demonstrate thorough subject-based knowledge in their professional discipline
3. Demonstrate professional engagement in plant sciences

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION**

#### **PLSC 280 Fundamentals of Sustainable Landscape Design (3)**

Introduction to contemporary principles and processes of landscape design including site analysis, concept development, and design representation. Theoretical understanding and practical knowledge are exercised through site planning and design projects that explore topography, hydrology, ecology and the materials of designed landscapes.

*Formerly: Fundamentals of Landscape Design (3)*

*History of landscape design as it relates to contemporary applications. Awareness and sensitivity to the landscape. Basic graphics skills and design theory with an emphasis on residential planning. Introduction to landform, landscape materials, and planting design.*

*Rationale: History content has moved from PLSC 280 to PLSC 180. Balance of revisions to title and description are wordsmithing to bring course description into alignment with contemporary content and direction of the Sustainable Landscape Design concentration. Impact on other units: none. Financial impacts: none.*

*Note: This would be a low impact change as it is not a significant change to course content and does not impact enrollment.*

#### **PLSC 311 Management of Landscape Systems (3)**

Theories and practices of managing designed landscapes as integral components of communities and their contextual environment. This course will explore sustainable,

ecological, and adaptive management approaches with an emphasis on site-scale practices, system-scale thinking, and holistic solution development.

*Formerly: Landscape Construction and Management (3).*

*Practical experience in implementation of landscape projects and understanding the profession, art, science, and business of landscape management. Course will cover methods of design, materials, and techniques used when implementing typical construction components within the landscape industry, as well as contracting, site ecological considerations, and estimating.*

*Rationale: Course name is causing confusion with PLSC 350. Wordsmithing of course description is also to distinguish course content as discrete from PLSC 350. Impact on other units: none. Financial impacts: none.*

*Note: This would be a low impact change because revisions are for clarification of course content and does not impact enrollment.*

### **PLSC 350 Sustainable Landscape Construction (3)**

Introduction to contemporary methods in the construction of sustainable landscapes. Students will be introduced to the properties and use of basic landscape materials, the advancement of design concepts into construction documents and translating construction documents into built landscapes.

*Formerly: Basic Landscape Construction (3).*

*Basic materials and detailing. Introduction to the landscape construction and contracting industry. Application of landscape materials, wood, concrete and masonry construction. Site drainage and landscape grading.*

*Rationale: Revisions to title and description are wordsmithing to bring course description into alignment with contemporary content and direction of the Sustainable Landscape Design concentration. Impact on other units: none. Financial impacts: none.*

*Note: This would be a low impact change because it is not a significant change to course content and does not impact enrollment.*

### **PLSC 380 Advanced Sustainable Landscape Design (3)**

Advanced design development and representation methods for sustainable landscape practices. Deployment of the designed landscape as a place, idea, and strategy to address social, economic, and environmental challenges.

*Formerly: Supplemental Landscape Design Graphics (3)*

*Refinement of graphic skills. Sketches, elevations, sections, isometric projections, and perspectives. Lettering, plan graphics, color rendering, and other presentation media.*

*Rationale: Revisions to title and description are wordsmithing to bring course description into alignment with contemporary content and direction of the Sustainable Landscape Design concentration. Advanced supplemental landscape design graphics remain a focus of the course, but are taught through design exercises. Impact on other units: none. Financial impacts: none.*

*Note: This would be a low impact change because it is not a significant change to course content and does not impact enrollment.*

#### **PLSC 480 Sustainable Landscape Design Synthesis and Application (4)**

Comprehensive application of design, construction and management knowledge, as well as contemporary representation skills to develop sustainable landscapes. Projects address a variety of site and contextual challenges at a range of scales. Advancement of professional practice skillsets as they relate to client engagement and project management.

*Formerly: Advanced Landscape Design (4)  
Comprehensive application of landscape design skills to a variety of project experiences with an emphasis on landscape planning and analysis, planting design, and materials estimating.*

*Rationale: Revisions to title and description are wordsmithing to bring course description into alignment with contemporary content and direction of the Sustainable Landscape Design concentration. Impact on other units: none. Financial impacts: none.*

*Note: This would be a low impact change because it is an elaboration of the prior course description; it is not a significant change to course content and does not impact enrollment.*

Low-  
impact:  
Revise  
course

#### **REVISE DESCRIPTION**

#### **PLSC 485 Computer Aided Landscape Design (3)**

Practical application of digital hardware and software as it relates to the exploration and synthesis of landscape design and planning projects.

*Formerly: Overview of Computer Aided Design (CAD) as it relates to landscape design and construction. Emphasis on development of landscape design drawings through utilization of LANDCADD software.*

*Rationale: Revisions to description are wordsmithing to remove specific software and hardware used in the classroom, preventing the need for future description revisions as those software and hardware changes from year to year. Impact on other units: none. Financial impacts: none.*

*Note: This would be a low impact change because it is not a significant change to course content and does not impact enrollment.*

## **PROGRAM CHANGES**

### **INTERDEPARTMENTAL**

Low-  
impact:  
Revise  
text

**REVISE TEXT**  
(main college page)

**Majors, Concentrations, and Departments**

- Construction Science and Agricultural Systems with concentrations in agricultural systems technology, construction science, and off-road vehicle technology (Department of Biosystems Engineering and Soil Science).
- Environmental and soil sciences with concentrations in agricultural systems technology, conservation agriculture and environmental sustainability, construction science, environmental science, off-road vehicle technology, and soil science (Department of Biosystems Engineering and Soil Science).

## Graduate Studies

The Herbert College of Agriculture faculty participates in both Master of Science and doctoral graduate student education and training. Master of Science study is available from all academic departments. Graduate programs leading to the Doctor of Philosophy degree in animal sciences; biosystems engineering; entomology, plant pathology, and nematology; food science; natural resources; and plants, soil, and environmental sciences are available.

## REVISE TEXT, REVISE REQUIREMENTS

### International Agriculture and Natural Resources Minor

(last paragraph of the introduction)

More information on the minor can be obtained on the Herbert College of Agriculture website or by contacting the Herbert Student International Experiences Coordinator, Adam Willcox (974-1557, [awillcox@utk.edu](mailto:awillcox@utk.edu)). Students wishing to declare the minor must contact the Student International Experiences Coordinator for advising. The minor may also fulfill multiple requirements for the University of Tennessee Peace Corps Prep Program.

### Minor Requirements

#### Category 3 – Food, Agricultural and Natural Resources Courses with an International Focus

In this category, students will gain proficiency in international agriculture and natural resources in their areas of interest. The courses offered include all Herbert departments, ensuring flexibility so that all majors can tailor the minor to their academic concentrations. The courses also include non-Herbert courses with high international agriculture and natural resources content. **Select two courses<sup>4</sup>.**

- <sup>1</sup> AGNR 491 – International Experiences in Agriculture and Natural Resources
- EPP 425 Medical and Veterinary Entomology

#### Notes:

<sup>1</sup> The international experience is a planned experience in a foreign country, such as a study abroad program, semester abroad, or internship, with approval on a case-by-case basis. AGNR 491 may be taken incrementally as 1 or 2 credit hours over time to achieve the 3 credit hours required for category 2. AGNR 491 may also count for Category 3 if Category 2 has been satisfied by either coursework or another AGNR 491 in a country(ies) different than the first.



<sup>2</sup> ESS 220\* is normally taught during the fall or spring semester at the University of Tennessee, Knoxville. This course can only meet the Category 2+ requirement when it is taught at a non-US location (e.g., as mini-term in May in the Dominican Republic).

*Rationale for changes to Category 3: EPP 425 covers the most important medical and veterinary arthropods, which includes global vectors of pathogenic agents such as malaria, dengue, yellow fever, leishmaniasis, chagas, nagana, rift valley, etc. Students learn identification, importance, and current control options for these vectors in different scenarios. It also discusses reasons why most of these vectors/diseases are tropical and how anthropogenic change alters distributions and disease incidence.*

*Including AGNR 491 in this list will allow students to take multiple study abroad courses and internships offered by University of Tennessee, Knoxville and other US institutions and those abroad. This is in line with the intention of this category "students will gain proficiency in international agriculture and natural resources in their area of interest." Additionally, this proficiency is probably best attained when immersed in a culture abroad rather than teaching about it in Knoxville.*

*Rationale for changes to footnotes: The changes to footnote 1 will allow study abroad courses to offer preparatory credits at the University of Tennessee, Knoxville before they embark their study abroad experience. Common practice examples included Dr. M. Smith's and Dr. Kojima's courses whereby they offer 2 credits AGNR 491 in Spring semesters to prepare students and 1 credit AGNR 491 in the Summer abroad.*

*The changes to footnote 2 were an oversight that was corrected.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Watershed Minor

#### Science/Engineering

- ~~BSET 326 – GIS/GPS Applications in Agriculture and Environmental Science~~
- ~~BSET 474 – Environmental Instrumentation and Monitoring~~
- CSAS 474 - Environmental Instrumentation and Monitoring
- ESS 326 - GIS/GPS Applications in Agriculture and Environmental Science

#### Policy/Cultures/Society

##### Select 3 hours:

- ~~AREC 472 – Natural Resource Economics~~

*Rationale: the college is changing all BSET courses to either CSAS or ESS prefixes. AREC 472 is being dropped. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION, AND COMMUNICATIONS

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Agricultural Leadership Minor

Select 15 hours:

- ~~ALEC 441 – Issues and Crisis Communication in Agriculture and Natural Resources~~ ~~ALEC 410—Ethical Leadership in Agriculture~~ or ALEC 492(3) Internship in Agricultural Leadership, Education and Communications or ALEC 493(3) Independent Study

*Rationale: ALEC 410 is a course that was dropped from the catalog to reduce the number of leadership courses in ALEC to be more consistent with other ALEC concentrations and to realign teaching FTE. Impact on other units: Negligible. Financial impact: None.*

## REVISE REQUIREMENTS

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

Term 1	Hours	Milestone Notes
AGNR 100 or AGNR 103	1	2.0 cumulative GPA
ENGL 101 * or ENGL 118 *	3	
<del>JREM 175 <sup>4</sup>Natural Sciences Electives *</del>	3	
<del>AGNR 180 * or AGNR 480 Plant Sciences Elective (any PLSC course)</del>	3	
<sup>1</sup> Quantitative Reasoning Elective *	3	
Term 2		
ENGL 102 *	3	2.0 cumulative GPA
<del>JREM 200 * CCI-150</del>	3	ENGL 101 *
<del>FDSC 150 * JREM 175</del>	3	
<del>Animal Science Elective (any ANSC course)</del>	2-3	
<del><sup>4</sup>Natural Sciences Electives *</del>		
<sup>1</sup> Quantitative Reasoning Elective *	3	
Term 3		
<del><sup>1</sup>Natural Sciences Electives *</del>	3	2.0 cumulative GPA
<del>ALEC 211</del>	3	MATH 113 * or higher
<del>ALEC 240 *</del>	3	
<del>ALEC 330</del>	3	
<del><sup>2</sup>AREC 201 * or ECON 201 * or ECON 207 *</del>	-4	
<del><sup>3</sup>Biological Sciences Electives*</del>	-4	
<del><sup>1</sup>Arts and Humanities Elective * FDSC-150 *</del>	3	
Term 4		
<del><sup>1</sup>Natural Sciences Electives *</del>	3	2.0 cumulative GPA
<del><sup>2</sup>AREC 201 * or ECON 201 * or ECON 207 *</del>	4	ENGL 102 *
<del>ADVT 250</del>	3	
<del>ALEC 211</del>	-3	
<del>AREC 212</del>	3	
<del><sup>3</sup>Biological Sciences Electives*</del>	-4	
<del><sup>1</sup>Arts and Humanities Elective * JREM-200 *</del>	3	
Term 5		
<del><sup>4</sup>Agricultural Sciences and Natural Resources Elective</del>	-3	2.0 cumulative GPA
<del>ALEC 303 ALEC-330</del>	3	JREM 175 CCI-150
<del>Animal Science Elective (any ANSC course)</del>	-2	
<del><sup>1</sup>Cultures and Civilizations Elective * <sup>4</sup>Arts and Humanities Elective *</del>	3	

Low-  
impact:  
Revise  
program

JREM 400	3	
Forestry, Wildlife and Fisheries Elective (any FORS, FWF, or WFS course) <del>JREM 451 * or JREM 456 *</del>	3	
<sup>3</sup> Biological Sciences Electives*	4	
<b>Term 6</b>		
<del><sup>4</sup>Agricultural Sciences and Natural Resources Elective</del>	<del>3</del>	2.0 cumulative GPA
ALEC 442 or ALEC 443	3	<del>ALEC 330 JREM 200 *</del>
ALEC 340	3	
<del>JREM 451 * or JREM 456 * <sup>4</sup>Cultures and Civilizations Elective *</del>	3	
<del><sup>1,2</sup>Social Sciences Elective * Forestry, Wildlife and Fisheries Elective (any FORS, FWF, or WFS course)</del>	3	
<sup>3</sup> Biological Sciences Electives*	4	
<del>AGNR 180 * or AGNR 480</del>	<del>3</del>	
<b>Term 7</b>		
<sup>6</sup> Journalism & Electronic Media Elective	3	2.0 cumulative GPA
ALEC 440 *, <del>ALEC 492</del>	<del>3</del> 9	ALEC 211
<del><sup>4</sup>Agricultural Sciences and Natural Resources Elective ALEC 303</del>	3	
ALEC 492	6	
<del><sup>5</sup>Unrestricted Electives</del>	<del>3</del>	
<b>Term 8</b>		
<del>Plant Sciences Elective (any PLSC course) ALEC 442 or ALEC 443</del>	3	
<del><sup>4</sup>Agricultural Sciences and Natural Resources Elective <sup>4</sup>Arts and Humanities Elective *</del>	3	No milestones
ALEC 441	3	
JREM 466	3	
<del><sup>5</sup>Unrestricted Electives <sup>4,2</sup>Social Sciences Elective *</del>	3	
<b>TOTAL</b>	<b>120</b>	
<sup>6</sup> JREM 333, JREM 360, JREM 390, or JREM 446		

*Rationale: Most of the changes are reorganization of the showcase to better reflect when students take courses. Actual course changes are CCI 150 (3) was dropped and JREM elective (3) was added in consultation with JREM. Impact on other units: Negligible. Financial impact: Negligible.*

## REVISE REQUIREMENTS

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

Term 1	Hours	Milestone Notes
<del>AGNR 100 or AGNR 103</del>	<del>4</del>	
<sup>1</sup> AREC 201 * or ECON 201 * or ECON 207 *	4	2.5 cumulative GPA
<sup>2</sup> Biological Sciences Electives*	4	
ENGL 101 * or ENGL 118 *	3	
<sup>3</sup> Quantitative Reasoning Elective *	3	
<b>Term 2</b>		

Low-  
impact:  
Revise  
program

<sup>2</sup> Biological Sciences Electives*	4	2.5 cumulative GPA
EDPY 210 *, <del>PSYC 110*</del> , or <del>PSYC 117*</del>	3	ENGL 101 *
ENGL 102 *	3	
MATH 115 *	3	
CHEM 100 * or CHEM 120 * or CHEM 128 *	4	
<b>Term 3</b>		
<del>ALEC 240 *</del> , <del>CMST 210 *</del> , <del>CMST 217 *</del> , <del>CMST 240 *</del> , or <del>CMST 247 *</del> <del>ALEC 204</del>	<del>3</del> 4	2.5 cumulative GPA
AGNR 180 * or AGNR 480	3	MATH 113 * or higher
ESS 210	4	
<del>BSET 202</del> CAS 202	3	
PLSC 210	3	
<b>Term 4</b>		
ALEC 211	3	2.5 cumulative GPA
ANSC 160	2	ENGL 102 *
AREC 212	3	
<sup>3</sup> Arts and Humanities Elective *	3	
PLSC 320 or PLSC 321	3	
<del>ALEC 392</del>	2	
<b>Term 5</b>		
<del>ALEC 240 *</del> , <del>CMST 210 *</del> , <del>CMST 217 *</del> , <del>CMST 240 *</del> , or <del>CMST 247 *</del>	3	2.5 cumulative GPA
<sup>3</sup> Arts and Humanities Elective *	3	
<del>REED 461</del>	3	
<sup>3</sup> Cultures and Civilizations Elective *	3	
EPP 313 or EPP 321	3	
<del>ALEC 303</del> SCED 496	3	
<b>Term 6</b>		
ALEC 345	3	2.75 cumulative GPA
ANSC 280	2	ALEC 211
FDSC 150 *, FDSC 241	6	
<del>FORS, FWF or WFS Elective</del>	3	
PLSC 330	3	

*Rationale: Most of the changes are reorganization of the showcase to better reflect when students take courses. Actual course changes are CCI 150 (3) was dropped and JREM elective (3) was added in consultation with JREM. Impact on other units: Negligible. Financial impact: Negligible.*

## REVISE REQUIREMENTS

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

<b>Term 4</b>		
ALEC 211	3	2.0 cumulative GPA
Environmental and Soil Sciences Electives (any ESS course)	3	ENGL 102 *
FDSC 100 or FDSC 150 * or <del>EPP 123</del>	3	
<sup>4</sup> Natural Sciences Elective *	3	
<sup>5</sup> Unrestricted Elective	2	
<b>Term 7</b>		
ALEC 440 *	3	2.0 cumulative GPA
<del>ALEC 441</del> <del>ALEC 410</del>	3	ALEC 202

Low-  
impact:  
Revise  
program

<sup>4</sup> Arts and Humanities Elective *	3	
<sup>3,4</sup> Social Sciences Elective *	3	
<sup>5</sup> Unrestricted Electives	4	

*Rationale: Most of the changes are reorganization of the showcase to better reflect when students take courses. Actual course changes are CCI 150 (3) was dropped and JREM elective (3) was added in consultation with JREM. Impact on other units: Negligible. Financial impact: Negligible.*

## DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Food and Agricultural Business Major, BS in Agricultural and Resource Economics – Five-Year BS/MS in Agricultural and Resource Economics – Agricultural Economics Program

Students seeking admission into the Program must meet the following BS-MS Program requirements:

1. The applicant must have declared a major in Food and Agricultural Business ~~or Natural Resource and Environmental Economics.~~
2. The applicant must have a minimum GPA of ~~3.30~~ **3.25**.
3. The applicant must have completed MS Graduate Program prerequisites MATH 125\*, STAT 201\* or STAT 207\*, ECON 311, and AREC 324 ~~or BAS 320 or ECON 381~~ with a B or better in each course before taking graduate courses as an undergraduate.
4. The applicant must have completed at least 90 hours of coursework toward a BS degree with a major in Food and Agricultural Business ~~or Natural Resource and Environmental Economics.~~
5. The applicant must ask for three letters of recommendation to be sent directly from the letter writer to the Director of Graduate Studies in Agricultural and Resource Economics.
6. The applicant must complete an interview with the members of the Undergraduate and Graduate Committees in the Department of Agricultural and Resource Economics.
7. The applicant must obtain a commitment from a faculty member in Agricultural and Resource Economics to serve as their major professor and at least two other faculty members to serve on their thesis advisory committee. The major professor serves as mentor and advisor for the MS degree portion of the Program.

#### Requirements for the Bachelor of Science in Agricultural and Resource Economics – Food and Agricultural Business Major – Five-Year BS/MS in Agricultural Resource Economics – Agricultural Economics Program

Term 3		
ACCT 200 or ACCT 207	3	ENGL 101*
<del>BUAD 242 AGNR 201-202</del>	2	
CMST 210*, CMST 217*, CMST 240*, or CMST 247* or ALEC 240*	3	
ECON 213*	3	
STAT 201* or STAT 207*	3	
<sup>2</sup> Natural Sciences Elective*	3	

AGNR 292	1	
----------	---	--

*Rationale: Align minimum GPA requirement with Graduate School minimum. Make text consistent with showcase. Clean up confusing language.*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### **Natural Resource and Environmental Economics Major, BS in Agricultural and Resource Economics – Five-Year BS/MS in Agricultural and Resource Economics – Natural Resource Economics**

Students seeking admission into the Program must meet the following BS-MS Program requirements:

1. The applicant must have declared a major in Food and Agricultural Business ~~or Natural Resource and Environmental Economics.~~
2. The applicant must have a minimum GPA of ~~3.30~~ **3.25**.
3. The applicant must have completed MS Graduate Program prerequisites MATH 125\*, STAT 201\* or STAT 207\*, ECON 311, and AREC 324 ~~or BAS 320 or ECON 381~~ with a B or better in each course before taking graduate courses as an undergraduate.
4. The applicant must have completed at least 90 hours of coursework toward a BS degree with a major in Food and Agricultural Business ~~or Natural Resource and Environmental Economics.~~
5. The applicant must ask for three letters of recommendation to be sent directly from the letter writer to the Director of Graduate Studies in Agricultural and Resource Economics.
6. The applicant must complete an interview with the members of the Undergraduate and Graduate Committees in the Department of Agricultural and Resource Economics.
7. The applicant must obtain a commitment from a faculty member in Agricultural and Resource Economics to serve as their major professor and at least two other faculty members to serve on their thesis advisory committee. The major professor serves as mentor and advisor for the MS degree portion of the Program.

*Rationale: Align minimum GPA requirement with Graduate School minimum. Make text consistent with showcase. Clean up confusing language*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### **Requirements for the Bachelor of Science in Agricultural and Resource Economics – Food and Agricultural Business Major – Food Industry Management Concentration (Business Administration Minor)**

Term 4		
<del>BUAD 242 AGNR 201, AGNR 202</del>	2	ECON 211* or ECON 213*
AREC 212	3	
<sup>3</sup> FDSC 100 or FDSC 150* or NUTR 100*	3	
MGT 201	3	
<sup>2</sup> Natural Sciences Elective*	3	
STAT 201* or STAT 207*	3	

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

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

Term 4		
<del>BUAD 242</del> <del>AGNR 291</del> , <del>AGNR 292</del>	2	AREC 201* or ECON 211* or ECON 213*
AREC 212	3	
<sup>3</sup> FDSC 100 or FDSC 150* or NUTR 100*	3	
<sup>2</sup> Natural Sciences Elective*	3	
STAT 201* or STAT 207*	3	

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Agricultural and Resource Economics – Food and Agricultural Business Major – Agricultural Production and Technology Management Concentration

Term 4		
<del>BUAD 242</del> <del>AGNR 291</del> , <del>AGNR 292</del>	2	ECON 211* or ECON 213*
AREC 212	3	
<sup>3</sup> FDSC 100 or FDSC 150* or NUTR 100*	3	
PLSC 250*	3	
STAT 201* or STAT 207*	3	

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Agricultural and Resource Economics – Food and Agricultural Business Major – Finance and Risk Management Concentration (Business Administration Minor)

Term 4		
<del>BUAD 242</del> <del>AGNR 291</del> , <del>AGNR 292</del>	2	ECON 211* or ECON 213*
AREC 212	3	
<sup>3</sup> FDSC 100 or FDSC 150* or NUTR 100*	3	
MGT 201	3	
<sup>2</sup> Natural Sciences Elective*	3	
STAT 201* or STAT 207*	3	

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Agricultural and Resource Economics – Food and Agricultural Business Major – Law and Policy Concentration

Term 4		
<del>BUAD 242</del> <del>AGNR 291</del> , <del>AGNR 292</del>	2	ECON 211* or ECON 213*
AREC 212	3	
<sup>3</sup> FDSC 100 or FDSC 150* or NUTR 100*	3	
<sup>2</sup> Natural Sciences Elective*	3	
STAT 201* or STAT 207*	3	

<sup>5</sup> Select two courses from the following: AREC 345, AREC 420, AREC 470, ~~AREC 472~~; ECON 333, ECON 362, ECON 471, ECON 472; FDSC 390; POLS 240, POLS 311\*.

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Agricultural and Resource Economics – Natural Resource and Environmental Economics Major

Term 4		
<del>BUAD 242</del> <del>AGNR-291, AGNR-292-</del>	2	ECON 211* or ECON 213*
AREC 270	3	
<sup>2</sup> Arts and Humanities Elective*	3	
<sup>2</sup> Natural Sciences Elective*	3	
STAT 201* or STAT 207*	3	
Term 6		
AREC 324 or BAS 320 or ECON 381	3	ACCT 200
AREC 342 or AREC 350	3	300-level AREC elective
<del>ESS 326</del> <del>BSET-326</del> or FWF 430 or GEOG 311	3	
<sup>3</sup> Directed Electives	6	
Term 7		
AREC 333, AREC 345, AREC 410, <del>AREC 472</del>	5 -8	Apply to graduate
AREC 356 or AREC 492 or AREC 499 or AGNR 491	3	
<sup>3</sup> Directed Elective	6 -3	

<sup>3</sup> Chosen from any 300-level or 400-level AREC course, ECON 471; ESS 424, ESS 462; FORS 314, FORS 321\*, ~~FORS 335~~, FORS 420, FORS 422; FWF 420; ~~GEOG 333~~, GEOG 340, GEOG 345, ~~GEOG 409~~, ~~GEOG 411~~, GEOG 436, ~~GEOG 443~~; ~~GEOL 454~~, ~~GEOL 456~~; or SOCI 360, ~~SOC 363~~, ~~SOC 465~~. A maximum of three credit hours can be used from each of the following courses: AREC 356, AREC 492, and AREC 493.

*Rationale (terms 6 and 7): The college is changing the BSET subject code and dropping AREC 472. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Agricultural and Resource Economics – Natural Resource and Environmental Economics Major – Five-Year BS/MS in Agricultural Resource Economics – Natural Resource Economics

Term 6		
AREC 470	3	Apply for conditional admission to Graduate Program after completion of at least 90 credit hours. Complete intermediate macroeconomics Graduate Program prerequisite (ECON 313).
<del>ESS 326</del> <del>BSET-326</del> or FWF 430 or GEOG 311 or GEOG 411	3	
ECON 313, ECON 463	6	
<sup>3</sup> Directed Electives	5	

*Rationale: The college is changing this subject code. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Natural Resource and Environmental Economics Minor

#### Minor Requirements

The minor consists of ~~15-16~~ ~~17-19~~ credit hours.



**Complete:**

- AREC 201 - Economics of the Global Food and Fiber System \* **or**
- ECON 201 - Introductory Economics: A Survey Course \* **or**
- ECON 211 - Principles of Microeconomics \*
  
- AREC 270 - Economic Perspectives on Natural Resource and Environmental Issues

**Select three of the four courses:**

- AREC 314 - Environmental Law
- AREC 333 - Agricultural Conservation Policy
- AREC 345 - Renewable Energy Economics
- **FORS 314 - Economics of Forest and Wildland Resources**
- ~~AREC 470 - Policy Analysis for Environmental and Natural Resource Management **or**~~
- ~~AREC 472 - Natural Resource Economics~~

**Select one course:**

- **AREC 470 - Policy Analysis for Environmental and Natural Resource Management**
- ECON 362 - Environmental and Natural Resource Policy
- ~~ECON 463 - Environmental Economics~~
- ~~FORS 314 - Economics of Forest and Wildland Resources~~
- FORS 420 - Forest Resource Management
- FORS 422 - Forest and Wildland Resource Policy

\* Meets University General Education Requirement.

*Rationale: The revisions are intended to make the NREE minor more attractive and accessible to other majors in our College, particularly ESS and FORS, and in the College of Arts and Sciences, particularly Geology/Environmental Studies and Sustainability, and also to eliminate courses with hidden prerequisites (ECON 311 is a prerequisite for ECON 463). These changes have been discussed with advisors for all of these majors, and they are all supportive.*

**DEPARTMENT OF ANIMAL SCIENCE**

Low-  
impact:  
Revise  
program

**REVISE REQUIREMENTS****Requirements for the Bachelor of Science in Animal Science – Animal Science Major – Animal Industries Concentration**

<sup>3</sup> STEM elective chosen from ANSC 420, ANSC 431, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, or ANSC 489 or FDSC 361 (after major requirement and Capstone Course requirement has been met, and a maximum of two Capstone Courses may be taken to satisfy the STEM elective requirement); ANTH 110\*, ANTH 117\*; ASTR 151\*, ASTR 152\*, ASTR 153\*, ASTR 154\*, ASTR 217\*, ASTR 218\*; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); BSET (any); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334, ESS 424, ESS 434, ESS 442,

ESS 444, ESS 454, ESS 462; FDSC 241, FDSC 341, FDSC 361, FDSC 410, FDSC 415, FDSC 418, FDSC 419, FDSC 421, FDSC 428, FDSC 429, FDSC 445; FORS 214, FORS 215, FORS 217, FORS 331, FORS 337, FORS 414; FWF 212, FWF 250\*, FWF 313, FWF 315, **FWF 317**, FWF 320, FWF 430; GEOG 131\*, GEOG 132\*, GEOG 137\*; GEOL (any); IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any); MICR (any); MSE (201 and above); NE (any); NUTR 100\*, NUTR 302, NUTR 311, NUTR 313, NUTR 314; PHYS (any); PLSC 210, PLSC 250\*, PLSC 320, PLSC 330, PLSC 331, PLSC 410\*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385\*, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 420; STAT (any); UNHO 287\*, UNHO 288\*; WFS (340 and above).

- <sup>4</sup> Capstone Courses: Select two courses from ANSC 420, **ANSC 431**, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ANSC 489 and FDSC 361. At least one course must be ANSC 481, ANSC 482, ANSC 483, ANSC 484, **ANSC 485**, or ANSC 486.

*Rationale: These are minor changes to reflect other departmental changes in course numbering (WFS 317 and 315 are the same course) and adding additional courses to the selection of approved Capstone courses to add flexibility. Impact to other units: none. Financial Impact: none.*

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Animal Science – Animal Science Major – Bioscience Concentration

Term 1	Hours	Milestone Notes
ANSC 100	1	2.0 cumulative GPA
ANSC 160	2	
BIOL 101* or BIOL 150* <b>or BIOL 158*</b>	3-4	
CHEM 120* <b>or CHEM 128*</b>	4	
ENGL 101* or ENGL 118*	3	
<sup>5</sup> Social Sciences Elective*	3	
Term 2		
BIOL 102* or BIOL 159*	2-4	One General Education elective*
BIOL 160* <b>or BIOL 168*</b>	3	
CHEM 130* <b>or CHEM 138*</b>	4	
ENGL 102*	3	
<sup>1,5</sup> Quantitative Reasoning Electives*	3-4	
Term 3		
ANSC 280, ANSC 281	4	ANSC 160 or ANSC 280 or ANSC 281 or Natural Sciences Elective* or Quantitative Reasoning Elective*
ALEC 240*, ANSC 360*, CMST 210*, <b>CMST 247*</b> , CMST 240*, <b>CMST 247*</b> , or PHIL 244*	3	2.0 GPA in ANSC courses
<sup>5</sup> Cultures and Civilizations Elective*	3	
<sup>1,5</sup> Quantitative Reasoning Electives*	3-4	
<sup>2</sup> STEM Elective	3	
Term 4		
ANSC 220	3	Two additional General Education electives*
AREC 201* or ECON 201* <b>or ECON 207*</b> or ECON 211*	4	
<sup>2</sup> STEM Electives	8	

<sup>1</sup> One Quantitative Reasoning Elective must be MATH 125\*, MATH 141\*, **MATH 147\***, or MATH 151\*.

<sup>2</sup> At least twelve hours of STEM electives must be upper division (300-400 level) courses or EEB 240 or BCMB 230. Choose from ANSC 420, ANSC 431, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, or ANSC 489 or FDSC 361 (after major requirement and Capstone Course requirement

has been met, and a maximum of two Capstone Courses may be taken to satisfy the STEM elective requirement); ANTH 110\*, ANTH 117\*; ASTR 151\*, ASTR 152\*, ASTR 153\*, ASTR 154\*, ~~ASTR-217\*~~, ~~ASTR-218\*~~; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); BSET (any); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334, ESS 424, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462; FDSC 241, FDSC 341, FDSC 361, FDSC 410, FDSC 415, FDSC 418, FDSC 419, FDSC 421, FDSC 428, FDSC 429, FDSC 445; FORS 214, FORS 215, FORS 217, FORS 331, FORS 337, FORS 414; FWF 212, FWF 250\*, FWF 313, FWF 315, ~~FWF 317~~, FWF 320; GEOG 131\*, GEOG 132\*, GEOG 137\*; GEOL (any); IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any) MICR (any); MSE (201 and above); NE (any); NUTR 100\*, NUTR 302, NUTR 311, NUTR 313, NUTR 314; PHYS (any); PLSC 210, PLSC 250\*, PLSC 320, PLSC 330, PLSC 331, PLSC 410\*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385\*, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 420; STAT (any); UNHO 287\*, UNHO 288\*; WFS (340 and above).

<sup>3</sup> Business and Communications Electives chosen from ACCT 200, ACCT 207; ADVT 250; AGNR 291, AGNR 292; ALEC 240\*, ALEC 330, ~~ALEC 340~~, ~~ALEC 410~~, ~~ALEC 440\*~~, ALEC 441; ANSC 361; AREC 212, AREC 270, AREC 313 or above; BULW 301; ~~CMST 240 (if not used to satisfy OC)~~; ECON (any course above 201 except 211 if 211 was already used for a requirement); ~~ENGL 295~~; FDSC 390; FINC 300; ~~JREM 450~~; MARK 300; MGT 201, MGT 300, PHIL 244\* and STAT 201\*.

<sup>4</sup> Capstone Courses: Select two courses from ANSC 420, ~~ANSC 431~~, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ANSC 489, or FDSC 361. At least one course must be ANSC 481, ANSC 482, ANSC 483, ANSC 484, ~~ANSC 485~~, or ANSC 486.

*Rationale: Honors equivalents are removed from showcase to streamline. Additional choices added to Business and Communications Electives list to improve flexibility. Minor changes to STEM elective list reflects other departmental changes in course numbering (WFS 317 and 315 are the same course). Adding additional courses to the selection of approved Capstone courses improves flexibility. Impact to other units: None. There may be a slight increase in student enrollment in the newly added Business and Communication elective classes but it is not expected to be large. Financial Impact: none.*

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Animal Science – Animal Science Major – Five-Year BS/MS Program

Term 1	Hours	Milestone Notes
ANSC 100	1	2.0 cumulative GPA
ANSC 160	2	
BIOL 101* or BIOL 150* <del>or BIOL 158*</del>	3-4	
CHEM 120* <del>or CHEM 128*</del>	4	
ENGL 101* or ENGL 118*	3	
<sup>5</sup> Social Sciences Elective*	3	
Term 2		
BIOL 102* or BIOL 159* <del>or BIOL 167*</del>	2-4	One General Education elective*
BIOL 160* <del>or BIOL 168*</del>	3	
CHEM 130* <del>or CHEM 138*</del>	4	
ENGL 102*	3	
<sup>1</sup> Quantitative Reasoning Electives*	3-4	
Term 3		
ANSC 280, ANSC 281	4	ANSC 160 or ANSC 280 or ANSC 281 or Natural Sciences Elective* or Quantitative Reasoning Elective*
ALEC 240*, ANSC 360*, CMST 210* or <del>CMST 217*</del> , <del>CMST 240*</del> <del>or CMST 247*</del> , or PHIL 244*	3	2.0 GPA in ANSC courses
<sup>5</sup> Cultures and Civilizations Elective*	3	

Low-  
impact:  
Revise  
program

<sup>1</sup> Quantitative Reasoning Electives*	3-4	
<b>Term 4</b>		
ANSC 220	3	Two additional General Education electives*
AREC 201* or ECON 201* <del>or ECON 207*</del> or ECON 211*	4	
<sup>2</sup> STEM Electives	8	
<b>Term 8</b>		
<sup>4</sup> Capstone Course	3	No milestones
ANSC 495	1	
<sup>5</sup> Arts and Humanities Elective*	3	
<sup>6</sup> Unrestricted Electives	<del>7-10</del> 6-11	
<b>TOTAL</b>	<b>120</b>	

- <sup>1</sup> One Quantitative Reasoning Elective must be MATH 125\*, MATH 141\*, ~~MATH 147\*~~, or MATH 151\*.
- <sup>2</sup> Science/Technology/Engineering/Mathematics (STEM) Electives. At least 8 hours upper division (300-400 level) courses. Chosen from ANSC 420, ANSC 431, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ANSC 489; or FDSC 361 (after major requirement and Capstone Course requirement has been met, and a maximum of two Capstone Courses may be taken to satisfy the STEM elective requirement); ANTH 110\*, ANTH 117\*; ASTR 151\*, ASTR 152\*, ASTR 153\*, ASTR 154\*, ~~ASTR 217\*~~, ~~ASTR 218\*~~; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); BSET (any); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334, ESS 424, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462; FDSC 241, FDSC 341, FDSC 361, FDSC 410, FDSC 415, FDSC 418, FDSC 419, FDSC 421, FDSC 428, FDSC 429, FDSC 445; FORS 214, FORS 215, FORS 217, FORS 331, FORS 337, FORS 414; FWF 212, FWF 250\*, FWF 313, FWF 315, ~~FWF 317~~, FWF 320, FWF 430; GEOG 131\*, GEOG 132\*, GEOG 137\*; GEOL (any); IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any) MICR (any); MSE (201 and above); NE (any); NUTR 100\*, NUTR 302, NUTR 311, NUTR 313, NUTR 314; PHYS (any); PLSC 210, PLSC 250\*, PLSC 320, PLSC 330, PLSC 331, PLSC 410\*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSYC 370, PSYC 385\*, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 420; STAT (any); UNHO 287\*, UNHO 288\*; WFS (340 and above).
- <sup>3</sup> Business and Communications Electives chosen from ACCT 200, ACCT 207; ADVT 250; AGNR 291, AGNR 292; ALEC 240\*, ALEC 330, ~~ALEC 340~~, ~~ALEC 410~~, ALEC 440\*, ALEC 441; ANSC 361; AREC 212, AREC 270, AREC 313 or above; BULW 301; ~~CMST 240\*~~ (if not used to satisfy OC); ECON (any course above 201 except 211 if 211 was already used for a requirement); ~~ENGL 295~~; FDSC 390; FINC 300; ~~JREM 450\*~~; MARK 300; MGT 201, MGT 300; PHIL 244\*, and STAT 201\*.
- <sup>4</sup> Capstone Courses: Select two courses from ANSC 420, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ANSC 489 and FDSC 361. At least one course must be ANSC 481, ANSC 482, ANSC 483, ANSC 484, ~~ANSC 485~~ or ANSC 486.

*Rationale: Honors equivalents are removed from showcase to streamline. Additional choices added to Business and Communications Electives list to improve flexibility. Minor changes to STEM elective list reflects other departmental changes in course numbering (WFS 317 and 315 are the same course). Adding additional courses to the selection of approved Capstone courses improves flexibility. Impact to other units: None. There may be a slight increase in student enrollment in the newly added Business and Communication elective classes but it is not expected to be large. Financial Impact: none.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Animal Science Major, BS in Animal Science – Pre-Veterinary Medicine 3+1 Concentration

uTrack Requirements (for students entering Fall 2013 or later)

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

Pre-Veterinary Medicine – Stage I is a two-year plan for students seeking to progress to the Pre-Veterinary Medicine-Stage II or Pre-Veterinary Medicine 3+1 concentrations. Students can apply for entry into the Pre-Veterinary Medicine-Stage II or PVM 3+1 concentration after completion of 60 total credit hours with a minimum of 15 credit hours taken at UTK. Students must have a minimum cumulative UTK GPA of 3.0. Courses listed below must be completed with a minimum grade of C (or an S for AP courses):

BIOL 101-BIOL 102-BIOL160 or BIOL150-BIOL159-BIOL160; CHEM120-CHEM130;  
Math 125 or 141 or 151;  
ANSC 220.

If a student does not meet the above criteria after completion of 60 total credit hours with a minimum of 15 credit hours taken at UTK, the student must meet with their advisor to discuss potential career paths and to consider alternative concentrations or majors. Students must complete ANSC 100, 160, and 220 with minimum grades of C, C, and C- respectively to remain in the Animal Science Major.

To remain in the Animal Science Pre-veterinary medicine 3+1 concentration, students must maintain a 3.0 cumulative GPA, and earn no less than a C grade in any animal science course, BIOL 101\*, BIOL 102\*, BIOL 160\* or BIOL 150\*, BIOL 159\*, BIOL 160\*, and CHEM 120\*, CHEM 128\*, CHEM 130\*. If a student does not meet the milestone criteria, the student must meet with their advisor to discuss career paths and to consider potential alternative concentrations or majors. Students must complete ANSC 100, ANSC 160, and ANSC 220 with minimum grades of C, C, and C- respectively to remain in the Animal Science Major.

### Requirements for the Bachelor of Science in Animal Science – Animal Science Major – Pre-Veterinary Medicine 3+1 Concentration

Term 1 (Pre-Veterinary Medicine Stage I)	Hours	Milestone Notes
ANSC 100	1	3.0 cumulative GPA
ANSC 160	2	3.0 GPA in ANSC courses, BIOL 101*-BIOL 102*-BIOL 160* or BIOL 150*-BIOL 159*-BIOL 160*, and CHEM 120*-CHEM 128*-CHEM 130*
BIOL 101* or BIOL 150* <del>or BIOL 158*</del>	3	
CHEM 120* <del>or CHEM 128*</del>	4	
ENGL 101* or ENGL 118*	3	
<sup>1,3</sup> Quantitative Reasoning Electives*	3-4	
Term 2 (Pre-Veterinary Medicine Stage I)		
BIOL 102* or BIOL 159*	2	One General Education elective*
BIOL 160* or BIOL 168*	3	
CHEM 130* or CHEM 138*	4	
ENGL 102*	3	
<sup>1,3</sup> Quantitative Reasoning Electives*	3-4	
Term 3 (Pre-Veterinary Medicine Stage I)		

ANSC 280, ANSC 281	4	ANSC 160 or ANSC 280 or ANSC 281 or Natural Sciences Elective* or Quantitative Reasoning Elective*
<sup>2</sup> Biological Science Directed Electives	4	
CHEM 260	3	
<b>CHEM 269</b>	<b>1</b>	
PHYS 221*	4	
<sup>3</sup> Social Sciences Elective*	3	
<b>Term 4 (Pre-Veterinary Medicine Stage I)</b>		
ANSC 220	3	Two additional General Education electives*
CHEM 360	3	
<b>CHEM 359</b> <del>CHEM 369</del>	<b>1</b> <del>2</del>	
ALEC 240*, ANSC 360*, CMST 210*, CMST 217*, CMST 240*, CMST 247*, or PHIL 244*	3	
PHYS 222*	4	
<b>Term 5 (Pre-veterinary Medicine 3+1)</b>		
ANSC 330	3	ANSC 160 or ANSC 280 or ANSC 281
ANSC 380	3	BIOL 101* or BIOL 102* or BIOL 150* or BIOL 160*
ANSC 395	1	Grade of C or better in the following: ANSC 220, BIOL 101-102 or 150-139-160, CHEM 120-130 and MATH 125
AREC 201* or ECON 201* or ECON 207*	4	
<sup>3</sup> Arts and Humanities Elective*	3	
<sup>3</sup> Cultures and Civilizations Elective*	3	
<b>Term 6 (Pre-veterinary Medicine 3+1)</b>		
ANSC 320	3	No milestones
ANSC 340	3	
<sup>3</sup> Arts and Humanities Elective*	3	
BCMB 401 or ANSC 431	4	
<sup>3</sup> Cultures and Civilizations Elective*	3	
<b>Term 7 (Pre-veterinary Medicine 3+1)</b>		
UT College of Veterinary Medicine		Apply to graduate
This curriculum meets the requirements for entrance to the UT College of Veterinary Medicine. After the first successful year in the UT College of Veterinary Medicine, obtaining a minimum of 120 hours of college credit, the student will be awarded a Bachelor of Science in Animal Science with a major in Animal Science. Should the student not gain admittance into the UT College of Veterinary Medicine after the junior year, the student will complete the requirements during the senior year for a major in Animal Science with a pre-veterinary concentration.		
<b>Term 8 (Pre-veterinary Medicine 3+1)</b>		
UT College of Veterinary Medicine		No milestones
<b>TOTAL</b>	<b>120</b>	

*Rationale: Honors equivalents are removed from showcase to streamline. Additional choices added to Business and Communications Electives list to improve flexibility. Minor changes to STEM elective list reflects other departmental changes in course numbering (WFS 317 and 315 are the same course). Adding additional courses to the selection of approved Capstone courses improves flexibility.*

*Stages are introduced to allow more stringent requirements to remain in the prevet med concentration or to transition to the 3+1 concentration. This strategy is designed to increase University retention by redirecting struggling students to concentrations or majors that they have a better chance of succeeding in.*

*Impact to other units: None. There may be a slight increase in student enrollment in the newly added Business and Communication elective classes but it is not expected to be*

large. While some students will move out of the Animal Science major into other University options, there should not be a significant impact on any one department.  
Financial Impact: none.

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Animal Science Major, BS in Animal Science – Pre-Veterinary Medicine Concentration

#### uTrack Requirements (for students entering Fall 2013 or later)

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

Pre-Veterinary Medicine – Stage I is a two-year plan for students seeking to progress to the Pre-Veterinary Medicine-Phase II or Pre-Veterinary Medicine 3+1 concentrations. Students can apply for entry into the Pre-Veterinary Medicine-Stage II or PVM 3+1 concentration after completion of 60 total credit hours with a minimum of 15 credit hours taken at UTK. Students must have a minimum cumulative UTK GPA of 3.0. Courses listed below must be completed with a minimum grade of C (or an S for AP courses):

BIOL 101-BIOL 102-BIOL160 or BIOL150-BIOL159-BIOL160; CHEM120-CHEM130; Math 125 or 141 or 151; ANSC 220.

If a student does not meet the above criteria after completion of 60 total credit hours with a minimum of 15 credit hours taken at UTK, the student must meet with their advisor to discuss potential career paths and to consider alternative concentrations or majors. Students must complete ANSC 100, 160, and 220 with minimum grades of C, C, and C- respectively to remain in the Animal Science Major.

~~To remain in the Animal Science Pre-veterinary medicine concentration, students must maintain a 3.0 cumulative GPA and earn no less than a C grade in any animal science course, BIOL 101\*-BIOL 102\*-BIOL 160\* or BIOL 150\*-BIOL 159\*-BIOL 160\*, and CHEM 120\*-CHEM 128\*-CHEM 130\*. If a student does not meet the milestone criteria, the student must meet with their advisor to discuss potential career paths and to consider alternative concentrations or majors. To remain in the major, students must maintain at least a 2.0 cumulative GPA in ANSC courses by the end of semester three. Students must complete ANSC 100, ANSC 160, and ANSC 220 with minimum grades of C, C, and C- respectively to remain in the Animal Science Major.~~

#### Requirements for the Bachelor of Science in Animal Science – Animal Science Major – Pre-Veterinary Medicine Concentration

Term 1 (Stage I)	Hours	Milestone Notes
ANSC 100	1	3.0 cumulative GPA
ANSC 160	2	3.0 GPA in ANSC courses, BIOL 101*-BIOL 102*-BIOL 160* or BIOL 150*-BIOL 159*-BIOL 160*, and CHEM 120*-CHEM 130*
BIOL 101* or BIOL 150* <del>or BIOL 158*</del>	3-4	
CHEM 120* <del>or CHEM 128*</del>	4	

ENGL 101* or ENGL 118*	3	
<sup>5</sup> Social Sciences Elective*	3	
<b>Term 2 (Stage I)</b>		
BIOL 102* or BIOL 159*	2-4	One General Education elective*
BIOL 160* <del>or BIOL 168*</del>	3	
CHEM 130* <del>or CHEM 138*</del>	4	
ENGL 102*	3	
<sup>1,5</sup> Quantitative Reasoning Electives*	3-4	
<b>Term 3 (Stage I)</b>		
ANSC 280, ANSC 281	4	ANSC 160 or ANSC 280 or ANSC 281 or Natural Sciences Elective* or Quantitative Reasoning Elective*
CHEM 260	3	
<del>CHEM 269</del>	<del>1</del>	
ALEC 240*, ANSC 360*, CMST 210*, <del>CMST 217*</del> , CMST 240*, <del>CMST 247*</del> , or PHIL 244*	3	
<sup>5</sup> Cultures and Civilizations Elective*	3	
<sup>1,5</sup> Quantitative Reasoning Electives*	3-4	
<b>Term 4 (Stage I)</b>		
ANSC 220	3	Two additional General Education electives*
AREC 201* or ECON 201* or ECON 207*	4	
CHEM 360	3	
<del>CHEM 359</del>	<del>1</del>	
CHEM 369	2	
<sup>5</sup> Cultures and Civilizations Elective*	3	
<b>Term 5 (Stage II)</b>		
ANSC 330	3	ANSC 160 or ANSC 280 or ANSC 281
ANSC 380	3	<del>BIOL 150* or BIOL 160* or BIOL 101* or BIOL 102*</del>
ANSC 395	1	Grade of C or better in the following: ANSC 220, BIOL101-102 or 150-139-160, CHEM 120-130, and MATH 125
PHYS 221*	4	
<sup>2</sup> STEM Elective	3	
<b>Term 6 (Stage II)</b>		
ANSC 320	3	No milestones
ANSC 340	3	
<sup>3</sup> Business and Communications Electives	5	
PHYS 222*	4	
<b>Term 7 (Stage II)</b>		
ANSC 495	1	Apply to graduate
<sup>4</sup> Capstone Course	3	
<sup>5</sup> Arts and Humanities Elective*	3	
BCMB 401 or ANSC 431	4	
<sup>2</sup> STEM Elective	3	
<b>Term 8 (Stage II)</b>		
<sup>4</sup> Capstone Course	3	No milestones
<sup>5</sup> Arts and Humanities Elective*	3	
<sup>2</sup> STEM Elective	3	
<sup>6</sup> Unrestricted Electives	1-6	
<b>TOTAL</b>	<b>120</b>	

<sup>1</sup> One Quantitative Reasoning Elective must be MATH 125\*, MATH 141\*, ~~MATH 147\*~~, or MATH 151\*.

<sup>2</sup> At least four hours of STEM electives must be from BIOL, EEB, BCMB, or MICRO. Other STEM electives chosen from ANSC 420, ANSC 431, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ANSC 489 or FDSC 361 (after major requirement and Capstone Course requirement has been met,



and a maximum of two Capstone Courses may be taken to satisfy the STEM elective requirement); ANTH 110\*, ANTH 117\*; ASTR 151\*, ASTR 152\*, ASTR 153\*, ASTR 154\*, ~~ASTR 217\*~~, ~~ASTR 218\*~~; BAS (any); BCMB (any except BCMB 320); BIOL (any after major requirements are met); BME (any); BSE (221 and above); BSET (any); CBE (any); CE (210 and above); CHEM (any after major requirements are met); COSC (any); ECE (any); EEB (any); EF (any); EPP (any); ESS 210, ESS 334, ESS 424, ESS 434, ESS 442, ESS 444, ESS 454, ESS 462; FDSC 241, FDSC 341, FDSC 361, FDSC 410, FDSC 415, FDSC 418, FDSC 419, FDSC 421, FDSC 428, FDSC 429, FDSC 445; FORS 214, FORS 215, FORS 217, FORS 331, FORS 337, FORS 414; FWF 212, FWF 250\*, FWF 313, FWF 315, FWF 320, FWF 430; GEOG 131\*, GEOG 132\*, GEOG 137\*; GEOL (any); IE (any); KNS 480; MATH (any above 110 after Quantitative Reasoning requirements are met); ME (any); MICR (any); MSE (201 and above); NE (any); NUTR 100\*, NUTR 302, NUTR 311, NUTR 313, NUTR 314; PHYS (any); PLSC 210, PLSC 250\*, PLSC 320, PLSC 330, PLSC 331, PLSC 410\*, PLSC 415, PLSC 421, PLSC 434, PLSC 435, PLSC 438, PLSC 441, PLSC 442, PLSC 450, PLSC 452, PLSC 457, PLSC 461; PSYC 301, PSYC 370, PSYC 385\*, PSYC 445, PSYC 450, PSYC 459, PSYC 461; PUBH 202, PUBH 420; STAT (any); UNHO 287\*, UNHO 288\*; WFS (340 and above).

<sup>3</sup> Business and Communications Electives chosen from ACCT 200, ACCT 207; ADVT 250; AGNR 291, AGNR 292; ALEC 240\*, ALEC 330, ~~ALEC340~~, ~~ALEC 410~~, ALEC 440\*, ALEC 441; ANSC 361; AREC 212, AREC 270, AREC 313 or above; BULW 301; ~~CMST40\* (if not used to satisfy OC)~~; ECON (any course above 201 or 207); ~~ENGL 295~~; FDSC 390; FINC 300; MARK 300; MGT 201, MGT 300; PHIL 244\* and STAT 201\*.

<sup>4</sup> Capstone Courses: Select two courses from ANSC 420, ANSC 481, ANSC 482, ANSC 483, ANSC 484, ANSC 485, ANSC 486, ANSC 489 and FDSC 361. At least one course must be ANSC 481, ANSC 482, ANSC 483, ANSC 484, ~~ANSC 485~~ or ANSC 486.

*Rationale: Honors equivalents are removed from showcase to streamline. Additional choices added to Business and Communications Electives list to improve flexibility. Minor changes to STEM elective list reflects other departmental changes in course numbering (WFS 317 and 315 are the same course). Adding additional courses to the selection of approved Capstone courses improves flexibility.*

*Stages are introduced to allow more stringent requirements to remain in the prevet med concentration or to transition to the 3+1 concentration. This strategy is designed to increase University retention by redirecting struggling students to concentrations or majors that they have a better chance of succeeding in.*

*Impact to other units: None. There may be a slight increase in student enrollment in the newly added Business and Communication elective classes but it is not expected to be large. While some students will move out of the Animal Science major into other University options, there should not be a significant impact on any one department.*

*Financial Impact: none.*

## DEPARTMENT OF BIOSYSTEMS ENGINEERING AND SOIL SCIENCE

### Student Learning Outcomes:

1. An ability to apply basic mathematics, science, and engineering science, including especially how those are related to biological systems.
2. An ability to apply common engineering tools, including problem formulation, design, and data collection and analysis.
3. An ability to perform in the non-technical aspects required of engineers, including communications and working in teams.
4. A demonstrated understanding of how engineers fit into the broader society, including ethical behavior and lifelong learning responsibilities.

Low-  
impact:  
Revise  
text

**REVISE TEXT**  
(main department page)

The Department of Biosystems Engineering and Soil Science offers ~~three~~ **two** undergraduate degree programs – Bachelor of Science in Biosystems Engineering, **Bachelor of Science in Construction Science and Agricultural Systems**, and Bachelor of Science in Environmental and Soil Sciences. Biosystems engineering is a four-year program, accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>, emphasizing engineering applications to biological systems. **Construction science and agricultural systems is a four-year program for students interested in construction management, agricultural technology, or off-road vehicle technology.** Environmental and soil sciences is a strong science-based program for students interested in environmental science, ~~or soil science, or biosystems engineering technology.~~ **The biosystems engineering technology concentrations include agricultural systems technology, conservation agriculture and environmental sustainability, construction science, and off-road vehicle technology.** Minors in either environmental and soil sciences or in biosystems engineering technology are also available. More detailed descriptions of each program are included with the curricular material that follows.

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Biosystems Engineering Major (footnote 2)

- <sup>2</sup> Technical electives are generally upper-division courses with substantial rigor in science, technology, engineering, or math. The following courses are pre-approved, but other courses suggested by a student may be approved by the advisor on a case-by-case basis. Note that some of these courses have required prerequisites and see individual course descriptions for specific information. BSE 525, BSE 543; **CSAS 345 BSET 345, CSAS 355 BSET 355, CSAS 414 BSET 414, CSAS 432 BSET 432, CSAS 434 BSET 434, CSAS 452 BSET 452, CSAS 462 BSET 462, CSAS 474 BSET 474**; CE 381, CE 430, CE 485; CHEM 260, CHEM 360; ENVE 511, ENVE 512, ENVE 513, ENVE 515, ENVE 516, ENVE 520, ENVE 525, ENVE 526, ENVE 527, ENVE 530, ENVE 532, ENVE 535, ENVE 574; ESS 334, ESS 434, ESS 442, ESS 444, ESS 454; GEOG 411; GEOL 485; IE 304; MATH 300, MATH 403, MATH 411, MATH 431; ME 363, ME 366, ME 391, ME 405, ME 451, ME 466.

*Rationale: The college is changing the subject code for these courses. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
text

## REVISE TEXT

### Honors Concentration – Biosystems Engineering

In addition to satisfying the requirements for the biosystems engineering major, candidates for the honors biosystems engineering concentration must also complete the following requirements:

- maintain an overall cumulative GPA of at least 3.4.
- four 100- or 200-level honors courses (14 hours minimum, at least two courses must be from engineering fundamentals, physics, mathematics, chemistry, or biology).
- complete at least two of BSE 417, BSE 418, BSE 437, or BSE 457.
- satisfy the **Breadth Requirements breadth requirements** for the **Cook Grand Challenge Honors Program Engineering Honors Program as shown on the Tickle College of Engineering website.**

**REVISE TEXT****Honors Concentration – Biosystems Engineering Pre-Professional**

In addition to satisfying the requirements for the mechanical biosystems major pre-professional concentration, candidates for the honors biosystems engineering pre-professional concentration must also complete the following requirements:

- maintain an overall cumulative GPA of at least 3.4.
- complete the first-year honors courses as described in the *Undergraduate Catalog* Tickle College of Engineering description.
- complete at least two of BSE 417, BSE 418, BSE 437, or BSE 457.
- satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

**REVISE REQUIREMENTS****Biosystems Engineering Technology Minor**

## Minor Requirements

The minor consists of 15 hours.

## Required Courses

Select one course:

- ~~CSAS BSET~~ 222 - Construction CAD Applications
- ~~CSAS BSET~~ 224 - Construction Surveying
- ~~ESS BSET~~ 326 - GIS/GPS Applications in Agriculture and Environmental Science
- ~~CSAS BSET~~ 355 - Project Planning and Control
- ~~CSAS BSET~~ 414 - CAD Applications to Biosystems Engineering Technology

Select one course:

- ~~CSAS BSET~~ 325 - Structural Mechanics in Construction
- ~~CSAS BSET~~ 432 - Agricultural and Construction Equipment
- ~~CSAS BSET~~ 434 - Production Monitoring and Automation
- ~~CSAS BSET~~ 452 - Small Internal Combustion Engines
- ~~CSAS BSET~~ 462 - Agricultural Chemical Application Technology

Select three additional courses:

- ~~CSAS BSET~~ 202 - Materials and Fabrication
- ~~CSAS BSET~~ 225 - Mechanical and Electrical Systems in Structures
- ~~CSAS BSET~~ 270 - Behavior of Construction Materials
- ~~CSAS BSET~~ 325 - Structural Mechanics in Construction
- ~~ESS BSET~~ 326 - GIS/GPS Applications in Agriculture and Environmental Science
- ~~CSAS BSET~~ 355 - Project Planning and Control
- ~~CSAS BSET~~ 414 - CAD Applications to Biosystems Engineering and Technology
- ~~CSAS BSET~~ 432 - Agricultural and Construction Equipment
- ~~CSAS BSET~~ 434 - Production Monitoring and Automation

~~CSAS BSET~~ 452 - Small Internal Combustion Engines  
~~CSAS BSET~~ 462 - Agricultural Chemical Application Technology  
~~CSAS BSET~~ 474 - Environmental Instrumentation and Monitoring

*Rationale: Reflects that the “technology” concentrations now have their own degree program in Construction Science and Agricultural Systems, and that all the undergraduate BSET courses are being renamed. Impact on other units: None. Response to assessment: none. Financial impact: none.*

### Environmental and Soil Sciences

1. Students should be able to demonstrate competency in appropriate discipline areas.
2. Students can demonstrate effective written and oral communication skills.
3. Students can demonstrate an understanding of and appreciation for global and societal impacts.
4. Students can demonstrate the ability to analyze and interpret data

Mid-  
impact:  
Drop  
program

### **^DROP CONCENTRATIONS**

Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Agricultural System Technology Concentration - Five-Year BS-MS Program

Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Conservation Agriculture and Environmental Sustainability Concentration- Five-Year BS-MS Program

Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Construction Science Concentration- Five-Year BS-MS Program

Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Environmental Science Concentration - Five-Year BS-MS Program

Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Off-Road Vehicle Technology Concentration- Five-Year BS-MS Program

Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Soil Science Concentration - Five-Year BS-MS Program

*Rationale: Reflects that the “technology” concentrations now have their own degree program in Construction Science and Agricultural Systems. Additionally, the ESS faculty never intended for the Five-Year programs to apply to the “non-technology” concentrations. Impact on other units: None. Response to assessment: none. Financial impact: none.*

Low-  
impact:  
Revise  
program

### **REVISE REQUIREMENTS**

**Environmental and Soil Sciences Minor**

**Select 9 hours:**

any additional 300-400 level ESS and/or ~~CSAS BSET~~ courses

*Rationale: Reflects renaming of courses as CSAS. Impact on other units: None.  
Response to assessment: none. Financial impact: none*

Low-  
impact:  
Revise  
text,  
revise  
program

## **REVISE TEXT, REVISE REQUIREMENTS**

### **Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences – Conservation Agriculture and Environmental Sustainability Concentration** (first three paragraphs)

Many human activities adversely impact soil, water, and environmental quality; and there is a constant need for experts in the technologies required to collect sound information and to provide food, fiber, and shelter in an environmentally-sound manner. The Bachelor of Science in Environmental and Soil Sciences provides students with a strong grounding in basic sciences ~~or engineering technology~~ to prepare them for a broad range of possible careers. ~~Students in this program choose between two general thrusts: Science and Engineering Technology.~~

~~This program~~ ~~The science thrust~~ provides ~~options for~~ three concentrations: Soil Science, Environmental Science, and Conservation Agriculture and Environmental Sustainability. All provide a very strong basis in the natural sciences, as well as applied areas such as ecology, soil sciences, and natural resource policy. Students also build expertise with modern technologies such as geographical information systems, global positioning systems, and computer applications in natural resource management. Graduates are prepared to work in a wide variety of interesting and challenging career paths and to work with a broad variety of other professionals to solve complex problems. Examples of potential careers include soil and environmental specialists and scientists; state and federal regulatory agency work; private consulting in environmental and agricultural areas; and working with non-governmental organizations with interests in agriculture, environment, and natural resources. Students receiving this degree are also very competitive for placement in graduate programs in environmental and agricultural sciences and technology, as well as law school.

~~The engineering technology thrust has three concentration options: Agricultural Systems Technology, Construction Science Technology, and Off-Road Vehicle Technology. These engineering technology concentrations are applied programs highly focused on specific technical areas and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three concentrations all provide a strong basic science foundation and add coursework designed to create programs of study emphasizing the application of technology in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. The construction science concentration leads to a Minor in Business Administration. While these programs provide a rigorous background in math and science and include courses in engineering, they differ from programs offered in the Tickle College of Engineering and College of Agricultural Sciences and Natural Resources (Biosystems Engineering) leading to B.S. in Engineering, and ultimately to registration as a Professional Engineer. The engineering technology concentrations are less theoretical, more applied, and more focused towards specific industries.~~

### Requirements for the Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Conservation Agriculture and Environmental Sustainability Concentration

Term 3		
AGNR 180*	3	Quantitative Reasoning Elective* or MATH 115*
AREC 201* or ECON 201* or ECON 207* or ECON 211*	3-4	
<del>ANSC 280</del> or AREC 212	3	
ESS 220*	3	
<sup>1</sup> Arts and Humanities Elective*	3	
Term 4		
<sup>3</sup> Unrestricted Elective <del>AGNR 291, AGNR 292</del>	2	CHEM 100*
ANSC 160	3	
ESS 210	4	
PLSC 275	3	
EEB 304 or EEB 330 or PLSC 250*	3	
Term 5		
ACCT 200 or ACCT 207 or BUAD 202	3	ESS 210
AREC 313	2	
EPP 313 or EPP 321	3	
ESS 334	3	
<sup>2</sup> Technical Electives*	6	
Term 6		
ALEC 340 or AREC 350	3	No milestones
AREC 314	2	
ESS 301*	1	
<sup>1</sup> Arts and Humanities Elective*	3	
Communicating through Writing Elective*	3	
Term 7		
<del>BSET 326</del> or <del>BSET</del> CSAS 432 or CSAS <del>BSET</del> 434 or CSAS <del>BSET</del> 452 or CSAS <del>BSET</del> 462 or CSAS <del>BSET</del> 474 or ESS 326	3	Apply to graduate
ESS 424, <del>ESS 442</del> , ESS 462	6 -9	
PLSC 415 or PLSC 434 or PLSC 435 or PLSC 457	3	
<sup>2</sup> Technical Elective	3	
Term 8		
AREC 332 <del>AREC 342</del> or AREC 350 or AREC 470	3	No milestones
<del>BSET 326</del> or <del>BSET</del> CSAS 432 or CSAS <del>BSET</del> 434 or CSAS <del>BSET</del>	3	

452 or CSAS BSET 462 or CSAS BSET 474 or ESS 326		
ESS 454	3	
EPP 410 or EPP 411	3	
ESS 492 or ESS 499	1	
PLSC 415 or PLSC 434 or PLSC 435 or PLSC 457	3	

<sup>2</sup> Note that some electives have required prerequisites. See individual course descriptions in the catalog for specific information. ACCT 200; AGNR 491, AGNR 497, AGNR 498; ALEC 440\*; Animal Science (any course 200 or above); ANTH 415; Agriculture and Resource Economics (any course 200 or above); Biochemistry and Molecular Biology (any course 200 or above); Biology (any course 200 or above); Biosystems Engineering (any course above 201); ~~Construction Science and Agricultural Systems Biosystems Engineering Technology~~ (any course 200 or above not required for the major); Business Analytics and Statistics (any course 200 or above); Chemical and Biomolecular Engineering (any course 200 or above); Civil Engineering (any course 200 or above); Chemistry (any course 200 or above); Computer Science (any course 200 or above); Ecology and Evolutionary Biology (any course 200 or above); ECON 362; Electrical and Computer Engineering (any course 200 or above); Engineering Fundamentals (any course); Entomology and Plant Pathology (any course); Entrepreneurship (any course); Environmental and Soil Sciences (any course not required for the major, with a limit of 3 hours of ESS 242); Food Science (any course above 201); Forestry (any course 200 or above); Forestry, Wildlife, and Fisheries (any course 200 or above); Geography (any course 131 or above); Geology (any course); Industrial Engineering (any course); Information Management (any course); Information Sciences (any course 200 or above); JREM 451\*; Mathematics (any course 200 or above); Mechanical Engineering (any course 200 or above); Microbiology (any course 200 or above); Materials Science and Engineering (any course 200 or above); Nuclear Engineering (any course 200 or above); Physics (any course 200 or above); Plant Sciences (any course 200 or above); PUBH 420; SOCI 360, SOCI 363, SOCI 465; Wildlife and Fisheries Science (any course 200 or above).

*Rationale:*

- Drop ANSC 280 *Livestock Management and Well Being (3) in Term 3: This was an error in the Fall 2018 catalog. This class requires ANSC 160 which they don't take until Term 4. This class can be taken as a career elective in a later semester.*
- Drop AGNR 291 (1), 292 (1) in Term 4, Add Open elective (2): *These two 1-credit classes will no longer be offered after Fall 2018. Students learn computer skills in high school and other college classes.*
- Add FWF 250 (3) *Conservation in Term 4 as a choice with ANSC 160 (3): Animal Science 160 is very difficult to get into due to high enrollment. Some students in this concentration have a greater interest in wildlife management than livestock.*
- Add AREC 350 (3) *The Food and Agricultural Marketing System to Term 6, as a choice with ALEC 340 Marketing and Public Strategies: AREC 350 (3) was a choice of AREC electives in TERM 8, but marketing is very important in this concentration. This gives the students a choice between two different market-oriented classes at the junior level.*
- Drop ESS 442 (3) *Soil Genesis and Classification as a required ESS class in Term 7, and replace with Career Elective: Content in this class not particularly relevant to this concentration.*

- Drop AREC 342 (3) Farm Business Management from Term 8, Add AREC 332 (3) Food Policy to Term 8: AREC 342 requires ACCT 200, which most of the students do not take. This class provides a more suitable overview of food policy related to sustainable farming.
- BSET326 is becoming ESS326
- Change "Technical electives" to "Career electives" in Term 5: Career electives are broader than the STEM focus of the technical electives, and are more suitable to this major.
- Replace BSET with CSAS throughout: reflects creation of new program and renaming of the classes.

Impact on other units: Minimal, as student numbers are low. Response to assessment: none. Financial impact: none.

### REVISE TEXT, REVISE REQUIREMENTS

#### Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences – Environmental Science Concentration

(first three paragraphs)

Many human activities adversely impact soil, water, and environmental quality; and there is a constant need for experts in the technologies required to collect sound information and to provide food, fiber, and shelter in an environmentally-sound manner. The Bachelor of Science in Environmental and Soil Sciences provides students with a strong grounding in basic sciences ~~or engineering technology~~ to prepare them for a broad range of possible careers. ~~Students in this program choose between two general thrusts: Science and Engineering Technology.~~

~~This program~~ ~~The science thrust~~ provides ~~options for~~ three concentrations: Soil Science, Environmental Science, and Conservation Agriculture and Environmental Sustainability. All provide a very strong basis in the natural sciences, as well as applied areas such as ecology, soil sciences, and natural resource policy. Students also build expertise with modern technologies such as geographical information systems, global positioning systems, and computer applications in natural resource management. Graduates are prepared to work in a wide variety of interesting and challenging career paths and to work with a broad variety of other professionals to solve complex problems. Examples of potential careers include soil and environmental specialists and scientists; state and federal regulatory agency work; private consulting in environmental and agricultural areas; and working with non-governmental organizations with interests in agriculture, environment, and natural resources. Students receiving this degree are also very competitive for placement in graduate programs in environmental and agricultural sciences and technology, as well as law school.

~~The engineering technology thrust has three concentration options: Agricultural Systems Technology, Construction Science Technology, and Off-Road Vehicle Technology. These engineering technology concentrations are applied programs highly focused on specific technical areas and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three concentrations all provide a strong basic science foundation and add coursework designed to create programs of study emphasizing the application of technology in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. The construction science~~

Low-  
impact:  
Revise  
text,  
revise  
program



concentration leads to a Minor in Business Administration. While these programs provide a rigorous background in math and science and include courses in engineering, they differ from programs offered in the Tickle College of Engineering and College of Agricultural Sciences and Natural Resources (Biosystems Engineering) leading to B.S. in Engineering, and ultimately to registration as a Professional Engineer. The engineering technology concentrations are less theoretical, more applied, and more focused towards specific industries.

### Requirements for the Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Environmental Science Concentration

Term 3		
<sup>3</sup> Unrestricted elective AGNR 291, AGNR 292	2	One Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective
BIOL 160* or BIOL 168*, BIOL 159*	5	
CHEM 130* or CHEM 138*	4	
ESS 210	4	
Term 6		
ESS 326 BSET 326	3	No milestones
CHEM 110* or CHEM 260	3-4	
ESS 454	3	
<sup>2</sup> Technical Elective	6	
Term 7		
AREC 314 or AREC 345 or AREC 470 or AREC 472 or ECON 362	2-3	Apply to graduate
ESS 424, ESS 434, ESS 462	9	
ESS 495	1	
<sup>2</sup> Technical Elective	3	
Term 8		
CSAS BSET 474	3	No milestones
EEB 330 or EEB 404 or EEB 433 or EEB 470 or EEB 484 or PLSC 415	3	
ESS 301*, ESS 444	4	
<sup>2</sup> Technical Electives	5-6	
<b>TOTAL</b>	<b>120</b>	

<sup>2</sup> Note that some electives have required prerequisites. See individual course descriptions in the catalog for specific information. ACCT 200; AGNR 491, AGNR 497, AGNR 498; ALEC 440\*; Animal Science (any course 200 or above); ANTH 415; Agriculture and Resource Economics (any course 200 or above); Biochemistry and Molecular Biology (any course 200 or above); Biology (any course 200 or above); Biosystems Engineering (any course above 201); ~~Construction Science and Agricultural Systems Biosystems Engineering Technology~~ (any course 200 or above not required for the major); Business Analytics and Statistics (any course 200 or above); Chemical and Biomolecular Engineering (any course 200 or above); Chemistry (any course 200 or above); Civil Engineering (any course 200 or above); Computer Science (any course 200 or above); Ecology and Evolutionary Biology (any course 200 or above); ECON 362; Electrical and Computer Engineering (any course 200 or above); Engineering Fundamentals (any course); Entomology and Plant Pathology (any course); Entrepreneurship (any course); Environmental and Soil Sciences (any course not required for the major, with a limit of 3 hours of ESS 242); Food Science (any course above 201); Forestry (any course 200 or above); Forestry, Wildlife, and Fisheries (any course 200 or above); Geography (any course 131 or above); Geology (any course); Industrial Engineering (any course); Information Management (any course); Information Sciences (any course 200 or above); JREM 451\*; Mathematics (any course 200 or above); Mechanical Engineering (any course 200 or above); Microbiology (any course 200 or above); Materials Science and Engineering (any course 200 or above); Nuclear Engineering (any course 200 or above); Physics (any course 200 or above); Plant Sciences (any course 200 or above); PUBH 420; SOCI 360, SOCI 363, SOCI 465; Wildlife and Fisheries Science (any course 200 or above).

*Rationale:*

- Drop AGNR 291 (1), 292 (1) in Term 4, Add Open elective (2): These two 1-credit classes will no longer be offered after Fall 2018. Students learn computer skills in high school and other college classes.
- Drop AREC 472 (3) from list of economics classes in Term 7: This class has a prerequisite that our students do not take. It is geared toward AREC majors.
- Change "Technical electives" to "Career electives" in Terms 6, 7, and 8: Career electives are broader than the STEM focus of the technical electives, and are more suitable to this major.
- BSET326 is becoming ESS326
- Replace BSET with CSAS throughout: reflects creation of new program and renaming of the classes.

Impact on other units: Minimal, as student numbers are low. Response to assessment: none. Financial impact: none.

### REVISE TEXT, REVISE REQUIREMENTS

#### Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences – Soil Science Concentration

(first three paragraphs)

Many human activities adversely impact soil, water, and environmental quality; and there is a constant need for experts in the technologies required to collect sound information and to provide food, fiber, and shelter in an environmentally-sound manner. The Bachelor of Science in Environmental and Soil Sciences provides students with a strong grounding in basic sciences or engineering technology to prepare them for a broad range of possible careers. ~~Students in this program choose between two general thrusts: Science and Engineering Technology.~~

**This program** ~~The science thrust~~ provides ~~options for~~ three concentrations: Soil Science, Environmental Science, and Conservation Agriculture and Environmental Sustainability. All provide a very strong basis in the natural sciences, as well as applied areas such as ecology, soil sciences, and natural resource policy. Students also build expertise with modern technologies such as geographical information systems, global positioning systems, and computer applications in natural resource management. Graduates are prepared to work in a wide variety of interesting and challenging career paths and to work with a broad variety of other professionals to solve complex problems. Examples of potential careers include soil and environmental specialists and scientists; state and federal regulatory agency work; private consulting in environmental and agricultural areas; and working with non-governmental organizations with interests in agriculture, environment, and natural resources. Students receiving this degree are also very competitive for placement in graduate programs in environmental and agricultural sciences and technology, as well as law school.

~~The engineering technology thrust has three concentration options: Agricultural Systems Technology, Construction Science Technology, and Off-Road Vehicle Technology. These engineering technology concentrations are applied programs highly focused on specific technical areas and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three concentrations all provide a strong basic science foundation and add coursework designed to create programs of study emphasizing the application of technology in today's world. Coursework in economics and the management of a small business are~~

Low-  
impact:  
Revise  
text,  
revise  
program

also included, along with oral and written communication. The construction technology concentration leads to a Minor in Business Administration. While these programs provide a rigorous background in math and science and include courses in engineering, they differ from programs offered in the Tickle College of Engineering and Herbert College of Agriculture (Biosystems Engineering) leading to B.S. in Engineering, and ultimately to registration as a Professional Engineer. The engineering technology concentrations are less theoretical, more applied, and more focused towards specific industries.

### Requirements for the Bachelor of Science in Environmental and Soil Sciences – Environmental and Soil Sciences Major – Soil Science Concentration

Term 3		
<sup>3</sup> Unrestricted Elective <del>AGNR 291, AGNR 292</del>	2	One Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective
BIOL 114* or BIOL 160* or BIOL 168*, BIOL 115* or BIOL 159*	4-5	
CHEM 130* or CHEM 138*	4	
ESS 210	4	
Term 6		
ESS 326 <del>BSET 326</del>	3	No milestones
CHEM 210, CHEM 219	4	
ESS 454	3	
PLSC 415 or PLSC 434 or PLSC 435	3	
<sup>2</sup> Technical Elective	3	

<sup>2</sup> Note that some electives have required prerequisites. See individual course descriptions in the catalog for specific information. ACCT 200; AGNR 491, AGNR 497, AGNR 498; ALEC 440\*; Animal Science (any course 200 or above); ANTH 415; Agriculture and Resource Economics (any course 200 or above); Biochemistry and Molecular Biology (any course 200 or above); Biology (any course 200 or above); Biosystems Engineering (any course above 201); ~~Construction Science and Agricultural Systems Biosystems Engineering Technology~~ (any course 200 or above not required for the major); Business Analytics and Statistics (any course 200 or above); Chemical and Biomolecular Engineering (any course 200 or above); Chemistry (any course 200 or above); Civil Engineering (any course 200 or above); Computer Science (any course 200 or above); Ecology and Evolutionary Biology (any course 200 or above); ECON 362; Electrical and Computer Engineering (any course 200 or above); Engineering Fundamentals (any course); Entomology and Plant Pathology (any course); Entrepreneurship (any course); Environmental and Soil Sciences (any course not required for the major, with a limit of 3 hours of ESS 242); Food Science (any course above 201); Forestry (any course 200 or above); Forestry, Wildlife, and Fisheries (any course 200 or above); Geography (any course 131 or above); Geology (any course); Industrial Engineering (any course); Information Management (any course); Information Sciences (any course 200 or above); JREM 451\*; Mathematics (any course 200 or above); Mechanical Engineering (any course 200 or above); Microbiology (any course 200 or above); Materials Science and Engineering (any course 200 or above); Nuclear Engineering (any course 200 or above); Physics (any course 200 or above); Plant Sciences (any course 200 or above); PUBH 420; SOCI 360, SOCI 363, SOCI 465; Wildlife and Fisheries Science (any course 200 or above).

#### Rationale:

- Drop AGNR 291 (1), 292 (1) in Term 4, Add Open elective (2): These two 1-credit classes will no longer be offered after Fall 2018. Students learn computer skills in high school and other college classes.
- Change “Technical electives” to “Career electives” in Terms 6 & 8: Career electives are broader than the STEM focus of the technical electives, and are more suitable to this major.
- BSET326 is becoming ESS326
- Replace BSET with CSAS throughout: reflects creation of new program and renaming of the classes.

Impact on other units: Minimal, as student numbers are low. Response to assessment: none. Financial impact: none.

## Construction Science and Agricultural Systems

### Program Learning Outcomes for the B.S. degree in Construction Science and Agricultural Systems

1. 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.
2. Students will demonstrate an understanding of professional and ethical responsibility, and identify and critically analyze the environmental, social, and economic dimensions of sustainability.
3. Students will demonstrate the effective levels of communication through written and oral skills.

Low-  
impact:  
Revise  
text,  
revise  
program

### REVISE TEXT, REVISE REQUIREMENTS

#### Bachelor of Science in Construction Science and Agricultural Systems – Construction Science and Agricultural Systems Major - Agricultural Systems Technology Concentration

Human activities provide food, shelter, and enjoyment, but they may also negatively impact soil, water, and environmental quality, so there is a constant need for experts in the technologies required to collect sound information and to provide food, fiber, and shelter in an environmentally-sound manner. The Bachelor of Science in Construction Science and Agricultural Systems provides students with a strong grounding in construction sciences or engineering technology to prepare them for a broad range of possible careers.

The Construction Science & Agricultural Systems major has three concentration options: Agricultural Systems **Technology**, Construction Science, and Off-Road Vehicle Technology. These concentrations are applied programs highly focused on specific technical areas and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three concentrations all provide a strong basic science foundation and add coursework designed to create programs of study emphasizing the applications of technology **and management** in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. These programs **are designed to be less theoretical, more applied, and focused towards specific industries provide a rigorous background in math, science, engineering, and applied skills.**

#### Requirements for the Bachelor of Science in Construction Science and Agricultural Systems – Construction Science and Agricultural Systems Major – Agricultural Systems Technology Concentration

Term 6		
ESS 326 <del>BSET-326</del>	3	No milestones
<sup>1</sup> Cultures and Civilizations Elective*	3	
ENGL 295* or ENGL 360*	3	
EPP 321	3	
ESS 424	3	
Term 7		

AREC 412	3	Apply to graduate
<del>CSAS 414, CSAS 434, CSAS 474 BSET 414, BSET 434, BSET 474</del>	9	
<sup>2</sup> Technical Elective	3	
<b>Term 8</b>		
<sup>1</sup> Arts and Humanities Elective*	3	No milestones
<del>CSAS 432 or AREC 444, CSAS 462 BSET 432, BSET 462</del>	6	
<sup>2</sup> Technical Electives	6	

<sup>2</sup> Note that some electives have required prerequisites. See individual course descriptions for specific information. ALEC 450; AREC 342; ~~CSAS 202, CSAS 452 BSET 202, BSET 452~~; EPP 410, EPP 425; ESS 442, ESS 444, ESS 462; IE 304, IE 423; MARK 300; MGT 201; PLSC 240, PLSC 410\*, PLSC 430, PLSC 434, PLSC 435.

*Rationale: The college is changing the BSET subject code. Impact on other units: None. Financial impact: None.*

### REVISE TEXT, REVISE REQUIREMENTS

#### Bachelor of Science in Construction Science and Agricultural Systems – Construction Science and Agricultural Systems Major - Construction Science Concentration

Human activities provide food, shelter, and enjoyment, but they may also negatively impact soil, water, and environmental quality, so there is a constant need for experts in the technologies required to collect sound information and to provide food, fiber, and shelter in an environmentally-sound manner. The Bachelor of Science in Construction Science and Agricultural Systems provides students with a strong grounding in construction sciences or engineering technology to prepare them for a broad range of possible careers.

This program ~~The Construction Science & Agricultural Systems major~~ has three concentration options: Agricultural Systems ~~Technology~~, Construction Science, and Off-Road Vehicle Technology. These concentrations are applied programs highly focused on specific technical areas and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three concentrations all provide a strong basic science foundation and add coursework designed to create programs of study emphasizing the applications of technology ~~and management~~ in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. ~~The construction science concentration leads to a Minor in Business Administration.~~ These programs ~~are designed to be less theoretical, more applied, and focused towards specific industries provide a rigorous background in math, science, engineering, and applied skills.~~

The Construction Science concentration is designed to prepare students for entry into the very broad and diverse range of careers related to construction. This ~~could lead leads~~ to construction management opportunities in areas such as residential, agricultural, commercial, ~~paving, highway~~, and excavation construction. Students in this program typically enjoy the outdoors and enjoy the sense of accomplishment that comes from 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, adds fundamental concepts from engineering, and exposure to

Low-  
impact:  
Revise  
text,  
revise  
program

relevant technology and techniques such as CAD, land surveying, and GPS/GIS. **Proper selection of business-related elective courses in the Construction Science concentration may meet the coursework requirements for a Minor in Business Administration. The business-related coursework in the Construction Science track leads to a Minor in Business Administration.** This business background is supplemented with courses addressing construction-specific issues in accounting, finance, and law; issues related to green/sustainable construction practices are also covered. Students are encouraged to identify experiences in construction practice such as internships or part time/summer work; and this is facilitated through the Construction Science Student Club.

### Requirements for the Bachelor of Science in Construction Science and Agricultural Systems – Construction Science and Agricultural Systems Major - Construction Science Concentration

Term 1	Hours	Milestone Notes
<del>CSAS 125</del> <del>BSET-425</del>	3	MATH 130 or higher or one Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective
GEOL 101* or GEOL 107*	4	
<sup>1</sup> Cultures and Civilizations Elective*	3	
ENGL 101* or ENGL 118*	3	
MATH 141* or MATH 151*	3-4	
Term 2		
<del>ARCH 111*</del> <del>PHIL-244*</del>	3	MATH 130 or higher
ENGL 102*	3	
CHEM 120* or CHEM 128*	4	
MATH 142* or MATH 152*	3-4	
<del>CSAS 211</del> <del>BSET-244-</del>	3	
Term 3		
<sup>2</sup> ECON 201* or ECON 207*	4	CHEM 120* or CHEM 128* or MATH 141* or MATH 151*
<del>CSAS 222, CSAS 224</del> <del>BSET-222, BSET-224</del>	6	
STAT 201* or STAT 207*	3	
<del>EF151*</del> or PHYS 221*	4	
Term 4		
<del>CSAS 225, CSAS 270</del> <del>BSET-225, BSET-270-</del>	7	CHEM 120* or CHEM 128* or MATH 142* or MATH 151*
<sup>2</sup> ACCT 200 or ACCT 207	3	
ESS 210	4	
Term 5		
<del>CSAS 325, CSAS 335, CSAS 414</del> <del>BSET-202, BSET-325, BSET-335</del>	9	No milestones
<del>ENGL 295* or ENGL 360*</del> <sup>4</sup> Cultures and Civilizations Elective*	3	
<sup>2</sup> MGT 201	3	
Term 6		
<del>CSAS 345, CSAS 425</del> <del>BSET-425-</del>	<del>6</del> 3	No milestones
CMST 210* or CMST 217* or CMST 240* or CMST 247*	3	
<sup>2</sup> Business elective <del>ENGL 295* or ENGL 360*</del>	3	
<del><sup>2</sup>FINC 300-</del>	<del>3</del>	
<sup>1</sup> Social Sciences Elective*	3	
Term 7		
<del>CSAS 355, CSAS 430, CSAS 435</del> <del>BSET 355, BSET-430, BSET-435</del>	9	Apply to graduate

ESS 424	3	
<del><sup>2</sup>Business elective <sup>1</sup>Arts and Humanities Elective*</del>	3	
<b>Term 8</b>		
CSAS 486 <del>BSET 486</del> or <sup>3</sup> Technical Elective	3	No milestones
<del><sup>1</sup>Arts and Humanities elective* BSET 345-</del>	3	
<del><sup>1</sup>Cultures and Civilizations elective <sup>2</sup>MGT 300-</del>	3	
<del><sup>2</sup>Business elective <sup>2</sup>MARK 300-</del>	3	
<b>TOTAL</b>	<b>120</b>	

<sup>3</sup> Select from following list: CSAS 414, CSAS 434, CSAS 452, CSAS 474; BSET 326, BSET 414, BSET 434, BSET 452, BSET 474; ESS 326, ESS 442, ESS 462; IE 304, IE 405, IE 423, IE 427; GEOG 411.

*Rationale: The college is changing the BSET subject code. Impact on other units: None. Financial impact: None.*

### REVISE TEXT, REVISE REQUIREMENTS

#### Bachelor of Science in Construction Science and Agricultural Systems – Construction Science and Agricultural Systems Major – Off-Road Vehicle Technology Concentration

Human activities provide food, shelter, and enjoyment, but they may also negatively impact soil, water, and environmental quality, so there is a constant need for experts in the technologies required to collect sound information and to provide food, fiber, and shelter in an environmentally-sound manner. The Bachelor of Science in Construction Science and Agricultural Systems provides students with a strong grounding in construction sciences or engineering technology to prepare them for a broad range of possible careers.

The Construction Science & Agricultural Systems major has three concentration options: Agricultural Systems Technology, Construction Science, and Off-Road Vehicle Technology. These concentrations are applied programs highly focused on specific technical areas and are designed to provide the skills required to manage the sophisticated technological systems increasingly essential in today's world. The three concentrations all provide a strong basic science foundation and add coursework designed to create programs of study emphasizing the applications of technology and management in today's world. Coursework in economics and the management of a small business are also included, along with oral and written communication. These programs are designed to be less theoretical, more applied, and focused towards specific industries provide a rigorous background in math, science, engineering, and applied skills.

#### Requirements for the Bachelor of Science in Construction Science and Agricultural Systems Major – Off-Road Vehicle Technology Concentration

<b>Term 2</b>		
BIOL 114* or GEOL 102*	3-4	MATH 130 or higher
<del><sup>4</sup>Unrestricted Elective -CHEM 130* or CHEM 138*</del>	<del>3-4</del>	
ENGL 102*	3	
<sup>1</sup> MATH 152*	3	

Low-  
impact:  
Revise  
text,  
revise  
progra  
m

<sup>2</sup> Social Sciences Elective*	3	
<b>Term 3</b>		
<sup>4</sup> Unrestricted Elective <del>AGNR 291-</del>	1	CHEM 120* or MATH 151*
AREC 201* or ECON 201* or ECON 207*	4	
<del>CSAS 202 BSET 202-</del>	3	
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	
PHYS 221*	4	
<b>Term 4</b>		
<del>AGNR 292-</del>	4	CHEM 120* and MATH 151*
<sup>2</sup> Arts and Humanities Elective*	3	
ESS 210	4	
FWF 250*	3	
STAT 201* or STAT 207*	3	
<sup>4</sup> Unrestricted Elective	3 4	
<b>Term 5</b>		
<del>CSAS 224 or CSAS 225, and CSAS 325 BSET 224 or BSET 225, and BSET 325-</del>	6	CHEM 130*
<sup>2</sup> Cultures and Civilizations Elective*	3	
FORS 321*	3	
<sup>3</sup> Technical Elective	3	
<b>Term 6</b>		
<del>CSAS 345 BSET 326, BSET 345-</del>	3 6	No milestones
<sup>2</sup> Cultures and Civilizations Elective*	3	
ENGL 295* or ENGL 360*	3	
<del>ESS 326, ESS 424</del>	6 3	
<b>Term 7</b>		
<del>CSAS 414, CSAS 434, CSAS 474 BSET 414, BSET 434, BSET 474-</del>	9	Apply to graduate
GEOG 411	3	
<sup>3</sup> Technical Elective	3	
<b>Term 8</b>		
<sup>2</sup> Arts and Humanities Elective*	3	No milestones
<del>CSAS 432, CSAS 452, CSAS 462 BSET 432, BSET 452, BSET 462-</del>	9	
<sup>3</sup> Technical Elective	3	

*Rationale: The college is changing the BSET subject code. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF ENTOMOLOGY AND PLANT PATHOLOGY

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Entomology and Plant Pathology Minor

#### Select 15 hours:

- ~~EPP 210 - Bugs: Bizarre, Beautiful, and Beneficial~~
- ~~EPP 485 - Forensic Entomology and Crime Scene Investigations~~

## DEPARTMENT OF FOOD SCIENCE



## Learning outcomes for the BS in Food Science and Technology

1. Apply critical thinking skills to new situations
2. Demonstrate critical thinking, creativity, and effective communication.
3. Integrate interdisciplinary knowledge to devise a systematic approach to address food industry-related problems or situations.
4. Identify the conditions under which the important pathogens are commonly inactivated, killed or made harmless in foods.
5. Demonstrate the use and practice of different levels of oral and written communication skills.
6. Apply and evaluate practices of food processing and principles of engineering to efficiently preserve, or add value to, food products while maintaining food safety and quality.

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Requirements for the Bachelor of Science in Food Science – Food Science Major – Five-Year BS/MS Program

Term 4		
<sup>4</sup> Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective	3	2.0 cumulative GPA
CHEM 260, <del>CHEM 269</del>	<del>4</del> 3	FDSC 100 or FDSC 241
<sup>4</sup> Communicating Orally Elective*	3	
FDSC 201	1	
PHYS 221*	4	
<sup>4</sup> Communicating through Writing Elective*	3	
Term 5		
<sup>4</sup> Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective	3	2.0 cumulative GPA
CHEM 360, <del>CHEM 359</del> <del>CHEM 369</del>	<del>4</del> 5	CHEM 130*
FDSC 390	3	Two Arts and Humanities* or Cultures and Civilizations*, or Social Sciences* Electives
FDSC 361 or FDSC 362	3	
FDSC 341	3	

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Requirements for the Bachelor of Science in Food Science – Food Science Major – Pre-Professional Concentration

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	3.0 cumulative GPA
CHEM 260, <del>CHEM 269</del>	<del>4</del> 3	BIOL 160* or CHEM 130*
<sup>3</sup> Communicating Orally Elective*	3	FDSC 100
<sup>4</sup> Directed Pre-Professional Electives	4	
FDSC 201	1	
Term 5		
<sup>3</sup> Arts and Humanities Elective*	3	FDSC 241
CHEM 360, <del>CHEM 359</del> <del>CHEM 369</del>	<del>4</del> 5	MATH 125* or MATH 141*
<sup>4</sup> Directed Pre-Professional Electives	4	
MATH 115* or MATH 142* or STAT_201* or STAT 207*	3-4	

Low-  
impact:

### REVISE REQUIREMENTS

Revise  
program**Requirements for the Bachelor of Science in Food Science – Food Science Major – Pre-Professional 3+1 Concentration**

<b>Term 3</b>		
CHEM 260, <del>CHEM 269</del>	<del>4</del> 3	3.0 cumulative GPA
<sup>3</sup> Directed Pre-Professional Elective	3	One Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective
FDSC 241	3	BIOL 160* or CHEM 130*
BIOL 220 and BIOL 229 or MICR 210*	3-4	ENGL 102*
<sup>2</sup> Social Sciences Elective*	3	MATH 125* or MATH 141*
<b>Term 4</b>		
<sup>2</sup> Arts and Humanities Elective*	3	3.0 cumulative GPA
CHEM 360, <del>CHEM 359</del> <del>CHEM 369</del>	<del>4</del> 5	FDSC 100
<sup>2</sup> Communicating Orally Elective*	3	
<sup>3</sup> Directed Pre-Professional Elective	3	
FDSC 201	1	

Low-  
impact:  
Revise  
program**REVISE REQUIREMENTS****Requirements for the Bachelor of Science in Food Science – Food Science Major – Science Concentration**

<b>Term 4</b>		
<sup>4</sup> Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective	3	2.0 cumulative GPA
CHEM 260, <del>CHEM 269</del>	<del>4</del> 3	FDSC 100, FDSC 241
<sup>4</sup> Communicating Orally Elective*	3	
FDSC 201	1	
PHYS 221*	4	
<sup>3</sup> Unrestricted Elective	1	
<b>Term 5</b>		
<sup>4</sup> Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective	3	2.0 cumulative GPA
CHEM 360, <del>CHEM 359</del> <del>CHEM 369</del>	<del>4</del> 5	CHEM 130*
FDSC 390	3	Two Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Electives
FDSC 361 or FDSC 362	3	
FDSC 341	3	

**DEPARTMENT OF FORESTRY, WILDLIFE AND FISHERIES**Low-  
impact:  
Revise  
text**REVISE TEXT**

(main department page)

(paragraph 2)

The department offers two majors. The major in forestry leads to the Bachelor of Science in Forestry and the major in wildlife and fisheries science leads to the Bachelor of Science in Wildlife and Fisheries Science. The forestry major has concentrations in forest resources management, **restoration and conservation**, urban forestry and wildland recreation. The wildlife and fisheries science major has concentrations in wildlife and fisheries management and wildlife health.

## Enrollment Management Plan (paragraph 3)

Those students who have met all preliminary requirements for progression, including having relevant career goals, will be ranked based on the combined score of their cumulative grade point average (GPA) and GPA in core courses. The combined score will be 50% cumulative GPA (minimum ~~2.5~~ **2.2**) and 50% cumulative GPA (minimum ~~2.5~~ **2.2**) in core courses. Applicants with the highest scores will be accepted into the programs. The number of applicants accepted into each program will be determined based on resources available. Applicants will be notified of their acceptance by the start of registration for summer semester.

## Core Courses Wildlife and Fisheries Science

Two courses in first year composition (ENGL 101\* and ENGL 102\* or equivalent); calculus (MATH 125\* or equivalent); two courses in general chemistry (~~CHEM 100\*~~ or CHEM 120\* or CHEM 128\* or equivalent); two courses in general biology (BIOL 150\*/BIOL 160\*/BIOL 159\* ~~or BIOL 101\*/BIOL 102\*~~ or equivalent); general economics (ECON 201\* or equivalent); public speaking (CMST 210\* or CMST 240\* or equivalent); statistics (STAT 201\* or equivalent); ~~microcomputer applications (AGNR 291/AGNR 292 or equivalent)~~; general ecology (BIOL 260/BIOL 269 or equivalent).

*Rationale: We found some discrepancies in the text describing the programs compared to other existing or proposed information and thought it best to have all the verbiage related to requirements in accord with one another. Impact on other units: None. Financial impact: None.*

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Forestry – Forestry Major – Forest Resources Management Concentration

Term 2		
BIOL 114*	3	2.5 cumulative GPA
ENGL 102*	3	
MATH 125*	3	
<sup>1</sup> Social Sciences Elective*	3	
<sup>2</sup> Unrestricted Elective	<del>3-4</del> <b>3</b>	
Term 3		
<sup>3</sup> Cultures and Civilizations Elective*	3	2.5 cumulative GPA
<del>ALEC 240*</del> or CMST 210* <del>or</del> CMST 217* <del>or</del> CMST 240* <del>or</del> CMST 247*	3	FWF 212 with a grade C or better
ESS 210	4	
FORS 214 or FORS 217	3	
FWF 212	3	
Term 4		
AREC 201* or ECON 201* <del>or ECON 211*</del> or <del>ECON 213*</del>	<del>3-4</del> <b>4</b>	2.5 cumulative GPA
<del>ESS 326</del> <del>BSET-326</del> or FWF 430 or <del>GEOG 311</del> <del>GEOG 414</del>	3	2.5 major GPA
<sup>3</sup> Cultures and Civilizations Elective*	3	ENGL 101* or ENGL 118*; ENGL 102*; MATH 125*; CHEM 100* or CHEM 120*; MATH 115* or STAT 201* or STAT 207*; FORS 215

Low-  
impact:  
Revise  
program

FORS 215	3	
MATH 115* or STAT 201* or STAT 207*	3	

*Rationale: The changes allow greater flexibility in communications and economics courses, and reflect a change in the introductory GIS sequence by the Geography Department. Impact on other units: none. Financial Impact: none.*

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Forestry – Forestry Major – Restoration and Conservation Science Concentration

Term 3		
ALEC 240* or CMST 210* or CMST 217* or CMST 240* or CMST 247*	3	2.5 cumulative GPA
<sup>1</sup> Cultures and Civilizations Elective*	3	FWF 212 with a grade C or better
ESS 210	4	
BIOL 114* or FORS 214 or FORS 217	3	
FWF 212	3	
Term 4		
AREC 201* or ECON 201* or ECON 207* or ECON 211* or ECON 213*	3-4 -4	2.5 cumulative GPA
FORS 215 or BIOL 260/BIOL 269	3-4	2.5 major GPA
<sup>1</sup> Arts and Humanities Elective*	3	ENGL 101* or ENGL 118*; ENGL 102*; MATH 125*; CHEM 100* or CHEM 120* or CHEM 128*; BIOL 101* or BIOL 113*/ <del>BIOL 114*</del> /BIOL 115* or BIOL 150*/ <del>BIOL 159</del> , MATH 115* or STAT 201* or STAT 207*; BIOL 260 or FORS 215
MATH 115* or STAT 201* or STAT 207*	3	
<sup>2</sup> Social Sciences Elective*	3	
Term 5		
<sup>3</sup> Technical Elective <del>EPP 411</del>	3	2.5 cumulative GPA
EEB 330 or <del>FWF 325S</del> <del>FWF 325</del>	3	2.5 major GPA
GEOG 454	3	
FWF 315	3	
FWF 320 or SOCI 360 or SOCI 465	3	
Term 6		
FORS 314 <del><sup>3</sup>Technical Elective</del>	2 -3	2.5 cumulative GPA
FWF 324	3	2.5 major GPA
FWF 310, FWF 312*, FWF 313	7	
ESS 424 or GEOG 436	3	
Term 8		
<sup>3</sup> Technical Elective	2-4 2	No milestones
ESS 326 <del>BSET-326</del> or FWF 430 or <del>GEOG 311</del> <del>GEOG 414</del>	3	
FORS 422	3	
FWF 416	3	
<sup>4</sup> Communications Elective	3	
<b>TOTAL</b>	<b>120</b>	

<sup>3</sup> Any courses in AGNR, AREC, EEB, EPP, FORS, FWF, GEOL, GEOG, PLSC, or WFS at the 300 level or above, that have not been counted toward other requirements. ~~Technical Electives provide the student with advanced skills and knowledge of areas within or closely related to Restoration and Conservation. Students may choose to group technical electives in a particular area or select courses that will count toward a minor, and should work with their advisor early in their program to ensure that prerequisites are met for the courses chosen. Chosen from AGNR 491; AREC 314; BSET 355, BSET 474; ECON 362; EEB 353, EEB 404, EEB 415, EEB 421, EEB 426, EEB 433, EEB 470, EEB 474, EEB 484; EPP 411; ESS 454,~~

Low-  
impact:  
Revise  
program

~~ESS 462; FORS 314, FORS 321\*, FORS 335, FORS 423, FORS 433; FWF 499; GEOG 439; GEOL 201\*, GEOL 450, GEOL 466; PLSC 280, PLSC 350, PLSC 421, PLSC 460; WFS 433, WFS 441, WFS 443, WFS 445. Of these, at least 6 credits must be at the 300-level or above. A maximum of 3 credits is allowed for FWF 499.~~

*Rationale: The changes allow greater flexibility in communications and economics courses, and reflect a change in the introductory GIS sequence by the Geography Department, and reflect an increased emphasis on financial analysis and forest health as suggested by the recent accreditation report of the Society of American Foresters. Impact on other units: the impact on EPP should be minor, as most students in the major already take EPP 411. Financial Impact: none.*

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Forestry – Forestry Major – Urban Forestry Concentration

Term 3		
ALEC 240* or CMST 210*, or CMST 217*, or CMST 240*, or CMST 247*	3	2.5 cumulative GPA
<sup>1</sup> Cultures and Civilizations Elective*	3	FWF 212 with grade C or better
ESS 210	4	
FORS 214 or FORS 217	3	
FWF 212	3	
Term 4		
AREC 201* or ECON 201* or ECON 207* or ECON 211* or ECON 213*	3-4 -4	2.5 cumulative GPA
BIOL 260-BIOL 269 or FORS 215	3-4	2.5 major GPA
PLSC 280	3	ENGL 101* or ENGL 118*; ENGL 102*; MATH 125*; CHEM 100* or CHEM 120*; MATH 115* or STAT 201* or STAT 207*; FORS 215 or BIOL 260
MATH 115* or STAT 201* or STAT 207*	3	
Term 6		
ESS 326 <del>BSET 326</del> or FWF 430 or GEOG 311 <del>GEOG 414</del>	3	2.5 cumulative GPA
FORS 314 or FORS 317	2	2.5 major GPA
FORS 335	3	
FWF 312*, FWF 313	6	
Term 7		
FORS 323, FORS 329, FORS 345, FORS 411, FORS 433, FORS 435, <del>FORS 496</del>	14	Apply to graduate
<del>FORS 496 WFS 350</del>	<del>2 -4</del>	
Term 8		
<sup>3</sup> Communications Elective	3	No milestones
PHIL 101* or PHIL 244* or PHIL 252*	3	
FORS 422	3	
FWF 416	3	
<sup>4</sup> Unrestricted Elective	3-4 -3	
<b>TOTAL</b>	<b>120</b>	

<sup>3</sup> Communications elective chosen from ~~CMST 210\*, CMST 240\*~~; ENGL 295\*, ENGL 355\*, ENGL 360\*, ENGL 363, ENGL 364, ENGL 455\*, ENGL 456, ENGL 460, ENGL 463, ENGL 464; JREM 414\*, JREM 450\*, JREM 451\*.

*Rationale: The changes allow greater flexibility in communications and economics courses, and reflect a change in the introductory GIS sequence by the Geography Department, and reflect an increased emphasis on forest operations as suggested by the*

recent accreditation report of the Society of American Foresters. Impact on other units: none. Financial Impact: none.

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Forestry – Forestry Major – Wildland Recreation Concentration

Term 3		
<sup>1</sup> Arts and Humanities Elective or Cultures and Civilizations Elective*	3	2.5 cumulative GPA
ALEC 240* or CMST 210* or CMST 217* or CMST 240* or CMST 247*	3	FWF 212 with grade C or better
ESS 210	4	
FORS 214 or FORS 217	3	
FWF 212	3	
Term 4		
AREC 201* or ECON 201* or ECON 207* or ECON 211* or ECON 213*	3-4 -4	2.5 cumulative GPA
<sup>1</sup> Arts and Humanities Elective or Cultures and Civilizations Elective*	3	2.5 major GPA
<sup>4</sup> Communications Elective	3	ENGL 101* or ENGL 118*; ENGL 102*; MATH 125*; * or CHEM 120*; BIOL 101*/BIOL 102* or BIOL 113*/BIOL 114*/BIOL 115* or BIOL 150*/BIOL 160*; MATH 115* or STAT 201* or STAT 207*; BIOL 260 or FORS 215
FORS 215	3	
MATH 115* or STAT 201* or STAT 207*	3	
Term 5		
FORS 321* or FORS 327*	3	2.5 cumulative GPA
FWF 315 and FWF 320	6	2.5 major GPA
<sup>5</sup> GIS Electives	3-4	
<sup>6</sup> Plant Sciences Elective	3 2-3	
Term 7		
<sup>1</sup> Arts and Humanities Elective or Cultures and Civilizations Elective*	3	Apply to graduate
FORS 495	6	
<sup>2</sup> Unrestricted Elective	3	
WFS 443, WFS 444, WFS 445, WFS 450, WFS 452 or WFS 456	3	

<sup>5</sup> GIS elective chosen from AGNR 291 and AGNR 292; ESS 326 -BSET-326; FWF 430; GEOG 311, GEOG 411, GEOG 413, or a related Geographic Information Systems (GIS) course.

<sup>7</sup> Recreation elective chosen from HRT-224; RSM 310, RSM 320, RSM 415, RSM 426, RSM 430.

*Rationale: The changes allow greater flexibility in communications and economics courses. Impact on other units: none. Financial Impact: none.*

## Wildlife and Fisheries Science

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Wildlife and Fisheries Science – Wildlife and Fisheries Science Major – Wildlife and Fisheries Management Concentration

Term 4		
<sup>1</sup> Social Sciences Elective*	3	2.5 cumulative GPA

ALEC 201* or ECON 201* or ECON 207* or ECON 211* or ECON 213*	3-4 -4	2.5 major GPA
BIOL 260 or FORS 215	2-3	ENGL 101 or ENGL 118; ENGL 102; CHEM 120 or CHEM 128; BIOL 150 or BIOL 158; BIOL 159 or BIOL 167; BIOL 160 or BIOL 168; MATH 115 or STAT 201 or STAT 207; MATH 125; BIOL 260 or FORS 215
ALEC 240* or CMST 210* or CMST 217* or CMST 240* or CMST 247*	3	
MATH 115 or STAT 201* or STAT 207*	3	
<b>TOTAL</b>	<b>120-122</b>	

<sup>2</sup> GIS Elective – Chosen from FWF 430 or ~~ESS 326~~ ~~BSET 326~~ or GEOG 311 or GEOG 411 or GEOG 413.

<sup>4</sup> Plant Elective – Chosen from EEB 330 or EEB 414 or EEB 424 or EEB 426 or EEB 433 or ~~FWF 325S~~ ~~FWF-325~~ or PLSC 421.

<sup>5</sup> Aquatic Science Elective – Chosen from ~~WFS 420~~ or WFS 441 or EEB 470 or ESS 424 or ESS 462 or GEOG 436 or GEOG 453 or GEOL 456 or GEOL 459 or GEOL 485.

*Rationale: The changes allow greater flexibility in communications, economics, and aquatic science courses. Impact on other units: none. Financial Impact: none.*

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Wildlife and Fisheries Science – Wildlife and Fisheries Science Major – Wildlife Health Concentration

Term 3		
ANSC 220	3	2.5 cumulative GPA
CHEM 130* or CHEM 138*	4	
FWF 315	3	
<sup>1</sup> Arts and Humanities Elective or Cultures and Civilizations Elective*	3	
<del><sup>1</sup>Social Sciences Elective*</del>	<del>3</del>	
Term 4		
ANSC 340 or BIOL 240	3-4	2.5 cumulative GPA
BIOL 260, BIOL 269	4	2.5 major GPA
CHEM 260 and CHEM 269	4 -3	ENGL 101* or ENGL 118*; ENGL 102*; CHEM 120* or CHEM 128*; BIOL 150* or BIOL 158*; BIOL 159* or BIOL 167*; BIOL 160* or BIOL 168*; MATH 115* or STAT 201* or STAT 207*; MATH 125*; BIOL 260 or FORS 215
MATH 115* or STAT 201* or STAT 207*	3	
<del><sup>1</sup>Social Sciences Elective*</del>	<del>3</del>	
Term 5		
<sup>2</sup> Science Electives*	4 <del>3-4</del>	2.5 cumulative GPA
ALEC 240* or ANSC 360 or CMST 210* or CMST 217* or CMST 240 or CMST 247*	3	2.5 major GPA
PHYS 221*	4	
CHEM 360, <del>CHEM 359</del> <del>CHEM 369</del>	4 5	
Term 6		
ALEC 201* or ECON 201* or ECON 207* or ECON 211* or ECON 213*	3-4 -4	No milestones
<sup>1</sup> Arts and Humanities Elective or Cultures and Civilizations Elective*	3	2.5 cumulative GPA
PHYS 222*	4	2.5 major GPA
<sup>3</sup> Wildlife Ecology and Management Elective	3	

<sup>4</sup> Technical Electives – ANSC 280 or ANSC 320 or ANSC 330 or ANSC 380 or ANSC 489 or ~~ESS 326~~ ~~BSET 326~~ or FWF 430 or GEOG 311 or GEOG 411 or GEOG 413 or EPP 525.

Low-  
impact:  
Revise  
program

*Rationale: The changes allow greater flexibility in communications and economics courses, and reflect changes in the intermediate Chemistry sequence. Impact on other units: none. Financial Impact: none.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Wildlife and Fisheries Science Minor

#### Minor Requirements

Select 3 courses from the following:

- ~~WFS 456 – Recirculating Aquaculture~~

*Rationale: WFS 456 is being dropped. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF PLANT SCIENCES

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Plant Sciences – Plant Sciences Major – Sustainable Landscape Design Concentration (footnote 4)

<sup>4</sup> Directed electives are courses that generally support and enhance a student's academic goals. These multidisciplinary courses were chosen to provide students the opportunity to develop basic and advanced skills beyond Plant Science's core requirements. The Plant Sciences Undergraduate Program Committee periodically reviews this list to identify appropriate courses for each concentration. If students believe that a course not on the list would meet this objective, they may propose this to their academic advisor to review before the start of the semester in which the student wishes to take the course. Additionally, components of an Entrepreneurship, Business Administration or Entomology and Plant Pathology Minor(s) are acceptable. Chosen from any Advertising; Business Administration; Business Analytics and Statistics; Entomology and Plant Pathology; Plant Sciences; Statistics; ACCT 200, ACCT 207; AGNR 291, AGNR 292; ALEC 240\*, ALEC 340; ARCH 111\*, ARCH 211\*, ARCH 271; AREC 212, AREC 342, AREC 442; ART 101, ART 103; ARTA 211, ARTA 212, ARTA 213, ARTA 214, ARTA 215, ARTA 216, ARTA 231, ARTA 331; ARTD 451, ARTD 452\*; BIOL 260-BIOL 269; **CSAS 202 BSET-202**; BUAD 103; BULW 301; CMST 414; DSGN 130\*, DSGN 430; ECON 331; EEB 304, EEB 330, EEB 433; EF 130, EF 400; ENGL 295\*, ENGL 360\*; ENT 350, ENT 410, ENT 415, ENT 420, ENT 425, ENT 451, ENT 460; ESS 334; FINC 300; FORS 321\*; FWF 212, FWF 250\*, FWF 312\*, FWF 315; GEOG 131\*; GEOL 201\*, GEOL 202\*, GEOL 203\*; LAR 541, LAR 542; MARK 300, MARK 462; ME 457; MGT 201, MGT 300; MUSC 305; PHIL 244\*, PHIL 346\*; RCS 411, RCS 412; SPAN 111, SPAN 112, SPAN 211\*, SPAN 212\*; UNST 413. The directed electives category can also be fulfilled by the completion of any university approved minor taken at The University of Tennessee.

*Rationale: The college is changing the BSET subject code. Impact on other units: None. Financial impact: None.*



**COLLEGE OF ARCHITECTURE AND DESIGN**  
All changes effective Fall 2019

**COURSE CHANGES****SCHOOL OF ARCHITECTURE  
(ARCH) Architecture**

Program Learning Outcomes for B. Architecture

1. Graduating students must demonstrate the ability to build abstract relationships and understand the impact of architectural design based on research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts.
2. Integrating Building Practices, Technical Skills, and Knowledge: Graduating students must demonstrate a comprehension of the technical aspects of design, systems, and materials, and be able to apply that comprehension in their coursework.
3. Leadership and Practice: Graduating students must have an understanding of the architect's role in managing and advocating for legal, ethical, and critical action for the good of the client, society and the public.

Low-  
impact:  
Revise  
course

**\*REVISE INSTRUCTIONAL MODE****\*ARCH 213 Modern Architecture: Histories and Theories (3)**

*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**REVISE INSTRUCTIONAL MODE****ARCH 261 Tectonics and Stereotomics (2)**

*Instructional mode: LL; 1 credit hour lecture + 1 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 262 Climatic and Daylight Design (2)**

*Instructional mode: LL; 1 credit hour lecture + 1 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 263 Design Implementation I: Principles (2)**

*Instructional mode: LL; 1 credit hour lecture + 1 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 264 Design Implementation II: Assemblies (2)**

*Instructional mode: LL; 1 credit hour lecture + 1 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 271 Architectural Design I: Place (6)**

*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 272 Architectural Design II: Place (6)**

*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 321 Representation IV: Information Modeling (6)**

*Instructional mode: STD*

*Formerly: Instructional mode: LAB*

**ARCH 361 Design Research in Technology (2)**

*Instructional mode: LL; 1 credit hour lecture + 1 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 362 Schematic Design Technology (2)**

*Instructional mode: LL; 1 credit hour lecture + 1 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 363 Design Implementation III Systems (2)**

*Instructional mode: LL; 1 credit hour lecture + 1 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 364 Performative Design I: Passive Systems Design (2)**

*Instructional mode: LL; 1 credit hour lecture + 1 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 365 Performative Design II: Active and Hybrid Systems Design (2)**

*Instructional mode: LL; 1 credit hour lecture + 1 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 370 Research and Design (3)**

*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 370S Research and Design – Collaborative Engagement (3)**

*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 371 Design as Applied Research (3)**

*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 371S Design as Applied Research – Collaborative Engagement (3)**  
*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 372 Architectural Design IV (3)**  
*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 403 Introduction to Preservation (3)**  
*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 422 Special Topics in Urban Design (3)**  
*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 423 Special Topics in Interior Architecture (3)**  
*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 424 Special Topics in Landscape Architecture (3)**  
*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 425 Special Topics in Architecture (3)**  
*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 434 Visual Thinking in Digital Media (3)**  
*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 435 Presentation Design I (3)**  
*Instructional mode: LL; 1.5 credit hour lecture + 1.5 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 436 Presentation Design II (3)**  
*Instructional mode: LL; 1.5 credit hour lecture + 1.5 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 450 Special Topics in History, Theory and Criticism (3)**

*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 451 Special Topics in Representation (3)**

*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 452 Special Topics in Sustainable Design (3)**

*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 454 Special Topics in Materials and Construction (3)**

*Instructional mode: LL; 1.5 credit hour lecture + 1.5 credit hour lab*

*Formerly: Instructional mode: LEC*

**ARCH 455 Special Topics in Digital Fabrication (3)**

*Instructional mode: LL; 1.5 credit hour lecture + 1.5 credit hour lab*

*Formerly: Instructional mode: LEC*

**\*REVISE INSTRUCTIONAL MODE****\*ARCH 461 Design Development Integrations (3)**

*Instructional mode: LL; 1.5 credit hour lecture + 1.5 credit hour lab*

*Formerly: Instructional mode: LAB*

**REVISE INSTRUCTIONAL MODE****ARCH 465R Directed Research (3)**

*Instructional mode: RES*

*Formerly: Instructional mode: LEC*

**ARCH 467 Honors Seminar: Research|Methods|Case Studies (3)**

*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 474 Advanced Architectural Design: Landscape Architecture I (6)**

*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 475 Advanced Architectural Design: Landscape Architecture II (6)**

*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 477 Honors: Independent Study in Architecture (1-6)**

*Instructional mode: PSI*

*Formerly: Instructional mode: LEC*

**ARCH 478R Preparation for Self-Directed Diploma Studio (1-6)**

*Instructional mode: SEM*

*Formerly: Instructional mode: LEC*

**ARCH 496S Advanced Architectural Design – Collaborative Engagement (6)**

*Instructional mode: STD*

*Formerly: Instructional mode: LEC*

**ARCH 498R Self-Directed Diploma Studio (6)**

*Instructional mode: STD*

*Formerly: Instructional mode: PSI*

*Rationale: Over the past several years, most new course submissions by the School of Architecture have not included instructional mode. The default is lecture, though this is not the primary method of teaching in the school. The SoA Undergraduate Curriculum Committee did a comprehensive audit and consulted with faculty teaching the courses to ensure instructional mode and contact hours are consistent with teaching practices and scheduling. Impact on Other Academic Units: None. Financial Impact: None. These changes are book-keeping and do not related to the B.Arch Program Learning Outcomes.*

## **SCHOOL OF DESIGN**

(The College is submitting a proposal to THEC to establish a School of Design and expects confirmation before the final catalog reviews. If approval is not granted, the following proposals will be included with the School of Architecture curriculum.)

### **(GRDS) Graphic Design**

#### **Program Learning Outcomes for BFA Graphic Design**

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

Mid-  
impact:

**ADD COURSES**

Add  
Course

**GRDS 371R Intermediate Graphic Design I (4)**

Intermediate study of graphic design including research methodologies and practices as they relate to the design process. In-depth investigations into audience and context in relationship to form and meaning.

*Instructional Mode: STD*

*Credit Restriction: Cannot receive credit for both ARTD 351 and GRDS 371R.*

*(RE) Prerequisite(s): 272.*

*(RE) Corequisite(s): 355.*

**GRDS 372R Intermediate Graphic Design II (4)**

Continued intermediate study of graphic design with an emphasis on the visual, technical and theoretical aspects of representing information and managing visual complexity.

*Instructional Mode: STD*

*Credit Restriction: Cannot receive credit for both ARTD 352 and GRDS 372R.*

*(RE) Prerequisite(s): 371 or 371R.*

*Rationale: GRDS 371 and GRDS 372 were approved as new courses in the GRDS curriculum in October, 2018. These courses require students to research, reflect, and synthesize content from various sources to craft a strategic solution. The courses also require dissemination through EURECA and public presentation to stakeholders or community partners. Additional venues for dissemination are encouraged. Impact on other units: none. Financial impact: none.*

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

*Note: These courses were approved by the R subcommittee.*

**GRDS 471R Advanced Graphic Design (4)**

Advanced design investigations into the theory and techniques of visual problem-solving as applied across many applications of design. Emphasis on the study of identity and systems.

*Instructional Mode: Studio.*

*Credit Restriction: Cannot receive credit for both ARTD 451 and GRDS 471R.*

*(RE) Prerequisite(s): 372.*

*Rationale: The base course of GRDS 471 was previously approved for inclusion in the 2019-2020 catalog. An application was submitted to the R-subcommittee for GRDS 471R. The subcommittee approved the application. Impact on other units: None. Financial impact: None.*

**PROGRAM CHANGES**

Low-  
impact:  
Revise  
text

**REVISE TEXT**

(main college page)

**We transform the world through good design.**

**The College of Architecture and Design is a respected and emulated national leader and an incubator for design innovation. It is supported by world-class facilities and underpinned by a culture of collaboration and open inquiry. Our people welcome innovative thinking and are adaptive to change, and our curious students are enterprising**

risk takers who are prepared to succeed and unafraid to fail. Through research, creative activity, academic engagement, and scholarship, we foster investigations of critical issues in the built environment. We engage with industry affiliates, research institutes and agencies, many of which are led by our own successful alumni who use innovative design to transform the world through improved quality of life in the communities they serve.

**Mission Statement:**

*To See and Understand.*

*To Envision and Create.*

The mission of the College of Architecture and Design is the education of future design professionals. A professional education is characterized by integrity and responsibility, and informed by knowledge and orientation.

Our college is brought together to promote and sustain the built and natural environments, locally and globally, through the development of design skills and the pursuit of knowledge, and the application of both.

We are committed to the development of individuals with creative imagination, intellectual curiosity, and technical knowledge.

We educate students in the design disciplines who can form independent judgments grounded in the broader contexts of intellectual traditions.

The faculty, students, and staff of the College of Architecture and Design strive to make the college a community of inquiry, energy, and excellence, integrating research, creative activity, public service, teaching, and learning.

### **Professional Accreditation**

The College of Architecture and Design offers four professionally accredited programs of study at the undergraduate and graduate level.

- **Bachelor of Architecture** - a professionally accredited five-year undergraduate first professional degree program of study.
- **Bachelor of Science in Interior Architecture** - a professionally accredited four-year undergraduate program of study.
- **Master of Architecture** - a professionally accredited first professional degree for students from any academic background, including students with a degree from a four-year undergraduate architecture program. (See Graduate Catalog for more information.)
- **Master of Landscape Architecture** – The School of Landscape Architecture offers three different graduate degrees and four paths in landscape architecture, including a professional degree path, the Master of Landscape Architecture. The School of Landscape Architecture is an intercollegiate school jointly supported by the College of Architecture and Design and the Herbert College of Agriculture. (See *Graduate Catalog* for more information.)

The University of Tennessee is accredited by the National Association of Schools of Art and Design (NASAD) and governs two programs in the college.

- **Bachelor of Science in Interior Architecture**
- **Bachelor of Fine Arts in Graphic Design**

### **Bachelor of Architecture**

A professionally accredited five-year undergraduate first professional degree program of study.

### **Bachelor of Science in Interior Architecture**

A professionally accredited four-year undergraduate program of study.

### **Master of Architecture**

A professionally accredited first professional degree for students from any academic background, including students with a degree from a four-year undergraduate architecture program. The college also offers a post-professional Master of Architecture (see *Graduate Catalog* for more information).

### **Master of Landscape Architecture**

The landscape architecture program offers three different graduate degrees and four paths in landscape architecture, including a professional degree path, the Master of Landscape Architecture. Landscape architecture is an intercollegiate program jointly supported by the College of Architecture and Design and the Herbert College of Agriculture (see *Graduate Catalog* for more information).

### **Minors in College of Architecture and Design**

The College offers a series of different minors that are intended to promote interdisciplinary involvement within the College and University.

### **Accreditation**

#### **Interior Architecture**

Most states require that an individual intending to become a licensed interior designer hold a professionally accredited degree. The University of Tennessee, Knoxville, offers a four-year Bachelor of Science in Interior Architecture. It is professionally accredited by the Council for Interior Design Accreditation (CIDA), the sole agency authorized to accredit U.S. professional degree programs in interior design and interior architecture.

The program also comes under the university accreditation by The National Association of Schools of Art + Design (NASAD).

#### **Minors in College of Architecture and Design**

The College offers a several minors that are intended to promote interdisciplinary involvement within the College and University.

- Design Studies Minor
- Architectural Studies Minor
- Interior Architecture Studies Minor
- Industrial Design Minor

#### **Admission**



Admission to the College of Architecture and Design is highly selective, based on test scores, high school record, **and** student application. ~~, and the optional submission of a portfolio.~~

### Optional Portfolio for Architecture Applicants

~~The submission of a portfolio of work is optional, but recommended.~~ The purpose of **a** the portfolio is to demonstrate visual talent and abilities as well as to provide insight into the creative thought process of the applicant. The portfolio is a collection of the applicant's creative work. **and**

~~If a portfolio is submitted, it must contain at least three required images as follows:~~

- ~~• An instrument~~
- ~~• A visual description of where you live~~
- ~~• Hand(s)~~

~~At least two of the three images must be executed freehand.~~

~~The portfolio~~ can include multiple submissions that express individual creativity and critical thinking. ~~Aim for quality rather than quantity in selecting work for submission. An ideal number would be eight to ten examples of personal work.~~ All work shall be neatly assembled in an 8½ x 11 format to be submitted digitally, **as a PDF**, or physically, as an organized folder/notebook.

~~The following advice will assist applicants in selecting samples of personal work for the portfolio.~~

- ~~• Consider including examples of drawings, artwork, photography, or anything else that may demonstrate visual and creative abilities.~~
- ~~• Consider including examples of creative work such as graphic design, fashion design, industrial design, furniture design and/or other examples of creativity and invention.~~
- ~~• You may include work from course assignments (if any), as well as work completed independently.~~
- ~~• Submit digitally created or enhanced images only if they are illustrative of your creative thinking.~~

~~The following guidelines will assist applicants in submitting a physical portfolio.~~

- ~~• Submission of original work is not necessary. Inexpensively reproduced drawings, photographs, reductions, and photocopies are acceptable.~~
- ~~• For work that does not lend itself to representation in an 8½ x 11 format, such as films, websites, or recordings, provide access to the content through either a data stick, CD, website link, or other appropriate medium.~~
- ~~• Label all work with your name, the date when the work was executed, and the media used. Indicate if it was produced as a course assignment.~~
- ~~• The cover or cover page of the portfolio should include the student name and contact information.~~
- ~~• Both the application to the University of Tennessee, Knoxville, and the School of Architecture must be completed and submitted by 01 November to be considered for institutional scholarships, or 01 December for all consideration for admission.~~

### Advice to High School Students

**Architecture and Interior Architecture** - High school students are encouraged to take physics, **and** art, ~~and calculus~~. Students enrolled in any Advanced Placement courses

should take the national AP exam. Drafting, mechanical drawing or architecture courses based on drafting are not necessary for admission to the architecture program.

**Graphic Design** - High school students are encouraged to take art, photography, and/or digital media classes. Joining Yearbook or the school newspaper club are appropriate extra-curricular activities. Students enrolled in any Advanced Placement courses should take the national AP exam.

### Transfer Students

All students wishing to transfer into the College of Architecture and Design must apply for admission. It should be noted that due to the strong sequential character of the curriculum, entry in any semester other than fall might be difficult.

**Architecture and Interior Architecture** - A course of summer study is usually offered which would allow transfer students to proceed to the second year course of study for the fall. Transfer students are required to have at least a 2.5 grade point average to be considered, and may choose to submit a portfolio for additional support for the application (see Optional Portfolio). ~~The average grade point average has been 3.5 for students accepted in recent years.~~

**Graphic Design** - To receive credit for studio, design, or art classes taken at another institution, students will need to submit a portfolio for evaluation. Students transferring from a different discipline will need to meet with program faculty to create an appropriate academic plan.

Internal transfer students should ~~attend information sessions offered between October and February~~ ~~meet with and discuss their options with the Director of Student Development or College of Architecture and Design advisor.~~ Students applying from other institutions should contact the Director of Student Development for more information regarding credit transfer.

### Academic Policies

#### Advising

Students must plan their schedule in consultation with the college's Center for Student Development. In addition, entering architecture and interior ~~architecture design~~ students will be assigned to an upper-class student who will serve as a peer advisor. The Director of Student Development is available to answer additional questions and to oversee questions related to admissions, advising, and career placement.

**Academic** ~~All academic~~ policies ~~for all programs in~~ ~~of~~ the College of Architecture and Design are summarized on the college website.

#### Computer Requirement

Students enrolled in Interior Architecture and Architecture are required to purchase a computer, software, and supporting components meeting technical specifications provided by the College of Architecture and Design. The computer specifications are typically provided ~~at or~~ before the start of the first semester and the computer is

purchased ~~prior to the start of the first semester~~ ~~during the first few weeks of the first semester~~. Students are strongly advised to wait until they receive computer specifications specific to their entering class and cohort prior to making a significant investment in a computer.

Students enrolled in Graphic Design will be required to have a computer capable of running the Adobe Creative Cloud software suite. Foundation students are advised to bring an existing computer and look to purchasing a more robust model upon admittance to the Graphic Design program in the fall of their sophomore year.

### Course Load

The average course load in any semester is ~~15~~ 17 credit hours. The minimum which may be taken by full-time students is 12 hours. The maximum which may be taken without approval of the dean is 19 hours.

*Rationale: Text is updated to reflect new administrative appointment in the School of Architecture, the mission and vision stated in the college's strategic plan, clarification to accreditation for existing programs and inclusion of accreditation for the newly integrated graphic design program, identification of minors, update to portfolio requirements reflective of practice, and edits to academic policies to be inclusive of graphic design. Impact on Other Academic Units: None. Financial Impact: None.*

## SCHOOL OF ARCHITECTURE (ARCH) Architecture

### Program Learning Outcomes for B. Architecture

1. Graduating students must demonstrate the ability to build abstract relationships and understand the impact of architectural design based on research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts.
2. Integrating Building Practices, Technical Skills, and Knowledge: Graduating students must demonstrate a comprehension of the technical aspects of design, systems, and materials, and be able to apply that comprehension in their coursework.
3. Leadership and Practice: Graduating students must have an understanding of the architect's role in managing and advocating for legal, ethical, and critical action for the good of the client, society and the public.

Low-  
impact:  
Revise  
text

### REVISE TEXT

#### School of Architecture (main page)

(paragraph 1)

~~Transformation of the built environment, from the scale of furniture to the scale of the city.~~ The goal of an architectural education is to develop a synthetic thought process of critical thinking and creative problem solving. Creative thinkers must address all aspects of the built environment, in its cultural, social, and ethical context, ~~transforming it from the scale of furniture to the scale of the city.~~

#### Progression

(paragraph 3)

~~In~~ ~~After the first year, in~~ order to progress through the curriculum, students must:

### **Exhibits**

The Ewing Gallery in the Art and Architecture Building hosts numerous exhibits related to art and architecture. ~~Gallery 103, adjacent~~ ~~Adjacent~~ to the ~~Atrium, features~~ ~~Commons Space is an Exhibition Wall for more~~ informal exhibits of students, faculty, and visiting artists and architects. In the ~~Atrium~~ ~~Commons~~ itself are more spontaneous exhibits of current student work.

### **Lectures, Films, and Videos**

~~The Robert B. Church III Memorial Lecture Series is an annual endowed gift in memory of a former dean of the school. Over the years, the Church Lecture Series has allowed the school to bring prominent architects to Tennessee. The regular lecture series features architects, artists, theorists, planners, and historians who discuss their work and ideas. Films and videos also introduce students to a wide range of issues related to architecture, art, urbanism, and culture. Every spring, General Shale Corporation hosts a lecture as part of The Annual All College Spring Thing (TAAST), a traditional series of events organized by students.~~

### **Requirements for Study Abroad/Off-Campus Study**

(paragraph 1)

Undergraduate students in the School of Architecture are required to participate in a school-approved study abroad or off-campus semester of study, minimum 12 credit hours including a 6 credit hour design studio. Study will typically occur in the ~~fall or~~ spring of fourth-year, ~~the fall of fifth-year,~~ or the summers after the third or fourth years of study. As a required component of the curriculum, such study is eligible for financial aid, including the HOPE Scholarship for in-state students. Petition for exceptions will be considered.

The School of Architecture supports study abroad and off-campus experiences and believes them to be critically important in the design education process. Direct cultural exposure and experience of the spatial and materially tangible qualities of built environments are fundamental to a more complete understanding of the various roles architecture plays in both local and global contexts.

### **Seven-Year Architecture/Landscape Architecture Path**

(paragraph 2)

Requirements for architecture students pursuing this degree path:

- The student must meet with advisors from both the architecture and the landscape architecture programs.
- The student must complete the following requirements during or before the fifth year. Prerequisites to the landscape architecture program (#) may be completed using non-architecture and unrestricted electives.
  - Approved life science with lab course #
  - ~~ESS 210 – Introduction to Soil Science#~~ ~~GEOL 590 – Special Problems in~~ ~~Geology #~~

- ~~PLSC 320 – Landscape Plant Identification, Taxonomy and Morphology I# 421 – Native Plants in the Landscape #~~ or ~~PLSC 321 – Landscape Plant Identification, Taxonomy and Morphology II# 501 – Special Topics in Plant Science: Landscape Plants #~~
- ~~PLSC 350 – Basic Landscape Construction#~~
- ~~PLSC 421 – Native Plants in the Landscape#~~
- ARCH 424 - Special Topics in Landscape Architecture: History and Theories I (professional elective)
- ARCH 424 - Special Topics in Landscape Architecture: History and Theories II (professional elective)
- ARCH 474 - Advanced Architectural Design: Landscape Architecture I (fifth year design studio option)
- ARCH 475 - Advanced Architectural Design: Landscape Architecture II (fifth year design studio option)

*Rationale:* Faculty text updated to reflect retirement, promotion, new hire, plus correction to titles of lecturers and adjunct assistant professors. Minor text revisions to clarify language and correct space names. Program requirement edits to reflect changes in courses. *Impact on Other Academic Units:* None. *Financial Impact:* None.

## **SCHOOL OF INTERIOR ARCHITECTURE (IARC) Interior Architecture**

Program Learning Outcomes for B.S. Interior Architecture

1. Professional: Independent Thinking and Self Initiative: Graduating students have awareness and demonstrate the presentation of alternate viewpoints, being curious, and applying “self-generated” standards and criteria within the design process.
2. Practice: Creativity, Critical Thinking, and Representation: Graduating students demonstrate the ability to build abstract relationships and explore and develop original ideas with their imagination. They understand the impact of design based on applied research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts to the creation of architectural interiors.
3. Project: Integrated Design, Technical Skills, and Knowledge: Graduating students demonstrate a comprehension of the technical aspects of interior architectural environments, systems, furnishings and materials, and be able to apply that comprehension in their coursework.
4. Profession: Leadership, Practice, and Collaboration: Graduating students have an understanding of the designer’s role in managing and advocating for legal, ethical, and critical action for the good of the client, society and the public and demonstrate the ability to collaborate with a diverse array of people

## **SCHOOL OF DESIGN (GRDS) Graphic Design**

Program Learning Outcomes for BFA Graphic Design

1. A Graphic Design major (BFA) will be able to analyze, criticize, execute, and communicate design concepts in verbal, visual, and written forms across various media.
2. A Graphic Design major (BFA) will understand and frame design within social, cultural, and technological contexts.

3. Graphic Design majors (BFA) will be able to carry out self-directed research by analyzing an existing problem and by synthesizing these findings to develop a strategic solution.

Mid-  
impact:  
Add  
program

## **^ADD PROGRAM**

### **Graphic Design Major, BFA**

#### ***Professors***

Lowe, S., MGD – North Carolina State

Staples, C., MFA – Michigan State

The Graphic Design program is committed to equipping students with not only the professional skills needed for a design career, but with a deep-seated understanding of how their talents can influence, inspire, and create change. Through the exploration of diverse problem-solving methodologies, innovative investigations and creative research in all forms of communication, upon graduation, students are well-equipped to enter the design field across numerous facets of the discipline.

The curriculum is sequenced to provide students with the skills needed for singular, interdisciplinary, and multidisciplinary projects. Underscoring concept development, strategic thinking, and collaboration makes the University of Tennessee Graphic Design program stand out as an environment for encouraging designers to embrace a range of needs from the simple to the complex.

#### **Apply Knowledge and Theory in a Project-Based Learning Environment**

The curriculum is uniquely designed to encourage cross-disciplinary studies and collaborations, within the university and the community, and to prepare students for professional practice.

#### **Build Global and Professional Perspectives**

The College of Architecture and Design hosts an annual career day where students can meet with representatives from design firms to secure internship and entry-level positions. The Graphic Design program has an extensive list of internship opportunities covering a variety of areas of interest/emphasis.

- **Engage Contemporary Technology**

The College of Architecture and Design maintains a fabrication lab, digital three-dimensional printers, print center, photography studio, and wood shop. Students are required to purchase a program-specified computer and software to complete design studio projects.

- **Collaborate and Work in Multi-Disciplinary Teams**

Students regularly participate in various community partnership projects either through a team based classroom project, or by working as part of a faculty lead research team. Opportunities are provided to prepare students for a multi-disciplinary work environment by participating in team projects and sharing common coursework and classrooms across multiple disciplines. Students participate in discussions, critiques, and juries of their designs and ideas with professionals, faculty and students from a variety of disciplines.

- **Practice Creativity and Critical Thinking**

The study of design is not easy. It is a long and slow process, but the journey is exciting and the rewards are many. The Graphic Design Program provides an undergraduate education focused on creative and intellectual thinking, awareness of individual, social, cultural, and communicative issues. Students with a curiosity about the integration of new technology, and an interest in pursuing an innovative, cross-disciplinary research agenda, with an emphasis on engaged scholarship are encouraged.

Graphic Design studio courses are intensive, project-based courses that require time and intellectual commitment. We emphasize a process where students move through critical thinking to creative conceptualization. After numerous iterative explorations and articulate communication in the development of design projects, students are ready to present their ideas. The Graphic Design program is situated in a college that recognizes and cultivates a community of practice that supports learning by experimentation. Students learn to mutually support their creative explorations and participate in the critical evaluation of their work.

### **Accreditation and Professional Standards**

The institution is accredited by National Association of Schools of Art + Design, NASAD since 1990. The BFA in Graphic Design is one of the programs reviewed during this process.

### **Computer Requirement**

Students enrolled in Graphic Design are required to purchase a computer, software, and supporting components meeting technical specifications provided by the College of Architecture and Design. The computer specifications are provided prior to the start of first year design studios at summer orientation or during advising for transfer students. Students are strongly advised to wait until they receive their program computer specifications as created for their class and cohort prior to making a significant investment in a computer.

### **Curriculum**

The following core courses must be completed before students can progress into the degree program as graphic design major and before further graphic design classes may be taken.

- GRDS 101 - Graphic Design Foundation Studio I
- GRDS 102 - Graphic Design Foundation Studio II
- GRDS 103 - Graphic Design Foundation Studio III
- GRDS 150 - The Idea of Design (3)

Students are advised that successful completion of Portfolio Review (GRDS 200) is a prerequisite to all 200 level and above sequenced graphic design courses. Continuing, returning, and transfer students must meet progression requirements before declaring a major in graphic design.

No grade below C in Graphic Design courses may be applied to the Bachelor of Fine Arts in Graphic Design degree. A minimum of 42 credit hours, 300-level or above, must be earned prior to graduation. A minimum of 120 total hours are required.

**Major Requirements:**

**I. Foundation (15 hours)**

**Complete:**

- GRDS 101 - Graphic Design Foundation Studio I
- GRDS 102 - Graphic Design Foundation Studio II
- GRDS 103 - Graphic Design Foundation Studio III
- ARTH 172 - Western Art: Ancient through Medieval \*
- ARTH 173 - Western Art: Renaissance to Contemporary \*

**II. Graphic Design (44 hours)**

**A. Complete:**

- GRDS 150 - The Idea of Graphic Design \*
- Note: This course is required for application to portfolio review.

**B. Complete (in sequence):**

- GRDS 271- Beginning Graphic Design I
- GRDS 255 – Beginning Typography
- GRDS 272 - Beginning Graphic Design II
- GRDS 256 - Interaction Design
- GRDS 371 - Intermediate Graphic Design I
- GRDS 372 - Intermediate Graphic Design II
- GRDS 355 – Advanced Typography
- GRDS 471 - Advanced Graphic Design
- GRDS 472 - Graphic Design Capstone (OC) \*
- GRDS 452 – Graphic Design Professional Seminar

**C. Complete (portfolio review):**

- GRDS 200 - Graphic Design Portfolio Review (Satisfactory/No Credit grading)

**D. Complete 7 hours:**

- GRDS 451 - Graphic Design Practicum
- GRDS 444 - Graphic Design Research or GRDS 444R - Graphic Design Research (maximum 3 hours)

**III. Required Design and Professional (9 hours)**

**A. Complete 9 hours:**

- GRDS 425 – Special Topics in Graphic Design
- GRDS 491 - Foreign Study
- GRDS 493 – Independent Study
- GRDS 425 – Special Topics in Graphic Design



- GRDS 444 - Graphic Design Research and/or GRDS 444R - Graphic Design Research (maximum 6 hours)
- GRDS 452 - Graphic Design Professional Seminar  
Note: Appropriate courses in other departments may be substituted with the approval of student's assigned advisor.

#### **IV. Studio (12 hours)**

##### **A. Select 12 hours from list below:**

- any 200-level or above Two-Dimensional Arts
- any 200-level or above Three-Dimensional Arts
- any 200-level or above Four-Dimensional Arts

#### **V. Art History (3 hours)**

##### **A. Select 3 hours:**

- any upper-division art history electives (ARTH)

#### **VI. General Curriculum (34-35 hours)**

##### **A. Complete (6 hours)\*:**

- ENGL 101 - English Composition I \*
- ENGL 102 - English Composition II \* (or their equivalent)

##### **B. Communicating Through Writing (3 hours)\*:**

- any WC course from the university general education list

##### **C. Quantitative Reasoning (6-7 hours)\*:**

- any two QR courses from the university general education list

##### **D. Natural Sciences (7-8 hours)\*:**

- any two NS courses from the university general education list (at least one with a laboratory)

##### **E. Social Sciences (6 hours)\*:**

- any two SS courses from the university general education list

##### **F. Cultures + Civilizations (6 hours)\*:**

- any intermediate foreign language sequence or intermediate intensive course from the university general education list or 2 courses from the Cultures + Civilizations courses on the university general education list.

\* Meets University General Education Requirement.

#### **Graphic Design Major, BFA (uTrack Requirements)**

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones may include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first

entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

### Requirements for the Bachelor of Fine Arts – Graphic Design Major

Term 1	Hours	Milestone Notes
GRDS 101	3	Completion of at least 12 credit hours
GRDS 102	3	
ARTH 172* or ARTH 177*	3	
ENGL 101* (or equivalent)	3	
Quantitative Reasoning Elective*	3	
<b>Term 2</b>		
GRDS 103	3	ENGL 101*
GRDS 150*	3	
GRDS 200	0	
ARTH 173* or ARTH 178*	3	
ENGL 102* (or equivalent)	3	
Natural Sciences Lab*	4	
<b>Term 3</b>		
GRDS 255	3	Complete GRDS 200 with a "Pass"
GRDS 271	3	Complete at least 30 credit hours
Studio Elective	3	
Cultures + Civilization Elective	3	
Open Elective	3	
<b>Term 4</b>		
GRDS 256	4	ENGL 102*
GRDS 272	3	
Studio Electives	3	
Cultures + Civilization Elective	3	
Quantitative Reasoning Elective*	3-4	
<b>Term 5</b>		
GRDS 355	4	Completion of at least 60 credit hours
GRDS 371	4	
<sup>1</sup> Studio Electives	3	
<sup>1</sup> Communicating through Writing Elective*	3	
<b>Term 6</b>		
GRDS 372	4	Completion of at least 9 upper-division (300-400 level) hours
<sup>1</sup> Design + Professional Elective	3	
Studio Elective	3	
Art History (300-400 level)	3	
<b>Term 7</b>		
GRDS 451 and/or GRDS 444 or GRDS 444R	4	Completion of at least 24 total upper-division (300-400 level) hours
GRDS 471	4	
<sup>1</sup> Design + Professional Elective	3	
Social Sciences*	3	
Natural Sciences*	3	
<b>Term 8</b>		
GRDS 451 and/or GRDS 444 or GRDS 444R	3	Completion of at least 42 total upper-division (300-400 level) hours
GRDS 472* (OC)	4	
GRDS 452	3	
<sup>1</sup> Design + Professional Elective	3	

Social Sciences*	3	
<b>TOTAL</b>	<b>122</b>	

<sup>1</sup> All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the University of Tennessee.

\* Meets University General Education Requirement.

*Rationale: The Graphic Design program is moving from the College of Arts and Sciences to the College of Architecture and Design, and therefore needs new text in the catalog. The new program requirements closely follow existing requirements for consistency during the transition years as current students matriculate through the program and new students enter in. Financial Impact: These College of Architecture and Design and the College of Arts and Sciences have worked together on the plan to move the program. Note that differences in the financial structure of course fees in the two colleges as well as our policy of tying programs to catalog years require that A&S students on the current Graphic Design program will be taught out under the College of Arts and Sciences and therefore will not be affected by this change.*

## COLLEGE OF ARTS AND SCIENCES

All changes effective Fall 2019

### COURSE CHANGES

#### DEPARTMENT OF ANTHROPOLOGY (ANTH) Anthropology

Mid-  
impact:  
Add  
Course

#### **ADD COURSE**

##### **ANTH 105 – Scene of the Crime: Demystifying Forensic Science (3)**

This course gives students an overview of the history, practice, and problems of forensic science and crime scene investigation. Participants will learn about the application of scientific approaches to the collection and analyses of evidentiary material.

*Rationale: The field of forensic science has been popularized in the last decade with the rise of television and print publications. The addition of a broad yet introductory level course will build upon this popular interest and broaden students understanding of the principles and practice of forensic science. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

#### **ADD COURSE**

##### **ANTH 229 – Skeletal Processing (1)**

Assistance in preparation of skeletal materials for inclusion and curation in the Forensic Anthropology Skeletal Collection.

Repeatability: May be repeated. Maximum 8 hours.

*Rationale: This course formalizes a student course credit opportunity that already exists within the department. Impact on other units: None. Financial impact: none.*

Mid-  
impact:  
Add  
Course

#### **+ADD COURSE, ADD SECONDARY CROSS LISTING**

##### **+ANTH 240 – Human Anatomy (4)**

(See *Ecology and Evolutionary Biology 240*.)

*Ecology and Evolutionary Biology is primary.*

*Rationale: This cross listing reflects the long-standing contribution made by faculty in anthropology to the instruction of Human Anatomy and helps to address issues concerning credit hour apportionment to both EEB and Anthropology. As anatomy is fundamental knowledge for anthropological study, cross-listing the course will benefit anthropology majors by formally encouraging them to enroll. Impact on other units: Cross listed EEB course. Nursing and Kinesiology both list EEB 240 as a required course for their majors. Financial impact: Course student fees will need to be apportioned to EEB 240.*

Low-  
impact:  
Revise  
course

### **REVISE CREDIT HOURS, REVISE DESCRIPTION, ADD CONTACT HOUR DISTRIBUTION**

#### **ANTH 306 – Dental Anthropology (4)**

Provides advanced undergraduate students with an in-depth knowledge of the human dentition and a thorough understanding of the current issues in dental anthropology. Laboratory sessions designed for hands-on study of human teeth, data collection, and research projects.

*Contact Hour Distribution: 3 hours lecture and 2 hours lab.*

*Formerly: ANTH 306 – Dental Anthropology (3)*

*Provides advanced undergraduate students with an in-depth knowledge of the human dentition and a thorough understanding of the current issues in dental anthropology.*

*Rationale: Dental Anthropology requires a tremendous amount of hands-on time to learn to identify individual teeth. Increasing the course hours allows the lecture component of the course to remain in-depth and rigorous without taking away class time for lab analysis. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REMOVE (RE) PREREQUISITE(S)**

#### **ANTH 312 – Agri-Cultures and Eats (3)**

*Formerly: (RE) Prerequisite(s): 130 or 137.*

Low-  
impact:  
Revise  
course

### **+REMOVE (RE) PREREQUISITE(S)**

#### **+ANTH 313 – Cultures of Mexico and Central America (3)**

*(Same as Latin American and Caribbean Studies 313.)*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

Low-  
impact:  
Revise  
course

### **+REVISE (RE) PREREQUISITE(S)**

#### **+ANTH 315 – The African Diaspora (3)**

*(Same as Africana Studies 315.)*

*(RE) Prerequisite(s): 130 or 137, or AFST 201 and 202, or SOCI 110, or GLBS 250.*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

Low-  
impact:  
Revise  
course

**+REVISE (RE) PREREQUISITE(S)**

**+ANTH 319 – Caribbean Cultures and Societies (3)**

*(Same as Africana Studies 319; Latin American and Caribbean Studies 319.)*

*(RE) Prerequisite(s): 130 or 137 or AFST 201 and AFST 202 or SOCI 110 or GLBS 250.*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

Low-  
impact:  
Revise  
course

**+REMOVE (RE) PREREQUISITE(S), ADD RECOMMENDED BACKGROUND**

**+ANTH 320 – American Cultures (3)**

*(Same as American Studies 320.)*

*Recommended Background: 130 or 137*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

Low-  
impact:  
Revise  
course

**REMOVE (RE) PREREQUISITE(S), ADD RECOMMENDED BACKGROUND**

**ANTH 325 – Migration and Transnationalism (3)**

*Recommended Background: 130 or 137.*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

*Rationale: These courses attract and are being promoted to students in other programs, majors, and Colleges and the current prerequisites in the system blocks many students from registering. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**ANTH 329 – Skeletal Collections and Curation (1)**

Assist in curating material in the Forensic Anthropology Skeletal Collection.

*(RE) Prerequisite(s): 229 and 480.*

*Repeatability: May be repeated. Maximum 3 hours.*

*Rationale: Formalizes a student course credit opportunity that already exists within the department. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**+REVISE TITLE**

**+ANTH 373 – African Religions (3)**

*(See Religious Studies 373.)*

*Formerly: ANTH 373 – Religions of Africa*

*Rationale: The primary department is changing the course title. Impact on other units: Religious Studies course. Financial impact: None.*

Low-  
impact:  
Revise  
course

## **REMOVE (RE) PREREQUISITE(S), ADD RECOMMENDED BACKGROUND**

### **ANTH 413 – Dynamics of Health and Illness (3)**

*Recommended Background: 130 or 137.*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

### **ANTH 414 – Political Anthropology (3)**

*Recommended Background: 130 or 137.*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

### **ANTH 415 – Environmental Anthropology (3)**

*Recommended Background: 130 or 137.*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

### **ANTH 421 – Refugees and Displaced People (3)**

*Recommended Background: 130 or 137.*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

### **ANTH 425 – Humanitarianism (3)**

*Recommended Background: 130 or 137.*

*Formerly: (RE) Prerequisite(s): 130 or 137.*

*Rationale: These courses attract and are being promoted to students in other programs and majors. The current prerequisite in the system blocks many students from registering. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

## **ADD COURSE**

### **ANTH 429 – Anthropological Field Recovery (1)**

Assist in recovering skeletal material prior to processing and final curation. Proper methods of scene documentation and recovery will be mastered.

*(RE) Prerequisite(s): 229 and 480.*

*Repeatability: May be repeated. Maximum 3 hours.*

*Rationale: Formalizes a student course credit opportunity that already exists within the department. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

## **ADD COURSE**

### **ANTH 439 – Forensic Center Trainee (1)**

Assist in all phases of work at the Forensic Anthropology Center, with emphasis on professional development, independent research, and logistics.

*(RE) Prerequisite(s): 429 and 480.*

*Rationale: Formalizes a student course credit opportunity that already exists within the department. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**+ADD COURSE, ADD SECONDARY CROSS LISTING**

**+ANTH 446 – Archaeological Statistics (3)**

*(See Classics 446.)*

*Classics is primary.*

*Rationale: Instruction in basic statistical concepts and training is lacking at the undergraduate level for students who are undertaking the archaeology concentration. The addition of an upper level course in stats aimed at undergraduates will provide valuable training in quantitative literacy and skills, including training in R. Impact on other units: Cross listed Classics course. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**ANTH 470 – Anthropology and the Genome (3)**

How do studies of DNA and genomes impact our understanding of what it means to be human? What have ancient DNA studies recently revealed about past and present human relations? This course covers the intersection between genomic science and anthropology. Learn basic population genetics and the molecular (lab) techniques, and discuss relevant themes, such as species and interpopulation relationships, migration and dispersals, personalized genomic testing, gene editing, epigenetics, identity, and ethics.

*(RE) Prerequisite(s): 110 or 117, and BIOL 101 and 102 or BIOL 113, 114 and 115 or BIOL 150 or equivalent.*

*Recommended Background: Biology 240 or equivalent.*

*Rationale: The Biological Anthropology subdivision has been reviewing and revamping curricular requirements for majors who need enough course offerings to fulfill their requirements and need exposure to a broad range of course content. This course would fulfill the Method and Theory requirement within biological anthropology. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**ANTH 472 – Paleopathology (4)**

Provides advanced undergraduate students with an in-depth knowledge of how diseases affect the human skeleton and an introduction to evolutionary medicine. The culture-history of each disease provides the context in which diseases first appeared, how they were experienced by individuals, and the cultural impacts of certain diseases, especially infectious diseases, on communities. Laboratory sessions are designed for hands-on examination of the signatures of diseases discussed in lecture.

*Contact Hour Distribution: 3 hours lecture and 2 hours lab.*

*(RE) Prerequisite(s): 110 or 117 and 480.*

*Rationale: This has been taught for years as a variable topic course. Paleopathology requires a tremendous amount of hands-on time. Adding this course with a distinct lab session allows the lecture component of the course to remain in-depth and rigorous without taking away class time for lab analysis. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

## ADD COURSE

### **ANTH 474 – Basic Molecular Biology Techniques (2)**

Provides advanced undergraduate students with practical experience in basic molecular biology techniques. Combines lectures, interactive discussions, and hands-on wet lab experience. Students will be able to perform and understand the fundamental principles of the most common types of DNA analyses by the course's end.

*Contact Hour Distribution: 1 hour lecture and 2 hours lab.*

*(RE) Prerequisite(s): 110 or 117 and BIOL 101-102 or 113-114-115 or 150 or equivalent.*

*Recommended Background: Some prior wet lab experience.*

*Rationale: The Biological Anthropology subdiscipline has recently reformed its curricular requirements for majors so that they must take courses designated as "Applied Area" within biological anthropology. A hands-on laboratory course in molecular methods will both provide an additional offering and broaden the student's skill set for undertaking biological data collection. Impact on other units: None. Financial impact: None.*

## SCHOOL OF ART (ART) Art

Low-  
impact:  
Revise  
course

## ADD CREDIT RESTRICTION

### **ART 101 Introduction to Studio Art I (3)**

*Credit Restriction: Cannot receive credit for both ART 101 and GRDS 101.*

*Formerly: No credit restriction.*

### **ART 102 Introduction to 4-D Studio Art (3)**

*Credit Restriction: Cannot receive credit for both ART 102 and GRDS 102.*

*Formerly: No credit restriction.*

### **ART 103 Introduction to Studio Art II (3)**

*Credit Restriction: Cannot receive credit for both ART 103 and GRDS 103.*

*Formerly: No credit restriction.*

*Rationale: The Graphic Design Program is moving from the School of Art to the College of Architecture and Design. To preserve the opportunity for students who have started their program in the College of Arts & Sciences to finish their degree over the 6 year period that the current program is still available, courses matching the current ARTD courses are being created in CAD and will be offered simultaneously as the corresponding ARTD courses. The two colleges will monitor the situation each year as students finish the CAS-based Graphic Design BFA. Impact on Other Units: The two colleges are working together to make the transition seamless for all students and faculty. Financial Impact: The appropriate resources have or will be coordinated between the two colleges with no expected increase except for any future changes that the Graphic Design faculty work out with the College of Architecture and Design. Also, by keeping the original ARTD courses for the duration of the program in CAS, CAS students*



*will not have to pay differential tuition, but will instead continue to pay the existing course fees.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **ART 456 – Studio Art Internship (1-6)**

On-site, practical work designed to bridge the university experience with the workplace prior to graduation. Must be pre-arranged with the department. May be repeated. Maximum 6 hours.

*Rationale: This internship number will give art students the opportunity to work in the field, under School of Art guidance, to gain practical experience in the arts. Impact on other units: None. Financial impact: None.*

### **(ARTA) Art Two-Dimensional Arts**

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **ARTA 431R - Photography III (4)**

Individual development of photographic problems and techniques.

*Repeatability: May be repeated. Maximum 12 hours.*

*(RE) Prerequisite(s): 331 or permission of instructor.*

*Rationale: This is the R-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **ARTA 461R - Advanced Print Workshop (1-6)**

Individual and collaborative studio work encompassing theory and practice in intaglio, lithography, relief printing, screen printing, monoprint, papermaking, book arts, and/or photo-print processes.

*Repeatability: May be repeated. Maximum 12 hours.*

*(RE) Prerequisite(s): 361.*

*Rationale: This is the R-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

### **(ARTB) Art Three-Dimensional Arts**

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION**

#### **ARTB 343 – Intermediate Mold-Making and Casting (4)**

Further exploration of casting methods and processes with an emphasis on metals including bronze, aluminum, and iron.

*Formerly: ARTB 343 – Advanced Mold-Making and Casting (4)  
Further exploration of casting methods with an emphasis on metals including bronze and aluminum.*

#### **ARTB 345 – Intermediate Metal Fabrication (4)**

Further exploration of construction in steel and other metals with an emphasis on welding, cold connections, and structural design.

*Formerly: ARTB 345 – Advanced Metal Fabrication (4)  
Advanced exploration of construction in steel and other metals through welding, design of cold connections, and engineering of structural components.*

#### **ARTB 346 – Intermediate Mixed-Media Sculpture (4)**

Further investigation into installation art, performance, and multi-media art. Contemporary issues and materials related to sculpture are examined through research and studio projects.

*Formerly: ARTB 346 – Advanced Mixed-Media Sculpture (4)  
Advanced investigation into the sculptural possibilities of installation art, performance, and multi-media. Contemporary issues are examined through research and studio projects.*

*Rationale: These three areas are adding advanced 400-level courses to the catalog. The 300-level courses, which were advanced, will now be taught at the intermediate level.  
Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
course

#### **ADD COURSE**

#### **ARTB 421R - Advanced Ceramic Sculpture (6)**

Continued investigation of sculpture with a focus on idea development and individual direction. This course will address clay preparation, clay finishing, and kiln firing.  
*Repeatability: May be repeated. Maximum 18 hours.  
(RE) Prerequisite(s): 321.*

*Rationale: This is the R-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

Mid-  
impact:  
Add  
course

#### **ADD COURSE**

#### **ARTB 422R - Advanced Pottery (6)**

Continued investigation of utilitarian forms with a focus on idea development and individual direction. This course will address clay preparation, glazing, and kiln firing.  
*Repeatability: May be repeated. Maximum 18 hours.  
(RE) Prerequisite(s): 322.*

*Rationale: This is the R-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **ARTB 443 – Advanced Mold-Making and Casting (4)**

Advanced exploration of casting methods related to metals including bronze, aluminum, and iron. Emphasis on individual studio and research projects.

*(RE) Prerequisite(s): 343.*

#### **ARTB 445 – Advanced Metal Fabrication (4)**

Advanced exploration of construction in steel and other metals through welding, design of cold connections, and engineering of structural components.

*(RE) Prerequisite(s): 345.*

#### **ARTB 446 – Advanced Mixed-Media Sculpture (4)**

Advanced investigation into the sculptural possibilities of installation art, performance, and multi-media. Contemporary issues are examined through research and studio projects.

*(RE) Prerequisite(s): 346.*

*Rationale: These three courses add advanced level courses so that the 300 level courses can be taught at the intermediate level. Impact on other units: None. Financial impact: None.*

### **(ARTD) ART DESIGN/GRAPHIC**

Low-  
impact:  
Revise  
course

### **ADD CREDIT RESTRICTION**

#### **ARTD 150 The Idea of Graphic Design (3)**

*Credit Restriction: Cannot receive credit for both ARTD 150 and GRDS 150.*

*Formerly: No credit restriction.*

#### **ARTD 251 Beginning Graphic Design I (3)**

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

*Formerly: No credit restriction.*

#### **ARTD 252 Beginning Graphic Design II (3)**

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

*Formerly: No credit restriction.*

#### **ARTD 255 Graphic Design Production (3)**

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

*Formerly: No credit restriction.*

#### **ARTD 350 Graphic Design Portfolio Review (0)**

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

*Formerly: No credit restriction.*

### **ARTD 351 Intermediate Graphic Design I (4)**

*Credit Restriction: Cannot receive credit for both ARTD 351 and GRDS 371.*

*Formerly: No credit restriction.*

*Rationale: The Graphic Design Program is moving from the School of Art to the College of Architecture and Design. To preserve the opportunity for students who have started their program in the College of Arts & Sciences to finish their degree over the 6 year period that the current program is still available, courses matching the current ARTD courses are being created in CAD and will be offered simultaneously as the corresponding ARTD courses. The two colleges will monitor the situation each year as students finish the CAS-based Graphic Design BFA. Impact on Other Units: The two colleges are working together to make the transition seamless for all students and faculty. Financial Impact: The appropriate resources have or will be coordinated between the two colleges with no expected increase except for any future changes that the Graphic Design faculty work out with the College of Architecture and Design. Also, by keeping the original ARTD courses for the duration of the program in CAS, CAS students will not have to pay differential tuition, but will instead continue to pay the existing course fees.*

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **ARTD 351R - Intermediate Graphic Design I (4)**

Intermediate study of graphic design including research methodologies and practices as they relate to the design process. In-depth investigations into audience and context in relationship to form and meaning.

*(RE) Prerequisite(s): 252, 350.*

*(RE) Corequisite(s): 400.*

*Credit Restriction: Cannot receive credit for both ARTD 351R and GRDS 371R.*

*Rationale: This is the R-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

Low-  
impact:  
Revise  
course

### **ADD CREDIT RESTRICTION**

#### **ARTD 352 Intermediate Graphic Design II (4)**

*Credit Restriction: Cannot receive credit for both ARTD 352 and GRDS 372.*

*Formerly: No credit restriction.*

*Rationale: The Graphic Design Program is moving from the School of Art to the College of Architecture and Design. To preserve the opportunity for students who have started their program in the College of Arts & Sciences to finish their degree over the 6 year period that the current program is still available, courses matching the current ARTD courses are being created in CAD and will be offered simultaneously as the corresponding ARTD courses. The two colleges will monitor the situation each year as*

students finish the CAS-based Graphic Design BFA. *Impact on Other Units:* The two colleges are working together to make the transition seamless for all students and faculty. *Financial Impact:* The appropriate resources have or will be coordinated between the two colleges with no expected increase except for any future changes that the Graphic Design faculty work out with the College of Architecture and Design. Also, by keeping the original ARTD courses for the duration of the program in CAS, CAS students will not have to pay differential tuition, but will instead continue to pay the existing course fees.

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **ARTD 352R - Intermediate Graphic Design II (4)**

Continued intermediate study of graphic design with an emphasis on the visual, technical, and theoretical aspects of representing information and managing visual complexity.

*(RE) Prerequisite(s):* 351.

*Credit Restriction:* Cannot receive credit for both ARTD 352R and GRDS 372R.

*Rationale:* This is the R-designated version of our current course. *Impact on other units:* None. *Financial impact:* None.

*Note:* This course was approved by the R subcommittee.

Low-  
impact:  
Revise  
course

### **ADD CREDIT RESTRICTION**

#### **ARTD 400 Typography (4)**

*Credit Restriction:* Cannot receive credit for both ARTD 400 and GRDS 355.

*Formerly:* No credit restriction.

#### **ARTD 405 Interaction Design (4)**

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

*Formerly:* No credit restriction.

#### **ARTD 444 Graphic Design Research (1-6)**

*Credit Restriction:* Cannot receive credit for both ARTD 444 and GRDS 444.

*Formerly:* No credit restriction.

#### **ARTD 444R Graphic Design Research (1-6)**

*Credit Restriction:* Cannot receive credit for both ARTD 444R and GRDS 444R.

*Formerly:* No credit restriction.

#### **ARTD 451 Advanced Graphic Design (6)**

*Credit Restriction:* Cannot receive credit for both ARTD 451 and GRDS 471.

*Formerly:* No credit restriction.

### **\*ADD CREDIT RESTRICTION**

**\*ARTD 452 Graphic Design Capstone (6)**

*Credit Restriction: Cannot receive credit for both ARTD 452 and GRDS 472.*

*Formerly: No credit restriction.*

**ADD CREDIT RESTRICTION****ARTD 452R Graphic Design Capstone (6)**

*Credit Restriction: Cannot receive credit for both ARTD 452R and GRDS 472.*

*Formerly: No credit restriction.*

**ARTD 455 Graphic Design Professional Seminar (3)**

*Credit Restriction: Cannot receive credit for both ARTD 455 and GRDS 452.*

*Formerly: No credit restriction.*

**ARTD 456 Graphic Design Practicum (1-12)**

*Credit Restriction: Cannot receive credit for both ARTD 456 and GRDS 451.*

*Formerly: No credit restriction.*

**ARTD 459 Intersections in Design (3)**

*Credit Restriction: Cannot receive credit for both ARTD 459 and GRDS 425.*

*Formerly: No credit restriction.*

**ARTD 493 Independent Study (1-6)**

*Credit Restriction: Cannot receive credit for both ARTD 493 and GRDS 493.*

*Formerly: No credit restriction.*

*Rationale: The Graphic Design Program is moving from the School of Art to the College of Architecture and Design. To preserve the opportunity for students who have started their program in the College of Arts & Sciences to finish their degree over the 6 year period that the current program is still available, courses matching the current ARTD courses are being created in CAD and will be offered simultaneously as the corresponding ARTD courses. The two colleges will monitor the situation each year as students finish the CAS-based Graphic Design BFA. Impact on Other Units: The two colleges are working together to make the transition seamless for all students and faculty. Financial Impact: The appropriate resources have or will be coordinated between the two colleges with no expected increase except for any future changes that the Graphic Design faculty work out with the College of Architecture and Design. Also, by keeping the original ARTD courses for the duration of the program in CAS, CAS students will not have to pay differential tuition, but will instead continue to pay the existing course fees.*

**(ARTH) Art History**

Mid-  
impact:  
Add  
Course

### ADD COURSE

#### **ARTH 405 – Topics in Visual and Legal Culture (3)**

Introduction to laws that govern creation, circulation, and criminalization of certain artworks. Highlights the often surprising ways in which images, objects, and laws knit together to create a form of social connective tissue – a finely grained network that simultaneously reflects and shapes its particular historical moment. Drawing on the methodologies of both art history and legal history, this course will challenge students to think critically about the visual arts, the legal system, and, ultimately, our cultural understanding of creativity itself.

*Rationale: This course will fill a crucial gap in the University's art history offerings by introducing undergraduate and graduate students to important issues in both museum studies and legal practice, by providing the School of Art's MFAs with a basic sense of the legal framework that directly impacts their work, by helping to prepare pre-law undergraduates for law school, and by forging connections between the College of Arts and Sciences and UTK's College of Law, ideally by becoming a part of the University's 3+3 program, which allows students to receive a BA and a JD in six years. The class also actively works to improve student writing at all levels of education. Impact on other units: See above for impact on the College of Law. Financial impact: None.*

#### **(ARTN) Art Non-major**

Mid-  
impact:  
Drop  
Course

### DROP COURSE

#### **ARTN 255 – Non-Major Intro to Graphic Design Production (3)**

*Rationale: This course was mistakenly added last year. The course was in the original proposal for the new ARTN designation; however, the faculty voted to remove it. Impact on other units: None. Financial impact: None.*

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

Low-  
impact:  
Revise  
course

### REVISE (RE) PREREQUISITE(S), REVISE RECOMMENDED BACKGROUND, REVISE COMMENT

#### **BCMB 405 – Biophysical Chemistry (4)**

*(RE) Prerequisite(s): General and organic chemistry, or consent of instructor.*

*Recommended Background: BCMB 401 and Calculus.*

*Comment(s): Intended for biology majors in the biochemistry and cellular and molecular biology (BCMB), chemistry, and chemical engineering-biomolecular engineering concentrations, but also open to majors in other concentrations.*

*Formerly: (RE) Prerequisite(s): 401 or equivalent.*

*Recommended Background: Calculus.*

*Comment(s): Intended for biology majors in the biochemistry and cellular and molecular biology (BCMB) concentration, but also open to majors in other concentrations.*

*Rationale: Biophysical chemistry is currently taught as a joint course with the Chemistry Department spanning the fall (BCMB/CHEM 471) and spring (BCMB/CHEM 481). Chemistry will be dropping this course from their curriculum. BCMB 405 is designed to replace BCMB/CHEM 471 and 481 and the coursework from the earlier courses is consolidated into a single course. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF CHEMISTRY (CHEM) Chemistry

Low-  
impact:  
Revise  
course

### **ADD (RE) PREREQUISITE(S), REVISE COMMENT(S), REMOVE REGISTRATION RESTRICTION(S)**

#### **CHEM 269 – Foundations of Organic Chemistry Laboratory (1)**

*(RE) Prerequisite(s): Chem 130 or 138; Corequisite: Chem 260 or Chem 268.*

*Comment(s): Pre-professional and other majors requiring 2 credit hours of organic chemistry laboratory should take Chem 269 and 359. Chemistry majors needing minimum 2 credit hours of organic chemistry for professional school should take Chem 269 and 449.*

*Formerly: No (RE) Prerequisite(s)*

*Comment(s): Recommended for all chemistry majors. Chemistry majors needing minimum 2 credit hours of organic chemistry for professional school should take 269 and 449.*

*Registration Restriction(s): Permission of instructor.*

*Rationale: The previous version of this lab course was one 2-credit hour course, and a prior curriculum changed it back into two one-credit hour courses. They have also made a version for majors and one for non-majors. This change makes those options clear. Impact on other units: Impact in minimal, but other units that use the Organic Chemistry lab have been notified of these changes. Financial impact: none.*

Low-  
impact:  
Revise  
course

### **ADD REPEATABILITY, REMOVE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S), REMOVE REGISTRATION RESTRICTION(S), ADD REGISTRATION PERMISSION**

#### **CHEM 300 – Introductory Research in Chemistry (1)**

*Repeatability: May be repeated. Maximum 4 hours.*

*(RE) Corequisite(s); 130 or 138.*

*Registration Permission: Consent of department head.*

*Formerly: Not repeatable.*

*(RE) Prerequisite(s): 130 or 138.*

*Registration Restriction(s): Chemistry major.*

*Rationale: The department wishes to engage more students in research. Changing the prerequisite to a corequisite will allow students to take the course one semester earlier in their studies. We wish to make the course repeatable so that ultimately it will replace CHEM 200 as our intro to research class for undergraduates (we will leave CHEM 200 in the curriculum for one more year and make a final decision). Undergraduates from other majors (e.g. BCMB, Microbiology) have frequently indicated an interest in doing research*



Low-  
impact:  
Revise  
course

*with faculty in chemistry. Therefore we wish to open CHEM 300 up for nonmajors. Impact on other units: None. Financial impact: None.*

### **ADD (RE) PREREQUISITE(S), REMOVE (RE) COREQUISITE(S)**

#### **CHEM 330 – Foundations of Inorganic Chemistry (3)**

*(RE) Prerequisite(s): 260.*

*Formerly: (RE) Corequisite(s): 260.*

*Rationale: After having taught this course, the department feels that students should have the material covered in CHEM 260 before taking CHEM 330. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **CHEM 359 – In-depth Organic Chemistry Laboratory (1)**

Experiments involving synthesis, purification, and characterization of organic compounds discussed in 360 and 368.

*Credit Restriction: May not be applied toward the major. Students may not receive credit for both 359 and 369.*

*(RE) Prerequisite(s): CHEM 269.*

*(RE) Corequisite(s): CHEM 360.*

*Comment(s): Primarily for non-chemistry degree track, preprofessional students.*

*Students majoring in either chemistry degree track may not take this course for credit toward the degree.*

*Rationale: For years the department combined the normal 2 semester (1 credit hour each) organic laboratory into a single (2 credit hour) lab. While this has some staffing advantages, we feel that it is less effective to deliver the content compressed into one semester. Most peer institutions use the method we are proposing. In addition, this change helps with the Tennessee Transfer statute because our current situation requires a student to either transfer all hours of organic lab or none. This change will reduce the number of petitions that the department must consider each year. Impact on other units: We anticipate the impact being limited to the updating degree programs in other units. These units have notified. Financial impact: We anticipate the impact being limited to the updating degree programs in other units. These units have been notified.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **CHEM 370 – Foundations of Physical Chemistry (3)**

*(RE) Prerequisite(s): 130 or 138 and Physics 136 or 138 or 222 and Mathematics 142 or 148.*

*Formerly: (RE) Prerequisite(s): 130 or 138 and Physics 136 or 138.*

*Rationale: Commensurate with the department's decision to accept algebra-based physics for the major, the prerequisite for CHEM 370 must be changed to accept the same algebra-based physics course. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S), REMOVE (RE) COREQUISITE(S)**

#### **CHEM 380 – Foundations of Chemical Biology (3)**

*(RE) Prerequisite(s): 130 or 138 and 260.*

*Formerly: (RE) Prerequisite(s): 130 or 138.*

*(Re) Corequisite(s): 260.*

*Rationale: After having taught this new course, the department feels that students must have completed at least one semester of organic chemistry before taking CHEM 380.*

*Impact on other units: Minimal impact. All academic units have notified of this proposed change. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE CREDIT HOURS, REVISE DESCRIPTION, REVISE REGISTRATION RESTRICTION(S)**

#### **CHEM 400 – Research in Chemistry (2)**

Advanced students work with faculty on projects requiring knowledge and skills acquired in chemistry curriculum. Written reports are required. May be followed by either 400 or 408.

Registration Restriction(s): Chemistry major with junior or senior standing.

*Formerly: Advanced students work with faculty on projects requiring knowledge and skills acquired in chemistry curriculum. Written reports are required. May be followed by either 400 or 408 (but not both).*

*Registration Restriction(s): Chemistry major with senior standing.*

*Rationale: The department wishes to engage more students in research and therefore wishes to open CHEM 400 enrollment to both Junior and Senior students. The change in credit is to distinguish 400 from 408 (honors research). CHEM 400 does not require an oral exam while CHEM 408 does, therefore we are allocating one less credit hour.*

*Impact on other units: None. Financial impact: None.*

## **DEPARTMENT OF CLASSICS (CLAS) Classics**

Mid-  
impact:  
Add  
Course

### **\*ADD COURSE**

#### **\*CLAS 299 – Research Practicum in Classics (3)**

Introduction to research methods in major subdisciplines of Classics (Latin and Greek literature, history, archaeology, iconography, epigraphy, papyrology, and numismatics). Step-by-step instruction in techniques for writing a good research paper and constructing an effective argument using the recognized evidentiary standards of the discipline.

Writing-emphasis course.

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

**Satisfies General Education Requirement: (WC).**

*Rationale: Our annual SACS-mandated evaluation of senior papers has shown that, in spite of developing a training video, a training session, and a set of detailed departmental instructions for writing a research paper, we have seen insufficient*

*improvement in paper writing skills among our students. We want to create a course at the sophomore level that will give students semester-long training in writing a research paper in Classics, taking them through all major steps, so that they will be prepared for writing research papers in upper-division Classics courses. All seniors polled in exit interviews confirmed the need for such a course. Impact on other units: None. Financial impact: None.*

*Note: This course has been approved by the General Education Committee as satisfying the WC requirement.*

Mid-  
impact:  
Add  
Course

### **+ADD COURSE, ADD CROSS LISTING**

#### **+CLAS 446 – Archaeological Statistics (3)**

Introduction to quantitative methods within the field of archaeology. Case studies are used to introduce students to basic statistical and computational concepts germane to archaeological problems and questions, involving active learning and problem solving. Topics include logic, probability, sampling, exploratory data analysis, modeling, inference, introductory linear algebra, and introductory multivariate statistics. Students will be trained in R as a programming language.

*(Same as Anthropology 446.)*

*(RE) Prerequisite(s): ANTH 120 or 127 or CLAS 232.*

*Classics is primary.*

*Rationale: In recent years the field of archaeology has been trending towards greater use of computational methods. Instruction in basic statistical concepts and training is lacking at the undergraduate level for students who are undertaking the classical archaeology concentration within the Classics BA. The addition of an upper-level course in stats aimed at undergraduates will provide valuable training in quantitative literacy and skills, including training in R. Impact on other units: None. Financial impact: None.*

## **DEPARTMENT OF EARTH AND PLANETARY SCIENCES (GEOL) Geology**

Low-  
impact:  
Revise  
course

### **REMOVE (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)**

#### **GEOL 310 – Mineralogy (4)**

*(RE) Corequisite(s): Chemistry 120.*

*Formerly: (RE) Prerequisite(s): Chemistry 120.*

*(RE) Corequisite(s): Chemistry 130.*

*Rationale: The instructors of this course feel that enrollment in CHEM 120 provides sufficient background for the course content. Furthermore, this change helps eliminate a roadblock for Fall transfer students who can now enroll in the course which is taught only in the fall. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **GEOL 424 – GIS for Geoscientists (3)**

Introduction to Geographic Information Systems (GIS), which are computer systems for input, storage, manipulation, and display of data georeferenced to the surface of the Earth or other planetary bodies. Participants will become familiar with a GIS software package, learn fundamental concepts of mapping and data manipulation, and will design and execute a GIS project in their own area of geologic interest.

*Recommended Background: Two introductory geology or physical geography courses.*

*Rationale: This course was run with a 490/590 designation as a trial run. This change will formalize the course with a number and a set number of credit hours. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE**

#### **GEOL 450 – Landscapes: Earth and Elsewhere (3)**

*Formerly: GEOL: 450 – Geomorphology (3)*

*Rationale: The title is being revised to match the title of the new R designated course being proposed. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
course

### **+ADD COURSE, ADD CROSS-LISTING**

#### **GEOL 450R – Landscapes: Earth and Elsewhere (3)**

Integrative approach to understanding processes that shape the Earth's surface. Topics include processes and landforms produced by weathering, mass wasting, running water, wind, glaciers, and seas. Field and laboratory exercises include mapping, taking measurements, physical modeling, numerical calculations, and interpretation.  
*(Same as Geography 450.)*

*Contact Hour Distribution: 2 hours lecture and one 2-hour lab or field period.*

*Recommended Background: Two introductory geology or physical geography courses and high school or college physics.*

*Geology is primary.*

*Rationale: This is the R-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

Low-  
impact:  
Revise  
course

### **+ADD CROSS LISTING, ADD (RE) PREREQUISITE(S), DELETE RECOMMENDED BACKGROUND**

#### **+GEOL 465 – Geomicrobiology (3)**

*(Same as Microbiology 465.)*

*(RE) Prerequisite(s): ENGL 102, 132, 290, or 298 and one eight-credit sequence chosen from Astronomy 151-153 and 152-154; Astronomy 217-218; Biology 101-102; Biology 113-114-115; Biology 150-160-159; Biology 158-168-167; Chemistry 100-110; Chemistry 120-130; Chemistry 128-138; Geography 137-132; or two courses chosen from Geology 101, 102, 103, 104, 107, 108; or Physics 135-136, 137-138, or 221-222.*

*Formerly: Recommended Background: Two 100-level geology courses, one lab course in geology and one lab course in chemistry, or consent of instructor.*

*Earth and Planetary Sciences is the primary department.*

*Rationale: Microbiology wishes to cross list this course and the departments felt that prerequisites were needed instead of the recommended background. Impact on other units: Cross listed with Microbiology. Financial impact: None.*

Mid-  
impact:  
Add  
course

**ADD**

**GEOL 493N - Independent Study (1-12)**

Student- or instructor- initiated independent study.

*Repeatability: May be repeated. Maximum 12 hours.*

*Credit Restriction: Maximum of 3 hours may be applied toward the geology major.*

*Registration Permission: Consent of instructor.*

*Rationale: This is the N-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the N subcommittee.*

**DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY  
(EEB) Ecology and Evolutionary Biology**

Mid-  
impact:  
Add  
Course

**\*ADD COURSE**

**\*EEB 205 – Theory and Methods in Ecology and Evolutionary Biology (3)**

Introduction to fundamental theories and methods in ecology and evolutionary biology. Knowledge and skills needed to succeed through direct, active experiences evaluating the communicating scientific evidence. Topics reflect current research interests in the department, as well as classic case studies in the discipline. Emphasizes practical understanding of scientific process with focus on developing skills needed for upper-level courses. Provides opportunities to become familiar with research interests of faculty members, enabling students to identify potential future research opportunities.

***Satisfies General Education Requirement: (NS).***

*Rationale: This course will serve as a mechanism for training new majors in methods and theories in the discipline as well as providing opportunities for students to identify potential future research opportunities in our faculty members' labs. Impact on other units: None. Financial impact: None.*

*Note: This course has been approved by the General Education Committee as satisfying the NS requirement.*

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**EEB 219 – Global Change Biology (3)**

Introduction to current understanding of evolutionary, ecological, and societal responses to past, current and future climate change. Addresses how organisms, populations, species, assemblages, communities, and ecosystems respond to changing climate conditions and examines sociocultural responses to changing climate conditions. Introduces the interdisciplinary nature of studying climate change. Exploration of the physical processes driving climate conditions and the biological and ecological basis of plant and animal responses to climate conditions. Examination of climate driven changes in terrestrial, marine, and freshwater ecosystems. Emphasis on integrating ecology, physiology, behavior, and evolution to understand biotic responses to climate conditions. Exploration of issues of human health, as well as conservation and policy in a changing environment.

*Recommended Background: BIOL 150 or 158.*

*Rationale: This course will enable the department to expand lower level course offerings to encourage student interest in, and entry to, the major. It will also support university-wide initiatives in general education, as it aligns with three curricular targets: Engaged Inquiries; Global Citizenship US; Contemporary Issues and Solutions. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **+ADD CROSS LISTING**

#### **+EEB 240 – Human Anatomy (4)** (Same as Anthropology 240.)

*Ecology and Evolutionary Biology is primary.*

*Rationale: This is an appropriate course for Anthropology students. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **+REVISE DESCRIPTION**

#### **+EEB 305 – Evolution and Society (3)**

Develop a foundational understanding of the nature of science and scientific knowledge using evolutionary biology as its focus. Explore cultural controversies surrounding and scientific controversies within the field of evolutionary biology. Writing-emphasis course. (Same as Anthropology 305.)

*Formerly: Issues and controversies surrounding the teaching and learning of evolution in America today. Writing-emphasis course.*

*Ecology and Evolutionary Biology is primary.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **EEB 310 – Evolution, Disease, and Medicine (3)**

Apply evolutionary theory and scientific reasoning to understand human disease to help improve the theory and practice of medicine and public health. Focus on developing logical rigor in scientific arguments, applying theory to generate hypotheses consistent

with observations, and applying and interpreting theory to predict the outcomes of experimental manipulations/interventions.

*Formerly: Evolutionary theory and scientific reasoning in ecology and evolutionary biology, as applied to human disease, medical theory and practice, and public health. Focus on logical rigor, applying theory to generate hypotheses consistent with observations, and applying and interpreting theory to predict the outcomes of experimental manipulations/interventions.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **EEB 311 – Career and Professional Development (1)**

Provides students with working knowledge of available career paths and options in Ecology and Evolutionary Biology and how to prepare for future careers. Discussions, reading relevant papers, discussing topics with guest speakers and hands-on practice of important professional skills.

*Rationale: EEB has not offered a class such as this before and it is a much-needed perspective for our undergraduates to help them reach their goals. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **EEB 330 – Field Botany (3)**

Explore diversity of local plants of east TN, both under the microscope in the laboratory and outside in the field. Develop identification skills for invasive, native, and naturalized plants, which are critical for ecological and wildlife professions. Field trips will include visiting research facilities that are dedicated to the conservation, identification, and preservation of plants.

*Formerly: Principles of taxonomy, basic ecological concepts and identification, recognition, collection and preservation of local, native, and naturalized plants.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION**

#### **EEB 351 – Field Mycology (4)**

Introduction to collection, identification, and diversity of mushroom-forming fungi. Hands-on course develops familiarity with mushroom diversity. Emphasizes field collection or isolation of fungi from the environment and their identification in field and laboratory settings. Taxonomic methods rely mostly on morphological and anatomical analyses. Students will be trained to analyze DNA sequence data for identification and species delimitation. Provides training and development of systematic and analytical skills, as well as skills in field ecology, microscopy, herbarium curation, and evolutionary biology.

*Formerly: EEB 351 – Biodiversity of Fungi (4)*

*Evolution, classification, collection, preservation, and morphological and molecular identification of fungi with emphasis on aquatic and terrestrial flora of east Tennessee.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **EEB 404 – Ecosystem Ecology (3)**

Interpretation and application of cutting edge science in the primary literature will be used to critically assess abiotic and biotic components of natural systems. Learn to integrate characteristics of individual species, populations, and communities to understand how energy, carbon, nutrients flow through natural systems. Development of individual literature reviews will incorporate this knowledge for scientific and broad audiences.

*Formerly: Integrated study of biotic and abiotic components of ecosystems and their interactions with emphasis on southeastern ecosystems and current topics such as global change and species invasions.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **EEB 405 – Ecosystem Ecology Laboratory (2)**

Examine how energy, carbon, nutrients flow through microbial, plant, and animal components of ecosystems. Students will generate hypotheses, design and perform experiments and analyze and interpret results in field, greenhouse, and lab settings. Requires periodic field trips.

*Formerly: Introduction to observational and experimental research in ecosystem ecology including field measurement of components of the carbon and nitrogen cycle, field and green house experiments, and laboratory manipulations. Requires periodic field trips to research sites and at least one overnight field trip.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **\*REQUEST VARIABLE TITLE, ADD REPEATABILITY**

#### **\*EEB 409 – Perspectives in Ecology and Evolutionary Biology (3)**

*Repeatability: May be repeated with consent of instructor. Maximum 9 hours.*

*Formerly: No repeatability.*

*Rationale: This course is used for different perspectives on the philosophy and history of science and should be repeatable. It would be helpful to have a variable title to reflect the variety of courses that could fall under this course number. Impact on other units: None. Financial impact: None.*



Mid-  
impact:  
Add  
Course

## ADD COURSE

### EEB 412 – Environmental Toxicology (3)

Principles of toxicology focusing on fate and effects of chemicals in the environment. Topics include history of environmental toxicology; contaminant classification, source, fate, and effects; toxicokinetics; dose-response; major body system contaminant interactions; reproductive toxicology, mutagenesis, teratogenesis, and carcinogenesis; endocrine disruptors; bioaccumulation; toxicity testing; population to global ecological effects; risk assessment; environmental laws and policies.

*Recommended Background: general biology, organic chemistry.*

*Rationale: Chemical use is common in the sciences and environmental exposure is now ubiquitous worldwide. This course provides students with an appreciation and understanding of the principles of toxicology, using historic and contemporary case studies to emphasize how chemicals in the environment interact with biotic and abiotic factors to influence individuals, populations, communities, and ecosystems. The course complements a diverse group of degree programs and careers while imparting an environmental awareness that serves students well outside their professional endeavors. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

## REVISE DESCRIPTION, REVISE CONTACT HOUR DISTRIBUTION

### EEB 415 – Field Ecology (4)

Learn scientific and professional development skills critical to becoming a professional Ecologist. Learn field methods to examine fundamental concepts in ecology, including skills in hypothesis development, experimental design, field observation, plant, animal and microbial sampling techniques, data reduction and statistical analysis, and written and oral presentations. Three weekend field trips required.

*Contact Hour Distribution: 4 hours lab.*

*Formerly: Study of the field methods to examine fundamental concepts in ecology, including development of skills in hypothesis development, experimental design, field observation, plant, animal and microbial sampling techniques, data reduction and statistical analysis, and written and oral presentations.*

*Contact Hour Distribution: Lectures and field trips.*

*Rationale: A more detailed description is proposed and a change to lab designation.*

*Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

## REVISE DESCRIPTION

### EEB 419 – Global Change Ecology (3)

Gain an in-depth understanding of current, global-scale environmental changes and the consequences of these changes for species, ecological communities, and humankind. Topics include climate change, habitat fragmentation, invasion biology, and large-scale pollution in the Anthropocene with a focus on human-dimensions to these global challenges. Students will develop a greater appreciation for global change and the connections between humans and the natural world. Course will be a mix of lectures, reading of primary literature, group discussion/participation, and field research.

*Formerly: Global Change Ecology is aimed at understanding global-scale environmental changes and the consequences of these changes for species and ecological communities. The course will be a mix of lectures, reading of primary literature, and group discussion/participation and field research.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **EEB 420 – Fungal Diversity (3)**

Ecology and evolutionary biology of fungi revealed mostly through use of molecular techniques. Many fungi, and the ecological roles they serve, are often obscure due to their ephemeral nature, difficulty of detection, and convergent gross morphological similarities. Advances in molecular biology have uncovered an unanticipated depth of diversity in fungi and permitted scientists to address research questions not possible until only recently. This seminar will provide an overview of fungal ecology and evolution by examining the primary literature. Multiple dimensions of fungal diversity are explored: taxonomic, genetic, and functional.

*Rationale: This course has been previously taught as EEB 461 (a temporary perspectives course) and EEB 409 (a general WC course). We would like to make the course permanent with its own number. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **EEB 421 – Community Ecology (3)**

Understand how interactions among microorganisms, plants, and animals affect the biodiversity and composition of terrestrial ecosystems. Integrate knowledge of individuals, species, and communities across spatial and temporal scales under natural and global change contexts (e.g., plant invasions, climate change, and disturbance). Course includes lectures, primary literature reviews, and student presentations.

*Formerly: Interactions between individuals, species, communities, and environments, including competition, coexistence, predation, herbivory. Causes and consequences of biological diversity; biological invasions. Application of advanced sampling and analysis techniques. Local to global environmental change. Includes periodic field trips or laboratories.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **EEB 422 – Landscape Ecology (3)**

Online course broadens the spatial scale of ecological study to consider influence of landscape-level patterns on ecological processes. Important issues, concepts, and methodologies relevant to landscape ecology. Students will a) research scientific literature and present findings in short oral presentations; b) research popular writing

related to landscape ecology and present findings in short oral presentations; c) perform, analyze, and orally communicate computer simulation experiments.

*Rationale: This course was previously taught under a special topics number and has provided students with a new way to synthesize concepts in ecology, has maintained good class numbers, and, as an online course, has provided students with a flexibility as they manage classes, work, and life. Providing its own number will increase its profile, making it more accessible to students. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **EEB 423 – Conservation Decision Making (3)**

Online course will teach structured decision making process. Learn to enable people representing diverse interests to come together to form a common understanding and to create scientifically rigorous, inclusive, defensible, and transparent conservation and natural resource management plans. Course requires regular interaction with classmates in weekly online discussion, a mock conservation planning project, and a small-group evaluation of a published conservation plan (which includes a recorded interview of one of its authors).

*Rationale: This highly integrative course has filled its roster and drawn students from seven departments in its first semester. Giving the course its own number will raise its profile and allow students to plan for it. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **EEB 424 – Plant Diversity and Evolution (3)**

Understand the evolutionary history of photosynthetic cyanobacteria and green plants (green algae, bryophytes, lycophytes, ferns, and seed plants). A hands-on laboratory provides an in-depth understanding of major morphological and developmental features of each plant group.

*Formerly: A survey of the evolutionary history of photosynthetic cyanobacteria and green plants (green algae, bryophytes, lycophytes, ferns, and seed plants). A hands-on laboratory provides an in-depth understanding of major morphological and developmental features of each group.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **EEB 425 – Communicating the Science of Climate Change Biology (3)**

Online course examines impacts of global climate change on biodiversity. Understand past, current, and projected impacts of climate change and evaluate proposed solutions for the current climate crisis. Discuss implications of climate change science. Choose several socially-relevant climate change biology topics to research and communicate to the public.

*Rationale: Previously taught as special topics, this course informs students about what is arguably the most pressing ecological issue of our day. Providing the course with its own number will allow students to plan for it in advance. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **EEB 430 – Invasion Biology (3)**

History, biology, and management of biological invasions, geography and scale of invasions, ecological effects, impacts to humans, and evolution of introduced and native species. Differences between “introduced” and “invasive” species will inform discussions about prevention, regulation, detection, management, and eradication. Comprehensive consideration of interesting case studies. Apply knowledge in a variety of scenarios and fields. Discussion of controversies surrounding biological invasions and prospects for the future of invasions considering biotic homogenization, animal rights, human activity, climate change, and management with new technologies.

*Rationale: The geographic rearrangement of the earth’s biota is one of the great global changes now underway. This course fills a gap in the department’s curriculum as indicated by an increase in student interest in such a course and the arrival of new faculty members with expertise in invasion biology. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **EEB 433 – Plant Ecology (3)**

Fundamental concepts and techniques in plant ecology, including topics such as plant interactions with climate, microbiomes/herbivores, plant community dynamics, and plant-mediated ecosystem processes. By the end of the course students will have a working knowledge of the major concepts, current research being done and a toolbox of lab and field techniques in plant ecology. Specific skills to be developed include how to read, synthesize, and write ecological literature, experimental design, analyses of plants and plant processes, statistics/data analysis, and science communication. Course requires one weekend field trip.

*Formerly: Principles, fundamental concepts, and techniques in plant ecology including topics such as plant interactions with climate, soils, microbiomes, community dynamics, and plant-mediated ecosystem processes.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **+REVISE DESCRIPTION**

#### **EEB 450 – Comparative Animal Behavior (3)**

Explore the diversity of extraordinary and sometimes puzzling animal behaviors in the natural world, seeking to understand and test questions about how and why animals (including humans) behave the way they do. Students will develop scientific and professional skills in hypothesis development, critical thinking, visual representation of data, oral communication, and teamwork.

(Same as Psychology 450.)

*Formerly: Principles and methods of ethology with emphasis on ecological, developmental, physiological, and evolutionary aspects.*

*Ecology and Evolutionary Biology is primary.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**\*ADD COURSE**

**\*EEB 451 – Research Ethics (3)**

Ethics of scientific research with emphasis on biological sciences from genetic to ecological research. Ethics of intellectual property, allocation of resources for research, genetic engineering, research on marginalized and vulnerable populations, research on non-human animals, conservation biology, ecological fieldwork and more.

***Satisfies General Education Requirement: (WC).***

*Rationale: This course has been previously taught as special topics. We would like to make the course permanent with its own number. Impact on other units: None. Financial impact: None.*

*Note: This course has been approved by the General Education Committee as satisfying the WC requirement.*

Low-  
impact:  
Revise  
course

**REVISE DESCRIPTION, REMOVE RECOMMENDED BACKGROUND**

**EEB 464 – Macroevolution (3)**

How, and, more importantly, why life on earth has changed through evolutionary processes. What leads to extinction or speciation, at what level does selection operate, are humans still evolving, and how we develop and test hypotheses in these areas will all be discussed.

*Formerly: History of life, phylogenetics, trait evolution, levels of selection, speciation and extinction, coevolution, taphonomy, astrobiology.  
Recommended Background: Biology 280.*

*Rationale: A more detailed description is being proposed to give students more information and recommended background is being removed. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE DESCRIPTION, REMOVE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)**

**EEB 470 – Aquatic Ecology (3)**

Physical, chemical, and biological characteristics of streams, lakes, and seas. Discover how anthropogenic activities are threatening these systems and the biodiversity therein. Coding and big data analyses will be an important part of this class. How to harness publicly available datasets to answer important questions in aquatic ecology and conservation.

(RE) Corequisite(s): Ecology and Evolutionary Biology 411.

*Formerly: Introduction to the physio-chemical nature of inland waters with description of biotic communities and their interrelationships.  
(RE) Prerequisite(s): Chemistry 130 and Biology 260.*

*Rationale: A more detailed description is being proposed to give students more information. Prerequisite is being changed to a more appropriate corequisite. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **EEB 481 – Avian Diversity (3)**

Provides strong foundation in global and regional diversity of birds, their biogeography, evolution, and ecology. Learn to identify birds by plumage, voice, and behavior. Familiarize yourself with major groups of North American birds, their habitats and distributions, and learn about the value of avian natural history collections and the challenges and rewards of preparing bird specimens.

*Rationale: Course has been taught under special topics. We would like to make the course permanent with its own number. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **EEB 484 – Conservation Biology (3)**

Learn to quantify biodiversity and patterns of biodiversity loss and change. Examine the role of different drivers of biodiversity loss in the US and elsewhere. Explore the efficacy of different strategies aiming to conserve species and ecosystems and to safeguard the benefits that people derive from them. Discuss relevant professions and how they apply principles of conservation biology with outside speakers.

*Formerly: Application of principles and techniques of ecological research to conservation of biological diversity at genetic, population, community, and ecosystem levels.*

*Rationale: A more detailed description is being proposed to give students more information. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **EEB 485 – Ethnobiology: Theory and Methods (3)**

Dynamic relationships between humans and their environment. Focus on understanding of the drivers of human decision making and choice in plant and animal use which is critical for designing globally sustainable management plans.

*Rationale: This is a much needed course designed to lead students to learn how to choose their research questions based on theory or ethnobiological patterns reported in literature and how to develop testable hypotheses, and robust methodological approaches to test these hypotheses. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### REVISE REPEATABILITY

#### **EEB 490 – Undergraduate Seminar (1)**

Repeatability: May be repeated four times. Up to two credit hours of 490 can count toward the major. Additional hours may be petitioned for honors students.

*Formerly: Repeatability: May be repeated. Up to two credit hours of 490 can count toward the major.*

*Rationale: Department wants more credit hours allowed for the major to encourage more undergraduates to attend. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### REVISE CREDIT RESTRICTION

#### **EEB 493 – Independent Study (1-9)**

Credit Restriction: Maximum of 3 hours may be applied toward the major. Additional hours may be petitioned for honors students.

*Formerly: Credit Restriction: Maximum of 3 hours may be applied toward the major.*

*Rationale: The restriction is being changed to encourage more students to participate in a lab more frequently during their undergraduate career. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF ENGLISH (ENGL) English

Mid-  
impact:  
Add  
Course

### ADD COURSE

#### **ENGL 342 – Literature and Medicine (3)**

Literary representations of illness, medical care, and biotechnology with an emphasis on the individual and social meanings of health and disease.

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

*Rationale: This course, addressing such topics as bioethics, diagnosis and narrative, death and dying, and issues of race and gender, will enable both English majors and non-majors, including those in a variety of health-related disciplines, to explore the cultural, ethical, and political meanings of medical knowledge and practice. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### ADD COURSE

#### **ENGL 461 – Global Communication for Science and Technology (3)**

Theories, methods, issues, and practices for worldwide communication in science and technology. Topics may include nuclear security and nonproliferation, environmental studies, or health sciences and biotechnology in global contexts.

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

*Rationale: This course will train writers of scientific and technical documents to communicate effectively for global audiences, including governments, universities, industry, and the public. The course has been taught twice as a successful special topics course, and it advances UT's curricular initiatives in cross-disciplinary scholarship, engaged inquiry, and global citizenship. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**+REVISE TITLE**

**+ENGL 474 – Teaching English as a Second or Foreign Language (3)**  
(Same as Linguistics 474.)

*Formerly: ENGL 474 – Teaching English as a Second or Foreign Language I (3)*

*English is primary.*

*Rationale: This course was initially paired with ENGL 475 – Teaching English as a Second or Foreign Language II. 475 was dropped in Fall 2005 and there are no plans to replace it. We therefore wish to revise the title of 474 to reflect its standalone status in our curriculum. Impact on other units: Cross listed with Linguistics which is also changing their listing. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

**\*DROP COURSE**

**\*ENGL 497 – Honors: Senior Seminar (3)**

*Rationale: This is the honors equivalent of 499- Senior Seminar, which was dropped in Fall 2015. This course has not been taught in recent memory and we simply neglected to drop it when we dropped its non-honors equivalent. This proposal seeks to correct that oversight. Impact on other units: None. Financial impact: None.*

**DEPARTMENT OF GEOGRAPHY  
(GEOG) Geography**

Low-  
impact:  
Revise  
course

**ADD (DE) PREREQUISITE(S)**

**GEOG 411 – Intermediate Geographic Information Science (3)**  
(DE) Prerequisite(s): GEOG 311 or consent of instructor.

*Formerly: None.*

*Rationale: GEOG 311 – Geovisualization and Geographic Information Science has been modified to include an introductory GIS component and making it a prereq for 411 allows the latter to begin with more advanced material. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**+REVISE TITLE**

**+GEOG 450 – Landscapes: Earth and Elsewhere (3)**  
(See Geology 450.)



*Formerly: GEOG 450 – Geomorphology*

*Geology is primary.*

*Rationale: The primary department is revising the title to this course. Impact on other units: Geology is the primary course. Financial impact: None.*

Mid-  
impact:  
Add  
course

**+ADD COURSE, ADD CROSS-LISTING**

**GEOG 450R – Landscapes: Earth and Elsewhere (3)**  
(See *Geology 450.*)

*Geology is primary.*

*Rationale: This is the R-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

## DEPARTMENT OF HISTORY

### (HIEU) History – Europe

Low-  
impact:  
Revise  
course

**+REVISE TITLE**

**+HIEU 321 – New Testament and Christian Origins (3)**  
(See *Religious Studies 321.*)

*Formerly: HIEU 321 – New Testament and Early Christian Origins (3)*

*Religious Studies is primary.*

**+HIEU 322 – Martyrs and Monks: Christian History, 100-800 CE (3)**  
(See *Religious Studies 322.*)

*Formerly: HIEU 322 – Christianity in Late Antiquity (3)*

*Religious Studies is primary.*

*Rationale: The primary department is revising these titles. Impact on other units: Religious Studies is the primary department. Financial impact: None.*

### (HILA) History – Latin America

Mid-  
impact:  
Add  
Course

**+ADD COURSE, ADD CROSS-LISTING**

**+HILA 370 – Latin American History at the Movies (3)**  
History of portrayals of Latin America in films from Latin America and the United States.  
(Same as *Latin American and Caribbean Studies 370.*)

*History is primary.*

*Rationale: Through films portraying the history of Latin America students learn to analyze critically these films' historical content and the assumptions and ideological perspectives underpinning them. The course will expand offerings in History's Asia, Africa, Latin America distribution requirement as well as in the LACS IDP. Impact on other units: Latin American and Caribbean Studies is cross listing the course. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**+ADD COURSE, ADD CROSS-LISTING**

**+HILA 460 – The Life and Times of Ernesto “Che” Guevara (3)**

History of twentieth century Latin American politics and revolution through the life and afterlife of Ernesto “Che” Guevara.

*(Same as Latin American and Caribbean Studies 460.)*

*History is primary.*

*Rationale: Course uses the personal journey of Ernesto Guevara from his middle class youth to his death in Bolivia to the commodification of his image as a global symbol of revolution as a means to follow major shifts of 20<sup>th</sup> century Latin American history. The course will expand offerings in History's Asia, Africa, Latin America distribution requirement as well as in the LACS IDP. Impact on other units: Latin American and Caribbean Studies is cross listing the course. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**+ADD COURSE, ADD CROSS-LISTING**

**+HILA 463 – History of the Spanish Inquisition (3)**

History of the origins, evolution, and demise of the Spanish inquisition. Comparative practices of the Inquisition in Iberia and the Americas.

*(Same as Latin American and Caribbean Studies 463.)*

*History is primary.*

*Rationale: This course looks at the long history of the Spanish Inquisition on the Iberian Peninsula and in the Americas. It will expand offerings in History's Asia, Africa, Latin America requirement, as well as in the LACS IDP. Impact on other units: Cross listed with Latin American and Caribbean Studies. Financial impact: None.*

**(HIST) History**

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**HIST 384 – The History of Ireland and Irish in the World (3)**

Irish history from prehistory to the present, in a world-historical context. Explores emigration and experience of Irish immigrants outside Ireland.

*Rationale: Ireland is a subject of fairly wide interest among students. This course, which includes extensive discussion of colonialism, religious division, ethnic nationalism, and*

*American social history, reflects emerging research interests of a faculty member. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **HIST 415 – Magic and Witchcraft in the Atlantic World (3)**

A survey of belief systems relating to witchcraft and magic from the Americas, Africa, and Europe prior to ca. 1850.

*Rationale: This course attracts significant student interest. Juxtaposes studies of European and Anglo-American witchcraft and magic with narratives from African Diasporic traditions. Students learn about the lasting effects of Christianity and European colonialism; the fear of female power in patriarchal societies; and the perseverance of Black spiritual traditions. Will help further amplify offerings in Medical Humanities, an emerging area of faculty research and teaching. Impact on other units: None. Financial impact: None.*

### **(HIUS) History – United States**

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **HIUS 301 – Borders, Burritos, and Gringos: The Entangled Histories of the United States and Mexico (3)**

Explores the relationship of the United States and Mexico over five centuries, and their parallel and intersecting histories. *Writing-emphasis course.*

*Rationale: We need today more than ever to understand the deep history of how the US and Mexico have historically shared the North American continent. One cannot properly understand the history of either country in isolation from the other. Major topics in the course will include empire, race, migration, capitalism, war, revolution, food, language, and culture. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **HIUS 302 – The History of Immigration in the U.S. and the World (3)**

Course offers a historical treatment of migrations, with focus on emigrants to the US but also within Europe. Discussion of causes and large consequences of immigration for today.

*Rationale: Migration is a topic of enormous interest and importance in today's world. Addition of the course reflects this interest and significance as well as the emerging research of a faculty member. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **HIUS 381 – History of Tennessee (3)**

Tennessee's history from the 18<sup>th</sup> century to the present. Writing-emphasis course.

#### **HIUS 382 – Appalachian History (3)**

Appalachian region from pre-Columbian times to post-industrial era.

**HIUS 395 – American Experience in WWII (3)**

Diplomacy and warfare in Europe and Asia; impact on American society.

## History Equivalency Table

Current Course	Equivalent Course Effective Fall 2019
HIUS 445	HIUS 382
HIUS 449	HIUS 381
HIUS 452	HIUS 395

*Rational: When the History Department's prefixes were changed a few years ago, a few courses were inadvertently made 400 level courses that should have been 300 level courses. This proposal is intended to correct that problem. Impact on other units: Any units that use these courses have been notified of the change. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

**DROP COURSE****HIUS 445 – Appalachian History (3)****HIUS 449 – History of Tennessee (3)**

## History Equivalency Table

Current Course	Equivalent Course Effective Fall 2019
HIUS 445	HIUS 382
HIUS 449	HIUS 381

*Rational: When the History Department's prefixes were changed a few years ago, a few courses were inadvertently made 400 level courses that should have been 300 level courses. This proposal is intended to correct that problem. Impact on other units: Any units that use these courses have been notified of the change. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**ADD COURSE****HIUS 451 – Medicine and Healing in the Age of Slavery (3)**

An introduction to the experiences of disease and healing practices in enslaved communities prior to the Civil War, and the role of medical sciences in creating race and addressing ethical challenges. International comparisons.

*Rationale: Highlights themes of great relevance today: race and medical ethics, and the rise of holistic medicine to treat social and psychological afflictions. Course will help complement movement in the history department and CAS to support the study of Medical Humanities, an area of emerging faculty research and teaching. Course has been taught under an open number and had good enrollment numbers but will be stronger once it has its own number. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

**DROP COURSE****HIUS 452 – American Experience in WWII (3)**

## History Equivalency Table

Current Course	Equivalent Course Effective Fall 2019
HIUS 452	HIUS 395

*Rational: When the History Department's prefixes were changed a few years ago, a few courses were inadvertently made 400 level courses that should have been 300 level courses. This proposal is intended to correct that problem. Impact on other units: Any units that use these courses have been notified of the change. Financial impact: None.*

**INTERDISCIPLINARY PROGRAMS****(AFST) Africana Studies**

Mid-  
impact:  
Add  
course

**\*ADD COURSE****AFST 235S - Introduction to African Studies (3)**

Multidisciplinary approach to the study of African traditions, cultures, religions, political economies, pre-colonial democracies, and states from the first through the 16th century. Writing-emphasis course.

*Satisfies General Education Requirement: (CC)*

*Rationale: This is the S-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the S subcommittee.*

*Note: Pending approval by the General Education Committee.*

Low-  
impact:  
Revise  
course

**+REVISE TITLE****+AFST 373 – African Religions (3)**

*(See Religious Studies 373.)*

*Formerly: AFST 373 – Religions of Africa (3)*

*Religious Studies is primary.*

*Rationale: The primary department is changing the title of this course. Impact on other units: Religious Studies is the primary department. Financial impact: None.*

**(AMST) American Studies**

Low-  
impact:  
Revise  
course

**+REVISE TITLE****+AMST 354 – Popular Religion in the United States (3)**

*(See Religious Studies 354.)*

*Formerly: AMST 354 – Religion and Popular Culture in the United States (3)*

*Religious Studies is primary.*

*Rationale: The primary department is changing the title of this course. Impact on other units: Religious Studies is the primary department. Financial impact: None.*

### (CNST) Cinema Studies

Mid-  
impact:  
Add  
Course

#### **+ADD COURSE, ADD CROSS-LISTING**

**+CNST 314 – Food, Fiction, and Film in Modern Japan (3)**  
(See Japanese 314.)

*Japanese is primary.*

**+CNST 321 – Japanese Graphic Novel/Anime (3)**  
(See Japanese 321.)

*Japanese is primary.*

*Rationale: These are appropriate courses for the Cinema Studies program. Impact on other units: The primary department agrees to the cross listing. Financial impact: None.*

Mid-  
impact:  
Add  
Course

#### **ADD COURSE**

**CNST 490 – Internship (1-9)**

Internship in Cinema Studies.

*Repeatability: May be repeated. Maximum 9 hours.*

*Credit Restriction: Maximum 3 hours may be applied toward the Cinema Studies major or minor.*

*Registration Permission: Consent of Cinema Studies Internship Coordinator.*

*Rationale: We have a well-developed internship program and need a designated course number with a clear title to give credit for internship. Impact on other units: None. Financial impact: None.*

### (JST) Judaic Studies

Low-  
impact:  
Revise  
course

#### **+REVISE TITLE**

**+JST 311 – Hebrew Bible/Old Testament (3)**  
(See Religious Studies 311.)

*Formerly: JST 311 – Introduction to the Hebrew Bible (3)*

**+JST 312 – Early Judaism (3)**  
(See Religious Studies 312.)

*Formerly: JST 312 – Introduction to Early Judaism (3)*

**+JST 321 – New Testament and Christian Origins (3)**  
(See Religious Studies 321.)

*Formerly: JST 321 – New Testament and Early Christian Origins (3)*

**+JST 381 – Judaism (3)**

*(See Religious Studies 381.)*

*Formerly: JST 381 – Introduction to Judaism (3)*

*Religious Studies is primary for all these courses.*

*Rationale: The primary department, Religious Studies, is revising these titles. Impact on other units: Religious Studies is the primary department. Financial impact: None.*

**(LAC) Latin American and Caribbean Studies**

Mid-  
impact:  
Add  
Course

**+ADD COURSE, ADD CROSS-LISTING**

**+LAC 370 – Latin American History at the Movies (3)**

*(See History-Latin America 370.)*

*History-Latin America is primary.*

**+LAC 460 – The Life and Times of Ernesto “Che” Guevara (3)**

*(See History-Latin America 460.)*

*History-Latin America is primary.*

**+LAC 463 – History of the Spanish Inquisition (3)**

*(See History-Latin America 463.)*

*History-Latin America is primary.*

*Rationale: These are appropriate courses for the Latin American and Caribbean Studies program. Impact on other units: The primary department agrees to these additions. Financial impact: None.*

**(LING) Linguistics**

Low-  
impact:  
Revise  
course

**+REVISE TITLE**

**+LING 474 – Teaching English as a Second or Foreign Language (3)**

*(See English 474.)*

*Formerly: LING 474 – Teaching English as a Second or Foreign Language I (3)*

*English is primary.*

*Rationale: The primary department is revising the course title. Impact on other units: No impact.*

**(MEST) Middle East Studies**

Low-  
impact:  
Revise  
course

**+REVISE TITLE****+MEST 225 – Judaism, Christianity, Islam (3)**  
*(See Religious Studies 225.)*

*Formerly: MEST 225 – Introduction to Judaism, Christianity, Islam*

*Religious Studies is primary.*

*Rationale: The primary department is changing the course title. Impact on other units: Religious Studies is the primary department. Financial impact: None.*

**(WGS) Women, Gender, and Sexuality**

Mid-  
impact:  
Add  
Course

**+ADD COURSE, ADD CROSS-LISTING****+WGS 314 – Food, Fiction, and Film in Modern Japan (3)**  
*(See Japanese 314.)*

*Japanese is primary.*

*Rationale: This is an appropriate course for the program. Impact on other units: Japanese agrees to this addition. Financial impact: None.*

**DEPARTMENT OF MATHEMATICS  
(MATH) Mathematics**

Low-  
impact:  
Revise  
course

**REVISE (RE) PREREQUISITE(S)****MATH 421 – Combinatorics (3)**  
*(RE) Prerequisite(s): 251 or 257.*

*Formerly: (RE) Prerequisite(s): 300 or 307.*

*Rationale: The change will make the course available to more students. Impact on other units: No impact. Financial impact: No impact.*

**DEPARTMENT OF MICROBIOLOGY  
(MICR) Microbiology**

Low-  
impact:  
Revise  
course

**ADD REPEATABILITY****MICR 401 – Undergraduate Research in Microbiology (3)**  
*Repeatability: May be repeated. Maximum 9 hours.*

*Formerly: Not repeatable.*



**MICR 401R – Undergraduate Research in Microbiology (3)**

*Repeatability: May be repeated. Maximum 9 hours.*

*Formerly: Not repeatable.*

*Rationale for both courses: Adding repeatability will allow students to take both MICR 401 and later MICR 401R if they so desire. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**ADD REPEATABILITY****MICR 402 – Advanced Undergraduate Research in Microbiology (4)**

*Repeatability: May be repeated. Maximum 9 hours.*

*Formerly: Not repeatable.*

**MICR 402R – Advanced Undergraduate Research in Microbiology (4)**

*Repeatability: May be repeated. Maximum 9 hours.*

*Formerly: Not repeatable.*

*Rationale for both courses: Adding repeatability will allow students to take both MICR 402 and later MICR 402R if they so desire. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**+ADD COURSE, ADD CROSS-LISTING****+MICR 465 – Geomicrobiology (3)**

*(See Geology 465.)*

*Geology is primary.*

*Rationale: This is an appropriate course for the Microbiology program and has been used in the program description under the Geology number. Impact on other units: Cross listed Geology course. Financial impact: None.*

**DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES****(ARAB) Arabic**

Mid-  
impact:  
Add  
Course

**ADD COURSE****ARAB 251 – Whole New Worlds: Fantasy, Sci-Fi, and Dystopia in the Middle East (3)**

Examines themes and genres of fantasy, sci-fi, and dystopia in literature, film, and graphic novels from Middle East, in relation to relevant political, cultural, and historical contexts. Taught in English.

*Rationale: There is a need for new courses in the Arabic program that can appeal to majors and minors while also attracting new students. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**\*ADD COURSE**

**\*ARAB 321 – The Israeli-Palestinian Conflict in Literature, Film, and Popular Culture (3)**

Examines cultural representations of the Israeli-Palestinian conflict, including literature, film, and music, and introduces students to relevant political and historical context. Taught in English.

*Satisfies General Education Requirement: (WC).*

*Rationale: There is a need for new courses in the Arabic program that can appeal to majors and minors while also attracting new students. Impact on other units: None. Financial impact: None.*

*Note: This course has been approved by the General Education Committee as satisfying the WC requirement.*

**(CHIN) Chinese**

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**CHIN 401 – Contemporary Chinese Studies I (3)**

Explores contemporary issues in the Chinese society through film and reading. Topics may include family relationship, gender roles and sexuality, gap between upper and lower classes, nationalism and revolution, and the reflection of important historical events. Conducted in Chinese.

*Repeatability: May be repeated. Maximum 9 hours.*

*Prerequisite(s): CHIN 232.*

**CHIN 402 – Contemporary Chinese Studies II (3)**

Further explores contemporary issues in the Chinese society through reading of authentic materials. Topics may include the clash between the traditional and new values, globalization and multiculturalism, changes in human relationships, and the identity of the Chinese people. Conducted in Chinese.

*Repeatability: May be repeated. Maximum 9 hours.*

*Prerequisite: CHIN 232.*

*Rationale: Currently there are only two 4<sup>th</sup>-year Chinese language classes in the catalog, 431 offered in the fall and 432 offered in the spring. Some advanced students often run out of classes to take after they have finished these. Adding these courses will provide more variety to the upper-division Chinese language courses. Impact on other units: None. Financial impact: none.*

**(GERM) German**

Low-  
impact:

**REVISE TITLE**

Revise  
course**GERM 321 – Short Films and Short Texts (3)**

*Formerly: GERM 321 – Introduction to German Literatures and Cultures I (3)*

**GERM 322 – Children’s Literature (3)**

*Formerly: GERM 321 – Introduction to German Literatures and Cultures II*

*Rationale: These changes reflect the content of the courses as currently taught. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course**ADD COURSE****GERM 324 – Animal Stories (3)**

Incorporates short texts and films from the late eighteenth century through the twenty-first century to examine how adult versions of children’s stories use animal protagonists to explore particular elements of human life: science or knowledge, politics, freedom, subjectivity, or emotion and love. Focus is on building vocabulary and familiarity with linguistic structures, as well as developing analytic thinking and writing skills. Readings and discussions in German. Writing-emphasis course.

*(RE) Prerequisite(s): 212 or 223 or placement score higher than 454.*

**GERM 326 – Coming of Age Stories (3)**

Examines key concepts of 20<sup>th</sup> and 21<sup>st</sup> century German culture and history via narratives of coming of age in film, literature, and electronic media. Taught in German. Writing-emphasis course.

*(RE) Prerequisite(s): 212 or 223 or placement score higher than 454.*

*Rationale: These two new courses reflect the content of courses currently taught and reduces the need for students to take independent studies, which had previously been used to allow students to repeat course number when taught with different content.*

*Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course**REVISE (RE) PREREQUISITE(S)****GERM 419 – German Fairy Tales and Literary Fantasies (3)**

*(RE) Prerequisite(s): Two courses from 321, 322, 324, 325, 326.*

*Formerly: (RE) Prerequisite(s): Two courses from 321, 322, 325.*

**GERM 420 – Selected Topics in German Literatures and Cultures (3)**

*(RE) Prerequisite(s): Two courses from 321, 322, 324, 325, 326.*

*Formerly: (RE) Prerequisite(s): Two courses from 321, 322, 325.*

**GERM 433 – Nation, Race, and Ethnicity (3)**

*(RE) Prerequisite(s): Two courses from 321, 322, 324, 325, 326.*

*Formerly: (RE) Prerequisite(s): 321 and 322.*

**GERM 434 – Extraordinary Wo(Men) – Outcasts, Rebels, Martyrs, and Saints (3)**

*(RE) Prerequisite(s): Two courses from 321, 322, 324, 325, 326.*

*Formerly: (RE) Prerequisite(s): Two courses from 321, 322, 325.*

**GERM 435 – Structure of the German Language (3)**

*(RE) Prerequisite(s): Two courses from 321, 322, 324, 325, 326.*

*Formerly: (RE) Prerequisite(s): 311 and 312 and two courses from 321, 322, 325.*

**GERM 455 – German Literatures and Cultures (3)**

*(RE) Prerequisite(s): Two courses from 321, 322, 324, 325, 326.*

*Formerly: (RE) Prerequisite(s): 321 and 322.*

*Rationale: These changes reflect revisions to course numbering at the 300-level. Impact on other units: None. Financial impact: None.*

**(ITAL) Italian**

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**Italian 415 – History of Italian Theatre and Performance (3)**

Explores major elements of Italian theatre from the 16<sup>th</sup> to the 20<sup>th</sup> century. Taught in Italian. Open to majors and minors. Writing emphasis course.

*(RE) Prerequisite(s): 212.*

*Rationale: There is no specific course in Italian that addresses major theatre figures such as Macchiavelli, Goldoni, Pirandello, Dario Fo, etc. It is important that students learn about this rich and varied Italian theatrical production. Impact on other units: None. Financial impact: None.*

**(JAPA) Japanese**

Low-  
impact:  
Revise  
course

**+REVISE TITLE, REVISE DESCRIPTION, ADD CROSS-LISTING**

**+JAPA 314 – Food, Fiction, and Film in Modern Japan (3)**

Modern – literary and visual narratives through the lens of culinary and cultural history. Taught in English. Writing-emphasis course.

*(Same as Cinema Studies 314 and Women, Gender, and Sexuality 314.)*

*Formerly: JAPA 314 – Japanese Literature in English Translation (3)  
Modern – masterpieces of fiction since 1868. Writing-emphasis course.  
No cross-listing.*

*Japanese is primary.*

*Rationale: This change reflects more accurately the content of the course. This is an appropriate course for the cross listing units. Impact on other units: Cross listing with Cinema Studies and Women, Gender, and Sexuality. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **+REVISE TITLE, REVISE DESCRIPTION, ADD CROSS-LISTING**

#### **+JAPA 321 – Japanese Graphic Novel/Anime (3)**

Reading and analysis of major contemporary Japanese graphic novels with special attention to related works of film and television animation. All readings are in English translation. Writing-emphasis course.

*(Same as Cinema Studies 321.)*

*Formerly: JAPA 321 – Japanese Graphic Novels and Animation (3)*

*Reading and analysis of major contemporary Japanese graphic novels with special attention to related works of film and television animation. All readings are in English translation. Writing-emphasis course.*

*Japanese is primary.*

*Rationale: The new title is more appropriate for the course. The course is appropriate for the Cinema Studies program. Impact on other units: Cross listing with Cinema Studies.*

*Financial impact: None.*

### **(MFLL) Modern Foreign Languages and Literatures**

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **MFLL 394 – Experiential Learning in Foreign Language Classroom (1)**

Course enhances academic learning with the added practicum experience in a language classroom in the first or second year language courses. Students are placed in lower level foreign language courses as peer mentors in order to apply previously studied content and skills while simultaneously engaged in reflection on practices in foreign language learning. Students are required to attend 1 hour of class per week in addition to a practicum in a language course.

*Grading Restriction(s): Satisfactory/No Credit grading.*

*Repeatability: May be repeated. Maximum 3 hours. Maximum 1 hour credit per semester.*

*(RE) Prerequisite(s): Completion of 200 level language course with a minimum grade of B or consent of instructor.*

*(RE) Corequisite(s): Enrollment in 300 or above level language course.*

*Rationale: This course addition serves two department goals: to provide students with an experiential opportunity to enhance their academic learning (professionalization) and to create a support structure for students in first and second year courses (retention and recruitment). Impact on other units: None. Financial impact: None.*

### **(NORM) Normandy Scholars**

**(new subject code)**

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **NORM 457 – Honors: Normandy Scholars Seminar (3)**

Examines World War II in the wider context of memory studies – of how social, cultural, political, and technological shifts affect how societies react to and commemorate past

conflicts. Limited to students in the Normandy Scholars program. Writing-emphasis course.

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

*Registration Permission: Instructor permission required.*

### **NORM 458 – Honors: Normandy Scholars Study Abroad (1-6)**

A study-abroad experience that caps the Normandy Scholars Seminar (NORM 457).

Limited to students in the Normandy Scholars Program.

*Registration Permission: Instructor permission required.*

*Rationale: Courses will be part of the annual Normandy Scholars Program. 457 will be offered each spring as a seminar. 458 will be the summer study-abroad portion of the Program. Impact on other units: None. Financial impact: None.*

## **(RUSS) Russian**

Low-  
impact:  
Revise  
course

### **ADD REPEATABILITY**

#### **RUSS 323 – Russian through Theatrical Performance (3)**

*Repeatability: May be repeated once, for a total of 6 hours toward the major or minor.*

*Formerly: No repeatability.*

*Rationale: Course content varies and is adaptable to students' increasing abilities over time. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE (RE) PREREQUISITE(S), ADD RECOMMENDED BACKGROUND**

#### **RUSS 373 – Despotism and Totalitarianism in Russian Culture (3)**

Focuses on the major cultural and historical trends that led first to the Bolshevik Revolution, and seventy years later to the counterrevolution. Literary, artistic, philosophical, and popular materials cover the period from the proclamation of Moscow Princedom as the Third Rome (early 16<sup>th</sup> c.) to modern times. Writing-emphasis course.

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

*Recommended Background: 221 or 222 or History Europe 341.*

*Formerly: RUSS 373 – Despotism as a Cultural Phenomenon in Russia (3)*

*Focuses on the major cultural and historical trends that led first to the Bolshevik Revolution, and seventy years later to the counterrevolution. Literary, artistic, philosophical, and popular materials cover the period from the proclamation of Moscow Princedom as the Third Rome (early 16<sup>th</sup> c.) to modern times. Writing-emphasis course.*

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

*Rationale: The new title is more appropriate for the course. The prerequisite is changing to include the appropriate English courses and the department feels the recommended background addition is appropriate for the course. Impact on other units: None. Financial impact: None.*

**(SPAN) Spanish**

Low-  
impact:  
Revise  
course

**REVISE TITLE, REVISE CREDIT HOURS, REVISE DESCRIPTION, REMOVE GRADING RESTRICTION, REMOVE REPEATABILITY, REMOVE CREDIT RESTRICTION**

**SPAN 494 – Hispanics in the US and Knoxville: Community Service Practicum (3)**

Introduction to U.S. Hispanic culture in general and specifically in Knoxville. Students will read and experience a variety of cultural materials including literature, fine arts, performing arts, and popular culture. Students will read and analyze relevant sociological and Political Texts. Supervised community service with local agencies that assist Hispanic community or supervised activities with local cultural organizations that promote awareness of Hispanic Culture among the general public. Minimum of 30 hours off-campus supervised work and 2 weekly class meetings with faculty.

*Formerly: SPAN 494 – Spanish Community Service Practicum (1)*

*Supervised community service with local agencies that assist Hispanic community or supervised activities with local cultural organizations that promote awareness of Hispanic culture among the general public. Each credit hour requires 40 semester hours of off-campus supervised work and a weekly one-hour tutorial with a faculty member.*

*Grading Restriction: Satisfactory/No Credit grading only.*

*Repeatability: May be repeated. Maximum 3 hours. Maximum 1 hour per semester.*

*Credit Restriction: May not be applied toward the Spanish major.*

**SPAN 494S – Hispanics in the US and Knoxville: Community Service Practicum (3)**

Introduction to U.S. Hispanic culture in general and specifically in Knoxville. Students will read and experience a variety of cultural materials including literature, fine arts, performing arts, and popular culture. Students will read and analyze relevant sociological and Political Texts. Supervised community service with local agencies that assist Hispanic community or supervised activities with local cultural organizations that promote awareness of Hispanic Culture among the general public. Minimum of 30 hours off-campus supervised work and 2 weekly class meetings with faculty.

*Formerly: SPAN 494S – Spanish Community Service Practicum (1)*

*Supervised community service with local agencies that assist Hispanic community or supervised activities with local cultural organizations that promote awareness of Hispanic culture among the general public. Each credit hour requires 40 semester hours of off-campus supervised work and a weekly one-hour tutorial with a faculty member.*

*Grading Restriction: Satisfactory/No Credit grading only.*

*Repeatability: May be repeated. Maximum 3 hours. Maximum 1 hour per semester.*

*Credit Restriction: May not be applied toward the Spanish major.*

*Rationale: This is currently a one hour course that does not count toward the Hispanic Studies degree. This change increases the academic content of the course and makes it*

appropriate for inclusion in the major. The course will no longer be repeatable and will be graded as a regular course. Impact on other units: None. Financial impact: None.

Note: This course was approved by the S subcommittee.

## DEPARTMENT OF PHYSICS AND ASTRONOMY

### (PHYS) Physics

Low-  
impact:  
Revise  
course

#### **\*REVISE DESCRIPTION, ADD (RE) PREREQUISITE(S)**

##### **\*PHYS 231 – Fundamentals of Physics: Electricity and Magnetism (3)**

For engineers and majors in mathematics and the physical sciences. Electric and magnetic phenomena including DC and AC circuits and electromagnetic waves.  
(RE) Prerequisite(s): 135 or 137 or Engineering Fundamentals 151 and 152.

*Formerly: PHYS 231 – Fundamentals of Physics: Electricity and magnetism (3)  
For engineers and majors in mathematics and the physical sciences. Required of all engineering students.*

*Rationale: To clarify course content and remove the statement that the course is required of all engineering students which is no longer the case. The prerequisite is added to ensure students have adequate grounding in mechanics. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

#### **\*REVISE DESCRIPTION**

##### **\*PHYS 232 – Fundamentals of Physics: Wave Motion, Optics, and Modern Physics (4)**

For engineers and majors in mathematics and the physical sciences. Mechanical waves, including sound, and electromagnetic waves, geometric and physical optics, elements of special relativity, and introductory quantum physics.

*Formerly: PHYS 232 – Fundamentals of Physics: Wave Motion, Optics, and Modern Physics (4)  
Continuation of 231. Required of all engineering students.*

*Rationale: To clarify course content and remove the statement that the course is required of all engineering students which is no longer the case. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

#### **REVISE (RE) PREREQUISITE(S)**

##### **PHYS 311 – Mechanics (3)**

(RE) Prerequisite(s): 136 or 138 or 232 and Computer Science 102 and Mathematics 251.

*Formerly: (RE) Prerequisite(s): 136 or 138 or 231; Computer Science 102.*



Low-  
impact:  
Revise  
course

*Rationale: Math 251 is being included in prerequisites because it provides important background for the course. Physics 232 is more appropriate than 231 as a prereq for this course. Impact on other units: No noticeable impact. Financial impact: None.*

### **REVISE (RE) PREREQUISITE(S)**

#### **PHYS 321 – Thermal Physics (3)**

*(RE) Prerequisite(s): 136 or 138 or 232.*

*Formerly: (RE) Prerequisite(s): 136 or 138 or 231 or 311.*

*Rationale: 311 is being eliminated as an unnecessary prereq and 232 is a more appropriate prereq than 231. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S), REMOVE RECOMMENDED BACKGROUND**

#### **PHYS 411 – Introduction to Quantum Mechanics (3)**

*(RE) Prerequisite(s): 250 and Mathematics 241 and Mathematics 251.*

*Formerly: (RE) Prerequisite(s): 250.*

*Recommended Background: A course (200-level or higher) in advanced calculus.*

*Rationale: The Math courses are being specified in the prereqs for clarity and to remove the ambiguity of the now eliminated recommended background. Impact on other units: None. Financial impact: None.*

## **DEPARTMENT OF PSYCHOLOGY (PSYC) Psychology**

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **PSYC 465 – Research Methods in Behavioral Neuroscience (3)**

Introduction to the multidisciplinary research methods of behavioral neuroscience. Hands-on laboratory experiments in behavioral neuroscience, data analysis, written and spoken presentations, and ethical and regulatory issues related to the study of animals in behavioral neuroscience.

*(RE) Prerequisite(s): 301.*

*Comments: Students must be comfortable handling rodents, performing surgical procedures, and conducting behavioral testing.*

*Registration Restriction(s): Minimum student level – junior.*

*Rationale: This course is necessary to provide students the opportunity to participate in an encompassing course that emphasizes technical, procedural, and methodological elements of animal-based multidisciplinary research for the study of behavioral neuroscience. Impact on other units: No direct impact. Financial impact: None.*

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

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **REST 103 – World Religions in the U.S.(3)**

Introduction to global religious traditions and issues, focusing on the diversity of lived religions in the United States.

*Rationale: Adding this course will help attract students who are interested in American religions at the 100-level where there are currently no course offerings on this topic. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **\*+REVISE TITLE**

#### **\*+REST 225 – Judaism, Christianity, Islam (3)**

*(Same as Middle East Studies 225.)*

*Formerly: Introduction to Judaism, Christianity, Islam (3)*

*Religious Studies is primary.*

*Rationale: The class remains the same, but the change allows for greater flexibility in what instructors cover. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **\*REVISE TITLE**

#### **\*REST 227 – Honors: Judaism, Christianity, Islam (3)**

*Formerly: Honors: Introduction to Judaism, Christianity, Islam (3)*

*Rationale: Students browsing course titles on mobile devices can't easily see the key part of the course title. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **\*REVISE TITLE**

#### **\*REST 280 –Religions of Asia (3)**

*Formerly: Introduction to the Religions of Asia*

*Rationale: The shorter title will be easier to read on mobile versions of UTK's timetable. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **REST 301 – Religion and Nonprofit Leadership (3)**

An exploration of how religion plays a role in nonprofit leadership, including overviews of the historical background of religion and nonprofits, different kinds of nonprofit organizations, and specific leadership strategies.

*Rationale: The department is introducing a major concentration and a minor in Religion and Nonprofit Leadership. This will be one of the required classes in these new programs. By connecting the academic study of religion to the management of nonprofit organizations this course gives students a way to build on their humanities backgrounds*

*to develop career skills for the nonprofit sector. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **REST 306 – Contemporary Christian Thought (3)**

Selected issues and themes in recent scholarly reflection on how best to articulate Christian traditions, in dialogue with contemporary social and intellectual contexts. Writing-emphasis course.

*Rationale: We have an existing variable topics course that sometimes takes up the specific subject matter signaled in this course description but it would be useful for the clarity of student expectations and structure of our major to have a dedicated course name and number. We expect to focus primarily on scholarly writers whose work has clear relevance to wider interdisciplinary and public discourses. Impact on other units: None. Financial impacts: None.*

Low-  
impact:  
Revise  
course

### **+REVISE TITLE**

#### **+REST 311 – Hebrew Bible/Old Testament (3)**

*(Same as Judaic Studies 311.)*

*Formerly: Introduction to the Hebrew Bible*

*Religious Studies is primary.*

#### **+REST 312 – Early Judaism (3)**

*(Same as Judaic Studies 312.)*

*Formerly: Introduction to Early Judaism*

*Religious Studies is primary.*

*Rationale: The shorter title will be easier to read on mobile versions of UTK's timetable. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **+REVISE TITLE**

#### **+REST 322 – Martyrs and Monks: Christian History, 100-800 CE (3)**

*(Same as History-Europe 322.)*

*Formerly: Christianity in Late Antiquity*

*Religious Studies is primary.*

*Rationale: Making the title more attractive to students and more clear about the time period covered. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **+REVISE TITLE**

#### **+REST 354 – Popular Religion in the United States (3)**

*(Same as American Studies 354.)*

*Formerly: Religion and Popular Culture in the United States*

*Religious Studies is primary.*

*Rationale: The class remains the same, but we hope that the new title will be clearer and attract more students. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**+REVISE TITLE**

**+REST 373 – African Religions (3)**

*(Same as Africana Studies 373; Anthropology 373.)*

*Formerly: Religions of Africa*

*Religious Studies is primary.*

*Rationale: The class remains the same, but the new name may attract more students. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE TITLE**

**REST 379 – Chinese Religions (3)**

*Formerly: Religions of China*

*Rationale: The shorter title will be easier to read on mobile versions of UTK's timetable. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE TITLE**

**REST 380 – American Buddhism (3)**

*Formerly: Buddhism in the Americas*

*Rationale: The shorter title will be easier to read on mobile versions of UTK's timetable. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**+REVISE TITLE**

**+REST 381 – Judaism (3)**

*(Same as Judaic Studies 381.)*

*Formerly: Introduction to Judaism*

*Religious Studies is Primary*

*Rationale: The shorter title will be easier to read on mobile versions of UTK's timetable. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **REST 390 – Mindfulness (3)**

Introduction to the history and practice of mindfulness from its Asian Buddhist roots through its global spread, transformations, and applications in the fields of health care, business, education, and social work.

*Rationale: Mindfulness has become a popular technique used in health care, business, education, and social work, but most people remain unfamiliar with its history and origins in Buddhist religious practices. This course will appeal to a wide range of students across the university. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE**

#### **REST 383 – Japanese Religions (3)**

*Formerly: Religions of Japan*

*Rationale: The shorter title will be easier to read on mobile versions of UTK's timetable. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **REST 401 – Texts and the Study of Texts (3)**

*Rationale: This course is no longer a priority for the current faculty and is not prominent in our current curriculum. The topic of texts and their interpretation is covered instead in many other courses on more specific traditions. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **REST 481 – Public Health in Holocaust Ghettos (3)**

Explores a myriad of public health issues connected with incarceration in ghettos during World War II. Students will engage in research on the topic using primary source materials including oral histories, documents, and other available resources.

*Repeatability: May be repeated. Maximum 6 hours.*

*Rationale: We are adding this course to create more interdisciplinary research opportunities for advanced undergraduates. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **REST 494 – Internship (3)**

Gain experience in nonprofit leadership and management by interning at a 501(c)(3) organization, with a focus on the role religion plays in the nonprofit sector.

*Repeatability: May be repeated once.*

*(RE) Prerequisite(s): 300, 301.*

*(RE) Corequisite(s): ALEC 202, ALEC 203, ALEC 410, BUAD 410, CMST 446, ELPS 201, ENT 410, ENT 410S, JREM 499, MGT 472, PYED 246, RSM 201, or RSM 334.*

*Registration Restriction: Religious Studies major, Religion and Nonprofit Leadership concentration.*

*Rationale: The department is introducing a major concentration in Religion and Nonprofit Leadership. This course will be a required component of the new program. It gives students the opportunity to gain real world experience in the operations of a 501(c) (3) nonprofit organization, as well as the chance to reflect on and analyze that experience in written work. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF SOCIOLOGY (SOCL) Sociology

Low-  
impact:  
Revise  
course

### REVISE TITLE, REVISE DESCRIPTION

#### **SOCI 460 – Capitalism and Racism (3)**

Explores the emergence of race and racism with capitalism through an examination of capitalist geographies, institutions, racialized labor dynamics, and in resistance to various forms of domination. Course themes may include racial slavery, divisions of labor, immigration, urban development and gentrification, financialization, privatization, globalization, intersectionality, and resistance movements.

*Formerly: SOCI 460 - Global Capitalism and Racism (3)*

*Connects the emergence of modernity and global capitalism to the idea of race and the proliferation of racism. Post-colonial theory, world-systems, and commodity chain analyses taught with a racial and gender focus. Industry and country case studies examine how historical and contemporary racial divisions of labor emerge.*

*Rationale: The new title and description reflect expertise of more Sociology faculty members. Impact on other units: None. Financial impact: None.*

## PROGRAM CHANGES

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

(main college page)

#### **College-wide Requirements: Perspectives**

#### **Global Challenges**

(second paragraph)

Students satisfy this component of the Perspectives requirement by completing one of the following courses.

ANTH 325; **ARAB 251, ARAB 321**; BIOL 105\*, BIOL 150\*; **EEB 419, EEB 430**;  
ENGL 225\*, ENGL 226\*, ENGL 335\*, ENGL 336, ENGL 423; GEOG 101\*, GEOG  
111\*, GEOG 131\*, GEOG 132\*, GEOG 137\*, GEOG 200\*, GEOG 206, GEOG  
320, GEOG 331, GEOG 340, GEOG 341, GEOG 343, GEOG 344, GEOG  
371, GEOG 373, GEOG 374, GEOG 375, GEOG 413, GEOG 430, GEOG 435,  
GEOG 441, GEOG 442, GEOG 444, GEOG 445, GEOG 449, GEOG 451, GEOG  
462; HILA 450; HIME 350; HIUS 450; LAC 450, LAC 456; MFLL 300; PHIL 346,

PHIL 441; POLS 453, POLS 456, POLS 461, POLS 463, POLS 471, POLS 474, POLS 479; REST 101\*, REST 102\*, **REST 302, REST 319, REST 321, REST 332, REST 339, REST 353**, REST 372, REST 380, REST 386, REST 476; **RUSS 373, RUSS 453**; SOCI 341, SOCI 342, SOCI 375, SOCI 442, SOCI 446; WGS 370\*.

## **College-wide Requirements: Connections Connections Packages**

### **Biodiversity and Humans** (second paragraph)

Students who complete the Biodiversity and Humans connections package will be able to: (1) identify methods used to document and study biodiversity; (2) describe patterns in biodiversity across different wild or managed ecosystems; (3) explain the importance of biodiversity for humans; and (4) give examples of natural and anthropogenic forces that cause changes in biodiversity.

ANTH 303; EEB 304, EEB 305, EEB 306, EEB 330, EEB 351, EEB 424, **EEB 430**, EEB 484; GEOG 413, GEOG 431, GEOG 435, GEOG 439; GEOL 320; SOCI 363.

### **Cultural and Artistic Achievement: Arts in the United States** (second paragraph)

Students who select this package will be able to: (1) recognize and analyze the aesthetic similarities and differences among various art forms produced in the United States; (2) describe the historical development of conventions and traditions in different art forms; and (3) recognize the relationships between art works and the cultures within which those works were created.

AMST 303; ARTH 470, ARTH 472, ARTH 473; ENGL 303, ENGL 331, ENGL 332, ENGL 333, ENGL 334, **ENGL 341**, ENGL 381, ENGL 444; MUCO 411, MUCO 413; POLS 312\*; REST 354.

### **Environment and Society** (second paragraph)

Students completing this package will be able to: (1) recognize the interconnectedness of self, society, and nature; (2) analyze policies, conflicts, and places and degrees of environmental danger; and (3) consider alternatives to current practices.

**EEB 412, EEB 419, EEB 423, EEB 425, EEB 430**; GEOG 331, GEOG 333, GEOG 345, GEOG 430, GEOG 433, GEOG 434, GEOG 435, GEOG 436, GEOG 439; PHIL 346\*; SOCI 360, SOCI 363, SOCI 463, SOCI 465.

### **Global Social Justice**

This connections package explores the problems and promises of social justice in a global age. Courses illuminate the various visions of globalization and the multiple methods and theories through which to analyze the modern world. In order to better understand and address some of the world's most pressing social problems, students explore the social, economic, political, cultural, ideological, and historical processes that

connect disparate parts of the world in highly unequal ways, examining the various factors that contribute to social injustice. Students completing this package will be able to: (1) recognize key processes and elements of globalization as they relate to injustice; (2) critically examine the differential effects of globalization on historically marginalized, oppressed, and vulnerable groups; and (3) consider fair, equitable, and beneficial policies and pathways for peoples engaged in struggles and contests for social justice.

AMST 310, AMST 450; ENGL 331, ENGL 333; GEOG 343, GEOG 451; PHIL 391\*, PHIL 441; SOCI 341, SOCI 342, SOCI 345, SOCI 353, SOCI 442, SOCI 446, SOCI 449, SOCI 452, SOCI 453, SOCI 455, SOCI 472; WGS 370\*.

### **Humans Living on a Dynamic Earth**

(second paragraph)

Students completing this package will be able to: (1) understand why our Earth's surface is constantly changing; (2) recognize the gradual (such as erosion by water, wind, and ice) and abrupt (earthquakes and volcanic eruptions) processes that altered and created the landscapes we live in today; and (3) assess and understand how humans have impacted our environment.

ANTH 360, ANTH 462, ANTH 463, ANTH 466; EEB 412, EEB 430; GEOG 331, GEOG 333, GEOG 345, GEOG 413, GEOG 430, GEOG 431, GEOG 432, GEOG 433, GEOG 435, GEOG 436, GEOG 439; GEOL 320, GEOL 340, GEOL 450, GEOL 455, GEOL 456, GEOL 459, GEOL 462, GEOL 485.

### **Shifting Borders and Cultures in Europe**

(second paragraph)

Students completing this package will be able to: (1) understand and analyze topics in European history, geography, culture, literature, and religion across regions and centuries; (2) engage with a variety of perspectives on shifting borders and cultures in Europe and develop skills to make synthetic and comparative arguments about them in their socio-cultural and historical context; and (3) cultivate basic research skills, develop analytical writing abilities, and practice writing to advance an argument.

ENGL 301, ENGL 302; GEOG 371; GERM 323, GERM 350, GERM 363\*; HIEU 320, HIEU 332, HIEU 334, HIEU 434, HIEU 435; REST 385, REST 386.

### **Understanding Climate Change**

(second paragraph)

Students who complete this connections package will be able to: (1) identify natural and anthropogenic causes of climate change; (2) describe sources of data on past climate; (3) give examples of how past changes in climate have affected Earth's environments and ecosystems; (4) recognize how climate change affects human society; and (5) place current climate trends in their longer-term context.

EEB 404, EEB 425, EEB 433; GEOG 331, GEOG 333, GEOG 334, GEOG 430, GEOG 431, GEOG 432, GEOG 434, GEOG 439, GEOG 453; GEOL 456, GEOL 459.



## Visual Cultures and Media Studies

(second paragraph)

Students completing this package will be able to: (1) critically analyze their own culture; (2) demonstrate knowledge of foreign cultures other than their own; (3) demonstrate insight into aspects of world geography, global economics, international politics, various religions, philosophies, histories, languages, literatures, or arts; (4) demonstrate intercultural communication concepts; (5) evaluate the impact of historical forces on the modern world; (6) explain the causes of domestic and global social problems; (7) identify and summarize concepts of interdependence; and (8) recognize global systems, processes, social constructs, trends, and issues.

ASST 301; ENGL 306, ENGL 334; FREN 420; GEOG 423; GERM 323; ITAL 422; JAPA 315; PHIL 350; POLS 312; PORT 326\*; SOCI 410; SPAN 434.

*Rationale: These are appropriate courses for Global Challenges and Connections.  
Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF ANTHROPOLOGY

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Anthropology Major, BA

(program requirements page)

(second paragraph)

Progression into the anthropology major is based on performance in the three prerequisite courses – ANTH 110\* or ANTH 117\*, ANTH 120\* or ANTH 127\*, and ANTH 130\* or ANTH 137\*. Students must maintain a grade point average of at least ~~2.66~~ **3.0** for the three introductory courses with none of the three grades below a C. Upon satisfactory completion of the prerequisites, the student may apply for progression into the anthropology major by completing a formal application for progression in the Anthropology Department and including with that application an academic history demonstrating satisfactory completion of the progression requirements. Progression applications are reviewed upon receipt. Upon progression to the major, a department advisor will be assigned in consultation with the student.

*Rationale: Each year we have a number of students who are blocked from declaring the major because the score below a B in one of the intro courses. In some cases they effectively complete all courses for the major but cannot declare it and therefore cannot graduate. This change remedies the situation. Impact on other units: None. Financial impact: None.*

#### Anthropology Major, BA

##### Major Requirements

##### Select one course, Archaeological Method and Theory

- ANTH 369 – Selected Topics in Archaeological Method and Theory
- ANTH 435 – Historical Archaeology Laboratory

**Select one course, Archaeological Area**

- ANTH 469 – Selected Topics in Archaeological Area

**Select one course, Biological Anthropology Method and Theory**

- ~~ANTH 359 – Selected Topics in Biological Anthropology Method and Theory~~
- ANTH 470 – Anthropology and the Genome
- ANTH 472 – Paleopathology

**Select one course, Biological Anthropology Applied Area**

- ANTH 459 – Selected Topics in Biological Anthropology Applied Area
- ANTH 474 – Basic Molecular Biology Techniques

*Rationale: These changes add appropriate courses to the areas in the major. Impact on other units: None. Financial impact: None.*

**Anthropology Major, BA (uTrack Requirements)****Requirements for Anthropology Major**

Term 3		
ANTH 110*, ANTH 117*, ANTH 120*, ANTH 127*, ANTH 130*, or ANTH 137*	3	One additional course from ANTH 110*, ANTH 120*, or ANTH 130* with an overall GPA of <del>2.66</del> <del>2.5</del> in ANTH 110*, ANTH 120*, and ANTH 130*
Arts and Humanities (List A)*	3	
Communicating Orally Elective*	3	
Natural Sciences Lab (continuation of sequence)*	4	
<sup>1</sup> Elective	2	
Term 4		
Arts and Humanities (List A or B)*	3	ENGL 102*
Communicating through Writing Elective*	3	<del>3.0 overall GPA in ANTH 110*, ANTH 120*, and ANTH 130*</del>
Social Sciences*	3	
<sup>1</sup> Electives	6	

**Anthropology Major, BA – Disasters, Displacement, and Human Rights Concentration (uTrack Requirements)**

Term 3		
ANTH 110*, ANTH 117*, ANTH 120*, ANTH 127*, ANTH 130*, or ANTH 137*	3	One additional course from ANTH 110*, ANTH 120*, or ANTH 130* with an overall GPA of <del>2.66</del> <del>2.5</del> in ANTH 110*, ANTH 120*, and ANTH 130*
Arts and Humanities (List A)*	3	
Communicating Orally Elective*	3	
Natural Sciences Lab (continuation of sequence)*	4	
<sup>1</sup> Elective	2	
Term 4		
Arts and Humanities (List A or B)*	3	ENGL 102*
Communicating through Writing Elective*	3	<del>3.0 overall GPA in ANTH 110*, ANTH 120*, and ANTH 130*</del>
Social Sciences*	3	
<sup>1</sup> Electives	6	

*Rationale: These changes are to update the uTrack Requirements to current department policy. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
program

## **^ADD PROGRAM**

### **Anthropology Major, BA – Forensic Concentration**

The Forensic concentration is intended for Anthropology majors who wish to develop specialized knowledge and research skills in the forensic arena.

#### **College Requirements**

Arts and Sciences ([link](#))

#### **Major Requirements**

The major consists of at least **30 hours**.

#### **Prerequisites for Progression**

##### **Complete with a mean GPA of 2.66 or better:**

- ANTH 105 – Scene of the Crime: Demystifying Forensic Science
- ANTH 110 – Human Origins or ANTH 117 – Honors: Human Origins
- ANTH 120 – Prehistoric Archaeology or ANTH 127 – Honors Prehistoric Archaeology
- ANTH 130 – Cultural Anthropology or ANTH 137 – Honors: Cultural Anthropology
- ANTH 229 – Skeletal Processing

#### **Concentration Requirements**

##### **Select three courses:**

- ANTH 306 – Dental Anthropology
- ANTH 480 – Human Osteology
- ANTH 486 – Introduction to Forensic Anthropology
- ANTH 472 – Paleopathology

##### **Select at least two courses:**

- ANTH 329 – Skeletal Collections and Curation
- ANTH 429 – Anthropological Field Recovery
- ANTH 439 – Forensic Center Trainee

##### **Select one course:**

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

**Select at least one upper-division anthropology course from each of the following four lists.**

##### **Archaeology method and theory:**

- ANTH 361 - Historical Archaeology

- ANTH 362 - Principles of Archaeology
- ANTH 369 - Selected topics in Archaeological method and Theory
- ANTH 435 - Historical Archaeology Laboratory
- ANTH 451 - Hunter-Gatherers
- ANTH 455 - Archaeological Foodways
- ANTH 460 – Paleoethnobotany
- ANTH 461 - Archaeological Resource Management
- ANTH 464 - Principles of Zooarchaeology

#### **Archaeology area**

- ANTH 360 - North American Prehistory
- ANTH 452 - Paleoindian Archaeology
- ANTH 454 - Archaeology of the African Diaspora
- ANTH 462 - Early European Prehistory
- ANTH 463 - Rise of Complex Civilizations
- ANTH 466 - Archaeology of Southeastern United States
- ANTH 469 - Selected topics in Archaeological Area

#### **Cultural Area**

- ANTH 310 - North American Indians
- ANTH 311 – Southeastern Indians
- ANTH 313 – Cultures of Mexico and Central America
- ANTH 314 - Latinos in the United States
- ANTH 315 – African Diaspora
- ANTH 319 – Caribbean Cultures and Societies
- ANTH 320 – American Cultures
- ANTH 325 - Migration and Transnationalism

#### **Cultural Method and Theory**

- ANTH 413 – Dynamics of Health and Illness
- ANTH 414 - Political Anthropology
- ANTH 415 - Environmental Anthropology
- ANTH 416 – Engaged anthropology
- ANTH 419 – Anthropology of Human Rights
- ANTH 421 - Refugees and Displaced People
- ANTH 422 – Anthropology of global inequality
- ANTH 423 – Anthropology of gender
- ANTH 425 – Humanitarianism
- ANTH 432 - Anthropology of Warfare, Violence, and Peace

*Rationale: The department has long offered course work and opportunities in forensic anthropology and wish to formalize these experiences by establishing a forensic concentration. This will provide students the opportunity for enhanced training and experiences in the application of scientific methods to applied anthropological work. Impact on other units: None. Financial impact: None.*

#### **Anthropology Major, BA – Forensic Concentration (uTrack Requirements)**

Term 1	Hours	Milestone Notes
--------	-------	-----------------

ANTH 110*, ANTH 117*, ANTH 120*, ANTH 127*, ANTH 130*, ANTH 137*, or ANTH 105	3	One course from ANTH 110*, ANTH 120*, ANTH 130*, or ANTH 105 with a grade of C or better.
ENGL 101* (or equivalent)	3	
Foreign Language (intermediate level)*	3	
Quantitative Reasoning Electives*	3-4	
<sup>1</sup> Elective	1-2	
<b>Term 2</b>		
ANTH 110*, ANTH 117*, ANTH 120*, ANTH 127*, ANTH 130*, ANTH 137*, or ANTH 105	3	One additional course from ANTH 110*, ANTH 120*, ANTH 130*, or ANTH 105 with a grade of C or better.
ENGL 102* (or equivalent)	3	
Foreign Language (intermediate level)*	3	
Natural Sciences Lab*	4	
Quantitative Reasoning Electives*	3-4	
<b>Term 3</b>		
ANTH 110*, ANTH 117*, ANTH 120*, ANTH 127*, ANTH 130*, ANTH 137*, or ANTH 105	3	One additional course from ANTH 110*, ANTH 120*, ANTH 130*, or ANTH 105 with a grade of C or better
Arts and Humanities (List A)*	3	ANTH 229
Communicating Orally Elective*	3	
Natural Sciences Lab (continuation of sequence)*	4	
<sup>1</sup> Elective	2	
<b>Term 4</b>		
ANTH 110*, ANTH 117*, ANTH 120*, ANTH 127*, ANTH 130*, ANTH 137*, or ANTH 105	3	One additional course from ANTH 110*, ANTH 120*, ANTH 130*, or ANTH 105 with a grade of C or better
Arts and Humanities (List A or B)*	3	
Communicating through Writing Elective*	3	
Social Sciences*	3	
<sup>1</sup> Electives	3	
<b>Term 5</b>		
ANTH 357 or ANTH 450	3	Two 300-400 level Anthropology course with a grade of C or better
ANTH 480	3	
<sup>2</sup> Connections	3	
Non-U.S. History*	3	
Global Challenges	3	
<b>Term 6</b>		
Anthropology (major)	6	Completion of at least 9 upper-division (300-400 level) hours with a grade of C or better
Non-U.S. History (continuation of sequence)*	3	
<sup>2</sup> Connections	6	
<b>Term 7</b>		
Anthropology (major)	9	Completion of at least 24 total upper-division (300-400 level) hours with a grade of C or better
<sup>1</sup> Electives	6	
<b>Term 8</b>		
Anthropology (major)	12	Completion of at least 42 total upper-division (300-400 level) hours with a grade of C or better
<sup>1</sup> Elective	3	

<b>TOTAL (minimum)</b>	<b>120</b>
------------------------	------------

*Rationale: uTrack requirements for the new Forensic concentration. Impact on other units: None. Financial impact: None.*

## SCHOOL OF ART

Mid-  
impact:  
End  
program

### **^END PROGRAM**

#### **Graphic Design Major, BFA** (College of Arts and Sciences)

*Rationale: The Graphic Design Program is moving from the School of Art to the College of Architecture and Design. Impact on other units: Only impacts Art and Architecture and Design. Financial impact: None.*

## DEPARTMENT OF CHEMISTRY

Low-  
impact:  
Revise  
program

### **REVISE REQUIREMENTS**

#### **Chemistry Major, BS**

#### **Corequisites**

#### **Select one sequence:**

- PHYS 135 – Introduction to Physics for Physical Science and Mathematics Majors I\*
- PHYS 136 – Introduction to Physics for Physical Science and Mathematics Majors II\*

or

- PHYS 137 – Honors: Fundamentals of Physics for Physics Majors I\*
- PHYS 138 – Honors: Fundamentals of Physics for Physics Majors II\*

or

- **PHYS 221 – Elements of Physics\***
- **PHYS 222 – Elements of Physics\***

*Rationale: 100-level calculus-based physics is not offered by many community colleges in the state and therefore transfer students would not be able to take it before coming to UTK. Many will take algebra-based physics (UTK PHYS 221-222) which must be accepted per the Tennessee Transfer statute. The department feels that the best course of action is to recommend calculus-based physics for chemistry majors but accept algebra-based physics as well. Impact on other units: None. Financial impact: None.*

#### **Major Requirements**

#### **Complete two of following in-depth Lecture courses:**

- **BCMB 401 – Biochemistry I**

- CHEM 311 - Advanced Analytical Chemistry
- CHEM 360 - In-depth Organic Chemistry or preferably
- CHEM 368 - Honors: In-depth Organic Chemistry
- CHEM 430 - In-depth Inorganic Chemistry
- CHEM 470 - In-depth Physical Chemistry

### Select an additional 8 hours:

8 additional credit hours from chemistry courses at the 300 or 400 level (**Only** BCMB 419 may also count towards the 8 additional credit hours **outside of Chemistry**). **No more than 6 units of undergraduate research credit hours (CHEM 300, 400, 408) may count toward this requirement.**

*Rationale: The department decided not to develop an in-depth course in chemical biology since it would be largely redundant with the BCMB course 401. We feel that BCMB 401 is completely equivalent to the in-depth courses already on the list. While the chemistry department wishes to encourage more undergraduate research, we believe that some structured coursework should be included for the elective credits. Impact on other units: No appreciable impact. Financial impact: None.*

### Requirements for Chemistry Major, BS

Term 3		
<sup>2</sup> Cognitive elective requirement	3	CHEM 130*
CHEM 260 (Foundation Course)	3	MATH 141*
CHEM 210 (Foundation Course)	3	ENGL 102*
Foundation Lab (must complete 4 of 5 from CHEM 219, CHEM 269, CHEM 339, CHEM 379, CHEM 389)	1	<b>CHEM 210 or CHEM 260 with grade of C or higher</b>
PHYS 135* or PHYS 137* or <b>PHYS 221*</b>	4-5	
Term 4		
<b>An additional foundation lecture course (CHEM 330 or CHEM 370 or CHEM 380) <del>CHEM 380 (Foundation Course)</del></b>	3	<b>CHEM 210 or CHEM 260 with a grade of C or better</b> <del>An additional Foundation Lecture course</del>
Foundation Lab (must complete 4 of 5 from CHEM 219, CHEM 269, CHEM 339, CHEM 379, CHEM 389)	1	<b>Complete CHEM 219 or CHEM 269 with a grade of C or better</b>
PHYS 136* or PHYS 138* or <b>PHYS 222*</b>	4-5	MATH 142*
<sup>1</sup> A&S elective requirements	6	
Term 5		
<b>Complete all remaining foundation lectures. <del>CHEM 330 (Foundation Course)</del></b>	<b>6</b> <del>3</del>	<b>Complete 3-4 of 5 Foundation Lecture courses with grades of C or higher</b>
<b><del>CHEM 370 (Foundation Course)</del></b>	<b>3</b>	<b>Complete 2 of 5 Foundation Lab courses with grades of C or better.</b>
<b>Complete 4 of 5 remaining foundation labs <del>Foundation Lab (must complete 4 of 5 from CHEM 219, CHEM 269, CHEM 339, CHEM 379, CHEM 389)</del></b>	2	<b>PHYS 135* or PHYS 137* or PHYS 221*</b>
<sup>1</sup> A&S elective requirements	9	
Term 6		

Complete <del>an 2-of-5</del> In-depth Chemistry <del>lecture course Electives</del> (CHEM 311, CHEM 360, CHEM 430, CHEM 470, BCMB 401)	<del>3 3-6</del>	Complete 4 of 5 <del>Complete all</del> Foundation courses with grades of C or higher
Chemistry Elective	3	<del>Complete 4 of 5 Complete</del> Foundation lab requirement with grade of C or higher
Complete 1 of 2 advanced laboratories (CHEM 449 or CHEM 459) (satisfies WC requirement)	2	PHYS 136* or PHYS 138* or PHYS 222*
<sup>1</sup> A&S elective requirements	9	
<b>Term 7</b>		
Complete <del>an 2-of-5</del> In-depth Chemistry <del>lecture course Electives</del> (CHEM 311, CHEM 360, CHEM 430, CHEM 470, BCMB 401)	<del>3 3-6</del>	No milestones
Chemistry Elective	3	
<sup>1</sup> A&S elective requirements	6	

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for Chemistry Major, BS, ACS Certified

<b>Term 3</b>		
CHEM 260 (Foundation Course)	3	CHEM 130*
CHEM 210 (Foundation Course)	3	MATH 141*
Foundation <del>Labs CHEM 219 and CHEM 269 Lab (must complete all CHEM 219, CHEM 269, CHEM 339, CHEM 379, CHEM 389)</del>	2	ENGL 102*
PHYS 135* or PHYS 137*	4-5	<del>CHEM 210 or CHEM 260 with grade of C or higher</del>
A&S Elective Requirements	3	
<b>Term 4</b>		
An additional foundation lecture course (CHEM 330 or 370 or 380) <del>CHEM 380 (Foundation Course)</del>	3	<del>CHEM 210 and 260 with grade of C or higher 3-of-5 foundation lecture courses with grades of C or better</del>
An addition foundation lab <del>Foundation Lab</del> (must complete all CHEM 219, CHEM 269, CHEM 339, CHEM 379, CHEM 389)	1	<del>CHEM 219 and 269 with a grade of C or higher</del>
<del>CHEM 360</del>	<del>3</del>	MATH 142*
MATH 241	4	PHYS 135* or PHYS 137*
PHYS 136* or PHYS 138*	4-5	
A&S Elective Requirements	5	
<b>Term 5</b>		
<del>Complete all remaining foundation lectures. CHEM 330 (Foundation Course)</del>	<del>6 3</del>	Complete 3 of 5 <del>all</del> Foundation lecture courses with grades of C or better
<del>CHEM 370 (Foundation Course)</del>	<del>3</del>	Complete 3 of 5 Foundation Lab requirement with grades of C or higher
<del>Complete 4-of-5 remaining foundation labs Foundation Lab (must complete all CHEM 219, CHEM 269, CHEM 339, CHEM 379, CHEM 389)</del>	2	Complete MATH 241
A&S Elective Requirements	6	PHYS 136* or PHYS 138*
<b>Term 6</b>		
Complete 2 of 3 <del>3-of-4</del> In-depth Chemistry lecture courses (CHEM 311, <del>CHEM 360</del> , CHEM 430, CHEM 470)	<del>6 3</del>	Complete all foundation lecture courses with grades of C or better <del>No Milestones</del>
Complete 1 of 3 <del>2-of-3</del> advanced laboratories (CHEM 449*, CHEM 459*, BCMB 419)	<del>1 2</del>	Complete Foundation lab courses with grades of C or better
CHEM 300	1	Complete one of the following classes, CHEM 311, CHEM 430, CHEM 470, CHEM 490, or BCMB 401 with grade of C or better



A&S Elective Requirements	6	
<sup>4</sup> Connections	3	
<b>TOTAL (minimum)</b>	<b>120</b>	<del>127</del>

*Rationale: All the uTrack revisions reflect the revisions made in the programs. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Chemistry Minor

#### Minor Requirements

A minor in chemistry consists of ~~18~~ **49** hours of the following courses.

#### Complete three of the following foundation level sequences:

- CHEM 210 – Foundations of Analytical Chemistry  
and
- CHEM 219 – Foundations of Analytical Chemistry Laboratory
- CHEM 260 – Foundations of Organic Chemistry  
and
- CHEM 269 – Foundations of Organic Chemistry Laboratory
- CHEM 330 – Foundations of Inorganic Chemistry  
and
- CHEM 339 – Foundations of Inorganic Chemistry Laboratory
- CHEM 370 – Foundations of Physical Chemistry  
and
- CHEM 379 – Foundations of Physical Chemistry Laboratory
- CHEM 380 – Foundations of Chemical Biology  
and
- CHEM 389 – Foundations of Chemical Biology Laboratory

#### Choose one in-depth course:

- CHEM 311 – Advanced Analytical Chemistry
- CHEM 360 – In-depth Organic Chemistry
- CHEM 430 – In-depth Inorganic Chemistry
- CHEM 470 – In-depth Physical Chemistry
- BCMB 401 – Biochemistry I

**Choose 3 additional hours at the 300 level or above in Chemistry.**  
(BCMB 401 may not be used to satisfy this requirement)

#### I.-Complete

##### A. Analytical chemistry courses

- ~~CHEM 210 – Foundations of Analytical Chemistry~~
- ~~CHEM 219 – Foundations of Analytical Chemistry Laboratory~~

**B. Organic chemistry courses**

- ~~CHEM 260 – Foundations of Organic Chemistry~~  
or
- ~~CHEM 268 – Honors: Foundations of Organic Chemistry~~  
-
- ~~CHEM 360 – In-depth Organic Chemistry~~  
or
- ~~CHEM 368 – Honors: In-depth Organic Chemistry~~  
-
- ~~CHEM 369 – Organic Chemistry Laboratory – Preprofessional, Non-chemistry Majors~~

**II. Complete one of the following foundation courses plus the corresponding foundation lab****A. Inorganic**

- ~~CHEM 330 – Foundations of Inorganic Chemistry~~  
and
- ~~CHEM 339 – Foundations of Inorganic Chemistry Laboratory~~

**B. Physical**

- ~~CHEM 370 – Foundations of Physical Chemistry~~  
and
- ~~CHEM 379 – Foundations of Physical Chemistry Laboratory~~

**C. Chemical Biology**

- ~~CHEM 380 – Foundations of Chemical Biology~~  
and
- ~~CHEM 389 – Foundations of Chemical Biology Laboratory~~

**III. Complete one of the following additional in-depth courses****A. Analytical**

- ~~CHEM 311 – Advanced Analytical Chemistry~~

**B. Inorganic**

- ~~CHEM 430 – In-depth Inorganic Chemistry~~

**C. Physical**

- ~~CHEM 470 – In-depth Physical Chemistry~~

**D. Chemical Biology**

- ~~BCMB 401 – Biochemistry I~~

*Rationale: The department reevaluated its minor and felt that the requirements were too complicated and did not reflect the spirit of the curriculum reform that we had just enacted. We wanted to make all subdisciplines more or less of equal standing. The proposed changes reflect these feelings. Although the total number of credit hours required for a minor is one less than what is now required, 18 credit hours is still above the minimum required by the college. Impact on other units: None. Financial impact: None.*

**DEPARTMENT OF CLASSICS**

Low-  
impact:  
Revise  
program

**REVISE REQUIREMENTS****Classics Major, BA – Classical Archaeology Concentration****Major Requirements**

**A. Complete:**

- **CLAS 299 – Research Practicum in Classics**

**E. Select 9 12 hours:****Honors Concentration– Classical Archaeology**

The Honors Classical Archaeology Concentration consists of 30 hours. The required core of the major is CLAS 232\*, which the student must pass with a B+ or higher. 9 hours may be from any Classics course numbered 200 or above (excluding CLAS 273). In strict consultation with a departmental advisor, the student pursuing Honors in Classical Archaeology will select an additional 15 hours from ANTH 361, ANTH 362, ANTH 435, ANTH 463, ANTH 464; **CLAS 299**, CLAS 302, CLAS 304, CLAS 305, CLAS 306, CLAS 309, CLAS 436, CLAS 439, CLAS 442, CLAS 443, CLAS 444, CLAS 445, **CLAS 446**, CLAS 461; HIME 382, HIME 400, HIME 486 to design a program that will advance his or her understanding of a particular specialty within the field of Classical Archaeology. The student must satisfy the College's foreign language requirement with Greek, Latin, French or German. To graduate with Honors, the student must maintain a minimum B+ average in Classics department courses and a minimum cumulative B+ average at UT. In total, the student must take a minimum of 15 hours of Honors courses, not all of which need to be in the major subject area. The student will present an Honors thesis (CLAS 498) which must receive a grade of B+ or higher to permit graduation with Honors.

**Requirements for Classics Major – Classical Archaeology Concentration**

<b>Term 3</b>		
Arts and Humanities (List A)*	3	Complete 12 hours
<b>CLAS 232 (AH)*</b>	<b>3</b>	
Foreign Language or Elective	3	
Non-U.S. History*	3	
<sup>†</sup> Electives	<b>3 6</b>	
<b>Term 4</b>		
<b>CLAS 299* (WC) CLAS 232* (AH)</b>	3	ENGL 102*
Communicating Orally Elective*	3	Classics 200-level or above (excluding CLAS 273) with a grade of C or better
Foreign Language or Elective	3	
Non-U.S. History (continuation of sequence)*	3	
Social Sciences (ANTH 120* serves as the prerequisite for Classics category D)*	3	
<b>Term 7</b>		
Classics (category B)	3	Completion of at least 24 total upper-division (300-400) hours
Classics (category C)	3	<b>CLAS 299*</b>
Communicating through Writing Elective*	3	
Social Sciences*	3	
Global Challenges	3	

*Rationale: Our annual SACS-mandated evaluation of senior papers has shown that, in spite of developing a training video, a training session, and a set of detailed departmental instructions for writing a research paper, we have seen insufficient improvement in paper writing skills among our students. For this reason we are creating a course at the sophomore level that will give students semester-long training in writing a research paper in Classics, taking them through all major steps, so that they will be prepared for writing research papers in upper-division Classics courses. All seniors polled in exit interviews*

Low-  
impact:  
Revise  
program

confirmed the need for such a course. Impact on other units: None. Financial impact: None.

## REVISE REQUIREMENTS

### Classics Major, BA – Classical Civilization Concentration

#### Major Requirements

##### Complete:

- CLAS 299 – Research Practicum in Classics

##### Select 9 12 hours

#### Honors Concentration – Classical Civilization

The Honors Classical Civilization concentration consists of 30 hours. The required core of the major is CLAS 201\*, which the student must pass with a B+ or higher. 9 hours may be from any courses in the Classics Department numbered 200 and above (excluding CLAS 273). In strict consultation with a departmental advisor, the student pursuing Honors in Classical Civilization will select an additional 15 hours from Classics CLAS 299 and courses numbered 300 or above, HIME 382 and HIME 400, and PHIL 320\*, to design a program that will advance his or her understanding of a particular specialty within the field of Classical Civilization. To graduate with Honors, the student must maintain a minimum B+ average in Classics Department courses and a minimum cumulative B+ average at UT. In total, the student must take a minimum of 15 hours of Honors courses, not all of which need to be in the major subject area. The student will present an Honors thesis (CLAS 498) which must receive a grade of B+ or higher to permit graduation with Honors.

#### Requirements for Classics Major – Classical Civilization Concentration

Term 4		
Art and Humanities (List A)* or Social Sciences*	3	CLAS 201* with a grade of C or better
Communicating Orally Elective*	3	ENGL 102*
Foreign Language or Elective	3	
Non-U.S. History (continuation of sequence)*	3	
CLAS 299* (WC) <del>Social Sciences*</del>	3	
Term 5		
Arts and Humanities (List A or B)* or Social Sciences*	3	Additional Classics 200-level or above (excluding CLAS 273) with a grade of C or better
Classics (major)	6	
<sup>2</sup> Connections	3	
<sup>1</sup> Elective	3	
Term 7		
Classics (major)	6	Completion of at least 24 total upper-division (300-400) hours
<del>Arts and Humanities (List A or B)* Communicating through Writing* or Elective (if PHIL 320* is taken for the major)</del>	3	CLAS 299*
Global Challenges	3	
<sup>1</sup> Elective	3	

Low-  
impact:  
Revise  
program

*Rationale: Our annual SACS-mandated evaluation of senior papers has shown that, in spite of developing a training video, a training session, and a set of detailed departmental instructions for writing a research paper, we have seen insufficient improvement in paper writing skills among our students. For this reason we are creating a course at the sophomore level that will give students semester-long training in writing a research paper in Classics, taking them through all major steps, so that they will be prepared for writing research papers in upper-division Classics courses. All seniors polled in exit interviews confirmed the need for such a course. Impact on other units: None. Financial impact: None.*

## REVISE REQUIREMENTS

### Classics Major, BA – Greek Concentration

#### Major Requirements

(add as first section)

#### Complete:

- CLAS 299 – Research Practicum in Classics

(second—now third—section)

Select ~~9~~ 12 hours

#### Honors Concentration – Greek

The Honors Greek concentration consists of 30 hours. The student must maintain a minimum B+ average in Greek language courses and a minimum cumulative B+ average at UT. *In strict consultation with a departmental advisor, the student pursuing Honors in Greek will select 9 non-language hours from among the courses below, of which ~~in addition, of the 9 non-language hours described below,~~ 6 must be in courses numbered 300 or higher. In total, the student must take a minimum of 15 hours of Honors courses, not all of which need to be in the major subject area. The student will present an Honors thesis (CLAS 498) which must receive a grade of B+ or higher to permit graduation with Honors.*

#### Classics Major, BA – Greek Concentration (uTrack Requirements)

Term 4		
Arts and Humanities (List A or B)*	3	CLAS 122
CLAS 264*	3	ENGL 102*
CLAS 299* <del>Classics (major)</del>	3	
Non-U.S. History (continuation of sequence)*	3	
Social Sciences*	3	
Term 7		
CLAS 401	3	Completion of at least 24 total upper-division (300-400) hours
CLAS 405	3	CLAS 299*
Communicating through Writing* or Elective (if PHIL 320* taken for the major)	3	
<sup>1</sup> Electives	6	

*Rationale: Our annual SACS-mandated evaluation of senior papers has shown that, in spite of developing a training video, a training session, and a set of detailed departmental*

instructions for writing a research paper, we have seen insufficient improvement in paper writing skills among our students. For this reason we are creating a course at the sophomore level that will give students semester-long training in writing a research paper in Classics, taking them through all major steps, so that they will be prepared for writing research papers in upper-division Classics courses. All seniors polled in exit interviews confirmed the need for such a course. Impact on other units: None. Financial impact: None.

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Classics Major, BA – Latin Concentration

#### Major Requirements

(add as first section)

#### Complete:

- CLAS 299 – Research Practicum in Classics

(second—now third—section)

#### Select 9 12 hours

#### Honors Concentration – Latin

The Honors Latin concentration consists of 30 hours. The student must maintain a minimum B+ average in Latin language courses and a minimum cumulative B+ average at UT. In strict consultation with a departmental advisor, the student pursuing Honors in Greek will select 9 non-language hours from among the courses listed below, of which ~~in addition, of the 9 non-language hours described below,~~ 6 must be in courses numbered 300 or higher. In total, the student must take a minimum of 15 hours of Honors courses, not all of which need to be in the major subject area. The student will present an Honors thesis (CLAS 498) which must receive a grade of B+ or higher to permit graduation with Honors.

#### Classics Major, BA – Latin Concentration (uTrack Requirements)

Term 4		
Arts and Humanities (List A or B)*	3	CLAS 112 or CLAS 150 (per placement)
CLAS 252*	3	ENGL 102*
CLAS 299* Classics (major)	3	
Non-U.S. History (continuation of sequence)*	3	
Social Sciences*	3	
Term 7		
Classics 300-level or higher	6	Completion of at least 24 total upper-division (300-400) hours
Communicating through Writing* or Elective (if PHIL 320* taken for the major)	3	CLAS 299*
<sup>1</sup> Electives	6	

*Rationale: Our annual SACS-mandated evaluation of senior papers has shown that, in spite of developing a training video, a training session, and a set of detailed departmental instructions for writing a research paper, we have seen insufficient improvement in paper writing skills among our students. For this reason we are creating a course at the sophomore level that will give students semester-long training in writing a research paper*

*in Classics, taking them through all major steps, so that they will be prepared for writing research papers in upper-division Classics courses. All seniors polled in exit interviews confirmed the need for such a course. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF EARTH AND PLANETARY SCIENCES

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Geology and Environmental Studies Major, BS – Environmental Studies Concentration

##### Corequisites

##### C. Select one sequence

- ~~BIOL 101 – Introduction to Biology: Cells, Genetics, and Physiology~~
  - ~~BIOL 102 – Introduction to Biology: Biodiversity and Ecology~~
- or

*Rationale: BIOL 101 and 102 are no longer acceptable prerequisites for BIOL 260/269 which is also a Geology and Environmental Studies, Environmental studies concentration requirement so the courses serve no function in the curriculum. Impact on other units: Possible slight decrease in BIOL 101 and 102 enrollment. Financial impact: None.*

##### Concentration Requirements

##### B. Complete five courses

- **GEOL 454 – Environmental Restoration**

*Rationale: Geology 454 is part of the Environmental Studies curriculum. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Environmental Studies Minor

##### Minor Requirements

Select 9 hours:

Select one course:

Select one course:

- ~~AREC 472 – Natural Resource Economics~~

*Rationale: The host college is dropping this course.*

## DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Biological Sciences Major, BS – Ecology and Evolutionary Biology Concentration

##### EEB Concentration

##### II. Upper-Division Courses

A total of 26 hours is required from the courses listed below, and in section III. Fifteen of these hours must be EEB courses, including two field or lab emphasis courses (courses designated below with ^). Additionally, all majors must take EEB 409\* or EEB 490. Up to two-credit hours of EEB 490 can count toward the major. EEB 304, EEB 305, EEB 306, EEB 309, and EEB 413 are not allowed for credit in the concentration. Other courses, related to the student's determined interests, may be approved by petition to the department and the division. Courses applied to the major must include at least 4 hours at the 400-level.

- EEB 310 – Evolution, Disease and Medicine
- EEB 311 – Career and Professional Development
- EEB 412 – Environmental Toxicology
- EEB 419 – Global Change Ecology
- EEB 420 – Fungal Diversity
- EEB 422 – Landscape Ecology
- EEB 423 – Conservation Decision Making
- EEB 425 – Communicating the Science of Climate Change Biology
- EEB 430 – Invasion Biology
- EEB 451 – Research Ethics
- EEB 465 – Special Topics in Ecology
- EEB 466 – Special Topics in Evolution
- EEB 469 – Special Topics in Conservation Biology
- EEB 480 – Natural History of the Smoky Mountains
- EEB 481 – Avian Diversity
- EEB 485 – Ethnobiology: Theory and Methods
- EEB 496 – Special Topics Seminars

*Rationale: These are new courses being added to the catalog and they need to also be added to the program requirements. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF ECONOMICS (ARTS AND SCIENCES)

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Economics Major, BA (Arts and Sciences) Major Requirements

The major consists of either 30 upper-division (300 or 400 level) hours in economics or 27 hours of upper-division (300 or 400 level) hours in economics and a three-hour sequence in professional development.

#### III. Complete A or B Select 12 hours:

- A. Select 12 hours of 300- or 400-level ECON courses
- B. Complete:

- 1 hour BUAD 200 – Integrity: Becoming an Ethical Leader and Effective Communicator



- 1 hour BUAD 300 – Insight: Becoming Personally and Professionally Aware as a Leader
- 1 hour BUAD 405 – Impact: Becoming a Leader Who Makes a Positive Difference
- 9 hours 300- or 400-level ECON courses

*Rationale: Economics majors through the Haslam College of Business are required to take 4 one-credit courses in professional development. The Economics faculty wish for our Arts & Sciences Economics undergraduates to take the last three of the four course sequence in professional development. Impact on other units: Changes come from the Haslam College of Business. Financial impact: None.*

## DEPARTMENT OF ENGLISH

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### English Major, BA – Creative Writing Concentration

##### English Major

Select one course from each area

Language, Theory, Folklore, Cultural, Ethnic, Gender, or Film Studies

- ENGL 342 – Literature and Medicine

##### Creative Writing Concentration

Select three courses

- ENGL 461 – Global Communication for Science and Technology

*Rationale: These revisions are adding appropriate courses to the list. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### English Major, BA – Literature Concentration

##### English Major

Select one course from each area

Language, Theory, Folklore, Cultural, Ethnic, Gender, or Film Studies

- ENGL 342 – Literature and Medicine

*Rationale: This revision is adding an appropriate course to the list. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### English Major, BA – Rhetoric and Writing Concentration

##### English Major

Select one course from each area

Language, Theory, Folklore, Cultural, Ethnic, Gender, or Film Studies:

- ENGL 342 – Literature and Medicine

Low-  
impact:  
Revise  
program

### Rhetoric and Writing Concentration

#### Select one additional course in rhetoric or writing

- ENGL 461 – Global Communication for Science and Technology

*Rationale: These revisions are adding appropriate courses to the list. Impact on other units: None. Financial impact: None.*

### REVISE REQUIREMENTS

#### English Major, BA – Technical Communication Concentration

##### English Major

#### Select one course from each area

#### Language, Theory, Folklore, Cultural, Ethnic, Gender, or Film Studies

- ENGL 342 – Literature and Medicine

##### Technical Communication Concentration

#### Select two courses

- ENGL 461 – Global Communication for Science and Technology

##### Technical Communication Concentration

#### Select one additional course in rhetoric or writing

- ENGL 461 – Global Communication for Science and Technology
- ~~ENGL 497 – Honors: Senior Seminar\*~~

*Rationale: These revisions are adding appropriate courses to the lists and deleting courses that should not be there. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF GEOGRAPHY

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Geography Major, BA – Geospatial Science and Technology Concentration

##### Major requirements

#### Select five courses (at least 15 hours):

- GEOG 312 – First Steps in GIS Programming
- GEOG 313 – Geospatial Field Methods of UAVs, LiDAR, and GPS

#### Geography Major, BA – Honors Geospatial Science and Technology Concentration

##### Major requirements

#### Select five courses (at least 15 hours):

- GEOG 312 – First Steps in GIS Programming
- GEOG 313 – Geospatial Field Methods of UAVs, LiDAR, and GPS

*Rationale: GEOG 313 is a recently developed course that teaches how to use UAVs, LiDAR, and GPS to obtain and use geospatial data. GEOG 312 is a recently developed*

course to teach how to use Python to automate GIS data preparation, analysis, and mapping. Both of these two courses are appropriate for this list. Impact on other units: None. Financial impact: None.

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Sustainability Major, BA

The sustainability major provides scientific, socioeconomic, and philosophical background for understanding and mitigating human impact on the natural environment.

College Requirements  
Arts and Sciences

#### Prerequisites (14-15 hours)

##### Complete:

- ~~ECON 201 – Introductory Economics: A Survey Course\*~~
- ~~GEOG 206 – Sustainability: Reducing our Impact on Planet Earth~~

##### Select one option:

- ~~BIOL 260 – Ecology~~  
and
- ~~BIOL 269 – Ecology Field-Based Laboratory~~  
or
- ~~FWF 250 – Conservation \*~~

##### Select one course:

- ~~GEOG 131 – Weather, Climate, and Climate Change\*~~
- ~~GEOG 103 – The Earth's Environments\*~~

#### Major Requirements

The major consists of ~~41-43~~ ~~36-37~~ hours with 31-32 upper division hours.

#### I. Sustainability Core

##### Complete:

- ~~GEOG 206 – Sustainability: Reducing our Impact on Planet Earth~~
- ~~GEOG 496 – Field Experience for Sustainability~~
- ~~GEOG 499 – Practicing Geography~~

##### Select one course:

- ~~FWF 320 – Human Dimensions of Natural Resources~~
- ~~GEOG 345 – People and Environment~~
- ~~SOCI 360 – Environment and Resources~~

##### Select one course:

- ~~BSET 326 – GIS/GPS Applications in Agriculture and Environmental Science~~
- ~~GEOG 311 – Geovisualization and Geographic Information Science~~
- ~~GEOG 411 – Intermediate Geographic Information Science~~

#### II. Economics and Sustainability and Society

##### Select one course:

- ~~AREC 345 – Renewable Energy Economics~~

- ~~AREC 470 – Policy Analysis for Environmental and Natural Resource Management~~
- ~~ECON 362 – Environmental and Natural Resource Policy~~
- FWF 320 – Human Dimensions of Natural Resources
- GEOG 345 – People and Environment
- PHIL 346 – Environmental Ethics
- SOCI 342 – Globalization and Justice
- SOCI 360 – Environment and Resources

### III. Sustainability and the Environment Resource Management

#### Select one course:

- BIOL 260 – Ecology and BIOL 269 – Ecology Field-Based Laboratory
- FWF 250 – Conservation

#### Select one course:

- EEB 484 – Conservation Biology
- ESS 424 – Environmental Stormwater Management
- ESS 462 – Environmental Climatology
- FORS 335 – Principles of Urban Forestry
- GEOG 433 – Landform Analysis and Landscape Planning
- GEOG 436 – Water Resources
- GEOG 443 – Landform Analysis and Landscape Planning
- GEOL 454 – Environmental Restoration
- GEOL 455 – Environmental Geology
- GEOL 456 – Global Climate Change

#### A. Management Policies

##### Complete:

- ~~FORS 422 – Forest and Wildland Resource Policy~~
- ~~FWF 420 – International Natural Resource Issues~~

#### B. Management Science

##### Select three courses:

- ~~BSET 345 – Green Construction and Construction Safety~~
- ~~EEB 484 – Conservation Biology~~
- ~~ESS 424 – Environmental Stormwater Management~~
- ~~FORS 335 – Principles of Urban Forestry~~
- ~~GEOG 436 – Water Resources~~
- ~~GEOL 454 – Environmental Restoration~~

### IV. Ethics and Sustainability and Development

#### Complete:

- ECON 201 – Intro to Economics

#### Select one course:

- AREC 345 – Renewable Energy Economics
- AREC 472 – Natural Resource Economics
- ECON 322 – The Global Economy: Trade and Development
- ECON 463 – Environmental Economics
- GEOG 451 – The Global Economy
- SOCI 442 – Comparative Poverty and Development

**Select one course:**

- ~~PHIL 346 – Environmental Ethics \*~~
- ~~SOCI 342 – Globalization and Justice~~

**V. Sustainability and Policy Climate Change****Select one course:**

- AREC 333 – Agricultural Conservation Policy
- AREC 470 – Policy Analysis for Environmental and Natural Resource Management
- ECON 362 – Environmental and Natural Resource Policy
- FORS 422 – Forest and Wildland Resource Policy
- FWF 420 – International Natural Resource Issues
- POLS 321 – Urban Politics and Policy

**Select one course:**

- ~~ESS 462 – Environmental Climatology~~
- ~~GEOG 333 – Climate Change and Human Response~~
- ~~GEOG 430 – Global Environments of the Quaternary~~
- ~~GEOL 456 – Global Climate Change~~

**VI. Capstone Experience Skills Area****Select one course:**

- ESS 326 – GIS/GPS Applications in Agriculture and Environmental Science
- GEOG 311 – Intro to GIS
- GEOG 411 – Intermediate GIS
- GEOG 413 – Remote Sensing
- GEOG 415 – Quantitative Methods

**Complete:**

- ~~GEOG 496 – Field Experience for Sustainability~~
- ~~GEOG 499 – Practicing Geography~~

**VII. Focus Area**

**Select nine credit hours of upper division courses from the above listed sub-categories.**

*Rationale: The department is dropping two courses and adding a few upper division courses. We are rearranging the curriculum and opening up space for a focus area. Impact on other units: None. Financial impact: None.*

**REVISE REQUIREMENTS****Sustainability Minor  
Resource Management****Select one course:**

- ~~BSET 345 – Green Construction and Construction Safety~~
- CSAS 345 - Green Construction and Construction Safety

*Rationale: The host college is changing the subject code for this course. Impact on other units: None. Financial Impact: None.*

## DEPARTMENT OF HISTORY

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### History Major, BA

##### Major Requirements

Select 24 upper-division hours including at least 6 hours at 400 level:

Select one course in United States History:

- HIUS 395 – American Experience in WWII
- ~~HIUS 452 – American Experience in World War II~~

##### Honors Concentration – History

Select 24 upper-division hours:

Select one course in United States History:

- HIUS 395 – American Experience in WWII
- ~~HIUS 452 – American Experience in World War II~~

*Rationale: The department is dropping HIUS 452 and replacing it with HIUS 395. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Honors Concentration – History

The honors concentration consists of 33 hours, 12 of which must be honors or honors-by-contract courses. The honors concentration provides history majors the opportunity to work with a faculty mentor on an individualized research project. All declared history majors with an overall GPA of at least 3.25 are invited to participate in the honors concentration. A grade of B or above must be maintained in all honors courses, along with an overall GPA of 3.25. Students interested in honors work at any level should consult the department's honors coordinator.

*Rationale: Now that the department no longer requires the honors course HIST 307, the general rule of a total of 12 hours needs to be included explicitly. Impact on other units: None. Financial impact: None.*

**Complete 9 hours** ~~Select 6 hours~~

##### A. Select 6 hours:

- HIUS 221 – History of the United States
- HIUS 222 – History of the United States
- or
- HIUS 227 – Honors: History of the United States
- HIUS 228 – Honors: History of the United States

##### B. Complete:

- HIST 299 – Thinking Historically

**Select 24 upper-division hours:****Complete:**

- ~~HIST 299 – Thinking Historically~~

*Rationale: HIST 299 is not an upper-division course and should have been listed in the same place as it is in the regular version of our major requirements, under the 9 hours of required lower-division credits. The section headings are also inaccurate, failing to correctly describe the number of hours required for the major (33 hours, not 30). In addition, the current list under “24 hours of upper-division hours” actually includes requirements that total up to 30 hours. Impact on other units: None. Financial impact: None.*

(last section)

**Select 36 additional hours:**

*Rationale: This restores old catalog language that should not have been changed. This change corrects the requirements back to 33 hours, as the general description of the honors major specifies. Impact on other units: None. Financial impact: None.*

**INTERDISCIPLINARY PROGRAMS**

Low-  
impact:  
Revise  
program

**REVISE REQUIREMENTS****Interdisciplinary Programs Major, BA – Cinema Studies Concentration****Concentration Requirements****Complete:**

- CNST 236 – Introduction to Cinema and Video Art
- CNST 281 – Introduction to Film Studies\*

**Select ~~one course~~ two courses, one at the 400 level:**

- ~~CNST 236 – Introduction to Cinema and Video Art~~
- CNST 435 – Narrative Filmmaking
- CNST 436 – Video Art
- ~~JREM 336 – Video Production~~
- JREM 436 – Advanced Video Production

*Rationale: Cinema Studies wants all majors to take CNST 236 so that course is being moved to the Complete list. Impact on other units: None. Financial impact: None.*

**Complete 21 additional hours****History/Theory/Aesthetics**

- CNST 314 – Food, Fiction, and Film in Modern Japan
- CNST 321 – Japanese Graphic Novel/Anime

**Production**

- ARTC 401 – Experiments in Sequencing
- ARTC 439 – Animation
- CNST 431 – The Business of Cinema
- JREM 336 – Video Production

#### Other

- CNST 490 – Internship

*Rationale: The program is adding appropriate courses to these lists. Impact on other units: Primary departments have agreed to these additions. Financial impact: None.*

### REVISE REQUIREMENTS

#### Interdisciplinary Programs Major, BA – Linguistics Concentration

##### Concentration Requirements (30 hours)

Select 9 hours (in consultation with a linguistics advisor) delete courses from list:

- ASL 435 – Linguistics of American Sign Language
- EDDE 415 – Language Development of the Deaf and Hard of Hearing I
- EDDE 416 – Language Development of the Deaf and Hard of Hearing II
- ~~FREN 422 – Advanced Grammar~~
- ~~SPAN 422 – Advanced Grammar and Translation~~
- WLEL 466 – ELS Assessment and Evaluation
- WLEL 489 – Content-Based ESL Methods

*Rationale: These revisions are being made because of changes in the primary departments. The added courses are appropriate for the program. Impact on other units: No real impact. Primary departments have approved additions. Financial impact: None.*

### REVISE REQUIREMENTS

#### Linguistics Minor

##### Minor Requirements

Select 6 hours (in consultation with advisor)

- ASL 435 – Linguistics of American Sign Language
- EDDE 415 – Language Development of the Deaf and Hard of Hearing I
- EDDE 416 – Language Development of the Deaf and Hard of Hearing II
- ~~FREN 422 – Advanced Grammar~~
- ~~SPAN 422 – Advanced Grammar and Translation~~
- WLEL 466 – ELS Assessment and Evaluation
- WLEL 489 – Content-Based ESL Methods

*Rationale: These revisions are being made because of changes in the primary departments. The added courses are appropriate for the program. Impact on other units: No real impact. Primary departments have approved additions. Financial impact: None.*

### REVISE REQUIREMENTS

Low-  
impact:  
Revise  
program

Low-  
impact:  
Revise  
program

Low-  
impact:



Revise  
program**Interdisciplinary Programs Major, BA – Medieval and Renaissance Concentration****Concentration Requirements****Complete:**

- ~~HIEU 314 – Renaissance Europe~~

**Complete at least one but no more than two of the following ~~Select two 200-level~~ foundational courses**

**Select ~~six or seven~~ **five** upper-level elective courses from at least two departments and both time periods (Pre-1450 and Post-1450):**

- HIEU 314 – Renaissance Europe

*Rationale: These changes accommodate two issues: 1) HIEU 314 could not be taught every year, making it too difficult for students to meet the requirement; and 2) requiring four 200-level courses does not fit the needs of our majors. This change gives alternative options to HIEU 314 and reduces the number of required 200-level courses. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program**REVISE REQUIREMENTS****Medieval and Renaissance Studies Minor  
Minor Requirements:****Complete:**

- ~~HIEU 314 – Renaissance Europe~~

**Select ~~at least one but no more than two of the following~~ 200-level foundational courses ~~course~~:**

Revise heading of fourth section to:

Select three ~~or four~~ upper-level elective courses ~~representing from~~ at least two departments ~~and both time periods (Pree-1450 and Post-1450):~~

- HIEU 311 – Early Middle Ages
- HIEU 314 – Renaissance Europe

*Rationale: These changes accommodate two issues: 1) HIEU 314 could not be taught every year, making it too difficult for students to meet the requirement; and 2) requiring four 200-level courses does not fit the needs of our majors. This change gives alternative options to HIEU 314 and reduces the number of required 200-level courses. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program**REVISE REQUIREMENTS****Women, Gender, and Sexuality Concentration****Concentration Requirements**

**Select one course in Arts & Literature:**

- WGS 314 – Food, Fiction, and Film in Modern Japan

## Women, Gender, and Sexuality Minor

### Minor Requirements

Select four **additional** courses:

- WGS 314 – Food, Fiction, and Film in Modern Japan
- WGS 332 – Women in American Literature
- WGS 384 – Gender and Sexuality in Greece and Rome
- WGS 422 – Women Writers in Britain
- WGS 469 – Sexuality and Cinema
- WGS 484 – African American Women in American Society

*Rationale: Adding courses that are appropriate for the program. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF MATHEMATICS

Mid-  
impact:  
Add  
program

### **^ADD PROGRAM**

## Mathematics Honors Minor

### Minor Requirements

The minor consists of **24 hours**. The requirements of the Mathematics Honors Minor are the same as those for the regular mathematics minor, with the following additional requirements.

### Required Courses

- Complete at least 6 hours of 300-400 level mathematics honors courses (not counting Math 307, Math 397, Math 497, and Math 498) or mathematics graduate courses with approval of the department, which may include courses used to fulfill other requirements of the mathematics honors minor.
- Complete 2 hours of Math 397 or 2 hours of Math 497.

### Other Requirements

- Attend at least four mathematics-related public lectures (such as the Mathematics Junior Colloquium or a departmental seminar).
- Graduate with an overall GPA of at least 3.25 and an MGPA of at least 3.4. The upper-division mathematics GPA (MGPA) consists of the GPA for all courses numbered MATH 300-475, except Math 309 and Math 399, and all graduate courses numbered MATH 510 or higher. If the student has completed more than 8 such courses then the MGPA is calculated using the 8 highest grades for those courses.

*Rationale: The department has decided it needs an honors minor. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF MICROBIOLOGY

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Biological Sciences Major, BS – Microbiology Concentration

##### Microbiology Concentration

##### II. Upper-Division Courses

##### B. Select 6 additional hours

- ~~CBE 455 – Elements of Synthetic Biology and Metabolic Engineering~~
- ~~GEOL 465 – Geomicrobiology~~
- MICR 465 – Geomicrobiology

*Rationale: CBE 455 is being dropped by the host college. Geomicrobiology has been listed in the Microbiology concentration under the Geology number. It is now being cross listed in Microbiology so the Microbiology number can be used. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

Low-  
impact:  
Revise  
program

### REVISE TEXT

#### Modern Foreign Languages and Literatures

(main department page)

##### Placement Examination

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

*Rationale: Previous work in college is reflected in transfer credit awarded to the student. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Modern Foreign Languages and Literatures Major, BA – German Concentration (uTrack Requirements)

Majors in German should carefully prepare their programs in consultation with a departmental faculty advisor. The major consists of at least 30 hours of German in courses numbered above 300, with at least 6 hours **from GERM 411, GERM 412, GERM 419, GERM 433, GERM 434, GERM 455, or GERM 485 above 400**. **Two courses from GERM 321, and GERM 322, GERM 324, GERM 325, and GERM 326** are required; ~~GERM 331 and GERM 332 do not count toward the major~~. With the approval of the faculty advisor, the student may count up to 6 hours of coursework taken outside of German towards the major (for example: Modern Foreign Languages and Literatures,

History, Geography, Musicology, Philosophy, Art History, Religious Studies, Cinema Studies). In order to graduate, majors will be required to take a proficiency test in German by registering for MFLL 495 (0 credit hours).

*Rationale: This change ensures that students in the German concentration and the Language and World Business/German concentration are taking at least 6 hours of 400 level classes taught in German. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Modern Foreign Languages and Literatures Major, BA – Hispanic Studies Concentration

Majors who study a semester or more abroad must take SPAN 323 (must be taken prior to any study abroad), SPAN 330, and three of the four required 400-level courses at the University of Tennessee. Students whose level of proficiency in Spanish is superior as defined by the ACTFL Proficiency Guidelines may substitute a 400-level course for SPAN 323 with consent of the department. Note: SPAN 300 does not count toward the Hispanic Studies major but is a prerequisite for SPAN 323. SPAN 401, SPAN 402, SPAN 465, ~~and~~ SPAN 494, ~~and~~ SPAN 494S do not count toward the major.

#### Select two 300-400 level courses in language, literature, or culture:

- SPAN 332 – Survey of Spanish Literature: 1700-present
- SPAN 333 – Survey of Spanish-American Literature: 1700-present
- SPAN 334 – Survey of Hispanic Literatures: Beginnings-1700

*Rationale: These changes are to add the new 494S to the list of courses that do not count for the major. Impact on other units: None. Financial impact: None.*

*Rationale: Students majoring in Hispanic Studies are required to take one survey of literature course. When they take a second survey, a petition is needed in order to count it towards the major. This change will make it unnecessary to write a request for exception every time a student takes more than one survey of literature.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Modern Foreign Languages and Literatures Major, BA – Italian Concentration

#### Complete:

- ITAL 341 – Intermediate Grammar, Composition and Conversation
- ITAL 342 – Intermediate Grammar, Composition and Conversation

#### Select 24 hours

- ITAL 415 – History of Italian Theatre and Performance
- ~~ITAL 341 – Intermediate Grammar, Composition and Conversation~~
- ~~ITAL 342 – Intermediate Grammar, Composition and Conversation~~

*Rationale: After completion of 211 and 212 students need to take two additional courses that will afford them more practice/conversation/writing in the target language in order to*

Low-  
impact:  
Revise  
program

*become proficient. ITAL 415 is a new course that needs to be added to the choices in the concentration requirements. Impact on other units: None. Financial impact: None.*

### **REVISE TEXT**

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Arabic Concentration**

Students pursuing a major in Modern Foreign Languages and Literatures who wish to prepare for careers in international business may complete a special concentration in **Arabic**, Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese or Russian Studies. The concentration offers a professional emphasis in international business, international retail merchandising, or international agricultural economics, and some form of practical experience related to the concentration.

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Chinese Concentration**

Students pursuing a major in Modern Foreign Languages and Literatures who wish to prepare for careers in international business may complete a special concentration in **Arabic**, Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese or Russian Studies. The concentration offers a professional emphasis in international business, international retail merchandising, or international agricultural economics, and some form of practical experience related to the concentration.

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/French and Francophone Studies Concentration**

Students pursuing a major in Modern Foreign Languages and Literatures who wish to prepare for careers in international business may complete a special concentration in **Arabic**, Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese or Russian Studies. The concentration offers a professional emphasis in international business, international retail merchandising, or international agricultural economics, and some form of practical experience related to the concentration.

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/German Concentration**

Students pursuing a major in Modern Foreign Languages and Literatures who wish to prepare for careers in international business may complete a special concentration in **Arabic**, Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese or Russian Studies. The concentration offers a professional emphasis in international business, international retail merchandising, or international agricultural economics, and some form of practical experience related to the concentration.

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Hispanic Studies Concentration**

Students pursuing a major in Modern Foreign Languages and Literatures who wish to prepare for careers in international business may complete a special concentration in **Arabic**, Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese or Russian Studies. The concentration offers a professional emphasis in international business, international retail merchandising, or international agricultural economics, and some form of practical experience related to the concentration.

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Italian Concentration**

Students pursuing a major in Modern Foreign Languages and Literatures who wish to prepare for careers in international business may complete a special concentration in **Arabic**, Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese or Russian Studies. The concentration offers a professional emphasis in international business, international retail merchandising, or international agricultural economics, and some form of practical experience related to the concentration.

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Japanese Concentration**

Students pursuing a major in Modern Foreign Languages and Literatures who wish to prepare for careers in international business may complete a special concentration in **Arabic**, Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese or Russian Studies. The concentration offers a professional emphasis in international business, international retail merchandising, or international agricultural economics, and some form of practical experience related to the concentration.

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Portuguese Concentration**

Students pursuing a major in Modern Foreign Languages and Literatures who wish to prepare for careers in international business may complete a special concentration in **Arabic**, Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese or Russian Studies. The concentration offers a professional emphasis in international business, international retail merchandising, or international agricultural economics, and some form of practical experience related to the concentration.

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Russian Studies Concentration**

Students pursuing a major in Modern Foreign Languages and Literatures who wish to prepare for careers in international business may complete a special concentration in **Arabic**, Chinese, French and Francophone Studies, German, Hispanic Studies, Italian, Japanese, Portuguese or Russian Studies. The concentration offers a professional emphasis in international business, international retail merchandising, or international

agricultural economics, and some form of practical experience related to the concentration.

*Rationale: Arabic needed to be added as an option. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Modern Foreign Languages and Literatures Major, BA – Language and World Business/Arabic Concentration

#### I. Language Requirement: Arabic – 26 hours

#### B. Select ~~6~~ 12 hours

- ARAB 251 – Whole New Worlds: Fantasy, Sci-Fi, and Dystopia in the Middle East
- ~~ARAB 320 – Middle Eastern Film~~
- ARAB 321 – The Israeli-Palestinian Conflict in Literature, Film, and Popular Culture
- ARAB 415 - Topics in Arabic Literature, Language, History, and Culture
- ARAB 431 - Media Arabic
- ARAB 432 - Introduction to Modern Arabic Literature
- ARAB 493 - Independent Study
- ~~HIEU 395 – The Crusades and Medieval Christian-Muslim Relations~~
- ~~HIME 350 – Early Muslim-Christian Relations in the Middle East~~
- ~~HIME 366 – History of the Middle East and the Islamic World, 600 – 1050~~
- ~~HIME 369 – History of the Middle East and the Islamic World, ca. 1050 – 1500~~
- ~~HIME 370 – Modern Middle East~~
- ~~POLS 463 – Contemporary Middle East Politics~~
- ~~REST 332 – Introduction to Islam~~
- ~~REST 336 – The Qur'an and the Literatures of Islam~~
- ~~REST 339 – Islam in the Modern World~~
- ~~REST 436 – Seminar in Islamic Studies~~

#### Select 6 hours:

- ARAB 251 – Whole New Worlds: Fantasy, Sci-Fi, and Dystopia in the Middle East
- ARAB 320 – Middle Eastern Film
- ARAB 321 – The Israeli-Palestinian Conflict in Literature, Film, and Popular Culture
- ARAB 415 – Topics in Arabic Literature, Language, History, and Culture
- ARAB 431 – Media Arabic
- ARAB 432 – Introduction to Modern Arabic Literature
- ARAB 493 – Independent Study
- HIME 350 – Early Muslim-Christian Relations in the Middle East
- HIME 366 – History of the Middle East and the Islamic World, 600-1050
- HIME 369 – History of the Middle East and the Islamic World, ca. 1050-1500
- HIME 370 – Modern Middle East
- HIEU 395 – The Crusades and Medieval Christian-Muslim Relations
- POLS 463 – Contemporary Middle East Politics
- REST 332 – Introduction to Islam
- REST 336 – The Qur'an and the Literatures of Islam
- REST 339 – Islam in the Modern World
- REST 436 – Seminar in Islamic Studies

Low-  
impact:  
Revise  
program

*Rationale: This change will require students to take 6 hours of ARAB courses beyond ARAB 332, in addition to 6 hours of other coursework related to the Arab world. This will place a greater emphasis on MFL-based courses that focus on the language and culture of the Arab World. It also adds two new courses, ARAB 251 and 252. Impact on other units: None. Financial impact: None.*

### **REVISE REQUIREMENTS**

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Chinese Concentration**

##### **I. Language Requirement: Chinese – 27 hours**

##### **B. Select 9 hours:**

- CHIN 401 – Contemporary Chinese Studies I
- CHIN 402 – Contemporary Chinese Studies II

*Rationale: These are new 4<sup>th</sup>-year Chinese language classes and should satisfy the language requirement for LWB Chinese and Chinese minor. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

### **REVISE REQUIREMENTS**

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Hispanic Studies Concentration**

##### **I. Language Requirement: Spanish – 30 hours**

##### **C. Select two 300-400 level language, literature, culture courses**

- SPAN 332 – Survey of Spanish Literature: 1700-present
- SPAN 333 – Survey of Spanish-American Literature: 1700-present
- SPAN 334 – Survey of Hispanic Literatures: Beginnings-1700

##### **D. Select two 400-level language, literature, or culture courses**

Note: SPAN 401, SPAN 402, SPAN 465, ~~and~~ SPAN 494, ~~and~~ SPAN 494S do not count toward the major.

*Rationale: Students majoring in Hispanic Studies are required to take one survey of literature course. When they take a second survey, a petition is needed in order to count it towards the major. This change will make it unnecessary to write a request for exception every time a student takes more than one survey of literature. Impact on other units: None. Financial impact: None.*

*Rationale: These changes are to add the new 494S to the list of courses that do not count for the major. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

### **REVISE REQUIREMENTS**

#### **Modern Foreign Languages and Literatures Major, BA – Language and World Business/Italian Concentration**



**I. Language Requirement: Italian – 24 hours****B. Select 18 hours:**

- **ITAL 415 – History of Italian Theatre and Performance**

*Rationale: After completion of 211 and 212 students need to take two additional courses that will afford them more practice/conversation/writing in the target language in order to become proficient. ITAL 415 is a new course that needs to be added to the choices in the concentration requirements. Impact on other units: None. Financial impact: None.*

**REVISE REQUIREMENTS****Arabic Studies Minor****Select 6 hours:**

- ARAB 251 – Whole New Worlds: Fantasy, Sci-Fi, and Dystopia in the Middle East
- ARAB 320 – Middle Eastern Film
- ARAB 321 – The Israeli-Palestinian Conflict in Literature, Film, and Popular Culture
- ARAB 415 – Topics in Arabic Literature, Language, History, and Culture
- ARAB 431 – Media Arabic
- ARAB 432 – Introduction to Modern Arabic Literature
- ARAB 493 – Independent Study

**Select 6 Hours:**

- ARAB 251 – Whole New Worlds: Fantasy, Sci-Fi, and Dystopia in the Middle East
- ARAB 320 – Middle Eastern Film
- ARAB 321 – The Israeli-Palestinian Conflict in Literature, Film, and Popular Culture
- ARAB 415 – Topics in Arabic Literature, Language, History, and Culture
- ARAB 431 – Media Arabic
- ARAB 432 – Introduction to Modern Arabic Literature
- ARAB 493 – Independent Study
- HIME 350 – Early Muslim-Christian Relations in the Middle East
- HIME 366 – History of the Middle East and the Islamic World, 600-1050
- HIME 369 – History of the Middle East and the Islamic World, ca. 1050-1500
- HIME 370 – Modern Middle East
- HIEU 395 – The Crusades and Medieval Christian-Muslim Relations
- POLS 463 – Contemporary Middle East Politics
- REST 332 – Introduction to Islam
- REST 336 – The Qur'an and the Literatures of Islam
- REST 339 – Islam in the Modern World
- REST 436 – Seminar in Islamic Studies

**Select 12 hours:**

- ~~ARAB 320 – Middle Eastern Film~~
- ~~ARAB 415 – Topics in Arabic Literature, Language, History, and Culture~~
- ~~ARAB 431 – Media Arabic~~
- ~~ARAB 432 – Introduction to Modern Arabic Literature~~

- ~~ARAB 493 – Independent Study~~
- ~~HIME 350 – Early Muslim-Christian Relations in the Middle East~~
- ~~HIME 366 – History of the Middle East and the Islamic World, 600—1050~~
- ~~HIME 369 – History of the Middle East and the Islamic World, ca. 1050—1500~~
- ~~HIME 370 – Modern Middle East~~
- ~~HIEU 395 – The Crusades and Medieval Christian-Muslim Relations~~
- ~~POLS 463 – Contemporary Middle East Politics~~
- ~~REST 332 – Introduction to Islam~~
- ~~REST 336 – The Qur’an and the Literatures of Islam~~
- ~~REST 339 – Islam in the Modern World~~
- ~~REST 436 – Seminar in Islamic Studies~~

*Rationale: This change will require students to take 6 hours of ARAB courses beyond ARAB 332, in addition to 6 hours of other coursework related to the Arab world. This will reduce overlap between the Arab Studies Minor and the New Middle East Studies major and minor by placing a greater emphasis on MFL-based courses that focus on the language and culture of the Arab World. It also add the two new courses, ARAB 251 and 252. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Hispanic Studies Minor:

Minors who study a semester or more abroad must take SPAN 323 (must be taken prior to any study abroad), SPAN 330, and at least one additional course numbered above 300 at the University of Tennessee. SPAN 300 does not count toward the minor but is a prerequisite for SPAN 323. SPAN 401, SPAN 402, SPAN 465, **and** SPAN 494, **and** **SPAN 494S** do not count toward the minor.

*Rationale: SPAN 300 is a recently added course that should not count for the minor. Adding this language to the catalog will save the department from writing petitions. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Italian Minor

#### Minor Requirements

#### Select 12 hours

- **ITAL 415 – History of Italian Theatre and Performance**

*Rationale: After completion of 211 and 212 students need to take two additional courses that will afford them more practice/conversation/writing in the target language in order to become proficient. ITAL 415 is a new course that needs to be added to the choices in the concentration requirements. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF PHYSICS AND ASTRONOMY

Low-  
impact:

## REVISE REQUIREMENTS

Revise  
program**Physics Major, BS – Academic Concentration****Physics Major – Prerequisites (30-37 23-25 hours)****Complete:**

- **MATH 241 – Calculus III**
- **MATH 251 – Matrix Algebra I**

**Physics Major – Requirements (29 33 hours)****Complete:**

- ~~MATH 241 – Calculus III~~

**Requirements for Physics Major – Academic Concentration**

<b>Term 2</b>		
COSC 102	4	ENGL 101*
ENGL 102* (or equivalent)	3	MATH 130 or MATH ACT 28
MATH 142* or MATH 148*	4	
PHYS 136* or PHYS 138*	4-5	
<sup>3</sup> Elective	4	
<b>Term 3</b>		
Foreign Language (intermediate level)*	3	MATH 141*
MATH 231	3	PHYS 135* or PHYS 137* or PHYS 231*
Non-U.S. History*	3	
PHYS 250	4	
Social Sciences*	3	
<b>Term 4</b>		
Foreign Language (intermediate level)*	3	ENGL 102*
<del>MATH 251</del> <del>MATH 241</del>	<del>3</del> <del>4</del>	MATH 142*
Non-U.S. History (continuation of sequence)*	3	PHYS 136* or PHYS 138* or PHYS 232*
PHYS 321	3	COSC 102
PHYS 421	4	
<b>Term 5</b>		
Arts and Humanities (List A or B)*	3	MATH 231 or <del>MATH 251</del> <del>MATH 241</del>
Global Challenges	3	PHYS 250
PHYS 311	3	
PHYS 361	3	
<del>MATH 241</del> Elective	<del>4</del> 3	
<b>Term 6</b>		
Arts and Humanities (List A)*	3	Completion of at least 9 upper-division (300-400 level) hours
PHYS 312	3	MATH 231
PHYS 461	3	MATH 241 or <del>MATH 251</del>
<sup>2</sup> Connections	6	
<b>Term 8</b>		
PHYS 412	3	Completion of at least 42 total upper-division (300-400 level) hours
PHYS 432	3	
PHYS 451*	3	
<sup>1</sup> Elective Electives	<del>3</del> 3-6	
<b>TOTAL (minimum)</b>	<b>120</b>	

*Rationale: Math 241 is being moved from a direct requirement to a prerequisite course and Math 251 is being added as a prerequisite. The department feels that these courses*

Low-  
impact:  
Revise  
program

are needed preparation for the Physics courses. Impact on other units: No real impact.  
Financial impact: None.

Rationale: uTrack changes deemed necessary by the department. Impact on other units: None. Financial impact: None.

## REVISE REQUIREMENTS

### Physics Major, BS – Astronomy Concentration

#### Physics Major – Prerequisites (30-37 23-25 hours)

Complete:

- MATH 241 – Calculus III
- MATH 251 – Matrix Algebra I

#### Physics Major – Requirements (29 33 hours)

Complete:

- ~~MATH 241 – Calculus III~~

Rationale: Math 241 is being moved from a direct requirement to a prerequisite course and Math 251 is being added as a prerequisite. The department feels that these courses are needed preparation for the Physics courses. Impact on other units: No real impact.  
Financial impact: None.

### Requirements for Physics Major – Astronomy Concentration

Term 3		
ASTR 217*	4	MATH 141*
Foreign Language (intermediate level)*	3	PHYS 135* or PHYS 137* or PHYS 231*
MATH 231	3	
Non-U.S. History*	3	
PHYS 250	4	
Term 4		
ASTR 218*	4	COSC 102
Foreign Language (intermediate level)*	3	ENGL 102*
MATH 251 MATH 241	3 4	MATH 142*
PHYS 321	3	PHYS 136* or PHYS 138* or PHYS 232*
Term 5		
Arts and Humanities (List A or B)*	3	MATH 231 or MATH 251 MATH 241
Non-U.S. History (continuation of sequence)*	3	PHYS 250
MATH 241	4	
PHYS 311	3	
ASTR 411	3	
Term 6		
Arts and Humanities (List A)*	3	Completion of at least 9 upper-division (300-400 level) hours
ASTR 421	3	MATH 231
Social Sciences*	3	MATH 241 or MATH 251
<sup>2</sup> Connections	3	
<sup>2</sup> Global Challenges <sup>1</sup> Elective	3 2	
Term 8		
PHYS 421	4	Completion of at least 42 total upper-division (300-400 level) hours
PHYS 451*	3	
Communicating Orally Elective*	3	

PHYS 461	3	
<sup>2</sup> Connections	3	
<del>Global Challenges</del>	<del>3</del>	
<b>TOTAL (minimum)</b>	<b>120</b>	

*Rationale: Math 241 is being moved from a direct requirement to a prerequisite course and Math 251 is being added as a prerequisite. The department feels that these courses are needed preparation for the Physics courses. Impact on other units: No real impact. Financial impact: None.*

*Rationale: uTrack changes deemed necessary by the department. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Physics Major, BS – General Concentration

#### Physics Major – Prerequisites (30-37 ~~23-25~~ hours)

Complete:

- MATH 241 – Calculus III
- MATH 251 – Matrix Algebra I

#### Physics Major – Requirements (29 ~~33~~ hours)

Complete:

- ~~MATH 241 – Calculus III~~

### Requirements for Physics Major – General Concentration

Term 2		
COSC 102	4	ENGL 101*
ENGL 102* (or equivalent)	3	MATH 130 or MATH ACT 28
MATH 142* or MATH 148*	4	
PHYS 136* or PHYS 138*	4-5	
<sup>1</sup> Elective	<del>0-1</del>	
Term 3		
Foreign Language (intermediate level)*	3	MATH 141*
MATH 231	3	PHYS 135* or PHYS 137* or PHYS 231
Non-U.S. History*	3	
PHYS 250	4	
Communicating through Writing Elective* PHYS 314	3	
Term 4		
Foreign Language (intermediate level)*	3	ENGL 102*
MATH 251 <del>MATH 241</del>	<del>3-4</del>	MATH 142*
Non-U.S. History (continuation of sequence)*	3	PHYS 136* or PHYS 138* or PHYS 232*
PHYS 321	3	COSC 102*
PHYS 421	4	
Term 5		
Arts and Humanities (List A or B)*	3	MATH 231 or MATH 251 <del>MATH 241</del>
MATH 241 <del>Physics (major)</del>	<del>4</del> <del>3</del>	PHYS 250
PHYS 311 <del>Communicating through Writing Elective*</del>	3	
Elective	3	
PHYS 361	3	
Term 6		

Arts & Humanities (List A)*	3	Completion of at least 9 upper-division (300-400 level) hours
Physics (major)	3	MATH 231
Social Sciences*	3	MATH 241 or MATH 251
<sup>2</sup> Connections (2 courses)	6	

*Rationale: Math 241 is being moved from a direct requirement to a prerequisite course and Math 251 is being added as a prerequisite. The department feels that these courses are needed preparation for the Physics courses. Impact on other units: No real impact.*

*Financial impact: None.*

*Rationale: uTrack changes deemed necessary by the department. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF RELIGIOUS STUDIES

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Religious Studies Major, BA

~~Details regarding the major and religious studies courses are available in the departmental office, located in 501 McClung Tower, or from any member of the religious studies faculty.~~

#### Major Requirements

II. Select one course from each of the following areas (12 hours):

##### B. North America and Africa

- REST 306 – Contemporary Christian Thought

##### C. South, Southeast, and East Asia

- REST 382 – Mindfulness

*Rationale: This change reflects new course titles that may help increase enrollment, and a class that has been added to the major. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Honors Concentration – Religious Studies

#### Major Requirements

II. Select one course from each of the following areas (12 hours):

##### B. North America and Africa

- REST 306 – Contemporary Christian Thought
- REST 361 – The American Jewish Experience

##### C. South, Southeast, and East Asia

- REST 319 – Gender, Sexuality, and Religion in Asia
- REST 372 – Contemporary Buddhism
- REST 382 – Mindfulness

*Rationale: This change reflects new course titles that may help increase enrollment, and a class that has been added to the major. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
program

## **^ADD PROGRAM**

### **Religious Studies Major, BA – Religion and Nonprofit Leadership Concentration**

#### **College Requirements**

Arts and Sciences

#### **Major Requirements**

The Religion and Nonprofit Leadership concentration consists of 33 hours.

#### **I. Complete (12 hours):**

- REST 300 – Method and Theory in Religious Studies
- REST 301 – Religion and Nonprofit Leadership
- REST 494 – Internship
- REST 499 – Advanced Seminar in the Study of Religion

#### **II. Select one course from each of the following areas (12 hours):**

##### **A. Mediterranean and the Middle East**

- REST 311 – Hebrew Bible/Old Testament
- REST 312 – Early Judaism
- REST 321 – New Testament and Christian Origins
- REST 322 – Martyrs and Monks: Christian History, 100-800 CE
- REST 332 – Introduction to Islam
- REST 335 – Islam and the Body
- REST 336 – The Qur'an and the Literatures of Islam
- REST 339 – Islam in the Modern World
- REST 381 – Judaism
- REST 385 – Contemporary Jewish Thinkers
- REST 386 – Voices of the Holocaust

##### **B. North America and Africa**

- REST 306 – Contemporary Christian Thought
- REST 353 – Religion, Race, and Ethnicity in North America
- REST 354 – Religion and Popular Culture in the United States
- REST 355 – Topics in North American Religion
- REST 356 – Rastafari and Afro-Caribbean Religions
- REST 359 – American Religious History
- REST 360 – Witchcraft, Magic, and Religion
- REST 361 – The American Jewish Experience
- REST 373 – African Religions
- REST 380 – American Buddhism

##### **C. South, Southeast, and East Asia**

- REST 319 – Gender, Sexuality, and Religion in Asia

- REST 372 – Contemporary Buddhism
- REST 374 – Hindu Traditions
- REST 375 – Theravada Buddhism
- REST 376 – Buddhism in South and Southeast Asia
- REST 379 – Chinese Religions
- REST 382 – Mindfulness
- REST 383 – Japanese Religions

#### **D. Methods and Issues in Religious Studies**

- REST 302 – Anthropology of Religion
- REST 303 – Sociology of Religion
- REST 305 – Contemporary Religious Thought and Practice
- REST 320 – Gender and Religion

#### **III. Select one course from the following list (3 hours):**

- ALEC 202 – Leadership and Diversity in Organizations and Communities
- ALEC 303 – Analysis of Leadership Approaches and Styles
- ALEC 410 – Ethical Leadership in Agriculture
- CMST 446 – Leadership
- ELPS 201 – Foundations of Leadership Studies
- JREM 499 – Enterprise and Leadership in Media
- MGT 472 – Managing People in the Global Environment
- PYED 246 – Outdoor Leadership
- RSM 201 – Foundations of Recreation and Principles of Leadership
- RSM 334 – Sport and Community Development

#### **IV. Select 6 hours**

- any remaining Religious Studies courses (at least 3 hours must be taken at the 300 level or above; no more than 3 hours may be taken at the 200-level)

*Rationale: This program requires 3 additional courses for the major in Religious Studies: a course on Religion and Nonprofit Leadership, a course on leadership outside the Department of Religious Studies, and an internship with a 501©3 organization. The concentration would be appropriate for students interested in working for nonprofit organizations whose missions intersect with religion. Impact on other units: No significant impact. This concentration will not directly compete with any existing program for students and should attract new majors. Financial impact: None.*

#### **Religious Studies Major, BA – Religion and Nonprofit Leadership Concentration (uTrack Requirements)**

#### **Requirements for Religious Studies Major, BA – Religion and Nonprofit Leadership Concentration**

<b>Term 1</b>	<b>Hours</b>	<b>Milestone Notes</b>
ENGL 101* (or equivalent)	3	Complete at least 12 hours by the end of the term
Foreign Language (intermediate level)*	3	
Natural Sciences Lab*	4	
Quantitative Reasoning Electives*	3-4	
<sup>1</sup> Elective	1	
<b>Term 2</b>		



ENGL 102* (or equivalent)	3	ENGL 101*
Foreign Language (intermediate level)*	3	
Natural Sciences Lab (continuation of sequence)*	4	
Quantitative Reasoning Electives*	3-4	
Social Sciences* (REST 232* or REST 233* recommended)	3	
<b>Term 3</b>		
Arts and Humanities (List A)*	3	Complete at least 36 hours by the end of the term
Communicating through Writing Elective*	3	
Communicating Orally Elective*	3	
Non-U.S. History*	3	
Social Sciences*	3	
<b>Term 4</b>		
Arts and Humanities (List A or B)*	3	ENGL 102*
Non-U.S. History (continuation of sequence)*	3	One 200 level or higher Religious Studies course with a grade of C or better
Religious Studies (major)	3	
<sup>1</sup> Electives	6	
<b>Term 5</b>		
REST 300	3	One additional 200 level or higher Religious Studies course with a grade of C or better
Religious Studies (major)	3	
<sup>2</sup> Connections	3	
<sup>1</sup> Electives	6	
<b>Term 6</b>		
Course from Section III of the Concentration	3	Completion of at least 9 upper-division (300-400 level) hours
Religious Studies (major)	3	
<sup>2</sup> Connections	6	
Global Challenges	3	
<b>Term 7</b>		
REST 494	3	Completion of at least 24 total upper-division (300-400 level) hours
Religious Studies (major)	6	
<sup>1</sup> Electives	6	
<b>Term 8</b>		
REST 499	3	Completion of at least 42 total upper-division (300-400 level) hours
Religious Studies (major)	3	
<sup>1</sup> Electives	9	
<b>TOTAL (minimum)</b>	<b>120</b>	

Mid-  
impact:  
Add  
program

## **^ADD PROGRAM**

### **Religious Studies Minor – Religion and Nonprofit Leadership**

#### **Minor Requirements**

The minor consists of 15 hours in the department of Religious Studies. No more than 3 hours may be taken at the 200 level. Students are encouraged to discuss their program with a faculty member in the department.

#### **I. Complete (6 hours):**

- REST 300 – Method and Theory in Religious Studies

- REST 301 – Religion and Nonprofit Leadership

## II. Select one course from the following list (3 hours):

- ALEC 202 – Leadership and Diversity in Organizations and Communities
- ALEC 303 – Analysis of Leadership Approaches and Styles
- ALEC 410 – Ethical Leadership in Agriculture
- CMST 446 – Leadership
- ELPS 201 – Foundations of Leadership Studies
- JREM 499 – Enterprise and Leadership in Media
- MGT 472 – Managing People in the Global Environment
- PYED 246 – Outdoor Leadership
- RSM 201 – Foundations of Recreation and Principles of Leadership
- RSM 334 – Sport and Community Development

## III. Select 6 hours:

- any remaining Religious Studies courses

*Rationale: This concentration would be appropriate for students interested in working for nonprofit organizations whose missions intersect with religion. Impact on other units: None. Financial impact: None.*

## HASLAM COLLEGE OF BUSINESS

All changes effective Fall 2019

### COURSE CHANGES

#### INTERDEPARTMENTAL (BUAD) Business Administration

Mid-  
impact:  
Add  
Course

#### **ADD COURSE**

**BUAD 102S Service Learning Seminar** (1) Service learning seminar, which provides a framework for participation in service to the community. The purpose is to increase the connection between campus and the local community, to educate students for citizenship and public service, and to highlight the positive role that business leaders play in the community.

*Comment(s): Participation in the Haslam College of Business's Venture Living Learning Community is required.*

*Registration Permission: Consent of instructor.*

*Rationale: Reflects application for "S" Experience Learning designation, which will help students identify courses with service learning content. Impact on other units: None. Financial Impact: None.*

*Note: This course was approved by the S subcommittee.*

Low-  
impact:  
Revise  
course

#### **REVISE REGISTRATION RESTRICTION(S)**

**BUAD 200 - Integrity: Becoming an Ethical Leader and Effective Communicator**

*Registration Restriction(s): Majors in the Haslam College of Business and Economics majors in the College of Arts and Sciences.*

*Formerly: Majors in the Haslam College of Business.*

*Rationale: Allows Arts and Sciences majors to register for the course, per an agreement between the colleges. Impact on other units: Agreed upon between the colleges. Financial impact: None, there is sufficient capacity for the few additional students.*

Low-  
impact:  
Revise  
course

### **REVISE REGISTRATION RESTRICTION(S)**

#### **BUAD 242 Business Software Applications (2)**

*Registration Restriction(s): Majors in the Haslam College of Business or Food and Agricultural Business in the Herbert College of Agriculture.*

*Formerly: Majors in the Haslam College of Business.*

*Rationale: Reflects agreement between colleges to allow additional students to take this course. Financial Impact: No negative impact; colleges have agreed that course can handle additional load. Impact on other units: See above; both colleges have agreed to revision.*

Low-  
impact:  
Revise  
course

### **REVISE REGISTRATION RESTRICTION(S)**

#### **BUAD 300 - Insight: Becoming Personally and Professionally Aware as a Leader**

*Registration Restriction(s): Majors in the Haslam College of Business and Economics majors in the College of Arts and Sciences.*

*Formerly: Majors in the Haslam College of Business.*

*Rationale: Allows Arts and Sciences majors to register for the course, per an agreement between the colleges. Impact on other units: Agreed upon between the colleges. Financial impact: None, there is sufficient capacity for the few additional students.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **BUAD 320 Business Career Planning and Placement (1)**

*Rationale: Course no longer being taught; content has shifted to courses in Haslam Leaders series, BUAD 100, 200, 300, 405. Impact on other units: None. Course was typically only taken by business majors. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE REGISTRATION RESTRICTION(S)**

#### **BUAD 405 - Impact: Becoming a Leader Who Makes a Positive Difference**

*Registration Restriction(s): Majors in the Haslam College of Business and Economics majors in the College of Arts and Sciences.*

*Formerly: Majors in the Haslam College of Business.*

*Rationale: Allows Arts and Sciences majors to register for the course, per an agreement between the colleges. Impact on other units: Agreed upon between the colleges. Financial impact: None, there is sufficient capacity for the few additional students.*

## **(IB) International Business**

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **IB 407 Honors: International Business (3)**

This course is designed to equip students with methods to lead, mobilize, and tackle challenges within an international business and multicultural context. Students will learn how to utilize a design thinking framework to become more adaptive and innovative leaders. The course explores how cultures, mindsets, and people vary, how to recognize these variances, and how to successfully lead and manage effectively within these environments. Through a combination of online learning modules, interactive lectures, and experiential assignments, students will explore unique opportunities and problems that confront leaders navigating in a global economic context.

*(RE )Corequisite(s): BUAD 338 and ECON 218.*

*Registration Restriction: Admission to the Haslam College of Business Smith Global Leadership Scholars Program.*

*Rationale: This curricular revision is needed since the business curriculum has changed. Because students take MGT 202 in their first year, a new course is needed to ensure GLS students are classified as full-time students during the London semester. Furthermore, this course helps Smith GLS students continue progression and complete major requirements while studying abroad. Impact on other units: none. Financial impact: This change does not affect the college budget.*

## **DEPARTMENT OF ACCOUNTING AND INFORMATION MANAGEMENT**

Program Learning Outcomes for the BSBA in Accounting

1. Students will identify major differences between US GAAP and IFRS.
2. Upon completion of the course of instruction, the student will be able to construct documentation diagrams of an organizational business process manually and use documentation software (such as Visio).

## **(ACCT) Accounting**

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION**

#### **ACCT 203 Introduction to Financial Accounting (3)**

Introduction to financial accounting theory and practice with emphasis on the preparation of financial statements, the role of accounting information in business decisions, and the accounting profession.

*Formerly: ACCT 203 Introduction to Financial and Managerial Accounting (3)  
Introduction to financial and managerial accounting theory and practice with emphasis on the preparation of financial statements, the role of accounting information in business decisions, and the accounting profession.*

*Rationale: The revised description and title more accurately reflect the course content and objectives. Financial Impact: None. Impact on other units: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **ACCT 204 Cost Management (3)**

Cost information for products, services, and how cost information is recorded, analyzed, reported, and used in decision making. Topics include cost concepts and behavior, cost systems, budgeting, activity-based costing and management, and strategic cost management.

*(RE) Prerequisite(s): ACCT 203 with grade of C or better.*

*Registration Restriction(s): Majors in the Haslam College of Business.*

*Rationale: Change is essentially dropping ACCT 321 (Cost Management) and moving the content into a 200-level course. The course content makes it more appropriate to take during the sophomore year. Financial Impact: None. Impact on other units: None.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S), DROP (RE) COREQUISITE(S)**

#### **ACCT 311 Financial Reporting and Analysis (3)**

*(RE) Prerequisite(s): C or better in all the tracking courses – Accounting 203; Economics 211; Economics 213; Communication Studies 210 or 240; English 255 or 295; Management 202; Mathematics 123-125 or 141-142; and Statistics 201 (or honors equivalents).*

*Formerly: (RE) Prerequisite(s): 301 with grade of C or better.*

*(RE) Corequisite(s): Finance 301.*

*Rationale: The previous prerequisite for this course, Accounting 301, is not included in the revised program. Impact on other units: None. Students pursuing an Accounting collateral, which would require this course, have been advised to take Accounting 203. Financial Impact: None.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **ACCT 321 – Cost Management (3)**

*Rationale: Content is being moved to new ACCT 204 course. Impact on other units: Other programs that utilize ACCT 321 (i.e., majors with an Accounting collateral) have been revised. Financial impact: None; resources used for ACCT 321 will be shifted to 204.*

<b>Equivalency Table</b>	
<b>Current Course Accounting (ACCT)</b>	<b>Equivalent Course Effective Fall 2019 Accounting (ACCT)</b>
ACCT 321	ACCT 204

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION, REVISE (RE) PREREQUISITE(S)**

#### **ACCT 411 Introduction to Auditing (3)**

Auditing's role in society from an internal and external perspective, audit methodology, role of internal control in auditing, and application of auditing procedures to specific transaction cycles.

*(RE) Prerequisite(s): ACCT 311 with grade of C or better or permission of instructor.*

*Formerly: ACCT 411 Financial Compliance and Operational Auditing (3)  
Auditing's role in society from an internal and external perspective, audit methodology, role of internal control and statistical sampling in auditing, fraud auditing, operational auditing, compliance auditing, and application of auditing procedures to specific transaction cycles.*

*(RE) Prerequisite(s): 301 with grade of B- or better or permission of instructor.*

*Rationale: The previous prerequisite for this course, ACCT 301, is not included in the revised program; edits reflect recent changes to the curriculum to align with practice.*

*Impact on other units: None. Financial Impact: None. Learning Outcomes Supported: N/A*

Low-  
impact:  
Revise  
course

### **REVISE REGISTRATION RESTRICTION(S)**

#### **ACCT 414 Advanced Financial Reporting (3)**

*Registration Restriction(s): Majors in the Haslam College of Business.*

*Formerly: Registration Restriction(s): Accounting majors.*

*Rationale: The registration restriction change makes this course available to more majors that include an accounting collateral. Impact on other units: Allows other majors to take the course. Financial Impact: None*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S), REVISE REGISTRATION RESTRICTION(S)**

#### **ACCT 431 Federal Income Taxation (3)**

*(RE) Prerequisite(s): ACCT 311 with grade of C or better or permission of instructor.*

*Registration Restriction(s): Majors in the Haslam College of Business.*

*Formerly: (RE) Prerequisite(s): 301 with grade of B- or better or permission of instructor.*

*Registration Restriction(s): Accounting majors.*

*Rationale: The previous prerequisite for this course, Accounting 301, is not included in the revised program. The registration restriction change makes this course available to more majors with an accounting collateral. Impact on other units: Allows other majors to take the course. Financial Impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **ACCT 481 Accounting Analytics (3)**

Introduction to using foundational data analysis methodologies and technologies relevant to measure and assess financial performance.

*(RE) Prerequisite(s): INMT 341 with grade of C or better and ACCT 311 with grade of C or better or permission of instructor.*

*Comment(s): Students who intend to pursue the Master of Accountancy will be required to complete this course for admission to the program. This course should be taken as an unrestricted elective.*

*Rationale: Business professionals are required to analyze ever increasing data sets to understand and report on business activities. Likewise, underlying systems that generate and store business process data and manage financial reporting are undergoing significant change, requiring new skills, knowledge, and understanding to use and assess. This course meets increasing needs in industry for accounting professionals who understand and interact with new data analytic methodologies and technologies that influence business processes and execution of procedures and financial decision making. Impact on other units: None. Financial impact: Current faculty already on staff or faculty hired with approved new lines will have the qualifications to teach this course.*

*Evidence from Assessment Activities: Feedback from accounting firms, companies, and competitive analysis suggests a need for more educational content to support analytics and understanding of new technologies in accounting and financial decision-making.*

### **(INMT) Information Management**

Low-  
impact:  
Revise  
course

#### **ADD (RE) COREQUISITE(S)**

#### **INMT 342 Introduction to Database Systems (3)**

*(RE) Corequisite(s): Business Administration 342.*

Formerly: *None.*

*Rationale: Because the material in INMT builds on the material in BUAD 342, students need to take BUAD 342 prior to taking INMT 342 or at the same time. Impact on other units: None. Financial Impact: None.*

## **DEPARTMENT OF BUSINESS ANALYTICS AND STATISTICS**

### **(BAS) Business Analytics**

Program Learning Outcomes for the BSBA in Business Analytics

1. Students will be able to identify the necessary data to use and perform the proper analysis to address an important business question.
2. Students will be able to clearly and effectively present (in writing) the results of their own data analysis conducted to address an important business question in business language for a general manager.

Mid-  
impact:  
Add  
Course

#### **ADD COURSE**

#### **BAS 476 Data Engineering and Visualization in Python (3)**

Fundamentals of programming using Python with particular focus on data preparation, visualization, and data understanding. Topics include but are not limited to reading data, object-oriented programming, loops, conditional processing, aggregating, merging, and dynamic visualization. Experience gained in producing repeatable data products in Python that automatically ingest, process, and display data in interactive plots.

*(RE) Prerequisite(s): BAS 474 with a grade of B- or better.*

*Rationale: Many employers of undergraduate students in Business Analytics have commented that our students should have some exposure to programming in general, and specifically programming using "Python". Additionally, data visualization is critical to communicating the results of any data analysis effort. This course will fill the gap we currently have in our program regarding exposure to Python, and strengthen our efforts to equip our students to "tell the story" in the data through visualization.*

*One of our "Learner Objectives" for SACSCOC Assessment work is "Students will be able to clearly and effectively present (in writing) the results of their own data analysis conducted to address an important business question in business language for a general manager." Data visualization is a critical component to presenting the results of data analysis. "Pictures speak louder than words" is a phrase that is applicable here, and managers can more easily understand the results of data analysis if it can be presented graphically, not just with text-based explanations.*

*One of the rubric scoring items to address the Learner Objective above is "Graphics that help make important points are embedded within the document, at the point the reader needs to see them." Our students need to score better on this rubric item. Students that complete this course will likely do a better job of graphically making their points about their analysis in their final paper in our Capstone course (which is the assignment that SACSCOC and THEC assessment is based on).*

*Impact on other units: None. At this time, this course is not being proposed as an elective for any students other than Business Analytics majors. In future catalogs, it might be added as a Business Analytics elective for those doing a collateral or concentration in Business Analytics. Financial impact: We are hopeful that this course will be popular enough to offer two times in an academic year. So, the financial impact will be the cost of staffing these two sections annually, and the two GTAs needed each academic year.*

## **DEPARTMENT OF ECONOMICS (ECON) Economics**

Low-  
impact:  
Revise  
course

### **REMOVE CREDIT RESTRICTION**

#### **ECON 311 Intermediate Microeconomics (3)**

*Formerly: Credit Restriction: Students may not receive credit for both 311 and 312.*

*Rationale: 312 is being dropped and has not been offered in several years. Impact on other units: None. Financial Impact: None.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **ECON 312 Managerial Economics (3)**

*Rationale: This course has not been taught in several years because the content converged to become similar to ECON 311. Impact on other units: None. Financial*



*impact: None; a new course, ECON 335 – Economics of Strategy, was created several years ago to replace ECON 312.*

Low-  
impact:  
Revise  
course

### **REMOVE CREDIT RESTRICTION**

#### **ECON 335 Economics of Strategy (3)**

*Formerly: Credit Restriction: Students cannot receive credit for both 312 and 335.*

*Rationale: 312 is being dropped and has not been offered in several years. Impact on other units: None. Financial Impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **ECON 381R Introduction to Econometrics (3)**

Introductory probability, statistics, and econometrics from an economic perspective with emphasis on skills related to gathering, managing, processing, presenting, and interpreting economic data. Includes the use of statistical software in hands-on research projects. Considers common econometric problems such as multicollinearity, heteroscedasticity, and autocorrelation.

*(RE) Corequisite(s): 311 or 313.*

*Rationale: Reflects application for “R” designation to highlight to students courses with research component. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

Low-  
impact:  
Revise  
course

### **REVISE (DE) PREREQUISITE(S)**

#### **ECON 400 Special Topics II (3)**

*(DE) Prerequisite(s): 311 or 313.*

*Formerly: (DE) Prerequisite(s): 311 or 312 or 313.*

*Rationale: 312 is being dropped and has not been offered in several years. Impact on other units: None. Financial Impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **ECON 421 International Economics (3)**

*(RE) Prerequisite(s): 311.*

*Formerly: (RE) Prerequisite(s): 311 or 312.*

#### **ECON 435 Industrial Organization (3)**

*(RE) Prerequisite(s): 311.*

*Formerly: (RE) Prerequisite(s): 311 or 312.*

#### **ECON 436 Economics of Health and Health Care (3)**

*(RE) Prerequisite(s): 311.*

*Formerly: (RE) Prerequisite(s): 311 or 312.*

**ECON 441 Labor Economics (3)**

*(RE) Prerequisite(s): 311.*

*Formerly: (RE) Prerequisite(s): 311 or 312.*

**ECON 463 Environmental Economics (3)**

*(RE) Prerequisite(s): 311.*

*Formerly: (RE) Prerequisite(s): 311 or 312.*

**ECON 471 Public Finance: Expenditure Analysis (3)**

*(RE) Prerequisite(s): 311.*

*Formerly: (RE) Prerequisite(s): 311 or 312.*

**ECON 472 Public Finance: Taxation and Fiscal Federalism (3)**

*(RE) Prerequisite(s): 311.*

*Formerly: (RE) Prerequisite(s): 311 or 312.*

*Rationale: 312 is being dropped and has not been offered in several years. Impact on other units: None. Financial Impact: None.*

**REVISE (RE) PREREQUISITE(S)**

**ECON 482 Introduction to Mathematical Economics (3)**

*(RE) Prerequisite(s): 311 with grade of B or better.*

*Formerly: (RE) Prerequisite(s): 311 or 312 with grade of B or better.*

**ECON 492 Economics Off-Campus Study (1-3)**

*(RE) Prerequisite(s): 311 and 313.*

*Formerly: (RE) Prerequisite(s): 311 or 312 and 313.*

**ECON 493 Independent Study (1-3)**

*(RE) Prerequisite(s): 311 and 313.*

*Formerly: (RE) Prerequisite(s): 311 or 312 and 313.*

*Rationale: 312 is being dropped and has not been offered in several years. Impact on other units: None. Financial Impact: None.*

**DEPARTMENT OF FINANCE  
(FINC) Finance**

**REVISE (RE) PREREQUISITE(S)**

Low-  
impact:  
Revise  
course

Low-  
impact:

Revise  
course**FINC 300 Fundamentals of Finance (3)**

*(RE) Prerequisite(s): Management 201 or 202.*

*Formerly: (RE) Prerequisite(s): Management 201.*

*Rationale: While most business minors will have taken Management 201, some students may take a new course, 202, as a business major, and then decide to change to a business minor. Impact on other units: None. Financial impact: None.*

**FINC 301 Financial Management (3)**

*(RE) Prerequisite(s): C or better in all the tracking courses – Accounting 200 or 203; Economics 211, Economics 213; Communication Studies 210 or 240; English 255 or 295; Management 202; Mathematics 123-125 or 141-142; and Statistics 201 (or honors equivalents).*

*Formerly: (RE) Prerequisite(s): C or better in all the tracking courses – Accounting 200; Economics 211, Economics 213; Communication Studies 210 or 240; English 255 or 295; Management 201; Mathematics 123-125 or 141-142; and Statistics 201 (or honors equivalents).*

*Rationale: Reflects new course option of ACCT 203 and change in Management course for business majors.*

**ADD COMMENT, DROP REGISTRATION RESTRICTION(S)**Low-  
impact:  
Revise  
course**FINC 307 Honors: Financial Management (3)**

*Comment(s): Admission to the Haslam College of Business's Smith Global Leadership Scholars Program or permission of instructor.*

*Formerly: Registration Restriction(s): Admission to the Haslam College of Business's Smith Global Leadership Scholars Program.*

*Rationale: An additional section of FINC 307 will be offered in the spring semesters, available to non-GLS students. However, this section will be targeted at Finance majors and students will have to be selected by department. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course**ADD COURSE****FINC 427 Honors: Investments and Portfolio Management (3)**

Rigorous introduction to the fundamental principles and concepts of the valuation of stocks and bonds (financial assets) in competitive and efficient financial markets. Risk and return analysis of portfolios of financial assets, capital market theory, security market theory, financial market microstructure, and professional ethics.

*(RE) Prerequisite(s): 301 or 307 with a grade of B or better.*

*(RE) Corequisite(s): 420.*

*Rationale: Some students have the ability and desire to explore investments topics at a deeper and more applied level than is feasible in Finance 425; this course will be an honors version of 425. Impact on other units: Finance collaterals that require Finance*

425 should now require either Finance 425 or 427. Financial impact: None known. We are currently offering three sections of Finance 425 each semester. We will replace one of the 425 offerings with a section of 427.

*Learning Outcomes Supported: Broadly, it will support both outcomes. Most directly, the course will support outcome #2, which deals with students' understanding of risk and expected return. These concepts are central to the course, and we expect their deeper treatment to support this outcome specifically and improve student performance.*

### **FINC 457 Honors Financial Management: Theory and Practice (3)**

Decision-making topics in financial management, including valuation, capital budgeting under uncertainty, cost of capital, capital structure theory, and dividend policy. Major writing requirement.

*(RE) Prerequisite(s): 301 or 307 and 420 with a grade of B or better; 425 or 427 with a grade of B or better.*

*Rationale: Some students have the ability and desire to explore advanced corporate finance topics at a deeper and more applied level than is feasible in Finance 455; this course will be an honors version of 455. Impact on other units: None, 455 is for Finance majors only. Financial impact: We will replace one of the 455 offerings with a section of 457.*

*Learning Outcomes Supported: Broadly, it will support both outcomes. Most directly, the course will support outcome #1, which deals with students' understanding of valuation. We expect its deeper treatment to support this outcome specifically and improve student performance.*

## **DEPARTMENT OF MANAGEMENT**

### **(ENT) Entrepreneurship**

Mid-  
impact:  
Add  
Course

#### **ADD COURSE**

### **ENT 470 Managing an Entrepreneurial Start-Up (3)**

Start-up companies have a high failure rate. Acquiring and balancing limited resources, changing direction quickly, building a coherent team, developing an organization's culture from scratch, managing intellectual property, and creating new markets all test a wide range of managerial skills not usually demanded in one person within a larger organization. Whereas a large company has a strong and well-defined structure and ample resources to deal with unexpected challenges, a start-up usually has insufficient resources and/or management experience, yet it must deal on a daily basis with important and often unpredictable forces.

Students will be exposed to these tensions and experience through problem-based learning methods that illustrate what it is like to start and grow a new company. The course will provide students with the knowledge and experience to increase their likelihood of success whether as a principal in a small company or an investor representative.

Managing a Startup is a problem-based learning (PBL) course, where the learning is student-centered, with faculty acting primarily in the role of facilitators. Active learning happens in this course because students are engaged in the analysis of the complex

situations that underlie startup companies. The course leverages the on-line course management system Canvas to define weekly learning objectives, support electronic delivery of assignments, and provide robust video content from entrepreneurs, investors and key employees, who provide additional insights into the management decisions and ethical dilemmas the leader of a startup faces.

*(RE) Prerequisite(s): 350 with grade of C or better.*

*Rationale: This course fills a gap in the overall entrepreneurship curriculum. Impact on other units: None. Financial impact: One work unit.*

### **ENT 485 Funding Strategies for Entrepreneurs (3)**

Entrepreneurship funding sources and financial mechanisms necessary for securing and managing startup capital. Development of pro forma financial models, valuation techniques, and similar analyses will be covered in this course.

*(RE) Prerequisite(s): 350 with grade of C or better.*

*Rationale: Currently, there is no dedicated instruction for teaching students how to access capital funding for entrepreneurial start-ups. Existing courses only touch on elementary financial topics such as defining angel and venture capital but no course exists to go into these topics in detail. Impact on other units: None. Financial impact: One work unit or adjunct hire.*

## **(HRM) Human Resource Management**

Low-  
impact:  
Revise  
course

### **DROP (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)**

#### **HRM 485 Compensation and Benefits (3)**

*(RE) Corequisite(s): 360.*

*Formerly: (RE) Prerequisite(s): 360 with grade of C or better.*

*Rationale: This revision is needed to ensure students successfully navigate through the HRM curriculum and are successful in their HRM career and obtaining an internship. This course is now only taught in the fall semester; changing course to a corequisite from a prerequisite will allow more flexibility. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **HRM 490 Application of the Internship Experience (3)**

This course is designed to reflect on the students' internship experience to develop skills they can transfer to their career. It will develop analytical skills as well as develop their knowledge of career options in the field of management and human resources. This course will also prepare students to anticipate and successfully navigate the job search process.

*Comment: Student cannot receive credit for both HRM 490 and HRM 492(N) for the same internship.*

*Registration Restriction: Human Resource Management majors.*

*Registration Permission: Consent of instructor.*

*Rationale: When the Department of Management's curriculum added the requirement related to an internship or professional work experience, the need arose to make sure that there was access to internships and opportunities for a class for all the students in these majors. This class allows for reflection of that internship experience. Impact on other units: None. Financial impact: None. Current faculty will be utilized in delivering this program.*

## **(MGT) Management**

Low-  
impact:  
Revise  
course

### **REVISE CREDIT RESTRICTION**

#### **MGT 202 Introduction to Business Management (3)**

*Credit Restriction: Students with a C or better in 201 cannot receive credit for 202.*

*Formerly: May not receive credit for both 201 and 202.*

*Rationale: Students who wish to major in business and who transfer in credit with 201, but with less than a C, will need to take 202. This revision will allow them to do so. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **MGT 300 Organizational Management (3)**

*(RE) Prerequisite(s): Management 201 or 202.*

*Formerly: (RE) Prerequisite(s): Management 201.*

*Rationale: While most business minors will have taken Management 201, some students may take a new course, 202, as a business major, and then decide to change to a business minor. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **MGT 490 Application of the Internship Experience (3)**

This course is designed to reflect on the students' internship experience to develop skills they can transfer to their career. It will develop analytical skills as well as develop their knowledge of career options in the field of management and human resources. This course will also prepare students to anticipate and successfully navigate the job search process.

*Comment: Student cannot receive credit for both MGT 490 and MGT 492(N) for the same internship.*

*Registration Restriction: Management majors.*

*Registration Permission: Consent of instructor.*

*Rationale: When the Department of Management's curriculum added the requirement related to an internship or professional work experience, the need arose to make sure that there was access to internships and opportunities for a class for all the students in these majors. This class allows for reflection of that internship experience. Impact on other units: None. Financial impact: None. Current faculty will be utilized in delivering this program.*

## DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

Program Learning Outcomes for the BSBA in Supply Chain Management

1. Students will demonstrate an understanding of the concepts and principles that are essential for managing and controlling the five main supply chain processes: planning, sourcing, making, distributing, and returning.
2. Students will demonstrate an understanding of the more advanced concepts and principles that are essential for managing and controlling the five main supply chain processes: planning, sourcing, making, distributing, and returning.

### (SCM) Supply Chain Management

Mid-  
impact:  
Add  
Course

#### ADD COURSE

##### **SCM 414 Manufacturing and Service Processes (3)**

This course explores issues associated with designing and managing manufacturing and service processes. Students will be exposed to material describing how operational processes support business strategy, as well as techniques for designing, evaluating, and managing production processes for goods and services. Statistical process controls and techniques are included.

*(RE) Prerequisite(s): 311 and 312 with grades of C or better.*

*Rationale: The core content of the field of supply chain management can be colloquially described as the processes used to "Plan, Source, Make, and Deliver" value-laden offerings to customers of choice. However, the "make" function of this sequence - often characterized as manufacturing or service operations - is noticeably missing from the current supply chain curriculum. Adding this course makes our program a "full end to end" supply chain curriculum, and better prepares students for many new career opportunities. Impact on other units: None known. There might be some partially-similar content being offered in the College of Engineering, but not from a business theoretic perspective. Financial impact: None. Current faculty are capable and willing to teach it. Learning Outcomes Supported: Our entire program has been planned and designed around the "plan, source, make, deliver" rubric. This elective option to the major allows us to make available the "make" element in such a way that manufacturing content becomes easily available to our students who opt into it.*

*Support from Assessment Activities: We have surveyed 45 senior executives from the Global Supply Chain Institute executive advisory board, who were unanimously in favor of this change, with the primary argument being that manufacturing and service operations represents a critical hole in our current curriculum. This addition, in their minds, would enhance students' abilities to gain positions in manufacturing and/or services management immediately after graduation.*

Low-  
impact:  
Revise  
course

#### REVISE (RE) PREREQUISITE(S):

##### **SCM 460 Global Strategies for Supply Chain Management (3)**

*(RE) Prerequisite(s): Two courses from 411, 412, 413, 414, 421, 422 with grade of C or better.*

*Formerly: (RE) Prerequisite(s): Two courses from 411, 412, 413, 421, 422 with grade of C or better.*

*Rationale: Reflects new Supply Chain elective course option of SCM 414. Impact on other units: None. Financial impact: None.*

## PROGRAM CHANGES

### DEPARTMENT OF ACCOUNTING AND INFORMATION MANAGEMENT

Low-  
impact:  
Revise  
text

#### **REVISE TEXT**

(main department page)

(paragraph 3)

The primary objective of the 30 semester-hour MAcc program, ~~which typically includes 24 graduate-level semester hours of accounting and 6 hours of business,~~ is to prepare students for careers as professional accountants. MAcc students select a specialty area in (1) audit/controls (2) information management or (3) taxation.

(paragraphs 5 and 6)

The UT undergraduate accounting program offers its majors an opportunity to participate in two full-time, highly-structured internship programs. ~~The faculty strongly encourages accounting majors to participate in one or both programs.~~ The first internship program (~~summer program~~) emphasizes internships in industry. ~~The industry internship occurs during the summer between the student's third and fourth year.~~ The second internship program (~~spring program~~) emphasizes internships with public accounting firms. ~~Public accounting internships occur during the spring of the student's fourth year and are designed for those students who intend to enroll in UT's MAcc program.~~ Both internship experiences are full-time and offer relevant work assignments and significant compensation.

~~The undergraduate accounting curriculum prepares students for entry into the MAcc program. If taken alone without the MAcc program, the four-year undergraduate curriculum helps prepare students for business careers in which accounting knowledge is particularly important, such as internal auditing.~~

(last section)

#### **~~Accounting Major Progression Requirements~~**

~~Students must earn the minimum B- grade in ACCT 301 to have access to higher-level accounting courses and continue in the major. Students not earning the required B- will have one additional attempt to continue in the major. The nature of the additional attempt will depend on the original grade earned in ACCT 301. Two situations exist: Students earning a C- or less will be allowed to retake ACCT 301 one time to attempt earning the B- required to continue in the accounting major. Any student in this situation who does not attain the required B- on the second attempt may not take ACCT 301 a third time for purposes of continuing in the accounting major and may not take the comprehensive exam discussed in item 2.~~



~~Students earning a C or C+ on their first attempt in ACCT 301 can only meet the progression requirement by demonstrating competency through a one-time opportunity to take a comprehensive ACCT 301 exam. A score of B— or better (78) on this exam will allow a student to continue in the accounting major. The exam grade, however, will not change the ACCT 301 grade on the student's academic record. The exam will be offered and must be taken within 30 days of completing ACCT 301. An exam fee will be assessed to cover the cost of administering and scoring the exam.~~

*Rationale: This change better describes and articulates the requirements for the Accounting major, BS in Business Administration degree. Impact on other units: None. Financial Impact: None.*

Low-  
impact:  
Revise  
text,  
revise  
program

## **REVISE TEXT, REVISE PROGRAM**

### **Accounting Major, BS in Business Administration – Collateral Option**

(paragraph 3)

The primary objective of the 30 semester-hour MAcc program, ~~which typically includes 24 graduate-level semester hours of accounting and 6 hours of business,~~ is to prepare students for careers as professional accountants. MAcc students select a specialty area in (1) audit/controls (2) information management or (3) taxation.

(paragraphs 5 and 6)

The UT undergraduate accounting program offers its majors an opportunity to participate in two full-time, highly-structured internship programs. ~~The faculty strongly encourages accounting majors to participate in one or both programs.~~ The first internship program (~~summer program~~) emphasizes internships in industry. ~~The industry internship occurs during the summer between the student's third and fourth year.~~ The second internship program (~~spring program~~) emphasizes internships with public accounting firms. ~~Public accounting internships occur during the spring of the student's fourth year and are designed for those students who intend to enroll in UT's MAcc program.~~ Both internship experiences are full-time and offer relevant work assignments and significant compensation.

~~The undergraduate accounting curriculum prepares students for entry into the MAcc program. If taken alone without the MAcc program, the four-year undergraduate curriculum helps prepare students for business careers in which accounting knowledge is particularly important, such as internal auditing.~~

(last section)

#### **Accounting Major Progression Requirements**

~~Students must earn the minimum B— grade in ACCT 301 to have access to higher-level accounting courses and continue in the major. Students not earning the required B— will have one additional attempt to continue in the major. The nature of the additional attempt will depend on the original grade earned in ACCT 301. Two situations exist:~~

- ~~1. Students earning a C— or less will be allowed to retake ACCT 301 one time to attempt earning the B— required to continue in the accounting major. Any student in this situation who does not attain the required B— on the second attempt may not take ACCT 301 a third time for purposes of continuing in the accounting major and may not take the comprehensive exam discussed in item 2.~~

~~2.— Students earning a C or C+ on their first attempt in ACCT 301 can only meet the progression requirement by demonstrating competency through a one-time opportunity to take a comprehensive ACCT 301 exam. A score of B— or better (78) on this exam will allow a student to continue in the accounting major. The exam grade, however, will not change the ACCT 301 grade on the student's academic record. The exam will be offered and must be taken within 30 days of completing ACCT 301. An exam fee will be assessed to cover the cost of administering and scoring the exam.~~

### Requirements for the Bachelor of Science in Business Administration – Accounting Major – Collateral Option

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>7</sup> ECON 213* or ECON 218*	3	
<sup>7</sup> STAT 201* or STAT 207*	3	
<del>ACCT 204</del> <sup>5</sup> Unrestricted Elective	3	
<sup>8</sup> BUAD 200	1	
Term 5		
<del>ACCT 311</del> <del>ACCT 301</del>	3	BUAD 242
<sup>7</sup> BUAD 331, <sup>7</sup> BUAD 332	4	
BUAD 341, BUAD 342	4	
INMT 341	3	
<sup>8</sup> BUAD 300	1	
Term 6		
<del>ACCT 414</del> <del>ACCT 314</del>	3	2.5 cumulative GPA
Collateral	3	<del>ACCT 311</del> <del>ACCT 301</del> with grade of B— or better
FINC 301	3	
<sup>5</sup> Unrestricted Elective	2	
ACCT 431	3	
Term 7		
ACCT 411	3	<del>ACCT 414</del> <del>ACCT 314</del>
Collateral	3	INMT 341
<del><sup>5</sup>Unrestricted Elective</del> BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	
BULW 301	2	
<sup>7</sup> BUAD 453	4	
Term 8		
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252* <del>ACCT 324</del>	3	No milestones
Collateral	3	
<sup>8</sup> BUAD 405	1	
<sup>5,6</sup> Unrestricted Electives	8	

#### Accounting Collateral Options

INTERNATIONAL BUSINESS – Nine hours from: **IB 407**, IB 409, IB 429, IB 439, IB 449, IB 492, BUAD 400 or MGT 472; and IB 489.

<sup>6</sup> Students who plan to enter the Master of Accountancy program will need to take **ACCT 481 ACCT-414** to fulfill three hours of electives. **ACCT 481 ACCT-414** is a prerequisite to the MAcc program.

<sup>7</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, **ECON 218**, FINC 307, **MGT-207**, and STAT 207\*.

*Rationale: Change to text better describes and articulates the requirements for the Accounting major and reflects course changes described above. Also reflects change in Smith GLS curriculum. Impact on other units: None. Financial impact: None.*

## **REVISE TEXT, REVISE PROGRAM**

### **Accounting Major, BS in Business Administration – Heath Integrated Business and Engineering Program**

(paragraph 3)

The primary objective of the 30 semester-hour MAcc program, ~~which typically includes 24 graduate-level semester hours of accounting and 6 hours of business,~~ is to prepare students for careers as professional accountants. MAcc students select a specialty area in (1) audit/controls (2) information management or (3) taxation.

(paragraphs 5 and 6)

The UT undergraduate accounting program offers its majors an opportunity to participate in two full-time, highly-structured internship programs. ~~The faculty strongly encourages accounting majors to participate in one or both programs.~~ The first internship program (~~summer program~~) emphasizes internships in industry. ~~The industry internship occurs during the summer between the student's third and fourth year.~~ The second internship program (~~spring program~~) emphasizes internships with public accounting firms. ~~Public accounting internships occur during the spring of the student's fourth year and are designed for those students who intend to enroll in UT's MAcc program.~~ Both internship experiences are full-time and offer relevant work assignments and significant compensation.

~~The undergraduate accounting curriculum prepares students for entry into the MAcc program. If taken alone without the MAcc program, the four-year undergraduate curriculum helps prepare students for business careers in which accounting knowledge is particularly important, such as internal auditing.~~

(last section)

### **Accounting Major Progression Requirements**

~~Students must earn the minimum B– grade in ACCT 301 to have access to higher-level accounting courses and continue in the major. Students not earning the required B– will have one additional attempt to continue in the major. The nature of the additional attempt will depend on the original grade earned in ACCT 301. Two situations exist:~~

- ~~1. Students earning a C– or less will be allowed to retake ACCT 301 one time to attempt earning the B– required to continue in the accounting major. Any student in this situation who does not attain the required B– on the second attempt may not take ACCT 301 a third time for purposes of continuing in the accounting major and may not take the comprehensive exam discussed in item 2.~~

~~2. Students earning a C or C+ on their first attempt in ACCT 301 can only meet the progression requirement by demonstrating competency through a one-time opportunity to take a comprehensive ACCT 301 exam. A score of B- or better (78) on this exam will allow a student to continue in the accounting major. The exam grade, however, will not change the ACCT 301 grade on the student's academic record. The exam will be offered and must be taken within 30 days of completing ACCT 301. An exam fee will be assessed to cover the cost of administering and scoring the exam.~~

### Requirements for the Bachelor of Science in Business Administration – Accounting Major – Heath Integrated Business and Engineering Program

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
ECON 213* or ECON 218*	3	
STAT 201* or STAT 207*	3	
<del>ACCT 204</del> <sup>5</sup> Unrestricted Elective	3	
BUAD 200	1	
Term 5		
<del>ACCT 311</del> <del>ACCT 301</del>	3	BUAD 242
BUAD 331, BUAD 332	4	
BUAD 341, BUAD 342	4	
INMT 341	3	
BUAD 300	1	
Term 6		
<del>ACCT 414</del> <del>ACCT 314</del>	3	2.5 cumulative GPA
EF 303	3	<del>ACCT 311</del> <del>ACCT 301</del> with grade of B- or better
FINC 301	3	BUAD 331, BUAD 332
<sup>5</sup> Unrestricted Electives	2	
ACCT 431	3	
Term 7		
<sup>5</sup> Unrestricted Elective <del>ACCT 324</del>	3	<del>ACCT 414</del> <del>ACCT 314</del>
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	INMT 341
BULW 301	2	
<del>EF 437</del> <del>BUAD 499</del>	3	
BUAD 453	4	
Term 8		
<del>EF 438</del> <del>BUAD 499</del>	3	No milestones
BUAD 405	1	
<sup>5</sup> Unrestricted Electives	8	

<sup>5</sup> Any courses not already required for the major. Students who plan to enter the Master of Accountancy program will need to take ACCT 411 and 481 to fulfill six hours of electives. ACCT 411 and 481 are prerequisites to the MAcc program.

*Rationale: Change to text better describes and articulates the requirements for the Accounting major and reflects course changes described above. Also reflects addition of new courses to Heath Integrated Business and Engineering Program. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
text,  
revise  
program

## **REVISE TEXT, REVISE PROGRAM**

### **Accounting Major, BS in Business Administration – International Business Concentration**

(paragraph 3)

The primary objective of the 30 semester-hour MAcc program, ~~which typically includes 24 graduate-level semester hours of accounting and 6 hours of business,~~ is to prepare students for careers as professional accountants. MAcc students select a specialty area in (1) audit/controls (2) information management or (3) taxation.

(paragraphs 5 and 6)

The UT undergraduate accounting program offers its majors an opportunity to participate in two full-time, highly-structured internship programs. ~~The faculty strongly encourages accounting majors to participate in one or both programs.~~ The first internship program ~~(summer program)~~ emphasizes internships in industry. ~~The industry internship occurs during the summer between the student's third and fourth year.~~ The second internship program ~~(spring program)~~ emphasizes internships with public accounting firms. ~~Public accounting internships occur during the spring of the student's fourth year and are designed for those students who intend to enroll in UT's MAcc program.~~ Both internship experiences are full-time and offer relevant work assignments and significant compensation.

~~The undergraduate accounting curriculum prepares students for entry into the MAcc program. If taken alone without the MAcc program, the four-year undergraduate curriculum helps prepare students for business careers in which accounting knowledge is particularly important, such as internal auditing.~~

(last section)

### **Accounting Major Progression Requirements**

~~Students must earn the minimum B– grade in ACCT 301 to have access to higher-level accounting courses and continue in the major. Students not earning the required B– will have one additional attempt to continue in the major. The nature of the additional attempt will depend on the original grade earned in ACCT 301. Two situations exist:~~

- ~~1. Students earning a C– or less will be allowed to retake ACCT 301 one time to attempt earning the B– required to continue in the accounting major. Any student in this situation who does not attain the required B– on the second attempt may not take ACCT 301 a third time for purposes of continuing in the accounting major and may not take the comprehensive exam discussed in item 2.~~
- ~~2. Students earning a C or C+ on their first attempt in ACCT 301 can only meet the progression requirement by demonstrating competency through a one-time opportunity to take a comprehensive ACCT 301 exam. A score of B– or better (78) on this exam will allow a student to continue in the accounting major. The exam grade, however, will not change the ACCT 301 grade on the student's~~

~~academic record. The exam will be offered and must be taken within 30 days of completing ACCT 301. An exam fee will be assessed to cover the cost of administering and scoring the exam.~~

### Requirements for the Bachelor of Science in Business Administration – Accounting Major – International Business Concentration

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 203 ; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>5</sup> ECON 213* or ECON 218*	3	
<sup>5</sup> STAT 201* or STAT 207*	3	
<del>ACCT 204</del> <sup>6</sup> Unrestricted Elective	3	
<sup>8</sup> BUAD 200	1	
Term 5		
<del>ACCT 311</del> <del>ACCT 301-</del>	3	BUAD 242
<sup>5</sup> BUAD 331, <sup>5</sup> BUAD 332	4	
BUAD 341, BUAD 342	4	
INMT 341	3	
<sup>8</sup> BUAD 300	1	
Term 6		
<del>ACCT 414</del> <del>ACCT 311-</del>	3	2.5 cumulative GPA
<sup>7</sup> International Business coursework	3	<del>ACCT 311</del> <del>ACCT 301 with grade of B- or better</del>
FINC 301	3	BUAD 331, BUAD 332
<sup>6</sup> Unrestricted Electives	2	
ACCT 431	3	
Term 7		
<del><sup>6</sup>Unrestricted Elective</del> <del>ACCT 321</del>	3	<del>ACCT 414</del> <del>ACCT 311-</del>
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	INMT 341
BULW 301	2	
<sup>7</sup> International Business coursework	3	
<sup>5</sup> BUAD 453	4	

<sup>5</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, **ECON 218**, FINC 307, **MGT 207**, and STAT 207\*.

<sup>7</sup> Twelve hours chosen from **IB 407**, IB 409, IB 429, IB 439, IB 449, IB 492, BUAD 400 or MGT 472; and IB 489.

*Rationale: Change to text better describes and articulates the requirements for the Accounting major and reflects course changes described above. Also reflects changes to Smith GLS Program. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF BUSINESS ANALYTICS AND STATISTICS

Low-  
impact:

**REVISE TEXT, REVISE PROGRAM**

Revise  
text,  
revise  
program

### **Business Analytics Major, BS in Business Administration – Collateral Option** (paragraph 1)

The degree in Business Analytics is designed to prepare students for a career in business analytics by developing their business knowledge, their technical skills, and their communication skills. ~~A McKinsey Global Institute report predicts that by 2018 the US will need 1.5 million managers with these skills.~~

#### **Requirements for the Bachelor of Science in Business Administration – Business Analytics Major – Collateral Option** (footnotes 6 and 7)

<sup>6</sup> Select one course from BAS 310 (not available to Supply Chain Management collaterals), BAS 340, BAS 370; and two courses from BAS 471, BAS 454, BAS 475, **BAS 476**, BAS 494R (Melton Scholars only).

<sup>7</sup> Students admitted to Melton Scholars program will enroll in BAS 494R; select one course from BAS 310, BAS 340, BAS 370; and one course from BAS 471, BAS 475, **BAS 476**.

*Rationale: Previous wording in text is out-of-date. This change lets students know that BAS 476 exists as a Business Analytics elective. Impact on other units: None. Financial impact: None beyond adding BAS 476 as a new course, covered above.*

#### **REVISE TEXT, REVISE PROGRAM**

Low-  
impact:  
Revise  
text,  
revise  
program

### **Business Analytics Major, BS in Business Administration – Heath Integrated Business and Engineering Program** (paragraph 1)

The degree in Business Analytics is designed to prepare students for a career in business analytics by developing their business knowledge, their technical skills, and their communication skills. ~~A McKinsey Global Institute report predicts that by 2018 the US will need 1.5 million managers with these skills.~~

#### **Requirements for the Bachelor of Science in Business Administration – Business Analytics Major – Heath Integrated Business and Engineering Program**

<b>Term 6</b>		
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	2.5 cumulative GPA
BULW 301	2	BUAD 331, BUAD 332
BAS 310 or BAS 340 or BAS 454 or BAS 471 or BAS 475 <b>or BAS 476</b>	3	BAS 320
INMT 342	3	
EF 303	3	
<b>Term 7</b>		
<del>EF 437 BUAD 499</del>	3	No milestones
BAS 474	3	
<sup>5</sup> Unrestricted Electives	5	
BUAD 453	4	
<b>Term 8</b>		

<del>EF 438 BUAD 499-</del>	3	No milestones
BAS 479	3	
<sup>5</sup> Unrestricted Electives	8	
BUAD 405	1	

*Rationale: This change lets students know that BAS 476 exists as a Business Analytics elective. Also indicates new senior year courses for Heath IBEP program. Impact on other units: None. Financial impact: None beyond adding BAS 476 as a new course, covered above.*

### **REVISE TEXT, REVISE PROGRAM**

#### **Business Analytics Major, BS in Business Administration – Information Management Concentration**

(paragraph 1)

The degree in Business Analytics is designed to prepare students for a career in business analytics by developing their business knowledge, their technical skills, and their communication skills. ~~A McKinsey Global Institute report predicts that by 2018 the US will need 1.5 million managers with these skills.~~

#### **Requirements for the Bachelor of Science in Business Administration – Business Analytics Major – Information Management Concentration**

<b>Term 7</b>		
BULW 301	2	No milestones
BAS 310 or BAS 340 or BAS 454 or BAS 471 or BAS 475 <b>or BAS 476</b>	3	
INMT 443	3	
BAS 474	3	
BUAD 453	4	
<b>Term 8</b>		
INMT 442	3	No milestones
BAS 479	3	
BAS 310 or BAS 340 or BAS 454 or BAS 471 or BAS 475 <b>or BAS 476</b>	3	
<sup>5</sup> Unrestricted Electives	5	
BUAD 405	1	

*Rationale: Previous wording is out-of-date. This change lets students know that BAS 476 exists as a Business Analytics elective. Impact on other units: None. Financial impact: None beyond adding BAS 476 as a new course, covered above.*

### **REVISE TEXT, REVISE PROGRAM**

#### **Business Analytics Major, BS in Business Administration – International Business Concentration**

(paragraph 1)

Low-  
impact:  
Revise  
text,  
revise  
program

Low-  
impact:  
Revise  
text,  
revise  
program



The degree in Business Analytics is designed to prepare students for a career in business analytics by developing their business knowledge, their technical skills, and their communication skills. ~~A McKinsey Global Institute report predicts that by 2018 the US will need 1.5 million managers with these skills.~~

### Requirements for the Bachelor of Science in Business Administration – Business Analytics Major – International Business Concentration

Term 6		
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	2.5 cumulative GPA
BULW 301	2	BUAD 331, BUAD 332
BAS 310 or BAS 340 or BAS 454 or BAS 471 or BAS 475 or <b>BAS 476</b>	3	BAS 320
INMT 342	3	
<sup>6</sup> Unrestricted Elective	3	

<sup>5</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, **ECON 218\***, **MGT-207**, STAT 207, FINC 307, BUAD 337, BUAD 338, and BUAD 457.

<sup>7</sup> Twelve hours chosen from **IB 407**, IB 409, IB 429, IB 439, IB 449, IB 492, BUAD 400 or MGT 472; and IB 489.

*Rationale: This change lets students know that BAS 476 exists as a Business Analytics elective. Also reflects changes to Smith GLS Program. Impact on other units: None. Financial impact: None beyond adding BAS 476 as a new course, covered above.*

### **REVISE TEXT, REVISE PROGRAM**

### Business Analytics Major, BS in Business Administration – Marketing Concentration

(paragraph 1)

The degree in Business Analytics is designed to prepare students for a career in business analytics by developing their business knowledge, their technical skills and their communication skills. ~~A McKinsey Global Institute report predicts that by 2018 the US will need 1.5 million managers with these skills.~~

### Requirements for the Bachelor of Science in Business Administration – Business Analytics Major – Marketing Concentration

Term 8		
MARK 460	3	No milestones
BAS 310 or BAS 340 or BAS 370 or BAS 454 or BAS 471 or BAS 475 or <b>BAS 476</b>	3	
BAS 479	3	
<sup>5</sup> Unrestricted Electives	5	
BUAD 405	1	

Low-  
impact:  
Revise  
text,  
revise  
program

*Rationale: This change lets students know that BAS 476 exists as a Business Analytics elective. Impact on other units: None. Financial impact: None beyond adding BAS 476 as a new course, covered above.*

Low-  
impact:  
Revise  
text,  
revise  
program

### **REVISE TEXT, REVISE PROGRAM**

#### **Business Analytics Major, BS in Business Administration – Supply Chain Management Concentration** (paragraph 1)

The degree in Business Analytics is designed to prepare students for a career in business analytics by developing their business knowledge, their technical skills and their communication skills. ~~A McKinsey Global Institute report predicts that by 2018 the US will need 1.5 million managers with these skills.~~

#### **Requirements for the Bachelor of Science in Business Administration – Business Analytics Major – Supply Chain Management Concentration**

Term 6		
SCM 311, SCM 312	6	2.5 cumulative GPA
BAS 340 or BAS 454 or BAS 471 or BAS 475 <del>or</del> <b>BAS 476</b>	3	BAS 320
INMT 342	3	
<sup>5</sup> Unrestricted Elective	3	

*Rationale: This change lets students know that BAS 476 exists as a Business Analytics elective. Impact on other units: None. Financial impact: None beyond adding BAS 476 as a new course, covered above.*

## **DEPARTMENT OF ECONOMICS**

Low-  
impact:  
Revise  
program

### **REVISE PROGRAM**

#### **Requirements for the Bachelor of Science in Business Administration – Economics Major – Collateral Option**

##### **Economics Collateral Options**

ACCOUNTING - ~~ACCT 311 and one of: ACCT 431, ACCT 414, or INMT 341. ACCT 321 (ACCT 301 prerequisite), and one of ACCT 311 (ACCT 301 prerequisite), or INMT 341.~~

*Rationale: Proposed changes in the Accounting program have impacted the Accounting collateral options. Impact on other units: None. Financial Impact: None.*

Low-  
impact:  
Revise  
program

### **REVISE PROGRAM**

#### **Requirements for the Bachelor of Science in Business Administration – Economics Major – Heath Integrated Business and Engineering Program**

Term 7		
Economics Elective (300-400 level)	3	ECON 313
<del>EF 437 BUAD 499</del>	3	

<sup>5</sup> Unrestricted Elective	3	
BUAD 453	4	
<b>Term 8</b>		
Economics Elective (400-level)	3	No milestones
<del>EF 438 BUAD 499</del>	3	
ECON 381 or Economics Elective (400-level)	3	
<sup>5</sup> Unrestricted Electives	6	
BUAD 405	1	

*Rationale: Reflects new courses in senior year of IBEP Program. Impact on other units: None. Financial Impact: None.*

Low-  
impact:  
Revise  
program

### REVISE PROGRAM

#### Requirements for the Bachelor of Science in Business Administration – Economics Major – International Business Concentration

(footnotes 5 and 7)

<sup>5</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses – ACCT 207, ~~ECON 218\*~~, ~~MGT 207~~, STAT 207\*, FINC 307, BUAD 337, BUAD 338, and BUAD 457.

<sup>7</sup> Twelve hours chosen from ~~IB 407~~, IB 409, IB 429, IB 439, IB 449, IB 492, BUAD 400 or MGT 472; and IB 489.

*Rationale: Reflects changes in Smith GLS program curriculum. Impact on other units: None. Financial Impact: None.*

## DEPARTMENT OF FINANCE

Low-  
impact:  
Revise  
program

### REVISE PROGRAM

#### Requirements for the Bachelor of Science in Business Administration – Finance Major – Business Analytics Concentration

<b>Term 6</b>		
FINC 425 <del>or FINC 427</del>	3	2.5 cumulative GPA
BAS 320	3	BUAD 331, BUAD 332
<sup>5</sup> Unrestricted Electives	5	FINC 301
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	
<b>Term 7</b>		
<sup>7</sup> BAS Elective	3	FINC 420, FINC 425 <del>or FINC 427</del>
BULW 301	2	
FINC 455 <del>or FINC 457</del>	3	
BAS 474	3	
BUAD 453	4	

Low-  
impact:  
Revise  
program

### REVISE PROGRAM

#### Requirements for the Bachelor of Science in Business Administration – Finance Major – Collateral Option

<b>Term 4</b>		
---------------	--	--

<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>7</sup> ECON 213* or ECON 218*	3	
<sup>7</sup> STAT 201* or STAT 207*	3	
<sup>5</sup> Unrestricted Elective	3	
<sup>8</sup> BUAD 200	1	
<b>Term 6</b>		
Collateral	3	2.5 cumulative GPA
FINC 425 or FINC 427	3	FINC 301
<sup>5</sup> Unrestricted Electives	2	
<sup>6</sup> Finance Elective	6	
<b>Term 7</b>		
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	FINC 420, FINC 425 or FINC 427
BULW 301	2	
Collateral	3	
FINC 455 or FINC 457	3	
<sup>7</sup> BUAD 453	4	

**Finance Collateral Options**

ACCOUNTING – ACCT 311; two of: ACCT 431, ACCT 414, INMT 341, ~~ACCT 304; ACCT 321; and ACCT 341 or INMT 341.~~

INTERNATIONAL BUSINESS – Nine hours from ~~IB 407~~, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD 400 or MGT 472; and IB 489.

LEADERSHIP – MGT 331, MGT 336, and one of ENT 410, ENT 460, ~~MGT 440, or MGT 499.~~

<sup>7</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, ~~ECON 218\*~~, FINC 307, ~~MGT 207~~, and STAT 207\*.

*Rationale: Proposed changes in the Accounting program have impacted the Accounting collateral options. Also reflects changes to Smith GLS program. Impact on other units: None. Financial impact: None.*

**REVISE PROGRAM****Requirements for the Bachelor of Science in Business Administration – Finance Major – Heath Integrated Business and Engineering Program**

<b>Term 6</b>		
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	2.5 cumulative GPA
FINC 425 or FINC 427	3	BUAD 331, BUAD 332
<sup>5</sup> Unrestricted Electives	5	FINC 301
EF 303	3	
<b>Term 7</b>		
BULW 301	2	FINC 420, FINC 425 or FINC 427
FINC 455 or FINC 457	3	

Low-  
impact:  
Revise  
program

<del>EF 437 BUAD 499</del>	3	
<sup>5</sup> Unrestricted Elective	3	
BUAD 453	4	
<b>Term 8</b>		
<sup>6</sup> Finance Elective	3	No milestones
<del>EF 438 BUAD 499</del>	3	
<sup>6</sup> Finance Elective	3	
<sup>5</sup> Unrestricted Electives	5	
BUAD 405	1	

*Rationale: Reflects changes to Heath IBEP program senior year curriculum. Impact on other units: None. Financial impact: None.*

## REVISE PROGRAM

### Requirements for the Bachelor of Science in Business Administration – Finance Major – International Business Concentration

<b>Term 4</b>		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>5</sup> ECON 213* or ECON 218*	3	
<sup>5</sup> STAT 201* or STAT 207*	3	
<sup>6</sup> Unrestricted Elective	3	
<sup>9</sup> BUAD 200	1	
<b>Term 6</b>		
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	2.5 cumulative GPA
FINC 425 or <del>FINC 427</del>	3	BUAD 331, BUAD 332
<sup>6</sup> Unrestricted Electives	5	FINC 301
<sup>8</sup> International Business coursework	3	
<b>Term 7</b>		
BULW 301	2	FINC 420, FINC 425 or <del>FINC 427</del>
FINC 455 or <del>FINC 457</del>	3	
<sup>8</sup> International Business coursework	3	
<sup>6</sup> Unrestricted Elective	3	
<sup>5</sup> BUAD 453	4	
<b>Term 8</b>		

<sup>5</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses – ACCT 207, ~~ECON 218\* MGT 207~~, STAT 207\*, FINC 307, BUAD 337, BUAD 338, and BUAD 457.

<sup>8</sup> Twelve hours chosen from ~~IB 407~~, IB 409, IB 429, IB 439, IB 449, IB 492, BUAD 400 or MGT 472; and IB 489.

*Rationale: Reflects changes to Smith GLS program curriculum. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

**DEPARTMENT OF MANAGEMENT**

Low-  
impact:  
Revise  
program

**REVISE PROGRAM****Entrepreneurship Minor****Minor Requirements****Required Courses****Complete 9 hours of the following:**

- ENT 470 – Managing an Entrepreneurial Start-Up
- ENT 485 – Funding Strategies for Entrepreneurs

*Rationale: Reflects addition of new ENT courses. Impact on other units: No negative impact, increases options available to students. Financial impact: None.*

Mid-  
impact:  
Add  
program

**^ADD PROGRAM****Social Entrepreneurship Minor**

The Haslam College of Business minor in Social Entrepreneurship is open to undergraduate students from any major across campus. This minor is intended to address issues of social enterprise, philanthropy, civil engagement, managing NGOs, and other related areas. The minor consists of 15 hours including ENT 410S, which is available to undergraduate students without prerequisites, and the remaining hours chosen from the following lists of elective, complementary courses in each student's home discipline or other disciplines in accordance with course prerequisites and program requirements. Students receive a minor from the Haslam College of Business, but the program and content is tailored to their particular interests and reinforces their major interest.

**Complete this 3-Hour Core Course:**

- ENT 410S – Social Entrepreneurship

**Complete 6-9 Hours from the following list of content courses:**

- College of Architecture and Design
  - DSGN 430 Design Thinking and Innovation
- College of Arts and Sciences
  - ANTH 415 Environmental Anthropology
  - ANTH 420 Disasters
  - GEOG 409 GIS for Environmental and Socio-Economic Applications
  - GEOG 451 The Global Economy
  - MUSC 305 The Business of Music
  - SOCI 341 Social Inequalities
  - SOCI 342 Globalization and Justice
  - SOCI 360 Environment and Resources
  - SOCI 400 Immigration
  - SOCI 442 Comparative Poverty/Development
- College of Education, Health, and Human Sciences
  - ELPS 201 Foundations of Leadership Studies
  - ELPS 207 Foundations and Theories of Leadership Studies

- RCS 411 Entrepreneurship and Small Business Management
- Haslam College of Business
  - ENT 350 Introduction to Entrepreneurship
  - ENT 451 New Venture Planning
  - ENT 425 Entrepreneurial Marketing
  - ENT 460 Leading Innovation and Change
  - MARK 462 Innovation and New Product Development
- Herbert College of Agriculture
  - AGNR 180 Global Dynamics Food/Biodiversity/Environment
  - AGNR 480 How to Feed the World
  - ALEC 240 Presentation and Sales Strategies for Agricultural Audiences
  - ALEC 340 Marketing and Public Strategies for Global Sectors
  - AREC 342 Farm Business Management
  - AREC 442 Advanced Agribusiness Management
- The Howard Baker Center for Public Policy
  - BCPP 480 Policy Process and Program Evaluation
  - BCPP 490 Policy Capstone
- College of Nursing
  - NURS 321 Psychiatric Mental Health
  - NURS 422 Psychiatric Mental Health (Accelerated Students)
  - NURS 432 Community and Public Health (Accelerated Students)
  - NURS 482 Population Health
- College of Social Work
  - SOWK 250 Introduction to Social Welfare
  - SOWK 416 Social Welfare Policies and Issues

**Complete 3-6 hours from the following list of experiential courses:**

- College of Architecture and Design
  - ARCH 370/371S: Research and Design – Collaborative Engagement
  - IARC 372S: Design Development and Construction Detailing Documentation for Interior Architecture
- College of Arts and Sciences
  - ART 484 Field Projects – Restoration, Preservation
  - GEOG 206 Sustainability – Reducing our Impact on Planet Earth
  - GEOL 202 Ecosystem Problem and Solutions
  - PHIL 255S Sustainability Ethics
  - PHIL 256S Social Justice
  - POLS 499 Service Learning
  - SOCI 495 Social Justice/Community Service
  - UNHO 267 Service Learning
- College of Education, Health, and Human Sciences
  - CFS 480 Practicum Community Outreach
  - ELPS 333/404 Service Learning with Students with Intellectual and Developmental Disabilities
  - ELPS 310 Emerging Leadership
  - ELPS Leadership Knoxville, Scholars Capstone
- Haslam College of Business
  - ENT 492 Entrepreneurship Internship
  - HRM 492 Human Resource Management Internship
  - MGT 492 Management Internship

- The Howard Baker Center for Public Policy
  - BCPP 495 Scholars Projects/Special Topics
- College of Nursing
  - NURS 433 Clinical Immersion: Clinical and Public Health Nursing for the Accelerated Student
  - NURS 483 Clinical Immersion

**Notes:**

- Admission to the minor and the combination of courses used for fulfillment of this minor must be approved by the instructor of ENT 410S
- All courses have been approved for use in the minor by the relevant college or department.
- Participation in the minor does not waive any course prerequisites or affect scheduling of courses.
- Students may not minor in both Entrepreneurship and Social Entrepreneurship.

*Rationale: This minor fulfills a long-time aspiration to have both for-profit and non-profit minors in entrepreneurship. (The for-profit minor was established three years ago, and this new minor mirrors the logic and structure of that minor.) Students from across the university have a passion for non-profit work. Many of them are able to take relevant courses in their home discipline. This minor allows them to combine those courses with business school courses to create a personally tailored minor bringing the power of business to bear on their personal and professional causes. Impact on other units: This minor blends courses taken from the business school and courses taken from a student's home department. All courses comprising the minor are currently being offered. Participation in the minor has no effect on course scheduling or course prerequisites already in place. Students must assemble a minor from the menu presently available options set forth in the description of the minor, and have that combination of courses approved by the faculty member covering ENT 410S. All courses listed in this minor have been approved for use by the relevant departments. Financial impact: As proposed, this minor is not expected to impact staffing or need for financial support. Pursuit of the minor is controlled by admission to ENT 410S, which is currently offered only once per year and operates with an enrollment cap of 30 undergraduates. At this time, there are no plans to change this. If at a later date, we decide we wish to increase the number of students pursuing the minor that could have staffing implications.*

Low-  
impact:  
Revise  
program

**REVISE PROGRAM****Requirements for the Bachelor of Science in Business Administration – Human Resource Management Major – Collateral Option**

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	



<sup>6</sup> ECON 213* or ECON 218*	3	
<sup>6</sup> STAT 201* or STAT 207*	3	
<sup>5</sup> Unrestricted Elective	3	
<sup>7</sup> BUAD 200	1	
<b>Term 7</b>		
BULW 301	2	HRM 360
Collateral	3	
<del>HRM 485 HRM 482</del>	3	
<sup>5</sup> Unrestricted Elective	3	
<sup>6</sup> BUAD 453	4	
<b>Term 8</b>		
Collateral	3	No milestones
HRM 481, <del>HRM 482 HRM 485-</del>	6	
<sup>5</sup> Unrestricted Electives	5	
<sup>7</sup> BUAD 405	1	
<b>TOTAL</b>	<b>120</b>	

**Human Resource Management Collateral Options**

ENTREPRENEURSHIP – ENT 350, ENT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, ENT 460, ~~ENT 470, ENT 485~~, ENT 492, or ENT 499.

INTERNATIONAL BUSINESS – Nine hours from ~~IB 407~~, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD 400 or MGT 472; and IB 489.

<sup>6</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, ~~ECON 218~~, FINC 307, ~~MGT-207~~, and STAT 207\*.

*Rationale: Reflects that HRM 485 offered only in fall semester and HRM 482 only in spring. Also reflects changes to Smith GLS program curriculum and new ENT courses. Impact on other units: None. Financial impact: None.*

**REVISE PROGRAM****Requirements for the Bachelor of Science in Business Administration – Human Resource Management Major – Heath Integrated Business and Engineering Program**

<b>Term 7</b>		
<del>HRM 485 HRM 482</del>	3	HRM 360
<del>EF 437 BUAD 499-</del>	3	
<sup>5</sup> Unrestricted Electives	5	
BUAD 453	4	
<b>Term 8</b>		
HRM 481, <del>HRM 482 HRM 485</del>	6	No milestones
<del>EF 438 BUAD 499-</del>	3	
<sup>5</sup> Unrestricted Electives	4	
BUAD 405	1	

*Rationale: Reflects that HRM 485 only offered in fall and HRM 482 only offered in spring. Also reflects changes to Heath IBEP program senior year curriculum. Impact on other units: None. Financial impact: None.*

**REVISE PROGRAM**

Low-  
impact:  
Revise  
program

Low-  
impact:

Revise  
program

### Requirements for the Bachelor of Science in Business Administration – Human Resource Management Major – International Business Concentration

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>5</sup> ECON 213* or ECON 218*	3	
<sup>5</sup> STAT 201* or STAT 207*	3	
<sup>6</sup> Unrestricted Elective	3	
<sup>8</sup> BUAD 200	1	
Term 7		
HRM 485 <del>HRM 482</del>	3	HRM 360
<sup>7</sup> International Business coursework	3	
<sup>6</sup> Unrestricted Electives	5	
<sup>5</sup> BUAD 453	4	
Term 8		
HRM 481, <del>HRM 482</del> <del>HRM 485</del>	6	No milestones
<sup>7</sup> International Business coursework	3	
<sup>6</sup> Unrestricted Electives	5	
<sup>8</sup> BUAD 405	1	

<sup>5</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses – ACCT 207, ~~ECON 218\*~~, ~~MGT 207~~, STAT 207\*, FINC 307, BUAD 337, BUAD 338, and BUAD 457.

<sup>7</sup> Twelve hours chosen from ~~IB 407~~, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD 400 or MGT 472; and IB 489.

*Rationale: Reflects that HRM 485 only offered in fall and HRM 482 only offered in spring. Also reflects changes to Smith GLS program curriculum. Impact on other units: None. Financial impact: None.*

### REVISE PROGRAM

Low-  
impact:  
Revise  
program

### Requirements for the Bachelor of Science in Business Administration – Management Major – Collateral Option

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>6</sup> ECON 213* or ECON 218*	3	
<sup>6</sup> STAT 201* or STAT 207*	3	
<sup>5</sup> Unrestricted Elective	3	
<sup>7</sup> BUAD 200	1	

#### Management Collateral Options

ENTREPRENEURSHIP – ENT 350, ENT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, ENT 460, ~~ENT 470~~, ~~ENT 485~~, ENT 492, or ENT 499.

INTERNATIONAL BUSINESS – Nine hours from ~~IB 407~~, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD

400 or MGT 472; and IB 489.

<sup>6</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, **ECON 218**, FINC 307, **MGT 207**, and STAT 207\*.

*Rationale: Reflects changes to Smith GLS program curriculum. Impact on other units: None. Financial impact: None.*

### REVISE PROGRAM

#### Requirements for the Bachelor of Science in Business Administration – Management Major – Heath Integrated Business and Engineering Program

Term 7		
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	No milestones
BULW 301	2	
<del>EF 437 BUAD 499</del>	3	
<sup>5</sup> Unrestricted Elective	3	
BUAD 453	4	
Term 8		
<del>EF 438 BUAD 499</del>	3	No milestones
MGT 462, MGT 463	<del>6 -3</del>	
<sup>5</sup> Unrestricted Electives	<del>5 -8</del>	
BUAD 405	1	

*Rationale: Reflects changes to Heath IBEP senior year curriculum. Impact on other units: None. Financial impact: None.*

### REVISE PROGRAM

#### Requirements for the Bachelor of Science in Business Administration – Management Major – International Business Concentration

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>5</sup> ECON 213* or ECON 218*	3	
<sup>5</sup> STAT 201* or STAT 207*	3	
<sup>6</sup> Unrestricted Elective	3	
<sup>8</sup> BUAD 200	1	

<sup>5</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses – ACCT 207; BUAD 337, BUAD 338, BUAD 457; **ECON 218**; FINC 307; **MGT 207**; and STAT 207\*.

<sup>7</sup> Twelve hours chosen from **IB 407**, IB 409, IB 429, IB 439, IB 449 IB 492; BUAD 400 or MGT 472; and IB 489.

*Rationale: Reflects changes to Smith GLS program curriculum. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF MARKETING

Low-  
impact:  
Revise  
program

Low-  
impact:  
Revise  
program

Low-  
impact:  
Revise  
program

## REVISE PROGRAM

### Requirements for the Bachelor of Science in Business Administration – Marketing Major – Collateral Option Marketing Collateral Options

**BUSINESS ANALYTICS** – BAS 320, BAS 474, and one of: BAS 340, BAS 370S, BAS 454, BAS 471, BAS 475, or INMT 342.

**INTERNATIONAL BUSINESS** – Nine hours from: **IB 407**, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD 400 or MGT 472; and IB 489.

**LEADERSHIP** – MGT 331, MGT 336, and one of ENT 410, ENT 460, ~~MGT 440, or MGT 499.~~

<sup>6</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, **ECON 218**, FINC 307, ~~MGT 207~~, and STAT 207\*.

*Rationale: Business Analytics is already a concentration option with the Marketing major; option to select it as a collateral, too, adds flexibility to students' degree program, allowing them the option of taking one less Business Analytics course and one more Marketing course as compared to the concentration option. Impact on other units: Coordinated with Department of Business Analytics and Statistics. Students choosing this collateral vs. the concentration will be taking one less Business Analytics course. So, this proposal might actually lessen the burden on already large section sizes in Business Analytics courses. Proposal also reflects change to Smith GLS Program curriculum, as well as MGT courses that will no longer be offered in the Leadership collateral. Financial impact: Although students choosing this collateral option vs. the concentration option will take one more Marketing course for their degree, we see no significant staffing impact related to this proposal.*

Low-  
impact:  
Revise  
program

## REVISE PROGRAM

### Requirements for the Bachelor of Science in Business Administration – Marketing Major – Heath Integrated Business and Engineering Program

Term 7		
BULW 301	2	No milestones
<del>EF 437 BUAD 499</del>	3	
MARK 462 or MARK 464 or MARK 465 or MARK 466 or MARK 468 or MARK 469	3	
<sup>5</sup> Unrestricted Elective	3	
BUAD 453	4	
Term 8		
MARK 460	3	No milestones
<del>EF 438 BUAD 499</del>	3	
MARK 462 or MARK 464 or MARK 465 or MARK 466 or MARK 468 or MARK 469	3	
<sup>5</sup> Unrestricted Electives	5	
BUAD 405	1	

*Rationale: Reflects new courses in senior year for Heath IBEP program. Impact on other units: None. Financial impact: None.*

Low-  
impact:

## REVISE PROGRAM

Revise  
program

### Requirements for the Bachelor of Science in Business Administration – Marketing Major – International Business Concentration

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>5</sup> ECON 213* or ECON 218*	3	
<sup>5</sup> STAT 201* or STAT 207*	3	
<sup>6</sup> Unrestricted Elective	3	
<sup>8</sup> BUAD 200	1	

<sup>5</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, **ECON 218**, FINC 307, ~~MGT 207~~, and STAT 207\*.

<sup>7</sup> Twelve hours chosen from **IB 407**, IB 409, IB 429, IB 439, IB 449 IB 492; BUAD 400 or MGT 472; and IB 489.

*Rationale: Reflects changes to Smith GLS program. Impact on other unit: None.*

*Financial impact: None.*

## DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

Low-  
impact:  
Revise  
program

### REVISE PROGRAM

### Requirements for the Bachelor of Science in Business Administration – Supply Chain Management Major – Business Analytics Concentration

Term 7		
BULW 301	2	SCM 311, SCM 312
Two of SCM 411 or SCM 412 or SCM 413 <b>or</b> <b>SCM 414</b> or SCM 421 or SCM 422	6	
BAS 454 or BAS 471 or BAS 475 or INMT 342	3	
BUAD 453	4	
Term 8		
BAS 340, BAS 474	6	No milestones
<sup>5</sup> Unrestricted Electives	5	
SCM 411 or SCM 412 or SCM 413 <b>or</b> <b>SCM 414</b> or SCM 421 or SCM 422	3	
BUAD 405	1	

*Rationale: Reflects new SCM 414 elective option. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
program

### REVISE PROGRAM

### Requirements for the Bachelor of Science in Business Administration – Supply Chain Management Major – Collateral Option

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or

		CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>6</sup> ECON 213* or ECON 218*	3	
<sup>6</sup> STAT 201* or STAT 207*	3	
<sup>5</sup> Unrestricted Elective	3	
<sup>7</sup> BUAD 200	1	
<b>Term 7</b>		
BULW 301	2	No milestones
SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422 (select two)	6	
<sup>5</sup> Unrestricted Elective	3	
<sup>6</sup> BUAD 453	4	
<b>Term 8</b>		
Collateral	3	No milestones
SCM 460	3	
SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422	3	
<sup>5</sup> Unrestricted Electives	5	
<sup>7</sup> BUAD 405	1	

**Supply Chain Management Collateral Options**

**BUSINESS ANALYTICS** – BAS 320, BAS 474, and one of: BAS 340, BAS 454, BAS 471, BAS 475, or INMT 342.

**INTERNATIONAL BUSINESS** – Nine hours from: **IB 407**, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD 400 or MGT 472; and IB 489.

**LEADERSHIP** – MGT 331, MGT 336, and one of ENT 410, ENT 460, **MGT 440**, or **MGT 499**.

<sup>6</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, **ECON 218**, FINC 307, **MGT 207**, and STAT 207\*.

*Rationale: Reflects new SCM 414 elective option. Reflects changes to Smith GLS program. MGT 440 no longer offered and MGT 499 no longer relevant to leadership collateral. Also reflects new Business Analytics collateral option. SCM's current collateral offerings were insufficiently preparing our students to assume supply chain analyst roles. Impact on other units: None. Financial impact: None, unless the number of SCM majors that decide to choose this new collateral are unexpectedly high (in which case, an additional instructional unit(s) would need to be allocated to these courses.) But, it may be possible to achieve this by substitution from other sections.*

**REVISE PROGRAM****Requirements for the Bachelor of Science in Business Administration – Supply Chain Management Major – Heath Integrated Business and Engineering Program**

<b>Term 7</b>		
<b>EF 437</b> <del>BUAD 499</del>	3	SCM 311, SCM 312
SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422	3	
<sup>5</sup> Unrestricted Elective	3	
BUAD 453	4	
<b>Term 8</b>		
<b>EF 438</b> <del>BUAD 499</del>	3	No milestones

Low-  
impact:  
Revise  
program

Two of SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422	6	
<sup>5</sup> Unrestricted Electives	5	
BUAD 405	1	

*Rationale: Reflects new Heath IBEP senior year courses. Reflects new SCM 414 elective option. Impact on other units: None. Financial impact: None.*

### REVISE PROGRAM

#### Requirements for the Bachelor of Science in Business Administration – Supply Chain Management Major – Information Management Concentration

Term 7		
BULW 301	2	SCM 311, SCM 312
INMT 442	3	
SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422	3	
<sup>5</sup> Unrestricted Elective	3	
BUAD 453	4	
Term 8		
BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*	3	No milestones
INMT 443	3	
Two of SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422	6	
<sup>5</sup> Unrestricted Elective	2	
BUAD 405	1	

*Rationale: Reflects new SCM 414 elective option. Impact on other units: None. Financial impact: None.*

### REVISE PROGRAM

#### Requirements for the Bachelor of Science in Business Administration – Supply Chain Management Major – International Business Concentration

Term 4		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>5</sup> ECON 213* or ECON 218*	3	
<sup>5</sup> STAT 201* or STAT 207*	3	
<sup>6</sup> Unrestricted Elective	3	
<sup>8</sup> BUAD 200	1	
Term 7		
<sup>7</sup> International Business coursework	6	SCM 311, SCM 312
SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422	3	
<sup>6</sup> Unrestricted Elective	3	

Low-  
impact:  
Revise  
program

Low-  
impact:  
Revise  
program

<sup>5</sup> BUAD 453	4	
<b>Term 8</b>		
<sup>7</sup> International Business coursework	3	No milestones
Two of SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422	6	
<sup>6</sup> Unrestricted Electives	5	
<sup>8</sup> BUAD 405	1	

<sup>5</sup> Students admitted to Smith Global Leadership Scholars will complete the honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, **ECON 218**, FINC 307, **MGT 207**, and STAT 207\*.

<sup>7</sup> Twelve hours chosen from **IB 407**, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD 400 or MGT 472; and IB 489.

*Rationale: Reflects new SCM 414 elective option. Reflects Smith GLS program changes. Impact on other units: None. Financial impact: None.*

### REVISE PROGRAM

#### Requirements for the Bachelor of Science in Business Administration – Supply Chain Management Major – Marketing Concentration

<b>Term 7</b>		
BULW 301	2	SCM 311, SCM 312
MARK 462 or MARK 464 or MARK 466 or MARK 468 or MARK 469	3	
<sup>5</sup> Unrestricted Elective	2	
SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422	3	
BUAD 453	4	
<b>Term 8</b>		
MARK 460	3	No milestones
Two of SCM 411 or SCM 412 or SCM 413 or <b>SCM 414</b> or SCM 421 or SCM 422	6	
<sup>5</sup> Unrestricted Electives	5	
BUAD 405	1	

*Rationale: Reflects new SCM 414 elective option. Impact on other units: None. Financial impact: None.*

### INTERCOLLEGIATE PROGRAM

### REVISE PROGRAM

#### Requirements for the Bachelor of Science in Business Administration – Public Administration Major

<b>Term 4</b>		
<sup>3</sup> Arts and Humanities Elective*	3	2.5 Cumulative GPA and completion of following courses with C or better: MATH 123*-MATH 125* or MATH 141*-MATH 142*; CMST 210* or CMST 240*; ENGL 255* or ENGL 295*; ACCT 200 or ACCT 203; ECON 211*; ECON 213*; STAT 201* or STAT 207*; MGT 202
BUAD 242	2	
<sup>5</sup> ECON 213* or ECON 218*	3	

Low-  
impact:  
Revise  
program

Low-  
impact:  
Revise  
program



POLS 240	3	
STAT 201* or <sup>5</sup> STAT 207*	3	
<sup>8</sup> BUAD 200	1	

<sup>5</sup> Students admitted to Smith Global Leadership Scholars will complete honors versions of these courses: ACCT 207, BUAD 337, BUAD 338, BUAD 457, **ECON 218**, FINC 307, ~~MGT 207~~, and STAT 207\*.

*Rationale: Reflects new Smith GLS program curriculum. Impact on other units: None. Financial impact: None.*

## COLLEGE OF COMMUNICATION AND INFORMATION

All changes effective Fall 2019, **unless noted otherwise**

### COURSE CHANGES

#### SCHOOL OF ADVERTISING AND PUBLIC RELATIONS (ADVT) Advertising

Low-  
impact:  
Archive  
Course

#### **ARCHIVE**

#### **ADVT 340 Advertising and Public Relations Research Methods (3)**

*Rationale: ADVT 340R replaces ADVT 340; only the 340R option is offered to students, so 340 needs to be archived to avoid confusion. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

#### **REVISE (RE) PREREQUISITE(S)**

#### **ADVT 360 - Advertising Media Strategy (3)**

*(RE) Prerequisite(s): 250 and 340R.*

*Formerly: (RE) Prerequisite(s): 250 and 340.*

*Rationale: ADVT 340R replaces ADVT 340, which is being archived; only the 340R option is offered to students. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

#### **DROP (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)**

#### **ADVT 380 Advertising Professional Seminar (1)**

*(RE) Corequisite: ADVT 340R.*

*Formerly: (RE) Prerequisite: ADVT 340.*

*Rationale: As students are encouraged to start procuring internships early in their majors, they need to complete the professional seminar prior to the semester following ADVT 340, as they do currently. This earlier exposure will prepare them for internships and enable them to prepare their resumes and cover letters as well as to train for interviews and learn professional etiquette. Support from assessment activity: students have commented to faculty members that this change would help them prepare earlier and therefore improve the quality and quantity of their internships. Impact on Other Units: None. Financial Impact: None.*

**(PBRL) Public Relations**

Low-  
impact:  
Revise  
course

**ARCHIVE****PBRL 340 Advertising and Public Relations Research Methods (3)**

*Rationale: PBRL 340R replaces PBRL 340; only the 340R option is offered to students, so 340 needs to be archived to avoid confusion. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE (RE) PREREQUISITE(S)****PBRL 370 - Public Relations Cases (3)**

*(RE) Prerequisite(s): 340R or Advertising 340R.*

*Formerly: (RE) Prerequisite(s): 340 or Advertising 340.*

*Rationale: ADVT 340R and PBRL 340R replace ADVT 340 and PBRL 340 respectively. The base courses are being archived; only the 340R options are offered to students. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE (RE) PREREQUISITE(S)****PBRL 380 Public Relations Professional Seminar (1)**

*(RE) Prerequisite: PBRL 270.*

*Formerly: (RE) Prerequisite(s): PBRL 340 and 310.*

*Rationale: As students are encouraged to start procuring internships early in their majors, they need to complete the professional seminar prior to the semester following PBRL 340, as they do currently. This earlier exposure will prepare them for internships and enable them to prepare their resumes and cover letters as well as to train for interviews and learn professional etiquette. Support from assessment activity: students have commented to faculty members that this change would help them prepare earlier and therefore improve the quality and quantity of their internships. Impact on Other Units: None. Financial Impact: None.*

**COLLEGE OF COMMUNICATION AND INFORMATION  
(CCI) Communication and Information**

Mid-  
impact:  
Add  
Course

**ADD COURSE, REQUEST VARIABLE TITLE****CCI 190: Special Topics (3)**

Topics Vary.

*Repeatability: May be repeated. Maximum 6 hours.*

*Rationale: The college identified the need for this course through assessment survey results, exit survey results with graduating students, and strategic planning among the college's administrative committee, along with faculty input. Special topic course at the*

*100-level provides an opportunity to create timely courses related to current events in the industry and society. Impact on other units: None. Financial Impact: None.*

*Note: This would be considered a mid-impact change; it is a new course but is not seeking general education or experience learning approval.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE, REQUEST VARIABLE TITLE**

#### **CCI 290: Special Topics (3)**

Topics Vary.

*Repeatability: May be repeated. Maximum 6 hours.*

*Rationale: The college identified the need for this course through assessment survey results, exit survey results with graduating students, and strategic planning among the college's administrative committee, along with faculty input. Special topic course at the 200-level provides an opportunity to create timely courses related to current events in the industry and society. Impact on other units: None. Financial Impact: None.*

*Note: This would be considered a mid-impact change; it is a new course but is not seeking general education or experience learning approval.*

## **SCHOOL OF INFORMATION SCIENCES**

### **(INSC) Information Science**

*(effective fall 2020)*

Mid-  
impact:  
Drop  
Course  
effective  
fall 2020

### **DROP COURSE Effective Fall 2020**

#### **INSC 330 Books and Related Materials for Children (3)**

*Rationale: This course does not fit in the updated curriculum for undergraduate courses in the School of Information Sciences.*

*Note- This is a mid-impact change because this will impact the students from the College of Education, who take this course. The College of Education would like to teach this course and School of Information Sciences does not need this course for the students enrolled in the INSC courses or programs.*

## **SCHOOL OF JOURNALISM AND ELECTRONIC MEDIA**

### **(JREM) Journalism and Electronic Media**

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION**

#### **JREM 175 Introduction to Journalism & Creative Media (3)**

Overview of all media platforms within their historical context. Students are introduced to theories and research in media and society. Students learn about the broad scope of journalism and creative media and will also gain experience with on-campus media.

*Formerly: JREM 175 Principles and History of Journalism and Media (3)  
History of all media and overview of all media platforms. Students are introduced to theories and research in media and society. Students not only learn about the*

*broad scope of journalism and media but will also gain experience with on-campus media.*

*Rationale: To better reflect current course content. Impact on other units: None. Financial impact: None.*

*Note: This is a low-impact change; the revisions help to clarify the course content.*

Low-  
impact:  
Revise  
course

### **REVISE REGISTRATION RESTRICTION(S)**

#### **JREM 200 Multimedia Writing (3)**

(RE) Prerequisite(s): ENGL 102, 132, 290, or 298; PBRL 270.

*Formerly: (RE) Prerequisite(s): 175 or Public Relations 270; English 102, 132, 290, or 298.*

*Rationale: This change would allow students in the major to take JREM 175 and JREM 200 during the same semester, thus assisting them in meeting their milestone requirements and graduating in a timely manner. This change would be especially helpful for transfer students. Impact on other units: Minimal. Any impact would be beneficial. Financial impact: None.*

*Note: \*Although this course satisfies the WC general education requirement, the change is not substantive. This would be a low- impact change because it does not restrict additional students.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **JREM 220 Scriptwriting for Creative Works (3)**

Introduction to creative scriptwriting for broadcast/cable television productions or streaming series. Includes copywriting for commercials. Scripts are expected to be pitch-ready by the end of the semester.

(RE) Prerequisite(s): 175 and 200.

*Rationale: The school identified the need for this course through assessment survey results and focus group feedback from current majors. In addition, an overview of available information and discussions with media professionals regarding the current directions the media industries indicated the need for this course. This course will support the major's Learning Outcome 1 (Students demonstrate professional skills in journalism and electronic media, skills sufficient to meet the expectations for entry-level jobs in the field) and Learning Outcome 2 (Students demonstrate an understanding and facility with the core field knowledge provided through our required core of courses: introduction to journalism and electronic media, media writing, media reporting, media law, media and society/diversity). Impact on other units: None. Financial impact: None.*

*Note: This would be considered a mid-impact change; it is a new course but is not seeking general education or experience learning approval.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **JREM 260 Studio Production (3)**

Introduction to studio production. Effective studio lighting, studio camera operations, video switching, and audio controls will be taught in addition to the roles of producing, directing, and floor managing. *(RE) Prerequisite(s): 220 or 230.*

*Rationale: The school identified the need for this course through assessment survey results and focus group feedback from current majors. In addition, an overview of available information and discussions with media professionals regarding the current directions the media industries indicated the need for this course. This course will support the major's Learning Outcome 1 (Students demonstrate professional skills in journalism and electronic media, skills sufficient to meet the expectations for entry-level jobs in the field). Impact on other units: None. Financial impact: None.*

*Note: This is a mid-impact change; it is a new course but is not seeking general education or experience learning approval.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **JREM 320 Media Marketing and Promotions (3)**

*(RE) Prerequisite(s): 220 or 230*

*Formerly: (RE) Prerequisite(s): 230*

*Rationale: This change reflects the addition of the new JREM 220 course. Impact on other units: None. Financial impact: None.*

*Note: This would be a low-impact change because it does not restrict additional students.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION, REVISE (RE) PREREQUISITE(S)**

#### **JREM 333 Media Editing (3)**

Methods and practice in editing across media platforms with emphasis on the role of editors, content planning and digital curation; story development and organization; display of text and visual content; news verification; headlines and SEO; and proper language use.

*(RE) Prerequisite(s): 220 or 230 or PBRL 320 or ALEC 330.*

*Formerly: JREM 333 Print/Web Editing (3)*

*Methods and practice in judging news, editing copy, writing headlines, and designing newspapers and magazines. Emphasis on precise word use and news display. Contact Hour Distribution: Lecture and lab. (RE) Prerequisite(s): 230 or Public Relations 320.*

*Rationale: To better reflect current course content. Also, to accommodate needs of students in the Agricultural Leadership, Education, and Communications major per request from that program. Impact on other units: Minimal - The ALEC 330 prerequisite was added per request from that unit. Financial impact: None.*

*Note: This is a low-impact change; the revisions help to clarify the course content.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **JREM 336 Video Production (3)**

*(RE) Prerequisite(s): 220 or 230*

*Formerly: (RE) Prerequisite(s): 230*

*Rationale: This change reflects the addition of the new JREM 220 course. Impact on other units: None. Financial impact: None.*

*Note: This would be a low-impact change because it does not restrict additional students.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION**

#### **JREM 360 Communicating On-Air/Online for Television and Radio (3)**

Students learn techniques to become on-air/online talent for television and radio programs including news, sports, and entertainment programs. Students will also learn effective techniques for interviewing and being interviewed on camera or via radio (including podcasts). How to attract listener/viewer engagement will be emphasized. Lecture/Lab Course using radio and television studios for live and recorded performance.

*Formerly: JREM 360 Radio News Reporting and Producing (3)  
Writing, reporting, performing, and producing radio and audio news reports and newscasts for radio and the Internet. Lecture and lab course in which students will work in radio news at WUTK-FM as part of their grade. An introduction to audio production including advanced digital audio production is included.*

*Rationale: To better reflect current course content. Impact on other units: None. Financial impact: None.*

*Note: This is a low-impact change; the revisions help to clarify the course content.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **JREM 380 Media Graphics (3)**

*(RE) Prerequisite(s): 220 or 230*

*Formerly: (RE) Prerequisite(s): 230*

*Rationale: This change reflects the addition of the new JREM 220 course. Impact on other units: None. Financial impact: None.*

*Note: This would be a low-impact change because it does not restrict additional students.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **JREM 414 Magazine and Feature Writing (3)**

*(RE) Prerequisite(s): 220 or 230 or Public Relations 320; ENGL 102, 132, 290, or 298.*

*Formerly: (RE) Prerequisite(s): 230 or Public Relations 320; and 333; English 102, 132, 290, or 298.*

*Rationale: This change reflects the addition of the new JREM 220 course. Impact on other units: None. Financial impact: None.*

*Note: \*Although this course satisfies the WC general education requirement, the change is not substantive. This would be a low- impact change because it does not restrict additional students.*

Low-  
impact:  
Revise  
course

**REVISE (RE) PREREQUISITE(S)**

**JREM 420 Media Sales (3)**

*(RE) Prerequisite(s): 220 or 230*

*Formerly: (RE) Prerequisite(s): 230*

*Rationale: This change reflects the addition of the new JREM 220 course. Impact on other units: None. Financial impact: None.*

*Note: This would be a low-impact change because it does not restrict additional students.*

Low-  
impact:  
Revise  
course

**REVISE (RE) PREREQUISITE(S)**

**JREM 446 Documentary Video Production (3)**

*(RE) Prerequisite(s): 220 or 230 or ALEC 443*

*Formerly: (RE) Prerequisite(s): 230.*

*Rationale: This change reflects the addition of the new JREM 220 course. Also, to accommodate needs of students in the Agricultural Leadership, Education, and Communications major. Impact on other units: Minimal. The addition of the ALEC 443 prerequisite was added per request from that unit. Financial impact: None.*

*Note: This would be a low-impact change because it does not restrict additional students.*

Low-  
impact:  
Revise  
course

**REVISE (RE) PREREQUISITE(S)**

**JREM 480 Media Programming in the Digital Era (3)**

*(RE) Prerequisite(s): 220 or 230 or Cinema Studies 281.*

*Formerly: (RE) Prerequisite(s): 230 or Cinema Studies 281.*

*Rationale: This change reflects the addition of the new JREM 220 course. Impact on other units: None. Financial impact: None.*

*Note: This would be a low-impact change because it does not restrict additional students.*

Low-  
impact:  
Revise  
course

## ADD REPEATABILITY

### JREM 492 Practicum (2)

*Repeatability: May be repeated. Maximum 4 hours.*

*Formerly: (no repeatability)*

*Rationale: When the course was changed from 1 credit hour to 2 credit hours, the repeatability of the course was inadvertently left off. Impact on other units: None. Financial impact: None.*

*Note: This would be a low-impact change because it does not restrict additional students.*

## PROGRAM CHANGES

Low-  
impact:  
Revise  
text

## REVISE TEXT

(Main college page)

### College Core Areas

Students in the Schools of Advertising and Public Relations, Communication Studies, and Journalism and Electronic Media study the following core areas.

- Overview/survey
- Writing
- Theory and research
- ~~Free speech, law and ethics~~

Each unit designates a course (or courses) to fulfill the requirements.

*Rationale: There is not a specific course or set of courses that Communication Studies requires related to free speech, law, and ethics. When the College changed their curriculum, it was left in because the language has to appear for AEJMC accreditation purposes. Now that we have a specific heading for those AEJMC-accredited units, the language can be moved to that section (see below for additional change). Impact on Other Units: None. Financial Impact: None.*

Low-  
impact:  
Revise  
text

## REVISE TEXT

(Main college page)

### Requirements for Graduation

The Bachelor of Science in Communication is awarded to majors who complete a program of at least 120 hours prescribed under the advertising, journalism and electronic media, or public relations requirements. Advertising, Journalism and Electronic Media, and Public Relations students must complete at least 72 hours in courses other than communication and information, journalism and electronic media, advertising, and/or public relations. **All students must take a course or courses designated by their school to address freedom of speech, law, and ethics.** Students must achieve a cumulative grade point average of at least 2.0 in all College courses used to fulfill graduation requirements.



*Rationale: AEJMC-accredited units must have language that indicates all students are exposed to freedom of speech, law, and ethics. Because those units are the only ones granting a Bachelor of Science degree, the statement is better placed here than under core requirements for the entire college. Impact on Other Units: None. Financial Impact: None.*

## SCHOOL OF INFORMATION SCIENCES

Mid-  
impact:  
Drop to  
rename  
program

### **^END PROGRAM**

#### **Information Studies and Technology Minor**

*Rationale: School of Information Sciences is making these changes to rename the minor and to keep the minor updated with the new content and courses being offered. The undergraduate curriculum at SIS has undergone a major revision and these changes in the minor reflect those updates. Impact on other units: None. Financial Impact: None.*

This is a mid-impact revision as it makes changes to program requirements by changing the courses required for completing the minor.

Mid-  
impact:  
Add to  
revise  
and  
rename  
program

### **^ADD PROGRAM**

#### **Information Sciences Minor**

The minor in information sciences complements majors in many fields, including liberal arts and sciences, engineering, applied life sciences, commerce, business administration, education, and human ecology. Students electing the minor learn about the impact of information and information technology on society, individuals, and organizations. They acquire information and technology literacy skills enabling them to know how and where to find information, how to use it strategically, and how to design information containers and access systems in a variety of settings. Students also learn how policies governing access and control of information resources are set and how policies affect organizations, individuals, and society as a whole. Other aspects of information and information use that are addressed in the minor include, but are not limited to, the ethical use of information; intellectual property rights; plagiarism; privacy vs. the right to know; and equity of access to information.

Students interested in the minor are encouraged to contact the School of Information Sciences' undergraduate director for guidance and more information.

#### **Minor Requirements**

The minor consists of 18 hours.

#### **Complete:**

INSC 201 – Foundations of Information Sciences  
INSC 210 – Foundations of Information Technology  
INSC 311 – User Centered Design

#### **Select any INSC courses for 9 hours**

CCI 150 – Communication in an Information Age can be counted as an elective.

*Rationale: School of Information Sciences is making these changes to keep the minor updated with the new content and courses being offered. The undergraduate curriculum at SIS has undergone a major revision and these changes in the minor reflect those updates. Impact on other units: None. Financial Impact: None.*

*This is a mid-impact revision as it makes changes to program requirements by changing the courses required for completing the minor.*

## SCHOOL OF JOURNALISM AND ELECTRONIC MEDIA

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Requirements for the Bachelor of Science in Communication – Journalism and Electronic Media Major

Term 3		
<sup>3</sup> Cultural Studies Elective*	3	ENGL 102*, JREM 200*
<sup>4</sup> English Literature Elective*	3	Natural Sciences* or Quantitative Reasoning* Elective
<sup>5</sup> Intermediate Foreign Language*	3	
JREM 220 or JREM 230	3	
<sup>6</sup> Arts and Sciences Elective	3	
Term 4		
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	JREM 220 or JREM 230
<sup>3</sup> Cultural Studies Elective*	3	
ECON 201* or ECON 207*	4	
<sup>4</sup> English Literature Elective*	3	
<sup>5</sup> Intermediate Foreign Language*	3	

<sup>1</sup> Select two science courses from the University General Education list. At least one course must be a lab science. Chosen from ANTH 110\* or ANTH 117\*; ASTR 151\* (with or without lab—ASTR 153\*) or ASTR 217\*, ASTR 152\* (with or without lab—ASTR 154\*) or ASTR 218\*; BIOL 101\*, BIOL 102\*, BIOL 105\*, BIOL 113\*, BIOL 114\*, BIOL 115\*, BIOL 150\* or BIOL 158\* (with or without lab—BIOL 159\* or BIOL 167\*), BIOL 160\* or BIOL 168\* (with or without lab—BIOL 159\* or BIOL 167\*); CHEM 100\*, CHEM 110\*, CHEM 120\* or CHEM 128\*, CHEM 130\* or CHEM 138\*; GEOG 131\* or GEOG 137\*, GEOG 132\*; GEOL 101\* or GEOL 107\*, GEOL 102\* or GEOL 108\*, GEOL 103\*, GEOL 104\*, GEOL 201\*, GEOL 202\* or GEOL 208\*, GEOL 203\*, GEOL 205\* or GEOL 207\*; MICR 210\*; PHYS 101\*, PHYS 102\*. At least one of the courses must have a laboratory.

*Rationale: This change reflects the addition of the new JREM 220 course and allows additional options for satisfying general education science requirements. Impact on other units: None. Financial impact: None.*

## COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All changes effective Fall 2019

### COURSE CHANGES

#### DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES (KNS) Kinesiology

Learning objectives for the BS in Kinesiology

1. Students will demonstrate an understanding of key disciplinary knowledge
2. Students will use disciplinary knowledge in practical settings related to the major
3. Students will demonstrate capacity for critical thinking

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S), REVISE REGISTRATION RESTRICTION(S)**

#### **KNS 350 Physical Activity Epidemiology (3)**

*(RE) Prerequisite(s): 100 or NUTR 100.*

*Registration Restriction(s): Kinesiology or Nutrition majors only.*

*Formerly: (RE) Prerequisite(s): 100.*

*Registration Restriction(s): Kinesiology major.*

*Rationale: The Department of Nutrition has requested the addition of KNS 350 to their Nutrition major showcase as a required course, and we have agreed to this change. Revision of the prerequisite to include NUTR 100, and the Registration Restriction to include Nutrition majors, will allow Nutrition students to register for this course without requiring administrative management. This change does not affect any KRSS program SLOs. Impact on Other Units: The proposed change affects students in the Nutrition Department, as reflected in their proposed changes being brought forth in this same narrative. Financial Impact: There is no financial impact on the department, as this is an online course taught by a full-time faculty member in the Department of Kinesiology, Recreation, and Sport Studies. The expected increase in enrollment can be handled within the current course capacity. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **KNS 414 Fitness Testing and Exercise Prescription (3)**

*(RE) Prerequisite(s): 2.5 cumulative GPA, Chemistry 120 with a C or better, Chemistry 130 with a C or better, Biochemistry and Cellular and Molecular Biology 230 with a C or better.*

*Formerly: (RE) Prerequisite(s): Chemistry 120 with a C or better, Chemistry 130 with a C or better, Biochemistry and Cellular and Molecular Biology 230 with a C or better.*

#### **KNS 422 Biomechanics of Human Movement (3)**

*(RE) Prerequisite(s): 2.5 cumulative GPA, Mathematics 125 or 141 with a C or better, Kinesiology 332 with a C or better and Physics 221 with a C or better.*

*Formerly: (RE) Prerequisite(s): Mathematics 125 or 141 with a C or better, Kinesiology 332 with a C or better and Physics 221 with a C or better*

#### **KNS 480 Physiology of Exercise (3)**

*(RE) Prerequisite(s): 2.5 cumulative GPA, Chemistry 120 with a C or better, Chemistry 130 with a C or better, Biochemistry and Cellular and Molecular Biology 230 with a C or better or 440 with a C or better.*

*Formerly: (RE) Prerequisite(s): Chemistry 120 with a C or better, Chemistry 130 with a C or better, Biochemistry and Cellular and Molecular Biology 230 with a C or better or 440 with a C or better.*

*Rationale: We are adding the 2.50 GPA requirement as an (RE) Prerequisite to these courses. Adding the 2.50 GPA requirement as an (RE) Prerequisite will allow Banner to enforce it for registration purposes. Impact on other units: This will not have an impact on units outside the department. Financial Support: The change will not have an impact on department or college budgets, because there is no change except for adding an (RE) Prerequisite. Additional documentation: No additional approvals are required for this change. This is not a substantive change.*

## **(RSM) RECREATION AND SPORT MANAGEMENT**

Learning objectives for the Recreation and Sport Management BS program...

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will illustrate current knowledge and skills necessary for practice in therapeutic recreation.
3. Students will understand the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.
4. Students will demonstrate capacity for critical thinking.

Low-  
impact:  
Revise  
course

### **REMOVE (RE) PREREQUISITE(S)**

#### **RSM 250 Foundations of Sport Management (3)**

*Formerly: (RE) Prerequisite(s): RSM 100*

*Rationale: The faculty reviewed the curriculum and recommended having RSM 250 as the entry point into the major; thus, RSM 100 is being removed as a prerequisite for RSM 250. RSM 100 was recently dropped from the showcase in a previous proposal. Impact on other units: This will not have an impact on units outside the department because RSM 250 is a core course in the Recreation and Sport Management curriculum, and it is taken mostly by students in the department. In addition, any student outside the department can still enroll in the class. Financial Support: The change will not have an impact on department or college budgets because RSM 250 is already a core course and has been taught for many years. Additional documentation: No additional approvals are required for this change. This is not a substantive change.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S), REMOVE COMMENT(S)**

#### **RSM 290 Sport Management Practicum I (3)**

*(RE) Prerequisite(s): 250 with a grade of C or better and 2.5 GPA*

*Formerly: (RE) Prerequisite(s): 250.*

*Comment(s): Students must have a minimum required GPA of 2.5 for enrollment in this course.*

**RSM 294 Therapeutic Recreation Practicum I (3)**

*(RE) Prerequisite(s): 201 with a grade of C or better and 2.5 GPA*

*Formerly: (RE) Prerequisite(s): 201*

*Comment(s): Students must have a minimum required GPA of 2.5 for enrollment in this course.*

*Rationale: Currently a comment that is enforced manually. Adding the prerequisite will allow banner enforcement.*

*Impact on Other Units: This will not have an impact on units outside units*

*Financial Impact: The change will not have an impact on department or college budgets.*

*Additional Documentation: No additional Approvals are required for this change.*

**REVISE TITLE, REVISE COURSE DESCRIPTION****RSM 310 Developing and Evaluating Therapeutic Recreation Programs (3)**

Essential elements and principles in the organization, administration, marketing, and evaluation of various types of therapeutic recreation. Emphasis on development of program objectives and outcomes.

*Formerly: RSM 310 Development and Evaluation of Recreation and Sport Programs (3)*

*Essential elements and principles in the organization, administration, marketing, and evaluation of various types of recreation and sport programs. Emphasis on development of program objectives and outcomes.*

*Rationale: The National Council for Therapeutic Recreation Certification (NCTRC) has changed the number of courses required to be eligible to take the certification exam from five (5) Therapeutic Recreation specific courses to six (6) courses Therapeutic Recreation specific courses. Modifying the course content and title of RSM 310 to specifically address Therapeutic Recreation program development and evaluation is necessary for students to meet this requirement. Impact on Other Units: The change of name a description will not affect other departments or programs. Financial Impact: This is not an addition of a course. It will not require additional instructors and will not affect the budget. Additional Documentation: No additional approvals are required for this change.*

**REVISE (RE) PREREQUISITE(S), REMOVE COMMENT(S)****RSM 390 Sport Management Practicum II (3)**

*(RE) Prerequisite(s): 290, 2.5 GPA*

*Formerly: (RE) Prerequisite(s): 290*

*Comment(s): Students must have a minimum required GPA of 2.5 for enrollment in this course.*

**RSM 394 Therapeutic Recreation Practicum II (3)**

*(RE) Prerequisite(s): 294, 2.5 GPA*

*Formerly: (RE) Prerequisite(s): 294*

Low-  
impact:  
Revise  
course

Low-  
impact:  
Revise  
course

*Comment(s): Students must have a minimum required GPA of 2.5 for enrollment in this course.*

*Rationale: Currently a comment that is enforced manually. Adding the prerequisite will allow banner enforcement.*

*Impact on Other Units: This will not have an impact on units outside units. Financial*

*Impact: The change will not have an impact on department or college budgets. Additional*

*Documentation: No additional Approvals are required for this change.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S), REVISE COMMENT(S)**

#### **RSM 490 Sport Management Internship (6-12)**

*(RE) Prerequisite(s): 390, 2.5 GPA*

*Comment(s): Enrollment for 2 semesters (6 hours each) or 1 semester (12 hours). Total of 12 hours required.*

*Formerly: (RE) Prerequisite(s): 390*

*Comment(s): Enrollment for 2 semesters (6 hours each) or 1 semester (12 hours).*

*Total of 12 hours required. Students must have a minimum required GPA of 2.5 for enrollment in this course.*

#### **RSM 494 Therapeutic Recreation Internship (6-12)**

*(RE) Prerequisite(s): 394, 2.5 GPA*

*Comment(s): Therapeutic Recreation sites must meet NCTRC Standards. Enrollment for 2 semesters (6 hours each) or 1 semester (12 hours). Total of 12 hours required.*

*Formerly: (RE) Prerequisite(s): 394*

*Comment(s): Therapeutic Recreation sites must meet NCTRC Standards.*

*Enrollment for 2 semesters (6 hours each) or 1 semester (12 hours). Total of 12 hours required. Students must have a minimum required GPA of 2.5 for enrollment in this course.*

*Rationale: Currently a comment that is enforced manually. Adding the prerequisite will allow banner enforcement.*

*Impact on Other Units: This will not have an impact on units outside units. Financial*

*Impact: The change will not have an impact on department or college budgets. Additional*

*Documentation: No additional Approvals are required for this change.*

## **DEPARTMENT OF NUTRITION (NUTR) Nutrition**

Learning objectives for the BS in Nutrition

1. Students enrolled in the Didactic Program in Dietetics (DPD) will demonstrate readiness for success in a dietetic internship.
2. Students will demonstrate readiness for graduate study or entry into health professional programs.
3. Upon completing the program, the student will demonstrate the ability to understand, interpret, and apply the science of nutrition in individual, clinical, and community settings.
4. Upon completing the program, the student will be able to apply critical thinking skills to solve problems.

Mid-  
impact:  
Add  
Course

## **ADD COURSE**

### **NUTR 315 Nutrition Assessment (2)**

Introduction to the Nutrition Care Process, including validated malnutrition risk screening tools, with a focus on mastering knowledge of all domains of the nutrition assessment.

Introductory pharmacology and dietary supplements will be addressed.

*(RE) Prerequisite(s): 3.0 GPA, 100 and 311, BCMB 230, CLAS 273.*

*(RE) Corequisite(s): 302, 313, 314.*

*Registration Restriction(s): Nutrition major.*

*Rationale: This course is being added in anticipation of a pending curricular revision that will assist our programs to better align with our credentialing body's competencies. In addition, student feedback indicates the desire for an earlier introduction to assessment methods in the nutrition discipline. This change supports SLOs 1, 3, and 4. Regular review of student outcomes has indicated that the uTrack milestone of a 3.0 GPA in Term 3 and beyond does not consistently prevent students with a <3.0 GPA from moving forward in the curriculum. Having a minimum GPA of 3.0 as an (RE) Prerequisite(s) to NUTR 315 will reinforce the importance of maintaining at least a 3.0 GPA, post achievement of the Term 3 milestone (addresses SLOs 1 and 2, as this better prepares students to be competitive in their post-baccalaureate educational pursuits). Impact on Other Units: The proposed change does not affect any other programs or course offerings as it is only available to NUTR majors. Financial Impact: This course will be taught as part of the course load of the existing faculty. Therefore, there is no financial impact on the department. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.*

Mid-  
impact:  
Add  
Course

## **ADD COURSE**

### **NUTR 316 Nutrition Assessment Practicum (1)**

Hands-on experiential training and practice in nutrition screening and across nutrition assessment domains; orientation to the electronic health record; electronic Nutrition Care Process Terminology (eNCPT); case practice in basic nutrition assessment and diagnosis and documentation. Includes 45 practicum hours.

*(RE) Prerequisite(s): 100 and 311; BCMB 230; CLAS 273.*

*(RE) Corequisite(s): 302, 313, 314, 315.*

*Registration Restriction(s): Nutrition major; Preference given to Nutrition-Dietetics concentration.*

*Rationale: This course is being added in anticipation of a pending curricular revision that will assist our programs to better align with our credentialing body's requirement for increased applied experiences. In addition, student surveys indicate a desire for more hands-on learning. This change supports SLOs 1, 3, and 4. Impact on Other Units: The proposed change does not affect any other programs or course offerings as it is only available to NUTR majors. Financial Impact: This course will be taught as part of the course load of the existing faculty. Therefore, there is no financial impact on the department. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.*

### **NUTR 320 Nutrition Research Design and Methods (2)**

Scientific method, basic study design, identifying primary research, critically evaluating peer-reviewed scientific nutrition literature, introduction to evidence-based guidelines.

*(RE) Prerequisite(s): 100 and STAT 201.*

*Registration Restriction(s): Nutrition major.*

*Rationale: This course is being added in anticipation of a pending curricular revision that will assist our programs to better align with our credentialing body's competencies. In addition, student feedback indicates the desire for an earlier introduction to research methods in the nutrition discipline. This change supports all 4 SLOs. Impact on Other Units: The proposed change does not affect any other programs or course offerings as it is only available to NUTR majors. Financial Impact: This course will be taught as part of the course load of the existing faculty. Therefore, there is no financial impact on the department. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.*

### **ADD COURSE**

Mid-  
impact:  
Add  
Course

#### **NUTR 330 Foodservice Management Practicum (1)**

Hands-on experience rotating through various positions in a largescale foodservice operation.

*(RE) Co-requisite(s): HRT 210.*

*Registration Restriction(s): Nutrition majors only. Priority given to students in the dietetics concentration.*

*Rationale: These course additions (330, 425, and 426) are the result of regular curricular review, student feedback, and are part of programmatic revision to the Dietetics Concentration that will allow eligible students to apply for acceptance to our new Master of Science in Nutrition concentration in Clinical Nutrition and Dietetics (being proposed at GRAD level concurrently). These courses will complement the following course revisions and revisions to the showcase and will address all four SLOs. Impact on Other Units: None. These courses will eventually be requirements for NUTR students only (pending approval of concurrently proposed program changes). There should be no impact on other units. Financial Impact: A prototype of NUTR 425 has been taught as a special topics class since 2016 and will now be officially added to our curriculum, with no increase in faculty effort. The remaining 2 course additions will likely affect the department budget over the course of the planned two year roll out of curricular revisions to both concentrations. NUTR 426 will be a course open only to students accepted to the Master of Science in Nutrition concentration in Clinical Nutrition and Dietetics and new clinical faculty hires paid for through program fees from those students will teach that course. These fees have been approved by the Senior Vice Chancellor for Finance and Administration. The department is not planning on asking for any additional resources to support these changes. Additional Documentation: No additional approvals are required for these changes. These changes are not substantive and do not need to be reported to SACSCOC.*

### **ADD COURSE**

Mid-  
impact:  
Add  
Course

#### **NUTR 413S Food and Nutrition in the Community Practicum (1)**

Application of principles of concepts introduced in 412 (Food and Nutrition in the Community). Students will work in the community. Successful completion of 20 hours of service learning is required.



*(RE) Prerequisite(s): 302.*

*(RE) Corequisite(s): 412 and 415.*

*Registration Restriction(s): Registration Restriction(s): Nutrition majors only. Priority given to students in the dietetics concentration.*

*Rationale: The "S" version of this existing course is being added in anticipation of successful application for the "S" (service learning) designation. 413 is already taught as a "service learning" course, without the designation. No learner outcomes are affected by this change. Impact on Other Units: The proposed change does not affect any other programs or course offerings as it is only available to NUTR majors. Financial Impact: There is no financial impact on the department or college, as this is simply formally reflecting the service learning component already required in this existing class. Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.*

*Note: This course was approved by the S subcommittee.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **NUTR 425 Clinical Nutrition I Practicum (1)**

Case-based experience in nutrition intervention for obesity, diabetes, and cardiovascular disease. Progression in practice experience from peer simulations to work with standardized patients for integration of nutrition education and client-centered nutrition counseling. Use of the electronic health record and application of evidence-based practice guidelines.

*(RE) Prerequisites: 315, 316.*

*(RE) Co-requisites: 415, 422.*

*Registration Restriction: Nutrition majors only. Priority given to students in the dietetics concentration.*

#### **NUTR 426 Clinical Nutrition II Practicum (2)**

Introduction to clinical nutrition practice application in a community healthcare setting.

*(RE) Prerequisite(s): 315, 316, 415, 422, 425.*

*(RE) Co-requisite(s): 416.*

*Registration Restriction: Nutrition majors only.*

*Comment(s): Open only to those students who have been accepted to the MS Nutrition Concentration: Clinical Nutrition and Dietetics.*

*Rationale: These course additions (330, 425, and 426) are the result of regular curricular review, student feedback, and are part of programmatic revision to the Dietetics Concentration that will allow eligible students to apply for acceptance to our new Master of Science in Nutrition concentration in Clinical Nutrition and Dietetics (being proposed at GRAD level concurrently). These courses will complement the following course revisions and revisions to the showcase and will address all four SLOs. Impact on Other Units: None. These courses will eventually be requirements for NUTR students only (pending approval of concurrently proposed program changes). There should be no impact on other units. Financial Impact: A prototype of NUTR 425 has been taught as a special topics class since 2016 and will now be officially added to our curriculum, with no increase in faculty effort. The remaining 2 course additions will likely affect the department budget over the course of the planned two year roll out of curricular revisions to both concentrations. NUTR 426 will be a course open only to students accepted to the*

*Master of Science in Nutrition concentration in Clinical Nutrition and Dietetics and new clinical faculty hires paid for through program fees from those students will teach that course. These fees have been approved by the Senior Vice Chancellor for Finance and Administration. The department is not planning on asking for any additional resources to support these changes. Additional Documentation: No additional approvals are required for these changes. These changes are not substantive and do not need to be reported to SACSCOC.*

## **DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT (HRT) Hotel, Restaurant, and Tourism Management**

### Student Learner Outcomes

1. Demonstrate knowledge, skills, and abilities to manage a hospitality and tourism business.
2. Demonstrate a level of critical thinking skills relative to problem solving and decision making as applied to the hospitality industry.
3. Effectively communicate knowledge, interpretations, and arguments in writing and in formal oral presentations.

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **HRT 102 Introduction to the Business of Hospitality & Travel (3)**

The class is a complete overview of the hospitality and travel industry. It will focus on the scope and pervasiveness of all facets of hospitality and tourism, and financial impacts.

*Rationale: The course addition we are proposing is to replace HRT 224 and serve as the introductory class into HRT. Impact on Other Units: No impact on other academic units. The course is not a general university elective, tracking, or high demand course. The course will serve as an HRT required course. Financial Impact: This course addition will be offset by dropping HRT 224, so there is no net change in classes. No financial impact.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE**

#### **HRT 212 Event Planning and Design (3)**

*Formerly: HRT 212 Convention, Meetings, and Events (3)*

*Rationale: Change course titles to reflect the course descriptions. Impact on Other Units: No impact on other units. These courses are not a general university elective, tracking, or high demand course. These courses serve as HRT required courses. Financial Impact: No impact on other academic units.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **HRT 224 Fundamentals of Tourism Planning (3)**

*Rationale: After discussion between the faculty, we have decided our current model of having four introductory level classes is too much. This course will be duplicated more than the others in our proposed HRT 102 course, and therefore does not need to be taught anymore.*

*Impact on Other Units: No impact on other units. This course is an HRT required course. Financial Impact: No financial impact. It is being replaced with another course, which will be taught with the same frequency of the class it replaces with existing faculty members.*

### **REVISE (RE) PREREQUISITE(S)**

#### **HRT 311 Human Resources Management in Hospitality and Retailing (3)**

*(RE) Prerequisite(s): 210 or 211 or 212, or Retail and Consumer Sciences 210.*

*Formerly: (RE) Prerequisite(s): 210 or 211 or 212 or 224 or Retail and Consumer Sciences 210.*

*Rationale: HRT 224 is being removed from the (RE) Prerequisite(s) as it will no longer be offered. Impact on Other Units: No impact on other units. Financial Impact: No impact on other academic units.*

### **REVISE TITLE**

#### **HRT 326 Financial Management for the Hospitality Industry (3)**

*Formerly: HRT 326 Food and Lodging Cost Control (3)*

*Rationale: Change course titles to reflect the course descriptions. Impact on Other Units: No impact on other units. These courses are not a general university elective, tracking, or high demand course. These courses serve as HRT required courses. Financial Impact: No impact on other academic units.*

### **\*REVISE TITLE, REVISE DESCRIPTION**

#### **\*HRT 390 Leadership and Managing Corporate Culture (3)**

This class has been designed to address the unique transitional needs of hospitality students as leaders and pillars within today's society. More specifically, we will use this course to promote personal and professional development awareness. You will learn soft skills that assist with the development of individual leadership and organizational leadership tactics. This course will be structured to address self-awareness or self-mastery, to address the psychological issues that accompany your transition in today's diverse workforce.

*Formerly: HRT 390 Professional Development (3)  
Development of skills important to career success. Focus on business communications, time and stress management, and motivational and negotiating skills.*

*Rationale: Hospitality industry is requiring students to have soft skills needed for the 21st century, such as leadership, communication, confidence, interpersonal, etc. This course will provide students with opportunities to develop those skills by framing a course that focuses on soft skills or the intangible nuances of leading diverse corporate cultures. Change course title to reflect the course description. Impact on Other Units: No impact on other units. The course is not a general university elective, tracking, or high demand course. The course serves as an HRT required course. Financial Impact: No impact on other academic units.*

Low-  
impact:  
Revise  
course

Low-  
impact:  
Revise  
course

Low-  
impact:  
Revise  
course

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REMOVE CONTACT HOUR DISTRIBUTION**

#### **HRT 410 Strategic Marketing for Hospitality and Tourism (3)**

*Formerly: HRT 410 Strategic Planning in the Hospitality Industry (3)  
Contact Hour Distribution: 3 hours and 1-hour lab.*

*Rationale: Change course title to reflect the course description. This course was changed to three credits previously, with no lab. But, the contact hour distribution listing was not changed at that point to reflect the change from four credits to three credits. Impact on Other Units: No impact on other units. The course is not a general university elective, tracking, or high demand course. The course serves as an HRT required course. Financial Impact: No impact on other academic units.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **HRT 423 Marketing for Hospitality and Tourism (3)**

*Rationale: There are other HRT classes that provide much of the content of this class. Also, we require a business minor, and Marketing 300 is a part of that. We feel that this course is duplicative. Impact on Other Units: No impact on other units. This course is an HRT elective course. Financial Impact: No financial impact.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE**

#### **HRT 435 Advanced Event Planning and Design (3)**

*Formerly: HRT 435 Meeting Planning, Special Events, and Convention Management (3)*

*Rationale: Change course titles to reflect the course descriptions. Impact on Other Units: No impact on other units. These courses are not a general university elective, tracking, or high demand course. These courses serve as HRT required courses. Financial Impact: No impact on other academic units.*

Low-  
impact:  
Revise  
course

### **REMOVE (RE) PREREQUISITE(S)**

#### **HRT 484 Critical Sustainable Tourism (3)**

*Formerly: (RE) Prerequisite(s): 224.*

*Rationale: HRT 224 is being removed from the (RE) Prerequisite(s) as it will no longer be offered. Impact on Other Units: No impact on other units. Financial Impact: No impact on other academic units.*

## **(RCS) Retail and Consumer Sciences**

### Student Learner Outcomes

1. Demonstrate the fundamental knowledge and skills necessary for success in the retail industry.
2. Demonstrate a level of critical thinking skills relative to problem solving and decision making as applied to the retail industry.
3. Effectively communicate knowledge, interpretations and arguments in writing and in formal oral presentations

Low-  
impact:  
Revise  
course

### **REVISE TITLE**

#### **RCS 341 Consumers in the Global Marketplace (3)**

*Formerly: RCS 341 Consumers in the Marketplace (3)*

*Rationale: This curricular revision is needed because more content of a global nature has been added to expand the preparation of our students for all the global opportunities that exist for them now and in the future. Impact on Other Units: This course is used in HRT major and they are aware of the title change. Financial Impact: This change will not affect the department or college budget. Additional Documentation: This is not a substantive change, only a title change to make more descriptive of content.*

#### **RCS 421 Global Retailing & Sourcing (3)**

*Formerly: RCS 421 International Retailing (3)*

*Rationale: A review of the curriculum by the faculty indicated a need to add content on global sourcing. The name change provides a more accurate description of the course content. Impact on Other Units: This course is not required for any other units. Financial Impact: This change will not affect the department or college budget. Additional Documentation: This is not a substantive change, only a title change to make more descriptive of content.*

## **DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION**

### **Student Learner Outcomes**

Special Education Major, BS in Education; Interventionist/Comprehensive, Deaf/Hard of Hearing, Educational Interpreting, and Communication Disorders Concentrations

1. Planning (for Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations) Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Instruction (for Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations) Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3. Assessment (for Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations) Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. (For Interventionist/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Uses current technologies to maximize content learning in varied contexts.
5. Learning Environments (for Interventionist/Comprehensive: Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.

6. (For Educational Interpreting and Communication Disorders Majors) (From InTASC Standard 2) Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.

#### Deaf Studies Major, BS in Education – ASL Education Concentration

1. Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3. Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. Uses current technologies to maximize content learning in varied contexts.
5. Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6. Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.

#### Elementary Education Major, BS in Education

1. Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3. Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. Uses current technologies to maximize content learning in varied contexts.
5. Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6. Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.

#### (ASL) American Sign Language

Mid-  
impact:  
Add  
Course

#### **+ADD COURSE, ADD CROSS-LISTING**

#### **+ASL 310 Practicum (3)**

Supervised practicum. Bilingual teaching, and social justice theory and practice. Lesson planning.

*(Same as Education of the Deaf and Hard of Hearing 310)*

*Comment(s): Students must earn a minimum grade of B to advance to 410. Taught in American Sign Language.*

*Registration Restriction(s): Admission to Teacher Education.*

*Rationale: We are adding ASL 310 and cross listing it with EDDE 310. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a foreign language. A new program in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, K-12. ASL 310 is a required course of the new major. There is considerable overlap with the content and experiences of EDDE 310. Students from both programs will learn about lesson and unit planning together in an ASL instructional environment. Practicum placements will differ and no impact on financial resources nor other units. Impact of Other Units: ASL Education. Pre-requisite for EDDE/ASL 410. Requesting cross-listing between EDDE 310 and ASL 310. Financial Impact: There will be no financial impact as*

*EDDE 310 is already offered and taught by existing faculty. Additional Documentation: There will be no changes in SACS. No additional approvals required.*

### **+ASL 410 Practicum (3)**

Supervised practicum. Planning social justice oriented units for the ASL/English bilingual classroom.

*(Same as Education of the Deaf and Hard of Hearing 410)*

*(RE) Prerequisite(s): 310 with a grade of B or better; American Sign Language 212 with a grade of B or better.*

*Comment(s): Taught in American Sign Language.*

*Registration Restriction(s): Admission to Teacher Education.*

*Education of the Deaf and Hard of Hearing is primary.*

*Rationale: We are adding ASL 410 and cross listing it with EDDE 410. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a foreign language. A concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, K-12. ASL 410 is a required course of the new major. There is considerable overlap with the content and experiences of EDDE 410. Students from both programs will learn about lesson and unit planning together in an ASL instructional environment. Practicum placements will differ. There will be no changes in SACS, and no impact on financial resources nor other units. Impact of Other Units: ASL Education. Requesting cross-listing between EDDE 410 and ASL 410. Financial Impact: There will be no financial impact as EDDE 410 is already offered and taught by existing faculty. Additional Documentation: There will be no changes in SACS. No additional approvals required.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

### **ASL 435 Linguistics of American Sign Language (3)**

*(RE) Prerequisite(s): 212.*

*Formerly: (RE) Prerequisite(s): 211.*

*Rationale: We are changing the prerequisite course from ASL 211 to ASL 212. The curricular revision is needed because students are better able to apply course content having more ASL language knowledge and ability. Based on instructor observations, it was determined that a curricular change was needed. Related to SACS, candidates will learn central concepts and structures of the discipline(s)—learning outcome 1. Impact on Other Units: This course is required for EDDE, EI and ASL ED. Based on a review of the undergrad and grad catalogs, we have determined this change will not affect any other programs. It is not required, is not a pre-requisite or co-requisite for any other course and is not cross-listed with any other units/courses. It is not a general education, tracking, or high-demand course. Financial Impact: There is no financial impact on the department or college budget. There is no impact on staffing and no additional faculty or GTAs will be needed. It does not require any additional resources. This course is offered for both UG and Grad credit and this change is being submitted to both CRC committees concurrently. Additional Documentation: No additional approval is required. The change is not substantive and does not need to be reported to SACSCOC.*

**(AUSP) Audiology and Speech Pathology**

Low-  
impact:  
Revise  
course

**ADD REGISTRATION RESTRICTION(S)****AUSP 302 Acoustics and Perception (3)**

*Registration Restriction(s): AUSP majors are restricted from taking this course.*

*Formerly: None.*

**AUSP 303 Introduction to Hearing Science (3)**

*Registration Restriction(s): AUSP majors are restricted from taking this course.*

*Formerly: None.*

**AUSP 305 Phonetics (3)**

*Registration Restriction(s): Restricted to students majoring in Child and Family Studies, Special Education, and Interdisciplinary Studies or consent of instructor. AUSP majors are restricted from taking this course.*

*Formerly: None.*

**AUSP 306 Anatomy and Physiology of Speech (3)**

*(RE) Registration Restriction(s): AUSP majors are restricted from taking this course.*

*Formerly: None.*

*Rationale: Adding new footnote restricting UTK registered AUSP students from taking term 7 & 8 courses. There is a need to align catalog entries between UTK and UTHSC and ensuring students are meeting accreditation requirements by taking 30 credit hours at UTK and 30 hours at UTHSC. Based on agreed changes during meetings between advisory staff and faculty at both campuses servicing AUSP students. Impact on Other Units: This change only affects AUSP courses and does not alter courses required by other programs. It is not a general education, tracking, or high demand course. No impact on other units outside of those already serving AUSP students. Financial Impact: No additional resources are required. No change to teaching loads. Additional Documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.*

Low-  
impact:  
Revise  
course

**REVISE REGISTRATION RESTRICTION(S)****AUSP 320 Speech and Language Development (3)**

*Registration Restriction(s): Restricted to students majoring in Child and Family Studies, Special Education, and Interdisciplinary Studies or consent of instructor. AUSP majors are restricted from taking this course.*

*Formerly: Registration Restriction(s): Restricted to students majoring in Child and Family Studies, Special Education, and Interdisciplinary Studies or consent of instructor.*

*Rationale: Adding new footnote restricting UTK registered AUSP students from taking term 7 & 8 courses. There is a need to align catalog entries between UTK and UTHSC*



and ensuring students are meeting accreditation requirements by taking 30 credit hours at UTK and 30 hours at UTHSC. Based on agreed changes during meetings between advisory staff and faculty at both campuses servicing A USP students. Impact on Other Units: This change only affects A USP courses and does not alter courses required by other programs. It is not a general education, tracking, or high demand course. No impact on other units outside of those already serving A USP students. Financial Impact: No additional resources are required. No change to teaching loads. Additional Documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.

Low-  
impact:  
Revise  
course

### **ADD REGISTRATION RESTRICTION(S)**

#### **A USP 433 Observation of Clinical Practice (1)**

*(RE) Registration Restriction(s): A USP majors are restricted from taking this course.*

*Formerly: None.*

#### **A USP 435 Introduction to Speech Sound Disorders (3)**

*(RE) Registration Restriction(s): A USP majors are restricted from taking this course.*

*Formerly: None.*

#### **A USP 455 Problems in Speech Pathology (1-3)**

*(RE) Registration Restriction(s): A USP majors are restricted from taking this course.*

*Formerly: None.*

#### **A USP 461 Introduction to Language Pathology in Children (3)**

*(RE) Registration Restriction(s): A USP majors are restricted from taking this course.*

*Formerly: None.*

#### **A USP 473 Introduction to Audiologic Assessment (3)**

*(RE) Registration Restriction(s): A USP majors are restricted from taking this course.*

*Formerly: None.*

#### **A USP 493 Independent Study (1-15)**

*(RE) Registration Restriction(s): Instructor permission required.*

*Formerly: None.*

*Rationale: Adding new footnote restricting UTK registered A USP students from taking term 7 & 8 courses. There is a need to align catalog entries between UTK and UTHSC and ensuring students are meeting accreditation requirements by taking 30 credit hours at UTK and 30 hours at UTHSC. Based on agreed changes during meetings between advisory staff and faculty at both campuses servicing A USP students. Impact on Other Units: This change only affects A USP courses and does not alter courses required by other programs. It is not a general education, tracking, or high demand course. No impact on other units outside of those already serving A USP students. Financial Impact: No additional resources are required. No change to teaching loads. Additional*

Low-  
impact:  
Revise  
course

*Documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.*

### **REVISE REGISTRATION RESTRICTION(S)**

#### **AUSP 494 Introduction to Aural Habilitation/Rehabilitation of the Hearing Impaired (3)**

*Registration Restriction(s): Restricted to students majoring in Child and Family Studies, Special Education, and Interdisciplinary Studies or consent of instructor. AUSP majors are restricted from taking this course.*

*Formerly: Registration Restriction(s): Restricted to students majoring in Child and Family Studies, Special Education, and Interdisciplinary Studies or consent of instructor.*

*Rationale: Adding new footnote restricting UTK registered AUSP students from taking term 7 & 8 courses. There is a need to align catalog entries between UTK and UTHSC and ensuring students are meeting accreditation requirements by taking 30 credit hours at UTK and 30 hours at UTHSC. Based on agreed changes during meetings between advisory staff and faculty at both campuses servicing AUSP students. Impact on Other Units: This change only affects AUSP courses and does not alter courses required by other programs. It is not a general education, tracking, or high demand course. No impact on other units outside of those already serving AUSP students. Financial Impact: No additional resources are required. No change to teaching loads. Additional Documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.*

### **(CSE) Cultural Studies Education**

Low-  
impact:  
Revise  
course

### **ADD REGISTRATION RESTRICTION(S)**

#### **CSE 300 Social Justice, Education Service Learning (3)**

*Registration Restriction(s): Admission to teacher education.*

*Formerly: Registration Restriction(s): None.*

*Rationale: With the changes in the elementary education major, this will be a required course for elementary education students and we only have the staff to offer it to our own students. Cultural Studies in Education faculty are in agreement with this change. Impact of Other Units: A review of the catalog indicated that it is not a general education, tracking, or high demand course. The change will not alter or drop courses offered by other programs. It is not a prerequisite or corequisite for other courses nor is it cross-listed. Financial Impact: There will be no financial impact. The course is already offered and taught by existing faculty. Additional Documentation: This change is not substantive and does not require additional approval and does not need to be reported to SACSCOC.*

### **(EDDE) Education of Deaf and Hard of Hearing**

Low-  
impact:  
Revise  
course

**+REVISE TITLE, REVISE DESCRIPTION, ADD CROSS-LISTING, REVISE COMMENT, ADD REGISTRATION RESTRICTION**

**+EDDE 310 Practicum (3)**

Supervised practicum. Bilingual teaching, and social justice theory and practice. Lesson planning.

*(Same as American Sign Language 310.)*

*Comment(s): Students must earn a minimum grade of B to advance to 410. Taught in American Sign Language.*

*Registration Restriction(s): Admission to teacher education.*

*Formerly: EDDE 310 Practicum with the Deaf and Hard of Hearing (3)*

*Supervised practicum with deaf and hard of hearing students. Lesson and unit plan writing with deaf and hard of hearing students.*

*Comment(s): Students must earn a minimum grade of B to advance to 410.*

*Education of the Deaf and Hard of Hearing is primary.*

*Rationale: We are adding ASL 310 and cross listing it with EDDE 310. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a foreign language. A new program in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, K-12. ASL 310 is a required course of the new major. There is considerable overlap with the content and experiences of EDDE 310. Students from both programs will learn about lesson and unit planning together in an ASL instructional environment. Practicum placements will differ and no impact on financial resources nor other units. Impact of Other Units: ASL Education. Pre-requisite for EDDE/ASL 410. Requesting cross-listing between EDDE 310 and ASL 310. Financial Impact: There will be no financial impact as EDDE 310 is already offered and taught by existing faculty. Additional Documentation: There will be no changes in SACS. No additional approvals required.*

Low-  
impact:  
Revise  
course

**+REVISE TITLE, REVISE DESCRIPTION, ADD CROSS-LISTING**

**+EDDE 410 Practicum (3)**

Supervised practicum. Planning social justice oriented units for the ASL/English bilingual classroom.

*(Same as American Sign Language 410).*

*Formerly: EDDE 410 Practicum with the Deaf and Hard of Hearing (3)*

*Supervised practicum with deaf and hard of hearing students. Classroom management strategies with deaf and hard of hearing students.*

*Education of the Deaf and Hard of Hearing is primary.*

*Rationale: We are adding ASL 410 and cross listing it with EDDE 410. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a foreign language. A concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, K-12. ASL 410 is a required course of the new major. There is considerable overlap with the content and experiences of EDDE 410. Students from both programs will learn about lesson and unit planning together in an ASL instructional environment. Practicum*

*placements will differ. There will be no changes in SACS, and no impact on financial resources nor other units. Impact of Other Units: ASL Education. Requesting cross-listing between EDDE 410 and ASL 410. Financial Impact: There will be no financial impact as EDDE 410 is already offered and taught by existing faculty. Additional Documentation: There will be no changes in SACS. No additional approvals required.*

## **(ELED) Elementary Education**

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **ELED 322 Elementary Teaching Methods I (3)**

Methods, materials, instruction and assessment procedures for teaching at the elementary school level.

*Registration Restriction(s): Admission to teacher education.*

*Rationale: In its role as the policy making body for Tennessee system of K-12 public education, the State Board has recently (7/2018) approved policies and guidance concerning the preparation of teachers in the state of Tennessee (5.504). These Educator Preparation (EPP) standards consist of rigorous content and field experiences. Therefore, the State of Tennessee Department of Education has increased requirements for licensure and therefore we are changing the elementary minor to an elementary major. Previously, elementary education pedagogy was addressed as part of ELED 422 and was only given a once a week emphasis. With the state's emphasis on backward design for lesson planning, quality questioning sequences, etc.; our candidates need more time to devote to understanding how to present elementary content in the classroom. A 3-hour course committed to this topic is what we are proposing. Impact of Other Units: The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. It is not a general education, tracking, or high demand course. The change will not alter or drop courses offered by other programs. It is not a pre-requisite or co-requisite for other courses nor is it cross-listed. Financial Impact: There will be no financial impact. Instructors who taught ELED 422 will now teach this course. Additional Documentation: The addition of this course is not substantive and does not require additional approval.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION, REVISE CREDIT HOURS, ADD (RE) PREREQUISITE(S)**

#### **ELED 422 Elementary Teaching Methods II (3)**

Emphasis on planning, implementation, and evaluation of integrative learning experiences.

*(RE) Prerequisite(s): 322.*

*Formerly: ELED 422 Elementary and Middle School Teaching Methods I (6) Methods and materials for teaching elementary and middle school reading, language arts, science, social studies, and mathematics. Emphasis on planning, implementation, and evaluation of integrative learning experiences. Must be taken prior to professional internship year.  
(RE) Prerequisite(s): None.*

*Rationale: In its role as the policy making body for Tennessee system of K-12 public education, the State Board has recently (7/2018) approved policies and guidance concerning the preparation of teachers in the state of Tennessee (5.504). These Educator Preparation (EPP) standards consist of rigorous content and field experiences. Therefore, with the changes in the elementary education major, the content piece taught in this course will now be taught in stand-alone content (social studies, science, math) courses. This will ensure that each of the content areas is receiving substantial coverage. With the changes in the elementary education major it makes sense to pull content area instruction out of the methods course and create standalone courses for each. The Tennessee Department of Education has adopted the Next Generation Science Standards during the 2018-2019 academic year and plans on revamping the social studies standards for the 2019-2020 academic year. The state is sending a clear message with these revisions that candidates for licensure not only need to have a strong pedagogical background in literacy and math, but also in the social sciences and science. Impact of Other Units: The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. It is not a general education, tracking, or high demand course. The change will not alter or drop courses offered by other programs. It is not a pre-requisite or co-requisite for other courses nor is it cross-listed. Financial Impact: There will be no financial impact. This course has multiple instructors and these instructors will now teach MEDU 430, SCED 430, and SSCE 421. Additional Documentation: This change is not substantive and does not require additional approval.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **ELED 424 Studies in Elementary Education (1-3)**

*Rationale: With the proposed changes to Elementary Education we are proposing an introductory education course (ELED 322) that will survey the education profession. This course will be part one of a two course sequence (ELED 422). ELED 424 has not been taught in several years and there is no intent to teach it in the future. Impact to Other Units: The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. It is not a general education, tracking, or high demand course. The change will not alter or drop courses offered by other programs. It is not a pre-requisite or co-requisite for other courses nor is it cross-listed. Financial Impact: There will be no financial impact since no one has been offering this course. Additional Documentation: This change is not substantive and does not require additional approval.*

### **(ETEC) Educational Technology**

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION, REVISE COMMENT**

#### **ETEC 486 Integrating Technology into the Curriculum (3)**

Use of technology to support teaching and learning; designed to prepare teacher preparation students to integrate a variety of computer-based technologies into the PreK-12 curriculum and adapt these technologies for diverse populations including students with mild disabilities as well as ESL students. Includes the creation of a personal learning network and the strategies and techniques of integrating the Internet, digital images,

multimedia slideshows, educational digital stories, web-based tools, and interactive whiteboards.

*Comment(s): This course is not available for graduate credit.*

*Formerly: Use of technology to support teaching and learning; designed to prepare teacher preparation students to integrate a variety of computer-based technologies into the PreK-12 curriculum and adapt these technologies for diverse populations including students with mild disabilities as well as ESL students. Includes strategies and techniques of integrating the Internet, digital images, digital stories, multimedia, web-based tools, mobile apps, and interactive whiteboards.*

*Comment(s): This course is available at the graduate level for students who are participating in a post-baccalaureate or transitional licensure program. This course cannot be taken for senior privilege.*

*Rationale: The course can only be taken at UG level. The revision is needed to complete hours in EDS concentration. In the past we allowed grad students to enroll in this undergraduate class however, we have enough grad students to allow a more suitable graduate class. This change is not SACS driven and does not impact any learner outcomes. Impact on Other Units: This change only impacts Teacher Education initial licensure programs. It does not alter or impact courses required by any other programs. It is not a general education, tracking, or high impact course. There is no impact on other units. Financial Impact: No additional resources are required. Courses will be taught by existing faculty. Additional Documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.*

## **(MEDU) Mathematics Education**

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **MEDU 430 Teaching Mathematics in the Elementary School (3)**

Methods, materials, instruction and assessment procedures for teaching mathematics at the elementary school level.

*Registration Restriction(s): Admission to teacher education.*

*Rationale: In its role as the policy making body for Tennessee system of K-12 public education, the State Board has recently (7/2018) approved policies and guidance concerning the preparation of teachers in the state of Tennessee (5.504). These Educator Preparation (EPP) standards consist of rigorous content and field experiences. Therefore, the State of Tennessee Department of Education has increased requirements for licensure and therefore we are changing the elementary minor to an elementary major. Previously, mathematics methods were addressed as part of ELED 422 and was only given a 6-week emphasis. With the state emphasis on STEM integration with the Next Generation science standards, our candidates need more time to devote to understanding how to present social mathematics in the classroom. A 3-hour course committed to this topic is what we are proposing. Impact of Other Units: The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. Financial Impact: There will be no financial impact. Existing instructors who taught ELED 422 will now teach this course. Additional Documentation: This is not a substantive change and no additional approvals or reporting is needed.*

**(REED) Reading Education**Mid-  
impact:  
Add  
Course**ADD COURSE****REED 330 Using Children's Literature to Support Instructional Practices and Motivate Students to Read (3)**

Future teachers will gain a deeper understanding and appreciation of a wide range of children's literature and how these books can support instructional practices. This body of high quality literature will motivate students to read and to want to read.

*Registration Restriction(s): Admission to teacher education.*

*Rationale: Currently, INSC only offers an undergraduate minor and this course is not required for those wishing to earn the minor. INSC is planning an undergraduate major and this course does not fit within the scope of the INSC undergraduate major, which will focus on data management and user experience design. The content is important to students in the INSC MSIS program, but they receive this content through other courses taught at the Master's level. Historically, elementary education students are the biggest subscribers of the course since it is required for them. TPTE has tenure-track faculty with expertise in the area who are interested in teaching the course. Our faculty member, Dr. Deb Wooten is a leader in the field of children's literature and she will be teaching this course. With the changes in the elementary education major it makes sense to move this course into our department. INSC is supportive of this change since their students do not take this course. Impact of Other Units: This course is required for ELED and will only impact our students (see explanation in rationale). The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. Financial Impact: There will be no financial impact. Existing instructors will teach this course. Additional Documentation: This is not a substantive change and no additional approvals or reporting is needed.*

Mid-  
impact:  
Add  
Course**ADD COURSE****REED 428 Teaching Writing in the Elementary School (3)**

Recent trends and current materials and methods in teaching elementary writing.

*Registration Restriction(s): Admission to teacher education.*

*Rationale: In its role as the policy making body for Tennessee system of K-12 public education, the State Board has recently (7/2018) approved policies and guidance concerning the preparation of teachers in the state of Tennessee (5.504). These Educator Preparation (EPP) standards consist of rigorous content and field experiences. Therefore, the State of Tennessee Department of Education has increased requirements for licensure related to knowledge of literacy instruction so we are requiring more coursework in this area. Historically, students have only received minimal instruction in writing development in REED 430. With this course add, students will be required to take a 3-hour course. This new course will be the undergraduate version on ELED 528 which will be changed to REED 528 in 2019. Impact to Other Units: The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. Financial Impact: TPTE recently hired a new faculty member, Dr. Philippakos, in August 2018. Her background and research interests are in the writing development of elementary students. She will be teaching this course.*

*Additional Documentation: This is not a substantive change and no additional approvals or reporting is needed.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION**

#### **REED 430 Elementary Literacy K-2 (3)**

Methods, materials, basic approaches, skill development and assessment procedures for teaching reading at the K-2 elementary school level.

*Formerly: REED 430 Elementary and Middle School Developmental Reading Instruction (3)*

*Word recognition (including phonics), comprehension, evaluation, and materials.*

*Rationale: In its role as the policy making body for Tennessee system of K-12 public education, the State Board has recently (7/2018) approved policies and guidance concerning the preparation of teachers in the state of Tennessee (5.504). These Educator Preparation (EPP) standards consist of rigorous content and field experiences. Therefore, the State of Tennessee Department of Education has increased requirements for licensure related to knowledge of literacy instruction so we are requiring more coursework in this area. We are changing this course from a focus on K-5 to K-2 and adding another course (REED 434) focusing on 3-5. Impact of Other Units: The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. It is not a general education, tracking, or high demand course. The change will not alter or drop courses offered by other programs. It is not a pre-requisite or co-requisite for other courses nor is it cross-listed. Financial Impact: There will be no financial impact. Existing instructors will teach this class. Additional Documentation: This is not a substantive change and no additional approvals or reporting is needed.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **REED 434 Elementary Literacy 3-5 (3)**

Methods, materials, basic approaches, skill development and assessment procedures for teaching reading at the K-2 elementary school level.

*Registration Restriction(s): Admission to teacher education.*

*Rationale: In its role as the policy making body for Tennessee system of K-12 public education, the State Board has recently (7/2018) approved policies and guidance concerning the preparation of teachers in the state of Tennessee (5.504). These Educator Preparation (EPP) standards consist of rigorous content and field experiences. Therefore, the State of Tennessee Department of Education has increased requirements for licensure related to knowledge of literacy instruction so we are requiring more coursework in this area. Historically, students have taken one 3 credit course which covers literacy K-5. Now we will offer two 3 credit courses; one covering K-2 and one covering 3-5. Impact of Other Units: The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. Financial Impact: TPTE recently hired a new faculty member, Dr. Philippakos, in August 2018. Her background and research interests are in the development of grades 3-5 elementary students. She will be teaching this course. Additional Documentation: This is not a substantive change and no additional approvals or reporting is needed.*



**(SCED) Science Education**Mid-  
impact:  
Add  
Course**ADD COURSE****SCED 430 Science Methods for the Elementary Classroom (3)**

Methods, materials, instruction and assessment procedures for teaching science at the elementary school level.

*Registration Restriction(s): Admission to teacher education.*

*Rationale: In its role as the policy making body for Tennessee system of K-12 public education, the State Board has recently (7/2018) approved policies and guidance concerning the preparation of teachers in the state of Tennessee (5.504). These Educator Preparation (EPP) standards consist of rigorous content and field experiences. Therefore, the State of Tennessee Department of Education has increased requirements for licensure and therefore we are changing the elementary minor to an elementary major. Previously, science methods were addressed as part of ELED 422 and was only given a 6-week emphasis. With the change in state standards K-12 (switch to Next Generation science standards) our candidates need more time to devote to understanding how to present science content in the classroom. A 3-hour course committed to this topic is what we are proposing. Impact of Other Units: The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. Financial Impact: There will be no financial impact. Instructors who taught ELED 422 will now teach this course. Additional Documentation: This is not a substantive change and no additional approvals or reporting is needed.*

**(SPED) Special Education**Mid-  
impact:  
Add  
Course,  
Archive**ADD COURSE, ARCHIVE****SPED 200 Service Learning in Special Education (1-3)**

Introductory course for students interested in pursuing careers in special education. Course is designed to provide students with service learning experiences in conjunction with placements in community or instructional settings. Service learning projects will engage students in the application of new knowledge and skills through projects related to improving educational, recreational, or self-determination outcomes for people with disabilities.

*Repeatability: May be repeated. Up to 6 credit hours with consent of instructor.*

*Comments: Restricted to students admitted to or seeking admission to teacher licensure in special education.*

*Rationale: The above courses are to be added and archived to reserve the course numbers for the new courses with experiential learning designations. See supporting documentation for experiential learning designated course adds for additional information.*

Mid-  
impact:  
Add  
Course**ADD COURSE****SPED 200S Service Learning in Special Education (1-3)**

Introductory course for students interested in pursuing careers in special education. Course is designed to provide students with service learning experiences in conjunction

with placements in community or instructional settings. Service learning projects will engage students in the application of new knowledge and skills through projects related to improving educational, recreational, or self-determination outcomes for people with disabilities.

*Repeatability: May be repeated. Up to 6 credit hours with consent of instructor.*

*Comments: Restricted to students admitted to or seeking admission to teacher licensure in special education.*

*Rationale: The purpose of adding this course is to offer a very early service-learning experience so students can gain experience working with individuals who have disabilities. Given the difficulty of teaching special education, we want to provide early experiences so students can make informed decisions early in their college careers regarding their "fit" for working with people who have disabilities. Additionally, we want this to be repeatable so students who find an area of interest and want to continue working in a service-learning capacity will be able to gain course credit for doing so.*

*Impact on Other Units: This course will be offered by existing SPED faculty for SPED students and should not affect other units. Financial Impact: This course is being added as part of the load for existing faculty. David Cihak, who was SPED faculty with a 2/2 load, moved from SPED faculty to Associate Dean. Instead of filling his position with a tenure-line faculty member, SPED is adding Cate Smith in a clinical line (4/4 load). With the addition of Dr. Smith, Joan Grim's teaching load will change as she no longer will be teaching SPED 432 for Cihak. This course will be co-taught by Joan Grim and Mari Beth Coleman (who is choosing to co-teach above load to get the early experiences established). Additional Documentation: This is not a substantive change and does not need to be reported to SACSCOC. This change will require approval of service learning – required documents for this have been submitted. This is a course addition and does not need to be reported to SACS. All five learner outcomes will be supported by this change. By providing additional field experiences in special education classrooms, candidates will have an earlier and greater variety of opportunities to observe and experience planning, instruction, assessment, use of technology, and designing safe, positive learning climates. However, the current SACS approved courses remain as part of our program. We are not removing any courses/ requirements – only enhancing. Therefore, changes do not need to be reported to SACS at this time.*

*Note: This course was approved by the S subcommittee.*

### **ADD COURSE, ARCHIVE**

#### **SPED 300 Introduction to Special Education Teaching Principles (3)**

Teacher candidates participate in on-campus learning as well as observing and assisting in a clinical placement setting. Key principles of special education law and introductory principles of special education instruction are reviewed with emphasis on application in classroom settings. Assessments are designed to provide knowledge of special education principles in an authentic context (e.g., processes for eligibility, IEPs, RTI screening processes).

*(RE) Prerequisite(s): 402*

*Comments: This course is open only to students interested in special education.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: The above courses are to be added and archived to reserve the course numbers for the new courses with experiential learning designations.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **SPED 300N Introduction to Special Education Teaching Principles (3)**

Teacher candidates participate in on-campus learning as well as observing and assisting in a clinical placement setting. Key principles of special education law and introductory principles of special education instruction are reviewed with emphasis on application in classroom settings. Assessments are designed to provide knowledge of special education principles in an authentic context (e.g., processes for eligibility, IEPs, RTI screening processes).

*(RE) Prerequisite(s): 402*

*Comments: This course is open only to students interested in special education.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: This is a course that includes a field experience in a special education classroom. It is designed to give students an early field experience in which they will complete assignments designed to gain real-world knowledge of the application of learned principles (e.g., processes for SPED eligibility, IEPs, RTI screening processes). This will allow our candidates to get an early estimate of the "fit" for special education in their future career. It also will allow us to have candidates begin a portfolio of experiences they will maintain throughout the program and submit as a major program artifact at the end of the internship experience. This will allow us an opportunity to do extensive program review to see areas of instruction we need to add or shape through the program. Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: This course will be taught by existing faculty whose roles are shifting slightly due to restructuring of program. There will be no financial impact.*

*Note: this course was approved by the N subcommittee.*

Mid-  
impact:  
Add  
Course,  
Archive

### **ADD COURSE, ARCHIVE**

#### **SPED 320 Clinical Experiences in Special Education: Mild/Moderate Disabilities (3)**

This course is designed to provide clinical experiences in teaching K-12 students with mild to moderate disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with mild to moderate disabilities.

*(RE) Prerequisite(s): 402.*

*(RE) Co-requisite(s): 416.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: The above courses are to be added and archived to reserve the course numbers for the new courses with experiential learning designations.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **SPED 320N Clinical Experiences in Special Education: Mild/Moderate Disabilities (3)**

This course is designed to provide clinical experiences in teaching K-12 students with mild to moderate disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with mild to moderate disabilities.

*(RE) Prerequisite(s): 402.*

*(RE) Co-requisite(s): 416.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: This is the reconfiguration of the existing field experience in SPED 420. It is designed to correspond with SPED 416 and allow students to complete assignments for 416 in their field placement setting. Because we want our senior experiences to have 400-level numbers, we are adding 300-level courses for the experiences that are moving to junior year. Moving this course sequence (416 and 320) to junior year allows students to gain more extensive experiences during the senior year. Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: This course will be taught by existing faculty as part of the existing course load (SPED 420 moving to 320). There will be no financial impact.*

*Note: this course was approved by the N subcommittee.*

Mid-  
impact:  
Add  
Course,  
Archive

### **ADD COURSE, ARCHIVE**

#### **SPED 322 Clinical Experiences in Special Education: Moderate/Severe Disabilities (3)**

This course is designed to provide clinical experiences in teaching K-12 students with moderate to severe disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with moderate to severe disabilities.

*(RE) Prerequisite(s): 402.*

*(RE) Co-requisite(s): 432.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: The above courses are to be added and archived to reserve the course numbers for the new courses with experiential learning designations.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **SPED 322N Clinical Experiences in Special Education: Moderate/Severe Disabilities (3)**

This course is designed to provide clinical experiences in teaching K-12 students with moderate to severe disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with moderate to severe disabilities.

*(RE) Prerequisite(s): 402.*

*(RE) Co-requisite(s): 432.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: This is the reconfiguration of the existing field experience in SPED 422. It is designed to correspond with SPED 432 and allow students to complete assignments for 432 in their field placement setting. Because we want our senior experiences to have 400-level numbers, we are adding 300-level courses for the experiences that are moving to junior year. Moving this course sequence (432 and 322) to junior year allows students to gain more extensive experiences during the senior year. Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: This course will be taught by existing faculty as*

part of the existing course load (SPED 422 moving to 322). There will be no financial impact.

*Note: this course was approved by the N subcommittee.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **SPED 415 Foundations in Learning Disabilities and Other Academic Difficulties (3)**

Provides foundational knowledge of learning needs, service delivery models, and critical issues in the education of students with learning disabilities and other academic difficulties. Introduction to evidence-based practices needed to help students with diverse learning needs under a Response to Intervention framework.

*(RE) Prerequisite(s): 402.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: The SPED program wants to shift foundational content from the existing learning disabilities methods course (SPED 419 – being dropped) to a new introductory course (SPED 415) that will cover foundational topics. Impact on Other Units: This course will be offered by existing SPED faculty for SPED students or students adding Interventionist endorsement to other areas of endorsement. SPED undergraduate students will take the courses in a slightly different order, but that will not affect other units. Financial Impact: This course is being added as part of the load for existing faculty. The courses will be offered by the same instructor with only the sequence changing for the students.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **SPED 416 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (6)**

Determining and implementing best practices in instruction, both remediation and accommodation strategies, for students with learning disabilities and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment, and progress monitoring, and databased decision-making.

*(RE) Prerequisite(s): 402.*

*(RE) Co-requisite(s): 320N or 416.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: Foundational content from SPED 419 (being dropped) is being shifted to this new course, SPED 416, and advanced content from SPED 456 (being dropped) is shifting to this new course, SPED 416. The course will be taught during junior year so the co-requisite is SPED 320N for SPED majors (fall semester). When taught in summer (for non-SPED majors choosing to add SPED endorsement to another teaching license), the co-requisite will be SPED 416. Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: Existing faculty will teach this course.*

Mid-  
impact:  
Drop  
course

### **DROP COURSE**

#### **SPED 419 Psychology and Education of Students with Mild Disabilities (6)**

*Rationale: Foundational content from this course is being shifted to a new course, SPED 415. The other content from this course is being shifted to another new course, SPED 416, along with more advanced content from SPED 456 (also being dropped). The course will be taught during junior year so the new co-requisite is SPED 320N instead of SPED 420 for SPED majors (fall semester). When taught in summer (for non-SPED majors choosing to add SPED endorsement to another teaching license), the co-requisite will be SPED 415. Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: SPED 415/416 will remain as part of the load for existing faculty. Additional Documentation: These changes are minor shifts in content to different course numbers. The learning outcomes will not change.*

Low-  
impact:  
Revise  
course

**REVISE TITLE, REVISE CREDIT HOURS, REVISE DESCRIPTION, REVISE (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S), ARCHIVE**

#### **SPED 420 Practical Teaching in Special Education I (4)**

This course is designed to provide an in-depth clinical experience in teaching K-12 students with disabilities. Teacher candidates will plan, implement, and evaluate instruction under the guidance of a mentoring teacher. This course will include (a) planning, instruction, and assessment based on needs of students with disabilities, (b) implementation of special education high-leverage practices, and (c) use of research-based strategies to engage students and maintain and facilitate appropriate behavior.

*(RE) Prerequisite(s): 322*

*(RE) Co-requisite(s): 474*

*Formerly: SPED 420 Field Experience in Special Education Programs (3) Practicum in teaching special education. Planning, developing, implementing, and evaluating instruction for students with mild disabilities.*

*(RE) Prerequisite(s): 402.*

*(RE) Corequisite(s): 419.*

*Rationale: The above course is to be revised to reflect changes and to be archived to reserve the course number for the new course (SPED 420N) with an experiential learning designation.*

Mid-  
impact:  
Add  
Course

**ADD COURSE**

#### **SPED 420N Practical Teaching in Special Education I (4)**

This course is designed to provide an in-depth clinical experience in teaching K-12 students with disabilities. Teacher candidates will plan, implement, and evaluate instruction under the guidance of a mentoring teacher. This course will include (a) planning, instruction, and assessment based on needs of students with disabilities, (b) implementation of special education high-leverage practices, and (c) use of research-based strategies to engage students and maintain and facilitate appropriate behavior.

*(RE) Prerequisite(s): 322*

*(RE) Co-requisite(s): 474*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: SPED 420N is designed to build upon practicum teaching experiences that occur during junior year (320 and 322) and provide more in-depth teaching practice. The credit hours for the base course are being revised from 3 to 4 because more time will be*

required in schools than in the current configuration of 420. The title is being changed to reflect the change in intensity from a practicum to a practical teaching experience (more time, more expectations). The course description of the base course is being revised to reflect changes to the type of experience and level of expectations for the experience. *Impact on Other Units:* This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. *Financial Impact:* This course will be taught by existing faculty as part of the existing load. Supervision requirements for the lower-level experiences will decrease to allow for supervision during this course. Therefore, there will be no financial impact.

*Note: this course was approved by the N subcommittee.*

Low-  
impact:  
Revise  
course

**REVISE TITLE, REVISE CREDIT HOURS, REVISE DESCRIPTION, REVISE TITLE, REVISE (RE) PREREQUISITE(S), REMOVE (DE) PREREQUISITE(S), REVISE TITLE, REVISE (RE) COREQUISITE(S), REMOVE (DE) COREQUISITE(S), ARCHIVE**

### **SPED 422 Practical Teaching in Special Education II (4)**

This course is designed to provide an in-depth clinical experience in teaching K-12 students with disabilities. Teacher candidates will plan, implement, and evaluate instruction under the guidance of a mentoring teacher. This course will include (a) planning, instruction, and assessment based on needs of students with disabilities, (b) implementation of special education high leverage practices, and (c) use of research-based strategies to engage students and maintain and facilitate appropriate behavior.

*(RE) Prerequisite(s): 420*

*(RE) Co-requisite(s): 491*

*Formerly: SPED 422 Field Experiences in Special Education Programs: Moderate to Severe Disabilities (3)*

*This course is designed to provide a practicum experience in teaching K-12 students with moderate to severe disabilities. Students will plan, implement, and evaluate instruction for K-12 students with moderate to severe disabilities. This course will include (a) learning characteristics of students with moderate to severe disabilities, (b) overview of appropriate curriculum models, (c) research-based instructional practices, (d) research-based strategies to engage students, maintain and facilitate appropriate behavior, (e) various setting consideration for instruction, and (f) appropriate assessments for students with moderate to severe disabilities.*

*(RE) Prerequisite(s): None.*

*(DE) Prerequisite(s): 402.*

*(RE) Corequisite(s): None.*

*(DE) Corequisite(s): 432.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: The above course is to be revised to reflect changes and to be archived to reserve the course number for the new course (SPED 422N) with an experiential learning designation. See supporting documentation for experiential learning designated course add for additional information.*

Mid-  
impact:  
Add  
Course

**ADD COURSE**

### **SPED 422N Practical Teaching in Special Education II (4)**

This course is designed to provide an in-depth clinical experience in teaching K-12 students with disabilities. Teacher candidates will plan, implement, and evaluate instruction under the guidance of a mentoring teacher. This course will include (a) planning, instruction, and assessment based on needs of students with disabilities, (b) implementation of special education high leverage practices, and (c) use of research-based strategies to engage students and maintain and facilitate appropriate behavior.

*(RE) Prerequisite(s): 420*

*(RE) Co-requisite(s): 491*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: SPED 422N is designed to be an extension to the practical teaching completed in fall (SPED 420). Because students are getting licensure in two areas of special education (Interventionist and Comprehensive), they will work with the population not selected in SPED 420 during SPED 422. The credit hours for the base course are being changed from 3 to 4 because more time will be required in schools than in the current configuration of 422. The title is being changed to reflect the change in intensity from a practicum to a practical teaching experience (more time, more expectations). The course description of the base course is being revised to reflect changes to the type of experience and level of expectations for the experience. Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: This course will be taught by existing faculty as part of the existing load. Supervision requirements for the lower-level experiences will decrease to allow for supervision during this course. Therefore, there will be no financial impact.*

*Note: this course was approved by the N subcommittee.*

### **REMOVE (DE) COREQUISITE(S), REVISE REGISTRATION RESTRICTION(S)**

#### **SPED 430 Applied Behavior Analysis in School Settings (3)**

Emphasizes the application of applied behavior analysis principles including the study of designing, implementing, and evaluating behavior analytic interventions relevant to alleviating significant problem behaviors in the classroom setting. Learners examine topics in the use of applied behavior analysis such as direct instruction, behavior reduction, functional analysis, positive behavioral supports, and ethical issues in the use of various procedures.

*Registration Restriction(s): Consent of instructor.*

*Formerly: (DE) Corequisite(s): 432.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: This course is being phased out of our undergraduate program so we need to restrict registration. Impact on Other Units: This course currently is part of the School Psychology doctoral program for students who are adding Board Certified Behavior Analysis certification. These changes have been discussed with program coordinator, Merilee McCurdy. She supports these changes. An email stating her support is included with our documentation. This change should not have an impact on any other units because the course otherwise is required only for students in the SPED program. Financial Impact: This course will be taught by faculty for whom this is built into their existing course load.*



Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE DESCRIPTION, REVISE (RE) COREQUISITE(S)**

#### **SPED 432 Effective Instruction for Students with Moderate to Severe Disabilities (6)**

Identifying and implementing best practices in instruction for students with moderate to severe disabilities. Understanding and applying high-leverage evidence-based practices, systematic instruction, assessment and progress monitoring, and data-based decision making.

*(RE) Co-requisite(s): 322.*

*Formerly: SPED 432 Psychology and Education of Students with Moderate to Severe Disabilities (6)*

*Nature and characteristics of persons with moderate/severe disabilities and the educational strategies appropriate for those persons.*

*(RE) Corequisite(s): 430 or Educational Psychology 515.*

*Rationale: Because of the changes to our course sequence, the co-requisite will change. SPED 430 has not been the correct co-requisite for years so this was an error to begin with. In the new program, SPED 432 will be taught with SPED 322 (field experience). Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: This course will be taught by existing faculty and will not have a financial impact.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **SPED 442 Methods of Teaching Students with Emotional and Behavioral Disorders (3)**

Examines educational strategies and techniques for individual and class-wide behavior management as well as curriculum and teaching strategies for promoting the social and emotional development of students with emotional and behavioral disorders. Both reactive and proactive strategies for working with students are addressed.

*(RE) Prerequisite(s): 402.*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: The SPED program wants to add an undergraduate version of the Behavior Disorders course. Impact on Other Units: This will not affect other units. This is the same course content (Behavior Disorders) as SPED 556 (changing to SPED 542). The content will be offered at the graduate and undergraduate levels as SPED 442 and SPED 542. Financial Impact: This course will be taught by existing faculty / instructors who already teach this content as SPED 556 and will have no financial impact. This course and 542 will be offered at the same time; students at the undergraduate level will take SPED 442 and students at the graduate level will take SPED 542.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **SPED 452 Classroom Management (3)**

Designed to examine validated methodology of class-wide and individual strategies for successfully managing a classroom across a variety of learning environments and levels. Participants will develop an understanding of motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

*(RE) Prerequisite(s): 402.*

*Registration Restriction: Admission to teacher education.*

*Rationale: This is the proposed undergraduate version of our Classroom Management course. We believe the course is needed to strengthen teaching skills and to meet all behavioral standards. We want this course to be a required course in our program, taken by our undergraduate SPED majors and perhaps other TPTE students. Impact on Other Units: This course will be taught by existing faculty / instructors who already teach this course. When students in other programs begin taking the course, it will affect the SPED program. TPTE Department Head, Sherry Bell, is aware of this need and has discussed options for covering additional sections in the future. Financial Impact: This course will be taught by existing faculty / instructors who already teach this course and will have no financial impact.*

Mid-  
impact:  
Drop  
course

### **DROP COURSE**

#### **SPED 456 Effective Instruction Students with Learning Disabilities (3)**

*Rationale: In our current program, SPED 419 has been our “learning disabilities foundations and methods” course and SPED 456 has been our “advanced learning disabilities” course. SPED 456 is no longer needed as the content has been moved into SPED 416. The LD foundations content from SPED 419 has been split and shifted into two new courses, SPED 415 and SPED 416. Impact on Other Units: The content of this course is being shifted into SPED 416. That course will remain available for students in other programs. Financial Impact: Faculty who teach 456 will assume the foundations course (SPED 415) so there will be no financial impact.*

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **SPED 459 Physical and Health Impairments: Education Implications (3)**

Characteristics of students with neuromotor, orthopedic, and musculoskeletal impairments, degenerative and life-limiting conditions, health impairments including infectious diseases, and sensory losses and the impact of these disabilities on student learning. Adaptations and teaching strategies for meeting the needs of students with physical, health, and sensory impairments in general and special education contexts.

*Formerly: SPED 459 Physical and Health Impairments: Educational Implications (3)*

*Characteristics of students with neuromotor, orthopedic, and musculoskeletal impairments, degenerative and terminal conditions, health impairments including infectious diseases, and sensory losses and the impact of these disabilities on student learning. Adaptations and teaching strategies for meeting the needs of students with physical, health, and sensory impairments in general and special education contexts.*

*Rationale: We want to make a minor wording change to updated language to “life-limiting: instead of “terminal”.*

*Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: This course will be taught by existing faculty who already teach 459. SPED 459 and 559 will be taught together so there will be no financial impact.*

Mid-  
impact:  
Add  
Course

## **ADD COURSE**

### **SPED 474 Application of Special Education Principles and Practices (3)**

This course is taught in conjunction with practical teaching in field placements. In this course, teacher candidates apply principles learned in prior coursework in authentic contexts (e.g., writing IEPs, lesson planning, conducting individual and group instruction, implementing high leverage practices and research-based instructional and behavioral strategies.)

*(RE) Prerequisite(s): 322*

*(RE) Co-requisite(s): 420*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: This course will be the fall senior-level seminar class in which we can go deeply into teaching practices with candidates who are completing practical teaching. This block of courses (practical teaching and seminar) is why we wanted to revise our program. This is where we will be able to address the content that currently is not able to be addressed in our current course configuration (e.g., intense experience in writing IEPs and applying content in authentic ways). During fall, candidates will be in a field experience for either interventionist or comprehensive. In spring, they will be in the opposite setting. Therefore, the seminar courses will allow opportunities for candidates to get intensive experiences with students who have a range of abilities and needs. Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: This course will be taught by newly-hired faculty (Cate Smith) who will have a 4/4 teaching load. She is replacing David Cihak who has a 2/2 teaching load. Therefore, adding this course to her load will not have any financial impact.*

### **SPED 479 Teaching Practices in Special Education (3)**

This course will help teacher candidates in special education understand and prepare for teacher assessments.

*(RE) Prerequisite(s): 322*

*(RE) Co-requisite(s): 420*

*Comment(s): Additional fees will be assessed for edTPA scoring. Students who do not pass edTPA will have to remediate at their own cost which will be paid separately.*

*Registration Restriction(s): Admission to teacher education in special education.*

*Rationale: In 2019, all teachers in Tennessee must pass edTPA for licensure. This will be a stand-alone course dedicated to teaching students how to complete their edTPA components (videos and commentaries). Students will be in field placements for the entire semester (SPED 420N) and will complete their edTPA portfolios throughout this semester-long course. Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: This course will be taught by existing faculty whose roles are shifting slightly due to restructuring of program. There will be no financial impact.*

### **SPED 496 Professional Issues in Special Education (3)**

This course is taught in conjunction with practical teaching in field placements. In this course, candidates apply principles learned in prior coursework in authentic contexts and develop policies and procedures they can apply in their own classrooms.

*(RE) Prerequisite(s): 420*

*(RE) Co-requisite(s): 422*

*Registration Restriction(s): Admission to teacher education.*

*Rationale: This course will be the spring senior-level seminar class in which we can go deeply into teaching practices with candidates who are completing practical teaching. This block of courses (practical teaching and seminar) is why we wanted to revise our program. This is where we will be able to address the content that currently is not able to be addressed in our current course configuration (e.g., intense experience in writing IEPs and applying content in authentic ways). During fall, candidates will be in a field experience for either interventionist or comprehensive. In spring, they will be in the opposite setting. Therefore, the seminar courses will allow opportunities for candidates to get intensive experiences with students who have a range of abilities and needs. In spring, they also will work to develop materials that will help them if they decide to pursue job-embedded internship (or that can be refined during the internship year for use when they are teachers of record; e.g., paraeducator handbook) and they will obtain knowledge to prepare them for the internship applied research project. Impact on Other Units: This course will be taught by existing SPED faculty for SPED students and will not have an impact on other units. Financial Impact: This course will be taught at the same time with the SPED section of TPTE 591 (currently co-taught by Mari Beth Coleman and Donna Alderman) so that interns and seniors can be brought together for relevant learning activities or split apart for course-specific activities. There will be no financial impact since two instructors currently co-teach 591 and can support all candidates in 496 and 591.*

## **(SSCE) Secondary Social Studies Education**

Mid-  
impact:  
Add  
Course

**ADD**

### **SSCE 421 Introduction to Teaching Elementary Social Studies (3)**

Methods, materials, instruction and assessment procedures for teaching social studies at the elementary school level.

Registration Restriction(s): Admission to teacher education.

*Rationale: In its role as the policy making body for Tennessee system of K-12 public education, the State Board has recently (7/2018) approved policies and guidance concerning the preparation of teachers in the state of Tennessee (5.504). These Educator Preparation (EPP) standards consist of rigorous content and field experiences. Therefore, the State of Tennessee Department of Education has increased requirements for licensure and therefore we are changing the elementary minor to an elementary major. Previously, social studies methods were addressed as part of ELED 422 and was only given a 6-week emphasis. With the upcoming change in state standards K-12 for the 2019-2020 academic school year our candidates need more time to devote to understanding how to present social studies content in the classroom. A 3-hour course committed to this topic is what we are proposing. Impact of Other Units: The change has been reviewed by the Office of Advising and Student Services and it was determined that there is not an impact on other units. Financial Impact: There will be no financial impact. Instructors who taught ELED 422 will now teach this course. Additional Documentation: This is not a substantive change and no additional approvals or reporting is needed.*

## **(TPTE) Theory and Practice in Teacher Education**

Mid-  
impact:  
Add  
Course

## ADD COURSE

### **TPTE 490 Clinical Studies for Apprentice Teachers (3)**

Group and individual seminar activities during Apprentice Teaching. Application and evaluation of professional core competencies. Completion and presentation of analysis of teaching project.

*Rationale: For the past several years, VolsTeach students have been enrolling in a special topics course, TPTE 495, as a clinical studies course as part of their Apprentice Teaching Experience. This change is to provide a course name and number. Impact on Other Units: No impact on other units based on a review of the undergraduate and graduate catalogs. Financial Impact: No financial impact. TPTE faculty currently teach the existing TPTE 495 course. They will continue to teach the course. Additional Documentation: No additional approval is required. The change is not substantive and does not need to be reported to SACSCOC.*

## PROGRAM CHANGES

### DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

Low-  
impact:  
Add text

## ADD TEXT

### **Kinesiology, Recreation, and Sport Studies**

(Add text to the main department page, directly under the list of faculty)

#### **Kinesiology**

Kinesiology is an academic discipline that involves the study of human movement, especially the role of physical activity and its impact on health, human performance, society, and quality of life. The Kinesiology major prepares students for a variety of careers in health-related fitness and for graduate or professional study in various fields within kinesiology (exercise physiology, biomechanics, sport psychology, motor behavior, physical activity epidemiology, etc.), allied health professions (physical therapy, occupational therapy, physician assistant, chiropractic, athletic training, etc.) and medicine. Incoming freshmen ("first year students") can enter the Kinesiology major when they start at UT, or during their first two years. Transfer students can enter the Kinesiology major when they start at UT.

If a chosen career path will require graduate school, a student should know that planning for that starts now. Educational preparation as an undergraduate is an essential part of success later on. Many students arrive at the university with the goal of become a physician, physical therapist, or other health professional, but have little knowledge of what the profession is really like or of its demands. Because competition is so intense in medicine and other health professions, students should become as familiar as possible with the career they are pursuing, including the additional education requirements and the minimum GPA and grades in specific courses to be competitive for admission to graduate study.

#### **Recreation and Sport Management**

### **Sport Management**

The Recreation and Sport Management major with a concentration in Sport Management prepares students interested in working in the sport industry. The program combines the sport management curriculum with a minor in business administration. The program concludes with a semester-long internship experience.

### **Therapeutic Recreation**

The Recreation and Sport Management major with a concentration in Therapeutic Recreation prepares students for employment in a variety of health care settings including programs for mental health and intellectual disabilities, physical rehabilitation centers, drug and alcohol treatment centers, and community-based programs. Graduates fulfill the eligibility requirements for National Council for Therapeutic Recreation Certification. The program concludes with a semester-long internship experience.

### **Physical Education Activity Program**

The Department of Kinesiology, Recreation, and Sport Studies believes that sport, dance, and exercise are essential parts of our culture and contribute significantly to health and quality of life for people of all ages. The program provides opportunities for the university community to engage in a variety of exercise/performance activities that will bring enjoyment while teaching the essentials for successful participation. The Physical Education Activity Program is a part of the regular academic offerings and the goals for this program are in accord with the mission of the university at large.

#### **Physical Education Activity Program Goals**

1. To provide a comprehensive program of instruction in dance, fitness, and sport activities.
2. To provide opportunities for students to develop and improve performance skills.
3. To encourage fitness through the teaching of mechanical, physiological, and nutritional principles.
4. To teach other pertinent knowledge such as historical and philosophical foundations, safety, rules and strategy.
5. To teach students the fundamentals of a healthy lifestyle.
6. To provide opportunities for special populations to enjoy the benefits of physical activity.
7. To create an environment that fosters a sense of accomplishment, satisfaction, and social interaction for its participants.

### **Additional Information**

Courses in the Physical Education Activity Program are listed as PYED courses in the catalog and timetable and are open to all University students. All courses have mandatory attendance and participation policies. Most courses require a book or an e-book. Some courses have an additional fee associated with them. Some courses meet at off-campus locations. Many courses require the purchase of mandatory equipment by the student. Courses are graded either A-F or S/NC. Courses are taught by UT staff, teaching associates, and graduate teaching associates.

Low-  
impact:  
Revise  
program

*Rationale: Currently, there is no mention of the PEAP Program in the catalog other than course description. Information is needed on all department programs to be uniform. Impact on Other Units: Adding text to this page does not affect any other units. Financial Impact: This change will not affect the department or college budget. Additional Documentation: No additional documentation needed for this revision.*

## REVISE REQUIREMENTS

### Recreation and Sport Management Major, BS in Education – Sport Management Concentration

#### Advising Transition

(paragraph 2)

The Board of Admissions meets at the end of each term to review applications. Applications must be submitted by December 1, May 1, or August 1 to be considered for the following term. A complete application and all transition criteria must be met to transition. Students will submit an application to transition after meeting the following minimum criteria:

- Minimum of 30 semester hours earned.
- Minimum cumulative University of Tennessee GPA of 2.5
- ~~Completion of RSM 100 with a grade of C or better~~
- Completion of RSM 250 with a grade of C or better
- Successful completion of ENGL 101\* and ENGL 102\*, and MATH 125\* or MATH 141\*

### Requirements for the Bachelor of Science Education – Recreation and Sport Management Major – Sport Management Concentration

Term 2		
<sup>1</sup> Arts and Humanities Elective*	3	2.5 cumulative GPA
<sup>1</sup> Cultures and Civilizations Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125* or MATH 141* or MATH 147*	3-4	
<del>RSM 250 RSM 100</del>	<del>3 1</del>	
<del><sup>2</sup>Unrestricted Elective</del>	<del>3</del>	
Term 3		
<sup>3</sup> ACCT 200 or ACCT 207	3	2.5 cumulative GPA
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	MATH 125* or MATH 141*
<sup>3</sup> ECON 201* or ECON 207*	4	
<sup>1</sup> Natural Sciences Electives*	3-4	
<del>Unrestricted Elective RSM 250</del>	3	
Term 4		
<sup>3</sup> MGT 201	3	<del>ENGL 102 RSM 100</del>
<sup>1</sup> Natural Sciences Electives*	3-4	
<sup>3</sup> STAT 201* or STAT 207*	3	

<sup>2</sup> Unrestricted Electives	4 3	
Recreation and Sport Management Elective	3	
<b>Term 6</b>		
<sup>1</sup> Arts and Humanities Elective*	3	RSM 290
<sup>3,4</sup> MGT 300	3	
<sup>5</sup> RSM 350, <sup>5</sup> RSM 390	6	
<sup>6</sup> Recreation and Sport Management Electives	3 6	

<sup>6</sup> May choose from KNS 490; ~~RSM 310~~, RSM 330, RSM 334, RSM 336, RSM 337, RSM 338, RSM 340, RSM 360, RSM 370, RSM 380 (class focus must be sport management), RSM 410, RSM 415, RSM 430, RSM 440, RSM 450, RSM 460. All courses on list (except KNS 490, RSM 337, RSM 338, and RSM 370) require advancement into the recreation and sport management major.

*Rationale: Faculty review of the curriculum recommended having RSM 250 as the entry point to the major; thus, RSM 100 is being removed as a required course. RSM 310 is now becoming a Therapeutic Recreation specific course and will no longer be applicable to Sport Management students. ENGL 102 is added to the milestone in term 4 because RSM 250 was moved and RSM 100 was removed as a class so the milestone was replaced. Unrestricted electives were revised so the total hours meet the 120 requirement. Impact on Other Units: These changes will not affect students outside of the RSM major. Financial Impact: This change will not affect the department or college budget. Additional Documentation: No additional documentation needed for this revision.*

## DEPARTMENT OF NUTRITION

Low-  
impact:  
Revise  
text

### REVISE TEXT

#### Nutrition

(Main department page)

The study of nutrition is heavily grounded in the biological sciences and biochemistry that underlie the understanding of how nutrients and non-nutritive food components contribute to human health and disease. The Nutrition major is designed for students interested in basic and applied health sciences and students are able to pursue one of two concentrations: the Dietetics Concentration and the Basic Science Concentration. Both concentrations include a foundation in the basic sciences and introductory nutrition coursework which is built upon through advanced coursework in nutrient metabolism, nutrition in disease prevention and treatment, community nutrition, and interpretation of nutrition research literature. The Dietetics Concentration **is accredited as a Didactic Program in Dietetics (DPD) by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 S. Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995, (312) 899-0040 ext. 5400, url: <http://www.eatright.org/ACEND>. It additionally includes coursework in nutrition counseling, food science, and foodservice management that prepares graduates to apply for the University's new M.S. in Nutrition concentration in Clinical Nutrition and Dietetics or accredited dietetic internships programs across the country for pursuit of and careers as Registered Dietitians (RDs)/Registered Dietitian/Nutritionists (RDNs). For details on the M.S. in Nutrition concentration in Clinical Nutrition and Dietetics, see the section in the catalog specific to the Dietetics concentration or see Nutrition program information in the Graduate Catalog.** The Basic Science Concentration includes advanced coursework in the basic sciences to prepare graduates for graduate study in biomedical health



sciences and, with additional coursework planned with an advisor, provides a solid background for application to a variety of health professional programs. Students interested in preparing for both dietetic internships careers as RDNs and other health professional's programs should choose the Dietetics Concentration.

### Requirements for Transition to Upper Division

Students who have completed 45 hours of coursework and are on track to enter term 5 of either the Basic Science Concentration or the Dietetics Concentration curriculum must ~~complete orientation followed by an application~~ apply for transition to upper division courses and faculty advisor assignment. Applications are due ~~February 1 and August 1~~ May 1 and are available on the CEHHS Office of Advising & Student Services website <https://cehhsadvising.utk.edu/>. Students must follow the curriculum and complete the prerequisite requirements on schedule in order to complete the degree program on time. Missed prerequisites may delay graduation by at least one year. In order to graduate with a major in nutrition, regardless of concentration, students must earn a grade of C or better in every required nutrition course plus in prerequisite courses where noted.

Minimum requirements to apply for the Master of Science in Nutrition, Concentration in Clinical Nutrition and Dietetics, an option available to eligible students in the Dietetics Concentration, are higher and are detailed in the Dietetics Concentration section of the Undergraduate Catalog as well as in the Graduate Catalog.

*Rationale: Revisions to the preamble text reflect housekeeping updates, changes to the application process, and introduce the MS Concentration in Clinical Nutrition and Dietetics, an option available to eligible students in the Dietetics Concentration. These changes do not address any SLOs. Impact on Other Units: Changes to this preamble language does not impact other units. Financial Impact: The curricular revisions reflected in this updated preamble language, including some additional coursework for those who are eligible, apply for, and are accepted into our M.S. concentration (Clinical Nutrition and Dietetics) which is being proposed at GRAD CRC concurrently, will not be entirely financially neutral. The course additions required for those accepted to the Master of Science in Nutrition concentration in Clinical Nutrition and Dietetics will be taught by new clinical faculty hires paid for through program fees from those students. These fees have been approved by the Senior Vice Chancellor for Finance and Administration. The department is not planning on asking for any additional resources to support these changes. Additional Documentation: No additional approval is required for these changes. These changes are not substantive and do not need to be reported to SACSCOC.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Nutrition Major, BS in Health and Human Sciences – Basic Science Concentration

#### Requirements for Transition to Upper Division

Students who have completed 45 hours of coursework and are on track to enter term 5 of the Basic Science Concentration curriculum must ~~apply complete orientation followed by an application~~ apply for transition to upper division courses and faculty advisor assignment. Applications are due ~~May 1 February 1 and August 1~~ May 1 and are available on the CEHHS Office of Advising & Student Services website <http://ehhsstudentservices.utk.edu/>. Students must follow the curriculum and complete the prerequisite requirements on schedule in order to complete the degree program on time. Missed prerequisites may delay graduation by at least one year. In order to graduate with a major in nutrition,

regardless of concentration, students must earn a grade of C or better in every required nutrition course plus in prerequisite courses where noted.

### Requirements for the Bachelor of Science in Health and Human Sciences – Nutrition Major – Basic Science Concentration

Term 3		
BCMB 230	5	3.0 cumulative GPA
CHEM 260	3	CHEM 130* with a grade of C or better
EEB 240	4	NUTR 100* with a grade of C or better
<del>NUTR 201</del>	<del>4</del>	
BIOL 220	3	
Term 4 <sup>3</sup>		
CHEM 360	3	BCMB 230 with a grade of C or better
BIOL 240	4	CHEM 260 with a grade of C– or better
NUTR 302	3	
CLAS 273	3	
<sup>1</sup> Unrestricted Elective	<del>2</del> 4	
Term 5		
CMST 240* or CMST 247*	3	BIOL 240
<sup>4</sup> NUTR 311	4	
STAT 201* or STAT 207*	3	
PSYC 110* or PSYC 117*	3	
<del>ENGL 295* or ENGL 360* <sup>4</sup>Unrestricted Elective</del>	<del>3</del> 2	
Term 6		
BCMB 311	3	No milestones
<del><sup>4</sup>NUTR 315 <sup>2</sup>Arts and Humanities Elective*</del>	<del>2</del> 3	
<sup>4</sup> NUTR 313, <sup>4</sup> NUTR 314	6	
<del><sup>4</sup>NUTR 320 ENGL 295* or ENGL 360*</del>	<del>2</del> 3	
Term 7		
<sup>2</sup> Cultures and Civilizations Elective*	3	No milestones
<sup>4</sup> NUTR 412, <sup>4</sup> NUTR 415	6	
<sup>2</sup> Social Sciences Elective*	3	
<del><sup>2</sup>Arts and Humanities Elective* <sup>4</sup>Unrestricted Elective</del>	<del>3</del> 2	

<sup>3</sup> Submit form for continuation in the major by ~~May~~ Feb 1st. See advisor.

<sup>4</sup> Must be taken at UTK.

*Rationale: Revisions to the preamble text and footnotes are primarily housekeeping and mostly reflect changes to the application process. The removal of the “K” in “UTK” is to align with branding guidance. Revisions to the showcase reflect course additions as well as re-organization of existing requirements to balance course loads per term and have been agreed upon by nutrition faculty. These changes primarily address SLOs 3 and 4. Impact on Other Units: These changes were reviewed by the department and the Office of Advising and Student Services and it was determined that they do not have an impact*

on other units. *Financial Impact: These changes will not affect the department or college budget and will not increase the workload of existing faculty. Additional Documentation: No additional approval is required for these changes. These changes are not substantive and do not need to be reported to SACSCOC.*

Mid-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Nutrition Major, BS in Health and Human Sciences – Dietetics Concentration

#### Nutrition and dietetics education leading to credentialing as a Registered Dietitian Nutritionist (RDN) at the University of Tennessee, Knoxville

The Nutrition major is designed for students interested in basic and applied sciences, and students are able to pursue one of two concentrations: the Dietetics Concentration or the Basic Science Concentration. The Dietetics Concentration of the Nutrition Major is accredited as a Didactic Program in Dietetics (DPD) by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 S. Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995, (312) 899-0040 ext. 5400, url <http://www.eatright.org/ACEND>. As such, graduates are eligible to apply for ACEND-accredited dietetic internship programs and, following successful completion of a dietetic internship, are eligible to take the Registration Examination for Dietitians to become a Registered Dietitian (RD)/Registered Dietitian Nutritionist (RDN) and become an active member of the Academy of Nutrition and Dietetics. RDs or RDNs are food and nutrition professionals who unite the science of nutrition with application of nutrition principles to improve health through interventions, including education and counseling, at the community and individual levels or by addressing nutritional aspects of medical problems in clinical practice. Many work in acute care hospitals, long-term care, and medical offices as members of the health care team or in community-based settings. Other growing areas of practice include sports nutrition, corporate wellness, journalism, sports nutrition, and the food and nutrition industry, and others. Students completing this concentration may also choose to pursue graduate study or complete additional prerequisite requirements for health professional programs outside of nutrition and dietetics.

#### The M.S. in Nutrition with a concentration in Clinical Nutrition and Dietetics

In 2018, the Department was selected by ACEND to develop a Future Education Model Graduate Program, which will begin to be phased in effective Fall 2020 following ACEND review of a phase 2 report in Spring 2020. Students enrolled in the Bachelor of Science program with a Nutrition-Dietetics major who are interested in clinical nutrition practice as a RDN are eligible to apply if they meet admission requirements. The application deadline is August 1 prior to the senior year of undergraduate study. This program represents a reorganization of the current Dietetic Internship and will integrate traditional coursework with practice-based courses that enable students to complete the bachelor's degree (Bachelor of Science with a concentration in Nutrition-Dietetics) and master's degree (Master of Science in Nutrition with a concentration in Clinical Nutrition and Dietetics) in five years and be eligible to take the Registration Examination for Dietitians upon graduation. Students admitted to this master's program concentration do not enroll

in graduate coursework during the four years of the bachelor's degree program, but graduate study commences with the summer term immediately following graduation.

### **Application and admission to the M.S. in Nutrition with a concentration in Clinical Nutrition and Dietetics**

A student intending to enter the Master of Science program in Nutrition with a concentration in Clinical Nutrition and Dietetics is required to complete coursework in the Nutrition-Dietetics concentration for the first three years of undergraduate study. At this point, students must apply for the Master of Science program and be accepted into the Clinical Nutrition and Dietetics concentration in order to enroll in specific prerequisite upper-division courses that will establish the knowledge and skill set necessary for the transition to graduate study and for meeting of ACEND-required competencies. Students who do not enroll in the Master of Science program may still complete the Bachelor of Science in Nutrition-Dietetics and the Didactic Program in Dietetics and apply for dietetic internships. Admission requirements for the Master of Science program with a concentration in Clinical Nutrition and Dietetics include at minimum:

1. Academic achievement
  - a. Cumulative GPA: 3.3 (encompasses all college coursework).
  - b. Nutrition coursework: completion of NUTR 100, 302, 311, 313, 314, 315, 316, 320 with grades of B- or better in all NUTR-prefix courses.
  - c. Science coursework: completion of CHEM 120, 130, 260; BCMB 230; MICR 210 with a 3.0 or higher overall GPA in the sciences.
  - d. Other non-departmental coursework: CLAS 273; CMST 240; ENGL 295 or 360; approved FDSC course, KNS 350; PSYC 110; PUBH 201; STAT 201; university general education requirements
2. Standardized test performance - GRE with recommended scores of 150 (verbal), 150 (quantitative), and 4.0 (analytical) or higher in order to be competitive.
3. Submission of an online application for admission to the Graduate School by August 1 prior to the senior year of undergraduate study in the B.S. Nutrition-Dietetics Concentration. The completed application must include current transcripts, a personal statement detailing experience as well as long- and short-term goals, and a resume. No recommendation forms are required.
4. In-person interview with the program director and representatives of the program faculty in August shortly following the application deadline.

Admission decisions will be based upon meeting of listed admission criteria as well as completeness of application, clarity of written and oral expression, and expressed interest in pursuing a career as a RDN. Admission is competitive and students accepted to the Master of Science program in Nutrition with a concentration in Clinical Nutrition and Dietetics are required to follow the Nutrition-Dietetics concentration curriculum during the fourth year of the undergraduate program with the addition of HRT 445 and NUTR 426 Clinical Nutrition II Practicum and complete the Bachelor of Science degree. To maintain good academic standing for entry into the Master of Science program, students must complete all required coursework and maintain GPA and grade minimums specified in the admission criteria.

### **Requirements for Transition to Upper Division**

Students who have completed 45 hours of coursework and are on track to enter term 5 of the Dietetics Concentration curriculum must ~~apply complete orientation followed by an~~

~~application~~ for transition to upper division courses and faculty advisor assignment. Applications are due ~~May 1 February 1 and August 1~~ and are available on the CEHHS Office of Advising & Student Services website <http://ehhsstudentservices.utk.edu/>. Students must follow the curriculum and complete the prerequisite requirements on schedule in order to complete the degree program on time. Missed prerequisites may delay graduation by at least one year. In order to graduate with a major in nutrition, regardless of concentration, students must earn a grade of C or better in every required nutrition course plus in prerequisite courses where noted. ~~Minimum requirements to apply for the Master of Science in Nutrition, Concentration in Clinical Nutrition and Dietetics, are higher and are detailed above.~~

### Requirements for the Bachelor of Science in Health and Human Sciences – Nutrition Major – Dietetics Concentration

Term 1	Hours	Milestone Notes
CHEM 120* or CHEM 128*	4	2.6 cumulative GPA
ENGL 101* or ENGL 118*	3	
<del><sup>1</sup>MATH 125* or MATH 141* or MATH 147*</del> <del><sup>1</sup>Unrestricted Elective (MATH 119 recommended if needed)</del>	<del>3-4</del> 3	
NUTR 100*	3	
<del><sup>2</sup>Arts and Humanities Elective*</del> <del>PSYC 110 or PSYC 117</del>	3	
<b>Term 2</b>		
CHEM 130* or CHEM 138*	4	CHEM 120* with a grade of C or better
ENGL 102*	3	
<del>PSYC 110 or PSYC 117</del>	<del>3</del>	
<del><sup>2</sup>Arts and Humanities Elective*</del> <del><sup>1</sup>MATH 125* or MATH 141* or MATH 147*</del>	<del>3</del> 3-4	
<del><sup>2</sup>Cultures and Civilizations Elective*</del> <del><sup>2</sup>Social Sciences Elective*</del>	3	
<b>Term 3</b>		
BCMB 230	5	3.0 cumulative GPA
CHEM 260	3	CHEM 130* with a grade of C or better
<del>CMST 240* or CMST 247* <sup>2</sup>Cultures and Civilizations Elective*</del>	3	NUTR 100* with a grade of C or better
<del>NUTR 201-</del>	<del>4</del>	
<del><sup>2</sup>Social Sciences Elective*</del> <del><sup>1</sup>Unrestricted Elective</del>	3	
<b>Term 4<sup>3</sup></b>		
<del><sup>2</sup>Cultures and Civilizations Elective*</del> <del><sup>2</sup>Arts and Humanities Elective*</del>	3	BCMB 230 with a grade of C or better
<del><sup>1</sup>Unrestricted Electives</del> <del><sup>2</sup>Cultures and Civilizations Elective*</del>	3	CHEM 260 with a grade of C– or better
MICR 210*	3	
<del>ENGL 295* or ENGL 360*</del> <del>NUTR 302</del>	3	
STAT 201* or STAT 207*	3	
<b>Term 5</b>		
<del><sup>4</sup>Approved FDSC course</del> <del>CMST 240* or CMST 247*</del>	<del>3-4</del> 3	PSYC 110*

KNS 350 <del>HRT-210</del>	3	
<sup>6</sup> <sup>4</sup> NUTR 311	4	
CLAS 273	3	
PUBH 201 <sup>4</sup> <del>Unrestricted Elective</del>	3	
<b>Term 6</b>		
NUTR 302 <sup>4</sup> <del>Unrestricted Elective</del>	3	No milestones
<sup>6</sup> NUTR 313 <sup>4</sup> <del>FDSC-241</del>	3	
<sup>4</sup> <del>NUTR 313</del> , <sup>6</sup> <sup>4</sup> NUTR 314	<del>3</del> 6	
<sup>6</sup> NUTR 315 <del>ENGL-295* or ENGL-360*</del>	<del>2</del> 3	
<sup>6</sup> NUTR 316	1	
<sup>6</sup> NUTR 320	2	
<b>Term 7</b>		
HRT 210 <sup>4</sup> <del>NUTR 303</del> , <sup>4</sup> <del>NUTR 410</del> , <sup>4</sup> <del>NUTR 412</del> , <sup>4</sup> <del>NUTR 413</del> , <sup>4</sup> <del>NUTR 415</del> , <sup>4</sup> <del>NUTR 421</del>	<del>3</del> 12	No milestones
<sup>6</sup> NUTR 330 <sup>4</sup> <del>Unrestricted Elective</del>	<del>1</del> 3	
<sup>6</sup> NUTR 410	1	
<sup>6</sup> NUTR 412	3	
<sup>6</sup> NUTR 415	3	
<sup>6</sup> NUTR 425	1	
<sup>6</sup> NUTR 422	2	
<sup>6</sup> NUTR 413S	1	
<b>Term 8</b>		
<sup>6</sup> NUTR 303 <sup>2</sup> <del>Arts and Humanities Elective*</del>	3	No milestones
<sup>6</sup> <sup>4</sup> NUTR 416, <sup>4</sup> NUTR 420, <sup>4</sup> NUTR 422	<del>3</del> 8	
<sup>6</sup> NUTR 420	3	
<sup>1</sup> , <sup>8</sup> Unrestricted Electives	<del>5</del> 4	
<b>TOTAL</b>	<b>120</b>	

<sup>3</sup> Submit form for continuation in the major by ~~May~~ Feb 1st. See advisor.

<sup>4</sup> Select from FDSC 100, 241, or 415 ~~Must be taken at UTK.~~

<sup>5</sup> At the completion of term 6 – Students meeting eligibility requirements may apply for acceptance/tracking into M.S. Program in Nutrition – Clinical Nutrition and Dietetics Concentration or continue on in the traditional Dietetics Concentration

<sup>6</sup> Must be taken at UT.

<sup>7</sup> This course requirement is waived for students accepted to the M.S. in Nutrition, Clinical Nutrition and Dietetics concentration who are not in the Service Learning Honors program as associated competencies will be completed in a graduate course.

<sup>8</sup> Students accepted to the M.S. in Nutrition, Clinical Nutrition and Dietetics concentration, must enroll in 6NUTR 426 (2 credit hours) and HRT 445.

*Rationale: Revisions to the preamble text reflect housekeeping changes, such as application dates and accrediting body contact information, in addition to describing the coursework that will prepare Dietetics Concentration students to be eligible to apply for the MS Concentration in Clinical Nutrition and Dietetics at the end of their 6th term. Showcase changes reflect course additions and revisions driven by requirements of our accrediting body. In addition, changes to terms 7 and 8 provide guidance to students continuing on in the Dietetics Concentration only and those who will transition directly into the MS Concentration in Clinical Nutrition and Dietetics in the summer after*

graduation. These changes address all four SLOs. *Impact on Other Units: These changes were reviewed by the department and the Office of Advising and Student Services and it was determined that they do have an impact on other units. Documentation has been provided, indicating support for NUTR students to enroll in PUBH 201 (PUBH - Cristina Barroso, Director of Undergraduate Minor); FDSC 100, 241, or 415 (FDSC – Mark Morgan, Department Head); HRT 445 (RHTM – Ann Fairhurst, Department Head); and KNS 350 (KRSS – Dave Bassett, Department Head). Financial Impact: The curricular revisions reflected in this showcase, including some additional coursework for those who are eligible, apply for, and are accepted into our M.S. concentration (Clinical Nutrition and Dietetics) which is being proposed at GRAD CRC concurrently, will not be entirely financially neutral. The course additions required for those accepted to the Master of Science in Nutrition concentration in Clinical Nutrition and Dietetics will be taught by new clinical faculty hires paid for through program fees from those students. These fees have been approved by the Senior Vice Chancellor for Finance and Administration. The department is not planning on asking for any additional resources to support these changes. Additional Documentation: No additional approval is required for these changes. These changes are not substantive and do not need to be reported to SACSCOC.*

## DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

Low-  
impact:  
Drop to  
rename  
program

### **END PROGRAM (to rename)**

#### **Hotel, Restaurant, and Tourism Major, BS in Retail, Hospitality, and Tourism Management**

*Rationale: The proposed change is to **rename** the program from, “Hotel, Restaurant, and Tourism Major, BS in Retail, Hospitality, and Tourism Management” to “Hospitality and Tourism Management Major, BS in Retail, Hospitality, and Tourism Management”. The program change we are proposing reflects the content of our program more closely. Hospitality and Tourism Management is more appropriate for meeting and event planning and design, country club management, the cruise industry, and others, along with the traditional hotel and restaurant operations. Hospitality and Tourism Management is also a very common program name in other universities. *Impact on Other Units: No impact on other units. Financial Impact: No impact on other academic units. This is a name change to the major only.**

Low-  
impact:  
Add to  
rename  
program

### **ADD PROGRAM (to rename)**

#### **Hospitality and Tourism Management Major, BS in Retail, Hospitality, and Tourism Management**

The hospitality and tourism management major focuses on meeting the middle- and upper-level management needs of the food, lodging, and event planning industry. It is a program that assists students in getting the breadth of knowledge, responsibility, and creativity to meet the changing environment of complex management problems in industry. A business minor is built into the degree requirements.

The major requires extensive field experience. The curriculum provides a strong base in management and practical application of these skills. The general education electives

help students to sharpen their analytical, conceptual, and communications abilities. Graduates may start as management trainees in restaurants, foodservice, hotels, support industries, or in tourism operations with subsequent upward mobility into management positions.

### **uTrack Requirements (for students entering Fall 2013 or later)**

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

### **Progression Requirements**

Students should apply for progression into the major after completing at least three of the following HRT 102, HRT 210, HRT 211, HRT 212. Applications for progression are available in the departmental office.

For progression into the major, students must meet the following criteria.

- Cumulative grade point average 2.3 or greater for at least 30 semester hours completed.
- Grade of C or better in all hotel, restaurant, and tourism prefix courses.
- Successful completion of ENGL 101\*, ENGL 102\*, and MATH 125\*.
- Complete 300 post-secondary school hours of industry related work for the chosen major. A complete list of appropriate work experiences is available in the departmental office.

For graduation, students must earn a grade of C or better in all hotel, restaurant, and tourism courses.

### **Requirements for the Bachelor of Science in Retail, Hospitality, and Tourism Management – Hospitality and Tourism Management Major**

<b>Term 1</b>	<b>Hours</b>	<b>Milestone Notes</b>
<sup>1</sup> Arts and Humanities Elective*	3	Complete at least 12 hours by the end of the term
<sup>1</sup> Cultures and Civilizations Elective*	3	
ENGL 101* or ENGL 118*	3	
MATH 119 or MATH 123* or <sup>2</sup> Unrestricted Elective (MATH 119 recommended if needed)	3	
<sup>1</sup> Natural Sciences Electives*	3-4	
<b>Term 2</b>		
<sup>1</sup> Arts and Humanities Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125*	3	
<sup>1</sup> Natural Sciences Electives*	4	
<sup>2</sup> Unrestricted Elective	3	
<b>Term 3</b>		
<sup>3</sup> ACCT 200 or ACCT 207	3	MATH 125*



<sup>3</sup> ECON 201* or ECON 207*	4	
HRT 102, HRT 150, HRT 212	7	
<sup>1</sup> Social Sciences Elective*	3	
<b>Term 4</b>		
HRT 210, HRT 211, HRT 311	9	Complete at least 54 hours by the end of the term
<sup>3</sup> MGT 201	3	
<sup>3</sup> STAT 201* or STAT 207*	3	
<b>Term 5</b>		
CMST 240* or CMST 247*	3	2.3 cumulative GPA
<sup>1</sup> Cultures and Civilizations Elective*	3	Two courses from HRT 210, HRT 211, HRT 212
HRT 361, HRT 390	6	
<sup>3,4</sup> MGT 300	3	
<b>Term 6</b>		
HRT 326	3	No milestones
<sup>5</sup> Hotel, Restaurant, and Tourism Electives	6	
RCS 341	3	
<sup>2</sup> Unrestricted Elective	3	
<b>Term 7</b>		
<sup>3,4</sup> FINC 300	3	No milestones
HRT 410	3	
<sup>5</sup> Hotel, Restaurant, and Tourism Elective	3	
<sup>3,4</sup> MARK 300	3	
<b>Term 8</b>		
HRT 425	3	No milestones
HRT 492	6	
<sup>5</sup> Hotel, Restaurant, and Tourism Elective	3	
<sup>2</sup> Unrestricted Elective	3	
<b>TOTAL</b>	<b>120</b>	

\* Meets University General Education Requirement.

<sup>1</sup> Select courses from the University General Education list.

<sup>2</sup> Select any courses not already required for the major.

<sup>3</sup> Business administration minor requirement.

<sup>4</sup> Must be taken at UTK.

<sup>5</sup> Choose from HRT 101, HRT 299, HRT 435, HRT 440, HRT 445, HRT 450, HRT 484, HRT 493, HRT 494; RCS 411, RCS 412.

Recommended major electives for specialized career interests:

- Tourism Management: HRT 440, HRT 484
- Restaurant/Culinary: HRT 101, HRT 299, HRT 445, RCS 411
- Hotel & Resort Management: HRT 299, HRT 450, HRT 445, RCS 411
- Meeting & Event Planning: HRT 101, HRT 299, HRT 435, HRT 445, RCS 411

*Rationale: The proposed change is to **rename** the program from, "Hotel, Restaurant, and Tourism Major, BS in Retail, Hospitality, and Tourism Management" to "Hospitality and Tourism Management Major, BS in Retail, Hospitality, and Tourism Management". The*

*program change we are proposing reflects the content of our program more closely. Hospitality and Tourism Management is more appropriate for meeting and event planning and design, country club management, the cruise industry, and others, along with the traditional hotel and restaurant operations. Hospitality and Tourism Management is also a very common program name in other universities. Impact on Other Units: No impact on other units. Financial Impact: No impact on other academic units. This is a name change to the major only.*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Retail and Consumer Science Major, BS in Retail, Hospitality, and Tourism Management

#### Requirements for the Bachelor of Science in Retail, Hospitality, and Tourism Management – Retail and Consumer Sciences Major

Term 2		
<sup>1</sup> Arts and Humanities Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125*	3	
<sup>1</sup> Natural Sciences Elective*	3	
<sup>2</sup> Unrestricted Elective	3	
<b>RCS 150</b> <del>HRT 150</del>	1	

*Rationale: The proposed change is to add a currently existing course, RCS 150: Retail Software Applications, to the showcase. Based on feedback from corporate partners and former students, the department seeks to add this course to ensure that all RCS students have the appropriate spreadsheet skills necessary to be successful in internships and entry-level positions in retail. Impact on Other Units: These changes do not have an impact on other units outside of the RHTM department. Financial Impact: The course will be taught as part of a current faculty, staff, or GTA course load.*

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Tourism and Hospitality Management Minor Minor Requirements

Select **two of three** ~~three of four~~:

- HRT 210 - Foodservice Operations Management
- HRT 211 - Hotel and Resort Operations
- HRT 212 - Conventions, Meetings, and Events
- ~~HRT 224 - Fundamentals of Tourism Planning~~

*Rationale: The department is dropping HRT 224. Impact on other units: None. Financial impact: None.*

## DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Audiology and Speech Pathology Major, BS in Audiology and Speech Pathology

## Progression Requirements

Once 60 credit hours have been completed with an overall GPA of 3.0 or above, students in the joint degree program will seek conditional admission to UTHSC. Full admission will be granted for those students who have completed 90 hours with a GPA of 3.0 or better and have completed the course, A USP 300 Introduction to Communication Disorders with a grade of B or better. If admitted to the UTK/UTHSC joint degree program, the final year of the undergraduate program will be completed as an Audiology and Speech Pathology major. ~~An application fee will be assessed.~~ The admitted students will remain in Knoxville, where the Audiology and Speech Pathology Department is located. Tuition will be assessed based on UTK tuition rates.

## Advising

Students in the 3+1 joint degree program will be advised by UTK and UTHSC advisors in their first three years and then exclusively by the UTHSC Department of Audiology and Speech Pathology in their final year. A transition advising meeting will be arranged for each student at the end of the sophomore year. **To meet accreditation at both institutions, all transfer students must complete 30 credit hours at UTK and 30 credit hours at UTHSC, regardless of how many credits are transferred.**

## Requirements for the Bachelor of Science in Audiology and Speech Pathology – Audiology and Speech Pathology Major

<i>A USP 300 with a B or better is a prerequisite of all courses in Terms 7 &amp; 8</i>		
<i>All courses listed for Terms 7 &amp; 8 will be taken after successful admission to UT Health Science Center.</i>		
<i>Enrollment must occur through the UT Health Science Center's registration system.</i>		
<i>Term 7 &amp; 8 courses will not count toward the degree if registration occurs through UT Knoxville.</i>		
<i>Admission to UTHSC for the final two terms does not require relocation to Memphis.</i>		
<i>Term 7 &amp; 8 courses are <del>taught on the</del> delivered at UT Knoxville campus.</i>		
<b>Term 7<sup>8</sup></b>		
A USP 303, A USP 305, A USP 306, A USP 320	12	No milestones
A USP 461	3	
<b>Term 8<sup>8</sup></b>		
A USP 302	3	No milestones
A USP 433, A USP 435, A USP 455, A USP 473, A USP 494	12	
<b>TOTAL</b>	<b>120</b>	

<sup>8</sup> Students are not to register for Term 7 & 8 A USP courses as a UT Knoxville student. Students must be admitted to the UT Health Science Center to complete these courses.

*Rationale: Changes to the A USP 3 +1 program include: removing language on application fee, removing the Physics course requirements from the showcase and footnote, adding language on minimum course hours at UTK and UTHSC, changing language on where courses are taught during term 7 & 8, adding new footnote restricting UTK registered students from taking term 7 & 8 courses. There is a need to align catalog entries between UTK and UTHSC and ensuring students are meeting accreditation requirements by taking 30 credit hours at UTK and 30 hours at UTHSC. These changes are based on agreement during meetings between advisory staff and faculty at both campuses servicing A USP students. Impact on Other Units: There is no impact on other units or programs. This change only impacts students in TPTE programs and are not required by or impact the offerings of any other program. Financial Impact: No impact on*

*other units outside of those already serving AUSP students. No change to teaching loads. Additional Documentation: No other approvals are required. This is not a substantive change and does not need to be reported to SACSCOC.*

Mid-  
impact:  
Add  
program  
pending  
THEC  
approval

### **^ADD MAJOR, ADD CONCENTRATION**

### **Deaf Studies Major, BS in Education – ASL Education Concentration** **Pending THEC approval**

#### **uTrack Requirements (for students entering Fall 2013 or later)**

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

#### **Progression Requirements**

Progression to the ASL ED concentration requires a 2.75 cumulative GPA after a minimum of 45 semester credits, completion of ASL 211, and completion of a successful interview and admission into Teacher Education. Students admitted to the program must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 111, ASL 112, ASL 211\*, ASL 212\*, ASL 310, and ASL 311, and a C or better in all teacher education and major courses. Students with less than a 2.75 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

#### **Requirements for the Bachelor of Science in Education – Deaf Studies Major – ASL Education Concentration**

<b>Term 1</b>	<b>Hours</b>	<b>Milestone Notes</b>
ASL 111	3	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	ASL 111 with a B or better
<sup>1</sup> Non-U.S. History*	3	
<sup>2</sup> Quantitative Reasoning (MATH or STAT) Elective*	3	
<sup>3</sup> Social Sciences Elective*	3	
<b>Term 2</b>		
<sup>3</sup> Arts and Humanities Elective*	3	Quantitative Reasoning Elective*
ASL 112	3	ASL 112 with a B or better
ENGL 102*	3	
<sup>1</sup> Non-U.S. History*	3	
<sup>2</sup> Quantitative Reasoning (MATH or STAT) Elective*	3	
<b>Term 3</b>		
ASL 211*	3	<sup>9</sup> Complete at least 45 hours with a 2.75 cumulative GPA

<sup>4</sup> Biological Sciences Electives*	3-4	ASL 211* with a B or better
<sup>3</sup> Communicating Orally Elective*	3	ENGL 102*
EDPY 210*	3	
CFS 210*	3	
<b>Term 4</b>		
ASL 212*	3	ASL 212* with a B or better
<sup>6</sup> Unrestricted Elective	3	
PHIL 252*	3	
<sup>5</sup> Physical Science Electives*	3-4	
EDDE 425	3	
<b>Term 5</b>		
ASL 311	3	No milestones
LING 471 or WLEL 570 (summers only)	3	
<sup>7</sup> Professional Elective	6	
<sup>11</sup> CSE 300 or Diversity Elective (see note)	3	
<b>Term 6</b>		
<sup>12</sup> Practicum	1	No milestones
<sup>8</sup> Educational Methods	3	
EDPY 401	3	
<sup>10</sup> REED 430 or REED 434 or REED 461 or REED 543	3	
ASL 435	3	
<sup>6</sup> Unrestricted Elective	1	
<b>Term 7</b>		
<sup>6</sup> Unrestricted Elective or <sup>8</sup> Educational Methods	3	No milestones
ASL 310	3	
<sup>7</sup> Professional Elective	3	
SPED 402	3	
REED 330 or ASL 422 (summers only)	3	
<b>Term 8</b>		
ETEC 486	3	No milestones
ASL 410, ASL 421	6	
<sup>7</sup> Professional Elective	3	
<sup>7</sup> Professional Elective	3	
<b>TOTAL</b>	<b>120</b>	
<b>POST-BACCALAUREATE PROFESSIONAL YEAR</b>		
Students must apply to and be admitted by the Graduate School prior to registration. Students must also obtain an advanced rating level or above on the Sign Language Proficiency Interview (SLPI) in order to advance to the post-baccalaureate professional year and internship.		
<b>Term 9</b>		
TPTE 574	3	No milestones

TPTE 575	6	
ASL 455	3	
<b>Term 10</b>		
TPTE 591	3	
TPTE 575	6	
TPTE 517	3	
<b>GRADUATE TOTAL</b>	<b>24</b>	

<sup>1</sup> Two courses from AFST 235\*, AFST 236\*; HIEU 241\*, HIEU 242\*, HIEU 247\*, HIEU 248\*, HIST 261\*, HIST 262\*, HIST 267\*, HIST 268\*; LAC 251\*, LAC 252\*; MRST 201\*, MRST 202\*.

<sup>2</sup> Students are required to complete two math courses or one math and one statistics course from the Quantitative Reasoning University General Education list.

<sup>3</sup> Select courses from the University General Education list.

<sup>4</sup> Biological Science Elective: ANTH 110\*; BIOL 101\*, BIOL 102\*, BIOL 113\*-BIOL 114\*-BIOL 115\*, BIOL 150\*, BIOL 159\*, BIOL 160\*; EPP 201\*; MICR 210\*. Either the biology or physical science elective must include a lab.

<sup>5</sup> Physical Science Elective: ASTR 151\* (with or without lab – ASTR 153\*), ASTR 152\*, (with or without lab – ASTR 154\*), ASTR 217\*, ASTR 218\*; CHEM 100\*, CHEM 110\*, CHEM 120\*, CHEM 128\*, CHEM 130\*, CHEM 138\*; GEOG 131\*, GEOG 132\*; GEOL 101\*, GEOL 102\*, GEOL 103\*, GEOL 107\*, GEOL 108\*, GEOL 201\*, GEOL 202\*, GEOL 203\*, GEOL 205\*, GEOL 207\*, GEOL 208\*; PHYS 101\*, PHYS 102\*, PHYS 135\*, PHYS 136\*, PHYS 137\*, PHYS 138\*, PHYS 161\*, PHYS 221\*, PHYS 222\*, PHYS 231\*, PHYS 232\*. Either the biology or physical science elective must include a lab.

<sup>6</sup> Select any course not already required for the major. See advisor for recommended electives.

<sup>7</sup> PROFESSIONAL ELECTIVES: See list below for course options. Students will choose 15 credits from a secondary education content area, listed minor, or educational interpreting.

<sup>8</sup> Educational Methods: Students must see advisor for recommended course. Select the appropriate methods course. MEDU 430, SCED 430, SSCE 421, TPTE 355.

<sup>9</sup> Students should interview after the completion of 45 hours.

<sup>10</sup> See advisor for recommended course.

<sup>11</sup> Choose one of the following: CSE 300, PSYC 435; SOCI 110; WGS 200; SOCI 225; SOCI 343

<sup>12</sup> Students take either TPTE 351 with REED 430 or 434, or students take TPTE 352 with TPTE 355.

\* Meets University General Education Requirement.

### Professional Electives

Students choose 15 credits of professional electives from a secondary education content area, listed minor, or educational interpreting.

### Secondary Education Content Areas

English - 15 credits from the English department at the 300+ level.

Mathematics - MATH 241 or MATH 251, MATH 300, MATH 460, MATH 423 or MATH 424.

Natural Sciences (Biology) - BIOL 160\*, BIOL 240, BIOL 260, and BIOL 269.

Natural Sciences (Chemistry) - 15 credits of courses from the chemistry department at the 200+ level, including CHEM 210, CHEM 219, and one course from CHEM 260, CHEM 360, CHEM 369, CHEM 370, CHEM 379, CHEM 459\*, and CHEM 470.

Natural Sciences (Physics) - PHYS 135\*, PHYS 136\*, PHYS 250, and 6 credits from the department of physics and astronomy at the 300+ level.

Natural Sciences (Earth Science) - GEOL 101\*, GEOL 102\* or GEOL 103\*, and 9 credits from the earth and planetary science department at the 200+ level.

Social Science (Economics) - ECON 201\*, ECON 311, ECON 313 and 6 credits from the economics department at the 300+ level.

Social Science (Geography) - 15 credits from the geography department, including 9 credits at the 300+ level.

Social Science (Government) - POLS 101\*, POLS 102\*, and 12 credits from the political science department at the 300+ level.

Social Science (History) - HIUS 221, HIUS 222, HIEU 241\*, HIEU 242\*, and 6 credits from the history department at the 300+ level to include a course in world history.

Social Science (Psychology) - PSYC 110\* and 15 credits from the psychology department at the 300+ level.

Social Science (Sociology) - SOCI 110\* or SOCI 120\*, SOCI 321, SOCI 331, and 9 credits from the sociology department at the 300+ level.

#### **Minors**

Art (studio)  
 Chinese  
 French & Francophone Studies  
 German  
 Italian  
 Japanese  
 Latin  
 Linguistics  
 Portuguese  
 Russian Studies  
 Spanish  
 Theater

#### **Educational Interpreting**

Educational Interpreting EI 335, EI 340, EI 345, EI 350, EI 355.

*Rationale: Adding ASL Education undergraduate program. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17 which allows high school students to take ASL as a foreign language. An undergraduate program in ASL Education that leads to a post-baccalaureate professional year internship allows us to begin filling the demand in the state of TN for licensed ASL teachers, Pre K-12. This was determined primarily with the adoption of new state legislation and subsequent conversations among faculty members in the department regarding our ability to meet the state need.*

*Impact on Other Units: Students will take program courses primarily offered by our team faculty (Deaf Education, Educational Interpreting, ASL, and ASL Education). When courses are required from other program areas, the classes either have general education status or students are provided with class options. Financial Impact: This change incurs no financial impact. Some classes will grow in size (e.g., ASL 310 and 410 which are cross-listed with EDDE 310 and 410). Faculty members are aware and supportive of this change. We also plan to offer ASL 435 in the summer as well as spring once class size increases. The new program will not impact staffing. Additional Documentation: This has been approved by the CEHHS CRC and must now be approved by the VP for Academic Affairs and Student Success. THEC approval will be sought. This change is substantive and will require approval from THEC.*

Mid-  
 impact:  
 Add  
 program  
 pending  
 THEC  
 approval

#### **^ADD MAJOR**

#### **Elementary Education Major, BS in Education**

**Pending THEC approval**

#### **uTrack Requirements (for students entering Fall 2013 or later)**

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

#### **Progression Requirements**

Progression to Elementary Education concentration requires a 2.75 cumulative GPA after a minimum of 45 semester hours of coursework. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.75 while in the program. Students must earn a grade of C or better in all teacher education courses. Students with less than a 2.75 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

### Requirements for the Bachelor of Science in Education - Elementary Education Major

Term 1	Hours	Milestone Notes
<sup>1</sup> Biological Sciences with Lab Electives*	4	2.5 GPA
ENGL 101* or ENGL 118*	3	
POLS 101* or 102*	3	
<sup>2</sup> Quantitative Reasoning Elective*	3	
<sup>3</sup> Unrestricted Elective	3	
Term 2		
<sup>1</sup> Biological Sciences with Lab Electives*	4	ENGL 101*
ENGL 102*	3	
GEOG 101* or 121*	3	
<sup>2</sup> Quantitative Reasoning Elective*	3	
<sup>3</sup> Unrestricted Elective	3	
Term 3		
<sup>4</sup> Intermediate Foreign Language*	3	2.75 GPA
<sup>5</sup> Physical Science Elective*	3-4	Quantitative Reasoning Elective
PHIL 244*	3	
<sup>6</sup> Non-U.S. History*	3	
Term 4		
<sup>4</sup> Intermediate Foreign Language*	3	One Natural Science Elective
<sup>6</sup> Non-U.S. History*	3	One Biological Sciences Elective
PHIL 252*	3	
ECON 201*	4	
EDPY 210*	3	
Term 5		
CSE 200	3	PHIL 244 or PHIL 252
MEDU 430	3	
WLEL 489	3	
<sup>8</sup> Approved Diversity Elective	3	
CSE 300	3	
Term 6		
REED 430	3	No milestones



ELED 351	1	
ELED 322	3	
SSCE 421	3	
EDPY	3	
<b>Term 7</b>		
SPED 402	3	No milestones
REED 330	3	
ETEC 486	3	
REED 434	3	
ELED 351	1	
REED 428	3	
<b>Term 8</b>		
SPED 415	3	No milestones
SPED 452	3	
ENGL 255, ENGL 295, ENGL 355, or ENGL 360	3	
SCED 421	3	
ELED 422	3	
ELED 351	1	
<b>TOTAL</b>	<b>120</b>	
<b>POST-BACCALAUREATE PROFESSIONAL YEAR</b>		
Students must apply to and be admitted by the Graduate School prior to registration.		
<b>Term 9</b>		
SSCE 521	3	No milestones
SCED 531	3	
Professional Elective	3	Options for Specialty:
Professional Elective	3	Urban Certificate, ESL, or Reading Specialist
<b>Term 10</b>		
REED 530	3	No milestones
TPTE 574	3	
TPTE 5745	6	
<b>Term 11</b>		
MEDU 530	3	No milestones
TPTE 575	6	
TPTE 591	3	
<b>Graduate Total</b>	<b>36</b>	

\* Meets University General Education Requirement.

<sup>1</sup> Chosen from University General Education list.

<sup>2</sup> Students are required to complete two math or statistics courses from the Quantitative Reasoning University General Education list.

<sup>3</sup> Select any course not already required for the major.

<sup>4</sup> Select six hours of the same foreign language at the intermediate level chosen from the University General Education list.

<sup>5</sup> Choose one of the following: ASTR 151, 152, or GEOL 104

<sup>6</sup> Select a two course sequence from AFST 235\*, AFST 236\*; HIEU 241\*, HIEU 242\*, HIEU 247\*, HIEU 248\*; HIST 255\*, HIST 256\*; LAC 251\*, LAC 252\*

<sup>7</sup> Interview in term 4 due to course sequencing. Students should interview after the completion of 45 hours.

<sup>8</sup> Choose one of the following: PSYC 435; SOCI 110; WGS 200; SOCI 225; SOCI 343

*Rationale: The curricular revision is the change from an undergraduate elementary education minor to an undergraduate elementary education major. This curricular revision is needed and driven by requirements set forth by the Tennessee Department of Education in regard to issuing licensure to teach K-5 in the state of Tennessee. One of four educational goals set forth by of the Tennessee Department of Education is that 75% of Tennessee third graders will be proficient in reading by 2025. Additionally, one of four of the state's priorities is early foundations and literacy (<https://www.tn.gov/education>). By providing more coursework in K-5 literacy, our graduates will be better prepared to instruct their students and ensure that all (i.e. ELL, economically disadvantaged) students are proficient in reading. Our coursework will be aligned with the instruction the state is mandating (Teaching Literacy in Tennessee) and will allow our students to practice with curricular materials and high leverage instructional moves (questioning, assessment, etc.) through coursework (REED 430, REED 434, REED 428) and during practicum experiences (ELED 351). According to the Tennessee Read to Be Ready website:*

*Tennessee has made tremendous gains in student performance over the past several years – **except in reading**. Despite our educators' best efforts, reading skills in elementary school learners have failed to improve, and in some cases have even declined. But these abilities are some of the most important ones our students need, and they are foundational to their success. This problem shows up early.*

*Overall, **less than half of our third and fourth graders are reading on grade level** based on state tests, and more rigorous national assessments suggest that only one-third of our fourth graders are proficient – an unacceptable outcome in a state that has prided itself on being the fastest improving in the nation.*

***Achievement gaps are also striking:** only one-third of economically disadvantaged students and just one in every five of our students with disabilities achieve proficiency by the end of third grade. English learners are not advancing as quickly as their native-speaking peers. On top of that, too often, students who start behind stay behind: state data tell us that less than 3 percent of students at the lowest reading performance level in third grade catch up by grade five. Over the long term, national research shows that children who are not reading proficiently by third grade are **four times less likely to graduate** from high school by age 19. Dropping out of high school severely damages earnings and job market appeal, and it impacts chances of leading a healthy and productive life, in addition to increasing odds of incarceration, poverty, and single parenting. This cripples not just our students' future, but our state's as well."*

*(<https://www.tn.gov/readtobeready/why-read-to-be-ready-.html>)*

*Based on this data, we are proposing several changes to our program in addition to providing a basis on literacy knowledge. We have devoted more time (3 credit hours each) to the content areas: science, social, studies, and math. Our students need ample time to not only learn high leverage pedagogy in these fields, but just as importantly, they need to know how to teach reading concurrently. Cross-disciple reading strategies are paramount to K-12 student success. Additionally, we are focusing on proficiency levels of English language learners and economically disadvantaged students. Historically, we have given our candidates the option of adding on ELL coursework, but with this*

*proposed major we will be requiring at least one course (WLED 489) and encouraging more during the graduate internship. Our candidates are placed in low socio-economic schools in either urban or rural settings. In contrast, our candidates do not tend to come from these backgrounds. Therefore, we are proposing a greater emphasis on understanding diversity throughout this coursework so that candidates can examine their implicit biases and better serve students from a variety of cultures and economic backgrounds. Impact on Other Units: The proposed changes do not drop any courses that are required by other programs and does not change the required general education courses. Our students have traditionally majored in arts and sciences and added a minor in elementary education. With the proposed move to an elementary education major, students will still be required to take the same general education coursework. Thus, there will be no impact. There are no classes that are prerequisites or co-requisites; nor are any of the courses cross-listed in other units. A review of the undergraduate catalog indicated no impact on other units. Child and Family Studies, Special Education, and Deaf and Hard of Hearing students are required to take coursework in reading education and traditionally this course has been REED 430. With curricular changes in the Special Education and Deaf and Hard of Hearing majors, these students are now given a choice of several reading courses to take. One of these courses is still REED 430 as it has been altered/redefined and all three departments are in agreement with the proposed change and feel the revised course will meet the needs of their respective students. Financial Impact: There will be no financial impact on the department or college budget and no change in faculty workload. These changes do not require additional resources such as facilities and materials. ELED 422 is a 6 credit course which covers social studies, science and math content. We propose changing ELED 422 to a 3 credit course and having the content area faculty teach the newly proposed courses: SSCE 421, SCED 421 and MEDU 430. This will not change the faculty's course load. REED 434 will be taught by a faculty member hired in Fall 2018. REED 330 will be taught by a faculty member who has background in children's literature and wants to design this course. ELED 322 and CSE 300 will be taught by graduate teaching assistants. These GTAs already work with our graduate students in the field, so we feel having them teach these introductory courses will help build a relationship between instructor and student. Additional Documentation: This has been approved by the CEHHS CRC and must now be approved by the VP for Academic Affairs and Student Success. THEC approval will be sought. This change is substantive and will require approval from THEC.*

Mid-  
impact:  
Add  
program  
to  
combine  
two  
conc  
into one

### **^ADD CONCENTRATION**

#### **Special Education Major, BS in Education – Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education**

#### **uTrack Requirements (for students entering Fall 2013 or later)**

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

#### **Progression Requirements**

Progression to the Interventionist and Comprehensive Special Education with Elementary Education (ELED) concentration requires a 2.75 cumulative GPA after a minimum of 30 semester hours of coursework. A Board of Admissions will meet fall, spring, and summer to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.75 while in the program. Students must earn a grade of C or better in all Teacher Education courses. Students with less than a 2.75 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

### Requirements for the Bachelor of Science in Education – Special Education Major – Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education

Term 1	Hours	Milestone Notes
BIOL 101*	4	2.7 cumulative GPA
ENGL 101* or ENGL 118*	3	
<sup>1</sup> Quantitative Reasoning Elective*	3	
POLS 101* or POLS 102*	3	
PHIL 244*	3	
Term 2		
ENGL 102*	3	Quantitative Reasoning Elective*
ASTR 151* or ASTR 152* or GEOL 104*	3	<sup>2</sup> Interview for Admission to Teacher Education
<sup>1</sup> Quantitative Reasoning Elective*	3	
GEOG 101*	3	
<sup>4</sup> Non-U.S. History	3	
Term 3		
EDPY 210*	3	2.75 cumulative GPA
<sup>3</sup> Intermediate Foreign Language*	3	ENGL 102*
PHIL 252*	3	
SPED 252*	3	
EDPY 401	3	
SPED 200S	2	
Term 4		
<sup>3</sup> Intermediate Foreign Language*	3	SPED 402
<sup>4</sup> Non-U.S. History	3	
REED 430	4	
SPED 300N	3	
SPED 415	3	
Term 5		
SPED 416	6	Lab science
SPED 320N	3	
SPED 442	3	
SPED 459	3	
Term 6		

SPED 432	6	No milestones
SPED 322N	3	
ETEC 486	3	
<sup>5</sup> Reading Elective	3	
<b>Term 7</b>		
SPED 420N	4	No milestones
SPED 474	3	
SPED 479	3	
<sup>5</sup> Cultural Studies or ESL elective	3	
<b>Term 8</b>		
SPED 422N	4	No milestones
SPED 496	3	
SPED 452	3	
SPED 490	3	
<b>UNDERGRADUATE TOTAL</b>	<b>120</b>	
<b>POST-BACCALAUREATE PROFESSIONAL YEAR</b> Students must apply to and be admitted by the Graduate School prior to registration.		
<b>Term 9</b>		
TPTE 574	3	No milestones
TPTE 575	6	
REED 530	3	
<b>Term 10</b>		
TPTE 591	3	No milestones
TPTE 575	6	
MEDU 530	3	
<b>GRADUATE TOTAL</b>	<b>24</b>	

\* Meets University General Education Requirement.

<sup>1</sup> Students are required to complete two math or statistics courses from the Quantitative Reasoning University General Education list.

<sup>2</sup> Interview after term 2 due to course sequencing. Must be admitted to teacher education program by the end of term 2; majority of remaining coursework is restricted

<sup>3</sup> Select six hours of the same foreign language at the intermediate level chosen from the University General Education list.

<sup>4</sup> Two courses from AFST 235\*, AFST 236\*; HIEU 241\*, HIEU 242\*, HIEU 247\*, HIEU 248\*, HIST 261\*, HIST 262\*, HIST 267\*, HIST 268\*; LAC 251\*, LAC 252\*; MRST 201\*, MRST 202\*.

<sup>5</sup> Select any course in the area specified not already required for the major.

*Rationale: Two existing concentrations are being dropped: Special Education Major, BS in Education Interventionist and Comprehensive Special Education with Elementary Education Concentration (with Optional Endorsement in Early Childhood Education) AND Special Education Major, BS in Education Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education). The two concentrations are being consolidated into one concentration (Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education) to provide consistency for special education majors and strengthen the experiences provided in the program. The purpose for making program changes is to meet the unique challenges of infusing more clinical practice into a four-year curriculum*

*and maintain the rigorous knowledge expected from standards-based coursework. These revisions will enhance our effort to fill the gap between theory and practice. Candidates preparing to be special educators require earlier, authentic clinical experiences and more opportunities to build knowledge and skills related to State, InTASC, and Council for Exceptional Children standards. Impact on Other Units: The only impact on another academic unit is a change to one course, SPED 430, that actually will benefit the School Psychology program. SPED faculty member, Mari Beth Coleman, met with the Associate Director of the CEHHS Office of Advising and Student Services, Lisa Emery, several times during the development of the proposed curriculum changes. Ms. Emery reviewed all proposed changes to ensure that students in the Special Education Program will meet all University general education requirements and meet all requirements for licensure in Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education with the proposed course sequence. Financial Impact: All changes are being done by shifting existing faculty loads. There is no financial impact. Additional documentation: Assessments conducted in FY 2017 -2018 indicate a need to meet the unique challenges of closing the research to practice gap in a four-year teacher preparation curriculum and maintain the rigorous knowledge expected from standards-based coursework.*

#### **^DROP CONCENTRATION**

**Special Education Major, BS in Education – Interventionist and Comprehensive Special Education with Elementary Education Concentration (with Optional Endorsement in Early Childhood Education)**

#### **^DROP CONCENTRATION**

**Special Education Major, BS in Education – Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education)**

*Rationale: Two existing concentrations are being dropped: Special Education Major, BS in Education Interventionist and Comprehensive Special Education with Elementary Education Concentration (with Optional Endorsement in Early Childhood Education) AND Special Education Major, BS in Education Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education). The two concentrations are being consolidated into one concentration (Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education) to provide consistency for special education majors and strengthen the experiences provided in the program. The purpose for making program changes is to meet the unique challenges of infusing more clinical practice into a four-year curriculum and maintain the rigorous knowledge expected from standards-based coursework. These revisions will enhance our effort to fill the gap between theory and practice. Candidates preparing to be special educators require earlier, authentic clinical experiences and more opportunities to build knowledge and skills related to State, InTASC, and Council for Exceptional Children standards. Current students will finish in the new concentration. Impact on Other Units: The only impact on another academic unit is a change to one course, SPED 430, that actually will benefit the School Psychology program. SPED faculty member, Mari Beth Coleman, met with the Associate Director of the CEHHS Office of Advising and Student Services, Lisa Emery, several times during the development of the proposed curriculum changes. Ms. Emery reviewed all proposed*

Mid-  
impact:  
Drop  
program  
to  
combine  
two  
conc  
into one

changes to ensure that students in the Special Education Program will meet all University general education requirements and meet all requirements for licensure in Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education with the proposed course sequence. *Financial Impact: All changes are being done by shifting existing faculty loads. There is no financial impact. Additional documentation: Assessments conducted in FY 2017 -2018 indicate a need to meet the unique challenges of closing the research to practice gap in a four-year teacher preparation curriculum and maintain the rigorous knowledge expected from standards-based coursework.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

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

Term 3		
ASL 211*	3	Complete at least 45 hours with a 2.75 cumulative GPA
<sup>4</sup> Biological Sciences Electives*	3-4	ASL 211*
<sup>3</sup> Communicating Orally Elective*	3	ENGL 102*
EDPY 210*	3	
<del>PHIL 252*</del> <sup>3</sup> Social Sciences Elective*	3	
Term 4 <sup>9</sup>		
ASL 212*	3	ASL 212*
EDDE 425	3	
<del>7</del> Professional Elective <del>PHIL 252*</del>	3	
<sup>5</sup> Physical Science Electives*	3-4	
<sup>6</sup> Unrestricted Elective	<del>3</del> 2	
Term 5		
ASL 311	3	
<del>11</del> CSE 300 or Diversity Elective <del>AUSP 303-</del>	3	
<del>EDDE 419</del> <del>EDDE 310-</del>	3	
<sup>7</sup> Professional Elective	3	
<sup>6</sup> Unrestricted Elective	<del>1</del> 3	
Term 6		
<del>ASL 421</del> <del>EDDE 419</del>	3	
<sup>8</sup> Educational Methods	3	
SPED 402	3	
<sup>10</sup> REED 430 or <del>REED 434</del> or REED 461 or REED 543	3	
ASL 435	3	
<del>12</del> Practicum	<del>1</del>	
Term 7		
EDDE 415	3	No milestones
EDPY 401	3	

<sup>7</sup> Professional Electives	<del>3</del> 6	
EETC 486	3	
<del>EDDE 310</del>	<del>3</del>	
<b>Term 8</b>		
<sup>8</sup> Educational Methods or <sup>7</sup> Professional Elective	3	No milestones
EDDE 410, EDDE 416	6	
<sup>7</sup> Professional Elective	<del>6</del> 3	
<del><sup>6</sup>Unrestricted Elective or <sup>7</sup>Professional Elective</del>	<del>3</del>	

<sup>8</sup> Educational Methods: Students must select the appropriate methods courses that meet the requirements for elementary or secondary licensure. See advisor. ELED 422; ENED 459, ENED 460, ENED 507, ENED 508, ENED 509, ENED 543, ENED 590; **MEDU 430**, MEDU 485, MEDU 543; REED 461, REED 540, REED 543; **SCED 430**, SCED 496, SCED 531, SCED 543, SCED 565, SCED 596; **SSCE 421**, SSCE 454, SSCE 543; **TPTE 355**, TPTE 543.

<sup>11</sup> Choose one of the following: CSE 300; PSYC 435; SOCI 110, SOCI 225, SOCI 343; WGS 200.

<sup>12</sup> Students obtaining an elementary license take TPTE 351 with REED 430 or REED 434. Students obtaining a secondary license take TPTE 352 with TPTE 355.

## Professional Electives

### Elementary License

- **American Sign Language** – ~~ASL 421~~, ASL 422, ASL 445, ASL 455; **LING 471 or WLEL 570**. (~~ASL 421 is offered in summer only.~~)
- **Educational Interpreting** - ~~ASL 421~~, EI 335, EI 340, **EI 345**, EI 350, EI 355. (~~ASL 421 is offered in summer only.~~)
- **Linguistics** - ~~LING 200~~, LING 400; ENGL 471, ENGL 472, ENGL 474, ENGL 476, ENGL 477, ENGL 485.
- **Reading and Language Arts** - ELED 528, ELED 550; ENED 460 ; ~~INSC 330~~; **REED 330, REED 428, REED 430, REED 434, REED 461, REED 519, REED 529, REED 530, REED 536, REED 537, REED 538, REED 539, REED 540, REED 543.**
- **Special Education** – ~~SPED 320N, SPED 322N, SPED 410, SPED 415, SPED 416, SPED 419, SPED 420, SPED 430, SPED 432, SPED 422, SPED 452, SPED 456, SPED 459, SPED 474, SPED 490, SPED 530, SPED 553, SPED 555, SPED 577, SPED 590.~~

*Rationale: Revision to add a diversity elective – We are interested in our students taking a beginning social justice course prior to program courses where we aim to apply and reflect on concepts in a bilingual educational context for deaf students. This came from faculty discussions about the importance of students having exposure to social justice content/topics prior to entering program classes. Revision to remove A USP 303 and add ASL 421 – A USP 303 has not been serving its original purpose as a course to be taken before EDDE 419, and to support students with audiology content on the Praxis exam. Concepts do not build from one course to the next, and very little Praxis content is covered in A USP 303. We are removing A USP 303 and moving the introductory auditory content into EDDE 425. At the same time, as a bilingual preparation program, there is a need for students to have Deaf culture and history content. ASL 421 is currently offered in summer only, which means we haven't been able to require undergraduate students to take it before now. These changes were prompted by faculty discussions, student feedback, and a review of Praxis and syllabus content. Revision to increase ASL proficiency requirement – Our recent program review for CED accreditation came back with recommendations for a higher sign language proficiency requirement prior to internship. This was initially a recommendation that came out of our CED program review. Team faculty members have discussed this change and agree that it is necessary. Revision to add one credit practicum – Elementary education faculty*



recommended that students take a one credit practicum along with REED 430/434 similar to other students in the class. There is also a methods class and paired 1 credit practicum available at the secondary level (i.e., TPTE 352 taken with TPTE 355). These changes were prompted by recommendations from the Elementary Ed faculty based on their observations and experiences teaching our students. Revisions to SPED courses – These were necessary due to SPED making revisions to their own program.

*Impact on Other Units:* CSE 300 was added to the program, however, students have other diversity course options as well if they are unable to get in. *Financial Impact:* We are adding ASL 421 to the spring timetable, which will be staffed by a team member. We have two options for staffing the new course without financial impact. 1) Currently, we have a joint search underway (with SPED) for an Assistant Professor in Communication Disorders. This person is likely to teach at least one course per year in ASL, ASL Education, Deaf Education, and Educational Interpreting, which will allow us to rotate another faculty member onto ASL 421. 2) We can offer two of our classes (EDDE 419 and ASL 421) on alternating years to maintain staffing levels. This is not the preferred option due to class sizes and course availability to students. *Additional Documentation:* The changes do not require additional approval. The changes do not impact SACSCOC.

## TICKLE COLLEGE OF ENGINEERING

All changes effective Fall 2019

### COURSE CHANGES

#### DEPARTMENT OF CHEMICAL AND BIOMOLECULAR ENGINEERING (CBE) Chemical and Biomolecular Engineering

Mid-  
impact:  
Add  
Course

#### **ADD COURSE**

##### **CBE 408 Honors: Advanced Engineering Mathematics (3)**

Formulation and solution of problems in chemical engineering and materials areas, ordinary and partial differential equations; types of ODE, PDE and solution techniques; transform methods; conformal mapping; variational methods; introduction to numerical methods.

*Credit restriction:* Students cannot receive credit for both 408 and 506.

*(RE) Prerequisite(s):* 301.

*Registration Restriction(s):* Consent of instructor.

*Rationale:* This is a new course at the advanced undergraduate which in the past has been offered as a first-year graduate student course only. Whereas the department needs more Honors designated courses with the archival of CBE 467, this course will now be offered as an honors course. *Impact on other units:* None. *Financial impact:* None.

Mid-  
impact:  
Drop  
Course,  
Add  
Course

#### **DROP COURSE**

##### **CBE 455 Elements of Synthetic Biology and Metabolic Engineering (3)**

#### **ADD COURSE**

##### **CBE 458 Honors: Elements of Synthetic Biology and Metabolic Engineering (3)**

Cross-disciplinary course, an upper level continuation of 350, focuses on biocatalyst development for industrial biotechnology. The course covers synergistic approaches of synthetic biology and metabolic engineering to design complex cellular metabolisms to solve challenging problems related to health, energy, and environment with integration of state-of-the-art computational and experimental techniques.

*Credit Restriction: Students cannot receive credit for both 458 and 555.*

*(RE) Prerequisite(s): 301, 350.*

*(RE) Co-requisite(s): BCMB 401 or BCMB 412.*

*Rationale: CBE 458 is a highly advanced course for undergraduate students, which is cross listed as a MS-level course (CBE 555). Whereas the department needs more Honors designated courses with the archival of CBE 467, this course will now be offered as an honors course. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **CBE 473 Introduction to Multifunctional Nanocomposites (3)**

Cross-disciplinary course covering the fundamentals of advanced nanocomposites systems including preparation, properties, characterizations, processing, and applications.

*Credit Restriction: Students cannot receive credit for both 473 and 573.*

*(RE) Prerequisite(s): 201, 250.*

*Rationale: This is a new course at the advanced undergraduate and first-year graduate student level. It will be offered as a 400-level technical elective for advanced senior undergraduate students and (as 573) for first-year Masters and PhD students. The CBE Department needs to introduce more new elective courses for both undergraduates and graduate students because several old ones have been dropped or archived recently due to faculty retirements. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Archive  
course

### **ARCHIVE COURSE**

#### **CBE 467 Honors: Engineering Internship in Process Control (4)**

*Rationale: This course will not be offered for the next two years, and possibly never again. Impact on other units: None. Financial impact: None.*

## **DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING (CE) Civil Engineering**

Low-  
impact:  
Revise  
course

### **REVISE DESCRIPTION**

#### **CE 430 Geotechnical Engineering II (3)**

Site exploration methods to characterize soil properties for engineering design, bearing capacity theory, types of shallow foundation systems, geotechnical design of spread footings and mat foundation subjected to concentric and eccentric loading, reinforced concrete design of shallow foundations, stress influence factors and principle of super position, shallow foundation settlements in clays and sands, Rankine lateral earth pressure theory, types of earth retaining wall systems, stability of concrete retaining walls, introduction on types of deep foundation systems, axial capacity of single pile.

*Formerly: Topics include site exploration and characterization, review of consolidation and shear strength, advanced concepts in consolidation and shear strength, bearing capacity of rectangular foundations and mats subjected to concentric and eccentric loading, stress influence factors and principle of super position, shallow foundation settlements in clays and sands, advanced concepts in lateral earth pressures and earth retaining structures, slope stability, shallow and deep foundation design, reinforced concrete design of shallow foundations.*

*Rationale: Revision is necessary to remove overlap of topics taught in other courses and to be more specific about what the course covers. Impact on Other Units: None. Financial Impact: None.*

## DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE (COSC) Computer Science

Low-  
impact:  
Revise  
course

### REVISE (RE) PREREQUISITE(S)

#### **COSC 361 Operating Systems (3)**

*(RE) Prerequisite(s): 360 or 367.*

*Formerly: (RE) Prerequisite(s): 130 and 302.*

*Rationale: Both students and faculty have recommended this change. COSC 360 (honors COSC 367) gives the students experience to the low-level programming that allows them to succeed better in COSC361. It also allows professors to assign more detailed programming assignments in COSC 361. Formerly, COSC 360 was not a requirement for the computer engineering major, but COSC 361 was. Computer Engineering is revising its program now to require COSC 360 instead of COSC 361. Impact on other units: None. Financial Impact: None.*

*This is a low impact change, because it enforces what most successful students do anyway.*

Mid-  
impact:  
Add  
Course

### ADD COURSE

#### **COSC 366 Introduction to Cybersecurity (3)**

A broad introduction to cybersecurity concepts. The class will introduce basic topics core to understanding computer security including security goals, threat modeling, software security, operating system security, cryptography, network security, and human factors. Coursework focuses on helping students adapt a security aware mindset when designing, developing, and testing systems.

*Credit Restriction: Cannot receive credit for both ECE 461 and COSC 366.*

*(RE) Prerequisite(s): COSC 360 or 367.*

*Rationale: This course is a re-working of an existing elective course, ECE 461, which covers similar material. This re-working of the existing elective is being done for three primary reasons. First, it aligns our curriculum with ABET requirements for Computer Science, which places enhanced emphasis on cybersecurity concepts. By making this course required for Computer Science students, this ensures that our program*

*demonstrates sufficient coverage of cybersecurity topics required for accreditation. Second, by taking the curriculum of the current "Introduction to Computer Security Course" and broadening it, this course becomes a natural prerequisite course to elective offerings in cybersecurity. With a standardized introduction of basic security concepts, this course allows instructors teaching later cybersecurity electives to assume certain levels of student knowledge, allowing for the coverage of more material during the semester. Given the growing set of faculty teaching cybersecurity courses in the EECS department, this standardization of introductory material is direly needed. At the same time the proposed course advertises the existence of cybersecurity as a sub-discipline, attracting interested students to more advanced elective courses. Third, by requiring Computer Science undergraduates to achieve basic levels of cybersecurity competency it enhances the value of our graduates to future employers. The desire for graduates knowledgeable in cybersecurity has been repeatedly expressed by our Industrial Advisory Board. The increasing focus on cybersecurity in software engineering positions means that conceptual skills developed by our students in this course will enhance their competitiveness on the job market.*

*The topics covered by the course are specifically selected both to directly relate to problems graduates will need to solve in the workplace and to serve as introductions to a collection of elective courses, including Network Security (434), Web Security (466), Applied Cryptography (483), and special topics classes on both Usable and Software security, which we hope to transition to numbered courses in the future. The course is mostly self-contained, requiring basic programming competency, knowledge of how programs are stored in memory, and limited understanding of computer networking. COSC 360 provides a sufficient checkpoint for both of these skill sets. Required mathematical concepts will be self-contained. Impact on other units: none. Financial impact: none.*

**Assessment:**

- A. **Learning Outcomes:**
  - a. *Understand how to model both security goals and adversarial threats.*
  - b. *Explore design choices which lead to secure systems.*
  - c. *Gain exposure to the modern threat ecosystem.*
  - d. *Understand the basics of cryptographic tools and how to utilize them.*
  - e. *Explore the role user awareness, education, and other human factors play in securing systems.*
- B. *Assessment to be completed: Spring, 2019*
- C. *Assessment method: Roughly six short exercise sets to assess the student's comprehension of security concepts. At least two larger programming assignments to assess the student's ability to apply those concepts to concrete problems.*

*This is a medium impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.*

Mid-  
impact:  
Add  
Course

## **ADD COURSE**

### **COSC 395 Junior Seminar (1)**

Presentations and discussions related to professional development, including registration, ethics, and current topics in computer science.

*Grading Restriction(s): Satisfactory/No Credit grading only.  
(RE) Prerequisite(s): 302 or 307.*

*Rationale: ABET student interviews of Computer Engineering and Electrical Engineering majors have indicated that they greatly value their required Junior Seminar course (ECE 395). COSC 395 gives this opportunity to Computer Science students. Impact on other units: None. Financial Impact: None.*

*Assessment:*

- A. Learning Outcomes*
  - a. Communicate effectively in a variety of professional contexts.*
  - b. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.*
- B. Assessment to be completed: Spring, 2020*
- C. Assessment method: Written assignments and case studies.*

*This is a medium impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.*

### **REVISE DESCRIPTION, REVISE (RE) PREREQUISITE(S)**

Low-  
impact:  
Revise  
course

#### **COSC 425 Introduction to Machine Learning (3)**

Machine learning is concerned with computer programs that automatically improve their performance through experience. This course covers the theory and practice of machine learning from a variety of perspectives. We cover topics such as clustering, decision trees, neural network learning, statistical learning methods, Bayesian learning methods, dimension reduction, kernel methods, and reinforcement learning. Programming assignments include implementation and hands-on experiments with various learning algorithms.

*(RE) Prerequisite(s): ECE 313 or 317 or MATH 323; MATH 251 or 257.*

*Formerly: Machine learning is concerned with computer programs that automatically improve their performance through experience. This course covers the theory and practice of machine learning from a variety of perspectives. We cover topics such as learning decision trees, neural network learning, statistical learning methods, genetic algorithms, Bayesian learning methods, explanation-based learning, and reinforcement learning. Programming assignments include hands-on experiments with various learning algorithms.*

*(RE) Prerequisite(s): 302, ECE 313 or MATH 323.*

*Rationale: Machine learning has advanced rapidly in the recent decade, requiring new topics to be added and less important ones to be removed. Moreover, modern machine learning methods depend heavily on linear algebra, which is why it has been added as a prerequisite. Specific material from COSC 302 is not required, and so it has been eliminated as a prerequisite. Impact on other units: none. Financial impact: none.*

*This is a low impact change, with minor modifications to the wording of the description, and a small tweak to prerequisites.*

Low-  
impact:  
Add  
Course,  
Drop  
Course  
to  
change  
course  
number

## ADD COURSE

### COSC 452 Computer Graphics (3)

Digital image synthesis, geometric modeling, and animation. Topics may include visual perception, displays and color spaces, frame buffers, affine transformations, data structures for geometric primitives, visible surface determination, shading and texturing, anti-aliasing computing light transport, rendering equation, shader programming, general purpose GPU programming, level of detail, curves and surfaces, and graphics hardware. (RE) Prerequisite(s): 302 or 307.

Comment(s): Prior knowledge may satisfy prerequisite with consent of instructor.

*Rationale: Because we are proposing to add a course in data visualization with this course as a suggested background course, it makes sense to have the new course use a higher number than this course. However, we cannot use 457, 458 or 459 for the new course, because those are honors designations. So, our proposal is to revise COSC456 to COSC452, and then number the new course COSC 453. Impact on other units: none. Financial impact: none.*

## DROP COURSE

### COSC 456 Computer Graphics (3).

#### COURSE EQUIVALENCY TABLE

Former Course Number	Equivalent Course Effective Fall 2019
COSC 456	COSC 452

*This is a low impact change, because it is a renumbering of an elective course. Even though renumbering requires adding and dropping courses, these two remain at the same level. This makes this a low-impact change.*

Mid-  
impact:  
Add  
Course

## ADD COURSE

### COSC 453 Data Visualization (3)

The goal of this course is to develop a broad understanding of the principles, methods, and techniques for designing effective data visualizations. The course will span a wide range of topics related to interactive data visualization. The course will teach key elements of scientific visualization techniques, which graphically encode data with some physical or geometric correspondence, and information visualization techniques, which focus on abstract data without such correspondences such as symbolic, tabular, networked, hierarchical, or textual information sources. The course will follow a lecture/seminar style with discussion of assigned readings, as well as viewing of videos and hands-on experience with creating visualization tools.

(RE) Prerequisite(s): 140.

Recommended Background: 340 and 452.

*Rationale: Data science is becoming increasingly important to a number of different domains and disciplines. Data visualization plays a vital role in data science, both in the analytical process itself and in communicating results and outcomes to decision and policy makers. This course fills that gap and will complement other data science and graphics courses. The course has been taught several times as a COSC494 course. Impact on other academic units: None, Financial impact: None.*

**Assessment:**

- A. *Learning Outcomes*
  - a. *Students will understand a broad overview of data visualization technology and the interactions and interdependencies of data science component technologies.*
  - b. *Students will gain knowledge in data visualization theory, development, and best practices.*
- B. *Assessment to be completed:*
  - a. *Fall, 2020.*
  - b. *Fall, 2019.*
- C. *Assessment method:*
  - a. *Review by a program committee of 3 faculty members on course content and final student reports.*
  - b. *Student performance on the corresponding projects conducted during the semester.*

*This is a medium impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.*

**(ECE) Electrical and Computer Engineering**

Mid-  
impact:  
Add  
Course

**ADD COURSE****ECE 256 Computer System Interfaces (3)**

Introduction to design, implementation, and test of interfaces used in the construction of modern computing systems. Topics covered include memory and I/O devices, component interfaces, real-time operating system concepts, performance analysis, and optimizations. The lectures and lab assignments will cover both hardware and software elements needed to support target applications and interfaces. This includes physical layer and low-level protocol/information-format design and analysis. Other key elements covered in the class include direct memory access, timers, input/output synchronization, and interrupts. Emphasis is placed on hands-on and lab based exercises using an appropriate development system.

*(RE) Prerequisite(s): ECE 255.*

*Rationale: This course provides computer engineering students with an introduction to topics related to computer interfaces and networks. Topics covered mainly fall into the areas of embedded systems and computer networks, both critical areas of contemporary computer engineering. The course provides a sophomore level introduction to these important in-major topics that can be covered in greater depth through elective courses taken later in the curriculum. At the sophomore level, this course provides the first and in some cases only coverage of computer interfaces and basic networking principles. Thus, the course provides for a more well-rounded computer engineering curriculum. Impact on other units: none. Financial impact: none.*

**Assessment:**

- A. *Learning Outcomes (for B.S. in Computer Engineering. The letters correspond to ABET student outcomes for Computer Engineering):*

- a. *an ability to apply knowledge of mathematics, science, and engineering.*
  - e. *an ability to identify, formulate, and solve engineering problems.*
  - k. *an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.*
- B. *Assessment to be completed: Spring, 2020.*
- C. *Assessment method: Roughly two lab exercises to assess the student's ability to use tools and methods commonly used for designing and testing computer systems and interfaces. Roughly three exercises chosen to assess the student's understanding of computer system interface concepts and approaches to solving problems related to system interfaces.*

*This is a medium impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.*

### **DROP COURSE**

Mid-  
impact:  
Drop  
Course

#### **ECE 302 Electronics and Computer Circuits (3)**

*Rationale: Has not been taught in four years, and is not a requirement for any major. Impact on other units: none. Financial impact: none.*

*~~This is a low level change—this course has not been taught recently.~~ **By definition, course drops are mid to high impact.***

### **ADD COURSE**

Mid-  
impact:  
Add  
Course,  
Drop  
Course  
to  
change  
course  
number  
and  
level

#### **ECE 356 Computer Systems Architecture (3)**

*Architecture and design of microcomputer systems with microprocessors or microcontrollers. Instruction set architectures, software interfaces, processor structures, memory hierarchy, and interfacing. Includes Level 1 design projects which require laboratory work.*

*(RE) Prerequisite(s): 256 or 336 or COSC 360 or 367.*

*Rationale: For computer engineering, prerequisite is ECE 256 so students can take this required course during their third (junior) year. Renumbered as junior course to reflect move to junior year. Prerequisite changed to the new course ECE 256 "Computer System Interfaces." The alternate prerequisite of ECE 336 allows mature Electrical Engineering students to take this course, and COSC 360 allows mature Computer Science students to take this course as well. Impact on other units: none. Financial impact: none.*

### **DROP COURSE**

#### **ECE 451 Computer Systems Architecture (3)**

#### **COURSE EQUIVALENCY TABLE**

Former Course Number	Equivalent Course Effective Fall 2019
ECE 451	ECE 356



Mid-  
impact:  
Add  
Course,  
Drop  
Course  
to  
change  
course  
number  
and  
level

~~This is a low impact change as it simply changes the course number to reflect nature of required computer engineering course taken in junior year. Even though renumbering requires adding and dropping courses, we would consider this a low-impact change if the new number remained at the same level. Since this is going from a 400-level to a 300-level, this is a mid-impact change.~~

### ADD COURSE

#### **ECE 358 Honors: Computer Systems Architecture (3)**

Same as 356 with additional honors project.

(RE) Prerequisite(s): 256 or 336 or COSC 360 or 367

Rationale: This is the honors version of ECE 356. The rationale for ECE 358 is the same as for ECE 356. Impact on other units: none. Financial impact: none.

### DROP COURSE

#### **ECE 457 Honors: Computer Systems Architecture (3)**

##### COURSE EQUIVALENCY TABLE

Former Course Number	Equivalent Course Effective Fall 2019
ECE 457	ECE 358

~~This is a low impact change as it simply changes the course number to reflect nature of required computer engineering course taken in junior year. Even though renumbering requires adding and dropping courses, we would consider this a low-impact change if the new number remained at the same level. Since this is going from a 400-level to a 300-level, this is a mid-impact change.~~

Mid-  
impact:  
Drop  
Course

### DROP COURSE

#### **ECE 441 Modern Communication Systems (3)**

Rationale: No longer taught. The relevant and timely material from this class is taught in ECE 342. Impact on other units: none. Financial impact: none.

~~This is a low level change—this course has not been taught recently. By definition, course drops are mid to high impact.~~

### DROP COURSE

#### **ECE 442 Communication System Design (3)**

Rationale: No longer taught. The relevant and timely material from this class is taught in ECE 342. Impact on other units: none. Financial impact: none.

~~This is a low level change—this course has not been taught recently. By definition, course drops are mid to high impact.~~

Low-  
impact:

### REVISE (RE) PREREQUISITE(S)

Revise  
course**ECE 455 Embedded Systems Design (3)**

*(RE) Prerequisite(s): 256 or 336 or COSC 360 or 367.*

*Formerly: (RE) Prerequisite(s): 255 or COSC 360.*

*Rationale: The newer ECE 256 is better preparation for this course than ECE 255. Because ECE256 is not taken by Electrical Engineering students, ECE 336 is an appropriate prerequisite for Electrical Engineering students. Similarly, COSC 360 is an appropriate prerequisite so that Computer Science students may take this course as well. This is the same prerequisite structure as ECE356 and 358. Impact on other units: none. Financial impact: none.*

*This is a low impact change, because students from all three majors will have taken their appropriate courses by the time they would take ECE 455.*

Mid-  
impact:  
Drop  
Course**DROP COURSE****ECE 461 Introduction to Computer Security (3)**

*Credit Restriction: Students may not receive credit for both 461 and COSC 366.*

*Rationale: Replaced by COSC 366. Please see its rationale above. Impact on other units: none. Financial impact: none.*

*This is a med level change – please again see the rationale for COSC 366.*

**ENGINEERING FUNDAMENTALS DIVISION  
(EF) Engineering Fundamentals**Mid-  
impact:  
Add  
Course**ADD COURSES****EF 310 Leadership Development (1)**

The course is designed for students in the Tickle College of Engineering Ambassador Program. By the completion of this course, students will develop leadership skills including training in communication skills, development of organizational and time-management strategies, leadership, and mentoring for diverse groups, and interaction with various college constituencies such as board of advisors, student societies, current and incoming undergraduates and their parents. Students will demonstrate their learning through reflective exercises such as portfolio creation, presentations, and journaling.

*Grading Restriction(s): Satisfactory/No Credit.*

*Repeatability: May be repeated. Maximum 8 hours.*

*Registration Restriction(s): Permission by Instructor.*

*Rationale: This course provides various skills to selected students in TCE (Ambassadors) who interact and engage with various student groups and TCE constituencies in developing leadership capability. Impact on other units: none. Financial impact: none.*

**EF 327 Honors Engineering Design in K-12 Education (2)**

This course will give students the opportunity to apply the engineering design process within the context of K-12 education through engagement with local schools. Students

will develop, refine, and implement programming to teach K-12 students aspects of engineering. To support this process, students will learn basic education theory and read current scholarly articles on research based practices to teach engineering in K-12.

*Repeatability: May be repeated. Maximum of 8 hours.*

*Registration Restriction(s): Cook Grand Challenge Honors students.*

*Rationale: The Cook Grand Challenge Honors Program requires students to complete experiences across two breadth areas, which includes Service Learning. This course will facilitate students completing their Service Learning requirement by providing them with an opportunity to use the engineering design process to develop and run programming within the context of K-12 education. Impact on other units: None. Financial impact: None. Course will be taught by existing faculty as they have availability.*

*Note: this would be a mid-impact change because it is new but is not seeking general education approval and cannot be a required course for majors outside the host college.*

### **EF 437 Honors: Interdisciplinary Senior Design I (3)**

The first part of a two-course sequence where teams of students from both the Tickle College of Engineering and Haslam College of Business partner with industry sponsors to design and build authentic products and processes. Working closely with an industry liaison engineer and a faculty coach, students gain practical experience in teamwork and communication, problem-solving and engineering design, and develop leadership, management and people skills. Weekly workshop activities adapt lecture topics to individual projects. Students learn firsthand how to develop products and processes that meet customer requirements on time and within budget. The sequence is serving students in the Heath Integrated Business and Engineering Program (Heath IBEP) and others within the two colleges.

*Registration Restriction(s): Senior standing and consent of instructor.*

### **EF 438 Honors: Interdisciplinary Senior Design II (3)**

The second part of the EF 437/EF 438 sequence where teams of students from both the Tickle College of Engineering and Haslam College of Business partner with industry sponsors to design and build authentic products and processes. Working closely with an industry liaison engineer and a faculty coach, students gain practical experience in teamwork and communication, problem-solving and engineering design, and develop leadership, management and people skills. Weekly workshop activities adapt lecture topics to individual projects. Students learn firsthand how to develop products and processes that meet customer requirements on time and within budget. The sequence is serving students in the Heath Integrated Business and Engineering Program (Heath IBEP) and others within the two colleges.

*(RE) Prerequisite(s): EF 437.*

*Registration Restriction(s): Senior standing and consent of instructor.*

*Rationale: The EF 437 and 438 courses will satisfy the design requirement in the new Heath Integrated Business and Engineering Program (HIBEP). Both engineering and business students in HIBEP are required to register for these courses in their senior year. Other students can also register in this course in lieu of capstone design class by consent of instructor. Impact on other units: none. Financial impact: none.*

**(IE) Industrial Engineering**

Low-  
impact:  
Revise  
course

**REMOVE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)****IE 427 Introduction to Lean Systems (3)**

*(RE) Corequisite(s): 406 or 408.*

*Formerly: (RE) Prerequisite(s): 406 or 408.*

Rationale: IE 406/408 and IE 427 taken together are needed to prepare students to be ready for the senior design project in the senior year. Impact on other courses: None. Financial Impact: None.

**DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING  
(MSE) Materials Science and Engineering**

Mid-  
impact:  
Drop  
Course

**DROP COURSE****MSE 101 Advances in Materials Science and Engineering (1)**

*Rationale: Introduction of two new MSE courses in the spring of the freshmen year to improve contact with the department with MSE freshmen. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**ADD COURSE****MSE 110 Materials Chemistry (3)**

Fundamental principles of the chemistry of condensed states of matter including ceramics, metals, and polymers.

*(RE) Prerequisite(s): CHEM 120 or CHEM 128.*

*Rationale: The new MSE Materials Chemistry is based on freshmen solid state chemistry courses taught in the Materials Science and Engineering Departments at MIT and the University of Arizona with an emphasis on solid-state materials and their application to engineering systems. This course will develop an understanding of the nature of different bonding types in solids, of specific properties of solids and their relationship to the nature of bonding and structure of solid materials, of periodic crystalline structures and their experimental determination, and of basic thermodynamic concepts applied to condensed matter. Prepares students for MSE 201 or MSE 207. Impact on other units: None. Financial impact: None.*

**ADD COURSE****MSE 117 Honors: Materials Chemistry (3)**

Honors version of 110 that requires an additional honors component.

*(RE) Prerequisite(s): CHEM 120 or CHEM 128.*

Mid-  
impact:  
Add  
Course

**\*ADD COURSE****\*MSE 120 Impact of Materials on Society (3)**

Explores the connections between the discovery of new materials such as ceramics, glass, concrete, metals, plastics, semiconductors etc. and the development of technologies and social structures worldwide. Connects past to the inventions of cutting-edge materials, we will also explore the future social impacts of new materials in medicine, construction, transportation, clean energy, sports, and other areas. Engineers play important roles in changing or maintaining the structure and fabric of society. This course will explore how their materials-based technologies shape our society, as well as how society shapes engineering innovations.

**Satisfies General Education Requirement: (SS)\***

**\*ADD COURSE**

**\*MSE 127 Honors: Impact of Materials on Society (3)**

Honors version of 120 that requires an additional honors component.

**Satisfies General Education Requirement: (SS)\***

*Rationale: The new MSE Impact of Materials on Society is based on a course developed from a partnership between the Materials Research Society and the Materials Science and Engineering Department at the University of Florida. In addition to the MSE Department, faculty from several other departments have collaborated on this project, most notably, from Sociology. These two courses (MSE 120, 127) would be offered as a general education requirement approved social sciences (SS) course serving to illuminate, to a broad audience of both technical and non-technical students, the impact that materials has made, currently makes, and will have on the future of society. The MSE Department hopes this might be a tool to introduce MSE to students that do not know about the discipline and to recruit students. Impact on other units: None. Financial impact: None.*

**\*Subject to approval by General Education Committee.**

Low-  
impact:  
Revise  
course

**REVISE CREDIT HOURS**

**MSE 210 – Introduction to Materials Science and Engineering Laboratory (3)**

*Formerly: MSE 210 – Introduction to Materials Science and Engineering Laboratory (1)*

*Rationale: Increases the number of active learning hours for students. Impact on other units: None. Financial Impact: None.*

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**MSE 220 Seminar (3)**

Covers aspects of technical report organization, literature reviews, preparing graphics, using databases and standards, reading journal articles, and attending technical meetings and seminars. Seminar topics include professionalism, ethical considerations, safety, patents, product liability, contemporary issues. Will also include activities such as field trips and industrial speakers. Emphasizes teamwork and life-long learning.

*Rationale: Works on organization skills and presenting ideas in graphic format prior to the written communications course. This course replaces MSE 290. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE CREDIT HOURS**

#### **MSE 250 – Introduction to Materials Kinetics and Transport Phenomena (4)**

*Contact Hour Distribution: 3 hours and 1 recitation.*

*Formerly: MSE 250 – Introduction to Materials Kinetics and Transport Phenomena (3)*

*Rationale: MSE 320 is removed as a required course to an elective and some of the content is redundant and/or redistributed with MSE 250. Contact hour distribution allows exam review and post exam discussion and homework to be covered in weekly recitation allowing more time in the classroom to cover additional topics moved from MSE 320. Impact on other units: None. Financial Impact: None.*

### **REVISE CREDIT HOURS**

#### **MSE 260 – Materials Engineering Thermodynamics (4)**

*Contact Hour Distribution: 3 hours and 1 recitation.*

*Formerly: MSE 260 – Materials Engineering Thermodynamics (3)*

*Rationale: MSE 320 is removed as a required course to an elective and some of the content is redundant and/or redistributed with MSE 260. Contact hour distribution allows exam review and post exam discussion and homework to be covered in weekly recitation allowing more time in the classroom to cover additional topics moved from MSE 320. Impact on other units: None. Financial Impact: None.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **MSE 290 Professional Development (1)**

*Rationale: Introduction of new MSE seminar (MSE 220) in the spring of the sophomore year covers the content of MSE 290 as well as additional topics. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE CREDIT HOURS**

#### **MSE 300 Principles of Materials Laboratory I (2)**

*Formerly: MSE 300 Principles of Materials Laboratory I (1)*

*Rationale: Increases the number of active learning hours for students. Impact on other units: None. Financial Impact: None.*

**\*REVISE CREDIT HOURS, REVISE (RE) PREREQUISITE(S)**

**\*MSE 304 Principles of Materials Laboratory II (3)**

*(RE) Prerequisite(s): 300, 340, 360; and English 102, 132, 290, or 298.*

*Formerly: MSE 304 Principles of Materials Laboratory II (2)*

*(RE) Prerequisite(s): 300, 320, 340, 360; and English 102, 132, 290, or 298.*

*Rationale: Increases the number of active learning hours for students and allows for additional content pertaining to the writing communications aspect of this course. Prereq was changed because MSE 320 is no longer being taught. Impact on other units: None. Financial Impact: None.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **MSE 320 Diffusion and Phase Transformations (3)**

*Rationale: Content will be distributed to MSE 250 and MSE 260 and each class will add one additional credit hour. MSE 415, a MSE elective, will cover the additional content (see ADD MSE 415) Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE CREDIT HOURS**

#### **MSE 340 Principles and Processing of Polymeric Materials (4)**

*Contact Hour Distribution: 3 hours and 1 recitation.*

*Formerly: Principles of Polymeric Materials (3)*

#### **MSE 347 Honors Principles and Processing of Polymeric Materials (4).**

*Contact Hour Distribution: 3 hours and 1 recitation.*

*Formerly: Honors: Principles of Polymeric Materials (3)*

*Rationale: MSE 370 is dropped and the polymer processing content is added to MSE 340. Contact hour distribution allows exam review and post exam discussion and homework to be covered in weekly recitation allowing more time in the classroom to cover additional topics moved from MSE 370. Impact on other units: None. Financial Impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE CREDIT HOURS**

#### **MSE 360 Principles and Processing of Ceramic Materials (4)**

*Contact Hour Distribution: 3 hours and 1 recitation.*

*Formerly: Principles of Ceramic Materials (3)*

#### **MSE 367 Honors Principles and Processing of Ceramic Materials (4).**

*Contact Hour Distribution: 3 hours and 1 recitation.*

*Formerly: Honors: Principles of Ceramic Materials (3)*

*Rationale: MSE 370 is dropped and the ceramic processing content is added to MSE 360. Contact hour distribution allows exam review and post exam discussion and homework to be covered in weekly recitation allowing more time in the classroom to*

cover additional topics moved from MSE 370. Impact on other units: None. Financial Impact: None.

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **MSE 370 Materials Processing (3)**

*Rationale: Processing components will be added to MSE 340, MSE 360, and MSE 390 and each class will add one additional credit hour. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE CREDIT HOURS**

#### **MSE 390 Principles and Processing of Metallic Materials (4)**

*Contact Hour Distribution: 3 hours and 1 recitation.*

*Formerly: Principles of Metallic Materials (3)*

#### **MSE 397 Honors Principles and Processing of Metallic Materials (4)**

*Contact Hour Distribution: 3 hours and 1 recitation.*

*Formerly: Honors: Principles of Metallic Materials (3)*

*Rationale: MSE 370 is dropped and the metals processing content is added to MSE 390. Contact hour distribution allows exam review and post exam discussion and homework to be covered in weekly recitation allowing more time in the classroom to cover additional topics moved from MSE 370. Impact on other units: None. Financial Impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **MSE 415 – Diffusion, Phase Transformations, and Microstructure of Materials (3)**

Applications of diffusion to material processing. Diffusion in dilute and concentrated alloys. Thermo- and electro-transport in solids. Grain boundaries and interfaces. Grain boundary diffusion. Recovery, recrystallization, and grain growth. Thermally activated phase transformations. Diffusionless transformations.

*Rationale: See hour revisions, especially the addition of one hour each to MSE 250 and MSE 260, for covering content from the dropped MSE 320. The remaining content from MSE 320, along with content from the dropped MSE 370, not covered in MSE 340, MSE 360, and MSE 390, will be covered here. This course will meet jointly with the graduate level course MSE 515. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **+REMOVE CROSS-LISTING**

#### **MSE 474 Biomaterials (3)**

*Formerly: (Same as Biomedical Engineering 474).*

*Materials Science and Engineering is primary.*



Low-  
impact:  
Revise  
course

*Rationale: The course content of Materials Science and Engineering 201 is not required for the course content covered in MSE 474. Impact on other units: none. Financial impact: none.*

**\*REVISE (RE) PREREQUISITE(S)**

**\*MSE 489 Materials Design (3)**

*(RE) Prerequisite(s): 304, 340, 360, 390, 480.*

*Formerly: (RE) Prerequisite(s): 304, 340, 360, 370, 390, 480.*

*Rationale: MSE 370 no longer being taught. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**MSE 496 Undergraduate Research (1-3)**

Experience in research projects under supervision of faculty. Student should make arrangements for research project with faculty instructor prior to enrollment.

*Repeatability: May be repeated. Maximum 6 hours.*

*Registration Permission: Consent of instructor.*

*Rationale: Offers students an academic avenue that will be on their transcript in recognition of undergraduate research. Impact on other units: None. Financial impact: None.*

**ADD COURSE**

**MSE 496R Undergraduate Research (1-3)**

Experience in research projects under supervision of faculty. Student should make arrangements for research project with faculty instructor prior to enrollment.

*Repeatability: May be repeated. Maximum 6 hours.*

*Registration Permission: Consent of instructor.*

*Rationale: Offers students an academic avenue that will be on their transcript in recognition of undergraduate research. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

**DEPARTMENT OF MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING  
(AE) Aerospace Engineering**

Mid-  
impact:  
Add  
Course,  
Drop  
Course  
to  
change  
course  
number

**\*ADD COURSE**

**\*AE 210 Professional Topics (2)**

Topics relating to professional responsibility and communications, and organization. Requires a formal oral presentation by each student on an engineering topic chosen by the student and approved by the instructor.

***Satisfies General Education Requirement: (OC).***

and  
level

*Registration Restriction(s): AE or ME major. Sophomore or Junior.*

*Note: This course has been approved by the General Education Committee as satisfying the OC requirement.*

**\*DROP COURSE**

**\*AE 410 Professional Topics (2)**

*Rationale: The new 210 course replaces the current 410 course. The content is identical to the current 410 curriculum. The 410 curriculum (professional development, career development, summer internships, mock interviews, etc.) better serves our students if they have time to incorporate the topics into their UG careers. By moving the course up in the curriculum, we will address this need. Impact on Other Units: None. Financial Impact: None.*

**COURSE EQUIVALENCY TABLE**

Former Prefix/Course Number	Equivalent New Prefix/Course Number
AE 410* Professional Topics	AE 210* Professional Topics

**(BME) Biomedical Engineering**

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**BME 205 Anatomy and Physiology for Biomedical Engineers (3)**

Introduction to the fundamental principles of human anatomy and physiology essential for the study of biomedical engineering. This course is designed to expose students to the fundamentals of biology and how medical devices interact with biological systems to diagnose and treat human disease.

*(RE) Prerequisite (s): Biology 160 or 168.*

*Rationale: This course has been offered as a technical elective under the BME 494 designation but has been identified as a need to replace BCMB 230 in the biomedical engineering curriculum to not only present healthy cells, tissues, and organs but to present how disease occurs and how biomedical engineering contributes to the diagnosis and treatment of diseased cells, tissues, and organs. Impact on other units: Negligible. Financial impact: None.*

*Note: This would be a mid-impact change because it is a new required course but is not seeking general education or experience learning approval and will not be required by programs outside the host college.*

Mid-  
impact:  
Add  
Course

**ADD COURSE**

**BME 341 Fluid Mechanics for Biomedical Engineers (3)**

Introduction to fluid flow concepts, mass transport, and heat transfer in biological systems.

*(RE) Prerequisite(s): Mechanical Engineering 231 with a grade of C or better and Mathematics 241 or 247.*

*Registration Restriction(s): Biomedical Engineering majors only or by consent of instructor.*

*Rationale: This course has been required by all programs in the Mechanical, Aerospace, and Biomedical Engineering department under the designation of AE 341 but in the past has not been discipline specific. This change is necessary to make this required course more specific to the biomedical engineering program. Impact on other units: Negligible. Financial impact: None.*

*Note: This would be a mid-impact change because it is not seeking general education or experience learning approval and will not be required by programs outside the host college.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **BME 405 Introduction to Drug Delivery (3)**

Introduction to the fundamental principles of pharmacology, routes of drug administration, drug diffusion and permeation through tissue, and engineering strategies and materials used to improve drug distribution and transport to its site of action.

*Recommended Background: Senior standing in engineering.*

*Rationale: This course has been developed as a technical elective under the BME 494 designation and is now ready to be added to the catalog. Impact on other units: Negligible. Financial impact: None.*

*Note: This would be a mid-impact change because it is not seeking general education or experience learning approval and will not be required by programs outside the host college.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **BME 409 Cell and Tissue Engineering (3)**

(RE) Prerequisite(s): Engineering Fundamentals 230.

*Formerly: (RE) Prerequisite(s): Engineering Fundamentals 230 and Biochemistry and Cellular and Molecular Biology 230.*

*Rationale: BCMB 230 will no longer be part of the biomedical engineering undergraduate curriculum. Impact on other units: none. Financial impact: none.*

Mid-  
impact:  
Drop  
Course

### **\*DROP COURSE**

#### **\*BME 410 Professional Topics (2)**

*Rationale: The new AE 210 and ME 210 courses replace the current BME 410 for AE and ME majors. For BME program, BME 410 material is eliminated and no course is proposed to replace it. Impact on Other Units: BME program will reduce teaching load equivalent to one section of 35 students by not teaching BME 410 in BME program. Financial Impact: None.*

Low-  
impact:  
Revise  
course

**\*REVISE CREDIT HOURS**

**\*BME 449 Biomedical Engineering Senior Laboratory (4)**

*Formerly: BME449 Biomedical Engineering Senior Laboratory (3)*

*Rationale: Credits increased to reflect future general education requirements for written and oral communication. Impact on other units: None. Financial Impact: None,*

*Note: this is a medium-impact change because it does not affect students outside the host college and the net financial impact is neutral.*

Low-  
impact:  
Revise  
course

**REVISE (RE) PREREQUISITE(S)**

**BME 473 Applied Biomechanics (3)**

*(RE) Prerequisite(s): Biology 160 or Biology 168, BME 205, and Mechanical Engineering 231.*

*Formerly: (RE) Prerequisite(s): Biochemistry and Cellular and Molecular Biology 230 and Mechanical Engineering 231.*

*Rationale: BCMB 230 will no longer be part of the biomedical engineering undergraduate curriculum. Impact on other units: none. Financial impact: none.*

Low-  
impact:  
Revise  
course

**REMOVE CROSS-LISTING, REMOVE (RE) PREREQUISITE(S)**

**BME 474 Biomaterials (3)**

*Formerly: (See Materials Science and Engineering 474).  
(RE) Prerequisite(s): 201.*

*Materials Science and Engineering is primary.*

*Rationale: The course content of Materials Science and Engineering 201 is not required for the course content covered in BME 474. Impact on other units: An additional drop in enrollment of 35 students in MSE 201 is estimated. Financial impact: none.*

**(ME) Mechanical Engineering**

Mid-  
impact:  
Add  
Course,  
Drop  
Course  
to  
change  
course  
number  
and  
level

**\*ADD COURSE**

**\*ME 210 Professional Topics (2)**

Topics relating to professional responsibility and communications, and organization. Requires a formal oral presentation by each student on an engineering topic chosen by the student and approved by the instructor.

**Satisfies General Education Requirement: (OC)**

*Registration Restriction(s): AE or ME major. Sophomore or Junior.*

*Note: This course has been approved by the General Education Committee as satisfying the OC requirement.*

**\*DROP COURSE****\*ME 410 Professional Topics (2)**

*Rationale: The new 210 course replaces the current 410 course. The content is identical to the current 410 curriculum. The 410 curriculum (professional development, career development, summer internships, mock interviews, etc.) better serves our students if they have time to incorporate the topics into their UG careers. By moving the course up in the curriculum, we will address this need. Impact on Other Units: None. Financial Impact: None.*

**COURSE EQUIVALENCY TABLE**

Former Prefix/Course Number	Equivalent New Prefix/Course Number
ME 410* Professional Topics	ME 210* Professional Topics

Subject to approval by General Education Committee.

**PROGRAM CHANGES****INTERDEPARTMENTAL**

Low-  
impact:  
Revise  
program

**REVISE REQUIREMENTS****Honors Engineering Leadership Minor**

**Advisor**  
K. Kit

**Minor Requirements****Select one course:**

- ~~UNHO 347— Honors: Concentration in the Social Sciences (Service Learning)~~
- Any 3-credit course that carries the S service learning designation

**Select three courses:**

- ENT 410S – Leadership in Nonprofits and Social Entrepreneurship
- 3 combined hours of 300 and/or 400 level ELPS (Educational Leadership and Policy Studies coursework)

**College Leadership Capstone:**

Students in this minor are expected to demonstrate leadership by assuming leadership positions in the College and University. This requirement has two parts and completion must be certified by the minor advisor:

1. Contribute service to the College or University through holding a selected or elected leadership position. Examples of acceptable positions are College Ambassador, Co-op Ambassador, Officer of Student Technical Society, Orientation Leader, Resident Assistant for Engage ~~or RISER~~ residential community, Engage LLC Leadership Team, First Year Study Peer Mentor, or other similar positions approved by minor advisor.

2. Demonstrate technical project leadership, normally by (a) serving as team leader for senior design or other departmental project course, or (b) **competing in events such as the Graves Business Plan Competition or the SEC Business Plan Competition. Competing in the Haslam College of Business' Business Plan competition to commercialize a new product.** The minor advisor could approve other experiences for this requirement.

*Rationale: We are removing the UNHO 347 Service Learning course because it has not been taught in the last two years. We are adding the option to take any 3-credit S designated course which will give students more flexibility in choosing courses. Adding ENT 410S and ELPS courses as options also gives students more flexibility. All of the added courses have been added to the catalog since this minor was last revised. Impact on other units: none. Financial impact: none.*

*Note: This is a low-impact change because it includes routine maintenance to course options involving existing courses.*

## DEPARTMENT OF CHEMICAL AND BIOMOLECULAR ENGINEERING

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Requirements for the Bachelor of Science in Chemical Engineering

Term 5		
Arts and Humanities Elective *	3	CBE 201 or COSC 102 or ME 202 or MSE 201
CBE 301 , <del>CBE 320</del> , CBE 350	<del>8</del> 44	
CHEM 260 or CHEM 268	3	
Term 6		
<del>Cultures and Civilizations Electives *</del>	<del>3</del>	No milestones
<sup>2</sup> Bio Option I	3	
<del>CBE 320</del> , CBE 340 , CBE 360 , CBE 380	<del>10</del> 7	
<sup>3</sup> Technical Elective	3	
Term 7		
<del>CBE 415 *</del> , CBE 445 , CBE 480	<del>9</del> 6	No milestones
Cultures and Civilizations Electives *	3	
Arts and Humanities Elective *	3	
<sup>3</sup> Technical Elective	3	
Term 8		
CBE 401 , <del>CBE 415 *</del>	<del>2</del> 5	No milestones
CBE 488 * or CBE 490	3	
<del>Cultures and Civilizations Electives *</del>	<del>3</del>	
<sup>1</sup> Chem Option I	3	
<sup>3</sup> Technical Elective	3	
TOTAL		<b>128</b>

<sup>1</sup> **Chem Option I:** Any 200-level or above BCMB courses; any 200-level or above CHEM courses; Environmental Engineering 554, 562; ~~MSE 201 or MSE 207~~, MSE 340 or MSE 347 , MSE 360 or MSE 367 , any 200-level or above MICR courses.

<sup>2</sup> **Bio Option I:** BCMB 230 , BCMB 311 , BCMB 321 , BCMB 401 , BCMB 402 , BCMB 412 , ~~BCMB 415~~ ; BIOL 220 –BIOL 229 , BIOL 240 , BIOL 260 –BIOL 269 , ~~BIOL 280~~ ; ~~CBE 455~~ ; MICR 210 \* , ~~MICR 321~~ , ~~MICR 329~~.

<sup>3</sup> One technical elective must be a chemical and biomolecular engineering course. CBE 457 may not count as the one CBE course. MSE 201 or MSE 207 can be used as technical elective **if not used to satisfy Chem Option I.**

**\*Meets University General Education Requirement.**

## Honors Concentration – Chemical Engineering

In addition to satisfying the requirements for the chemical engineering major, candidates for the honors chemical engineering concentration must also complete the following requirements:

- Maintain a 3.4 cumulative GPA and an average 3.4 GPA in all CBE courses.
- Four 100- or 200-level honors courses\*\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207 ).
- Two upper-division honors courses in chemical engineering (CBE 408, CBE 447, CBE 458, CBE 488\*, CBE 498, or a CBE honors-by-contract course).
- Satisfy the Breadth Requirements breadth-requirements for the Cook Grand Challenge Honors Program Engineering Honors Program as shown on the Tickle College of Engineering website.

*Rationale: The above changes add clarity to Showcase. Impact on other units: none. Financial impact: none.*

### REVISE REQUIREMENTS

## Requirements for the Bachelor of Science in Chemical Engineering – Biomolecular Engineering Concentration

Term 5		
Arts and Humanities Elective *	3	CBE 201 or COSC 102 or ME 202 or MSE 201
CBE 301 , <del>CBE 320</del> , CBE 350	<del>8</del> -44	
CHEM 260 or CHEM 268	3	
Term 6		
BIOL 240	4	No milestones
<del>CBE 320</del> , CBE 340 , CBE 360 , CBE 380	<del>10</del> -7	
CHEM 360 or CHEM 368 ; CHEM 369	5	
Term 7		
<del>Arts and Humanities Elective *</del>	<del>3</del>	
BCMB 401 or BCMB 412	4	No milestones
<del>CBE 415 *</del> , CBE 445 , CBE 480	<del>9</del> -6	
Cultures and Civilizations Elective *	3	
Term 8		
CBE 401 , <del>CBE 415 *</del> , CBE 475	<del>5</del> -8	No milestones
CBE 488 * or CBE 490	3	
<del>Arts and Humanities Elective *</del>	<del>3</del>	
Cultures and Civilizations Elective *	3	
<b>TOTAL</b>	<b>128</b>	

\*Meets University General Education Requirement.

## Honors Concentration – Biomolecular Engineering

In addition to satisfying the requirements for the chemical engineering major, candidates for the honors biomolecular engineering concentration must also complete the following requirements:

- Maintain a 3.4 cumulative GPA and an average 3.4 GPA in all CBE courses.

- Four 100- or 200-level honors courses\*\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207 ).
- Complete two upper-division honors courses in chemical engineering (CBE 408, CBE 447, CBE 458, CBE 488\*, CBE 498, or a CBE honors-by-contract course).
- Satisfy the Breadth Requirements breadth requirements for the Cook Grand Challenge Honors Program ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: The above changes add clarity to Showcase. Impact on other units: none. Financial impact: none.*

## DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Low-  
impact:  
Revise  
text

### REVISE TEXT

#### Honors Concentration – Civil Engineering Major

In addition to satisfying the requirements for the civil engineering major, candidates for the honors civil engineering concentration must also complete the following requirements:

- Maintain a 3.4 cumulative GPA.
- Four 100- or 200-level honors courses\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Complete two upper-division honors courses in civil engineering (CE 437, CE 448, CE 458, CE 467, CE 487, or CE 497).
- Satisfy the Breadth Requirements breadth requirements for the Cook Grand Challenge Honors Program ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

## DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

### Computer Science

Mid-  
impact:  
Program  
revision

### REVISE REQUIREMENTS

#### Requirements for the Bachelor of Science in Computer Science

Term 1	Hours	Milestone Notes
<sup>1</sup> COSC 102	4	MATH 130 or higher or one Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective
ENGL 101* or ENGL 118*	3	
MATH 141* or MATH 147*	4	
PHYS 135* or PHYS 137* or EF 151* or EF 157*	4-5	
Term 2		
COSC 130	4	MATH 130 or higher
ENGL 102*	3	
MATH 142* or MATH 148*	4	



PHYS 136* or PHYS 138* or EF 152* or EF 158*	4-5	
<b>Term 3</b>		
BIOL 101*, BIOL 150*, BIOL 158*, CHEM 100*, CHEM120*, CHEM 128* or PHYS 231*	3-4	EF 151* or PHYS 135*
COSC 140	4	
MATH 251 or MATH 257 MATH 241 or MATH 247	3-4	
<sup>2</sup> Cultures and Civilizations Elective *	3	
<b>Term 4</b>		
<sup>2</sup> Arts and Humanities Elective	3	EF 152* or PHYS 136*
COSC 302 or COSC 307	4	
ECE 313 or 317 MATH 251 or MATH 257	3	
COSC 311 or COSC 317	3	
<sup>2</sup> Social Sciences Elective *	3	
<b>Term 5</b>		
COSC 360 or COSC 367	4	CBE 201 or COSC 102 or ME 202 or MSE 201
<sup>3</sup> Computer Science Upper-Division Elective	3	
COSC 312, COSC 340	6-3	
ECE 313	-3	
<sup>4</sup> Unrestricted Elective <sup>2</sup> Social Sciences Elective *	3	
<b>Term 6</b>		
<del>COSC 340</del> , COSC 361, COSC 365, COSC 366	9-6	No milestones
<sup>2</sup> Cultures and Civilizations Elective *	3	
<sup>3</sup> Computer Science Upper-Division Elective	3	
COSC 395 <sup>4</sup> Unrestricted Elective	1-3	
<b>Term 7</b>		
<sup>2</sup> Arts and Humanities Elective	3	No milestones
COSC 401	2	
<sup>3</sup> Computer Science Upper-Division Electives	9-6	
ENGL 355* or ENGL 360*	3	

Theory	Systems
COSC 440 – Formal Foundations of Software Engineering COSC 482 – Theory of Computation	COSC 452 COSC 456 – Computer Graphics COSC 462 – Parallel Programming ECE 453 – Introduction to Computer Networks <del>ECE 461 – Introduction to Computer Security</del> ECE 462 – Cyber-Physical Systems Security ECE 463 – Introduction to Datacenters
Software	Hardware
<del>COSC 365 – Programming Languages and Systems</del> COSC 453 – Data Visualization COSC 461 – Compilers COSC 465 – Databases and Scripting Languages	ECE 256 – Computer System Interfaces ECE 356 – Computer Systems Architecture <del>ECE 451 – Computer Systems Architecture</del> ECE 455 – Embedded Systems Design
Scientific Computing	Artificial Intelligence
COSC 370 – Introduction to Scientific Computing or COSC 377 – Honors: Introduction to Scientific Computing	COSC 420 – Biologically-Inspired Computation or COSC 427 – Honors: Biologically-Inspired Computation
COSC 471 – Numerical Analysis COSC 472 – Numerical Algebra MATH 231 – Differential Equations I or MATH 237 – Honors: Differential Equations I or MATH 241 – Calculus III or MATH 247 – Honors: Calculus III	COSC 421 – Computational Cognitive Neuroscience COSC 425 – Introduction to Machine Learning ECE 471 – Introduction to Pattern Recognition
Cybersecurity	
COSC 434 – Network Security or COSC 534 – Network Security	ECE 459 – Secure and Trustworthy Computer Hardware Design or

COSC 445 – Fundamentals of Digital Archeology **or** ECE 559 – Secure and Trustworthy Computer Hardware Design  
 COSC 545 – Fundamentals of Digital Archeology ~~ECE 461 – Introduction to Computer Security~~  
 COSC 466 – Web Security **or** ECE 462 – Cyber-Physical Systems Security  
 COSC 566 – Web Security  
 ECE 469 – Mobile and Embedded Systems Security **or**  
 COSC 483 – Applied Cryptography **or** ECE 569 – Mobile and Embedded Systems Security  
 COSC 583 – Applied Cryptography  
 ECE 471 – Introduction to Pattern Recognition **or**  
 ECE 571 – Pattern Recognition **or**  
 COSC 425 – Introduction to Machine Learning **or**  
 COSC 528 – Introduction to Machine Learning

*Rationale: Above changes reflect new course revisions in Computer Science Program. Impact on other units: none. Financial impact: none.*

*This is a medium level change, because it drops and adds required courses from the program, but there are no changes to courses that affect other programs or that involve general education courses.*

Low-  
impact:  
Revise  
text

## REVISE TEXT

### Honors Concentration – Computer Science Major

In addition to satisfying the requirements for the electrical engineering, computer engineering, or computer science major, candidates for the honors concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Two upper-division honors courses in computer science or electrical and computer engineering (COSC 307, COSC 317, COSC 367, COSC 377, COSC 427 or ECE 317, ECE 347, ECE 357, **ECE 358**, ECE 417, ECE 427, ~~ECE 457~~, ECE 477, ECE 478, ECE 487).
- Satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

## Electrical and Computer Engineering

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Computer Engineering

Term 4		
CHEM 120* or CHEM 128*	4	EF 152* or PHYS 136*
ECE 202	3	
MATH 241 or MATH 247	4	
MATH 251 or MATH 257	3	

ECE 256 PHYS 232*	3-4	
<b>Term 5</b>		
COSC 302 or COSC 307	4	CBE 201 or COSC 102 or ME 202 or MSE 201
<sup>2</sup> Cultures and Civilizations Elective *	3	
ECE 351 or ECE 357, <del>ECE 345</del> , ECE 335, ECE 395	7	
ECE 313 or ECE 317	3	
<b>Term 6</b>		
<sup>2</sup> Arts and Humanities Elective *	3	
COSC 311 or COSC 317, <del>COSC 360 or COSC 367</del> <del>COSC 364</del>	<del>7</del> -6	No milestones
<del>ECE 315</del> <del>ECE 351 or ECE 357</del>	3	
<del>ECE 356 or ECE 358</del> <sup>3</sup> Computer Engineering Upper-Division Elective	3	
<b>Term 7</b>		
<sup>2</sup> Arts and Humanities Elective *	3	No milestones
ECE 401	2	
<sup>3,5</sup> Core Elective <del>ECE 451 or ECE 457</del>	3	
<sup>2</sup> Social Sciences Elective *	3	
<sup>4,5</sup> Senior Elective <sup>3</sup> Computer Engineering Upper Division Electives	6	
<b>Term 8</b>		
<sup>2</sup> Cultures and Civilizations Elective *	3	No milestones
ECE 402*	3	
<sup>2</sup> Social Sciences Elective *	3	
<sup>3</sup> Computer Engineering Upper Division Electives	<del>6</del>	
<sup>3,5</sup> Core Elective	<del>3</del>	
<sup>4,5</sup> Senior Elective	<del>3</del>	
<b>TOTAL</b>	<b>128</b>	

<sup>3</sup> Among the computer engineering core electives, you must choose two courses from within the following list: COSC 340, COSC 361, COSC 366, ECE 433, ECE 453, ECE 455. Other courses not currently listed may count as core electives only with departmental approval. ~~Among the five computer engineering upper-division electives, you must choose courses that cover 3 tracks with one of the tracks being Networking & Embedded Systems. The course distribution among the 3 tracks should follow the 2-2-1 pattern, among which at most 2 courses can be at the 3xx-level. The following series lists the acceptable set of electives that may be taken to satisfy the upper-division electives for the computer engineering major. The electives have been grouped into eight suggested tracks. The tracks group related electives that a student may wish to take in order to achieve a level of expertise in the indicated area. The 500-level courses are listed as suggestions to students admitted into the Five-Year BS/MS program. ECE 491—Special Topics may be used as a computer engineering and electrical engineering upper-division elective. Up to two COSC 5XX or ECE 5XX courses may count as upper-division elections.~~

<sup>4</sup> Choose 9 credit hours of computer engineering senior electives with advisor's consent. Acceptable computer engineering senior electives are ECE 4xx and COSC 4xx courses that are not otherwise required.

<sup>5</sup> 500-level courses are mentioned here as suggestions to students admitted into the Five-Year BS/MS program. Up to two COSC 5XX or ECE 5XX courses may count as computer engineering core and/or senior electives.

**Networking & Embedded Systems**

**Signals and Systems**

**Machine Learning & Artificial Intelligence**

ECE 453—Introduction to Computer Networks  
 ECE 455—Embedded Systems Design  
 ECE 461—Introduction to Computer Security  
 ECE 462—Cyber-Physical Systems Security  
 ECE 463—Introduction to Datacenters  
 ECE 553—Computer Networks  
 ECE 555—Embedded Systems  
 ECE 556—Wireless Sensor Networks  
 COSC 530—Comp-Systems Organization

ECE 316—Signals and Systems II  
 ECE 471—Introduction to Pattern Recognition ~~or~~  
 ECE 477—Honors: Introduction to Pattern Recognition  
 ECE 472—Introduction to Digital Image Processing ~~or~~  
 ECE 478—Honors: Introduction to Digital Image Processing  
 ECE 462—Cyber-Physical Systems Security  
 ECE 463—Introduction to Datacenters  
 ECE 505—Digital Signal Processing I  
 ECE 506—Digital Signal Processing II  
 ECE 571—Pattern Recognition  
 ECE 572—Digital Image Processing

ECE 471—Introduction to Pattern Recognition ~~or~~  
 ECE 477—Honors: Introduction to Pattern Recognition  
 ECE 517—Reinforcement Learning  
 ECE 571—Pattern Recognition  
 COSC 420—Biologically-Inspired Computation ~~or~~  
 COSC 427—Honors: Biologically-Inspired Computation  
 COSC 421—Computational Cognitive Neuroscience  
 COSC 425—Introduction to Machine Learning  
 COSC 526—Intro Data Mining  
 COSC 527—Biologically-Inspired Computation  
 COSC 528—Intro Machine Learning  
 COSC 529—Autonomous Mobile Robotics

### Software Systems

COSC 340—Software Engineering  
 COSC 360—Systems Programming  
 COSC 370—Introduction to Scientific Computing  
 COSC 456—Computer Graphics  
 COSC 461—Compilers  
 COSC 462—Parallel Programming  
 COSC 465—Databases and Scripting Languages  
 COSC 525—Software Engineering  
 COSC 541—Database  
 COSC 560—Software Systems  
 COSC 565—Survey of Programming Languages  
 COSC 581—Algorithms

### Control and Communications

ECE 316—Signals and Systems II  
 ECE 415—Automatic Control Systems  
 ECE 416—Digital Control Systems ~~or~~  
 ECE 417—Honors: Computer Control Systems  
 ECE 341—Fields ~~or~~  
 ECE 347—Honors: Fields  
 ECE 342—Fundamentals of Communications  
 ECE 441—Modern Communication Systems  
 ECE 442—Communication System Design  
 ECE 443—Antenna Systems Engineering  
 ECE 463—Introduction to Datacenters

### Electronics and Power

ECE 316—Signals and Systems II  
 ECE 325—Electric Energy System Components  
 ECE 336—Electronic Circuits  
 ECE 421—Electric Energy Systems ~~or~~  
 ECE 427—Honors: Electric Energy Systems  
 ECE 431—Operational Amplifier Circuits  
 ECE 432—Electronic Amplifiers  
 ECE 433—Introduction to VLSI  
 ECE 481—Power Electronics ~~or~~  
 ECE 487—Honors: Power Electronics

### Cybersecurity

COSC 434—Network Security ~~or~~  
 COSC 534—Network Security  
 COSC 445—Fundamentals of Digital Archeology ~~or~~  
 COSC 545—Fundamentals of Digital Archeology  
 COSC 466—Web Security ~~or~~  
 COSC 566—Web Security  
 COSC 483—Applied Cryptography ~~or~~

ECE 461—Introduction to Computer Security  
 ECE 462—Cyber-Physical Systems Security  
 ECE 469—Mobile and Embedded Systems Security ~~or~~  
 ECE 569—Mobile and Embedded Systems Security  
 ECE 471—Introduction to Pattern Recognition ~~or~~

### Integrated Circuits

ECE 336—Electronic Circuits  
 ECE 431—Operational Amplifier Circuits  
 ECE 432—Electronic Amplifiers  
 ECE 433—Introduction to VLSI  
 ECE 455—Embedded Systems Design  
 ECE 459—Secure and Trustworthy Computer Hardware Design

~~COSC 583—Applied Cryptography~~  
~~ECE 459—Secure and Trustworthy Computer Hardware Design~~  
~~ECE 559—Secure and Trustworthy Computer Hardware Design~~

~~ECE 571—Pattern Recognition or~~  
~~COSC 425—Introduction to Machine Learning~~  
~~COSC 528—Introduction to Machine Learning~~

~~ECE 531—Advanced Analog Electronics-I~~  
~~ECE 532—Advanced Analog Electronics-II~~  
~~ECE 533—Advanced MOS Concepts and VLSI Design~~  
~~ECE 551—Digital System Design-I~~  
~~ECE 555—Embedded Systems~~  
~~ECE 559—Secure and Trustworthy Computer Hardware Design~~

*Rationale: Moving ECE 351 to term 6 to reduce time gap between 351 and pre-requisite ECE255. Topics covered in PHYS232 are not critical to required courses in computer engineering curriculum and are not necessary for core topics in computer engineering discipline. Removing PHYS232 from the curriculum provides room to add a new course specifically focused on computer engineering.*

*Moving computer systems and architecture (356) to junior year, term 7 to provide a required computer engineering focused course in every semester of the curriculum starting from sophomore year.*

*The prior curriculum for a computer engineering undergraduate degree has proven to be too inflexible and/or rigid to allow a student to grow expertise and knowledge in a given sub-discipline of computer engineering. Removing the 2-2-1 elective constraints and allowing students to more freely select the electives that best match their interests will improve their marketability. Further, increased flexibility is expected to reduce advising challenges relative to strict adherence to 2-2-1 constraints in DARS.*

*Replacing COSC361 with COSC360: Operating systems (COSC361) has become less relevant to the emerging technology areas and industry jobs targeted to a CpE undergraduate hire. Systems programming (COSC360) can more broadly be applied to modern CpE career paths. Further, requiring COSC360 in place of COSC361 for CpE allows for better implementation of 360-361 as a sequence in Computer Science. Impact on other units: none. Financial impact: none.*

*This is a medium level change, because it drops and adds required courses from the program, but there are no changes to courses that affect other programs or that involve general education courses.*

Low-  
impact:  
Revise  
program

## **REVISE TEXT**

### **Honors Concentration – Computer Engineering**

In addition to satisfying the requirements for the electrical engineering, computer engineering, or computer science major, candidates for the honors concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Two upper-division honors courses in computer science or electrical and computer engineering (COSC 307, COSC 317, COSC 367, COSC 377, COSC 427 or ECE

317, ECE 347, ECE 357, **ECE 358**, ECE 417, ECE 427, **ECE 457**, ECE 477, ECE 478, ECE 487).

- Satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Electrical Engineering

Revise Footnote (4) as:

<sup>4</sup>Technical electives chosen from CHEM 130\* or CHEM 138\*; COSC 140, COSC 311, MATH 300 or MATH 307; COSC 370 or COSC 377; ECE 351; **ECE 356 or 358**; IE 405, IE 457; ME 231, ME 321, ME 331, ME 363, ME 367; MSE 201 or MSE 207, MSE 410; NE 342 or NE 347.

*Rationale: ECE451 has been replaced by ECE356, and it should remain an elective for Electrical Engineering students. For that reason, it must be explicitly listed in footnote 4. Impact on other units: None. Financial impact: None.*

*This is a low level change, reflecting the change of a course number.*

Low-  
impact:  
Revise  
program

## REVISE TEXT

### Honors Concentration – Electrical Engineering

In addition to satisfying the requirements for the electrical engineering, computer engineering, or computer science major, candidates for the honors concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Two upper-division honors courses in computer science or electrical and computer engineering (COSC 307, COSC 317, COSC 367, COSC 377, COSC 427 or ECE 317, ECE 347, ECE 357, **ECE 358**, ECE 417, ECE 427, **ECE 457**, ECE 477, ECE 478, ECE 487).
- Satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Cybersecurity Minor

#### Minor Requirements

**Complete core curriculum (6 hours)**

~~ECE 461—Introduction to Computer Security~~  
**COSC 366 Introduction to Cybersecurity**

*Rationale: COSC 366 is replacing ECE 451 as a class, so it must replace ECE 451 in the Cybersecurity minor as well.*

*Impact on other units: None. Financial impact: None.*

*This is a low level change, as it is simply reflecting a change in course numbering and title, and not a significant change in content.*

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Datacenter Technology and Management Minor

#### Minor Requirements

#### Choose at least two electives:

- **COSC 366 Introduction to Cybersecurity**
- **ECE 356 – Computer Systems Architecture**
- ~~ECE 451—Computer Systems Architecture~~
- ~~ECE 461—Introduction to Computer Security~~

*Both ECE 451 and ECE 461 are being dropped. ECE 356 is equivalent to ECE 451 and COSC 366 is a new course. Both are appropriate to add here.*

## DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Industrial Engineering

Term 6		
<sup>2</sup> Engineering Science Elective	3	No milestones
IE 300, IE 310 or IE 317; IE 406 or IE 408; <del>IE 421 or IE 428</del> , IE 427	12	
Term 7		
<sup>1</sup> Arts and Humanities Elective*	3	No milestones
<del><sup>2</sup>Engineering Science Elective</del>	<del>3</del>	
IE 404, <del>IE 427</del> , IE 450	<del>3</del> -6	
<sup>3</sup> Industrial Engineering Elective	3	
<sup>4</sup> Technical Elective	3	
Term 8		
<sup>1</sup> Cultures and Civilizations Elective*	3	No milestones
<sup>1</sup> Arts and Humanities Elective*	3	
<del><sup>2</sup>Engineering Science Elective</del>	<del>3</del>	
IE 422*, IE 421 or IE 428	<del>5</del> -2	
<sup>3</sup> Industrial Engineering Elective	3	
<sup>4</sup> Technical Elective	3	

<sup>4</sup> Chosen from AE 341 or AE 347; BUAD 410; ~~BULW 304~~; **DSGN 430**; ECE 255, ~~ECE 302~~; **ECE 463**; ECON 311, ~~ECON 312~~; ECON 313, ECON 322, ECON 331, ECON 333, ECON 351; 3 hours of EF 333; **ENT 350**, **ENT 415**, **ENT 420**, **ENT 425**, **ENT 451**, **ENT 460**, **ENT 492**; FINC 300, FINC 425, FINC 455; IE 423, IE 430, IE 451, IE 457, IE 483, IE 484; INSC 310, INSC 451; MARK 300; MGT 300; MSE 302, MSE 340 or MSE 347, MSE 360 or MSE 367, MSE 390 or MSE 397, MSE 405\*; ME 321, ME 363 or ME 367, ME 365,

ME 366, ME 405; NE 342 or NE 347; **RCS 411**. Some courses may require a prerequisite or corequisite that is not part of the IE program.

*Rationale: The addition of these classes allows students to easily fit minors and supplemental programs into their curriculum. Programs taken into account are the Integrated Business and Engineering Program and the revised Engineering Entrepreneurship minor. The IE special topics classes were added as an option for study abroad trips and undergraduate research to satisfy the technical elective credit. BULW 301 is being removed because it does not satisfy the three credit hour requirement needed in a technical elective. Impact on other courses: None. Financial Impact: None.*

Low-  
impact:  
Revise  
text

## **REVISE TEXT**

### **Honors Concentration – Industrial Engineering Major**

In addition to satisfying the requirements for the industrial engineering major, candidates for the honors industrial engineering concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Two upper-division honors courses in industrial engineering (IE 317, IE 407, IE 408, IE 428).
- Satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

## **DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING**

Mid-  
impact:  
End  
program

### **END CONCENTRATION**

#### **Nanomaterials Concentration**

*Rationale: It is difficult for the students to take the required courses in this concentration when they are often scheduled during the same semester. This will greatly simplify the advising of students but they will still be advised to take the nanomaterials related courses if they want to specialize in the area of nanomaterials. Impact on other units: None. Financial Impact: None.*

Mid-  
impact:  
End  
program

### **END CONCENTRATION**

#### **Biomaterials Concentration**

*Rationale: At the present time the MSE Department does not have enough faculty with expertise in the area to offer the required classes frequently enough. This will greatly simplify the advising of students but they will still be advised to take the biomaterials related courses if they want to specialize in the around of biomaterials. Impact on other units: None. Financial Impact: None.*



Low-  
impact:  
Revise  
program

## REVISE TEXT, REVISE REQUIREMENTS

### Materials Science and Engineering Major, BS in Materials Science and Engineering

#### PROGRESSION POLICIES AND REQUIREMENTS

Graduation in materials science and engineering requires a minimum grade point average of 2.0 for all departmental courses taken at The University of Tennessee, Knoxville. No more than seven credit hours of materials science and engineering courses in which a C- or lower is the highest grade earned may be counted toward graduation. Students are strongly encouraged to meet with their advisor every semester.

#### ~~Progression to Upper-Division Programs~~

~~Progression of students to departmental upper-division courses is competitive. Factors considered include overall grade point average, performance in selected lower-division courses and evidence of satisfactory and orderly progress through the prescribed curriculum.~~

#### ~~Upper-Division Status~~

~~A lower-division student formally applies for upper-division status after completing 50 hours of lower-division engineering curriculum coursework with an overall GPA of at least 2.4. This must include Materials Science and Engineering 201.~~

#### ~~Provisional Status~~

~~Students who have completed 50 hours of lower-division engineering curriculum coursework with an overall GPA between 2.0 and 2.4 may apply for provisional status. The granting of provisional upper-division status is based on the availability of space in the departmental programs after upper-division status students have been accommodated. Provisional students are required to demonstrate their ability to perform satisfactorily in upper-division courses by attaining a minimum GPA of 2.0 in at least 8 hours of 300-level required courses specified by the department. Further progression to upper-division courses is dependent upon this minimum level of performance. Graduation in materials science and engineering requires a minimum grade point average of 2.0 for all departmental courses.~~

#### Requirements for the Bachelor of Science in Materials Science and Engineering

Term 2		
<del>CHEM 130* or CHEM 138*</del>	<del>-4</del>	MATH 130 or higher
EF 152* or EF 158*	4	
ENGL 102*	3	
MATH 142* or MATH 148*	4	
MSE 110 or MSE 117, MSE 120 or MSE 127* MSE <del>101</del>	<del>6</del> 4	
Term 3		
EF 230	2	EF 151* or PHYS 135*
<del>ECON 201* or ECON 207*</del>	<del>-4</del>	
MATH 241 or MATH 247	4	
MSE 201 or MSE 207, MSE 210	<del>6</del> 4	
PHYS 231*	3	

Term 4		
<sup>1</sup> Cultures and Civilizations Elective*	3	EF 152* or PHYS 136*
<del>MATH 200</del> , MATH 231 or MATH 237	<del>3</del> 5	
MSE 220, MSE 250, MSE 260, <del>MSE 290</del>	11 7	
<del>PHYS 232*</del>	<del>4</del>	
Term 5		
MATH 200 <sup>1</sup> Arts and Humanities Elective*	2 3	CBE 201 or COSC 102 or ME 202 or MSE 201
MSE 300, MSE 301, <del>MSE 320</del> , MSE 340 or MSE 347, MSE 360 or MSE 367	13	
Term 6		
<sup>1</sup> Arts and Humanities Elective*	3	No milestones
MSE 302, MSE 304*, MSE 350 or MSE 357, <del>MSE 370</del> , MSE 390 or MSE 397	13 14	
<sup>2</sup> Technical Elective	3	
Term 7		
<sup>1</sup> Cultures and Civilizations Elective*	3	No milestones
<del>MSE 405*</del> , MSE 480	<del>3</del> 6	
<sup>3</sup> Materials Science and Engineering Elective	6 3	
<sup>1</sup> Social Sciences Elective*	3	
<sup>2</sup> Technical Elective	3	
Term 8		
<sup>1</sup> Arts and Humanities Elective*	3	No milestones
<sup>1</sup> Cultures and Civilizations Elective*	3	
MSE 489*	3	
<sup>3</sup> Materials Science and Engineering Elective	3	
<sup>2</sup> Technical Elective	3	
<b>TOTAL</b>	<b>126 128</b>	

<sup>1</sup> Chosen from University General Education list. Courses must include any two approved courses in the Arts and Humanities category, any two approved courses in the Cultures and Civilizations category, ~~MSE 120\* or MSE 127\* EGON 201\* or EGON 207\*~~, and a second approved course in the Social Sciences category, ~~ECON 201\* or ECON 207\*~~ is strongly suggested.

<sup>2</sup> Chosen from ~~ECE 304~~; BCMB 230; BIOL 150 or BIOL 158, BIOL 159, BIOL 160\*, BIOL 168\*; BME 409; CHEM 260; ~~CHEM 360~~, CBE 475; ~~ECE 301~~; EF 333; ~~ENGL 360~~; GEOL 310; MATH 475; ~~ME 324~~; any MSE course; ~~NE 483, NE 484~~; ~~PHYS 232~~; other 300- or 400-level science or engineering courses as approved by academic advisor and department head.

<sup>3</sup> Chosen from MSE 408, MSE 410, ~~MSE 415~~, MSE 421, MSE 425, MSE 432, MSE 450, MSE 451, MSE 455, MSE 457, MSE 460, MSE 466, MSE 474, MSE 483, MSE 484, MSE 485, MSE 486, MSE 494, MSE 495, ~~MSE 496R~~.

*Rationale: Above changes reflect new course revisions in Materials Science and Engineering Program. Drop CHEM 130, Introduction of Materials Chemistry course that provides majors a targeted solid state chemistry course focusing on materials. Drop PHYS 232, some content on waves covered in EF 152. MSE 350 covers fundamental electronic, optical, and magnetic properties of solid state materials and correlations of the atomic structure to electronic, optical, and magnetic properties of materials, wave properties of electrons, Schrodinger's equation, energy bands in crystals, electrical conduction in metals and semiconductors, classical and quantum mechanical treatments of optical properties, and magnetic phenomena. Course can be taken as elective. Dropping this course allows for more MSE hours to be included in the major. Impact on other units: none. Financial impact: none.*

## REVISE TEXT

### Honors Concentration – Materials Science and Engineering Major

Low-  
impact:  
Revise  
program

In addition to satisfying the requirements for the materials science and engineering major, candidates for the honors materials science and engineering concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\* (14 hours minimum, at least two courses must be from ~~materials science and engineering~~, Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 117 or 207).
- Two upper-division honors courses in materials science and engineering (from MSE 347, MSE 357, MSE 367, MSE 397).
- Satisfy the ~~Breadth Requirements~~ ~~breadth requirements~~ for the ~~Cook Grand Challenge Honors Program~~ ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

## REVISE REQUIREMENTS

### Materials Science and Engineering Minor

A minor in materials science and engineering is offered through the Tickle College of Engineering to those undergraduate students who have met the prerequisites for the courses required by the minor. The minor requires completion of a minimum of ~~13~~ ~~12~~ hours in coursework which develops a foundation in materials science and engineering and allows concentration in materials science and engineering areas to be selected by the students (e.g., metallurgy, polymers, ceramics, composites, or electronic materials). Some of the courses used for the materials science and engineering minor may also satisfy requirements for the student's major.

Students may enroll in the minor program by ~~meeting and discussing their intent and plan with the Materials Science and Engineering Academic Advisor who will communicate with the student's major departmental advisor. completing a form at the Department of Materials Science and Engineering, 414 Ferris Hall. A copy of the completed enrollment form and information on the minor requirements will be forwarded to the student's home department advisor.~~

### Minor Requirements

The minor consists of ~~13~~ ~~12~~ credit hours of MSE coursework.

#### Complete:

- ~~MSE 480 – Materials Selection in Design~~

#### Select ~~two courses~~ ~~one course~~:

- MSE 340 – Principles and Processing of Polymeric Materials
- MSE 350 – Principles of Electronic, Optical, and Magnetic Materials
- MSE 360 – Principles and Processing of Ceramic Materials
- MSE 390 – Principles and Processing of Metallic Materials

#### Select one course:

- ~~MSE 110 – Materials Chemistry or MSE 117 – Honors: Materials Chemistry~~

- MSE 250 – Introduction to Materials Kinetics and Transport Phenomena
- MSE 301 – Applied Statistics and Numerical Methods for Materials Scientists and Engineers
- MSE 302 – Mechanical Behavior of Materials I
- MSE 405 – X-ray Diffraction
- MSE 408 – Functional Nanoscale Materials: Processing, Properties, and Applications
- MSE 410 – Theory and Processing of Conventional and Nano-Structures
- MSE 415 – Diffusion, Phase Transformations, and Microstructure of Materials
- MSE 421 – Mechanical Behavior of Materials II
- MSE 425 – Welding Metallurgy
- MSE 432 – Defects in Crystals
- MSE 445 – Polymer Engineering Processing and Characterization Laboratory
- MSE 450 – Introduction to Nuclear Fuels and Materials
- MSE 451 – Corrosion in Nuclear Power Systems
- MSE 455 – Materials for Energy
- MSE 460 – Solar Photovoltaics
- MSE 466 - Magnetism and Magnetic Materials
- MSE 474 - Biomaterials
- MSE 485 – Advanced Biomaterials: Biological Application of Nanomaterials
- MSE 486 – Cell and Tissue-Biomaterials Interaction
- ~~any 300-level or 400-level MSE course~~

*Rationale: Above changes add clarity to requirements for Materials Science and Engineering Minor. Impact on other units: none. Financial impact: none.*

## DEPARTMENT OF MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING

### Aerospace Engineering

Low-  
impact:  
Revise  
program

#### REVISE REQUIREMENTS

#### Bachelor of Science in Aerospace Engineering

Term 2		
EF 152* or EF 158*	4	MATH 130 or higher
ENGL 102*	3	
MATH 142* or MATH 148*	4	
<del>MATH 200</del>	<del>2</del>	
ME 202	2	
<sup>2</sup> Social Sciences Elective*	3	
Term 3		
<del>ECON 201* or ECON 207*</del>	<del>4</del>	EF 151* or PHYS 135*
<del>MATH 200</del> ; MATH 241 or MATH 247	<del>4</del> 6	
ME 231, AE 201	4	
PHYS 231*	3	
<sup>2</sup> Arts and Humanities Electives*	3	
<sup>2</sup> Cultures and Civilizations Electives*	3	
Term 4		
<sup>2</sup> Arts and Humanities Electives*	6	EF 152* or PHYS 136*
EF 230	2	

MATH 231 or MATH 237	3	
ME 321	3	
<del>AE 210* MSE 201 or MSE 207</del>	<del>2 -3</del>	
ECON 201* or ECON 207*	4	
<sup>2</sup> Arts and Humanities Electives*	3	
<b>Term 7</b>		
<del>AE 410*</del> , AE 422, <del>AE 424, AE 425, AE 450</del>	<del>3</del> 14	No milestones
AE 424	<del>3</del>	
AE 425	<del>3</del>	
AE 450	<del>3</del>	
<sup>3</sup> Departmental Elective	3	
<b>Term 8</b>		
AE 449*, AE 460	6	No milestones
<sup>2</sup> Cultures and Civilizations Electives*	<del>3 -6</del>	
<sup>3</sup> Departmental Elective	<del>6 -3</del>	
<b>TOTAL</b>	<b>129</b>	

<sup>3</sup> Choose from: ~~Any 400-level AE course not otherwise required for the major~~; ME 315, ME 365, ME 366, ME 405, ME 451, ME 463, ME 466, ME 470, ME 472, ME 475 or ME 477, ME 476, or ME 480. Other courses require prior approval by the department.

*Note: Footnote 3 – wording was added to accommodate future addition of AE-specific technical electives without the need for prior approval.*

*Rationale: Faculty review of the curriculum found that MSE 201 should be eliminated in favor of an additional Departmental Elective and that AE 410 should be changed from a senior-level course to a sophomore-level course (AE 210) to better meet the needs of the students (see associated Course Drop/Add relevant to all programs in department). Moving courses to different terms was done to accommodate the above changes and maintain a consistent course load for students. Impact on other units: Enrollment impact on MSE 201 due to elimination of course as a requirement; potential enrollment impact on MATH 200 and ECON 201 or 207 due to shift in semester. Financial impact: An additional drop in enrollment of 24 students in MSE 201 is estimated.*

## REVISE TEXT

### Honors Concentration – Aerospace Engineering Major

In addition to satisfying the requirements for the aerospace engineering major, candidates for the honors aerospace engineering concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Complete two upper-division honors courses in aerospace engineering (AE 347, AE 377).
- Satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

Low-  
impact:  
Revise  
text

## Biomedical Engineering

Low-  
impact:  
Revise  
program

### REVISE REQUIREMENTS

#### Requirements for the Bachelor of Science in Biomedical Engineering

Term 3		
BIOL 160* or 168* <del>BCMB-230-</del>	<del>3</del> 5	EF 151* or PHYS 135*
EF 230	2	
MATH 200, MATH 231 or MATH 237	5	
ME 231	3	
STAT 251	3	
Term 4		
<del>BME 205</del> BME-204	<del>3</del> 4	EF 152* or PHYS 136*
<del>EF-230-</del>	<del>2</del>	-
MATH 241 or MATH 247	4	
ME 321	3	
<sup>2</sup> Social Sciences Elective* <del>MSE-204 or MSE 207-</del>	3	
PHYS 231*	3	
Term 5		
<del>BME 341 or BME 347</del> <del>AE-341 or AE-347-</del>	3	CBE 201 or COSC 102 or ME 202 or MSE 201
<sup>2</sup> Arts and Humanities Elective*	3	
BME 363 or BME 367; BME 474	6	
ECE 301	3	
PHIL 345*	3	
Term 6		
<sup>2</sup> Arts and Humanities Elective*	3	No milestones
BME 315, BME 345, <del>BME-409</del>	<del>6</del> 9	
<sup>3</sup> Technical Elective or Biomedical Engineering Elective <del>PHYS-232*</del>	<del>3</del> 4	
<sup>3</sup> Technical Elective or Biomedical Engineering Elective	3	
Term 7		
<del>BME 410*</del> , BME 449*, <del>BME-450, BME-473 or BME-477</del>	<del>4</del> 14	No milestones
BME 450 <del>ECON-201* or ECON-207*</del>	<del>3</del> 4	
BME 473 or BME 477	3	
<sup>3</sup> Technical Elective or Biomedical Engineering Elective	3	
<sup>2</sup> Social Sciences Elective*	3	

<sup>3</sup> Technical Elective: Must be preapproved based on selected Track (see below).

There are (4) Tracks in the BME Undergraduate Program: (1) Diagnostics, (2) Medical Device Design, (3) Therapeutics, and (4) Pre-Med. The technical or biomedical engineering elective courses for each Track are:

- **Diagnostics Track:** BME 494; MATH 300 or MATH 307, MATH 323 and ECE 472; ECE 315, ECE 316 and ECE 415; ECE 202 and ECE 335; BME 480; MATH 405; BIOL 159, BCMB 415 and BCMB 416.
- **Medical Device Design Track:** BME 494; ECE 202 and ECE 335; ME 405; ME 451; MSE 201 or MSE 207 and ME 366; ME 366 and ME 469; ME 366 and ME 470; ME 457; ME 331; BIOL 159, BCMB 415 and BCMB 416.
- **Therapeutics Track:** BME 494; BME 409; BME 405; BME 486; NE 433 and NE 490; CHEM 260 or CHEM 268; CHEM 360 or CHEM 368; CHEM 369; BCMB 401 and CHEM 260/360; BCMB 461; MICR 330; BIOL 159, BCMB 415 and BCMB 416.
- **Pre-Med Track:** BME 494; BIOL 150; BIOL 159; CHEM 260 or CHEM 268; CHEM 360 or CHEM 368; CHEM 369; BIOL 240; BCMB 401 and CHEM 260/360.

*Rationale: Update the undergraduate curriculum to eliminate courses that are not specific to biomedical engineering and add more electives for students to focus their program of study.*

*The current undergraduate curriculum includes 129 hours and significantly, ~70%, overlaps with Mechanical Engineering. We propose to separate BME from ME with courses that are more relevant to biomedical engineering instead of mechanical engineering course content that can, in theory, be applied to a biological system. Our proposed changes include reorganizing some MABE courses to have more BME content as well as utilizing elective courses to create more focused tracks of study. We would like the program to move more towards lab based courses and experiential learning, but our current resources are too limited to require undergraduate research as part of the core curriculum or add lab components to courses that are currently offered. However, this will be priority in the future to develop program identity and set our program apart from others. For now, we propose to actively promote undergraduate research for course credit as a technical elective under the designation of BME 494/495 (Independent Study).*

Low-  
impact:  
Revise  
program

## REVISE TEXT

### Honors Concentration – Biomedical Engineering Major

In addition to satisfying the requirements for the biomedical engineering major, candidates for the honors concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Complete two upper-division honors courses in biomedical engineering (BME 367, BME 477).
- Satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

\* While most students fulfill this requirement with 100- and 200-level courses, students may substitute upper level courses on approval of the Honors faculty.

Rationale: Provides clarity. Impact on other units: none. Financial impact: none.

## Mechanical Engineering

Low-  
impact:  
Revise  
program

## REVISE REQUIREMENTS

### Requirements for the Bachelor of Science in Mechanical Engineering

Term 3		
<del><sup>1</sup>Cultures and Civilizations Elective*</del>	<del>3</del>	EF 151* or PHYS 135*
ECON 201* or ECON 207*	4	
EF 230	2	
MATH 241 or MATH 247	4	
ME 231, <b>ME 210*</b>	<del>5</del> <b>3</b>	
Term 7		
<sup>1</sup> Arts and Humanities Elective*	3	No milestones
<sup>1</sup> <b>Cultures and Civilizations Elective*</b>	<b>3</b>	

ME 365 or ME 463, <del>ME 410*</del> , ME 450, ME 475 or ME 477	9 44	
<sup>3</sup> Technical Elective	3	

*Rationale: Faculty review of the curriculum found that ME 410 should be changed from a senior-level course to a sophomore-level course (ME 210) to better meet the needs of the students (see associated Course Drop/Add relevant to all programs in department). Moving course to different terms was done to accommodate the above changes and maintain a consistent course load for students. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
text

## REVISE TEXT

### Honors Concentration – Mechanical Engineering

In addition to satisfying the requirements for the mechanical engineering major, candidates for the honors mechanical engineering concentration must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Complete two upper-division honors courses in mechanical engineering (ME 367, ME 397, ME 477).
- Satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

\* While most students fulfill this requirement with 100- and 200-level courses, students may substitute upper level courses on approval of the Honors faculty.

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

## DEPARTMENT OF NUCLEAR ENGINEERING

Low-  
impact:  
Revise  
program

## REVISE TEXT

### Honors Program – Nuclear Engineering Major

In addition to satisfying the requirements described for the nuclear engineering major, candidates for the honors program in nuclear engineering must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\*\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Complete two upper-division honors courses in nuclear engineering (NE 347, NE 357, NE 367, NE 427\*, NE 447, or NE 467).
- Satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~



*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

Low-  
impact:  
Revise  
text

## REVISE TEXT

### Honors Program – Nuclear Engineering Major – Radiological Engineering Concentration

In addition to satisfying the requirements described for the nuclear engineering major, candidates for the honors program in nuclear engineering must also complete the following requirements.

- Maintain an overall GPA of 3.4.
- Four 100- or 200-level honors courses\*\* (14 hours minimum, at least two courses must be from Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or Materials Science and Engineering 207).
- Complete two upper-division honors courses in nuclear engineering (NE 347, NE 357, NE 367, NE 427\*, NE 447, or NE 467).
- Satisfy the **Breadth Requirements** ~~breadth requirements~~ for the **Cook Grand Challenge Honors Program** ~~Engineering Honors Program as shown on the Tickle College of Engineering website.~~

*Rationale: Provides clarity. Impact on other units: none. Financial impact: none.*

## COLLEGE OF NURSING

All changes effective Fall 2019

### COURSE CHANGES

#### (NURS) Nursing

Low-  
impact:  
Revise  
course

## REVISE CONTACT HOUR DISTRIBUTION

### NURS 305 - Professional Practice and Role Development (3)

*Contact Hour Distribution: 3 lectures.*

*Formerly: Contact Hour Distribution: 3 lectures and 1 lab.*

*Rational: This revision was made previously and the course does not have a lab. Impact: None. Financial Impact: None.*

*Note that the previous proposal requested that the hours be changed but did not address the instructional mode. This corrects that oversight.*

Mid-  
impact:  
Add  
Course

## ADD COURSE

### NURS 309 – Clinical Immersion I for the Accelerated Student (4)

Emphasis on providing students the opportunity to practice health promotion, health restoration, and health maintenance for patients. Focuses on unique needs of adult patients experiencing acute and chronic physical conditions with an emphasis on foundational skills and assessments. Experiences are in a variety of settings and supplemented with simulation.

*Contact Hour Distribution: 4 lab hours (180 clinical hours)*

*(RE) Corequisite(s): 316, 322, 333, 354.*

*Registration Restriction(s): Bachelor of Science in Nursing – nursing major (accelerated track).*

*Rationale: New course provides the clinical experiences that allows students to synthesize and apply knowledge. Impact on other units: None. Financial impact: None. Note: this would be a mid-impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.*

Mid-  
impact:  
Drop  
course

### **DROP COURSE**

#### **NURS 312 - Foundations of Professional Nursing Practice for the Accelerated Student (5)**

*Rationale: NURS 312 is being broken into two new courses, 309 and 322. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **NURS 313S - Clinical Immersion I (4)**

Provides beginning students the opportunity to practice health promotion, health restoration, and health maintenance for patients. Focuses on unique needs of patients experiencing acute and chronic physical conditions with an emphasis on foundational skills and assessments. Experiences are in a variety of settings, supplemented with simulation and service-learning experiences.

*Contact Hour Distribution: 4 lab.*

*(RE) Prerequisite(s): 201.*

*(RE) Corequisite(s): 314, 319, 331, and 333.*

*Rationale: This is the S-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the S subcommittee.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **NURS 316 - Pathophysiology for the Accelerated Student (3)**

Knowledge of the changes in the body as a result of diseases, syndromes, illness, injuries, and genetic alterations.

*Contact Hour Distribution: 3 lecture hours*

*(RE) Corequisite: 309, 322, 333, and 354.*

*Registration Restriction(s): Bachelor of Science in Nursing – nursing major (accelerated track).*

*Rationale: Provide separate course for accelerated track program. Impact on other units: None. Financial impact: None*

*Note: this would be a mid-impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.*

Low-  
impact:  
Revise  
course

### **REVISE CREDIT HOURS, ADD (RE) COREQUISITE(S)**

#### **NURS 319 – Pathophysiology (3)**

*(RE) Corequisite(s): 313, 314, 331, 352.*

*Formerly: NURS 319 – Pathophysiology (4)  
No (RE) Corequisite(s)*

*Rationale: In reviewing the content being covered, there was duplication in course content with other courses in the curriculum and it was determined that 3 credit hours were sufficient to meet the course objectives. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **NURS 322 - Foundations of Professional Nursing Practice for the Accelerated Student (3)**

Emphasis on foundational knowledge to plan and provide safe, professional, and culturally appropriate evidenced-based care to patients.

*Contact Hour Distribution: 3 lecture hours*

*(RE) Corequisite(s): 309, 316, 333, and 354.*

*Registration Restriction(s): Bachelor of Science in Nursing – nursing major (accelerated track).*

*Rationale: NURS 312 is being broken into two new courses, 309 and 322. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE CONTACT HOUR DISTRIBUTION**

#### **NURS 334 - Health Assessment for the Registered Nurse (3)**

*Contact Hour Distribution: Didactic 2; Clinical 1*

*Formerly: Contact Hour Distribution: Didactic 2; Clinical 2.*

*Rationale: The credits had a typo. It should have been clinical 1 hour to make clinical plus didactic equal 3 credit hours. Impact: None. Financial Impact: None.*

*Note that the previous proposal requested that the hours be changed but did not address the instructional mode. This corrects that oversight.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **NURS 342 - Transcultural Issues (2)**

*Rationale: Content is being integrated into other courses throughout the curriculum. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE, REVISE CREDIT HOURS, REVISE DESCRIPTION, ADD (RE) COREQUISITE(S), REVISE COMMENT**

#### **NURS 351 – Pharmacotherapeutics for the Accelerated Student (3)**

Principles of drug action and the therapeutic application of major pharmacological classification of drugs currently used in clinical nursing practice.

*Contact Hour Distribution: 3 lecture hours*

*(RE) Corequisite(s): 419, 420, 422.*

*Comment(s): 6 hours of anatomy and physiology are required.*

*Formerly: NURS 351 - Pharmacotherapeutics I for the Accelerated Student (2)  
Emphasis is on nursing implications of basic principles of drug action and the therapeutic application of select major pharmacological classification of drugs currently used in clinical nursing practice.*

*No (RE) Corequisite(s).*

*Comment(s): 6 hours of anatomy and physiology are required. Nursing students are expected to complete Nursing 319 prior to taking this course.*

*Rationale: Provides ABSN student with the pharmacological information necessary for safe patient care and medication administration. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
Course

### **ADD COURSE**

#### **NURS 354 – Leadership I for the Accelerated Student (1)**

Emphasis is on the development of personal attributes necessary for professional practice. Focuses on theories and principles of interpersonal capacities and strategies used in any health care setting.

*Contact Hour Distribution: 1 lecture hours.*

*(RE) Corequisite(s): 322, 309, 316, and 333*

*Registration Restriction(s): Bachelor of Science in Nursing – nursing major (accelerated track).*

*Rationale: ABSN students do not take NURS 201 and thus do not receive all of the content to prepare for clinical practice. Impact on other units: None. Financial impact: None.*

*Note: this would be a mid-impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.*

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **NURS 362S - Clinical Immersion II (4)**

Provides the opportunity to practice health promotion, health restoration, and health maintenance for patients. Focuses on unique needs of patients experiencing acute and chronic physical conditions with an emphasis on foundational skills and assessments building on nursing knowledge, communication skills, and critical reasoning. Experiences are in a variety of settings, supplemented with simulation and service-learning experiences.

*Contact Hour Distribution: 4 Lab.*

*(RE) Prerequisite(s): 313, 352.*

*Rationale: This is the S-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the S subcommittee.*

Low-  
impact:  
Revise  
course

### **REVISE CREDIT HOURS**

#### **NURS 371 - Nursing Research (3)**

*Formerly: NURS 371 – Nursing Research (2)*

*Rationale: To meet course objectives an additional credit hour is required. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **NURS 371R - Nursing Research (3)**

Provides concepts, knowledge, and skills needed to search, analyze, critique, and synthesize nursing research for application to evidence-based practice.

*Rationale: This is the R-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

Low-  
impact:  
Revise  
course

### **REVISE CREDIT HOURS**

#### **NURS 378 - Honors: Nursing Research (3)**

*Formerly: NURS 378 - Honors: Nursing Research (2)*

*Rationale: To meet course objectives an additional credit hour is required. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **NURS 378R - Honors: Nursing Research (3)**

Honors version of 371. Provides concepts, knowledge, and skills needed to search, analyze, critique, and synthesize nursing research for application to evidence-based practice. Students work with course faculty and/or course mentor to develop a significant project/presentation.

*Registration Restriction(s): Bachelor of Science in Nursing – nursing major; admission to Chancellors Honors, Haslam Scholars, or College of Nursing Honors Program; minimum student level – junior.*

*Rationale: This is the R-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the R subcommittee.*

Low-  
impact:  
Revise  
course

### **REVISE CONTACT HOUR DISTRIBUTION**

#### **NURS 383 - Population Health and Global Health Perspectives for the Registered Nurse (5)**

*Contact Hour Distribution: Didactic 3; Clinical 2.*

*Formerly: Contact Hour Distribution: Didactic 2; Clinical 3.*

*Rationale: Correcting error in didactic and clinical credit hours.*

Low-  
impact:  
Archive  
Course

**ARCHIVE COURSE**

**NURS 388 - Nursing Honors Mentorship (1)**

*Rationale: This course is being replaced by NURS 388R following approval of R designation. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

**DROP COURSE**

**NURS 403 - Maternal-Newborn Nursing (5)**

*Rationale: Course replaced by NURS 411 in revised 2018-2019 curriculum plan. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

**DROP COURSE**

**NURS 404 - Pediatric Nursing (5)**

*Rationale: Course replaced by NURS 412 in revised 2018-2019 curriculum plan. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE (RE) COREQUISITE(S)**

**NURS 405 - Clinical Immersion III (2)**

*(RE) Corequisite(s): 321, 353, and 363.*

*Formerly: (RE) Corequisite(s): 321 or 403 or 404 or 461.*

*Rationale: The college is dropping NURS 403 and 404. Impact on other units: None. Financial Impact: None, total number of hours is the same.*

Mid-  
impact:  
Drop  
Course

**DROP COURSE**

**NURS 406 - Pharmacotherapeutics II (2)**

*Rationale: Course replaced by NURS 353 in revised 2018-2019 curriculum plan. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

**DROP COURSE**

**NURS 416 - Clinical Immersion: Maternal-Newborn Nursing for the Accelerated Student (1)**

*Rationale: Replaced by Clinical Immersion III. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE TITLE, REVISE (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)**

**NURS 419 - Nursing Care of Adults for the Accelerated Student (4)**

*(RE) Prerequisite(s): 309, 316, 322, 333, and 354.*

*(RE) Corequisite(s): 351, 420, 422.*

*Formerly: NURS 419 - Nursing Care of Adults (4)*

*(RE) Prerequisite(s): 311, 319, 333, 351.*

*(RE) Corequisite(s): 420, 421, 471.*

*Registration Restriction(s): Bachelor of Science in Nursing – nursing major (accelerated track).*

Low-  
impact:  
Revise  
course

**REVISE TITLE, REVISE DESCRIPTION, REVISE CONTACT HOUR DISTRIBUTION, REVISE (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)**

**NURS 420 - Clinical Immersion II for the Accelerated Student (4)**

Emphasis is on maintenance and restoration of health for adults with commonly occurring acute, chronic, or complex health needs. Emphasis on critical indicators of underlying conditions, quality of care, and end of life care. Comparison of nursing needs of older adults to younger adult populations.

*Contact Hour Distribution: 4 lab hours (180 clinical hours)*

*(RE) Prerequisite(s): 309, 316, 322, 333, and 354.*

*(RE) Corequisite(s): 351, 419, and 422 accelerated track).*

*Formerly: NURS 420 Adult Health Clinical Immersion (4)*

*Clinical immersion experiences with a focus on maintenance and restoration of health for adults with commonly occurring acute, chronic, or complex health needs. Emphasis on critical indicators of underlying conditions, quality of care, and end of life care. Comparison of nursing needs of older adults to younger adult populations.*

*Contact Hour Distribution: 4 clinical hours.*

*(RE) Prerequisite(s): 311, 319, 333, 351.*

*(RE) Corequisite(s): 419, 421, 471.*

Mid-  
impact:  
Drop  
Course

**DROP COURSE**

**NURS 421 - Contemporary Psychiatric Mental Health Nursing (5)**

*Rationale: Course replaced by NURS 321 in revised 2018-2019 curriculum plan. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

**DROP COURSE**

**NURS 423 - Clinical Immersion: Psychiatric Mental Health Nursing for the Accelerated Student (1)**

*Rationale: Content covered in Clinical Immersion II. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE TITLE, REVISE DESCRIPTION, REVISE CREDIT HOURS, ADD (RE) COREQUISITE(S)**

**NURS 432 - Population Health for the Accelerated Student (2)**

Emphasis is on the primary, secondary, and tertiary prevention of health problems. Concepts of community and population health affecting culturally diverse and vulnerable populations.

*(RE) Corequisite(s): 415, 433, 444, 454.*

*Formerly: NURS 432 - Community and Public Health Nursing for the Accelerated Student (3)*

*Focus on nursing care of individuals, families, communities, and populations in the community. Design and implementation of nursing interventions to promote and maintain health using an assessment of community health needs.*

*No (RE) Corequisites.*

*Rationale: Decrease in credit hours reflects movement of clinical experiences to Clinical Immersion IV. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE TITLE, REVISE COURSE DESCRIPTION, REVISE CREDIT HOURS, REVISE CONTACT HOUR DISTRIBUTION, ADD (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)**

**NURS 433 - Clinical Immersion IV for the Accelerated Student (2)**

Emphasis on leadership to examine the impact of innovation, practice excellence, intra- and inter-professional collaboration, and population health with specific population and/or setting. Builds on all previous clinical immersions to synthesize the scientific process, evidence based practice, clinical reasoning, and problem-solving to support clinical decision-making. Experiences are in a variety of settings, supplemented with simulation and service-learning experiences.

*Contact Hour Distribution: 2 lab hours (90 clinical hours).*

*(RE) Prerequisite(s): 351, 419, 420, 422.*

*(RE) Corequisite(s): 415, 432, 444, 454.*

*Formerly: NURS 433 - Clinical Immersion: Community and Public Health Nursing for the Accelerated Student (1)*

*Clinical immersion experiences with a focus on nursing care of individuals, families, communities, and populations in the community.*

*No (RE) Prerequisite(s)*

*(RE) Corequisite(s): 432.*

*Rationale: Increased credit hour to reflect added content and clinical experiences. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

**REVISE TITLE, REVISE COURSE DESCRIPTION, REVISE CREDIT HOURS, REVISE CONTACT HOUR DISTRIBUTION, ADD (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)**

**NURS 445 - Clinical Immersion III for the Accelerated Student (4)**

Provides students the opportunity to practice health promotion, health restoration, and health maintenance with 1 or 2 of the following patient populations/settings: childbearing



women, children, individuals with mental health conditions, aging adults, adults (acute care or primary care), or critical care. Builds on the foundation of nursing knowledge, communication skills, and critical reasoning to address unique needs of the specialty population selected. Experiences are in a variety of settings and supplemented with simulation.

*Contact Hour Distribution: 4 lab hours (180 clinical hours)*

*(RE) Prerequisite(s): 351, 419, 420, 422.*

*(RE) Corequisite(s): 415, 432, 433, 444, 454.*

*Formerly: NURS 445 - Clinical Immersion: Pediatric Nursing for the Accelerated Student (1)*

*Clinical immersion experiences with a focus on application of knowledge from natural and behavioral sciences to provide high quality, evidence-based care to pediatric patients and their families.*

*(RE) Corequisite(s): 444.*

*Rationale: This immersion course will allow students to select one or more specialty clinical areas. Replaces NURS 416 and 444. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

## **DROP COURSE**

### **NURS 451 - Nursing Leadership II (2)**

*Rationale: Course replaced by NURS 452 in revised 2018-2019 curriculum plan. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

## **\*REVISE TITLE, REVISE DESCRIPTIONS, ADD (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)**

### **\*NURS 454 - Leadership II for the Accelerated Student (2)**

Leadership and management competencies needed by professional nurses to be full partners in inter-professional teams to affect change, to improve quality of care, and to reflect on their own development. Focus on issues related to transition to professional nursing practice.

*(RE) Prerequisite(s): 354, 419, 420, 422, 471.*

*(RE) Corequisite(s): 415, 432, 433, 444, 445.*

*Formerly: NURS 454 - Professional Leadership Issues (2)*

*Survey of issues and trends that influence the practice of professional nursing.*

*Focus on concepts and strategies for leadership as a professional nurse.*

*Emphasis on personal development and interpersonal skills.*

Low-  
impact:  
Revise  
course

## **REVISE CREDIT HOURS, REVISE CONTACT HOUR DISTRIBUTION, REVISE (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)**

### **NURS 461 - Nursing Care of the Adult II (3)**

*Contact Hour Distribution: 3 lectures hours*

*(RE) Prerequisite(s): 321, 353, 362, 363, 371.*

*(RE) Corequisite(s): 411, 412, 462.*

*Formerly: NURS 461 - Nursing Care of the Adult II (4)*  
*Contact Hour Distribution: 2 lectures and 2 labs.*  
*(RE) Prerequisite(s): 361 and 382. 387 may be substituted for 382.*  
*(RE) Corequisite(s): 406.*

*Rationale: Change reflects revised 2018-2019 curriculum plan. Impact on other units: Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **NURS 462S - Clinical Immersion IV (4)**

Provides the opportunity to practice health promotion, health restoration, and health maintenance for patients and families. Builds on all previous immersion practica to synthesize the scientific process, evidence, clinical reasoning, and problem-solving to support clinical decision-making. Experiences are in a variety of settings, supplemented with simulation and service-learning experiences.

*Contact Hour Distribution: 4 lab.*

*(RE) Prerequisite(s): 353, 362.*

*Rationale: This is the S-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the S subcommittee.*

Low-  
impact:  
Revise  
course

### **REVISE TITLE**

#### **NURS 471R - Nursing Research for the Accelerated Student (3)**

*Formerly: NURS 471R - Nursing Research (3)*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **NURS 477 - Honors: Nursing Research (3)**

*Rationale: Replaced by N378. Impact on other units: None. Financial impact: None.*

Mid-  
impact:  
Drop  
Course

### **DROP COURSE**

#### **NURS 477R - Honors: Nursing Research (3)**

*Rationale: Replaced by N378. Impact on other units: None. Financial impact: None.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **NURS 482 - Population Health (2)**

*(RE) Prerequisite(s): 405, 411, 412, 461, and 462.*

*(RE) Corequisite(s): 483.*

*Formerly: (RE) Prerequisite(s): 403, 404, 405, and 462.*

*(RE) Corequisite(s): none.*

Low-  
impact:  
Revise  
course

*Rationale: The college is dropping NURS 403 and 404. Impact on other units: None. Financial Impact: None, total number of hours is the same.*

### **REVISE (RE) PREREQUISITE(S)**

#### **NURS 483 - Clinical Immersion V (2)**

*(RE) Prerequisite(s): 405, 461, and 462.*

*(RE) Corequisite(s): 482.*

*Formerly: (RE) Prerequisite(s): 403, 404, 405, and 462.*

*(RE) Corequisite(s): none.*

*Rationale: The college is dropping NURS 403 and 404. Impact on other units: None. Financial Impact: None, total number of hours is the same.*

Mid-  
impact:  
Add  
course

### **ADD COURSE**

#### **NURS 483S - Clinical Immersion V (2)**

Focuses on the impact of innovation, practice excellence, intra- and inter-professional collaboration, and population health with specific population and/or setting. Builds on all previous immersion practica to synthesize the scientific process, evidence, clinical reasoning, and problem-solving to support clinical decision-making. Experiences are in a variety of settings, supplemented with simulation and service-learning experiences.

*Contact Hour Distribution: 2 Lab.*

*(RE) Prerequisite(s): 405, 461, and 462.*

*(RE) Corequisite(s): 482.*

*Rationale: This is the S-designated version of our current course. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the S subcommittee.*

Low-  
impact:  
Archive  
Course

### **ARCHIVE COURSE**

#### **NURS 488 - Nursing Honors Capstone (1)**

*Rationale: Replaced by NURS 488R.*

Low-  
impact:  
Revise  
course

### **REVISE (RE) PREREQUISITE(S)**

#### **NURS 495 - Clinical Immersion VI (4)**

*(RE) Prerequisite(s): 405, 411, 412, 461, 462.*

*(RE) Corequisite(s): 496.*

*Formerly: (RE) Prerequisite(s): 403, 404, 405, 461, 462.*

*(RE) Corequisite(s): none.*

*Rationale: The college is dropping NURS 403 and 404. Impact on other units: None. Financial Impact: None, total number of hours is the same.*

Low-  
impact:  
Revise  
course

## REVISE (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)

### NURS 496 - Preparation for Professional Licensure (1)

(RE) Prerequisite(s): 405, 411, 412, 461, and 462.

(RE) Corequisite(s): 495.

*Formerly: (RE) Prerequisite(s): 406 and 451 and 471. 477 may be substituted for 471.*

*(RE) Corequisite(s): 403 and 404 and 421 and 461 and 495.*

*Rationale: The college is dropping NURS 403, 404, 406, 421, 451, and 477. Impact on other units: None. Financial Impact: None, total number of hours is the same.*

## PROGRAM CHANGES

Low-  
impact:  
Revise  
text

## REVISE TEXT

### College of Nursing

(main college page)

(paragraph 3)

~~The following courses are open to all university students NURS 351 and NURS 406.~~

### General Requirements

(paragraph 3)

All upper-division courses, ~~with the exception of NURS 351 and NURS 406~~, are restricted to students who have been approved for progression. (See Progression Policies and Procedures.) ~~Students pursuing the nursing major are expected to take NURS 319 prior to NURS 351.~~ Second degree students enrolled in the Accelerated BSN (ABSN) program are required to successfully complete 47 credit hours after completing all prerequisite requirements. The program also offers a completely on-line degree completion program for registered nurses (RNs) who hold an associate degree in nursing or who are graduates of diploma nursing programs. RN students starting upper division coursework will receive proficiency credit for ~~select five major~~ clinical nursing courses and then must complete 34 credit hours of coursework.

### Change of Major or Transfer Students

(paragraph 4)

For admission into the upper division nursing courses (which only begin each fall semester), students must:

- Complete all required courses in the freshman and sophomore curriculum prior to the fall semester.
- Submit a BSN Application to UT's College of Nursing Student Services Office by January 20.
- Attach transcript(s) of all college/university coursework to application.
  - UTK Students: Attach an Academic History Report (available via MyUTK)
  - Transfer Students: Attach official or unofficial transcript(s)

- Complete the nursing essay
- ~~Participate in a 15-20 minute interview with College of Nursing faculty~~
- Applicants who fail to submit a required application item by the deadline or fail to schedule ~~or attend the interview~~ will be ineligible for consideration.

### Accelerated Track Admission

(paragraph 2)

The admission process is highly selective, with more qualified applicants than spaces available. If a student is selected for admission but then fails to successfully complete all required prerequisites with a grade of C or better prior to ~~beginning the nursing sequence the fall semester~~, the student will not progress into the accelerated BSN program.

### Readmission

(paragraph 2)

Students who were enrolled in lower-division nursing courses when they left the University in good standing will be ~~eligible-ineligible~~ for readmission into the nursing major. Dismissed lower-division students may no longer pursue a major in the College of Nursing.

### Progression Policies and Procedures

Current standards are available from the Director of Student Services, College of Nursing, Room 203.

2. Prior to ~~the start of upper division 300 level courses enrollment in junior~~, students must successfully complete a criminal background check, drug screen, and specific health requirements.
3. Students in the RN to BSN Track must be licensed to practice in the state of residence and/or employment ~~prior to enrollment in clinical courses~~.

### Grading and Continuation Policies

7. If a student's clinical performance for any nursing course is found to be unsatisfactory, the student will fail the Clinical Immersion course regardless of grades earned ~~in the accompanying didactic course~~. If the unsatisfactory clinical performance is characterized by unethical, unprofessional, or unsafe behavior, behavior that actually or potentially places the client in jeopardy, the student will be required to withdraw from the program.

### College of Nursing Honors Program

Requirements	Hours	Credit
NURS 378	3	
NURS 388	2	

NURS 457 4

NURS 488 ~~2~~ -1-2Total **11** ~~10-11~~Low-  
impact:  
Revise  
program**Nursing Major (Accelerated Track), BS in Nursing****Accelerated Track for Bachelor of Science in Nursing**

An accelerated track is available for non-nurses with a prior baccalaureate degree. Students in the accelerated track must complete the following prerequisite courses prior to admission:

- BCMB 230 - Human Physiology
- CFS 210 - Human Development \*
- CHEM 100 - Principles of Chemistry \*
- CHEM 110 - Introduction to Organic and Biochemistry \*
- EEB 240 - Human Anatomy
- MICR 210 - Allied Health Microbiology \*
- NUTR 100 - Introductory Nutrition \*
- PHIL 252 - Contemporary Moral Problems \*
- STAT 201 - Introduction to Statistics \*

Total prerequisite coursework: **33-34 hours** (dependent on A&P courses)

Comparable coursework may be taken as prerequisites at any accredited college or university and transferred to the University of Tennessee Knoxville.

Prerequisites must be completed prior to **beginning the nursing sequence in the fall semester of admission into** the Accelerated BSN track.

**Course Requirements (47 hours)**

- ~~NURS 312 - Foundations of Professional Nursing Practice for the Accelerated Student~~
- NURS 316 - Pathophysiology for the Accelerated Student
- ~~NURS 319 - Pathophysiology~~
- ~~NURS 342 - Transcultural Issues I~~
- ~~NURS 406 - Pharmacotherapeutics II~~
- ~~NURS 416 - Clinical Immersion: Maternal-Newborn Nursing for the Accelerated Student~~
- ~~NURS 423 - Clinical Immersion: Psychiatric Mental Health Nursing for the Accelerated Student~~
- NURS 471R - Nursing Research for the Accelerated Student
- ~~NURS 371 - Nursing Research~~

**Requirements for the Accelerated Bachelor of Science in Nursing**

Term 1	Hours	Milestone Notes
NURS 322	3	(Not applicable)

NURS 309	4	
NURS 333	3	
NURS 316	3	
NURS 354	1	
<b>Term 2</b>		
NURS 419	4	
NURS 420	4	
NURS 422	3	
NURS 351	3	
NURS 471R	3	
<b>Term 3</b>		
NURS 415	3	
NURS 444	3	
NURS 432	2	
NURS 445	4	
NURS 433	2	
NURS 454	2	
<b>TOTAL</b>	<b>47</b>	

Low-  
impact:  
Revise  
program

## Nursing Major (RN Track), BS in Nursing

### RN Track for Bachelor of Science in Nursing

- Students starting upper division coursework will receive proficiency credit for ~~select major~~ clinical nursing courses (27 26 credit hours). Courses for which credit will be attained include ~~didactic~~ courses equivalent to NURS 321, NURS 363, NURS 411, NURS 412, NURS 461 as well as Clinical Immersion courses equivalent to NURS 362, NURS 405, and NURS 462. These credits will be held in escrow until the graduating semester for a student. (Satisfactory/ No Credit.)

### Course Requirements (123 122-hours)

Low-  
impact:  
Revise  
program

## Nursing Major, BS in Nursing

Students enrolled in the Traditional Bachelor of Science in Nursing (TBSN) program are required to successfully complete eight semesters of full-time study or the equivalent in part-time study, of prescribed coursework, for a total of 123 semester hours.

### ~~Freshman Admission~~

~~Selection is highly competitive and based primarily on academic achievement at the high school level and scores on the ACT and/or SAT, as well as interest in and commitment to nursing. Students admitted into the College of Nursing must (1) achieve a minimum 3.20 grade point average at the conclusion of all required lower division work, (2) achieve a minimum grade of C or better in all courses, (3) maintain full-time study at UT in order to begin upper division nursing coursework, and (4) submit an intent to progress by January 20 of the sophomore year.~~

### ~~Change of Major or Transfer Students~~

~~Students currently enrolled at the University of Tennessee in another college/major may apply for an open position in the nursing program. Students will be selected on the basis of the following criteria:~~

- ~~● Cumulative GPA for courses completed (minimum 3.20 GPA required to be eligible)~~
- ~~● Cumulative GPA for required science, social science, math, and English courses~~

- ~~Number of course withdrawals and repetitions~~
- ~~Grade improvement over time~~
- ~~Probability of completing all required courses in the freshman and sophomore curriculum prior to fall semester~~
- ~~Interest in and commitment to nursing~~
- ~~Availability of space~~

~~The admissions process is highly selective, with more qualified applicants than spaces available. In recent years, the number and competitiveness of applicants have increased dramatically; therefore, students are encouraged to continue to progress in their current major while completing prerequisite courses.~~

~~If a student is selected for admission but then fails to successfully complete all required courses in the freshman and sophomore curriculum (with exception of Arts and Humanities and Cultures and Civilizations) with a grade of C or better prior to the fall semester, the student will not progress and must submit another application the following year.~~

~~For admission into the upper division nursing courses (which only begin each fall semester), students must:~~

- ~~Complete all required courses in the freshman and sophomore curriculum prior to the fall semester.~~
- ~~Submit a BSN Application to UT's College of Nursing Student Services Office by January 20.~~
- ~~Attach transcript(s) of all college/university coursework to application.~~
  - ~~UTK Students: Attach an Academic History Report (available via MyUTK)~~
  - ~~Transfer Students: Attach official or unofficial transcript(s)~~
- ~~Participate in a 15-20 minute interview with College of Nursing faculty.~~
- ~~Applicants who fail to submit a required application item by the deadline or fail to schedule or attend the interview will be ineligible for consideration.~~

### Requirements for the Bachelor of Science in Nursing

Term 5		
NURS 313, NURS 314, NURS 319, NURS 331, and NURS 352	15 46	NURS 313, NURS 314, NURS 319, NURS 331, and NURS 352 with grades of C or better
Term 6		
NURS 321, NURS 353, NURS 362, NURS 363. May take NURS 405 <sup>5</sup> if chooses Mental Health clinical elective.	12-14	NURS 321, NURS 353, NURS 362, NURS 363, and NURS 371 (or NURS 378) with grades of C or better
NURS 371 or NURS 378	3 2	

## COLLEGE OF SOCIAL WORK

All changes effective Fall 2019

### COURSE CHANGES

#### (SOWK) Social Work



Mid-  
impact:  
Add  
course

**ADD**

**SOWK 380N Field Practicum I (3)**

Supervised field experience with practice situations for developing professional skills, values, and attitudes. Concurrent seminar focuses on integration of knowledge with practice experiences.

*(RE) Prerequisite(s): 312.*

*(RE) Corequisite(s): 385*

*Registration Restriction(s): Social work majors only.*

*Rationale: This is the N-designated version of our current SOWK 380. Impact on other units: None. Financial impact: None.*

*Note: This course was approved by the N subcommittee.*

Mid-  
impact:  
Add  
course

**ADD**

**SOWK 480N Field Practicum II (6)**

Supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

*(RE) Prerequisite(s): 380.*

*(RE) Corequisite(s): 485*

*Registration Restriction(s): Social work majors only.*

**SOWK 481N Field Practicum III (6)**

Supervised agency field practicum for integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences.

*(RE) Prerequisite(s): 480.*

*(RE) Corequisite(s): 495*

*Registration Restriction(s): Social work majors only.*

**SOWK 483N Block Field Practicum (12)**

Social work field practicum for integration of theory and practice. Concurrent field seminar. Course is equivalent to 480 and/or 481 and intended for students requiring alternate field practicum hours.

*(RE) Prerequisite(s): 380.*

*(RE) Corequisite(s): 460 or 467R and 496.*

*Registration Restriction(s): Social work majors only.*

*Registration Permission: Consent of BSSW program director.*

*Rationale: These are the N-designated versions of our current courses. Impact on other units: None. Financial impact: None.*

*Note: These courses were approved by the N subcommittee.*

Informative

**ADD CLEP EXAM**

(Information Only – will be listed on our website, but not in the catalog)

**College Level Examination Program (CLEP) Credit**

Principles of Management      50      MGT 201 (3 credit hours)

*Rationale: The Department of Management will award satisfactory credit for MGT 201 for the Principles of Management CLEP Exam. Impact on other units: None. Financial Impact: None.*

Informative

**ADD IB EXAM**

(Information Only – will be listed on our website, but not in the catalog)

**International Baccalaureate (IB) Exam Credit**Business & Management exam      5+      MGT 201 (3 credit hours)  
(standard or higher level)

*Rationale: The Department of Management will award satisfactory credit for MGT 201 for the Business & Management (standard or higher level) International Baccalaureate Exam. Impact on other units: None. Financial Impact: None.*

**RESERVE OFFICER'S TRAINING CORPS (ROTC)**

All changes effective Fall 2019

Low-  
impact:  
Revise  
course**REVISE REPEATABILITY****MLSL 103 – Army ROTC Fitness Program (1)***Repeatability: May be repeated. Maximum 10 hours.**Formerly: Repeatability: May be repeated. Maximum 8 hours.*

*Rationale: This change is needed for our 5-year students because all students are required to take this course each semester they are in the ROTC program. Impact on other units: None. Financial impact: Minimal, because it will affect only a small number of students.*

**THE BAKER CENTER**

All changes effective Fall 2019

**COURSE CHANGES**Mid-  
impact:  
Add  
Course**ADD****BCPP 481 Advanced Policy Process and Program Evaluation (3)**

Provides an introduction to emerging policy analytical methods and tools, such as interval regression using Stata, data collection technology (e.g., Python, Machine

Learning), and geographic data visualization/analysis (e.g., ArcGIS). Application of these analytical tools to concrete public policy issues, affording students the opportunity to examine specific policy questions in depth and develop solutions and recommendations. Development of project management skills; acquisition of expertise in research, including the gathering, visualization, and analysis of data; and cultivation and honing of presentation and communication skills. Communication of the results of applied policy research work in writing through the development of a professional portfolio.

*Rationale: (See the Revise Requirements section below.)*

Low-  
impact:  
Revise  
course

## REVISE DESCRIPTION

### **BCPP 480 Policy Process and Program Evaluation (3)**

Provides an introduction to policy research and research design, such as benefit/cost analysis, experiments, surveys, linear regression, and basic data visualization with emphasis on skills related to gathering, managing, processing, presenting, and interpreting data. Application of these analytical tools to concrete public policy issues, affording students the opportunity to examine specific policy questions in depth and develop solutions and recommendations. Ability to identify and analyze public policy using a range of tools. Communication of the results of applied policy research work in writing through the development of a professional portfolio.

*Formerly: Exploration of theory and tools used in the creation, implementation, and evaluation of public policy and a review of the policy process. Application of policy theory, ethics, design, and measurement; development of tools for applied welfare economics, including cost-benefit analysis and cost-effectiveness analysis; and engagement in hands-on data analysis. Study of evidenced-based policymaking and the importance of stakeholder(s) input and promotion. Review of the roles, functions, and decision-making processes of public policymakers, including legislative, executive, and judicial actors, along with stakeholders, lobbyists, and interest groups.*

*Rationale: (See the Revise Requirements section below.)*

## PROGRAM CHANGES

Low-  
impact:  
Revise  
text

## REVISE TEXT

### **Public Policy Analytics Minor** (program page)

The Howard H. Baker Jr. Center for Public Policy offers a minor in public policy analytics that is open to students pursuing any major. The minor is intended to provide skills in employing advanced analytical methods that have become critical to the design, implementation, and evaluation of public policy on the part of government agencies, nonprofits, think tanks and academicians. Students are exposed to the foundations of public policy and the policy-making process, analytical tools from economics and political science, quantitative methods and program evaluation techniques, subject matter from a selected public policy field and ~~a capstone~~

~~experience~~ **development of a portfolio** that requires hands-on applications in conducting public policy research.

A limited cohort of 15 students will be admitted to the minor each academic year. Admission will be based on student applications that demonstrate academic aptitude, interest in public policy and engagement outside the classroom. An admissions committee will make selections based on overall student promise and the potential for synergies across students in the cohort. Further information on the admission process and timetable are available on the ~~Baker~~ Center website (<http://bakercenter.utk.edu/>).

*Rationale: (See the ~~Revise~~ Requirements section below.)*

Low-  
impact:  
Revise  
program

## **REVISE REQUIREMENTS**

### **Public Policy Analytics Minor**

#### **Required Courses:**

##### **Complete:**

- BCPP 480 - Policy Process and Program Evaluation
- **BCPP 481 – Advanced Policy Process and Program Evaluation**
- ~~BCPP 490 – Policy Capstone~~
- ECON 311 - Intermediate Microeconomics
- ECON 381 - Introduction to Econometrics **or BAS 320 – Regression modeling or POLS 301 – Research Methods**

*Rationale: After experience with the first cohort of students moving through BCPP 480 and 490, the Baker Center staff members who oversee the minor have determined that a two course sequence (480 and 481) is necessary to cover the range of relevant analytical tools in adequate depth. Originally, a single course focusing on tools (480) was to be followed by a capstone experience (490) in which students conducted a major research project on a specific policy question using (in most cases) a single analytical tool. Most students in the minor do conduct such a major research project outside of the minor in connection with a university, college, or departmental honors program. Thus, it is believed that revising 480 and replacing 490 with the new 481 course in the requirements will produce substantial added value for students in the minor, by allowing for adequate coverage of relevant tools and requiring students to develop a professional portfolio reflecting application of these tools to real-world policy issues. The other change in requirements to allow other advanced upper-level quantitative methods courses as an option to ECON 381 should make the minor more attractive to students in a wider variety of majors. Impact on other units: None. Financial impact: None.*

## **CURRICULUM COMMITTEE GUIDELINES**

### **Membership Guidelines**

- The role of the Curriculum Committee of the Undergraduate Council is to ensure consistency and quality of undergraduate curricula at the University of Tennessee. In

this role, the Curriculum Committee makes recommendations to the council regarding the approval or denial of curricular changes submitted to the council for consideration.

- The Curriculum Committee consists of:
  - Ten elected faculty members of the Undergraduate Council, with one elected faculty member from each college, except two elected faculty members from Arts and Sciences.
  - ~~Five ex-officio members of the Undergraduate Council.~~
  - Ex-officio membership include:
    - The administrative officer having primary responsibility for undergraduate curriculum in each college
    - Chair of Contemporary Issues and Solutions subcommittee
    - Chair of each Experiential Learning Designation subcommittee
    - A representative from Teaching and Learning Innovation
  - One student member of the Undergraduate Council.
  - The Chair of the Curriculum Committee is selected from among the ten elected faculty members at the last committee meeting of the spring semester of each year. The chair serves in this capacity for one year, beginning on July 1.
- The members of the committee will be selected by the Chair of the Undergraduate Council in a manner that ensures broad representation of colleges and collegiate divisions on the committee. All 16 members of the committee may vote.
- The Chair of the Curriculum Committee is selected from among the nine elected faculty members at the last committee meeting of the spring semester of each year. The chair serves in this capacity for one year, beginning on July 1.

*Undergraduate Council Minutes – Page U3654 – February 23, 2016*

## GENERAL EDUCATION COMMITTEE

### The University of Tennessee, Knoxville General Education Committee Minutes of the Meeting October 10, 2018

**Call to order:** A regular meeting of the General Education Committee was held in the West Wing Conference Room (440) of Haslam Business Building on October 10, 2018. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:31 am.

**Members present:** Barbara Murphy, Chair, Monique Anderson, Richard Bennett, Maya Bian (by proxy Patrick Mardis), Megan Bryson, Sarah Burnley, Chuck Collins, Erin Darby, Marleen Davis, Kim Denton, George Drinnon, Cheryl Kojima, Jeff Larsen, Roberta Lavin, Mike McFall, Harrison Meadows, Masood Parang, Missy Parker, Charissa Powell, Jeff Ringer, Lisi Schoenbach, John Stier, and Amanda Warren

**Others present:** Mary Beth Burlison, K'Cindra Cavin, Betsy Gullett, Jana Spitzer, Molly Sullivan, and Anthony Welch

#### **Course Proposals:**

Three courses were approved:

- EPP 101 – Bizarre, Beautiful and Beneficial (NS)

- RCS 225 – Fashion and Culture (CC)
- ARAB 251 – Whole New Worlds: Fantasy, Sci-Fi, and Dystopia in the Middle East (AH)

**General Education Committee operating guidelines:**

Revisions to the operating guidelines were discussed and approved. (Please see attachment.)

**New General Education Curriculum:**

The learning objectives of the following categories were approved. (Please see attachment.)

- Engaged Inquiries
- Global Citizenship – United States

These were approved without opposition.

The draft of a standard, universal application form for submitting course proposals to the General Education Committee were discussed. No action was taken at this time.

The new categories that were created for the new general education curriculum are now officially subcommittees of the UG General Education Committee. The people who were members of the working groups for these new categories are being invited to remain as members of the subcommittees. Some of the chairs of these new subcommittees have been confirmed and the remaining chairs are expected to be appointed quickly. Subcommittees for categories that are being phased out will remain active until such time as new course applications stop being accepted for those categories.

The Contemporary Issues and Solutions working group has now transitioned to its permanent position as a subcommittee of the UG Curriculum Committee.

The Engaged Inquiries category was originally approved to be phased in, with 3 hours required the first year of the new general education curriculum, 6 hours required for the second year, and 9 hours required for the third and subsequent years. Since the committee has approved a delay in the implementation date of the new curriculum, the phase-in period for the EI category is no longer necessary. The General Education Committee approved a proposal from the Calendar Committee to eliminate the phase-in process for 9 credit hours of EI and to require the full 9 hours of EI beginning with the first year of implementation.

The New General Education Curriculum Calendar Committee presented an implementation schedule, outlining deadlines for various parts of the process. The schedule was approved by the full General Education Committee. In addition, the Calendar Committee will be renamed the Implementation Committee with the charge to coordinate the implementation process. (Please see attachment.)

Marleen Davis noted that the NEH Humanities Connection Planning Grant could be an excellent resource for EI course proposals.

**Adjournment:** The meeting was adjourned at 10:04 am.

**Next Meeting:** The next meeting will be held Wednesday, November 14, 2018, beginning at 8:30 am in the West Wing (440) of the Haslam Business Building.

**Approval of Minutes:** These minutes were approved via email on October 16, 2018.

**Minutes Submitted by:** Molly Sullivan

## **REVISIONS TO THE GENERAL EDUCATION COMMITTEE OPERATING GUIDELINES**

These changes are intended to clarify existing guidelines, to update the guidelines to take into account the changes to the general education curriculum, and to address the assessment process for ensuring approved courses continue to meet the corresponding general education criteria over time.

*Note that black text was not changed. Blue text indicates the format and wording was revised, but the overall guideline remains the same. Red text indicates new or changed guidelines. The original text is included after the proposed revision for reference.*

### **Function**

The committee serves as a standing committee of the Undergraduate Council to advise the Undergraduate Council on matters pertaining to general education. Specifically, the General Education committee will:

- Make and receive recommendations regarding the philosophy and requirements of the General Education component
- Develop criteria and procedures for submitting, evaluating and approving courses that meet the University of Tennessee General Education requirement
- Review and approve courses proposed for inclusion on the General Education list of courses
- Recommend and implement policies and procedures for continual improvement of general education
- Facilitate and encourage campus dialogue and communication regarding general education

The General Education committee will coordinate its activities with other committees of the Undergraduate Council (e.g., Curriculum, Academic Policy, and Academic Advising).

### **Membership**

The membership will consist of:

- 6-8 elected members of the Undergraduate Council
- the chair of each General Education subcommittee
- a student member
- Representatives from each of the following units as appointed each year by the Chair of the Undergraduate Council in consultation with the Directors/Deans of these specific units:
  - Undergraduate Council Advising committee
  - Institutional Research and Assessment
  - University Libraries
  - Office of the Registrar

### **Ex-Officio Members**

One representative from each college (e.g., Associate Dean) will act as ex-officio members of the committee.

### Chair

The chair of the committee is selected for a two-year term from among the faculty members at the last meeting of the Spring semester. The chair may serve multiple terms.

If the chair is not an elected member of the Undergraduate Council, the chair will serve as an ex-officio member of that body.

The chair will coordinate with subcommittee chairs the assessment of courses within the category on a rotating basis.

### Voting

All members of the committee may vote. A quorum consists of more than 50% of the members of the committee. Votes will pass if agreed on by a majority (more than 50%) of those voting. Members are encouraged to send a proxy if they cannot attend a meeting.

### General Education Subcommittees

#### Function

There are twelve subcommittees, one for each of the following areas:

- Communication through Writing (WC)
- Communicating Orally (OC)
- Applied Oral Communication (AOC)
- Quantitative Reasoning (QR)
- Arts & Humanities (AH)
- Applied Arts & Humanities (AAH)
- Global Citizenship US (GCUS)
- Global Citizenship International (GCI)
- Natural Sciences (NS)
- Social Sciences (SS)
- Engaged Inquiries (EI)
- Cultures & Civilization (C&C)

The subcommittees serve in an advisory role to the General Education committee and are charged with management of the lists of courses to be included in the General Education requirement for their respective subcommittee. Specifically, subcommittees:

- review and make recommendations for approving general education courses
- review courses for continuation as general education courses
- review student petitions for general education courses
- coordinate with the chair of the General Education Committee to assess courses

Subcommittees correspond with departments proposing courses and consult with faculty in revising course proposals.



## Selection of Subcommittee Members

Members of the General Education Subcommittees will be appointed by the Chair of the Undergraduate Council in consultation with the General Education committee and the Undergraduate Council.

Each subcommittee may range in size from 3-8 faculty members with representation from multiple colleges. Each subcommittee should have representatives with subject expertise in the general education category it represents.

Members will serve a 3-year term on a rotating basis and may serve multiple terms. The chair of each subcommittee will be appointed by the chair of the General Education committee and will be selected from the pool of members with at least one year of service on the subcommittee.

The chair of the subcommittees below will be selected as follows:

- Communicating through Writing chair will be the Director of English Composition.
- Quantitative Reasoning chair will be from Math.
- Communicating Orally chair will be from Speech Communication.

## Process for Proposing New Courses

Faculty or departments can propose a course for inclusion in one or more general education categories.

Proposals are submitted on the appropriate form to the chair and secretary of the general education committee. The submission of the proposal will be noted in the General Education Course Proposal Database.

The form will be sent to the appropriate subcommittee chair(s). The subcommittee(s) will review the proposal and then present their findings to the General Education committee as a whole. If the proposal is approved, it is then sent to Undergraduate Council for its approval. The votes and decisions will be noted in the General Education Course Proposal Database. The person submitting the proposal will be notified of the committee's and undergraduate council's decision.

## Assessment of General Education Courses

Courses on the General Education list will be assessed on a rotating basis. The assessment process is outlined in the General Education Course Assessment document ([link](#)).

## Expectations for Phasing out a General Education Course

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

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

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

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

If a department wishes to drop the General Education designation for a course:

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

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

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

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

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

*Formerly*

### **Function**

The committee serves as a standing committee of the Undergraduate Council to advise the Undergraduate Council on matters pertaining to general education. Specifically, the General Education committee will

- Make and receive recommendations regarding the philosophy and requirements of the General Education component
- Develop criteria and procedures for submitting, evaluating and approving courses that meet the University of Tennessee General Education requirement
- Review and approve courses proposed for inclusion on the General Education list of courses
- Recommend and implement policies and procedures for continual improvement of general education

- Facilitate and encourage campus dialogue and communication regarding general education

The General Education committee will coordinate its activities with other committees of the Undergraduate Council (e.g., Curriculum, Academic Policy, and Academic Advising).

### **Membership Guidelines**

The membership will consist of 6-8 elected members of the Undergraduate Council. In addition to the membership from the Undergraduate Council, the chair of each General Education subcommittee, a representative of the UG Council Advising committee and a student member will serve on the committee. Representatives from Institutional Research and Assessment, the University Libraries, and the Registrar's office will be appointed each year by the Chair of the Undergraduate Council in consultation with the Directors/Deans of these specific units. The chair of the committee is selected from among the faculty members at the last meeting of the Spring semester. If the chair is not an elected member of the Undergraduate Council, the chair will serve as an ex-officio member of that body. All members of the committee may vote.

*Undergraduate Council Minutes – Page U3654 – February 23, 2016*

### **Subcommittees**

#### **Function**

There are seven subcommittees, one each for each of the Basic Skills and Broadened Perspectives areas. The subcommittees serve in an advisory role to the General Education committee and are charged with management of the lists of courses to be included in the General Education requirement for their respective subcommittee. Specifically, subcommittees review and make recommendations for approving general education courses and review courses for continuation as general education courses. Subcommittee correspond with departments proposing courses and consult with faculty in revising course proposals. In addition, subcommittees review student petitions for general education courses.

#### **Selection of Subcommittee Members**

Members of the General Education Subcommittees will be appointed by the Chair of the Undergraduate Council in consultation with the General Education committee and the Undergraduate Council. Each subcommittee will have representation from multiple colleges. Subcommittees may range in size from 3-8 members. Each subcommittee should have representatives with subject expertise in the general education category it represents.

Members will serve a 3-year term on a rotating basis and may serve a second term. The chair of each subcommittee will be appointed by the chair of the General Education committee and will be selected from the pool of members with at least one year of service on the subcommittee. The chair of each of the Basic Skills subcommittees will be selected as follows; Quantitative Reasoning from Math, Communicating Orally from Speech Communication and the chair of Communicating through Writing will be the Director of English Composition.

*Undergraduate Council Minutes – Pages U939-U940 – April 26, 2005  
and Page U1411 – April 22, 2008*

## **New General Education Curriculum Learning Objectives**

### **Learning Objectives for Engaged Inquiries**

Truly well-educated citizens should be ready to lead and solve problems, building on their chosen fields of study and personal interests and strengths. Students will benefit from experiences that broaden, extend, apply, and integrate prior learning and promote effective collaboration and self-awareness.

In all Engaged Inquiries courses, students will produce an **investigative, creative or practical work relevant to the course topic**.

### **STUDENT LEARNING OBJECTIVES**

In addition, EI courses must demonstrate that they produce learning outcomes from **at least two** of the following areas:

#### **APPLIED LEARNING**

In applied learning courses, students will engage in a process of proposing, implementing, and assessing the success of strategies, plans, or approaches to addressing questions in applied contexts.

Courses in this domain are expected to achieve the following outcome for students:

- Students will apply skills and knowledge from the classroom in hands-on situations, real-world settings, or in independent/ directed research or creative projects.

#### **COLLABORATIVE LEARNING**

During the semester, students will engage in a process of sharing ideas, making useful contributions, communicating effectively, understanding their roles, planning and implementing the plan to completion.

Courses in this domain are expected to achieve the following outcome for students:

- Students will demonstrate the ability to engage effectively in a group to complete an investigative, creative, or practical work.

#### **REFLECTIVE LEARNING**

Students will engage in reflective activities such as journal entries, reflective response papers, or creative exercises on a regular basis in this course. Students should grapple not only with the major ideas and content of the course, but with the question of what these ideas mean to them within a larger context.

Courses in this domain are expected to produce the following outcome for students:

- Students will reflect on their own thinking, learning, understanding, and competencies, to draw connections between the subject matter of the course and the students' own experiences within a larger social or global context.

#### **INTEGRATIVE OR MULTIDISCIPLINARY LEARNING**

Courses that address this domain may include team-taught interdisciplinary courses; exploration into adjacent fields; courses on pre-defined interdisciplinary subjects.

Courses in this domain are expected to achieve the following outcome for students:

- Students will demonstrate the ability to draw on theories, knowledge, tools, and/ or methods from at least two fields of study to investigate relevant issues.

This requirement is satisfied by taking 9 credits of courses from the approved Engaged Inquiries (EI) list. **These courses must be from at least 2 different departments.** These courses may be within the student's major, minor, elective or within any General Education area (AH, AAH, AOC, GCI, GCUS, OC, NS, QR, SS, WC.) List of approved courses to follow.

## **Learning Objectives for Global Citizenship – United States**

### **Global Citizenship – U.S. Focus**

**Rationale:** Courses in the U.S. Focus of the Global Citizenship category develop students' appreciation of the variety and realities of the "American experience," taking into consideration categories of difference, such as social class, disability, ethnicity, gender, human geography, language, race, religion, and sexual orientation. Courses will help students develop an understanding of the transnational, historical, and contemporary forces that affect American society, in order to foster students' awareness of their own identities and responsibilities in a deeply pluralistic nation and globally intertwined world.

### **Outcomes**

1. Students will critically reflect on and exhibit knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on categories of difference.
2. Students will demonstrate an understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own.
3. Students will identify historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures.

## **New General Education Curriculum Calendar**

### **Implementation Calendar:**

#### **Sept 2018 - Gen ed committee meeting**

Approved description and Learning objectives for:

- Applied Arts and Humanities
- Applied Oral Communication
- Global Citizenship – International

#### **Oct 10, 2018 Gen ed committee meeting**

Approve description and learning objectives for

- Global Citizenship-US
- Engaged Inquiries

*All descriptions and learning objectives will be sent to UG Council for approval at the Oct 16 UG Council meeting (new gen ed catalog copy)  
Website will be updated with all approved descriptions and learning objectives*

**October 2018:**

*Subcommittee Working groups finalize proposal forms*

**November 1, 2018**

Proposal forms sent from working groups to Gen ed committee

**November 14, 2018 Gen ed Committee meeting**

All proposal forms (for current and new subcommittees) to be approved by gen ed committee

*Proposal forms available on Gen ed website*

**December 2018 – February 2019**

Begin accepting proposals of courses for NGE.

Once courses are approved by the gen ed committee and UG council, they will be listed on the Gen ed website to facilitate the creation of new curricula.

*Working groups for current gen ed categories – create calendar for courses to reapply (which courses in which months)*

*By end of February 2019 – contact departments CGE courses to let them know of dates for reapproval of courses*

**March 2019-April 2019**

- Develop a plan to amend the Tennessee Transfer Pathways and any existing transfer Memorandum of Understandings (MOU) to reflect the new programs.

**March 2019 – March 2020**

- Reapproval of CGE courses
- Approval of courses for NGE categories

*Note: We recommend that courses be submitted for approval by December 2019.*

**April 1, 2020**

- Any CGE course **not reapproved** by this date **will be dropped** from the NGE list. These courses may re-apply for the NGE on the new proposal forms.
- Courses “dropped” from the NGE list are still required to be taught in the CGE manner until the 2020-21 catalog expires in Summer 2026 (or be dropped altogether).

**September 2019-September 2020**

- Colleges and departments work on changing curricula to include NGE requirements

**September 2020-January 2021**

- All curricula start through approval process for inclusion in the 2021 catalog
- Vote on all curricula on or before Jan/Feb 2021 meeting of UG council

**February 2021-June 2021**

- DARS encoding of new courses and new curricula

**June 2021-August 2021**

- Colleges review and approve the new programs in DARS

**Fall 2021**

- NGE being used for new students.

Notes:

**October 15, 2019** – last date for submission of courses for gen ed approval under the current (not new) gen ed.

**The University of Tennessee, Knoxville  
General Education Committee  
Minutes of the Meeting  
November 14, 2018**

**Call to order:** A regular meeting of the General Education Committee was held in the West Wing Conference Room (440) of Haslam Business Building on November 14, 2018. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:31 am.

**Members present:** Barbara Murphy, Chair, Richard Bennett, Megan Bryson, Sarah Burnley, Chuck Collins, Erin Darby, Marleen Davis, George Drinnon (by proxy Betsy Gullett), John Haas, Don Hodges, Cheryl Kojima, Jeff Larsen, Roberta Lavin, Harrison Meadows, Masood Parang (by proxy Margie Russell), Missy Parker, Charissa Powell, Jeff Ringer, Lisi Schoenbach, and Amanda Warren

**Others present:** Mary Beth Burlison, K'Cindra Cavin, Alison Connor, Lisa Emery, R.J. Hinde, Robert Mindrup, Jana Spitzer, Molly Sullivan, and Anthony Welch

**Course Proposals:**

The following courses were approved:

- Cultures and Civilizations (CC)
  - EPP 123 Chocolate: Bean to Bar (Note this is a new course, so approval is granted pending approval by the Curriculum Committee)
- Arts and Humanities (AH)
  - REST 202 Religion and Film
- Social Sciences (SS)
  - AREC 270 Economic Perspectives on Natural Resource and Environmental Issues
  - PUBH 201 Introduction to Public Health
  - SOCI 225 Introduction to Critical Race and Ethnic Studies
  - UNHO 267 Honors: Special Topics in the Social Sciences: Meaning in Theory and Practice
  - UNHO 267: Honors Social Theory in Eastern Europe

**New General Education Curriculum Overview (See attached proposal):**

The overview of the new general education curriculum was revised for clarification and to make the curriculum more applicable to the various practices of each college.

These changes were approved with only one dissenting vote.

Several informational items were shared from the New General Education Implementation subcommittee, including a draft of the catalog copy for the new curriculum, but no action was needed at this time. The Implementation subcommittee also presented a schedule of key dates to be used as a guide for managing the implementation process. This schedule is included as an attachment to these minutes as an informational item.

The draft of a standard application form for submitting course proposals to the General Education Committee was discussed. All subcommittees are required to submit a version of this application for their own category no later than December 1, to be presented to the full committee on December 5, 2018. No action was taken at this time.

**Adjournment:** The meeting was adjourned at 9:53 am.

**Next Meeting:** The next meeting will be held Wednesday, December 5, 2018, beginning at 8:30 am in the West Wing (440) of the Haslam Business Building.

**Approval of Minutes:** These minutes were approved via email on November 28, 2018.

**Minutes Submitted by:** Molly Sullivan

## REVISIONS TO THE NEW GENERAL EDUCATION GUIDELINES

*Rationale: these changes are intended to clarify requirements, to standardize the terminology, and to increase the practicality of each category across the various departments, colleges, and degree programs. Note that this does not include the Contemporary Issues and Solutions (CIS) category, which was not changed and has been moved under the authority of the Undergraduate Curriculum Committee because CIS is a graduation requirement rather than a general education requirement.*

## GENERAL EDUCATION OVERVIEW

### Ways of Communicating – 5 courses, 9-15 **credit hours credits**

#### Written Communication (WC) – 3 courses

- English first-year composition sequence – 2 courses, ~~3 credit hours each~~
- ~~1~~ Additional WC-designated course – 1 course, minimum 1 credit hour (may be in major; ~~can be fulfilled with 1-3 credits~~)

#### Oral ~~Verbal~~ Communication (OC) – 2 courses

- ~~1~~ OC-designated course – 1 course, minimum 1 credit hour (may be in the major; ~~can be fulfilled with 1-3 credits~~)
- ~~1~~ Applied Oral Communication (AOC)-designated course – 1 course, minimum 1 credit hour (may be in major; ~~can be fulfilled with 1-3 credits~~)

### Broadening Perspectives – **minimum of 31 credit hours 31+ credits**

*Individual courses may appear under more than one General Education category if they fulfill the learning outcomes of multiple categories (e.g., a single course might qualify for both GCUS and SS designations). However, no course may be used to satisfy two Broadening Perspectives requirements (e.g. a student may not use one course to satisfy both the GCUS and an SS requirement).*

#### Ways of Knowing – minimum of six **3-4 credit courses**

- Arts & Humanities (AH) – 1 course, **minimum 3 credit hours**



- Natural Sciences (NS) – 2 courses, **minimum 3 credit hours per course**  
*At least one of the courses must have a laboratory.*
- Quantitative and Logical Reasoning (QR) – 2 courses, **minimum 3 credit hours per course**
- Social Sciences (SS) – 1 course, **minimum 3 credit hours**

**Global Citizenship – minimum of two ~~3-4 credit~~ courses**

- International Focus (GCI) – 1 course, **minimum 3 credit hours**
- US Focus<sup>1</sup> – (GCUS) – 1 course, **minimum 3 credit hours**

**Broadening Perspectives Electives – 6 credit hours credits**

- Selected from any of the following designations: AH, AAH<sup>2</sup>, GC, or SS

**Engaged Inquiries<sup>3</sup> (EI) – 9 credits<sup>4</sup>**

Engaged Inquiries courses may be within the student's major, minor, elective, or any General Education area (AH, AAH, AOC, GCI, GCUS, OC, NS, QR, SS, WC). Students must complete at least 9 EI credits from at least 2 different subjects (course prefix) **departments.**

<sup>1</sup> *Global Citizenship – US Focus courses “develop students’ understanding of historical and contemporary influences on the experiences of those living in the United States in order to foster students’ awareness of their own identities and responsibilities in an increasingly pluralistic country and world.”*

<sup>2</sup> *Applied Arts & Humanities (AAH) courses allow students to learn by doing through performances or creative activities.*

<sup>3</sup> *Engaged Inquires courses are defined as courses that meet learning outcomes from at least 2 of the following domains: (a) Integrative or Multidisciplinary Knowledge; (b) Applied Learning; (c) Collaborative Learning; (d) Reflective Development.*

<sup>4</sup> *The taskforce recommends a phased roll-out of the EI requirement, such that only 3 EI credits are required of students who enter UTK in the first catalog year of the new curriculum, 6 EI credits are required of students who enter UTK in the second catalog year, and the full 9 credits not being required until catalog year 3.*

**Notes:**

- *Individual courses may appear under more than one General Education category if they fulfill the learning outcomes of multiple categories (e.g., a single course might qualify for both GCUS and SS designations). However, no course may be used to satisfy two Broadening Perspectives requirements (e.g. a student may not use one course to satisfy both the GCUS and an SS requirement).*
- *All current General Education courses will need to re-apply for General Education designation (if departments wish to retain those courses’ General Education designation). It should not be assumed that courses currently in one category will automatically carry over to a new category. In order for a course to be considered for General Education designation, an application is required that articulates the ways in which the course would meet the (in some cases new or revised) student learning outcomes for that category and addresses how those outcomes will be assessed, both at the student level (i.e., formative and summative class assignments) and the course level (i.e., plans for ongoing assessment and course development).*
- *A student’s college and/or program may require specific general education courses.*
- *A college may limit the applicability of general education courses to the requirements of the major or program.*
- *General Education courses may be at the 100, 200, 300, or 400 level.*

**Side-by-side comparison of current and proposed new requirements**

<b>CURRENT</b>	<b>NEW*</b>
3 WC	3 WC
OC	OC
--	<b>AOC</b>
2 QR	2 QR
2 NS	2 NS
2 CC	<b>GCUS, GCI</b>
AH 1	AH 1
AH 2	<b>Elective 1: AH, AAH, SS, or GC</b>
SS 1	SS 1
SS 2	<b>Elective 2: AH, AAH, SS, or GC</b>
--	<b>Volunteer Difference graduation requirement: <i>Contemporary Issues &amp; Solutions</i></b>

AH = Arts and Humanities

GCUS = Global Citizenship – US  
Focus

AAH = Applied Arts &amp; Humanities

NS = Natural Sciences

AOC = Applied Oral Communication

OC = Oral Communication

CC = Cultures and Civilization

QR = Quantitative Reasoning

GC = Global Citizenship

SS = Social Sciences

GCI = Global Citizenship –  
International Focus

WC = Written Communication

**\*9 of students' 120+ credits must be designated Engaged Inquiries (EI)****Total General Education hours:**

- Current: 41-43 credit hours
- New: 49 credit hours (includes 9 credit hours of EI, which may overlap with major)

**INFORMATIONAL ITEM****CALENDAR FOR NEW GENERAL EDUCATION IMPLEMENTATION  
KEY DATES****December 10, 2018**

- New general education (NGE) course proposal forms will be available on General Education website (on Undergraduate Council website).
- As NGE courses are approved by the General Education committee and UG council, they will be listed on the General Education website to facilitate the creation of new degree program requirements.
- Note: We recommend that NGE Courses to be incorporated into degree program requirements for Fall 2021 should be submitted for approval by December 1, 2019.
- Note: We recommend that all current general education (CGE) courses apply for NGE categories by April 1, 2020.

**March 1, 2019**

- Subcommittees will contact departments with current general education courses to let them know of the dates for the consideration of reapproval for courses (if the courses have not already been reapproved).

**Fall 2019-Spring 2020**

- Departments should be finalizing the revision of their degree program requirements to include the new general education curriculum and the CIS requirement.

**October 15, 2019**

- Last date for submission of courses for gen ed approval under the current (not new) gen ed.

**December 1, 2019**

- Note: We recommend that NGE Courses to be incorporated into degree program requirements for Fall 2021 should be submitted for approval by December 1, 2019.

**April 1, 2020**

- Subcommittees will contact units that have not submitted CGE courses for NGE to inform them that they will be dropped unless they apply before October 15, 2020.
- Courses “dropped” from the NGE list are still required to be taught in the CGE manner until the 2020-21 catalog expires in Summer 2026 (or be dropped altogether).

**September 2020-January 2021**

- Last chance for all new or revised degree program requirements and new or revised courses to move through their college’s approval process for inclusion in the 2021 catalog.
- Curricula must be approved on or before Jan/Feb 2021 meeting of UG council.

**October 15, 2020**

- Last possible date for NGE courses to be submitted to subcommittees for the 2021 Catalog.

**December 1, 2020**

- Last possible date for all degree program requirements to be submitted to UT UG Council Curriculum Committee for the 2021 catalog.

**June 2021-August 2021**

- Colleges review and approve the new degree program requirements in DARS

**Fall 2021**

- NGE being used for new students.

**Call to order:** A regular meeting of the General Education Committee was held in the West Wing Conference Room (440) of Haslam Business Building on December 5, 2018. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:30 am.

**Members present:** Barbara Murphy, Chair, Monique Anderson, Richard Bennett, Maya Bian (by proxy Patrick Mardis), Megan Bryson, Sarah Burnley, Chuck Collins, Erin Darby (by proxy Megan Bryson), Marleen Davis, Kim Denton, George Drinnon, Jeff Fairbrother, John Haas, Don Hodges, Cheryl Kojima, Jeff Larsen, Mike McFall, Harrison Meadows, Masood Parang (by proxy Margie Russell), Missy Parker, Charissa Powell, Jeff Ringer, Lisi Schoenbach, John Stier, and Amanda Warren

**Others present:** Mary Beth Burlison, K'Cindra Cavin, Alison Connor, Lisa Emery, Robert Mindrup, Jana Spitzer, Molly Sullivan, and Anthony Welch

**Course Proposals:**

The following courses were approved for current general education curriculum only unless noted otherwise:

- AE 210 - Professional Topics (OC)
- ARAB 321 - The Israeli-Palestinian Conflict in Literature, Film, and Popular Culture (WC)
- CLAS 299 - Research Practicum in Classics (WC)
- EEB 205 - Theory and Methods in Ecology and Evolutionary Biology (NS for both current and new gen ed)
- EEB 305 - Evolution and Society (WC)
- EEB 451 - Research Ethics (WC)
- ME 210 - Professional Topics (OC)
- MSE 304 - Principles of Materials Laboratory II (WC)

**New General Education Curriculum:**

- The catalog text regarding the new general education curriculum was approved without opposition. (See attached.)
- Application forms for the new general education curriculum were approved. Since these forms do not need approval by other administrative bodies, the forms are expected to be posted on the website within the next week. Once posted, General Education Committee members and Undergraduate Council members will be notified by email, so faculty can be told the forms are ready.
- The name for the new general education curriculum was discussed. The committee chair will take the top choices (Volunteer Framework, Tennessee or Volunteer Core, Tennessee or Volunteer Critical Foundations, Volunteer Path) to the university's Office of Communications and Marketing for their advice. This committee will then make a decision regarding the name at their next meeting.

**Adjournment:** The meeting was adjourned at 10:00 am.

**Next Meeting:** The next meeting will be held Wednesday, January 16, 2019, beginning at 8:30 am in the West Wing (440) of the Haslam Business Building.

**Approval of Minutes:** These minutes were approved via email on December 11, 2018.

**Minutes Submitted by:** Molly Sullivan

## DRAFT CATALOG COPY

### General Education Curriculum

**Statement of Purpose.** General education provides students with the foundation for successful academic study, lifelong learning, and actively engaging in the duties of local, national, and global citizenship. The university's general education curriculum is designed to help students better understand themselves, human cultures and societies, the natural world, as well as contribute to their personal enrichment.

The general education program focuses on Ways of Communicating, Broadening Perspectives, and Engaged Inquiries.

**Ways of Communicating:** One hallmark of an educated person is the ability to think independently and communicate this understanding to others. Therefore, students must practice the ability to acquire, evaluate, and use information to express themselves effectively orally and in writing to a variety of audiences.

**Broadening Perspectives:** General education should help students understand their relationship to family, local, and global societies, and the natural world. To this end, general education should foster a commitment to respecting the diversity of personal, cultural, and scientific values. Students should be able to explain their own values and beliefs, as well as to understand the histories and cultures behind those values. Students should study the historical traditions and artistic works of other cultures, both within and outside the United States, and the fundamental principles and chief discoveries of the scientific disciplines. They should be able to solve problems using logical and critical reasoning.

**Engaged Inquiries:** Educated global citizens need to be able to apply knowledge and skills beyond the classroom. They should be able to work effectively in teams, be self-reflective, and think integratively. General education should help students develop habits of self-examination, strengthen their sensitivity to the dynamic nature of a multicultural world through interdisciplinary perspectives, and collaborate with others to apply what they know.

The design of the University of Tennessee's general education program enables students to move among colleges within the university or another institution of higher learning to fulfill the requirements. Although general education provides students with the foundational knowledge and skills required for life in and beyond college, this information is specific neither to UT nor to a particular major or career path.

**Requirements and Outcomes.** The general education requirements and the student learning outcomes expected for each area are listed below. (See Notes).

#### I. Ways of Communicating

##### A. *Written Communication (WC)*

*Students satisfy this requirement by taking 3 courses including English first-year*

*composition sequence plus an approved additional written communication (WC) course.*

Good writing skills enable students to create and share ideas, investigate and describe values, and record and explain discoveries—all skills that are necessary for professional success and personal fulfillment. Students must also be able to write correctly and engage in a productive writing process that includes drafting, feedback, and revision. They also must be able to locate relevant information, evaluate its usefulness and quality, and incorporate it logically and ethically to support ideas and claims for different audiences and purposes.

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

- Students will demonstrate the ability to write correctly, employing appropriate conventions of grammar, usage, and mechanics.
- Students will demonstrate the ability to focus material to convey a clear, unified point or effect.
- Students will demonstrate the ability to shape content, organization, style, and/or documentation conventions to correspond with appropriate disciplinary expectations and rhetorical contexts, including audience and purpose.
- Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.

#### **1. First-year composition sequence - 2 courses, 3 credit hours each**

Students may satisfy the first-year composition requirement in one of two ways:

- a. By completing 6 hours in English writing courses according to one of the following 4 sequences:
  - ENGL 101 and ENGL 102
  - ENGL 118 and one other English course.
    - Students who earn a B or higher in ENGL 118 complete their first-year composition requirement by taking a 200-level course in the English department, ENGL 355, or ENGL 102. The 200-level course, if appropriately designated, may be used to satisfy another General Education requirement (e.g., AH, GCUS).
    - Students receiving B-, C+, or C in 118 will complete the English Composition requirement by taking ENGL 102. Eligibility for ENGL 118 will be determined by ACT or SAT scores.
  - ENGL 131 and ENGL 132. Placement in ENGL 131 or ENGL 132 will be determined by TOEFL (or equivalent standardized test) scores.
  - ENGL 198 and ENGL 298 (for Chancellor's Honors Program students only)
- b. By earning credit for ENGL 101 through a College Board Advanced Placement Test and completing one additional course from the following:
  - ENGL 102 or ENGL 290. Eligibility for ENGL 290 will be determined by ACT or SAT scores.

## **2. Additional Written Communication (WC) course - 1 course, minimum 1 credit hour**

Upon completion of the first-year composition requirement, students must take one other approved writing intensive (WC) course. The WC course can be within the student's major or an elective.

*Approved Written Communication (WC) Courses (to follow)*

### **B. Oral Communication**

*Students satisfy this requirement by taking 1 Oral Communication (OC) course and 1 Applied Oral Communication (AOC) course. No course may be used to satisfy both the OC and AOC requirement.*

Oral communication skills enable students to interact successfully with others, share ideas, and present and explain discoveries, all of which are necessary for professional success and personal fulfillment. Students should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in oral communication.

#### **1. Oral Communication (OC) - 1 course, minimum 1 credit hour**

The OC course lays the foundation for verbal communication across all majors, disciplines, and professions.

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

- Students will demonstrate the ability to speak clearly and effectively.
- Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.
- Students will demonstrate the ability to present oral information effectively to different audiences, shaping message, organization, language choices, and delivery techniques to correspond with purpose and rhetorical context.

Students may satisfy the OC requirement by completing any course from the approved OC list.

*Approved Oral Communication (OC) Courses (to follow)*

#### **2. Applied Oral Communication (AOC) – 1 course, minimum 1 credit hour**

Effectively communicating ideas within a particular discipline or profession is a fundamental skill that all students should acquire and demonstrate. Applied Oral Communication (AOC) courses will expand upon OC course skills to promote understanding of and engagement with targeted audiences and stakeholders in a

variety of communication contexts, such as: interpersonal, small group, and team communication; nonverbal and cross-cultural communication; communication of discipline-specific or professional information both within and outside the discipline or profession; conversational communication in formal and informal settings; and active listening.

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

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

Students may satisfy the AOC requirement by completing any course from the approved AOC list.

*Approved Applied Oral Communication (AOC) Courses (to follow)*

## **II. Broadening Perspectives**

*Students satisfy this requirement by taking 1 Art & Humanities (AH) course, 2 Natural Science (NS) courses (at least one must have a lab), 2 Quantitative and Logical Reasoning (QR) course, 1 Social Science (SS) course, 1 Global Citizenship - International (GCI), 1 Global Citizenship-United States (GC-US) course, and 6 credit hours of electives.*

*Individual courses may appear under more than one General Education category if they fulfill the learning outcomes of multiple categories. However, no course may be used to satisfy two Broadening Perspectives requirements.*

### **A. Ways of Knowing**

To be prepared to solve novel problems, effective citizens must have basic knowledge of the chief discoveries and perspectives of the sciences, arts, and humanities; be familiar with the ways in which these disciplines generate knowledge about the world; and be able to apply logical and critical reasoning. Ways of Knowing courses are intended to provide all students with broad exposure to mathematical, quantitative, and logical reasoning; the social and natural sciences; and the arts and humanities.

#### **1. Arts & Humanities (AH) -- 1 course, minimum 3 credit hours**



What does it mean to be human? In attempting to answer this question, people have produced—and continue to produce—culturally and historically significant works. The study and critical interpretation of such works and their creators enriches students' lives and helps students understand the human condition, which is essential to our flourishing in an increasingly global community.

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

- Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.
- Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.
- Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.

This requirement is satisfied by taking one course from the approved AH list.

*Approved Arts and Humanities (AH) Courses (to follow)*

**2. Natural Sciences (NS) - 2 courses, minimum 3 credit hours per course. At least one of the courses must have a laboratory.**

Over time, advances in science and technology have shaped our understanding of the world and our place in it. All students should be familiar with the fundamental principles and chief discoveries of one or more scientific disciplines, should understand the role and relevance of science in contemporary society, and should be able to use scientific knowledge and methods to answer questions about natural phenomena and analyze contemporary issues.

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

- Students will demonstrate the ability to describe fundamental principles and chief discoveries through appropriate use of the basic vocabulary of a course's discipline.
- Students will demonstrate the ability to identify the scientific dimensions of contemporary issues.

Courses with a lab should also meet the following learning outcome:

- Students will demonstrate the ability to use experimental techniques to answer questions and test hypotheses.

This requirement is satisfied by taking two courses from the approved

NS list. At least one of the courses must have a laboratory.

*Approved Natural Science (NS) Courses (to follow)*

**3. Quantitative and Logical Reasoning (QR) – 2 courses, minimum 3 credit hours per course**

Quantitative and statistical evidence and mathematical and logical reasoning often play critical roles in building arguments and claims to support opinions and actions. Students should therefore possess the mathematical and quantitative skills needed to evaluate such arguments and claims. Students should be able to recognize the quantitative dimensions of questions and issues they will encounter in their professional and personal lives. They also should be able to use mathematical and logical reasoning to formulate and solve problems.

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

- Students will demonstrate the ability to identify those aspects of arguments and claims that rely on quantitative evidence and on mathematical or logical reasoning.
- Students will demonstrate the ability to evaluate the appropriateness of conclusions drawn from quantitative evidence and mathematical or logical reasoning techniques.
- Students will demonstrate the ability to formulate and solve problems that rely on mathematical or logical reasoning.

This requirement is completed by taking 2 courses as follows:

- One course from the list below:

*List of approved QR courses to follow.*

- A second course from the list above OR taking a course designated in the undergraduate catalog as having a quantitative component (QR). The course designated as having a quantitative component may be within the student's major or an elective.

*Approved Quantitative and Logical Reasoning (QR) Courses (to follow)*

**4. Social Sciences (SS) – 1 course, minimum 3 credit hours**

Why do people – individually and collectively – do what they do? Answering this question allows us to better understand ourselves, make better decisions, and promote the health and success of individuals and groups. The ability to answer this question requires gaining knowledge about both (a) individual and group behavior and (b) political and social systems that have been gleaned from the social sciences, as well as understanding the

methods by which social scientists collect, create, and evaluate such knowledge.

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

- Students will identify and critique claims about human behavior and the dynamics of individual, political, and social phenomena.
- Students will demonstrate knowledge of appropriate and ethical methods, technologies, and data that social scientists use to investigate and describe the human condition.

This requirement is satisfied by taking one course from the approved SS list.

*Approved Social Sciences (SS) Courses (to follow)*

## **B. Global Citizenship (GC)**

*Students satisfy this requirement by taking 1 Global Citizenship-International Focus (GSI) course and 1 Global Citizenship-United States (GCUS) course.*

Deepening understanding of one's own cultures and traditions requires stepping back to see how and why individuals and societies are both similar and different. Contextualizing beliefs about global events, ideas, and social practices provides students with the tools they need to understand historical, social, linguistic, and/or cultural similarities and differences.

### **1. Global Citizenship - International Focus (GCI) -- 1 course, minimum 3 credit hours**

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

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

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

This requirement is satisfied by taking one course from the approved GCI list.

*Approved Global Citizenship - International Focus (GCI) Courses (to follow)*

**2. Global Citizenship - US Focus (GCUS) -- 1 course, minimum 3 credit hours**

Courses in the U.S. Focus area of the Global Citizenship category develop students' appreciation of the variety and realities of the "American experience," taking into consideration categories of difference, such as social class, disability, ethnicity, gender, human geography, language, race, religion, and sexual orientation. Courses will help students develop an understanding of the transnational, historical, and contemporary forces that affect American society, in order to foster students' awareness of their own identities and responsibilities in a deeply pluralistic nation and globally intertwined world.

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

- Students will critically reflect on and exhibit knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on categories of difference.
- Students will demonstrate an understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own.
- Students will identify historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures.

This requirement is satisfied by taking one course from the approved GCUS list.

*Approved Global Citizenship - US Focus (GCUS) Courses (to follow)*

**C. Broadening Perspectives Electives (6 credit hours)**

*Students satisfy this requirement by taking six additional credits from any courses on the approved AH, SS, GCI, or GCUS lists (shown above). In addition, elective courses may be from the Applied Arts & Humanities (AAH) area, described below.*

Electives offer students choice and flexibility to choose specific areas and courses in the arts & humanities, applied arts & humanities, social sciences, and / or global citizenship to explore in greater depth.

**1. Arts & Humanities (AH)**

See item II.A.1 above.

**2. Applied Arts & Humanities (AAH)**

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

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

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

*Approved Applied Arts & Humanities (AAH) Courses (to follow)*

**3. Social Sciences (SS)**

See item II.A.4 above.

**4. Global Citizenship - International Focus (GCI)**

See item II.B.1 above.

**5. Global Citizenship - US Focus (GCUS)**

See item II.B.2 above.

**III. Engaged Inquiries (EI) – 9 credit hours, minimum 2 courses**

*This requirement is satisfied by taking 9 credit hours of Engaged Inquiry (EI) courses from **at least 2 different subject (course prefix) areas**. A course can simultaneously satisfy the EI requirement and any other general education requirements (AH, AAH, AOC, GCI, GCUS, OC, NS, QR, SS, WC).*

Truly well-educated citizens should be ready to lead and solve problems, building on their chosen fields of study and personal interests and strengths. Students will benefit from experiences that broaden, extend, apply, and integrate prior learning and promote

effective collaboration and self-awareness.

In all Engaged Inquiries courses, students will produce an **investigative, creative, or practical work relevant to the course topic**.

In addition, EI courses must demonstrate that they produce learning outcomes from **at least two** of the following **areas**:

**A. Applied Learning**

In applied learning courses, students will engage in a process of proposing, implementing, and assessing the success of strategies, plans, or approaches to addressing questions in applied contexts. Courses in this domain are expected to achieve the following outcome for students:

- Students will apply skills and knowledge from the classroom in hands-on situations, real-world settings, or in independent/ directed research or creative projects.

**B. Collaborative Learning**

During the semester, students will engage in a process of sharing ideas, making useful contributions, communicating effectively, understanding their roles, planning, and implementing the plan to completion. Courses in this domain are expected to achieve the following outcome for students:

- Students will demonstrate the ability to engage effectively in a group to complete an investigative, creative, or practical work.

**C. Reflective Learning**

Students will engage in reflective activities such as journal entries, reflective response papers, or creative exercises on a regular basis in this course. Students should grapple not only with the major ideas and content of the course, but with the question of what these ideas mean to them within a larger context. Courses in this domain are expected to produce the following outcome for students:

- Students will reflect on their own thinking, learning, understanding, and competencies, to draw connections between the subject matter of the course and the students' own experiences within a larger social or global context.

**D. Integrative or Multi-disciplinary Learning**

Courses that address this domain may include team-taught interdisciplinary courses; exploration into adjacent fields; courses on pre-defined interdisciplinary subjects. Courses in this domain are expected to achieve the following outcome for students:

- Students will demonstrate the ability to draw on theories, knowledge, tools, and/ or methods from at least two fields of study to investigate relevant issues.

*Approved Engaged Inquiries (EI) Courses (to follow)*

**Notes**

1. A student's college and/or program may require specific general education courses.

2. A college may limit the applicability of general education courses to the requirements of the major or program.
3. General Education courses may be at the 100, 200, 300, or 400 level.
4. Some courses on the various General Education course lists may have prerequisites. Students are responsible for meeting all course prerequisites.
5. General Education courses must be taken for a letter grade (i.e., A-F) rather than Satisfactory/No Credit (unless this is the only way the course is offered).
6. The Office of Disability Services (ODS) is committed to providing equal opportunities for students with disabilities at the University of Tennessee. Appropriate accommodations will be made to enable persons with disabilities to satisfy the General Education requirements. Students with documented disabilities should contact the Office of Disability Services for assistance with appropriate accommodations at (865) 974-6087 or ods@tennessee.edu.
7. Subcommittees of the Undergraduate Council General Education Committee are charged with management of the courses to be included on the General Education course lists for the Ways of Communicating, Broadening Perspectives, and Engaged Inquiries areas.

**The University of Tennessee, Knoxville  
General Education Committee  
Minutes of the Meeting  
January 16, 2019**

**Call to order:** A regular meeting of the General Education Committee was held in the West Wing Conference Room (440) of Haslam Business Building on January 16, 2019. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:32 am.

**Members present:** Barbara Murphy, Chair, Richard Bennett, Megan Bryson, Sarah Burnley, Chuck Collins, Erin Darby, Kim Denton, George Drinnon, John Haas, Cheryl Kojima, Jeff Larsen, Roberta Lavin, Mike McFall, Harrison Meadows, Masood Parang (by proxy Margie Russell), Charissa Powell, Jeff Ringer, Lisi Schoenbach, and Amanda Warren (by proxy Barb Murphy)

**Others present:** Katherine Ambroziak, Mary Beth Burlison, K'Cindra Cavin, Betsy Gullett, Robert Mindrup, Jana Spitzer, Molly Sullivan, and Anthony Welch

**Course Proposals:**

The following courses were approved for the current general education curriculum:

- GEOG 415 Quantitative Methods in Geography (QR)
- BUAD 202 Personal Finance (QR)

**New General Education Curriculum:**

- The name of the new general education curriculum will be the **Volunteer Core**, which may be shortened to Vol Core or simply the Core. This was approved without opposition.
- The names of the three subcategories of the new Vol Core will be changed as noted below:
  - **Effective Communicating** (rather than Ways of Communicating)
  - **Expanded Perspectives** (rather than Broadening Perspectives)
  - **Engaged Inquiries** (no change)

The draft of the catalog text will be changed to reflect these changes. This was approved without opposition.

- The Committee plans to hold workshops for faculty during the next 4-6 weeks to explain the Vol Core and the application process. Faculty may attend in person or via online software, or may view a recording of the session after the event.

**Adjournment:** The meeting was adjourned at 9:25 am.

**Next Meeting:** The next meeting will be held Wednesday, February 13, 2019, beginning at 8:30 am in the West Wing (440) of the Haslam Business Building.

**Approval of Minutes:** These minutes were approved via email on January 22, 2019.

**Minutes Submitted by:** Molly Sullivan