## Undergraduate Council Minutes of Meeting February 14, 2023

Follow this and additional works at: https://trace.tennessee.edu/utk_undergradcouncil

```
Recommended Citation
"Undergraduate Council Minutes of Meeting February 14, 2023" (2023). Undergraduate Council Meeting Minutes.
https://trace.tennessee.edu/utk_undergradcouncil/130
```

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.

The University of Tennessee, Knoxville Undergraduate Council Minutes of the Meeting<br>February 14, 2023

Leadership and Elected Members present: Chair Ken Baker, Vice Chair Jamie Coble, Past Chair Joanne Devlin, Brian Ambroziak (by proxy Katherine Ambroziak), Justin Arft, John Bell (by proxy George Drinnon), Richard Bennett (by proxy Toby Boulet), Dawn Coleman, Mari Beth Coleman, Kim Denton (by proxy Brittany Adams), Jochen Denzler, Eric Haley (by proxy Julie Longmire), Carolyn Hank, William Jennings, Yuanyang Liu (by proxy Emre Demirkaya), Andy Puckett (by proxy George Drinnon), Jennifer Richards (by proxy John Stier), Brittany Shelton, Kimberly Sims, Chelsea Smith, Anna Szynkiewicz, Kathleen Thompson, Jonathan Walton, Josh Weinhandl, Nick Zhou (by proxy Jamie Coble)

Ex-Officio Members present: Patrick Akos, Katherine Ambroziak, Jackie Behrens, Toby Boulet, Sarah Colby, George Drinnon, Chris Lavan, Julie Longmire, Brendan McConville, Robert Mindrup, Phillip Moore, Elisabeth Schussler, John Stier, Teresa Walker

ROTC Units Member: Kelly Waugh
Student Members present: Mark Hancock
Others present: Jenny Boucher (representing Doug Renalds and the Student Success Center), Laura Brown, Alison Connor, Betsy Gullett, Ozlem Kilic, Brent Lamons, Sean Morey, Jonathan Ring, John Scheb, Molly Sullivan, Merrill Walker

Welcome and Call to order: The meeting was called to order by Ken Baker, Chair, when quorum was determined at 2:34 pm.

## Committee Reports

- Academic Policy Committee

The Academic Policy Committee presented minutes from their February 1, 2023, meeting. They discussed ChatGPT and similar software; and they considered ways that software could potentially impact higher education. No policy has yet been proposed to address possible cheating by students using this software, since the Student Code of Conduct addresses cheating. They will gather additional information and then decide if action is needed. No action was needed by the Undergraduate Council.

- Advising Committee

The Advising Committee held a regularly scheduled meeting on November 8, 2022. No action was needed by the Undergraduate Council.

- Curriculum Committee

The Curriculum Committee presented minutes from their January 31, 2023, meeting. The Committee presented proposals from most of the colleges and other academic units. A small number of friendly amendments were made to the proposals, one proposal was withdrawn by the Haslam College of Business, and a missing proposal was added under the Intercollegiate section. All proposals were approved.

- Volunteer Core Committee

The Committee presented 56 courses to be added to Vol Core. The Committee also presented a proposal for allowing the Committee Chair to monitor the petition process and alert subcommittee chairs of issues.
All proposals were approved.
Adjournment: Ken Baker adjourned the meeting at $4: 23 \mathrm{pm}$.
Approval of minutes: These minutes were certified correct via email on February 20, 2023.

## Minutes submitted by: Molly Sullivan

Committee Reports
Academic Policy Committee ..... 6209
Advising Committee ..... 6212
Curriculum Committee ..... 6213
Herbert College of Agriculture ..... 6214
College of Architecture and Design ..... 6232
College of Arts and Sciences ..... 6252
Haslam College of Business ..... 6399
College of Communication and Information ..... 6416
College of Education, Health, and Human Sciences ..... 6430
Tickle College of Engineering ..... 6510
College of Nursing ..... 6541
Other Academic Units ..... 6547
Intercollegiate ..... 6547
Howard H. Baker Jr. Center for Public Policy ..... 6552
University Libraries ..... 6560
Courses Not Taught in Four or More Years ..... 6560
SACSCOC Accreditation Statement ..... 6569
Volunteer Core (General Education) Committee ..... 6569
Academic Policy Committee
The University of Tennessee, Knoxville
Academic Policy Committee Minutes of the Meeting ..... February 1, 2023

Call to order: A regularly scheduled meeting of the Academic Policy Committee was held via online meeting software on February 1, 2023. The meeting was called to order once quorum was determined to be met at 1:50 p.m. by Jennifer Richards, Chair.

Members present: Chair Jennifer Richards, Jackie Behrens, Toby Boulet, Brian Coldren, Eric Haley, Yuanyang Liu, and Chelsea Smith

Others present: Kathy Abbott, Ken Baker, Adam Brimer, Dawn Coleman, Alison Connor, Kristina Gordon, Betsy Gullett, Jake Haramule, Heather Hartman, Ozlem Kilic, Julie Longmire, Brendan McConville, Robert Mindrup, John Stier, Molly Sullivan, Merrill Walker, Stephanie Workman

## Issue:

Artificial Intelligence (AI) in the classroom. Software such as ChatGPT are showing up in the classroom. Questions about the use of this software are being debated by faculty administrators. For instance, would the student's use of a citation for ChatGPT or similar software be acceptable? Software to detect AI-written projects exist and are easily accessible to faculty, i.e., Turnitin's Simplicity, Packback, and ChatGPT is said to be working on a "watermarking" feature to mark items created by ChatGPT. Are our current policies on student honesty sufficient, or should revisions to the language of those policies be updated?

## Suggested actions:

1. Ozlem Kilic noted that the Provost's Office will be hosting events for faculty to learn more about Al. Attendance of committee members at those sessions can help the members to better understand the issues surrounding the software.
2. Talk to Student Conduct personnel to get their feedback and recommendations.
3. Encourage faculty to bring up the topic with students to get their opinions, ideas, and experiences.
4. Ask faculty if/how they are using the software in their classes.
5. After gathering information, revisit this issue at one of the upcoming meetings of this committee this spring.

Adjournment: The meeting was adjourned at 2:33 pm.
Approval of minutes: The minutes were certified correct via email on February 6, 2023.
Minutes submitted by: Molly Sullivan

Proposal:
Al programs and ethical and potential academic dishonesty issues
Consider the use of ChatGPT and GPTZero, and the ethical and potential academic dishonesty issues surrounding the use of AI products within our courses.

## Guest Speakers

## Adam Brimer

Director | Technology-Enhanced Education
James A. Haslam II College of Business
Issue
I (Dawn Coleman) saw my first Chat GPT-written (or aided) essays this term, both written for one student's take-home final in English 253. These essays were very strange in ways that I have detailed in a message to our DUS and head. In short, they were beautifully, immaculately grammatical and completely wrong on plot points. I've taught at UT for 18 years and had never seen anything like them. I recorded a grade on the assumption that the student had not used Al (I gave the exam a $33 \%$, an unusual grade but one that fit the essays), then, after learning about Chat GPT Detector this weekend, plugged the student's text into the detector and received a $99.98 \%$ "Fake" result: i.e., it was almost certainly written by AI. I put half a dozen other students' exam essays into the detector as well and all were $90 \%+$ or more often $99 \%+$ "Real," or NOT written by Al. For what it's worth, my essay prompts were detailed and specific to the course material. They were also fair, covering topics we had discussed extensively in class; nearly everyone else scored A's and B's.

Of course, the UTK Honor Statement reads:
"An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

Is using AI to write a paper "inappropriate assistance"? In every discipline, every time? Charges of dishonesty are so serious, I believe we as a faculty need to establish consensus on this issue. If I remember correctly, the topic came up once, jokingly, at a general UG Council meeting this Fall, but perhaps you have discussed it already in your Academic Policy meetings. As I see it, we need to figure out how to address this issue sooner rather than later, and ideally at the University level rather than department by department.

## Faculty Resources

https://teaching.utk.edu/artificialintelligence/
https://provost.utk.edu/emergence-of-ai-tools-in-higher-education/
https://technical.ly/software-development/ai-future-work-chatgpt-dall-e/
https://drive.google.com/file/d/15qAxnUzOwAPwHzoaKBJd8FAgiOZYclxq/view?fbclid=IwAR0WYif0LL3K gfjck9MEDU5tfR WfbgcU sv-dTzwSb33c0NAAFk90XUpRE

The Power and Peril of Emerging AI in Education: Faculty Sharing Experiences, Concerns, Excitement, on Thursday, February 9, from 2-3 p.m.

I have no idea if she'd be available because she is very busy, but Lynne Parker (leparker@utk.edu) might be a good person to reach out to. She's leading the AI Tennessee initiative (https://news.utk.edu/2022/08/17/parker-to-lead-artificial-intelligence-research-and-education-initiative-atut/).

Mike Berry (also in EECS, mberry@utk.edu) may also be a good contact. He ran the Center for Intelligent Systems and Machine Learning (CISML) for many years.

I'd also like to highlight GPTZero, in case you haven't heard of this - https://gptzero.me/ It's a free, online tool to detect the likelihood that text was generated by ChatGPT and similar tools. The current version is pretty slow (I think they're getting a lot of traffic because of recent news coverage), so I wouldn't recommend that people use it for every single submission, but it might be a useful tool in case of suspected AI-generated text. The site says they are building a tool specifically for educators, but no indication of when or how that might be available (or how we would get university access to it). Hopefully it's something that will be integrated into Canvas at some point!

To be clear, I have no technical, Al-related expertise, though I've kept my eye on this area for many years and led a book discussion related to this topic at the Humanities Center last year. My real area of expertise is as someone who has taught English courses here since 2005 and who cares about students doing the intellectual work of writing, not relying on Al to generate verbiage. It would be great to have someone from Computer Science who works on AI at the Academic Policy committee meeting as well. That person could speak to the reliability of ChatGPT Detector as a means of identifying AI writing.

As for the timeline, I think a Feb. 1 meeting is reasonable. Theoretically it would be great to clarify whether submitting AI-assisted or Al-generated writing counts as "academic dishonesty" before the start of the term and professors publish their syllabi, but I would be reluctant to convene meetings during this January term, when many 9-month faculty are not on the clock and are trying to get research done. The second week of the semester with a sense of urgency seems acceptable.

Sample Syllabus Language

## Learning Environment

This course will be delivered online in an asynchronous format. This means that we will not all meet online at specific class times, rather you will log onto Canvas and complete the course materials each week at your own pace. However, the course was designed to encourage active participation in the learning process. Your active engagement and willingness to engage in virtual conversations will make the course more useful and enjoyable for all of us.

## Student's Responsibility

- Complete modules and assignments on time
- Be respectful of others
- Actively contribute to the learning activities
- Abide by the UT Honor Code, this includes appropriately citing the use of any AI technologies, such as chatGPT


## Instructor's Responsibility

- Evaluate all students fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct
*Please note: The Department of Agricultural Leadership, Education and Communications takes academic dishonesty and misconduct (https://studentconduct.utk.edu/) seriously. If a student is found responsible for academic misconduct, the department may recommend penalties up to program dismissal on the first offense.

Dawn Coleman's (Department of English) syllabus statement re Academic Honesty:
Presenting someone else's words or ideas as your own is a violation of the UT Honor Code and a serious academic offense. Please note that for this course, I consider "inappropriate assistance" to include using Al to draft your written work. If I suspect that you have submitted AI-generated writing as your own, in whole or in part, I will investigate the matter and proceed as in other cases of academic dishonesty.

## Recommended Action

- Attend sessions led by the Provost's office on this topic.
- Talk to Student Conduct personnel to get their feedback and recommendations.
- Encourage faculty to bring up the topic with students to get their opinions, ideas, and experiences.
- Ask faculty if/how they are using the software in their classes.
- After gathering information, revisit this at one of the upcoming meetings of this committee.


## Advising Committee

## The University of Tennessee, Knoxville Advising Committee November 8, 2022

In attendance: Beckman, Julie; Behrens, Jackie; Bennett, Bocangel, Jessica;; Brown, Laura; Clemons, Leonard; Colby, Sarah; De Furio, Laura; Duncan, Rachel; Dusselier, Lauri; Gardner, Denise; Gonzalez, Vanessa; Gillette, Julie; Hansen, Lindsay; Harkleroad, Laura; Johnson, Chris; Liu, Yuanyang; McKay, Katie; Pitcock, Kirsten; Pierce, Joe; Rayborn, Amber; Spitzer, Jana; Stepanov, Natalie; Steward

1. Welcome and call to order - Jackie Behrens
2. Old Business - None
3. New Business-None
4. Standing Reports

- Meeting adjourned.
- Next meeting-February $7^{\text {th }}$


## Curriculum Committee

The University of Tennessee, Knoxville<br>Curriculum Committee<br>Minutes of the Meeting January 31, 2023

Call to order: A regular meeting of the Undergraduate Curriculum Committee was held on January 31, 2023. The meeting was called to order by Kathleen Thompson, Chair, when quorum was met at 2:30 pm.

Voting members present: Chair Kathleen Thompson, Brian Ambroziak (by proxy Katherine Ambroziak), Toby Boulet, Dawn Coleman, Kim Denton (by proxy Robert Mindrup near the end of the meeting), Carolyn Hank, Lindsay Mahoney (by proxy George Drinnon), Brendan McConville, Robert Mindrup, Urmila Seshagiri (by proxy Dawn Coleman), Kimberly Sims (by proxy Ken Baker after 3:30), and Josh Weinhandl

Others present: Pat Akos, Katherine Ambroziak, Ken Baker, Alex Bentley, Laura Brown, Alison Connor, George Drinnon, Brian Francis, Kristina Gordon, Betsy Gullett, Ozlem Kilic, Chris Lavan, Julie Longmire, Michael McKinny, Demetria Mells, Jonathan Ring, Margie Russell, John Scheb, Molly Sullivan, and Merrill Walker

## Proposals approved:

- Several units revised text with most of those revisions being minor.
- Four new subject codes were created.
- Approximately 150 new courses were added and about ten were dropped. Multiple courses were revised.
- Programs were updated mainly to incorporate course changes or to reorder the courses in the uTrack showcases. Some programs were revised to offer additional options to students.
- Course and program revisions that required the cooperation of units other than the host college or department were approved by all affected units.
- Seventeen new concentrations were added and the Music Major, BM - Piano Pedagogy Concentration was dropped. No students are currently in the Piano Pedagogy concentration. Six concentrations were renamed, which is operationally a drop of the old concentration and an add of the new one.
- Six minors were added and one was renamed, which is operationally a drop of the old minor and an addition of the new one.
- Several items were moved from one unit to another within the same college.
- The Center for Global Engagement was moved under the Intercollegiate unit.
- One new certificate was added in the Intercollegiate unit.
- The Department of Modern Foreign Languages and Literatures changed its name to the Department of World Languages and Cultures.
- Eighty-seven courses were on the Courses Not Taught in 4 Years Report this year. Of those courses, 19 were dropped, 15 were archived, and 53 were kept. All those that were kept have indicated the term in which these courses are expected to be taught.
- High-impact changes:
- Tickle College of Engineering proposed one new major that will need THEC approval once approved at the university-level.
- The cross-listed courses EEB/ANTH 240 (lecture and lab combined) were dropped and replaced with separate lecture EEB/ANTH/NURS 250 and lab EEB/ANTH/NURS 251.

EEB continues to be the primary course with ANTH and NURS as secondaries. The dropped courses will be replaced by the newly created ones in all affected programs.

- High impact drops/adds were made to English First Year Composition courses and to one 200-level English course. These changes were communicated to the colleges prior to this meeting. All colleges agreed to these changes and have either incorporated the changes into their courses and programs or have given permission for those items to be updated.
- Some proposals were edited through friendly amendments, and the attachments have been revised to incorporate those amendments.
- The impact notes within the attachments have not been changed even though the committee decided that many were lower-impact that noted in the original agenda.


## Proposal not approved:

- Herbert College of Agriculture proposed text to be added to their main college page. The committee members had multiple questions about the item described in the text and no one present was able to satisfactorily answer their questions. That item was removed from the attachments and will be presented again, along with additional information, at the next meeting of this committee.


## Informational items:

- The Department of Forestry, Wildlife, and Fisheries has received permission from the University of Tennessee Board of Trustees to become the School of Natural Resources.
- SACSCOC Accreditation Statement: All universities accredited under SACSCOC are required to put the same statement into their catalogs. That statement will be in both the undergraduate and the graduate catalogs of UTK and is included in these minutes for documentation purposes.

Adjournment: The meeting was adjourned at $4: 38 \mathrm{pm}$.
Approval of minutes: The minutes were certified correct via email on February 7, 2023.
Minutes submitted by: Kathleen Thompson and Molly Sullivan

Note that only the Volunteer Core (General Education) Committee has the authority to approve courses for Vol Core; therefore, notes about courses satisfying a Vol Core category are highlighted to indicate the course(s) may not have been approved by the Vol Core Committee yet, so the statement(s) are informational only.

## Herbert College of Agriculture

## Department of Agricultural and Resource Economics (AREC) Agricultural and Resource Economics

## Programs and Text

## REVISE REQUIREMENTS

Food and Agricultural Business Major, BS in Agricultural and Resource Economics - Food Industry Management Concentration
Term 5

| ${ }^{2}$ Written Communication Elective* | 3 | AREC 212 |
| :--- | :--- | :--- |
| AREC 310 | 1 | MATH 119 or MATH 123* or MATH 125* |
| ECON 311 | 3 |  |


| change and move electives around | ${ }^{4}$ AREC Electives | 3 2-3 |  |
| :---: | :---: | :---: | :---: |
|  | FDSC 390 | 3 |  |
|  | 5 Nondepartmental Herbert College of Agriculture or Hospitality and Tourism Management or Retail and Merchandising Management Consumer Science Elective | 3 |  |
|  | Term 6 |  |  |
|  | AREC 324 or BAS 320 or ECON 381, AREC $342^{*}$, AREC $350^{*}$ | 9-10 | ACCT 200 |
|  | ${ }^{2}$ Engaged Inquiry Elective* | 3 | 300-level AREC Elective |
|  | AREC Elective | 32-3 |  |
|  | Term 7 |  |  |
|  | AREC 332, AREC 410, AREC 412 | 6 | Apply to graduate |
|  | ${ }^{6}$ Experiential Learning | 3 |  |
|  | 5 Nondepartmental Herbert College of Agriculture or Hospitality and Tourism Management or Retail and Merchandising Management Consumer Science Elective | 3 |  |
|  | AREC Electives | 64-6 |  |
|  | Term 8 |  |  |
|  | AREC 442*, AREC 420 | 6 | No milestones |
|  | ${ }^{5}$ Nondepartmental Herbert College of Agriculture or Hospitality and Tourism Management or Retail and Merchandising Management Consumer Science Elective | 3 |  |
|  | ${ }^{7}$ Unrestricted Electives | 4-5 7-8 |  |
|  | TOTAL | 120 |  |

Rationale: Updating the new name of the former Retail and Consumer Science to Retail and Merchandising Management. Impact on other units: None. Financial Impact: None.

## Department of Agricultural Leadership, Education, and Communications (ALEC) Agricultural Leadership, Education, and Communications Courses

```
    Mid ADD COURSE
impact:
    new

\section*{ADD COURSE}

\section*{ALEC 101 Introduction to Organizational Leadership and Communications (3)}
``` Transcript Title: Intro/Org Leadership \& Comms
An introduction of the attributes and skills of successful leaders in the agriculture industry.
Rationale: This course is being requested as we move forward with establishing an early postsecondary opportunity (dual enrollment course) for students enrolled in the Tennessee Department of Education's secondary agriculture, food and natural resources program of study. This course will support the State of Tennessee's goal to increase early postsecondary opportunities and enhance recruitment for the Herbert College of Agriculture.
Impact on other units: None identifiable.
Financial impact: Some. Lynn Middleton will teach this course. Her responsibilities are being shifted to free up teaching time
Projected enrollment: 150
Impact on enrollment in other HCA Courses: Negligible. This course will be offered as dual credit for HS students therefore should have no impact on HCA course enrollment.
```

| Low impact: title change | REVISE TITLE <br> ALEC 211 Knowledge, Society, and Leadership (3) <br> Transcript Title: Knowledge, Society, Leadership <br> Formerly: ALEC 211 Foundations of Agricultural Leadership, Education, and Communications (3) |
| :---: | :---: |
|  | Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None. |
|  | REVISE TITLE |
| title change | ALEC 240 Effective Oral Communication (3) <br> Formerly: ALEC 240 Presentation and Sales Strategies for Agricultural Audiences (3) |
|  | Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None. |
| L | REVISE TITLE |
| title change | ALEC 300 Careers and Professional Development (3) <br> Transcript Title: Career/Professional Developmnt <br> Formerly: ALEC 300 Careers and Professional Development in Agriculture (3) |
|  | Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None. |
|  | ADD COURSE |
| impact: | ALEC 325 Philosophy of Sustainable Agriculture (3) |
|  | Transcript Title: Philosophy/Sustain Agriculture |
| has the potential to become a | This course examines the human dimension of cultural values and how they influence the questions we ask and priorities we develop related to sustainable agriculture. Students will engage with texts from philosophical naturalism, pragmatism, transcendentalist literature, and modern poetry. Topics to be covered related to sustainable agriculture in the course are human values, leadership, naturalistic inquiry, pragmatism, and ecological existentialism. |
| Vol Core course | Rationale: This course has been identified as a need area. This course makes an important link between humanity and sustainable agriculture. The course explores how key habits of thought/schools of thought have influenced meaning and action around understanding sustainability and sustainable agriculture. The course speaks directly to the critical thinking programmatic outcome. <br> Financial impact: Some. Taught by Brent Lamons who started 7/1/22 as faculty. <br> Projected enrollment: 40 <br> Impact on enrollment in other HCA Courses: Some. Could become an AH/EI elective for other courses in the HCA. <br> Impact on other units: Some. Could affect other departments offering AH/EI coursework. |
|  | REVISE COURSE TITLE AND DESCRIPTION |
| to clarify and not change content | ALEC 330 Foundations of Practical Skills for Communicating Natural Sciences (3) Transcript Title: Communicating Natural Sciences <br> Novice communicators gain hands-on experience with a variety of communication tools and methods, including digital publishing, graphic design, photography, audio and video production, and website design. Students learn how to plan and execute the delivery of communication products for natural science topics |

Formerly: ALEC 330 Introduction to Agricultural and Natural Resource Communication (3) Understand the role of agricultural and natural resource communicators. Explore elements of written, visual, and digital communication methods to interact with agricultural and natural resource audiences.

Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None.

Low impact: no change to content

Low impact: no change to content

Low impact: no

REVISE COURSE TITLE AND DESCRIPTION
ALEC 340 Public Strategies for Communicating to Global Sectors (3) Transcript Title: Public Comms to Global Sectors
Examine how to communicate a mission, vision, and goals both in the United States and internationally. Explore communication strategies in various natural science sectors and analyze how to respond to global change.

Formerly: ALEC 340 Marketing and Public Strategies for Global Sectors (3)
Examines how agricultural organizations communicate their mission, vision, and goals for their company both in the United States and internationally. Students will examine agricultural companies in all sectors and analyze how they respond to global change.

Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None.

## REVISE COURSE TITLE AND DESCRIPTION

## ALEC 440 Writing for Professional Careers in Industry and Academia (3) Transcript Title: Writing in Industry \& Academia

Writing for Professional Careers in Industry and Academia: Learn the context of writing for careers in industry and academia and gain practical skills in research and analysis, digital writing, reports and proposals, style and formatting, identifying sources, and developing academic papers.

Formerly: ALEC 440 Business and Research Writing (3)
Develop professional and scholarly interactions through business and research writing.
Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None.

## REVISE COURSE TITLE AND DESCRIPTION

ALEC 441 Communicating in Crisis (3)
Apply anticipatory and strategic communication principles to respond to current and emerging issues in agriculture and natural science.

Formerly: 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 stakeseekers.

Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None.

## REVISE COURSE TITLE AND DESCRIPTION

## ALEC 442 Digital Production Campaigns for Natural Science (3)

 Transcript Title: Digital Prod: Natural ScienceExplore elements of print and digital layout and visual design principles to develop effective communication campaigns for natural science topics.

Formerly: ALEC 442 Layout and Design (3)
Explore elements of desktop layout and visual design principles to develop effective communication material for agricultural audiences. Offered spring semester even years.

Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None.

Low impact:

REVISE COURSE TITLE AND DESCRIPTION

## ALEC 443 Video Production Campaigns for Natural Science (3) Transcript Title: Video Prod: Natural Science

Explore elements of video production techniques with a focus on camera, lighting, audio, and editing methods to develop effective communication campaigns for natural science topics.

Formerly: ALEC 443 Digital Media Production (3)
Explore elements of video production techniques with a focus on camera, lighting, audio, and editing methods. Offered spring semester odd years.

Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None.

REVISE COURSE TITLE
ALEC 450 Servant Leadership (3)
Formerly: ALEC 450 Servant Leadership in Agriculture and Natural Resources (3)
Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None.

## REVISE COURSE TITLE

ALEC 450S Servant Leadership (3)
Formerly: ALEC 450S Servant Leadership in Agriculture and Natural Resources (3)
Rationale: To better describe the content of the course. Impact on other units: None. Financial Impact: None.

## Programs and Text

| Low <br> impact: <br> to clarify | REVISE TEXT <br> (Main Department of Agricultural Leadership, Education, and Communications Page) |
| :--- | :--- |
|  | The Agricultural Leadership, Education, and Communications major is designed for students who <br> want a broad, general background in agriculture and wish to develop their leadership and <br> communication skills to pursue careers in business and industry, agricultural education, |
| agricultural extension education, and agricultural communications. The community engagement |  |
| and leadership development concentration is designed for students who want to develop |  |
| leadership skills and pursue careers in extension, government, community or youth organizations, |  |
| business/industry, or international environments. The agricultural education concentration leads to |  |
| teacher licensure in agricultural sciences in the State of Tennessee. The agricultural |  |
| communications concentration is designed for those students wanting a background in agriculture |  |
| while pursuing communication careers in areas such as journalism, electronic media, |  |
| marketing/management, and broadcasting. The Interdisciplinary Agriculture concentration is |  |
| designed for students who want to develop leadership and communication skills and pursue |  |
| careers in or related to agriculture. The online Bachelor of Science degrees are is primarily for |  |
| students who have an Associates of Science degree from a regionally accredited community |  |

Low impact: reflects changes to course titles

Minor Requirements
The minor consists of 15 hours.
Complete 6 hours:

- ALEC 211 - Knowledge, Society, and Leadership Foundations of Agricultural Leadership,

Education, and Communications *

- ALEC 330 - Foundations of Practical Skills for Communicating Natural Sciences Introduction to Agricultural and Natural Resource Communication *


## Select 9 hours:

- ALEC 240 - Effective Oral Communication Prosentation and Sales Strategies for Agricultural Audiences *
- ALEC 340 - Public Strategies for Communicating to Global Sectors Marketing and Public

Strategies for Global Sectors *

- ALEC 440 - Writing for Professional Careers in Industry and Academia Business and

Research Writing *

- ALEC 441 - Communicating in Crisis Issues and Crisis Communication in Agriculture and Natural Resources
- ALEC 442 - Digital Production Campaigns for Natural Science Layout and Design *
- ALEC 443 - Video Production Campaigns for Natural Science Digital Media Production *
- ALEC 492 - Internship In Agricultural Leadership, Education, and Communications
* Meets Volunteer Core Requirements.

Low impact: allows new course as an option

Low impact: reflects change in course title
college or have completed the Natural Science Electives, the first-year composition sequence, and Biological Science Electives prior to enrolling in the online ALEC program.

## REVISE REQUIREMENTS

## Agricultural and Natural Resource Communication Minor

## REVISE REQUIREMENTS

## Agricultural Extension Minor

Minor Requirements
The minor consists of $\mathbf{1 5}$ hours.
Select 15 hours:

- ALEC 150 - The Land Grants' Agricultural Legacy: A Complicated American Experience
- ALEC 202 - Leadership and Diversity in Organizations and Communities *
- ALEC 325 - Philosophy of Sustainable Agriculture
- ALEC 421 - Youth Development *
- ALEC 425 - Curriculum Development
- ALEC 434 - Methods of Teaching Agriscience *
- ALEC 483 - International Agriculture Education and Extension Systems
- ALEC 492 - Internship In Agricultural Leadership, Education, and Communications
* Meets Volunteer Core Requirements.


## REVISE REQUIREMENTS

## Agricultural Leadership Minor

Minor Requirements
The minor consists of $\mathbf{1 5}$ hours.

## Complete 12 hours:

The BIOL sequence includes a course not approved for Vol Core.
Midimpact: Opens the program
additional
students
and makes revision to footnotes

- ALEC 102 - Interpersonal Leadership Development *
- ALEC 202 - Leadership and Diversity in Organizations and Communities *
- ALEC 303-Analysis of Leadership Approaches and Styles *
- ALEC 450 - Servant Leadership Servant Leadership in Agriculture and Natural Resources


## REVISE FOOTNOTE

Agricultural Leadership, Education, and Communications Major, BS in Agriculture Agricultural and Natural Resource Communication Concentration
${ }^{3}$ Select sequence (8 hours) from BIOL 101*-BIOL 102*, BIOL 113*-BIOL 114*-BIOL 115, BIOL 150*-BIOL 160*-BIOL 159*, or BIOL 158-BIOL 168*-BIOL 167*.

## REVISE REQUIREMENTS

Agricultural Leadership, Education, and Communications Major, BS in Agriculture Agricultural Education Concentration

| Term 3 |  |  |
| :--- | :---: | :--- |
| 5ALEC 240*, CMST 210*, CMST 217*, <br> CMST 240*, or CMST 247* | 3 | 2.5 cumulative GPA |
| 5 ESS 210-ESS 231 and ESS 232 | 4 | MATH 113* or higher |
| ${ }^{5}$ CSM 125 or CSM 202 | 3 |  |
| PLSC 210* | 3 |  |

${ }^{2}$ Select sequence ( 8 hours) from BIOL 101*-BIOL 102*, BIOL $113^{*}$-BIOL $114^{*}$-BIOL 115, BIOL 150*-BIOL 160*-BIOL 159*, or BIOL 158-BIOL 168*-BIOL 167*.

## REVISE TEXT AND REQUIREMENTS

Agricultural Leadership, Education, and Communications Major, BS in Agriculture Community Engagement and Leadership Development Concentration (paragraph 2)

Students who have an Associate of Science or Associate of Science in Teaching degree from a regionally accredited community college or have completed the Natural Science Electives, the first-year composition sequence, and Biological Science Electives may complete the Community Engagement and Leadership Development Concentration as an ALEC Distance Education student.

| Term 3 |  |  |
| :---: | :---: | :---: |
| ${ }^{88}$ ALEC 201 | 1 | 2.7 cumulative GPA |
| ${ }^{6}$ ALEC 240*, CMST 210*, CMST 217*, CMST 240*, or CMST $247^{*}$ | 3 |  |
| 5,9,108,9 Community Engagement Elective | 3 |  |
| ${ }^{1}$ Agricultural Core Elective | 3 |  |
| 4,6Biological Sciences Electives* | 4 |  |
| Term 4 |  |  |
| 3,89 Unrestricted Elective | 3 | 2.7 cumulative GPA |
| 2,116,10 Engaged Inquiries Elective* | 3 |  |


| ${ }^{1}$ Agricultural Core Elective | 3 |  |
| :---: | :---: | :---: |
| 4,6Biological Sciences Electives* | 4 |  |
| ALEC 150* | 3 |  |
| Term 5 |  |  |
| ALEC 300 | 1 | 2.7 cumulative GPA |
| ALEC 303* | 3 |  |
| 3,98Unrestricted Elective | 2 |  |
| $\begin{array}{l}\text { 1Agricultural Core Elective (300-400 } \\ \text { level) }\end{array}$ | 3 |  |
| ${ }^{5,8,9,90} \mathrm{Community} \mathrm{Engagement} \mathrm{Electives}$ | 6 |  |
| Term 6 |  |  |
| ALEC 425 | 3 | 2.7 cumulative GPA |
| ${ }^{2,6}$ Expanded Perspectives Elective* | 3 |  |
| $1 \begin{array}{l}\text { Agricultural Core Elective (300-400 } \\ \text { level) }\end{array}$ | 3 |  |
| $5.58 .8,1^{10} \mathrm{Community} \mathrm{Engagement} \mathrm{Electives}$ | 6 |  |
| Term 7 |  |  |
| ALEC 440* | 3 | 2.7 cumulative GPA |
| ${ }^{78}$ ALEC 434* | 3 |  |
| ALEC 340* | 3 |  |
| ALEC 441 | 3 |  |
| 5,7,109 Community Engagement Elective | 3 |  |

4 Select sequence ( 8 hours) from BIOL 101*-BIOL 102*, BIOL 113*-BIOL 114** BIOL 115, BIOL 150*-BIOL 160*-BIOL 159*, or BIOL 158-BIOL 168*-BIOL 167*.
5 Community Engagement elective chosen from ALEC 325 ALEC 483, ALEC 485*; CFS 210*, CFS 213, CFS 220*, CFS 240, CFS 320*, or CFS 360; COUN 333*, COUN 460, or COUN 480; CSE 300*; PSYC 235, PSYC 335, PSYC 409, PSYC 450, PSYC 454, PSYC 459, PSYC 461, PSYC 470, PSYC 471*, PSYC 472, PSYC 475, or PSYC 481*; PUBH 201*, PUBH 315, PUBH 401, or PUBH 430; SOCI 342, SOCI 360*, SOCI 363*, or SOCI 375; WGS 200* or WGS 370*. Distance Education students may select alternative courses in consultation with their academic advisor.
6 Distance Education students who have earned the A.S. degree from a Tennessee community college or university can may apply A.S. coursework to meet this requirement. Distance Education students who have earned an A. S. degree from a regionally accredited community college or university and have met the Vol Core general oducation requirements can may apply A.S coursework to meet this requirement.
7 Distance Education students who have earned the A.S. degree from a Tennessee community college or university or from a regionally accrodited community collego may choose from the following courses to meet this requirement: SOWK 200*, SOWK 250*, SOWK 316, or any other course not required for the major.
78 Distance Education students who have earned the A.S. degree from a Tonnessee community college or university or from a regionally accredited community college can may satisfy the ALEC 434* requirement by substituting ALEC 493.
89 Distance Education students who have earned the A.S. degree from a Tennessee community college or university or from a regionally accredited community college can may apply A.S. coursework to meet this requirement.

910 Knoxville campus Sstudents interested in pursuing a career in family and consumer sciences Extension should select 18 hours from CFS 210*, CFS 213, CFS 220*, CFS 240, CFS 320*, CFS 360; HTM 101, HTM 341; NUTR 100*, NUTR 302; PUBH 201*, and PUBH 315.
101 Any approved Engaged Inquiries elective except those with an ALEC prefix.

Midimpact: has a small impact on Vol Core courses in other colleges but most students will probably come from within Herbert C of Ag

## ADD CONCENTRATION

## Agricultural Leadership, Education, and Communications Major, BS in Agriculture Interdisciplinary Agriculture Concentration

## Advisors

West, Lay
The Agricultural Leadership, Education, and Communications major is designed for students who want a broad, general background in agriculture and wish to develop their leadership and communication skills to pursue careers in business and industry, agricultural education, agricultural extension education, and agricultural communications. The Interdisciplinary Agriculture concentration is designed for students who want to develop leadership and communication skills and pursue careers in or related to agriculture.

Students who have an Associate of Science or Associate of Science in Teaching degree from a regionally accredited community college or have completed the Natural Science Electives, the first-year composition sequence, and Biological Science Electives may complete the Interdisciplinary Agriculture Concentration as an ALEC Distance Education student.

Students are encouraged to utilize stackable credentials (e.g., certificate programs) and minors in the Herbert College of Agriculture to complete the agricultural core electives.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

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

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ${ }^{1}$ Agricultural Core Elective | 3 | 2.0 cumulative GPA |
| 2,5 Natural Sciences Elective | 3 |  |
| ALEC 102 $^{*}$ | 3 |  |
| 5 ENGL 101* or ENGL 118* | 3 |  |
| 2,5 Quantitative Reasoning Elective |  |  |
| Term 2 | 3 |  |
| ALEC 211* | 3 | 2.0 cumulative GPA |
| ALEC 202* | 3 |  |
| 2,5 Natural Sciences Elective* | 3 |  |
| 5 ENGL 102* | 3 |  |
| 2,5 Quantitative Reasoning Elective |  |  |
| Term 3 | 3 |  |
| 3,5 Unrestricted Elective | 1 | 2.0 cumulative GPA |


| 5 ALEC 240*, CMST 210*, CMST <br> $217^{*}$, CMST 240*, or CMST 247* | 3 |  |
| :--- | :---: | :--- |
| ${ }^{1}$ Agricultural Core Elective | 3 |  |
| ${ }^{\text {A Agricultural Core Elective }}$ | 3 |  |
| ${ }^{4,5}$ Biological Sciences Electives |  |  |

${ }^{1}$ Some careers addressed by this program may require strong emphasis in a particular department (e.g., UT Extension jobs require 18 hours within a Herbert College of Agriculture department outside of ALEC). Students will select courses in the Herbert College of Agriculture not already required in the major or in a closely related field in consultation with their academic advisor.
${ }^{2}$ Chosen from the Volunteer Core list.
${ }^{3}$ Any course not already required for the major
${ }^{4}$ Select sequence (8 hours) from BIOL 101*-BIOL 102*, BIOL 150*-BIOL 160*-BIOL 159*, or BIOL 158-BIOL 168*-BIOL 167*.
${ }^{5}$ Students who have earned the A.S. degree from a Tennessee community college or university can apply A.S. coursework to meet this requirement. Students who have earned an A. S.
degree from a regionally accredited community college or university and have met the Vol Core requirements can apply A.S coursework to meet this requirement.
${ }^{6}$ Any approved Engaged Inquiries elective except those with an ALEC prefix.

* Meets Volunteer Core Requirements.

Rationale: This concentration is designed for students who may have varied and broad interest in Agriculture. ALEC used to have an Agricultural Science concentration where students could pursue varied and broad topics in agriculture and earn a degree. That concentration was, by its nature, interdisciplinary. This concentration allows students to develop a curriculum around agricultural issues/topics that may not be well addressed by other majors in the college. This concentration allows students to study across and work within varied disciplinary boundaries enhancing the scope and depth of their understanding of agricultural knowledge and helps prepare them to solve real world problems in an interdisciplinary world.
Financial impact: potentially significant. This concentration could garner wide interest of students from many different areas. Since the degree could be completed as distance education or Knoxville campus student, the concentration could appeal to traditional and non-traditional students and help the university provide a path to a degree for distance education students who have some college credit.
Impact on other units: Some. This concentration is designed to be highly collaborative with other Herbert departments and serve as a way to help students use stackable credentials earned in other disciplinary areas.

## Entomology and Plant Pathology (EPP) Entomology and Plant Pathology Courses

## Mid- ADD COURSE

impact: could be attractive to students in other science fields

## EPP 234 Medicines and Drugs from Plants and Microbes (3)

 Transcript Title: Drugs from Plants \& MicrobesPlants and microbes are an abundant source of medicinal compounds and, until the end of the 19th century all drugs were natural products or minerals. Today, natural products often serve as chemical templates for drug design. The mission of this course is to promote understanding of medicines and drugs that are derived from natural sources. Students in this online course will develop critical thinking skills and an appreciation for the roles that plant- and microbe-derived compounds play in modern medicine use and abuse.

Rationale: This course will introduce the concepts of plant pathology and entomology to undergraduates interested in One Health. Natural products used as medicines are important in veterinary medicine and similar compounds are used for control of diseases and insects that attack plants. Will be submitted as a Global Citizenship-International (GC-I) course for Volunteer Core. Impact on other units: Course will provide an alternative asynchronous elective for Herbert and other life science majors. Financial impact: Negligible, will be taught by current employee. Expected enrollment: 100.

## Programs and Text

Low- REVISE REQUIREMENTS<br>impact:<br>adding Entomology and Plant Pathology Minor<br>new<br>course<br>Select 15 hours:

- EPP 123-Chocolate: Bean to Bar
- EPP 201 - Impact of Insects and Plant Diseases on Human Societies *
- EPP 210 - Bugs: Bizarre, Beautiful, and Beneficial
- EPP 234 - Medicines and Drugs from Plants and Microbes
- EPP 313 - Introductory Plant Pathology
- EPP 321 - Introductory Entomology
- EPP 410 - Diseases and Insects of Ornamental Plants
- EPP 411 - Forest Insects and Diseases
- EPP 425 - Medical and Veterinary Entomology
- EPP 485 - Forensic Entomology and Crime Scene Investigations
- EPP 493 - Independent Study in Entomology or Plant Pathology

School of Natural Resources
Department of Forestry, Wildllife and Fisheries

| Low <br> impact: <br> for info <br> only | INFORMATIONAL ITEM |
| :---: | :--- |
|  | Forestry, Wildlife and Fisheries |
|  | ADD SCHOOL NAME |

## School of Natural Resources

Rationale: The University of Tennessee Board of Trustees approved elevating the Department of Forestry, Wildlife \& Fisheries to a School of Natural Resources at its board meeting during October 2022, with associated approval by the Tennessee of Higher Education Commission, the UT President's office, and the UT Provost. Elevating the department to a School will increase the competitiveness of the unit and is aligned with enrollment growth plans. Nine of our 12 peer land grant universities in the southern region have either a College (5) or a School (4) equivalent to our Forestry, Wildlife and Fisheries (FWF) department. Our FWF department houses two units that could be departments in their own right: 1) Forestry and 2) Wildlife and Fisheries. Distinct undergraduate and master's degrees are already offered in each area. Combined enrollment of the undergraduate programs has grown from less than 200 in 2013 to over 300 students in Fall 2022. A PhD in Natural Resources has been operational for over 20 years. Impact on other units: None. Financial impact: Limited to costs associated with changing unit's name on published materials. Short term expenditures for changing the name should be more than offset in the near future as enrollments increase as the status change allows the development of more degrees such as Outdoor Recreation.

## Plant Sciences <br> (PLSC) Plant Sciences <br> Courses

```
    Low impact: minor changes to a course
```


## REVISE DESCRIPTION AND CONTACT HOUR DISTRIBUTION

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
that is

Low impact: minor changes to a course that is
not needed in other colleges:

Low impact: minor
changes to a course that is not needed in other colleges

Low impact: equivalent course is being added
topography, hydrology, ecology, and the materials of designed landscapes. Course will include analog and digital workflows including components of computer aided landscape design. Contact Hour Distribution: Two 3-hour labs.

Formerly: 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.
Contact Hour Distribution: 1 hour and 2 labs.
Rationale: Contact hours corrected to reflect university contact hour guidelines for lab/studio courses. Description updated to reflect inclusion of computer-aided design. Impact on other units: none. Financial Impact: negligible, instructor will shift other duties to cover additional contact hours associated with studio course.

## REVISE DESCRIPTION AND CONTACT HOUR DISTRIBUTION

## 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. Course will include analog and digital workflows including components of computer aided landscape design.
Contact Hour Distribution: Two 3-hour labs.
Formerly: 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. Contact Hour Distribution: Two 2-hour labs.

Rationale: Contact hours corrected to reflect university contact hour guidelines for lab/studio courses. Description updated to reflect inclusion of computer-aided design. Impact on other units: none. Financial Impact: negligible, course is currently taught in this format to conform to contact hour guidelines and so represents a catalog correction.

## REMOVE (RE) PREREQUISITE(S), ADD RECOMMENDED BACKGROUND

## PLSC 438 - Turfgrass Pathogens and Management (2)

Recommended background: EPP 313.
Formerly: Credit Restriction: Students may not receive credit for both PLSC 438 and PLSC 538.
(RE) Prerequisite(s): EPP 313.
Rationale: Instructor experience indicates EPP 313 would better serve as a recommended background course rather than a required prerequisite and would lessen incidence of student scheduling and degree progression conflicts.

## DROP COURSE

## PLSC 457 - Weed Management (3)

Rationale: This course is being renumbered to PLSC 473. Impact on other units: none. Financial Impact: none.

Department: Plant Sciences - optional course

```
Low impact: course is being dropped and added back with a different number. Numbers ending in 7 or 8 are for honors courses only
```

Low impact: minor changes to a course that is
not needed in other colleges

Program: Animal Science Major, BS in Animal Science - Pre-Veterinary Medicine Concentration
» Core: Footnotes
Program: Animal Science Major, BS in Animal Science - Five-Year BS/MS Program » Core: Footnotes
Program: Animal Science Major, BS in Animal Science - Bioscience Concentration » Core: Footnotes
Program: Animal Science Major, BS in Animal Science - Animal Industries Concentration » Core: Footnotes
Program: Plant Sciences Major, BS in Plant Sciences - Plant Genetics and Biotechnology Concentration

## ADD COURSE

## PLSC 473 - Weed Management (3)

Principles of weed interference, integrated management, and herbicide selectivity and behavior. Specific recommendations for various crop and non-crop situations.
Contact Hour Distribution: 2-hours lecture and one 2-hour lab.
(RE) Prerequisite(s): ESS 231; and BIOL 113* or BIOL 114* or PLSC 210* or PLSC 250* or consent of instructor.
Credit Restriction: Students may not receive credit for both PLSC 473 and PLSC 573.
Rationale: Course was previously listed as PLSC 457. Course number change to reflect university course numbering convention for non-honors-designated courses. Credit restriction added to reflect new graduate course section being added to graduate catalog (PLSC 573). Impact on other units: none. Financial Impact: none.

Equivalency Table

| Current Course | Equivalent Course Effective Fall 2023 |
| :---: | :---: |
| PLSC 457 | PLSC 473 |

## REVISE COURSE DESCRIPTION AND CONTACT HOUR DISTRIBUTION

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. Course will include analog and digital workflows including components of computer aided landscape design.
Contact Hour Distribution: Two 4-hour labs.
Formerly: 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.
Contact Hour Distribution: Two 3-hour labs
Rationale: Contact hours corrected to reflect university contact hour guidelines for lab/studio courses. Description updated to reflect inclusion of computer-aided design. Impact on other units: none. Financial Impact: negligible, instructor will shift other duties to cover additional contact hours associated with studio course.

REMOVE GRADING RESTRICTION

```
minor
change
    to a
course
that is
    not
needed
in other
colleges:
```


## PLSC 492 - Internship in Horticultural and Plant Sciences (1-3)

Formerly: Grading Restriction: Satisfactory/No Credit grading only.
Rationale: Course will transition to standard grading. We anticipate submitting course for approval as VOL CORE designation El. Impact on other units: none. Financial Impact: none.

## Programs and Text

| Low <br> impact: <br> minor <br> changes reflect changes to courses | REVISE REQUIREMENTS <br> Main department page <br> The department utilizes a set of core courses for all concentrations as follows: |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Plant Sciences Department Required Core Courses |  |  | Credit Hours |
|  | PLSC 210 |  |  | 3 |
|  | PLSC 320 or PLSC 321 |  |  | 3 |
|  | PLSC 180 |  |  | 2 |
|  | (Menu A) PLSC 410* or PLSC 415 or PLSC 430 or PLSC 434 or PLSC 435 |  |  | 3 |
|  | PLSC 470 |  |  | 1 |
|  | PLSC 330 |  |  | 3 |
|  | ESS 231 and ESS 232 ESS 210 |  |  | 4 |
|  | PLSC 333 |  |  | 3 |
|  | (Menu B) PLSC 438 or PLSC 443 or PLSC 456 or PLSC 473 PLSC 457; or EPP 313 or EPP 321 or EPP 410 or EPP 411 |  |  | 3 |
|  | PLSC 492 or PLSC 499 |  |  | 3 |
|  | Rationale: Reflects changes made to individual courses. Impact on other units: None. Financial impact: None. |  |  |  |
| Low impact: minor changes reflect changes to courses | REVISE REQUIREMENTS |  |  |  |
|  | Plant Sciences Major, BS in Plant Sciences - Horticulture Science and Production Concentration |  |  |  |
|  | Term 4 |  |  |  |
|  | ${ }^{2}$ PLSC 115* or Global Citizenship International Elective* | 3 | ENGL 102* |  |
|  | ESS 231 and ESS 232 ESS 210 | 4 | PLSC 210* |  |
|  | PLSC 333 | 3 |  |  |
|  | ${ }^{2}$ Quantitative Reasoning Elective* | 3 |  |  |
|  | ${ }^{2}$ Engaged Inquiries Elective* | 3 |  |  |
|  | Term 6 |  |  |  |
|  | PLSC 330 | 3 | No milestones |  |
|  | PLSC 473 PLSC 457 | 3 |  |  |
|  | ${ }^{4}$ PLSC 320 or PLSC 321 | 3 |  |  |
|  | ${ }^{5}$ Plant Sciences Elective | 3 |  |  |


| Low impact: <br> minor changes reflect changes to cours | 8 BIOL 113 or BIOL 114; and BIOL 115 satisfies the University General Education - Natural Science requirements and the major requirement for Botany. This requirement will be met if a transfer student transfers in any Biology class(es) with lab totaling at least 4 credit hours. |  |  |
| :---: | :---: | :---: | :---: |
|  | REVISE REQUIREMENTS |  |  |
|  | Plant Sciences Major, BS in Plant Sciences - Organic Production Concentration |  |  |
|  | Term 4 |  |  |
|  | ${ }^{5}$ AREC 201* or ECON 201* or ECON 207* |  | ENGL 102* |
|  | ESS 231 and ESS 232 ESS 210 |  | PLSC 210* |
|  | PLSC 275 | 3 |  |
|  | ${ }^{2}$ Engaged Inquiries Elective* | 3 |  |
|  | Term 7 |  |  |
|  | ${ }^{2}$ Global Citizenship - US Elective* |  | Apply to graduate |
|  | Select from Menu B: PLSC 438, PLSC 443, PLSC 456, PLSC 473 PLSC 457; EPP 313, EPP 321, EPP 410, EPP 411 | 3 |  |
|  | PLSC 415 | 3 |  |
|  | ${ }^{3}$ Directed Electives | 3 |  |
|  | ${ }^{4}$ Unrestricted Electives or Written Communication Electives*, if Needed | 3-4 |  |
|  | Term 8 |  |  |
|  | Select from Menu B: PLSC 438, PLSC 443, PLSC 456, PLSC 473 PLSC 457; EPP 313, EPP 321, EPP 410, EPP 411 or any PLSC 300-level and above |  | No milestones |
|  | ${ }^{3}$ Directed Electives | 6 |  |
|  | ${ }^{4}$ Unrestricted Elective | 2-3 |  |
|  | TOTAL | 120 |  |
| Low impact: minor changes reflect changes to courses and adds the lab that goes with the biology course | 6 BIOL 113 or BIOL 114; and BIOL 115 satisfies the University General Education - Natural Science requirements and the major requirement for Botany. This requirement will be met if a transfer student transfers in any Biology class(es) with lab totaling at least 4 credit hours. |  |  |
|  | REVISE REQUIREMENTS |  |  |
|  | Plant Sciences Major, BS in Plant Sciences - Plant Genetics and Biotechnology Concentration |  |  |
|  | Term 1 | Hour | s Milestone Notes |
|  | ${ }^{1}$ AGNR 100, AGNR 103, or FYS 101 | 1 | 2.0 cumulative GPA |
|  | ${ }^{7} \mathrm{BIOL} 113^{*}$ or BIOL 114*; and BIOL 115 | 35 |  |
|  | CHEM 122* and CHEM 123*, or CHEM 128* | 4 |  |
|  | ENGL 101* or ENGL 118* | 3 |  |
|  | PLSC 180* | 3 |  |
|  | Term 4 |  |  |
|  | ${ }^{3}$ AREC 201* or ECON 201* or ECON 207* | 3-4 | ENGL 102* |
|  | ESS 210 ESS 231 and ESS 232 | 4 | PLSC 210* |
|  | ${ }^{2}$ EI Elective* | 3 |  |
|  | ${ }^{2,8}$ Expanding Perspective Elective | 3 |  |
|  | ${ }^{2}$ GCUS Elective | 3 |  |
|  | Term 5 |  |  |


|  | PLSC 330 | 3 | Any HCA course with grade of C or better |
| :---: | :---: | :---: | :---: |
|  | ${ }^{2}$ PLSC 115* or GCI Elective | 3 | Any two Arts and Humanities*, Global Citizenship*, Quantitative Reasoning*, or Social Sciences* Electives |
|  | EPP 313, or EPP 410 or PLSC 457 | 3 |  |
|  | ${ }^{6}$ Directed Electives | 3 |  |
|  | Select untaken from Menu B: PLSC 438, PLSC 443, PLSC 456, PLSC 457 PLSC 473; EPP 313, EPP 321, EPP 410, EPP 411 | 3 |  |
|  | Term 8 |  |  |
|  | PLSC 333 | 3 | No milestones |
|  | ${ }^{6}$ Directed Electives | 7-8 |  |
|  | ${ }^{4}$ Unrestricted Electives or WC course if needed | 4-5-3 |  |
|  | TOTAL | 120 |  |
|  | ${ }^{7}$ BIOL 113 or BIOL 114; and BIOL 115 satis Science requirements andthe major requir transfer student transfers in any Biology cl | fies the omont fo ass(es) | University General Education - Natural <br> r Botany. This requirement will be met if a with lab totaling at least 4 credit hours. |
| Low impact: | REVISE REQUIREMENTS |  |  |
| minor | Plant Sciences Major, BS in Plant Science | - Pub | lic Horticulture Concentration |
| changes | Term 1 | Hours | Milestone Notes |
| changes | ${ }^{1}$ AGNR 100, AGNR 103, or FYS 101 | 1 | 2.0 cumulative GPA |
| $\begin{aligned} & \text { lang } \\ & \text { to } \end{aligned}$ | ${ }^{6} \mathrm{BIOL} 113^{*}$ or BIOL 114*; and BIOL 115 | 35 |  |
| courses <br> and adds | CHEM 102* and CHEM 103*, or CHEM 122* and CHEM 123*, or CHEM 128* | 4 |  |
| the lab | ENGL 101* or ENGL 118* | 3 |  |
| that goes | ${ }^{2}$ Quantitative Reasoning Elective* | 3 |  |
| with the | Term 2 |  |  |
| biology | ${ }^{2}$ Quantitative Reasoning Electives* | 3 | 2.0 cumulative GPA |
|  | ENGL 102* | 3 | One Natural Sciences Elective* |
|  | ESS 210 ESS 231 and ESS 232 | 34 |  |
|  | PLSC 250* or ${ }^{2}$ Natural Sciences Electives* | 3-4 |  |
|  | PLSC 180* | 3 |  |
|  | Term 5 |  |  |
|  | ${ }^{2}$ PLSC 115* or GCI Elective | 3 | Any HCA course with grade of C or better |
|  | PLSC 240, PLSC 330 | 6 | Any two Arts and Humanities*, <br> Global Citizenship*, Quantitative <br> Reasoning*, or Social Sciences* Electives |
|  | Select from Menu B: PLSC 438 or PLSC 443 or PLSC 456 or PLSC 457 PLSC 473; or EPP 313 or EPP 321 or EPP 410 or EPP 411 | 3 |  |
|  | ${ }^{5}$ Unrestricted Elective | 3 |  |
|  | Term 7 |  |  |
|  | 2,7 Expanding Perspective Elective | 3 |  |
|  | EPP 313 or EPP 321 or select from Menu B: PLSC 438, PLSC 443, PLSC 456, PLSG 457 PLSC 473, EPP 410, EPP 411. | 3 | Apply to graduate |
|  | PLSC 470 |  | Communicating Orally Elective |
|  | PLSC 333, PLSC 437 | 6 |  |



| 5 Directed Electives | 9 |
| :--- | :--- |

7 BIOL 113 or BIOL 114; and BIOL 115 satisfies the University Goneral Education - Natural Science requirements and the major requirement for Botany. This requirement will be met if a transfer student transfers in any Biology class(es) with lab totaling at least 4 credit hours.

## College of Architecture and Design

## Interdepartmental

Low
impact:
reflects
changes
to
courses

## REVISE REQUIREMENTS

impact: reflects changes to courses

## Design Studies Minor

## Minor Requirements

The Minor in Design Studies consists of 21 credit hours.
Prerequisite requirements and registration restrictions may apply for some courses.

## Complete one course:

- ARCH 101 - Introduction to the Built Environment
- ARCH 107 - Honors: Introduction to the Built Environment
- ARCH 111 - Architecture and the Built Environment *
- ARCH 117 - Honors: Architecture and the Built Environment *
- ARCN 111 - Architecture and the Built Environment*
- ARCN 117 - Honors: Architecture and the Built Environment*
- IARC 101 - Introduction to the Spatial Experience
- IARC 107 - Honors: Introduction to the Spatial Experience
- IARN 101 - Introduction to the Spatial Experience
- IARN 107 - Honors: Introduction to the Spatial Experience

Complete one course:

- ARCH 172 - Design II: Spatial Order II
- DSGN 130 - Basic Design Thinking and Innovation*
- DSGN 430 - Design Thinking and Innovation*
- IARN 130 - Basic Design Thinking and Innovation*
- IARN 430 - Design Thinking and Innovation*


## Complete one course:

- ARCH 211 - History and Theory of Architecture I *
- INDS 211 - History of Industrial Design


## Select 12 hours:

Students must take at least one course in Interior Architecture and one in Architecture.

- ARCH 212 - History and Theory of Architecture II * or
- ARCH 218 - Honors: History and Theory of Architecture II *
- ARCH 213 - Modern Architecture: Histories and Theories or
- ARCH 227 - Honors: Modern Architecture Histories and Theories
- ARCH 261 - Tectonics and Stereotomics
- ARCH 262 - Climatic and Daylight Design
- ARCH 422 - Special Topics in Urban Design
- ARCH 424 - Special Topics in Landscape Architecture
- ARCH 425 - Special Topics in Architecture
- ARCH 450 - Special Topics in History, Theory, and Criticism
- ARCH 451 - Special Topics in Representation
- ARCH 452 - Special Topics in Sustainable Design
- ARCH 454 - Special Topics in Materials and Construction
- ARCH 455 - Special Topics in Digital Fabrication
- ARCH 462 - Professional Practice
- ARCH 495 - Cultural Engagement
- ARCH 515 - Seminar in Urban Design Theory (3)
- DSGN 431 - Trans-disciplinary Studio
- IARC 200 - Human-Environment Relations * or
- IARC 207 - Honors: Human-Environment Relations *
- IARC 211 - History of Interior Design, Furnishings, and the Decorative Arts *
- IARC 221 - Theory of Color
- IARC 261 - Materials, Resources and Textiles for Interiors
- IARC 360 - Business Principles and Practices
- IARC 361 - Lighting for Interior Architecture
- IARC 422 - Inclusive and Exclusive Design
- IARC 425 - Special Topics in Interior Architecture
- IARC 464 - Research Methods for Designers
- IARC 480 - Furniture Design
- IARC 491 - International Study
- IARC 495 - International Design Travel
- IARN 200 - Human Environmental Relations or
- IARN 207 - Human Environmental Relations
- IARN 221 - Theory of Color
- IARN 222 - Interior Perspective on Art
- IARN 361 - Lighting for Interior Architecture
- IARN 422 - Inclusive and Exclusive Design
- IARN 425 - Special Topics
- IARN 464 - Research Methods for Designers
- IARN 495 - International Design Travel
- INDS 211 - History of Industrial Design
- INDS 321 - Digital Representation and Fabrication for Industrial Design
- INDS 371 - Ideation Graphics Studio
* Meets Volunteer Core Requirements.

Rationale: The School of Interior Architecture recently added new IARN (Interior Architecture for Non-Majors) courses and reviewed their ability to offer other IARC courses to the shared CoAD minor. These additions expand the opportunities for students outside the college to follow the minor. Impact on other units: None. Financial impact: None.

## School of Architecture

Program Learning Outcomes for B. Architecture

1. Design Communication: Graduating students must demonstrate the ability to communicate effectively, using a diverse range of skills such as writing, speaking, graphic representation, and modeling to convey architectural ideas.
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.

## (ARCH) Architecture

## Courses

```
    Low REVISE (RE) PREREQUISITE(S) (multiple courses)
impact:
reflects
changes
    to First
    Year
    Comp
courses
    ARCH 213-Modern Architecture: Histories and Theories (3)
    (RE) Prerequisite(s): ARCH 212*; and ENGL 102* (or equivalent)
    Formerly: (RE) Prerequisite(s): ARCH 212* or ARCH 218*; and ENGL 102*, ENGL 132*,
    ENGL 290*, or ENGL 298*
```

ARCH 227 - Honors: Modern Architecture Histories and Theories (3)
(RE) Prerequisite(s): ARCH 212*; and ENGL 102* (or equivalent)
Formerly: (RE) Prerequisite(s): ARCH 212* or ARCH 218*; and ENGL 102*, ENGL 132*, ENGL 290*, or ENGL 298*

Rationale: Prerequisite edits reflect changes made by the English Department to the numbers of first year composition courses: ENGL 101 and ENGL 102. Impact on other units: none. Financial impact: none.

## (ARCN) Architecture for Non-majors

```
Low ADD NEW SUBJECT CODE impact:
```

```
    does
        not
impact
        any
        other
college
```

Low impact: does not affect students outside this college

## ARCN - Architecture for Non-majors

```
Rationale: The School of Architecture is adding a new subject code for courses taught to nonmajors so we may better manage courses taught to students outside the college and to help campus-wide students identify courses available to them. Impact on other units: None. Financial impact: this change may indirectly increase College revenue with non-major students more likely to find their way to architecture courses designed for them.
```


## ADD COURSE (multiple courses)

```
ARCN 111 Architecture and the Built Environment (3) Transcript Title: Architecture/Built Environment
An introduction to architecture and the built environment for non-architecture majors. Significance of our surroundings, forces that create them. Creative aspects of design. Survey of examples from local to global. Strategies for individual and collective involvement. Satisfies Volunteer Core Requirement: (AH) (pending approval) Credit Restriction: Students may not receive credit for ARCN 111 and ARCH 101 or ARCH 111
```


## ARCN 117 Honors: Architecture and the Built Environment (3)

 Transcript Title: Hon: Arch/Built EnvironmentStudents will attend ARCN 111* classes, with supplementary assignments and/or class meetings.
Satisfies Volunteer Core Requirement: (AH) (pending approval) Registration Permission: Consent of architecture program director. Credit Restriction: Students may not receive credit for ARCN 117 and ARCH 101, ARCH 107, or ARCH 117

## ARCN 201 The American City: Citizens of the 21 ${ }^{\text {st }}$ Century (3)

Transcript Title: American City: Citizens of 21C
This course studies cities in the United States situated within a global context. The course is organized thematically, including architecture, planning paradigms, urban design theories, social equity, the economies of growth, the role of infrastructure, urban ecologies, geographies of sustainability and the American connection to land and landscape. A series of American case studies will be presented related to these themes. Understanding the complex evolution of American urbanism from multiple perspectives will help students in the future, as citizens of the 21st century.
Satisfies Volunteer Core Requirement: (AH) (GCUS) (pending approval)
Credit Restriction: Students may not receive credit for ARCN 201 and ARCH 201
ARCN 211 History and Theory of Architecture I (3)
Transcript Title: History/Theory Arch I
Architecture and ideas of building and community form in major world cultures from the prehistoric era to about 1750 CE.
Satisfies Volunteer Core Requirement: (AH) (GCI) (pending approval)
Credit Restriction: Students may not receive credit for ARCN 211 and ARCH 211

## Transcript Title: History/Theory Arch II

Architecture and ideas of building and community form in major world cultures from 1750 CE to the late-20th century.
Satisfies Volunteer Core Requirement: (AH) (GCI) (pending approval)
Credit Restriction: Students may not receive credit for ARCN 212 and ARCH 212

## ARCN 217 Honors: History and Theory of Architecture I (3)

Transcript Title: Hon: History/Theory Arch I
Students will attend ARCN 211* classes, with supplementary assignments and/or class meetings.
Satisfies Volunteer Core Requirement: (AH) (GCI) (pending approval)
Credit Restriction: Students may not receive credit for ARCN 217 and ARCH 217
Registration Permission: Consent of architecture program director.
ARCN 218 Honors: History and Theory of Architecture II (3)
Transcript Title: Hon: History/Theory Arch II
Students will attend ARCN $212^{*}$ classes, with supplementary assignments and/or class meetings.
Satisfies Volunteer Core Requirement: (AH) (GCI) (pending approval)
Credit Restriction: Students may not receive credit for ARCN 218 and ARCH 218
Registration Permission: Consent of architecture program director.

## ARCN 425 Special Topics in Architecture (3) <br> Transcript Title: Spec Topics: Architecture

Faculty initiated elective in architecture and architectural theory.
Repeatability: May be repeated. Maximum 12 hours.
Rationale: The above courses currently exist as ARCH courses and are either taught exclusively to non-majors, have dedicated sections for non-majors, or may be open to nonmajors if capacities allow. The School of Architecture proposes to include them in the catalog under the new ARCN prefix to better manage the courses and to help non-major students identify courses available to them. Impact on other units: None. Financial impact: this change may indirectly increase College revenue with non-major students more likely to find their way to architecture courses designed for them.

## Programs and Text

| Lowimpact: reflects changes to First Year Comp courses | REVISE REQUIREMENTS <br> Architecture Major, Bachelor of Architecture - Master of Landscape Architecture Preparatory Track |  |  |
| :---: | :---: | :---: | :---: |
|  | Term 1 | Hours | Milestone Notes |
|  | ARCH 101 or ARCH 107, | 3 | 2.5 cumulative GPA |
|  | ARCH 121 | 2 |  |
|  | ${ }^{1}$ ARCH 171 | 3 |  |
|  | ENGL 101* (or ENGL 118* (equivalent) | 3 |  |
|  | ${ }^{2}$ MATH 113* or MATH 125* | 3 |  |
|  | ${ }^{3} \mathrm{Non}$-Architecture Elective | 3 |  |


| Term 2 |  |  |
| :--- | :---: | :--- |
| ARCH 102 | 2 | 2.5 cumulative GPA |
| ARCH 122 | 2 | ENGL 102* (or equivalent) |
| ${ }^{1}$ ARCH 172 | 4 | MATH 113* or MATH 125* |
| ${ }^{4}$ Oral Communication Elective* | 3 |  |
| ENGL 102* (or equivalent) | 3 |  |
| PHYS 161* | 3 |  |

Rationale: Showcase revisions to reflect changes made by the English Department to the numbers of first-year composition courses: ENGL 101 and ENGL 102. Impact to other units: None. Financial impact: None.
Low
impact:
reflects
changes
to First
Year
Comp
courses

REVISE REQUIREMENTS
Architecture Major, Bachelor of Architecture - Traditional Track

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ARCH 101 or ARCH 107 | 3 | 2.5 cumulative GPA |
| ARCH 121 | 2 |  |
| ${ }^{1}$ ARCH 171 | 3 |  |
| ENGL 101* (or ENGL 118* (equivalent) | 3 |  |
| ${ }^{2}$ MATH 113* or MATH 125* | 3 |  |
| ${ }^{3}$ Non-Architecture Elective | 3 |  |
| Term 2 | 2 | 2.5 cumulative GPA |
| ARCH 102 | 2 | ENGL 102* (or equivalent) |
| ARCH 122 | 4 | MATH 113* or MATH 125* |
| ${ }^{1}$ ARCH 172 | 3 |  |
| ${ }^{4}$ Oral Communications Elective* | 3 |  |
| ENGL 102* (or equivalent) | 3 |  |
| PHYS 161* |  |  |

Rationale: Showcase revisions to reflect changes made by the English Department to the numbers of first-year composition courses: ENGL 101 and ENGL 102. Impact to other units: None. Financial impact: None.

## School of Design

Program Learning Outcomes for BFA in 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. A Graphic Design major (BFA) will explore, discover, and refine their personal creative process and be able to provide reflection on personal growth at the conclusion of each semester.
4. 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.

## Courses

| Low | MOVE SUBJECT CODE (DSGN) Design |
| :---: | :--- |
| impact: |  |
| does | FROM: |
| not | College of Architecture and Design |
| affect |  |
| other |  |
| colleges | TO: |
|  | School of Design |
|  | MOVE COURSES |

DSGN 130 - Basic Design Thinking and Innovation (3)
DSGN 430 - Design Thinking and Innovation (3)
DSGN 431 - Trans-disciplinary Studio (1-6)

Rationale: The DSGN subject code was established prior to the creation of the School of Design. With the formal establishment of the School of Design the subject code is in need of being realigned to allow for the School of Design to extend its offerings through; a clear demarcation of a foundations program for the Bachelor in Graphic Design which requires a year of study prior to application; to offer a broad set of topical design courses for both the college and the university, and to anticipate the ability to offer other design-oriented degrees. Impact on other units: There are currently three courses in DSGN. DSGN 130 and DSGN 430 are taught and managed by the School of Interior Architecture, who are in the process of introducing sections of the course under the new subject code IARN. In the transitional period, and until students needing University General Education credit matriculate out, we will maintain both the DSGN and IARN. DSGN 431 may be taught by any CoAD school. This flexibility is maintained when we move the course to the School of Design. Financial impact: None.

Low to mid
impact: does not
affect other colleges

ADD COURSE (multiple courses)
DSGN 101 - Graphic Design Foundation Studio I (3)

## Transcript Title: Foundation Studio I

Introduction to the principles, processes, and applications of meaning-making through design. Students explore the language of design, how it is influenced by form, content, audience, message, and context in various applications relative to communication.
Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Declared Graphic Design major.
Schedule Type: STD
DSGN 102 - Graphic Design Foundation Studio II (3) Transcript Title: Foundation Studio II
Introduction to the principles, processes and applications of image making through design. Students explore the language of design, how it is influenced by form, content, audience, message, and context through visual representation. Simultaneous introduction to image production through computer systems and software.
Satisfies Volunteer Core Requirement: (AAH) (pending approval)
Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Declared Graphic Design major.
Schedule Type: STD

## DSGN 103 - Graphic Design Foundation Studio III (3) Transcript Title: Foundation Studio III

Introduction to the principles, processes, and applications of design in three and four dimensions. Students explore the language of design, how it is influenced by form, content, audience, message, and context through various applications relative to communication.
Satisfies Volunteer Core Requirement: (AAH) (pending approval)
Repeatability: May be repeated. Maximum 6 hours.
Registration Restriction(s): Declared Graphic Design major
Schedule Type: STD

## DSGN 150 - The Idea of Design (3)

An overview of design as visual message-making and as an act of cultural interpretation. Contemporary and historic design and its forms are examined, along with an introduction to design and creative concepts.
Satisfies Volunteer Core Requirement: (AH) (pending approval)
Credit Restriction: Cannot receive credit for both DSGN 150* and GRDS 150*.
Rationale: Currently students enrolled in GRDS foundations conflate the GRDS subject code designation with being 'in the program'. Upon portfolio review, those students who do not pass are seen as being 'kicked out' by the program, while those who do pass get to remain in the subject code courses. By aligning foundation classes with a DSGN designation, portfolio review is positioned as a choice, and acceptance into GRDS is a true admittance. Impact on other units: None. Financial impact: None.

Equivalency Table

| Current Courses Graphic Design (GRDS) | Equivalent Courses Effective Fall 2023 <br> Design (DSGN) |
| :---: | :--- |
| GRDS 101 | DSGN 101 |
| GRDS 102 | DSGN 102 |
| GRDS 103 | DSGN 103 |
| GRDS 150 | DSGN 150 |

Low to mid impact: does not affect other
colleges

## ADD COURSE

## DSGN 420 Professional Portfolio Design (3)

This course assists students in the preparation of a digital and/or printed portfolio of work for use in pursuing professional employment. Students will gain knowledge of techniques that will enhance the presentation of a body of creative work that is brought to the class. Resumes will also be covered. Basic working knowledge of Adobe InDesign and Adobe Illustrator is required.
Registration restriction(s): May not be enrolled in the BFA Graphic Design program Schedule type: SEM

Rationale: To date, this course has been taught as a special topics course. It meets the need of a previously offered course in the School of Architecture that was eliminated with the retirement of a faculty member prior to the addition of the School of Design. As a DSGN offering, it is opened up for students in disciplines outside of graphic design who as a result of
the discipline produces a body of creative work in need of preparation for professional demonstration. Impact on other units: None. Financial impact: None.

## (GRDS) Graphic Design

## Low

 impact: reflects changes to other courses
## Low

 impact: reflects changes to other courses
## REVISE CREDIT RESTRICTION

GRDS 150 - The Idea of Design (3)
Credit Restriction: Cannot receive credit for both GRDS 150* and DSGN 150.
Formerly: Credit Restriction: Cannot receive credit for both ARTD 150* and GRDS 150*.
Rationale: As students in the School of Art Graphic Design program (ARTD) matriculated through the catalog towards graduation, each new GRDS course description identified the ARTD course which could not be counted for credit, was a co-req, or was a restriction. This allowed the ARTD students to continue through to matriculation while the GRDS program was established. At this point, all graphic design students in the School of Art have matriculated through and ARTD will no longer be offered. The new restriction between GRDS and DSGN is because the courses are equivalent. Impact on other units: None. Financial impact: None.

## REMOVE CREDIT RESTRICTION (multiple courses)

## GRDS 200 - Graphic Design Portfolio Review (0)

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

## GRDS 255 - Beginning Typography (4)

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

## GRDS 256 - Interaction Design (4)

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

## GRDS 271 - Beginning Graphic Design I (4)

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

## GRDS 272 - Beginning Graphic Design II (4)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 252 and GRDS 272

## GRDS 355 - Advanced Typography (4)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 255 and GRDS 355

## GRDS 371 - Intermediate Graphic Design I (4)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 351 and GRDS 371

## GRDS 371R - Intermediate Graphic Design I (4)

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

## GRDS 372 - Intermediate Graphic Design II (4)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 352 and GRDS 372

## GRDS 372R - Intermediate Graphic Design II (4)

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

## GRDS 425 - Special Topics in Graphic Design (3)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 459 and GRDS 425

## GRDS 444 - Graphic Design Research Studio (3)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 444 and GRDS 444

## GRDS 444R - Graphic Design Research Studio (3)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 444 and GRDS 444R

## GRDS 451 - Graphic Design Practicum (1-12)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 456 and GRDS 451

## GRDS 452 - Graphic Design Professional Seminar (3)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 455 and GRDS 452

## GRDS 471 - Advanced Graphic Design (4)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 451 and GRDS 471

## GRDS 471R - Advanced Graphic Design (4)

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

## GRDS 472 - Graphic Design Capstone (4)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 452 and GRDS 472*

## GRDS 472R - Graphic Design Capstone (4) <br> Formerly: Credit Restriction: Cannot receive credit for both ARTD 452R and GRDS 472R

## GRDS 493 - Independent Study (1-6)

Formerly: Credit Restriction: Cannot receive credit for both ARTD 493 and GRDS 493
Rationale: As students in the School of Art Graphic Design program (ARTD) matriculated through the catalog towards graduation, each new GRDS course description identified the ARTD course which could not be counted for credit, was a co-req, or was a restriction. This allowed the ARTD students to continue through to matriculation while the GRDS program was established. At this point, all graphic design students in the School of Art have matriculated through and ARTD will no longer be offered. Impact on other units: None. Financial impact: None.

## Programs and Text

| Low <br> impact: | School of Design <br> reflects <br> changes <br> to |
| :---: | :--- |
| (Main Department page, beginning with the heading First-Year Curriculum) |  |
| courses | REVISE TEXT |
|  | First-Year Curriculum |

The following core courses must be completed before students can progress into the degree program as a graphic design major and before further graphic design classes may be taken.

```
GRDS }101\mathrm{ DSGN 101 - Graphic Design Foundation Studio I
GRDS 102 DSGN 102 - Graphic Design Foundation Studio II*
GRDS 103 DSGN 103-Graphic Design Foundation Studio III*
GRDS 150 DSGN 150 - The Idea of Design*
```

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.

* Meets Volunteer Core Requirements.

Rationale: Currently students enrolled in GRDS foundations conflate the GRDS subject code designation with being "in the program." Upon portfolio review, those students who do not pass are seen as being 'kicked out' by the program, while those who do pass get to remain in the subject code courses. By aligning foundation classes with a DSGN designation, portfolio review is positioned as a choice, and acceptance into GRDS is a true admittance. Impact on other units: None. Financial impact: None.

* Vol Core designations pending approval by Vol Core Committee.

Low impact: reflects changes to courses

## REVISE REQUIREMENTS

## Graphic Design Major, BFA in Graphic Design

Major Requirements:

## I. Foundation (12 hours)

## Complete:

- GRDS 101 DSGN 101 - Graphic Design Foundation Studio I
- GRDS 102 DSGN 102 - Graphic Design Foundation Studio II *
- GRDS 103 DSGN 103 - Graphic Design Foundation Studio III *
- GRDS 150 DSGN 150-The Idea of Design *

Rationale: Text revisions reflect use of the new subject code for foundations courses. Impact to other units: None. Financial impact: None.

## II. Graphic Design (45 hours)

C. Complete (practicum) 66-7 hours:
...

## IV. Studio (9 hours)

## Select 9 hours from list below:

- any 200-level and above course in the School of Art
- any 200-level and above ARTN
- any course in the College of Architecture and Design with a studio, lab, or workshop component
- GRDS 444 - Graphic Design Research Studio
- GRDS 444R - Graphic Design Research Studio
- GRDS 455 - Graphic Design Collaborative Engagement
- THEA 242 - Fundamentals of Costume Design and Technology
- THEA 252 - Fundamentals of Scene Design and Technology
- THEA 262 - Fundamentals of Lighting Design and Technology *
- THEA 340-Costume Design I
- THEA 345 - Costume Construction
- THEA 355 - Scenic Design I
- THEA 362 - Lighting Design I
- THEA 373 - Introduction to Sound Design *
- THEA 475 - Projection and Media Design

Rationale (Sections I and II): Vol Core QR requires 2 courses that can be 3-4 CH. BFA Graphic Design students tend to take courses that lean more toward humanities in nature than pure math, resulting in a total of 6 CH gained from this requirement. Students who opt for this route wind up with a total of 119 of the total 120 CH to graduate. Making the internship class a variable credit hour will allow students missing this extra credit to take it within the major. This allows them to stay within CPOS compliance. Impact on other units: None. Financial impact: None.
nale (Section IV): GRDS students are encouraged to first register for ARTN courses in the School of Art. However, these courses have to be petitioned at the moment because DARS does not recognize them as School of Art courses.
ct on other units: None.
Financial impact: None.

* Vol Core designations pending approval by Vol Core Committee.

Low impact: reflects changes to courses

## REVISE REQUIREMENTS

| Graphic Design Major, BFA (uTrack Requirements) |  |  |
| :---: | :---: | :---: |
| Term 1 | Hours | Milestone Notes |
| GRDS 101 DSGN 101 | 3 | Completion of at least 12 credit hours |
| GRDS 102 DSGN 102* | 3 |  |
| Oral Communications Elective* | 3 |  |
| ENGL 101* (or equivalent) | 3 |  |
| Quantitative Reasoning Elective* | 3 |  |
| Term 2 |  |  |
| GRDS 103 DSGN 103* | 3 | ENGL 101* |
| GRDS 150 DSGN 150* | 3 | Complete GRDS 200 with a "Pass" |
| GRDS 200 | 0 |  |
| Global Citizenship - US Elective* | 3 |  |
| ENGL 102* (or equivalent) | 3 |  |
| Term 8 |  |  |
| GRDS 451 and/or GRDS 444, GRDS 444R or GRDS 455 | 3 3-4 | Completion of at least 42 total upperdivision (300-400 level) hours |
| GRDS 472* or GRDS 472R* | 4 |  |
| GRDS 452 | 3 |  |
| ${ }^{1}$ Design and Professional Elective | 3 |  |

Rationale: Showcase revisions reflect use of the new subject code for foundations courses and implementation of variable credit practicum requirement. Impact to other units: None. Financial impact: None.

* Vol Core designations pending approval by Vol Core Committee.


## School of Interior Architecture

Program Learning Outcomes for BS in Interior Architecture.

1. Professional: Independent Thinking and Self Initiative: Graduating students have awareness and demonstrate the presentation of alternative viewpoints, being curious, and applying "selfgenerated" 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 reaction 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, furnishing and materials, and be able to apply that comprehension to their coursework.
4. Professional: Leadership, Practice, and Collaboration: Graduating students have an understanding of the designer's role in managing and advocating for legal, 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.

## (IARC) Interior Architecture Courses

```
    Low REVISE TITLE (multiple courses)
impact:
clarifies
content
IARC 101 Introduction to the Spatial Experience (3)
Transcript Title: Intro to Spatial Experience
Formerly: IARC 101 Introduction to the Built Environment (3).
```

IARC 107 Honors: Introduction to the Spatial Experience (3) Transcript Title: Hon: Intro/Spatial Experience

Formerly: IARC 107 Honors: Introduction to the Built Environment (3).
Rationale: To more accurately describe the course content and differentiate it from ARCH 101/107. Impact on other units: None. Financial impact: None.

Low
REVISE (RE) PREREQUISITE(S) (multiple courses)
IARC 211 - History of Interior Design, Furnishings, and the Decorative Arts (3)

Mid impact: reflects change

IARC 311 - History of Interior Design, Furnishings, and the Decorative Arts (3) Transcript Title: Hist/Inter Dsgn/Furn/DecArts
to Social, political, and physical influences through the movements and traditions of the interior course level from 200level to 300level
environment in major world cultures from prehistoric - present.
(RE) Prerequisite(s): ENGL 102* (or equivalent)
Registration Restriction(s): Interior architecture major or students with declared minor in design studies or interior architecture studies or consent of instructor.

IARC 317 - Honors: History of Interior Design, Furnishings, and the Decorative Arts (3) Transcript Title: Hon: Hist IntDsgn/Furn/DecArts

Rationale: Prerequisite edits reflect changes made by the English Department to the numbers of first year composition courses: ENGL 101 and ENGL 102. Impact on other units: none.
Financial impact: none.

Social, political, and physical influences through the movements and traditions of the interior environment in major world cultures from prehistoric - present. Students will attend IARC 211* classes, with supplementary assignments and/or class meetings.
(RE) Prerequisite(s): ENGL 102* (or equivalent)
Registration Permission: Consent of school director.
Rationale: IARC 211/217 was moved to 3rd year to better distribute the history courses. They will be changing the number to IARC 311/317, but will wait to drop IARC 211/217 until Vol Core credit is submitted and approved. Impact on other units: None. Financial impact: None.

Course Equivalency Table

| Former Prefix/Course Number | Equivalent New Prefix/Course <br> Number |
| :---: | :---: |
| IARC 211 | IARC 311 |
| IARC 217 | IARC 317 |

## (IARN) Interior Architecture for Non-majors

Low
impact:
does
not
affect
other
colleges

Low impact: does not affect

## ADD NEW SUBJECT CODE

## IARN - Interior Architecture for Non-majors

Rationale: The School of Interior Architecture is adding a new subject code for courses taught to non-majors so we may better manage courses taught to students outside the college and to help campus-wide students identify courses available to them. Impact on other units: None.
Financial impact: this change may indirectly increase College revenue with non-major students more likely to find their way to architecture courses designed for them.

ADD COURSE (multiple courses)
IARN 101 - Intro to the Spatial Experience (3)
Transcript Title: Intro to Spatial Experience
other For non-majors. Architectural design as a creative process based on visual thinking and ideas

## IARN 107 - Honors: Intro to the Spatial Experience (3)

Transcript Title: Hon: Intro Spatial Experience
For non-majors, Students will attend IARN 101 classes with supplementary assignments and/or class meetings.
Registration Permission: Consent of school director
Credit Restriction: Students may not receive credit both for IARN 107 and IARC 107

## IARN 130 - Basic Design Thinking and Innovation (3) Transcript Title: Basic Design Think/Innovation

Introduction to design thinking and innovation for first year and second year undergraduate students from all majors. This course will assist students in how to work in multi-disciplinary teams to solve complex whole-to-part real-world problems. Students engage collaborative design thinking methods that emphasize producing unique, feasible, and implementable outcomes that can be applied in future classes and within career opportunities. Students will complete projects by generating a variety of ideas, applying and synthesizing knowledge from their discipline, building prototypes, and evaluating with critical thinking.
Satisfies Volunteer Core Requirement (OC) (EI) (Pending Approval)
Contact Hour Distribution: 1-hour seminar, 2-hour lab.
Schedule Type: Lecture-Lab
Registration Restriction(s): First-year and second-year students only.
Credit Restriction: Students may not receive credit for both IARN 130 and IARN 430 or DSGN 130 or DSGN 430

## IARN 200 - Human-Environment Relations (3)

Introduction to environmental psychology theories: examine behavior in relationship to biological, social and environmental factors; role of needs assessments and research-based issues guiding design process.
Satisfies Volunteer Core Requirement: (SS) (Pending Approval)
Credit Restriction: Students may not receive credit for both IARN 200 and IARC 200

## IARN 207 - Honors Human-Environment Relations (3)

Introduction to environmental psychology theories: examine behavior in relationship to biological, social and environmental factors; role of needs assessments and research-based issues guiding design process. Students will attend IARC $200^{*}$ classes, with supplementary assignments and/or class meetings.
Satisfies Volunteer Core Requirement: (SS) (Pending Approval)
Credit Restriction: Students may not receive credit for both IARN 207 and IARC 207

## IARN 221 - Theory of Color (3)

History and application of color from a broader perspective on how it influenced the cultures of the United States as we know it today. Introduction to color systems and application of color in the interior environment. An expanded emphasis on how color may influence people, space, and place.
Contact Hour Distribution: 1.5-hour lecture and 3-hour lab.
Schedule Type: Lecture Lab
Credit Restriction: Students may not receive credit for both IARN 221 and IARC 221

## IARN 222 - Interior Perspectives on Art (3)

Examination of the relationships between interior spaces, notions of interiority, art, and material culture. Examining social contexts and the development of major movements in art
and architectural history from the Renaissance to the present, and how this influenced or is reflected in the evolution of interior space design.
Credit Restriction: Students may not receive credit for both IARN 222 and IARC 222

## IARN 361 - Lighting for Interior Architecture (3)

Transcript Title: Lighting/Interior Architecture
Introduction to environmental psychology theories: examine behavior in relationship to biological, social and environmental factors; role of needs assessments and research-based issues guiding design process.
(RE) Prerequisite(s): 101, ARCH 101, or ARCH 111; and MATH 123 or above; and junior standing; or permission of instructor.
Credit Restriction: Students may not receive credit for both IARN 361 and IARC 361

## IARN 422 - Inclusive and Exclusive Design (3)

An analysis of why design is important, how to engage community members in the design process, and design beyond aesthetics. Focus on empathy, collaboration, and community development as critical design competencies.
Credit Restriction: Students may not receive credit for both IARN 422 and IARC 422
IARN 425 - Special Topics in Interior Architecture (1-6)
Transcript Title: SpecTop: Interior Architecture
Faculty Initiated courses. Topics vary.
Repeatability: May be repeated. Maximum 9 hours.

## IARN 430 - Design Thinking and Innovation (3)

Introduction to design thinking and innovation for junior and senior undergraduate students from all majors. This course will assist students in how to work in multi-disciplinary teams to solve complex whole-to-part real-world problems. Students engage collaborative design thinking methods that emphasize producing unique, feasible, and implementable outcomes that can be applied in future classes and within career opportunities. Students will complete projects by generating a variety of ideas, applying and synthesizing knowledge from their discipline, building prototypes, and evaluating with critical thinking.
Satisfies Volunteer Core Requirement: (AOC)(EI) (Pending Approval)
Contact Hour Distribution: 1-hour seminar, 2-hour lab.
Registration Restriction(s): Minimum student level - Junior.
Credit Restriction: Students may not receive credit for both IARN 430 and IARN 130 or DSGN
130 or DSGN 430

## IARN 464 - Research Methods for Designers (3)

Exploration of design-related research methodologies. Topics cover the full life cycle of the research process, including: identifying a research question, evaluating significance, developing a conceptual framework, implementing a work plan, gathering, managing, and analyzing data, prototyping an argument, communicating research through writing as well as visualization and/or fabrication, presenting and publishing work.
Credit Restriction: Students in the BFA Graphic Design program may not receive credit.
Credit Restriction: Students may not receive credit for both IARN 464 and IARC 464
IARN 495 - International Design Travel (3)
International design travel. Students will participate in a culturally immersive experience to study, reflect, and critically compare all aspects of design including on-site historical and contemporary design, social context, religious practices, and social customs. Students will study design vocabulary in the native language of the designation and apply it within projects and writing assignments.
Satisfies Volunteer Core Requirement: (GCI) (Pending Approval)

Rationale: The above courses currently exist as IARC courses and are either taught exclusively to non-majors, have dedicated sections for non-majors, or may be open to nonmajors if capacities allow. The School of Interior Architecture proposes to include them in the catalog under the proposed IARN prefix to better manage the courses and to help non-major students identify courses available to them. Impact on other units: None. Financial impact: None

## Programs and Text

| Low impact: reflects changes to courses | REVISE REQUIREMENTS <br> Interior Architecture Major, BS in Inter Track | Architec | ure - Master of Architecture Preparatory |
| :---: | :---: | :---: | :---: |
|  | Term 1 | Hours | Milestone Notes |
|  | ARCH 121 | 2 | 2.5 cumulative GPA |
|  | ARCH 171 | 3 |  |
|  | ENGL 101* (or ENGL 118* equivalent) | 3 |  |
|  | IARC 101 or IARC 107 | 3 |  |
|  | IARC 221 | 3 |  |
|  | ${ }^{2}$ MATH 113* or MATH 125* | 3 |  |
|  | Term 2 |  |  |
|  | ARCH 122 | 2 | 2.5 cumulative GPA |
|  | ARCH 172 | 4 | ENGL 102* (or equivalent) |
|  | ARTH 173* or ARTH 178* PHYS 161* | 3 |  |
|  | IARC 200* or IARC 207* | 3 |  |
|  | ENGL 102* (or equivalent) | 3 |  |
|  | Term 4 |  |  |
|  | IARC 276 | 6 | 2.5 cumulative GPA |
|  | +ARC 211* or IARC 217* ${ }^{\text {a }}$ IARC 222 | 3 | IARC 276 |
|  | IARC 321 | 2 |  |
|  | IARC 361* | 3 |  |
|  | ARCH 212* or ARCH 218* | 3 |  |
|  | Term 5 |  |  |
|  | IARC 375* | 6 | 2.5 cumulative GPA |
|  | IARC 331 | 3 | IARC 375* |
|  | ARCH 213 | 3 |  |
|  | PHYS 161* | 3 |  |
|  | ${ }^{1}$ Natural Sciences w/Lab Electives* | 4 |  |
|  | Term 6 |  |  |
|  | IARC 376* | 6 | 2.5 cumulative GPA |
|  | IARC 211* or IARC 217* | 3 |  |
|  | ${ }^{1}$ Global Citizenship - US Elective* | 3 | IARC 376* |
|  | IARC 360 | 2 |  |
|  | ${ }^{\text {² }}$ Alatural Sciences W/Lab Electives* | 4 |  |

Rationale: (1) The School of Interior Architecture reviewed its various history requirements and proposed redistributing them so they are introduced in a more coherent sequence and distributed over more terms. This caused the shifting of other courses, primarily Vol Core courses. (2) The new showcase drops ARTH 173/178 in favor of IARC 222, a history course more focused on the

| Low impact: reflects changes to courses | relationship between the development of interior spaces and art plus other material culture. Per student feedback, this course holds more relevancy to the discipline and engages students interested in interior architecture better than the broader survey art history course. (3) Revisions to english courses reflect changes made by the English Department to the numbers of first-year composition courses: ENGL 101 and ENGL 102. Impact to other units: (2) Dropping ARTH 173/178 impacts the School of Art since it removes approximately 35 students per year from their teaching load. Financial impact: (2) Dropping ARTH 173/178 financially impact the School of Art and the College of Arts and Sciences as it affects BAM revenue from this cohort of students. The Associate Dean Ambroziak (College of Architecture and Design) and Director Zingoni (School of Interior Architecture) met with the Director McNulty and Associate Director Hiles (School of Art) to discuss the impacts. Over the past several years, ARTH 173/178 has experienced increasing demand with sections filling as soon as they are added. They did not see the smaller interior architecture cohort as having a significant impact and felt that their numbers could be easily replaced. Other Documentation - feedback from students and letter from Associate Director Hiles. |  |  |
| :---: | :---: | :---: | :---: |
|  | Term 1 | Hours | Milestone Notes |
|  | IARC 101 or IARC 107 | 3 | 2.5 cumulative GPA |
|  | IARC 221 | 3 |  |
|  | ARCH 121 | 2 |  |
|  | ARCH 171 | 3 |  |
|  | ENGL 101* (or ENGL 118* equivalent) | 3 |  |
|  | ${ }^{2}$ MATH 113* or MATH 125* | 3 |  |
|  | Term 2 |  |  |
|  | IARC 200* or IARC 207* | 3 | 2.5 cumulative GPA |
|  | ARCH 122 | 2 | ENGL 102* (or equivalent) |
|  | ARCH 172 | 4 |  |
|  | ARTH 173* or ARTH 178* PHYS 161* | 3 |  |
|  | ENGL 102* (or equivalent) | 3 |  |
|  | Term 4 |  |  |
|  | IARC 276 | 6 | 2.5 cumulative GPA |
|  | IARC 211* or IARC 217* ${ }^{\text {a }}$ (ARC 222 | 3 | IARC 276 |
|  | IARC 321 | 2 |  |
|  | IARC 361* | 3 |  |
|  | ARCH 212* or ARCH 218* | 3 |  |
|  | Term 5 |  |  |
|  | IARC 375* | 6 | 2.5 cumulative GPA |
|  | IARC 331 | 3 | IARC 375* |
|  | PHYS 161* | 3 |  |
|  | ${ }^{1}$ Natural Sciences w/Lab Electives* | 4 |  |
|  | Open Elective | 3 |  |
|  | Term 6 |  |  |
|  | IARC 376* | 6 | 2.5 cumulative GPA |
|  | IARC 211* or IARC 217* | 3 |  |
|  | IARC 360 | 2 | IARC 376* |
|  | ${ }^{1}$ Global Citizenship - US Elective* | 3 |  |
|  | ${ }^{\text {TA }}$ Natural Sciences w/Lab Electives* | 4 |  |

Rationale: (1) The School of Interior Architecture reviewed its various history requirements and proposed redistributing them so they are introduced in a more coherent sequence and distributed over more terms. This caused the shifting of other courses, primarily Vol Core courses. (2) The new showcase drops ARTH 173/178 in favor of IARC 222, a history course more focused on the relationship between the development of interior spaces and art plus other material culture. Per student feedback, this course holds more relevancy to the discipline and engages students interested in interior architecture better than the broader survey art history course. (3) Revisions to english courses reflect changes made by the English Department to the numbers of first-year composition courses: ENGL 101 and ENGL 102. Impact to other units: (2) Dropping ARTH 173/178 impacts the School of Art since it removes approximately 35 students per year from their teaching load. Financial impact: (2) Dropping ARTH 173/178 financially impact the School of Art and the College of Arts and Sciences as it affects BAM revenue from this cohort of students. The Associate Dean Ambroziak (College of Architecture and Design) and Director Zingoni (School of Interior Architecture) met with the Director McNulty and Associate Director Hiles (School of Art) to discuss the impacts. Over the past several years, ARTH 173/178 has experienced increasing demand with sections filling as soon as they are added. They did not see the smaller interior architecture cohort as having a significant impact and felt that their numbers could be easily replaced. Other Documentation - feedback from students and letter from Associate Director Hiles.

Low impact: reflects changes to courses

REVISE REQUIREMENTS
Interior Architecture Major, BS in Interior Architecture - Traditional Track

| Term 1 | Hours | Milestone Notes |  |
| :--- | :---: | :--- | :---: |
| ARCH 121 | 2 | 2.5 cumulative GPA |  |
| ARCH 171 | 3 |  |  |
| ENGL 101* (or ENGL 118* equivalent) | 3 |  |  |
| IARC 101 or IARC 107 | 3 |  |  |
| IARC 221 | 3 |  |  |
| ${ }^{3}$ MATH 113* or MATH 125* | 3 |  |  |
| Term 2 | 2 | 2.5 cumulative GPA |  |
| ARCH 122 | 4 | ENGL 102* (or equivalent) |  |
| ARCH 172 | 3 |  |  |
| ARTH 173* or ARTH 178* PHYS 161* | 3 |  |  |
| IARC 200* or IARC 207* | 3 |  |  |
| ENGL 102* (or equivalent) |  |  |  |
| Term 4 | 6 | 2.5 cumulative GPA |  |
| IARC 276 | 3 | IARC 276 |  |
| IARC 211* or IARC 217* IARC 222 | 2 | AAATH 123* MATH 113* or MATH 125* |  |
| IARC 321 | 3 |  |  |
| IARC 361* |  |  |  |
| ARCH 212* or ARCH 218* | 3 |  |  |
| Term 5 |  |  |  |
| IARC 375* | 6 | 2.5 cumulative GPA |  |
| IARC 331 | 3 | IARC 375* |  |
| PHYS 161* | 3 |  |  |
| ${ }^{*}$ Natural Sciences w/Lab Electives* | 4 |  |  |
| Open Elective | 3 |  |  |


| Term 6 |  |  |
| :--- | :---: | :--- |
| IARC 376* | 6 | 2.5 cumulative GPA |
| IARC 211* or IARC 217* | 3 |  |
| ${ }^{1}$ Global Citizenship - US Elective* | 3 | IARC 376* |
| IARC 360 | 2 |  |
| Open Elective | 3 |  |

Rationale: (1) The School of Interior Architecture reviewed its various history requirements and proposed redistributing them so they are introduced in a more coherent sequence and distributed over more terms. This caused the shifting of other courses, primarily Vol Core courses. (2) The new showcase drops ARTH 173/178 in favor of IARC 222, a history course more focused on the relationship between the development of interior spaces and art plus other material culture. Per student feedback, this course holds more relevancy to the discipline and engages students interested in interior architecture better than the broader survey art history course. (3) Revisions to english courses reflect changes made by the English Department to the numbers of first-year composition courses: ENGL 101 and ENGL 102. Impact to other units: (2) Dropping ARTH 173/178 impacts the School of Art since it removes approximately 35 students per year from their teaching load. Financial impact: (2) Dropping ARTH 173/178 financially impact the School of Art and the College of Arts and Sciences as it affects BAM revenue from this cohort of students. The Associate Dean Ambroziak (College of Architecture and Design) and Director Zingoni (School of Interior Architecture) met with the Director McNulty and Associate Director Hiles (School of Art) to discuss the impacts. Over the past several years, ARTH 173/178 has experienced increasing demand with sections filling as soon as they are added. They did not see the smaller interior architecture cohort as having a significant impact and felt that their numbers could be easily replaced. Other Documentation - feedback from students and letter from Associate Director Hiles.

Low impact: reflects changes to courses

REVISE REQUIREMENTS

## Interior Architecture Studies Minor

## Complete two courses:

- ARCH 101 - Introduction to the Built Environment or or
- ARCH 111 - Architecture and the Built Environment* or or
- ARCH 117 - Honors: Architecture and the Built Environment* or
- ARCN 111 - Architecture and the Built Environment* or
- ARCN 117 - Honors: Architecture and the Built Environment* or
- IARC 101 - Introduction to the Built Environment Introduction to the Spatial Experience or
- IARC 107 - Honors: Introduction to the Spatial Experience or
- IARN 101 - Introduction to the Spatial Experience or
- IARN 107 - Honors: Introduction to the Spatial Experience
- ARCH 172 - Design II: Spatial Order II or or
- DSGN 130 - Basic Design Thinking and Innovation * or or
- DSGN 430 - Design Thinking and Innovation * or
- IARN 130 - Basic Design Thinking and Innovation* or
- IARN 430 - Design Thinking and Innovation*

Select 14 hours from the following:

- ARCH 496 - Design IX: Provocations (with interior design collaboration as approved by Director) or
or
- ARCH 496S - Design IX: Provocations - Collaborative Engagement
- IARC 200 - Human-Environment Relations * or or
- IARC 207 - Honors: Human-Environment Relations * or
- IARN 200 - Human-Environment Relations* or
- IARN 207 - Honors: Human-Environment Relations*
- IARC 211 - History of Interior Design, Furnishings, and the Decorative Arts *
- IARC 221 - Theory of Color or
- IARN 221 - Theory of Color
- IARC 222 - Interior Perspectives on Art or
- IARN 222 - Interior Perspectives on Art
- IARC 261 - Materials, Resources and Textiles for Interiors
- IARC 360 - Business Principles and Practices
- IARC 361 - Lighting for Interior Architecture * or
- IARN 361 - Lighting for Interior Architecture
- IARC 425-Special Topics in Interior Architecture
- IARN 425 - Special Topics in Interior Architecture
- IARC 480 - Furniture Design
- IARC 491 - International Study
- IARC 495 - International Design Travel *
- IARN 495 - International Design Travel*
* Meets Volunteer Core Requirements.

Rationale: The school recently added new IARN (Interior Architecture for Non-Majors) courses and reviewed their ability to offer other IARC courses to the school's minor. These additions expand the opportunities for students outside the program to follow the minor. Impact on other units: None. Financial impact: None.

## Main College Page

|  | REVISE REQUIREMENTS <br> Perspectives <br> Foreign Language <br> Students may meet this college requirement in one of four ways. <br> - Completion of one of the following intermediate-level foreign language sequences: ARAB 221*-ARAB 222*, ARAB 231-ARAB 232; ASL 211*-ASL 212*; ASST 261-ASST 262; CHIN 231-CHIN 232*; FREN 211-FREN 212*, FREN 217-FREN 218*; GERM 211-GERM 212; (Greek) CLAS 261-CLAS 264*; (Latin) CLAS 251-CLAS 252* HEBR 241-HEBR 242*; ITAL 211-ITAL 212*; JAPA 251-JAPA 252*; PORT 211-PORT 212*; REST 221*REST 222*; RUSS 201-RUSS 202*; SPAN 211-SPAN 212*, or SPAN 217-SPAN $218^{*}$. |
| :---: | :---: |

Rationale: This is a correction that was overlooked in the last catalog
Impact on other units: none. Financial impact: none

## Interdisciplinary Programs <br> Courses

(AFST) Africana Studies
Low MOVE COURSES
impact: from the Department of Africana Studies to the Department of Interdisciplinary Programs does not affect
other
+AFST 160 - Art of Africa, Oceania, and Pre-Columbian America (3)
AFST 201 - Introduction to African American Studies (3) *
AFST 202 - Introduction to African American Studies (3) *
colleges
AFST 225 - Introduction to African Literature (3) *
+AFST 226 - Introduction to Caribbean Literature (3) *
AFST 233 - Major Black Writers (3) *
AFST 235 - Introduction to African Studies (3)*
AFST 235S - Introduction to African Studies (3) *
AFST 236 - Introduction to African Studies (3) *
+AFST 300 - The Rise and Fall of Slavery in the United States (3) *
AFST 311 - Race in Horror, Sci-Fi, and Thriller (3)
AFST 313 - Social Context of African American Health (3)
+AFST 315 - The African Diaspora (3)
+AFST 319 - Caribbean Cultures and Societies (3)
AFST 325 - Studies in Black Education (3)
+AFST 331 - Race and Ethnicity in American Literature (3) *
+AFST 333 - Black American Literature and Aesthetics (3) *
AFST 335 - African Literature (3) *
+AFST 336 - Caribbean Literature (3) *
+AFST 343 - Race and Ethnicity (3) *
+AFST 346 - African American Religious History (3)
+AFST 352 - African American Religion in the United States (3)
+AFST 353 - Religion, Race, and Ethnicity in North America (3) *
+AFST 354 - Black Men in U.S. Society (3)
+AFST 356 - Rastafari and Afro-Caribbean Religions (3)
AFST 359 - African American Intellectual History (3)
+AFST 371 - African History to 1880 (3)
+AFST 372 - African History Since 1880 (3)
+AFST 373 - African Religions (3)
+AFST 374 - History of the Civil Rights Movement in the United States (3)
+AFST 375 - African American Women's History from Slavery to the Present (3)

```
    +AFST 376 - The African American Experience from the Colonial Period to the Civil War (3)
    AFST 380 - The African American Experience from the Civil War to the Present (3)
    +AFST 381 - History of South Africa (3)
    +AFST 383-Studies in African History (3)
    +AFST 413-Music and the African Diaspora (3)*
    +AFST 415- Black American Politics (3)
    AFST 421-Comparative Studies in African and African American Societies (3)
    +AFST 425-Black Feminist Theory (3)
    AFST 430-Black and Indigenous Literatures (3)
    AFST 433-Africa and the Diaspora (3)
    AFST 434 - The Caribbean and the Diaspora (3)
    AFST 435 - North America and the Diaspora (3)
    +AFST 442-Comparative Poverty and Development (3)
    +AFST 443-Topics in Black Literature (3) *
    +AFST 444-Black Masculinities (3)
    AFST 450-Issues and Topics in African American Studies (3)
    +AFST 452 - The Politics of Sub-Saharan Africa (3)
    +AFST 456-Race, Ethnicity, Crime, and Justice (3)
    AFST 460-Africana Research Methods (3)
    +AFST 464 - Art of Southern and Eastern Africa (3)
    +AFST 465-Art and Archaeology of Ancient Africa (3)
    +AFST 466-Arts of the African Diaspora (3)
    +AFST 471-African-American Art (3)
    +AFST 472-Civil Rights Movement (3)
    +AFST 476-African American Psychology (3)
    AFST 480-African American Communities in Urban America (3)
    +AFST 483-Studies in African History (3)
    AFST 484-African American Women in American Society (3)
    AFST 491-Foreign Study (1-6)
    AFST 492-Off-Campus Study (1-6)
    AFST 493-Independent Study (1-6)
    Rationale: During the 2021-2022 Curricular Change Cycle, AFST courses and minor were moved
        into a new Department of Africana Studies in anticipation that their new Africana Studies Major
        would be approved by THEC; however, THEC denied their request and suggested they reapply
        when they can attract and sustain a minimum of 10 students in the Interdisciplinary Programs
        major - Africana Studies concentration for three years or more. Therefore, the college has asked
        that the courses and minor be returned to and remain in the Department of Interdisciplinary
        Studies until such time as they can get the new major approved.
```

Rationale: The primary, THEA 230 is being taught by the Department of Theatre and has content that is applicable to Africana Studies. Impact on other units: cross listed with THEA 230. THEA is primary. Financial impact: none

ADD COURSE AND CROSS-LIST
+AFST 314 The Evolution of Gospel Music (3)
(See MUSC 314)
Cross-listed with MUSC 314, MUSC is primary)
college but probably not in other colleges unless it is added to Vol Core

Rationale: This course traces the origins of Gospel music from psalm, hymns, early American choral music, and its modifications through Spirituals, the Blues, and contemporary popular music. The course is taught through the experiences and vast knowledge of the instructors, offering students a historical and performative approach in understanding this religious music. Impact on other units: cross listed with MUSC 314, MUSC is primary. Financial impact: none

## (LING) Linguistics

## Low to

 mid
## impact:

will be used
mainly
within this college

## ADD COURSE

LING 440 Translation, Linguistics, and Context (3)
Transcript Title: Translation/Linguistics/Cntext
This course applies concepts and ideas from linguistics to the field of translation. Primarily drawing from linguistic pragmatics, the systematic study of human language in context, this course provides students with hands-on resources to successfully negotiate source and target language words, grammar, and texts/utterances in light of several layers of context, a process that is at the center of conceptualizing and crafting effective translations.

Rationale: Translation is relevant to the study of linguistics, and over the years students have expressed interest in a course that applies linguistics knowledge to translation. This course will count for the requirement of the Linguistics BA. Impact on other units: none. Financial impact: none

## Programs and Text



Complete 2 courses ( 6 credit hours) from the following

- ANTH 309 - Advanced Principles of Biological Anthropology *
- CLAS 201 - Introduction to Classical Civilization *
- CLAS 221 - Early Greek Mythology *
- CLAS 253-Greek and Roman Literature in English Translation *
- CLAS 273 - Medical Terminology
- ENGL 251 - Introduction to Poetry *
- ENGL 252 - Introduction to Drama*

Complete 1 course ( 3 credit hours) from the following

- EEB 306 - Ecology and Society
- EEB 425 - Communicating the Science of Climate Change Biology *
- ENGL 339-Children's and Young Adult Literature*


## Secondary Emphasis - Choose 4 courses from one of the following 5 options ( 12 credit

 hours).All courses must be distinct from the courses used for the Primary Emphasis.
Option E - Cultural Studies

- ENGL 339 - Children's and Young Adult Literature*
- ENGL 480 - Fairy Tale, Legend, and Myth: Folk Narrative
- MATH 400 - History of Mathematics
- MUTH 305 - Italian Musical Styles *

Choose 3 courses ( 9 credit hours). All must be distinct from hours used for the major.

- EEB 306 - Ecology and Society
- EEB 425 - Communicating the Science of Climate Change Biology *
- ENGL 252 - Introduction to Drama*
- ENGL 339 - Children's and Young Adult Literature*

Rationale: This adds additional classes to the major, providing students with more options for classes to complete their degrees in a timely manner
Impact on other units: none. Financial impact: none.

Low impact:
include
courses within this college

REVISE REQUIREMENTS
Interdisciplinary Programs Major, BA - Public Policy and Administration Concentration
Secondary Emphasis - Choose 4 courses from one of the following 5 options ( 12 credit hours).

All courses must be distinct from the courses used for the Primary Emphasis.
Option E - Cultural Studies

- ENGL 252 - Introduction to Drama*
- ENGL 339 - Children's and Young Adult Literature*
- ENGL 480 - Fairy Tale, Legend, and Myth: Folk Narrative
- POLS 312 - Popular Culture and American Politics *
- MATH 400 - History of Mathematics

Electives in Major (9 credit hours)
Choose 3 courses ( 9 credit hours). All must be distinct from hours used for the major.

- ENGL 252 - Introduction to Drama*
- ENGL 339 - Children's and Young Adult Literature*
- POLS 301-Research Methods
- POLS 311 - Contemporary Issues in American Public Policy *
- POLS 312 - Popular Culture and American Politics *

Low impact: reflects change to the course level and number of a course
in another college

Low impact: all additional courses are within the same college as the program

Rationale: This adds additional classes to the major, providing students with more options for classes to complete their degrees in a timely manner
Impact on other units: none. Financial impact: none.
REVISE REQUIREMENTS
Interdisciplinary Programs Major, BA - Data Science Concentration
Data Management and Visualization:

- ARCH 321 - Representation IV: Information Modeling
- BAS 476 - Data Engineering and Visualization
- COSC 465 - Databases and Scripting Languages
- GEOG 311-Geovisualization and Geographic Information Science
- IARC 321 - Advanced Representation
- INDS 321 - Digital Representation and Fabrication for Industrial Design
- INSC 260 - Programming for Information Applications
- INSC 360 - Programming for Information Applications
- INSC 384 - Database Design
- INSC 484 - Database Applications
- INSC 489 - Information Visualization

Rationale: INSC 260 is a new course that is replacing INSC 360.
Impact on other units: none. Financial impact: none.
REVISE REQUIREMENTS
Interdisciplinary Programs Major, BA - Jewish Studies Concentration
The concentration in Jewish studies offers a course of study that treats Judaism as a historically evolving and culturally specific enterprise. The concentration explores Jewish culture, religion and heritage through literature, philosophy and history. A multi-disciplinary combination of courses permits critical reflection about topics and issues in a world civilization and cross-cultural context.

The concentration consists of at least 30 hours, distributed as follows: Complete JST 381: Judaism. In addition to JST 381, up to 27 credit hours must be completed from the courses listed in part A or B. A maximum of 9 credit hours for the major may be from part B. Up to 6 credit hours may be from the 200 level. At the discretion of the Director of Judaic Studies, other courses with sufficient Jewish content may be used to satisfy the major.

## Select at least 18 hours:

- HEBR 241 - Intermediate Modern Hebrew I*
- HEBR 242 - Intermediate Modern Hebrew II*
- HEBR 341 - Advanced Modern Hebrew I
- HEBR 342 - Advanced Modern Hebrew II
- JST 311 - Hebrew Bible/Old Testament
- JST 312 - Early Judaism
- JST 350 - The Afterlife of the Holocaust
- JST 382 - Archaeology of the Biblical World
- JST 383 - Early Jewish History
- JST 385 - Contemporary Jewish Thinkers
- HIME 385: Studies in Jewish History
- JST 386 - Voices of the Holocaust
- JST 405 - Modern Jewish Studies
- JST 413 - Seminar in Early Judaism
- JST 484 - Studies in Jewish History
- REST 221 - Intermediate Biblical Hebrew I*
- REST 222 - Intermediate Biblical Hebrew II *
- HEBR 315 - Introduction to Israeli Culture and Society
- HEBR 321 - The Israeli-Palestinian Conflict in Literature, Film, and Popular Culture *
- REST 361 - The American Jewish Experience
- REST 481 - Public Health in Holocaust Ghettos
Select up to 9 hours:
- REST 320 - Gender and Religion
- JST 320 -Gender and Religion
- JST 321 - New Testament and Christian Origins
- JST 322 - Medieval Philosophy
- JST 369 - History of the Middle East and the Islamic World, ca. 1050-1500
- JST 370 - Modern Middle East
- JST 395-The Crusades and the Medieval Christian-Muslim Relations
- JST 426 - Early Christian and Byzantine Art to 1350
- JST 432-Medieval Art of the West 800-1400
- REST 225 - Judaism, Christianity, Islam *
- ARAB 320 - Middle Eastern Film
- HEBR 351 - Languages of the Middle East and North Africa
Rationale: This change reflects new courses which have been added to the major and some which have been dropped from the catalog. It also reflects changes in the way specific courses are being taught due to numerous faculty retirements and the addition of new faculty. It also aligns course requirements to better serve the needs of the major.
Impact on other units: none. Financial impact: none.


## REVISE REQUIREMENTS

Interdisciplinary Programs Major, BA - Linguistics Concentration
Select 9 hours (in consultation with a linguistics advisor):

- ASL 435 - Linguistics of American Sign Language *
- AUSP 302 - Acoustics and Perception
- AUSP 305 - Phonetics
- ...
- LING 440 - Translation, Linguistics, and Context
- ...
Rationale: Newly proposed course that can broaden students' knowledge on Linguistics and should count as an elective course.

Impact on other units: none. Financial impact: none

Low impact: reflects courses added in recent years that are a good fit for the conc. impact: reflects courses added in recent years that are a good fit for the conc.

## REVISE REQUIREMENTS

## Interdisciplinary Programs Major, BA - Medieval and Renaissance Studies Concentration

Select six or seven upper-level elective courses from at least two departments and both time periods (Pre-1450 and Post-1450):

- ARTH 425 - Early Christian and Byzantine Art to 1350
- ARTH 431 - Medieval Art of the West, 800-1400
- ARTH 441 - Northern European Painting, 1350-1600 *
- HIAS 394: Chinese Intellectual History: Early Times
- HIEU 310: The Byzantine Empire, 284-1453
- HIEU 354: Early Medieval Warfare
- HIEU 383: Studies in Premodern European History
- HIEU 420: Invisible Romans
- HIEU 425: City of Rome
- HIEU 430: Gender and Medicine in the Middle Ages
- HIME 382: Archaeology of Ancient Israel
- HIME 383: Ancient Jewish History

Rationale: This is an update to the list of courses offered for the major in Medieval and Renaissance Studies so as to reflect what is currently being taught. This change accommodates two issues. (1) Faculty have developed new courses over the past four years which are appropriate to the major in Medieval and Renaissance Studies; and (2) the new list provides students with an increased number of options for interdisciplinary coursework, expanding the range of courses and covering material both inside and outside of Europe, thereby exposing students to more global developments.
Impact on other units: none. Financial impact: none
Note that the course "The Byzantine Empire, 284-1453" was listed as HIEU 343 but should have been HIEU 310 to match the Add Course request on pages 139-140. HIEU 343 does not exist.

## REVISE REQUIREMENTS

## Medieval and Renaissance Studies Minor

Select three or four upper-level elective courses representing from at least two departments and both time periods (Pre-1450 and Post-1450):

- ARTH 425 - Early Christian and Byzantine Art to 1350
- ARTH 431 - Medieval Art of the West, 800-1400
- ARTH 441 - Northern European Painting, 1350-1600 *
- HIEU 310: The Byzantine Empire, 284-1453
- HIEU 354: Early Medieval Warfare
- HIEU 383: Studies in Premodern European History
- HIAS 394: Chinese Intellectual History: Early Times
- HIEU 420: Invisible Romans
- HIEU 425: City of Rome
- HIEU 430: Gender and Medicine in the Middle Ages
- HIME 382: Archaeology of Ancient Israel
- HIME 383: Ancient Jewish History

Rationale: This is an update to the list of courses offered for the major in Medieval and Renaissance Studies so as to reflect what is currently being taught. This change accommodates two issues. (1) Faculty have developed new courses over the past four years which are appropriate to the major in Medieval and Renaissance Studies; and (2) the new list provides students with an increased number of options for interdisciplinary coursework, expanding the range of courses and covering material both inside and outside of Europe, thereby exposing students to more global developments.
Impact on other units: none. Financial impact: none
Note that the course "The Byzantine Empire, 284-1453" was listed as HIEU 343 but should have been HIEU 310 to match the Add Course request on pages 139-140. HIEU 343 does not exist.

## Department of Anthropology Courses <br> (ANTH) Anthropology

Mid to
high
impact:
be sure
other
colleges
are
aware
of this
change
+DROP COURSE
high
impact:
be sure
+ANTH 240 - Human Anatomy (4)
(See EEB 240)
Rationale: Human Anatomy lecture and lab are being split to accommodate changes to the course structure and to better manage enrollment for Nursing majors. The existing course (EEB 240) will no longer be offered as a combined lecture and lab course. ANTH 240 was a cross-listed course with EEB 240.
Impact on other units: The new course number will require Nursing, Kinesiology, Public Health, pre-professional (e.g., premed) and other programs to update their listings, as the old course number will be dropped. Financial impact: none

Impact report:
(Same as EEB 240 - Human Anatomy
Programs Biological Sciences Major, BS - Microbiology Concentration
Biological Sciences Major, BS - The Biology of Global Health Concentration (GloHeal)
Nursing Major (Accelerated Track), BS in Nursing
Nursing Major, BS in Nursing
Nursing Major, BS in Nursing - Honors Concentration
Nutrition Major, BS in Health and Human Sciences - Biomedical Nutrition Science Concentration
Nutrition Major, BS in Health and Human Sciences - Biomedical Nutrition Science Concentration

- Five-Year BS/MS

Pre-Health Professions Minor
Pre-Professional Programs Major, BS - Pre-Dentistry Concentration
Pre-Professional Programs Major, BS - Pre-Pharmacy Concentration
Public Health Major, Bachelor of Science in Public Health - Population Health Sciences
Concentration
Therapeutic Recreation Major, BS in Recreation and Sport Management

```
Mid to
    high
impact:
be sure
    other
colleges
    are
+ADD COURSE AND CROSS-LIST
+ANTH 250-Human Anatomy (3)
(See EEB 250)
    Cross-listed with EEB 250, EEB is primary
```

| aware of this change | Rationale: Human Anatomy lecture and lab are being split to accommodate changes to the course structure and to better manage enrollment for Nursing majors. This change keeps the cross-listing between ANTH and EEB for the new lecture portion of the course. <br> Impact on other units: The new course will require Nursing, Kinesiology, Public Health, preprofessional (e.g., premed) and other programs to update their listings, as the old course number will be dropped. Cross listed with EEB 250. ANTH is secondary. Financial impact: none |
| :---: | :---: |
| Mid to high | ADD COURSE AND CROSS-LIST |
| impact: | +ANTH 251 - Human Anatomy Laboratory (1) |
| be sure | (See EEB 251) |
| other | Cross-listed with EEB 251, EEB is primary |
| colleges are | Rationale: Human Anatomy lecture and lab are being split to accommodate changes to the course |
| aware of this | structure and to better manage enrollment for Nursing majors. This change keeps the cross-listing between ANTH and EEB for the new lecture portion of the course. |
| change | Impact on other units: The new course will require Nursing, Kinesiology, Public Health, preprofessional (e.g., premed) and other programs to update their listings, as the old course number will be dropped. Financial impact: none |
| Low impact: Change title | REVISE COURSE TITLE |
|  | ANTH 360 - The Archaeology of Indigenous North America (3) FORMERLY: ANTH 360 North American Prehistory (3) |
|  | Rationale: The course is meant to cover Indigenous peoples, both pre and post 1492. Impact on other academic units: None. Financial Impact: None. |
|  | New title was reflected in program changes but not in course changes. Added by friendly amendment at the UG Council meeting on 2/14/2023. |
| Low to <br> mid <br> impact: <br> new <br> cross- <br> listed <br> course <br> but <br> should <br> only <br> affect <br> this <br> college | +ADD COURSE AND CROSS-LIST |
|  | +ANTH 406 - Taphonomy (3) |
|  | (See GEOL 406) |
|  | Cross-listed with GEOL 406, GEOL is primary |
|  | Rationale: ANTH 406 introduces students to the field of taphonomy and provides students with an interest in either anthropology (forensics, zooarchaeology, paleoanthropology) and paleontology |
|  | (paleoecology, fossil diagenesis) with a survey of the discipline including exposure to the primary |
|  | literature and experiences with identifying and interpreting the effects of taphonomic processes on organismal remains by way of specimen-based activities and instruction. |
|  | Impact on other units: This course will be cross-listed with Earth and Planetary Sciences GEOL |
|  | 406. GEOL is primary. Financial impact: none. |
| Low to impact: affects mainly this college | ADD COURSE |
|  | ANTH 409 - Advanced Collections/Curation (1) |
|  | Assist in all phases of accessioning and curation in the UTK Donated Skeletal Collection, with |
|  | emphasis on professional development, independent research, and logistics. |
|  | (RE) Prerequisite(s): ANTH 329 and ANTH 480. |
|  | Repeatability: May be repeated. Maximum 3 hours. |
|  | Rationale: This new course is a follow up course to ANTH 329 where students are introduced to collections and curation. This course will provide the experience of working with collections management and best curatorial practices in anthropology. |


|  | Impact on other units: None. Financial Impact: none <br> Low <br> impact: <br> change <br> of name |
| :--- | :--- |
| REVISE TITLE |  |$\quad$| ANTH 423 Feminist Anthropology (3) |
| :---: |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| Rationale: The previous title "Anthropology of Gender" is much less reflective of the field within |
| the today, which calls itself Feminist Anthropology, has an association named the |
| Association for Feminist Anthropologists, and a new journal entitled Feminist Anthropology. This |
| title change will better reflect the field and may also be more legible as a marker for students |
| within the department and outside of it. |
| Impact on other academic units: None. Financial Impact: None. |


| minor changes | Archaeological survey spanning the origins and evolution of human culture in Europe, to the earliest farming villages, social complexity in the Bronze and Iron Ages, and migrations of the Roman and Medieval eras. <br> Formerly: ANTH 462 Early European Prehistory (3) <br> Origins and evolution of human culture in Europe through the beginnings of settled life. Primary focus on Paleolithic/Mesolithic chronology and lifeways. <br> Rationale: The professor who usually taught this course has retired, and to allow for more instructors and student interest, we have broadened the scope of this course. <br> Impact on other academic units: None. Financial Impact: None. |
| :---: | :---: |
| Low to mid impact: should have little to no impact outside the dept | ADD COURSE <br> ANTH 471 Vertebrate Osteology (4) <br> This intensive laboratory course focuses on the examination and comparison of skeletons of major vertebrate groups in North America, including mammals, birds, fishes, reptiles, and amphibians. Focusing on local fauna from the comparative osteological collections in the Anthropology labs, students will learn to identify characteristics of major families of taxa, as well as learning to identify various local species, with emphasis on identifying skeletal remains from archaeological, paleontological, and forensic contexts. <br> (RE) Prerequisite(s): ANTH 464, ANTH 306, or ANTH 480 <br> Rationale: Anth 471 introduces students to osteology of mammals, birds, fishes, reptiles, and amphibians and provides students with an interest in either anthropology (forensics, zooarchaeology, paleoanthropology) and paleontology with a thorough review of comparative functional anatomy and experiences with identifying vertebrate remains by way of specimenbased activities and instruction. <br> Impact on Other Academic Units: None Financial Impact: None. |
| Low to mid impact: unlikely to affect other depts. | REVISE TITLE AND CREDIT HOURS <br> ANTH 474 DNA Lab Methods (3) <br> Formerly: ANTH 474 Basic Molecular Biology Techniques (2) <br> Rationale: This is an existing course that is currently offered at 2 credit hours (1 hour lecture +2 hours lab), but in practice comprises 3 lab hours (plus 1 lecture hour). Therefore the credit hours need to be increased from 2 to 3 . The title was formerly too broad; the proposed title is more in line with the course content. Impact on Other Academic Units: None. Financial Impact: The Departmental Budget will be used to cover lab costs. |
| Low impact: minor change to prereq | REVISE (RE) PREREQUISITE(S) <br> ANTH 489 Forensic Science and Human Rights (3) <br> (RE) Prerequisite(s): ANTH 110* or ANTH 117*. <br> Formerly: (RE) Prerequisite(s): ANTH 110* or ANTH 117*; ANTH 419. <br> Rationale: This course was originally designed to be the second course in a two course series for the DDHR concentration, with ANTH 419 serving as the prerequisite to ANTH 489. The faculty member who designed the original ANTH 419 course is no longer at UTK and the new course syllabus no longer covers the same material that served as a prerequisite. That material has been incorporated into ANTH 489, so the prerequisite is no longer needed. Impact on Other Academic Units: None. Financial Impact: None. |
| Low impact: allows | REVISE (RE) PREREQUISITE(S), REMOVE REGISTRATION RESTRICTION ANTH 490 Primate Evolution (3) |


| courses as prereqs, allows additional students | Living and fossil primate taxonomy, ecology, and comparative anatomy. Survey of primate fossil record with emphasis on the origin or major primate lineages. <br> (RE) Prerequisite(s): ANTH 110 or ANTH 117 or GEOL 102 or BIOL 280. <br> Registration Restriction(s): None <br> Formerly: ANTH 490 Primate Evolution (3) <br> Living and fossil primate taxonomy, ecology, and comparative anatomy. Survey of primate <br> fossil record with emphasis on the origin or major primate lineages. <br> (RE) Prerequisite(s): ANTH 110 or ANTH 117. <br> Registration Restriction(s): Anthropology major. <br> Rationale: The change to class permissions will allow students outside of the Anthropology major who are part of the paleontology minor, housed in Earth and Planetary Sciences, the ability to enroll. <br> Impact on other academic unit: None. Financial Impact: none. |
| :---: | :---: |
| Low to mid impact: will only affect two other depts in same college | REVISE TITLE, DESCRIPTION, (RE) PREREQUISITE(S), AND REMOVE REGISTRATION RESTRICTION <br> ANTH 495 Hominin Paleobiology (4) <br> Intensive survey of the hominin fossil record from the earliest hominid remains to the earliest origins of modern human form. <br> (RE) Prerequisite(s): ANTH 110 or ANTH 117 or GEOL 102 or BIOL 280. <br> Registration Restriction(s): None <br> Formerly: ANTH 495 Human Paleontology (4) <br> Intensive survey of the human fossil record from the earliest hominid remains to the <br> earliest origins of modern human form. <br> (RE) Prerequisite(s): ANTH 110 or ANTH 117. <br> Registration Restriction(s): Anthropology major. <br> Rationale: The course title and description are being changed to more accurately describe the course content. The change to class permissions will allow students outside of the Anthropology major who are part of the paleontology minor, housed in Earth and Planetary Sciences, the ability to enroll. Impact on other academic units: None. Financial Impact: None. |

## Programs and Text

## Mid

impact:
new
conc.
under
current
major, no
courses
outside the college

## ADD CONCENTRATION

## Anthropology Major, BA - Archaeology Concentration

College Requirements
Arts and Sciences
Major Requirements:
The major consists of at least $\mathbf{3 0}$ hours.

## Prerequisites for Progression

Complete with a grade of $\mathbf{C}$ or better:

- ANTH 110 - Introduction to Biological Anthropology * or
- ANTH 117 - Honors: Introduction to Biological Anthropology *
- ANTH 120 - Introduction to Archaeology * or
- ANTH 127 - Honors: Introduction to Archaeology *
- ANTH 130-Cultural Anthropology * or
- ANTH 137 - Honors: Cultural Anthropology *


## Concentration Requirements

## Select one course:

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


## Select one course:

- ANTH 361 - Historical Archaeology *
- ANTH 362 - Principles of Archaeology


## Complete 9 credit hours:

## Option A:

- ANTH 430/430R - Fieldwork in Archaeology (6 credit hrs) and select one of the following:
- ANTH 435 - Historical Archaeology Laboratory
- ANTH 460 - Paleoethnobotany
- ANTH 464 - Principles of Zooarchaeology

OR
Option B:

- ANTH 430/430R - Fieldwork in Archaeology (3 credit hrs) and one course from the following:
- ANTH 433-Archaeological Laboratory Experience
- ANTH 435 - Historical Archaeology Laboratory
- ANTH 460 - Paleoethnobotany
- ANTH 464 - Principles of Zooarchaeology and one course from the following:
- ANTH 363 - Archaeological Science
- ANTH 369 - Selected Topics in Archaeology Method and Theory
- ANTH 433-Archaeological Laboratory Experience
- 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

Select at least one upper-division anthropology course from each of the following five lists.
Archaeology area

- ANTH 360 - Archaeology of Indigenous North America
- ANTH 364 - African Archaeology
- ANTH 452 - Paleoindian Archaeology
- ANTH 454 - Archaeology of the African Diaspora
- ANTH 462 - Archaeology of Europe
- 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 - The 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 - Feminist Anthropology *
- ANTH 425 - Humanitarianism
- ANTH 432 - Anthropology of Warfare, Violence, and Peace

Biological Anthropology Method and Theory

- ANTH 303 - Human Biology and Society
- ANTH 359 - Selected Topics in Biological Anthropology Method and Theory
- ANTH 470 - Anthropology and the Genome
- ANTH 472 - Paleopathology
- ANTH 483 - Evolutionary Biology for Anthropologists
- ANTH 489 - Forensic Science and Human Rights
- ANTH 490 - Primate Evolution
- ANTH 494 - Primate Behavior *
- ANTH 495 - Human Paleobiology

Biological Anthropology Applied Area

- ANTH 306 - Dental Anthropology
- ANTH 459 - Selected Topics in Biological Anthropology Applied Area
- ANTH 472 - Paleopathology
- ANTH 474 - Basic Molecular Biology Techniques
- ANTH 480 - Human Osteology
- ANTH 486 - Introduction to Forensic Anthropology
- ANTH 495 - Human Paleobiology
* Meets Volunteer Core Requirements.

Rationale: This will provide an option for undergraduate Anthropology majors to focus their education and training in archaeology, providing skills they need to be competitive for jobs after graduation or for applying to graduate programs.
Impact on other units: none. Financial impact:
ADD uTRACK REQUIREMENTS FOR NEW CONCENTRATION
Anthropology Major, BA - Archaeology Concentration (uTrack Requirements)

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ANTH 110*, ANTH 117*, ANTH 120*, <br> ANTH 127*, ANTH 130*, OR ANTH $137^{*}$ | 3 | One course from ANTH 110*, ANTH <br> $120^{*}$, OR ANTH 130* with a grade of C <br> or better |
| ENGL 101* (or equivalent) | 3 |  |
| Foreign Language (intermediate level) | 3 |  |
| Quantitative Reasoning Electives* | $3-4$ |  |
| ${ }^{\text {1Elective }}$ | 2 |  |


| Vol Core | Term 2 |  |  |
| :---: | :---: | :---: | :---: |
|  | ANTH 110*, ANTH $117^{*}$, ANTH $120^{*}$, <br> ANTH 127*, ANTH 130*, OR ANTH 137* | 3 | One additional course from ANTH 110*, ANTH 120*, OR ANTH 130* 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 |  |
|  | Term 3 |  |  |
|  | ANTH 110*, ANTH 117*, ANTH 120*, <br> ANTH 127*, ANTH 130*, OR ANTH 137* | 3 | One additional course from ANTH 110*, ANTH 120*, OR ANTH 130* with a grade of $C$ or better |
|  | Arts and Humanities Elective* | 3 |  |
|  | Oral Communications Elective* | 3 |  |
|  | Natural Sciences Lab* (continuation of sequence) | 4 |  |
|  | ${ }^{1}$ Elective | 2 |  |
|  | Term 4 |  |  |
|  | ${ }^{3}$ Applied Oral Communication Elective (ANTH 494*) | 3 |  |
|  | Arts and Humanities Elective* | 3 |  |
|  | ${ }^{3}$ Written Communication Elective* (ANTH 321* or ANTH 423*) | 3 |  |
|  | Social Sciences Elective* | 3 |  |
|  | 3Global Citizenship - US Elective* (ANTH 415*) | 3 |  |
|  | Term 5 |  |  |
|  | ANTH 357 or ANTH 450 | 3 | Two 300-400 level Anthropology courses with a grade of C or better. |
|  | ANTH 361* or ANTH 362 | 3 |  |
|  | ${ }^{2}$ Connections | 3 |  |
|  | Non-U.S. History* | 3 |  |
|  | ${ }^{3}$ Engaged Inquiries Elective* (ANTH $361^{*}$ ) | 3 |  |
|  | Term 6 |  |  |
|  | Anthropology (major) | 6 | Completion of at least 9 upper-division (300-400) hours with a grade of $C$ or better |
|  | Non-U.S. History* (continuation of sequence)* | 3 |  |
|  | ${ }^{2}$ Connections | 6 |  |
|  | Term 7 |  |  |
|  | Anthropology (major) | 9 | Completion of at least 24 total upperdivision (300-400) hours with a grade of C or better |


|  |  |  |
| :--- | :---: | :--- |
| Engaged Inquiries Elective* | 6 | ANTH 430 or ANTH 430R |
| Term 8 |  |  |
| Anthropology (major) | 8 | Completion of at least 42 total upper- <br> division (300-400) hours with a grade of <br> C or better |
| Engaged Inquiries Elective* | 3 |  |
| ${ }^{\text {E Elective }}$ | 3 |  |
| TOTAL (minimum) | $\mathbf{1 2 0}$ |  |

* Meets Volunteer Core Requirements.

1 All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts and Sciences.
2 The Connections requirement may be satisfied in one of three ways: (1) by completing 9 hours from one of the approved Connections packages, (2) by completing the requirements for a second major or minor, or (3) by completing 9 hours of study abroad coursework. All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts and Sciences.
3 The courses indicated meet both a Vol Core requirement as well as a requirement in the major. Students can choose to complete the Vol Core requirement using alternative courses.

Low impact: reflects recent course changes

## REVISE REQUIREMENTS

## Anthropology Major, BA

Select one course:
Archaeological Method and Theory

- ANTH 361 - Historical Archaeology*
- ANTH 362 - Principles of Archaeology
- ...
- ANTH 363 - Archaeological Science
- ANTH 431 - Isotope Ecology
- ANTH 466 - Archaeological Statistics

Select one course:
Archaeological Area

- ANTH 360 - The Archaeology of Indigenous North America
- ANTH 364 - African Archaeology
- ANTH 406 - Taphonomy
- ANTH 452 - Paleoindian Archaeology
- ANTH 454 - Archaeology of the African Diaspora
- ANTH 462 - Archaeology of Europe
- ANTH 463 - Rise of Complex Civilizations
- ANTH 465 - Vertebrate Osteology

Select one course:
Cultural Method and Theory

- ANTH 312 - Agri-Cultures and Eats
- ANTH 325 - Migration and Transnationalism
- ANTH 349 - Well-being, Livelihood, and Society

```
- ÄNTH 412 - Ethnographies of Trauma
- ...
- ANTH 423 - Feminist Anthropology*
- ANTH 424- Queer Anthropology
- ANTH 425 - Humanitarianism
- ANTH 426 - Decolonization
- ANTH 441 - Topics in Cultural Method and Theory
Select one course:
Biological Anthropology Method and Theory
- ANTH 303 - Human Biology and Society
- ANTH 305 - Evolution and Society
- ANTH 309 - Advanced Principles of Biological Anthropology
- ANTH 359 - Selected Topics in Biological Anthropology Method and Theory
- ANTH 495 - Hominin Paleobiology
Select one course:
Biological Anthropology Applied Area
- ANTH 306 - Dental Anthropology
- ANTH 459-Selected Topics in Biological Anthropology Applied Area
- ...
- ANTH 495 - Hominin Paleobiology
Rationale: adding recently added and revised courses as options for the major.
Impact on other units: none. Financial impact: none
```

Low impact: reflects recent course changes

```
REVISE REQUIREMENTS
Anthropology Major, BA - Disasters, Displacement and Human Rights Concentration
Concentration Requirements
Select one course:
- ANTH 311 - Southeastern Indians
- ANTH 312 - Agri-Cultures and Eats
- ...
- ANTH 426 - Decolonization
```

Select 15 additional hours:
Students must select at least one upper-division anthropology course from each of the following lists.
Archaeological Method and Theory

- ANTH 361 - Historical Archaeology *
- ANTH 362 - Principles of Archaeology
- ANTH 369 - Selected Topics in Archaeology Method and Theory
- ANTH 431 - Isotope Ecology
- ANTH 435 - Historical Archaeology Laboratory
- ANTH 446 - Archaeological Statistics
- ANTH 451 - Hunter-Gatherers
- ANTH 455 - Archaeological Foodways
- ANTH 460 - Paleoethnobotany
- ANTH 461 - Archaeological Resource Management
- ANTH 464 - Principles of Zooarchaeology

Cultural Area
(If ANTH 311, ANTH 314, ANTH 315, ANTH 319, or ANTH 325 is selected above, students may substitute
any upper-division anthropology course.):

- ANTH 301 - South Asian Cinema: Bollywood and Beyond
- ANTH 310 - North American Indians
- ANTH 313-Cultures of Mexico and Central America
- ANTH 314 - Latinos in the United States
- ANTH 315 - The African Diaspora
- ANTH 319-Caribbean Cultures and Societies
- ANTH 320 - American Cultures
- ANTH 321 - Anthropology of South Asia *
- ANTH 322 - Variable Topics in Ethnography
- ANTH 323 - Topics in Latin American Ethnography
- ANTH 324 - Topics in African Ethnography
- ANTH 325 - Migration and Transnationalism

Biological Anthropology Method and Theory

- ANTH 303 - Human Biology and Society
- ANTH 305 - Evolution and Society
- ANTH 309-Advanced Principles of Biological Anthropology
- ANTH 359 - Selected Topics in Biological Anthropology Method and Theory
- ANTH 483-Evolutionary Biology for Anthropologists
- ANTH 489 - Forensic Science and Human Rights
- ANTH 490 - Primate Evolution
- ANTH 494 - Primate Behavior *
- ANTH 495 - Hominin Paleobiology

Biological Anthropology Applied Area

- ANTH 306 - Dental Anthropology
- ANTH 459 - Selected Topics in Biological Anthropology Applied Area
- ANTH 472 - Paleopathology
- ANTH 474 - Basic Molecular Biology Techniques
- ANTH 480 - Human Osteology
- ANTH 486 - Introduction to Forensic Anthropology
- ANTH 495 - Hominin Paleobiology

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

- ANTH 360 - The Archaeology of Indigenous North America
- ANTH 364 - African Archaeology
- ANTH 406 - Taphonomy
- ANTH 452 - Paleoindian Archaeology
- ANTH 454 - Archaeology of the African Diaspora
- ANTH 462 - Archaeology of Europe
- ANTH 463 - Rise of Complex Civilizations
- ANTH 465 - Vertebrate Osteology
- ANTH 466 - Archaeology of Southeastern United States
- ANTH 469 - Selected Topics in Archaeological Area

Rationale: updating course showcase to reflect new and revised courses
Impact on other units: none. Financial impact: none

## REVISE REQUIREMENTS

## Anthropology Major, BA - Forensic Concentration

Concentration Requirements
Complete:

- ANTH 480 - Human Osteology
- ANTH 486 - Introduction to Forensic Anthropology

Select one course:

- ANTH 306 - Dental Anthropology
- ANTH 470 - Anthropology and the Genome
- ANTH 472 - Paleopathology
- ANTH 474 - DNA Lab Methods
- ANTH 483 - Evolutionary Biology for Anthropologists

Complete 3 hours using a minimum of two different courses:

- ANTH 329-Skeletal Collections and Curation
- ANTH 339 - Advanced Skeletal Processing
- ANTH 409 - Advanced Collections/Curation
- ANTH 429 - Anthropological Field Recovery
- ANTH 439 - Variable Topics in Forensic Center Experience and Research

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 363 - Archaeological Science
- ANTH 369-Selected Topics in Archaeology Method and Theory
- ANTH 431 - Isotope Ecology
- ANTH 435-Historical Archaeology Laboratory
- ANTH 446 - Archaeological Statistics
- 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 - The Archaeology of Indigenous North America
- ANTH 364 - African Archaeology
- ANTH 406 - Taphonomy
- ANTH 452 - Paleoindian Archaeology
- ANTH 454 - Archaeology of the African Diaspora
- ANTH 462 - Archaeology of Europe
- ANTH 463 - Rise of Complex Civilizations
- ANTH 465 - Vertebrate Osteology
- ANTH 466 - Archaeology of Southeastern United States
- ANTH 469-Selected Topics in Archaeological Area

Cultural Method and Theory:

- ANTH 412 - Ethnographies of Trauma
- ANTH 413 - Dynamics of Health and IIIness
- 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 - Feminist Anthropology *
- ANTH 425 - Humanitarianism
- ANTH 426 - Decolonization
- ANTH 432 - Anthropology of Warfare, Violence, and Peace

Rationale: updating course showcase to reflect new and revised courses
Impact on other units: none. Financial impact: none

## School of Art

## Courses <br> (ARTB) Art Three-Dimensional Arts

```
    Low REVISE (RE) PREREQUISITE(S)
impact:
    only
affects
    this
    dept.
    Low
impact:
    only ARTB 322 Intermediate Pottery (4)
affects (RE) Prerequisite(s): ARTB 222 or ARTN 222
    Formerly: (RE) Prerequisite(s): ARTB 320.
    this
    dept.
    Rationale: Removes ceramics portfolio review as a prerequisite for ARTB 322. This change will
    permit BA majors and minors, who are not required to have a portfolio review, to advance into UD
    courses.
    Impact on other academic units: none. Financial impact: none.
    Low
impact:
    only ARTB 341 Intermediate Sculpture (4)
affects (RE) Prerequisite(s): ARTB 241 or ARTN 241
        Formerly: (RE) Prerequisite(s): ARTB 245, ARTB 246 and ARTB }34
```

```
    this
    dept.
    Low
impact:
    only
affects
    this
    dept.
    Low
impact:
    only
affects
    this
    dept.
Rationale: Current pre-reqs include courses ARTB 245 and ARTB 246) that are currently offered only once every few years, creating barriers for students. Removing the sculpture portfolio review requirement and replacing it with the sequentially appropriate intro course (ARTB 241 or ARTN 241) will allow students from other concentrations to access this upper-division course. Impact on other academic units: None. Financial impact: None.
REVISE (RE) PREREQUISITE(S)
ARTB 421 - Advanced Ceramic Sculpture (6)
(RE) Prerequisite(s): ARTB 320 and ARTB 321
Formerly: (RE) Prerequisite(s): ARTB 323.
Rationale: This change moves portfolio review from a prerequisite for 300-level ceramics classes to 400-level. This change will permit BA majors and minors, who do not have a portfolio review requirement, to advance into 300 -level courses. This will also allow students from other concentrations to access 300 -level courses.
Impact on other academic units: None. Financial impact: None.
```


## Low

REVISE (RE) PREREQUISITE(S)

```

\section*{ARTB 422 - Advanced Pottery (6)}
```

(RE) Prerequisite(s): ARTB 320 and ARTB 322
Formerly: (RE) Prerequisite(s): ARTB 322.
Rationale: This change moves portfolio review from a prerequisite for 300-level ceramics classes to 400-level. The change will permit BA majors and minors, who do not have a portfolio review requirement, to advance into 300 -level courses. This will also allow students from other concentrations to access 300 -level courses. Impact on other academic units: None. Financial impact: None.

```

\section*{(ARTC) Art Four-Dimensional Arts}
\begin{tabular}{|c|c|}
\hline Low & REVISE TITLE \\
\hline impact: title & ARTC 330 Time-Based Arts Portfolio Review \\
\hline \multirow[t]{2}{*}{change
to} & Transcript Title: Time-Based Arts Portfolio Rev \\
\hline & Formerly: ARTC 330, 4D Arts Concentration Progression Requirement Review \\
\hline \multirow[t]{4}{*}{art term change} & Rationale: This will align with the change from "4D" to "Time-Based Arts" across our offerings, as \\
\hline & well as adhere to the naming convention used in other portfolio review courses throughout the \\
\hline & School of Art. This will reduce confusion surrounding the course. Impact on other academic units: \\
\hline & None. Financial Impact: None. \\
\hline Low & REVISE TITLE \\
\hline \multirow[t]{2}{*}{impact: title} & \\
\hline & ARTC 439-Special Topics in Time-Based Arts \\
\hline change & Transcript Title: Spec Topics in Time-Based Arts \\
\hline \multirow[t]{2}{*}{to reflect} & Formerly: ARTC 439-Special Topics in Four-Dimensional Arts \\
\hline & \\
\hline \multirow[t]{3}{*}{art term change} & Rationale: This change is to correct an oversight. Four-Dimensional Arts was changed to Time- \\
\hline & Based media wherever it appears in the Undergraduate Catalog and Graduate Catalog. \\
\hline & Impact on other academic units: none. Financial impact: none. \\
\hline
\end{tabular}
```

    Low REVISE DESCRIPTION
    impact:
change ARTC 496-Capstone (3)
to Students will engage in self-initiated research to demonstrate proficiency in time-based arts.
reflect Formerly: Students will engage in self-initiated research to demonstrate proficiency in
art term
change
Rationale: This change is to correct an oversight. Four-Dimensional Arts was changed to TimeBased media wherever it appears in the Undergraduate Catalog and Graduate Catalog. Impact on other academic units: None. Financial Impact: None.

```

\section*{(ARTH) Art History}
```

Low to +ADD CROSS-LISTING
mid
impact: +ARTH 483-History of Museums and Collections (3)
cross- Transcript Title: History of Museums/Collections
list with (Same as ARTM 483)
new Cross-listed with ARTM 483, ARTH is primary
course

```

Rationale: Cross-listing this course with ARTM 483 will give it more visibility in the showcase of the new Museum and Curatorial Studies minor.
Impact on other academic units: Addition to the Museum and Curatorial Studies minor. Financial impact: none.

\section*{(ARTM) Art Museum and Curator Studies}
```

Low to +ADD CROSS-LISTED COURSE
mid
impact: +ARTM 483-History of Museums and Collections (3)
cross- Transcript Title: History of Museums/Collections
list with (See ARTH 483)
existing Cross-listed with ARTH 483, ARTH is primary
course

```

Rationale: Cross-listing this course with ARTM 483 will give it more visibility in the showcase of the new Museum and Curatorial Studies minor.
Impact on other academic units: Addition to the Museum and Curatorial Studies minor. Financial impact: none.

\section*{Programs and Text}
```

    Low REVISE REQUIREMENTS
    impact:
reflects
course
changes

```

\section*{Art History Minor}
```

Prerequisites
Select one course (grade of C or better):

- ARTH 152 - Survey of Islamic Art
- ARTH 162 - Art of Africa, Oceania, and Pro-Columbian America
- ARTH 183-Asian Art *

```

Rationale: This course is no longer offered and has been replaced in the curriculum with ARTH 152 Islamic Art Survey.

Impact on other units: none. Financial impact: none

\section*{REVISE COURSE OPTIONS}

\section*{Cinema Studies Major, BA}

Major Requirements
Complete 9 additional hours form History/Aesthetics, Production or Other Production
- ARTC 401 - Experiments in Sequencing
- ARTC 439 - Special Topics in Four-Dimensional Arts
- CNST 233 - Animation I
- CNST 340 - Topics in Postproduction
- CNST 365 - Writing the Screenplay *
- CNST 431- The Business of Cinema *
- CNST 435 - Narrative Filmmaking
- CNST 436 - Video Art
- JREM 336 - Video Production
- JREM 436 - Advanced Video Production
- JREM 446 - Documentary Video Production
- JREM 480 - Media Programming in the Digital Era

Rationale: CNST 233: Course is officially a cross-listed class with ARTC 233, but it is not showing up on the catalog entry for our B.A. degree
CNST 340: We have recently added this class to our offerings in CNST and ARTC. We do not
have a 300 -level production course currently counting towards our production electives. Our assessment for 21/22 suggests that this is a necessary addition.
Impact on other units: none. Financial impact: none

Mid impact: adding and dropping courses from program options; affects two other colleges

REVISE REQUIREMENTS

\section*{Museum and Curatorial Studies minor}

Minor Requirements
Complete 3 hours internship (grade C or better) from list below or alternative with consultation of advisor:
- ANTH 229 - Skeletal Processing
- ANTH 329 - Skeletal Collections and Curation
- ANTH 429 - Anthropological Field Recovery
- ARTM 492-Off-Campus Study
- EEB 493 - Independent Study
- HIST 490 - Internship in the Center for the Study of War and Society
- MUSC 310-Practical Experience in Arts Management
- PLSC 439 - Botanic Garden Practicum

Select 3 hours from the following courses or alternative with consultation of advisor:
- ADVT 310 -Advertising Dosign
- ANTH 229 - Skeletal Processing
- ANTH 329 - Skeletal Collections and Curation
- ANTH 429 - Anthropological Field Recovery
- ARTM 492 - Off-Campus Study
- EEB 330 - Field Botany
- EEB 351 - Field Mycology
- FORS 423-Wildland Recreation Planning and Management
- EEB 401 - Natural History Collections Research
- EEB 474 Ichthyology
- EEB 493 Independent Study
- ENGL 494 - Cultural Rhetorics
- HIST 490 - Internship in the Center for the Study of War and Society
- JREM 320-Media Marketing and Promotions
- JREM 333 - Media Editing
- JREM 422 - Social Journalism
- MARK 466-Integrated Marketing Communications Management
- PLSC 226 - Public Horticulture
- PLSC 429 - Field Study of Public Horticulture Institutions
- PLSC 437 - Public Garden Operations and Management
- PLSC 439 - Botanic Garden Practicum
- PLSC 494 - Professional Horticultural Communications
- POLS 240 - Introduction to Public Administration and Public Policy
- POLS 440 - Public Management and Human Resources

Low impact: only affects majors in this dept

Rationale: We are updating the Museum and Curatorial Studies minor showcase to include some new courses and remove those that are no longer viable. We are also adding a number of EEB courses at the suggestion of the EEB department. Permissions are attached.
Impact on other units: EEB has provided support for including these courses. Financial impact: none

REVISE TEXT
Studio Art Major, BFA (all 3 concentrations)
Time Based Arts Concentration Three-Dimensional Arts Concentration Two-Dimensional Arts Concentration

The following core courses must be completed before students can progress into the program as majors and before further art classes can be taken.
```

ART 101 - Introduction to Art: Surface*
ART 102 - Introduction to Art: Time
ART 103-Introduction to Art: Space*
ARTH 152, ARTH 172*, ARTH 173*, ARTH 183* (select one)

```

Students applying to the School of Art will be admitted into the program in rank order of cumulative grade point average as space allows. The overall record will be evaluated for quality and seriousness of purpose. Excessive absences, withdrawals, incompletes, or repeated courses may result in denial of progression. Progression into the School of Art does not guarantee progression into a chosen concentration. Students may be accepted into advanced concentrations in two-dimensional, three-dimensional, and time-based arts after passing the appropriate progression requirements.

Rationale: The School of Art no longer has this registration restriction for BFA students. The matter is addressed with prerequisites, uTrack, and advising.
Impact on other units: none. Financial impact: none
Low impact: reflects new course

REVISE REQUIREMENTS

\section*{Studio Art Minor}

Minor Requirements
Select 6 hours (grade of \(C\) or better):
- ARTH 152 - Islamic Art Survey
- ARTH 172 - Western Art: Ancient through Medieval *

\title{
- ARTH 173 - Western Art: Renaissance to Contemporary * \\ - ARTH 183-Asian Art *
}

Rationale: The Islamic Art survey was recently added to our curriculum. It is an appropriate addition to the minor.
Impact on other units: none. Financial impact: none

\section*{Division of Biology}

\section*{Courses}
(BIOL) Biology
Mid to ADD COURSE
high impact: as a 100-level Vol Core NS
course,
this could become popular after Vol Core approval

\section*{BIOL 104 Biology in the Real World (4)}

For Vol Core General Education Credit for students who need a Natural Science course with Lab. Biology 104 is designed to help you become scientifically literate citizens, develop curiosity, the willingness and freedom to ask questions, think critically and be more informed and aware of the world around you. Students will demonstrate the ability to describe fundamental biological principles and identify the scientific dimensions of contemporary issues. Topics include Nutrition, the flow of Genetic Information, the Immune System, Biological Species, Populations, and Communities, Invasive Species, and Sustainability.
Credit Restriction: This course is not part of a Natural Science sequence. Credit for BIOL 104 may not be earned along with credit for BIOL 101 or BIOL 102.
Satisfies Volunteer Core Requirement: (NS)
Contact Hour Distribution: 3 hours lecture and 2-hr lab activity each week
Rationale: With continued growth in the size of our Freshman classes, the introductory biology courses, specifically Biology 101, is at capacity and cannot be expanded due to lab space. We are proposing BIOL 104 as a method to alleviate pressure on enrollment in 101, and to offer nonSTEM majors a way to complete the Vol Core Natural Sciences with Lab requirement. Currently, BIOL 101 enrolls students who require 101, and the sister sequence course 102, for their major (e.g. psychology, nursing), and students who are taking it to fulfill the Natural Science with Lab course to fulfill their Vol Core requirement. The dual need for 101, has caused many students who need it for their major, to not be able to enroll in the course. We need to create a new course to draw Vol Core students out of BIOL 101 to assure access for students who need that course for their majors. A new course targeted to Vol Core NS would also allow for a better experience for those students.
This course will be a 4-credit hour introductory level biology course with a lab, and it is primarily meant to attract students needing to fulfill the Vol Core NS with Lab requirement. Many students needing an NS with Lab, take our BIOL 101 course. However, with the massive growth in programs like nursing and public health that require BIOL 101 for the major, we went beyond capacity in 101 this fall leaving many nursing, kinesiology, psychology, and public health majors unable to enroll. We propose to offer BIOL 104 as an option to students only seeking the Vol Core NS with Lab requirement to alleviate pressure on 101 and provide a better experience for Vol Core students. BIOL 104 would be a 'best of biology' course covering both molecular and cellular biology, and ecology and evolutionary biology. It would provide a more comprehensive overview of biology than 101, which is primarily molecular and cellular, giving Vol Core students a better single-course experience in biology.
Impact on other academic units: None. Financial impact: None.

\section*{Programs and Text}
Low
impact:
reflects
changes
to
courses

\section*{REVISE REQUIREMENTS}

\section*{Biological Sciences Major, BS - Biochemistry and Cellular and Molecular Biology Concentration}

BCMB Concentration
III. Select (13 Total hours)
A. Select at least 2 credit hour from laboratory courses
- BCMB 322 - Plant Physiology and Molecular Biology Lab
- BCMB 403 - Neurogenetics Laboratory
- BCMB 416 - Neurobiology Laboratory
- BCMB 419-Cellular and Comparative Biochemistry Laboratory *
- BCMB 452 - Independent Research in Biochemistry and Cellular and Molecular Biology (Maximum of 3 hours may be applied toward the Biochemistry and Cellular and Molecular Biology Major.)*
- MICR 479 - Advanced Techniques in Nucleic Acid Sequencing

Rationale: This is a new course offered by the Microbiology department that teaches students advanced techniques in DNA sequencing. The content of the course is of interest to BCMB students and because it is a laboratory course BCMB students will be allowed to take the courses to meet the requirement of at least 2 credit hours in laboratory courses.
Impact on other units: none Financial impact: none.

Low
impact: adding optional courses within the same college

\section*{REVISE REQUIREMENTS}

\author{
Biological Sciences Major, BS - Ecology and Evolutionary Biology Concentration
}

\section*{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 \({ }^{\wedge}\) ). 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, 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 304 Socio-economic Impact of Plants
- EEB 310 - Evolution, Disease, and Medicine *
- EEB 311 - Career and Professional Development
- EEB 330 - Field Botany \({ }^{\wedge}\)
- EEB 351 - Field Mycology ^
- ...

\section*{III. Remaining Hours}

Besides the required EEB courses, students may count either BIOL 240 - General Genetics or BIOL 220 - General Microbiology toward the concentration, as well as any of the following courses:
- ANTH 490 - Primate Evolution
- ANTH 494 - Primate Behavior *
- BCMB 311 - Advanced Cellular Biology
- EEB 205 Theory and Methods in Ecology and Evolutionary Biology
- GEO 431 Environmental History from Lake Sediments

Rationale: Adding additional appropriate courses to the list available for credit in the major/concentration
Impact on other units: none. Financial impact:

\title{
Department of Biochemistry and Cellular and Molecular Biology (BCMB) Biochemistry and Cellular and Molecular Biology
}

\author{
Mid REVISE (RE) PREREQUISITE(S) \\ impact: \\ allows \\ students \\ to take the \\ course after the first CHEM sequenc e rather than after the second \\ BCMB 230 - Human Physiology (5) \\ (RE) Prerequisite(s): CHEM 102-CHEM 103 or CHEM 122-CHEM 123 or CHEM 128 Formerly: (RE) Prerequisite(s) CHEM 112*-CHEM 113* or CHEM 132*-CHEM 133* \\ Rationale: Human Physiology BCMB 230 -The first sequence of chemistry (CHEM 102/103 or CHEM 122/123) is sufficient to provide foundations for success in BCMB 230. The change is to drop the second chemistry course requirement from each sequence. Dropping this additional requirement will allow BCMB majors to take this 230 course earlier. The current requirement is not justified for students that take BCMB 230 from majors such as Nursing. Impact on other academic units: None. Financial impact: None.
}

\section*{Department of Classics}

\section*{Courses}

\section*{(CLAS) Classics}

\section*{Low to} mid
impact: will affect CLAS majors but not others

\section*{ADD COURSE}

CLAS 110 - English Grammar for Students of Latin (1)
Transcript Title: Engl Grammar/Students of Latin
Covers principles of English grammar and compares them to those in Latin, including parts of speech, morphology, and syntax.

Rationale: As a written, rather than spoken, language, Latin instruction relies on a traditional "grammar-translation" approach that frequently employs grammatical terminology (e.g., "indirect objects," "participles," "gerunds," "subordinate clauses"). Undergraduate students in Latin are to a significant degree unfamiliar with this terminology and so they regularly (re)learn English grammar in the process of learning Latin. Offering a 1-credit-hour course every fall semester was felt necessary to give students in CLAS 111: Beginning Latin additional training in the basics of English grammatical concepts as they relate to the Latin language, to attain a firmer grasp of way that English constructions relate to Latin counterparts. No co-requisites are sought for this course in case students who transfer or test into higher-level Latin courses wish to sure up their English grammar.
Impact on other academic units: None. Financial impact: None.

\section*{ADD COURSE}

CLAS 223 - Classical Mythology (3)
Study of myths of ancient Greece and Rome, covering their religious and cultural significance as well as major themes, from the earliest recorded accounts through the Roman Empire.
Satisfies Volunteer Core Requirement: (AH)
Credit restriction: Students may not receive credit for both CLAS 221-CLAS 222 and CLAS 223.
aligns with other colleges to improve transfer credit

Rationale: CLAS 223 and CLAS 224 are proposed as new courses to replace the current Classics mythology sequence of CLAS 221 and CLAS 222, which is divided peculiarly along chronological lines, split at ca. 450 BCE. The new sequence of CLAS 223/224 reflects a topical divide: CLAS 223 covers Classical myth internal to itself, while CLAS 224 covers myth externally, looking at the connections of ancient Greek and Roman mythology within a broader, global landscape. CLAS 223: Classical Mythology would effectively combine the content of CLAS 221 and 222 into a single course surveying ancient Greek and Roman mythology, while CLAS 224: World Mythology would look at ancient Greek and Roman mythology in its global context, both alongside other world mythologies and in terms of how myths are adapted, transmitted, and received. Offering CLAS 223 as a unified course on Classical Mythology would align UTK Classics curriculum with normal disciplinary practice and curricular offerings elsewhere: all eleven of UTK's comparative peer institutions and all six of UTK's aspirational peer institutions have a single, comprehensive "Classical Mythology" course, while offering CLAS 224: World Mythology works towards promoting intellectual and disciplinary diversity in the field (see proposal to add CLAS 224: World Mythology).
Impact on other academic units: None. Financial impact: None.

\section*{ADD COURSE}

\section*{CLAS 224 - World Mythology (3)}

Global survey of ancient mythology, situating Greek and Roman myths within their broader, diverse world context, including Near Eastern, Norse, and Indian mythologies along with relevant inheritors, ancestors, neighbors, and comparators. Topics include myths of creation, destruction, heroes, along with the reception, themes, and adaptation of stories.
Satisfies Volunteer Core Requirement: (AH)
Rationale: CLAS 223 and CLAS 224 are proposed as new courses to replace the current Classics mythology sequence of CLAS 221 and CLAS 222, which is divided peculiarly along chronological lines, split at ca. 450 BCE. The new sequence of CLAS 223/224 reflects a topical divide: CLAS 223 covers Classical myth internal to itself, while CLAS 224 covers myth externally, looking at the connections of ancient Greek and Roman mythology within a broader, global landscape. This is a timely change not only due to recent personnel changes in the department, but it also addresses repeated calls for greater intellectual and disciplinary diversity in the field of Classics. This course proposal therefore meets a critical disciplinary need (see also the CLAS 223 add proposal). Impact on other academic units: None. Financial impact: None.

\section*{REVISE DESCRIPTION}

CLAS 362 - Roman Law (3)
Historical development of Roman law from the Republican to Imperial period. Topics include public law, the history of Roman legal institutions, and political reform, as well as case law in the areas of contracts, property, or delict.
Writing-emphasis course.
Formerly: Historical development of Roman law in the Classical period (50 BCE-250 CE) with particular attention to the analysis of case-law in the areas of contract, property, or delict. Writing-emphasis course.

\section*{ADD COURSE}

\section*{CLAS 385 - Business and Trade in the Ancient Mediterranean (3)} Transcript Title: Business/Ancient Mediterranean
The study of business, commerce, trade, and money in the ancient Mediterranean world from the Bronze Age through the Roman Empire. Topics include long-distance exchange, small-scale cabotage, coinage, credit, debt, banking, retail, distribution, luxuries, and theories of the ancient economy.

Mid impact: offers practical application of
knowledge
in the major

Rationale: The ancient economy is a research specialization of a faculty member in Classics, and the topic of business, commerce, money, and trade in the ancient world has been of sustained interest among UTK students; majors have also requested greater diversity of topics offered by our department. This course is therefore proposed to provide an additional topics course alongside other similar topical 300-level offerings (e.g., CLAS 340: Greek and Roman Athletics; CLAS 345: Greek and Roman Religion; CLAS 384: Gender and Sexuality in Greece and Rome). Focus is on ancient Greece and Rome but current calls for greater disciplinary diversity in the field of Classics compel a Mediterranean focus to integrate ancient Greece and Rome alongside other contemporary ancient societies important for understanding their development (e.g., Egypt, Carthage).
Impact on other academic units: None. Financial impact: None.

\section*{ADD COURSE}

CLAS 494 - Classics Practicum (1-3)
Real-world, practical applications of Classics.
Repeatability: May be repeated. Maximum 6 hours.
Rationale: This course entails a practicum for Classics majors engaged in a real-world application of their program of study, variable for their particular track. Students who are in the Classical Languages track (Latin/ancient Greek) may be registered in the 1-credit-hour EDUC 100 teacher service-learning course, which places them in Knox County Schools, and take CLAS 494 for 2 additional credit hours to reflect on career development and Latin language instruction in secondary schools. Students who are in the Classical Archaeology track may likewise register for this course in order to learn about the organization of professional archaeological societies, such as the Archaeological Institute of America - East Tennessee Society, which is managed out of the Department of Classics, and apply their knowledge from their major in AIA/ETS outreach events. They may also use this course to earn credit for volunteer work in the McClung Museum. Impact on other academic units: In cases where students are seeking to be placed as volunteers in Latin programs in Knox County Schools, they will take EDUC 100 simultaneously. Financial impact: None.

\section*{Programs and Text}
\begin{tabular}{c|c}
\begin{tabular}{c} 
Low \\
impact: \\
adds \\
course \\
options \\
from
\end{tabular} & REVISE REQUIREMENTS \\
within & Classics Major Requirements BA - Classical Archaeology Concentration \\
the & \(\bullet\) ANTH 361 - Historical Archaeology \\
same & \(\bullet\) ANTH 362 - Principles of Archaeology \\
college & \(\bullet\) ANTH 363 - Archaeological Science [course proposed for AY24] \\
& \(\bullet\) ANTH 369 - Selected Topics in Archaeology Method and Theory \\
& \(\bullet\) ANTH 430R - Fieldwork in Archaeology
\end{tabular}
F. Select 3 hours:
- ANTH 364 - African Archaeology
- ANTH 403 - Archaeology and History of Mesopotamia
- ANTH 462 - Early European Prehistory
- ANTH 435-Historical Archaeology Laboratory
- ANTH 463 - Rise of Complex Civilizations
- HIME 382 - Archaeology of Ancient Israel
- HIME 400-Archaeology and History of Mesopotamia
- HIME 486 - Studies in the Ancient Near East
- any 300-level or above Classics course

The student must satisfy the College's foreign language requirement with Ancient Greek, Latin, French, German, Italian, Spanish or Arabic.

Rationale: Updates requirements in sections D and F and language requirement for the Classics BA concentration in Classical Archaeology with expanded course offerings and more languages. The expanded course offerings are intended to avoid bottlenecks in the curriculum, and they are made possible by the recent creation of many new archaeology courses in the Anthropology curriculum. The expansion of the language requirement is prompted by the fact that Classical Archaeology publications appear in these languages.
Impact on other units: none. Financial impact: none

Low
impact: adds course options from
within the same college

Low impact: adds course

REVISE TEXT

\section*{Classics Major, BA - Classical Archaeology, Honors Concentration}

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 better. 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 363, ANTH 364, ANTH 369, ANTH 403, ANTH 430, ANTH 430R, ANTH 431, ANTH 435, ANTH 455, ANTH 460, ANTH 462, 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, CLAS 462*, CLAS 465*; HIME 382, HIME 400, HIME 486 to design a program that will advance his or her their 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, German, Italian, Spanish, or Arabic. 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. These 15 hours include 3 thesis hours (CLAS 498). The student will present an Honors thesis (CLAS 498) which must receive a grade of \(B+\) or better to permit graduation with Honors.

Rationale: Updates requirements in sections D and F and language requirement for the Classics BA concentration in Classical Archaeology, Honors with expanded course offerings and more languages. The expanded course offerings are intended to avoid bottlenecks in the curriculum, and they are made possible by the recent creation of many new archaeology courses in the Anthropology curriculum. The expansion of the language requirement is prompted by the fact that Classical Archaeology publications appear in these languages.
Impact on other units: none. Financial impact: none
REVISE REQUIREMENTS
Classics Major, BA - Classical Civilization Concentration
options from
within the same college

Major Requirements
Select 15 hours:
- any Classics course numbered 300 or above
- CLAS 251 - Intermediate Latin I
- CLAS 252 - Intermediate Latin II *
- CLAS 261 - Intermediate Greek: Grammar Review and Readings
- CLAS 264 - Intermediate Greek: Epic Poetry *
- ANTH 403 - Archaeology and History of Mesopotamia
- HIME 382 - Archaeology of Ancient Israel
- HIME 400-Archaeology and History of Mesopotamia
- HIME 486 - Studies in the Ancient Near East
- PHIL 320 - Ancient Western Philosophy
- REST 312 - Early Judaism
- REST 321 - New Testament and Christian Origins

Rationale: updates requirement of additional 15 credit hours for the Classics BA concentration in Classical Civilization with relevant course offerings in History and Religious Studies.
Impact on other units: none. Financial Impact: none

Low
impact: adds course options from within the same college

REVISE TEXT

\section*{Classics Major, BA - Classical Civilization Concentration, Honors}

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 better. 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, ANTH 403, HIME 382, HIME 400, HIME 486, PHIL 320, REST 312, and REST 321, to design a program that will advance his or her their 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. These 15 hours include 3 thesis hours (CLAS 498). The student will present an Honors thesis (CLAS 498) which must receive a grade of \(\mathrm{B}+\) or better to permit graduation with Honors.
* Meets Volunteer Core Requirements.

Rationale: Updates requirement of additional 15 credit hours for the Classics BA concentration in Classical Civilization with relevant course offerings in History and Religious Studies.
Impact on other units: none. Financial impact: none
Low
impact: adds
course
options from
within the same college

\section*{REVISE REQUIREMENTS}

\section*{Classics Major, BA - Classical Languages Concentration}

Major Requirements
Select 9 hours
- Any 200-level or above Classics courses (see note below)
- ANTH 403 - Archaeology and History of Mesopotamia
- HIME 382 - Archaeology of Ancient Israel
- HIME 400-Archaeology and History of Mesopotamia
- HIME 486 - Studies in the Ancient Near East
- PHIL 320 - Ancient Western Philosophy
- REST 312 - Early Judaism
```

    - REST 321 - New Testament and Christian Origins
    Note: CLAS 273 may not be used toward the major
    Rationale: The expansion of choices of elective courses in the curriculum is in response to
    repeated calls for greater intellectual and disciplinary diversity in the field of Classics.
    Impact on other units: none. Financial impact: none
    ```

Low impact: adds course options from within the same college

\section*{Low} impact: adds course options from within the same college
```

REVISE REQUIREMENTS

```

\section*{Classics Major, BA - Classical Languages Concentration, Honors}
```

Major Requirements
Select 9 hours

- Any 200-level or above Classics courses (see note below)
- ANTH 403 - Archaeology and History of Mesopotamia
- HIME 382 - Archaeology of Ancient Israel
- HIME 400-Archaeology and History of Mesopotamia
- HIME 486 - Studies in the Ancient Near East
- PHIL 320 - Ancient Western Philosophy
- REST 312 - Early Judaism
- REST 321 - New Testament and Christian Origins
Note: CLAS 273 may not be used toward the major
Rationale: The expansion of choices of elective courses in the curriculum is in response to repeated calls for greater intellectual and disciplinary diversity in the field of Classics.
Impact on other units: none. Financial impact: none
REVISE REQUIREMENTS
Classics Major, BA - Greek Concentration
Major Requirements
Select 9 hours
- Any 200-level or above Classics courses (see note below)
- ANTH 403 - Archaeology and History of Mesopotamia
- HIME 382 - Archaeology of Ancient Israel
- HIME 400-Archaeology and History of Mesopotamia
- HIME 486 - Studies in the Ancient Near East
- PHIL 320 - Ancient Western Philosophy
- REST 312 - Early Judaism
- REST 321 - New Testament and Christian Origins
Note: CLAS 273 may not be used toward the major
Rationale: The expansion of choices of elective courses in the curriculum is in response to repeated calls for greater intellectual and disciplinary diversity in the field of Classics.
Impact on other units: none. Financial impact: none
REVISE REQUIREMENTS
Classics Major, BA - Greek Concentration, Honors
Major Requirements
Select 9 hours
- Any 200-level or above Classics courses (see note below)
- ANTH 403 - Archaeology and History of Mesopotamia
- HIME 382 - Archaeology of Ancient Israel

```
```

same
college

```
    Low
impact:
    adds
course
options
    from
within
    the
same
college

Low
impact:
    adds
course
options
    from
within
    the
same
college
- HIME 400-Archaeology and History of Mesopotamia
- HIME 486 - Studies in the Ancient Near East
- PHIL 320 - Ancient Western Philosophy
- REST 312 - Early Judaism
- REST 321 - New Testament and Christian Origins

Note: CLAS 273 may not be used toward the major
Rationale: The expansion of choices of elective courses in the curriculum is in response to repeated calls for greater intellectual and disciplinary diversity in the field of Classics.
Impact on other units: none. Financial impact: none

\section*{REVISE REQUIREMENTS}

Classics Major, BA - Latin Concentration
Major Requirements
Select 9 hours
- Any 200-level or above Classics courses (see note below)
- ANTH 403 - Archaeology and History of Mesopotamia
- HIME 382 - Archaeology of Ancient Israel
- HIME 400 - Archaeology and History of Mesopotamia
- HIME 486 - Studies in the Ancient Near East
- PHIL 320 - Ancient Western Philosophy
- REST 312 - Early Judaism
- REST 321 - New Testament and Christian Origins

Note: CLAS 273 may not be used toward the major
Rationale: The expansion of choices of elective courses in the curriculum is in response to repeated calls for greater intellectual and disciplinary diversity in the field of Classics.
Impact on other units: none. Financial impact: none

\section*{REVISE REQUIREMENTS}

Classics Major, BA - Latin Concentration, Honors
Major Requirements
Select 9 hours
- Any 200-level or above Classics courses (see note below)
- ANTH 403 - Archaeology and History of Mesopotamia
- HIME 382 - Archaeology of Ancient Israel
- HIME 400-Archaeology and History of Mesopotamia
- HIME 486 - Studies in the Ancient Near East
- PHIL 320 - Ancient Western Philosophy
- REST 312 - Early Judaism
- REST 321 - New Testament and Christian Origins

Note: CLAS 273 may not be used toward the major
Rationale: The expansion of choices of elective courses in the curriculum is in response to repeated calls for greater intellectual and disciplinary diversity in the field of Classics. Impact on other units: none. Financial impact: none

\section*{Department of Earth and Planetary Sciences}

\section*{Courses}
(GEOL) Geology
```

Low to
mid
impact:
most
students
will not
be

```
impacted
but a few
might be
    Low to
        mid
impact:
    most
students
will not
        be
impacted
but a few
might be
Low
impact:
impact:
change in
primary
    cross-
    listed
    course
agreed to
    by both
    primary
        and
secondary
    depts
Low to
    mid
impact:
    GEOL
dropped
    this
course
    but
GEOG
added a
similar
course

\section*{ADD CREDIT RESTRICTION}

GEOL 100 Earth, Environment, and People (3)
Credit Restriction: Students may not receive credit for both GEOL 100 and GEOL 103 Formerly: no restriction

Rationale: GEOL 100 and GEOL 103 cover similar content but GEOL 103 is 4.0 credit with lab, GEOL 100 is 3.0 credit, lecture only with integrated course activities. Students taking both courses will encounter the same material twice. It is recommended that students seek greater diversity in their science requirement, which is also available in GEOL. Impact on other academic units: None. Financial impact: none.

\section*{ADD CREDIT RESTRICTION}

GEOL 103 Earth's Environments (4)
Credit Restriction: Students may not receive credit for both GEOL 103 and GEOL 100 Formerly: no restriction

Rationale: GEOL 100 and GEOL 103 cover similar content but GEOL 103 is 4.0 credit with lab, GEOL 100 is 3.0 credit, lecture only with integrated course activities. Students taking both courses will encounter the same material twice. It is recommended that students seek greater diversity in their science requirement, which is also available in GEOL.
Impact on other academic units: None. Financial impact: None.
+REVISE TITLE AND PRIMARY COURSE OWNERSHIP
+GEOL 206 Sustainability Principles and Practices (3) Transcript Title: Sustain Principles \& Practices
(See GEOG 206)
Formerly: GEOL 206 Sustainability Reducing Our Impact on Planet Earth (3)
(Same as GEOG 206)
Cross-listed with GEOG 206, GEOG is primary (Formerly, cross-listed with GEOG 206, GEOL is primary)

Rationale: This course is the introductory course for the Sustainability major and minor. The Department of Geography and Sustainability became the home of the Sustainability major in 2017 and their faculty have taught GEOL/GEOG 206 \& 206S courses since that time. However, because Geography and Sustainability are not the primary owners of the course they are not able to make changes via the registrar during the course scheduling process.
Impact on other academic units: We are requesting the change in ownership of a course from Earth and Planetary Sciences to Geography and Sustainability. Financial impact: None.

\section*{DROP COURSE}

GEOL 206S Sustainability: Reducing Our Impact on the Planet Earth (1)
Rationale: This will no longer be a GEOL course. GEOG added 216S as a service learning course to complement 206 housed in GEOG.
Impact on other units: GEOG 206S will also be dropped. Financial impact: none.
Impact report:
Course: GEOL 206 Sustainability: Reducing our Impact on Planet Earth
Program: Sustainability Major, BA (uTrack Requirements) » Core: Requirements for Sustainability Major

Program: Sustainability Major, BA (uTrack Requirements) » Core: Requirements for Sustainability Major

REVISE TITLE

\author{
GEOL 210 Astrobiology: Life, the Universe, and Everything (3) \\ Transcript Title: Astrobiology Life \& Everything \\ Formerly: GEOL 210 Life, the Universe, and Everything (3) \\ Former Transcript Title: Life, Universe, \& Everything
}

Rationale: To clarify the main topic of this multidisciplinary course and to aid in enticing student interest.
Impact on other academic units: None. Financial impact: None.

Low to mid

\section*{impact:}
course
could
be
popular
esp. if
part of Vol Core

ADD COURSE
GEOL 215 Critical Minerals, Energy, and Society (3)
Transcript Title: Critical Minerl/Energy/Society
Survey of the Earth's mineral and energy resources, their distribution and their influence on society. Topics include critical minerals used in manufacturing, technology and green energy, the effects of mining, refinement, manufacturing and recycling on the environment and the mineral supply chain.
Recommended Background: One GEOL 100-level geology class.
Rationale: This class will enhance course offerings in the environmental sciences in the Department of Earth and Planetary Sciences. Impact on other academic units: None. Financial impact: None.

Low to mid
impact:
new
course
+ADD COURSE AND CROSS-LIST
+GEOL 406 Taphonomy (3)
A survey of the field of taphonomy, covering processes that affect and alter organismal remains in the postmortem interval. Topics will address taphonomic processes acting at varying temporal and geographic scales relevant to both anthropology and paleontology, exploring the interdisciplinary nature of the field.
Recommended background: GEOL 102 and GEOL 320 OR ANTH 120 and ANTH 464 Cross-listed with ANTH 406, GEOL is primary

Rationale: GEOL 406 introduces students to the field of taphonomy and provides students with an interest in either anthropology (forensics, zooarchaeology, paleoanthropology) and paleontology (paleoecology, fossil diagenesis) with a survey of the discipline including exposure to the primary literature and experiences with identifying and interpreting the effects of taphonomic processes on organismal remains by way of specimen-based activities and instruction.
Impact on other academic units: This course will be cross-listed with Anthropology. Earth and Planetary Sciences is primary. Financial impact: None.

Low to mid impact: will likely attract
students from within this college

\section*{ADD COURSE}

GEOL 420 Trace Fossils: Behavior, Environment, and Applications (3)
An investigation of organism-substrate interactions during the present and throughout geologic time. Topics include ichnologic theory, a review of modern and ancient trace makers, ichnofacies models, and applications to sedimentologic and stratigraphic problems, environmental impacts on substrate-dependent ecosystems, as well as oil, gas, and groundwater exploration.
Recommended background: GEOL 320 or GEOL 340
```

might
have a
larger
demand

```

Mid
impact: as teacherfocused, this course could attract students from CEHHS, especially if it gets Vol Core AOC approval Low to mid impact: has
potential to attract students from other
colleges

Rationale: This course is being added by a new faculty member and will be taken primarily by majors in the Department of Earth and Planetary Sciences or those in the Geology, Environmental Studies, or Paleobiology minors.
Impact on other academic units: None. Financial impact: None.

\section*{ADD COURSE}

\section*{GEOL 444 Teach the Earth (3)}

Students will explore, discuss, and practice evidence-based strategies for teaching in the geosciences. This course will equip students with a framework for growth and effective communication throughout their professional careers. Topics include connecting with personal experiences as geoscientists, developing a teaching philosophy, effective lesson planning, evidence-based teaching strategies, and transparent assessment.
(DE) Prerequisite: GEOL 101
Rationale: This new course will provide students majoring in geology the opportunity to practice communication through teaching. Sharing and teaching information is a fundamental skill for geoscientists regardless of their chosen career. Therefore, this course helps prepare students for work after graduation. This proposal is submitted concurrently with a Vol Core Applied Oral Communications proposal. Expected enrollment 15-30 and will include geology majors. Impact on other academic units: None. Financial impact: None.

\section*{ADD COURSE}

GEOL 453 Modern and Ancient Soils (3)
An investigation of soils in the modern and geologic record. Topics include an overview of soil formation and major soil processes, field and laboratory techniques in the study of soils and paleosols, impacts of environmental and climatic change on soil systems, as well as the use of paleosols in paleoenvironmental and paleoclimatic reconstructions.
(RE) Prerequisite(s): GEOL 101
Recommended background: GEOL 340
Rationale: This course is being added by a new faculty member and will be taken primarily by majors in the Department of Earth and Planetary Sciences or those in the Geology, Environmental Studies, or Paleobiology minors. Impact on other academic units: None. Financial impact: None.

\section*{ADD COURSE}

GEOL 483 Radiogenic Isotope Geochemistry (3) Transcript Title: Radiogenic Isotope Geochem
Radiogenic isotope geochemistry studies the natural variations in the relative isotope abundances of interested elements caused by radioactive decay. The course will provide an introduction of nuclear processes and their applications in the broad field of Earth and planetary sciences. We will discuss radiogenic isotopes as a tool for chronology, as well as a monitor of geological processes in the mantle and crust of the Earth and other rocky planets. We will also review laboratory measurements of radiogenic isotope variations. There are no formal prerequisites, but students should be prepared to learn (or relearn) physics, chemistry, and math.
Repeatability: May be repeated one time
Rationale: This course teaches foundations of radiogenic isotope geochemistry, which is an important aspect of modern geology. It is extensively used in the broad field of Earth and planetary sciences. Students will be better prepared for advanced courses and a career in Earth and planetary sciences. The course is developed for both graduate and undergraduate students, and will be taught at the 400/500 level in Spring 2023.
Impact on other academic units: None. Financial impact: None.

\section*{Programs and Text}
```

Low REVISE REQUIREMENTS
impact:
adds a
course
option
from the
same
dept.

```

\title{
Geology and Environmental Studies Major, BS - Environmental Studies Concentration
}

\section*{B. Environmental Science Core}
```

Complete five courses:

- GEOL 301 - Introduction to Scientific Field Methods and Analysis
- GEOL 310 - Mineralogy *
- GEOL 320 - Paleobiology
- ...
GEOL 453 - Modern and Ancient Soils
- ...
Rationale: A new faculty member will be teaching this new course (GEOL 453) which aligns with the goals and learning outcomes of the Environmental Studies Concentration.
Impact on other units: none. Financial impact: none
Low to
mid
impact: one
course
is The minor consists of 15 hours.
outside
the
college
Select 9 hours:
GBE 481-Green Engineoring
FWF 250 - Conservation *
FWF 320 - Human Dimensions of Natural Resources *
GEOG/GEOL 206 - Sustainability: Principles and Practices
GEOL 202 Earth as an Ecosystem: Modern Problems and Solutions*
GEOL 206 - Sustainability: reducing our Impact on Planet Earth
GEOL 443 - Sustainable Cities and Landscapes
GEOL 453 - Modern and Ancient Soils
GEOL 454 - Environmental Restoration
GEOL 455 - Environmental Geology
GEOL 456 - Global Climate Change
GEOL 464 - Water Sustainability and Climate
JREM 451 - Environmental Writing *
SOCI 250 - Introduction to Global studies*
Rationale: Several courses previously included in the minor are no longer being offered and new courses have been developed since the last update to the minor.
Impact on other units: none. Financial impact: none.

```

REVISE REQUIREMENTS
Paleontology Minor
Minor requirements
List B:
- ANTH 465 Vertebrate Osteology
- ANTH 495 Hominin Paleobiology
- ANTH 483 - Evolutionary Biology for Anthropologists
- ANTH 490 - Primate Evolution
- BIOL 260 - Ecology
- BIOL 280 - Evolution
- EEB 353 - Comparative Vertebrate Biology
- GEOL 406/ANTH 406 Taphonomy
- GEOL 420 Trace Fossils: Behavior, Environment, and Applications
- GEOL 459 - Introduction to Oceanography
- GEOL 490 - Special Problems in Geology
- GEOL 493 - Independent Study

Rationale: Changes to existing courses and additions of new courses particularly from new faculty hires have provided new credits that are relevant to the minor.
Impact on other units: none Financial impact: none

Department of Ecology and Evolutionary Biology (EEB) Ecology and Evolutionary Biology
Mid to
high
impact:
course is
used by
multiple
colleges
but is
being
replaced
with
separate
lecture
and lab

\section*{DROP COURSE}

EEB 240 Human Anatomy (4)
Rationale: Human Anatomy lecture and lab are being split to accommodate changes to the course structure and to better manage enrollment for Nursing majors. The existing course (EEB 240) will no longer be offered as a combined lecture and lab course.
Impact on other academic units: The new course number will require Nursing, Kinesiology, Public Health, pre-fessional (e.g., premed) and other programs to update their listings, as the old course number will be dropped.

Impact Report
Course: ANTH 240 Human Anatomy
Course: NURS 319 Pathophysiology
Program: Nutrition Major, BS in Health and Human Sciences - Biomedical Nutrition Science Concentration» Core: Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major - Biomedical Nutrition Science Concentration

Program: Nutrition Major, BS in Health and Human Sciences - Biomedical Nutrition Science Concentration - Five-Year BS/MS » Core: Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major - Biomedical Nutrition Science Concentration - Five-Year BS/MS
Program: Nursing Major, BS in Nursing - Honors Concentration » Core: Requirements for the Bachelor of Science in Nursing - Honors Concentration
Program: Nursing Major, BS in Nursing - Honors Concentration» Core: Requirements for the Bachelor of Science in Nursing - Honors Concentration
Program: Nursing Major, BS in Nursing - Honors Concentration » Core: Requirements for the Bachelor of Science in Nursing - Honors Concentration
\begin{tabular}{|c|c|}
\hline & Program: Food Science Major, BS in Food Science - Pre-Professional 3+1 Concentration » Core: Requirements for the Bachelor of Science in Food Science - Food Science Major - PreProfessional 3+1 Concentration \\
\hline & Program: Pre-Professional Programs Major, BS - Pre-Dentistry Concentration» Core: Requirements for Pre-Professional Programs Major - Pre-Dentistry Concentration \\
\hline & Program: Pre-Professional Programs Major, BS - Pre-Pharmacy Concentration » Core: Requirement for Pre-Professional Programs Major - Pre-Pharmacy Concentration \\
\hline & Program: Nursing Major, BS in Nursing " Core: Requirements for the Bachelor of Science in Nursing \\
\hline & Program: Nursing Major, BS in Nursing » Core: Requirements for the Bachelor of Science in Nursing \\
\hline & Program: Nursing Major, BS in Nursing » Core: Requirements for the Bachelor of Science in Nursing \\
\hline & Program: Animal Science Major, BS in Animal Science - Bioscience Concentration» Core: Requirements for the Bachelor of Science in Animal Science - Animal Science Major Bioscience Concentration \\
\hline & Program: Audiology and Speech Pathology Major, BS in Audiology and Speech Pathology » Core: Requirements for the Bachelor of Science in Audiology and Speech Pathology - Audiology and Speech Pathology Major \\
\hline & Program: Public Health Major, Bachelor of Science in Public Health - Population Health Sciences Concentration "Core: Requirements for the Public Health Major, BS in Public Health Population Health Sciences Concentration \\
\hline & Program: Food Science Major, BS in Food Science - Pre-Professional Concentration» Core: Requirements for the Bachelor of Science in Food Science - Food Science Major - PreProfessional Concentration \\
\hline & Program: Kinesiology Major, BS in Kinesiology » Core: Requirements for the Bachelor of Science in Kinesiology - Kinesiology Major \\
\hline & Program: Therapeutic Recreation Major, BS in Recreation and Sport Management » Core: Requirements for the Bachelor of Science in Recreation and Sport Management - Therapeutic Recreation Major \\
\hline & +ADD COURSE AND CROSS-LIST \\
\hline impact: & +EEB 250 Human Anatomy (3) \\
\hline course is & Human Anatomy provides students with fundamental knowledge about the structures of the \\
\hline one used & human body and the functions of those structures. Clinical applications of anatomical knowledge will be highlighted throughout the course. \\
\hline multiple colleges & (RE) Prerequisite(s): One of the following: BIOL 101, BIOL 102, BIOL 150-BIOL 159, or BIOL 160-BIOL 159 \\
\hline & (RE) Corequisite(s): EEB 251 Cross listed with ANTH 250 and NURS 250, EEB is primary \\
\hline & \begin{tabular}{l}
Rationale: Human Anatomy lecture and lab are being split to accommodate changes to the course structure and to better manage enrollment for Nursing majors. \\
Impact on other academic units: The new course will require Nursing, Kinesiology, Public Health, pre-professional (e.g., premed) and other programs to update their listings, as the old course number will be dropped. Cross listed with ANTH 250, EEB is primary Financial impact: none.
\end{tabular} \\
\hline Mid to high & +ADD COURSE \\
\hline impact: & +EEB 251 Human Anatomy Laboratory (1) \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline course is replacing one used by multiple colleges & \begin{tabular}{l}
Apply anatomical knowledge gained in Human Anatomy lecture to models and human cadavers to master terminology, three-dimensional relationships, and clinical applications. \\
Contact hour distribution: 3 hours laboratory \\
(RE) Prerequisite(s): One of the following: BIOL 101, BIOL 102, BIOL 150-BIOL 159, or BIOL 160-BIOL 159 \\
(RE) Corequisite(s): EEB 250 \\
Cross listed with ANTH 251 and NURS 251, EEB is primary \\
Rationale: Human Anatomy lecture and lab are being split to accommodate changes to the course structure and to better manage enrollment for Nursing majors. Impact on other units: The new course will require Nursing, Kinesiology, Public Health, pre-professional (e.g., premed) and other programs to update their listings. Financial impact: none.
\end{tabular} \\
\hline Low to mid impact: affects mainly this college & \begin{tabular}{l}
REVISE (RE) PREREQUISITE(S) \\
EEB 330 - Field Botany (3) \\
(RE) Prerequisite(s): Any one of the following courses: BIOL 101*, BIOL 102*, BIOL 105*, BIOL 106*, BIOL 113*, BIOL 114*, BIOL 115, BIOL 150*, BIOL 158, BIOL 160*, BIOL 168*, BIOL 260, BIOL 280, or EEB 304, EEB 305*, EEB 306, or equivalent. \\
Formerly: (RE) Prerequisite(s): C(RE) Prerequisite(s): Any two of the following courses: BIOL 101*, BIOL 102*, BIOL 105*, BIOL 106*, BIOL 113*, BIOL 114*, BIOL 115, BIOL 150*, BIOL 158, BIOL 160*, BIOL 168*, BIOL 260, BIOL 280, or EEB 304, EEB 305*, EEB 306, or equivalent. \\
Rationale: The number of required prerequisite courses needs to be decreased to one in order for this course to be able to be applied to the new minor in Ecology and Evolutionary Biology that is being proposed. \\
Impact on other academic units: None. Financial impact: None.
\end{tabular} \\
\hline Low to mid impact: affects mainly this college & \begin{tabular}{l}
REVISE TITLE AND DESCRIPTION, ADD (RE) PREREQUISITE(S) AND RECOMMENDED BACKGROUND \\
EEB 432 Conservation Genomics (3) \\
Application of state-of-the-art genomic data to conservation of natural populations. Basic concepts in population genetics and conservation. Conceptual challenges raised by genome scale research for conservation. Practical lessons on computation and data analysis. \\
(RE) Prerequisite(s): Any two of the following courses: BIOL 101, BIOL 102, BIOL 105, BIOL 106, BIOL 113, BIOL 114, BIOL 115, BIOL 150, BIOL 158, BIOL 160, BIOL 168, BIOL 260, BIOL 280, FWF 250, FORS 215 \\
Recommended Background: 8 hours of biology courses. \\
Formerly: EEB 432 Ecological Genetics and Genomics (3) \\
Population genetics is the foundation of evolutionary biology. This course explores the ways genetics and genomics can help us understand big questions in ecology, evolution, and conservation biology. Topics include the relationship between genetic variation and population dynamics, ecological polymorphism, behavioral ecology, and conservation genetics. \\
No (RE) Prerequisite(s) \\
No Recommended Background
\end{tabular} \\
\hline & Rationale: To clarify the content by revising the title and description and to add prereqs and recommended background to set students up for success in the course. There is currently no course at UTK addressing population genetics and genomics. As a result, students have no opportunity to gain a fundamental understanding of how genetic concepts and modern genomic data can inform critical issues, including the history and population structure of our own species, the ability of animal and plant populations to respond to global change, the significance of DNA technology in public health, the relationship between genotype and phenotype, and more. Even \\
\hline
\end{tabular}
worse, many students graduate with misconceptions about key concepts like heritability and inbreeding.
Impact on other academic units: None. Financial impact: None.
Low
impact:
minor
change,
affects
this
college
and
Herbert
College
of Ag

REVISE TITLE AND DESCRIPTION
EEB 444 Diversity of Tennessee Fishes (3)
We will explore the rich diversity of Tennessee's fishes in the field and laboratory to develop student's abilities to: 1) describe the fish communities of the major river systems, 2) identify fishes in the field and laboratory, 3) explain the general eco-evolutionary mechanisms that generate and maintain fish diversity.

FORMERLY: EEB 444 Diversity of Fishes (3)
We will explore the rich diversity of Tennessee's fishes
Rationale: The new title better differentiates EEB 444 from EEB 474. The new description indicates skills and outcomes that the prior description left out.
Impact on other academic units: None. Financial impact: None.

\section*{REVISE TITLE AND DESCRIPTION}

EEB 474 Diversity, Ecology, and Evolution of Fishes (4)
Transcript Title: Diversity/Ecol/Evol of Fishes
We will tour the Fish Tree of Life in lecture and laboratory with an emphasis on fishes of eastern North America. Our goals are to describe evolutionary patterns and ecological interactions in fishes, relate morphology to ecology, and to develop identification skills.

FORMERLY: Ichthyology (4)
Evolution, classification, collection and identification, distribution and biology of fishes with emphasis on freshwater fauna of eastern North America.

Rationale: The new title is more descriptive of the course content/outcomes. The new description identifies skills and outcomes instead of listing topics covered in the old description.
Impact on other academic units: None. Financial impact: None.
+ADD COURSE AND CROSS-LIST
+EEB 479 - Advanced Techniques in Nucleic Acid Sequencing (3)
Transcript Title: Adv Technique Nucleic Acid Seq
(See MICR 479)
Cross-listed with MICR 479, MICR is primary
Rationale: EEB is adding a cross-list because this class will serve well for all students in the Biology Division.
Impact on other academic units: cross listed with MICR 479. MICR is primary. Financial impact: None.

\section*{Low to} mid
impact:
EEB 482: Animal Care Internship (2)
```

Rationale: This course has been offered in various forms under EEB 400 and EEB 493 but both are not fully compatible with the content or grading structure of the course.
Impact on other academic units: None. Financial impact: None.
Low to ADD COURSE mid impact: EEB 494: Herbarium Internship (2) new Gain hands-on experience working with a natural history collection of preserved plants and fungi. course Learn the process of collecting, recording, and databasing specimens documenting botanical history.
Registration Permission: Permission of the instructor required Grading Restriction: S/NC (non-standard grading option)
Rationale: A continuation of the herbarium internship under EEB 493 is incompatible with the internship's grading structure.
Impact on other academic units: This course is planned to be added to the optional internship credit hours listed for the Museum and Curatorial Studies minor. Financial impact: none.
Low to ADD COURSE mid
impact: EEB 489: Avian Field Methods Internship (2)
new Gain hands-on experience working with birds in the field. Learn field methods in ecological and course conservation research with emphasis on monitoring nests and chick growth. Interns will also learn how to handle live animals, monitor health and animal welfare, and record keeping. All interns will receive IACUC comprehensive training. Given the interests of the intern, activities can involve assisting with research.
Registration Permission: Permission of the instructor required
Grading Restriction: S/NC (non-standard grading option)
Rationale: This course has been offered in various forms under EEB 400 and EEB 493, but both are not full compatible with the content of grading structure of the course.
Impact on other academic units: None. Financial impact: None.

```

\section*{Programs and Text}
\begin{tabular}{cl} 
Mid & ADD MINOR \\
impact: & \\
new & Minor in Ecology and Evolutionary Biology \\
minor & (Transcript Title: Ecology \& Evolutionary Biology)
\end{tabular}

\section*{Requirements}

The minor consists of approximately five courses (a minimum of 16 credit hours) beyond the prerequisite course. Of these five, up to two courses may also be used toward meeting curricular requirements for the student's major or another minor requirement concurrently. Students cannot obtain an EEB minor if they already have a concentration in EEB.

\section*{Prerequisite:}
- Biology 150: Organismal and Ecological Biology (3 credits)

\section*{Minor:}

3 credits Foundational Knowledge
- EEB 205: Theories and Methods of Ecology and Evolutionary Biology (3 credits)

3 credits Quantitative Skills
Choose one:
- EEB 406: Models in Biology
- EEB 411: Biostatistics
- EEB 475: Mathematical Biology for Non-Math People

A minimum of 10 credits of EEB coursework from the following list (other EEB courses may be petitioned with the approval of the Department):
- EEB 304-Socio-Economic Impact of Plants
- EEB 310 - Evolution, Disease, and Medicine *
- EEB 311-Career and Professional Development
- EEB 330 - Field Botany \({ }^{\wedge}\)
- EEB 351 - Field Mycology \({ }^{\wedge}\)
- EEB 353 - Comparative Vertebrate Biology \({ }^{\wedge}\)
- EEB 370 - Evolutionary Psychology and Ethology
- EEB 401 - Natural History Collections Research
- EEB 409 - Perspectives in Ecology and Evolutionary Biology
- EEB 410 - Ecological and Evolutionary Developmental Biology
- EEB 419 - Global Change Ecology
- EEB 420 - Fungal Diversity
- EEB 422 - Landscape Ecology
- EEB 423-Conservation Decision Making
- EEB 424 - Plant Diversity and Evolution ^
- EEB 430 - Invasion Biology
- EEB 432 - Ecological Genetics and Genomics
- EEB 435 - Ecophysiology
- EEB 450-Comparative Animal Behavior
- EEB 451-Research Ethics *
- EEB 454 - Animal Communication
- EEB 464 - Macroevolution
- EEB 471 - Aquatic Macroecology and Conservation
- EEB 480 - Natural History of the Smoky Mountains
- EEB 481 - Avian Diversity
- EEB 485 - Ethnobiology: Theory and Methods

And/or a maximum of 4 credit hours from:
- EEB 400 - Undergraduate Research
- EEB 407 Senior Honors Thesis
- EEB 493 - Independent Study

Rationale: We propose this minor as a way for students in other science majors, or disciplines outside of science majors, to add a skill set specific to understanding the natural world and how to investigate it. Scientific, analytic, and critical thinking skills that are learned in a science discipline are highly desired in many future careers, as well as graduate and professional study. Student interest in the natural sciences is also high given the many global crises related to disease, climate change, and other anthropogenic impacts. This minor will consist of a minimum of 16 credit hours with one 3-hour prerequisite course. The minor is designed to give students flexibility in whatever areas of Ecology and Evolutionary Biology they want to explore.
Impact on other units: none. Financial impact: none

\section*{Department of Economics (Arts and Sciences)}

\section*{Programs and Text}

\author{
Mid ADD CONCENTRATION \\ impact: \\ all
}
required courses are in another college but that college agrees with
these changes

\section*{Economics Major, BA - Business Economics Concentration}

\section*{Prerequisites}

Select one course:
- ECON 211 - Principles of Microeconomics *
- ECON 217 - Honors: Principles of Microeconomics *

\section*{Select one course:}
- ECON 213 - Principles of Macroeconomics *
- ECON 218 - Honors: Principles of Macroeconomics *

\section*{Select one course:}
- STAT 201 - Introduction to Statistics *
- STAT 207 - Honors: Introduction to Statistics *

\section*{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. To complete the concentration in Business Economics, students must complete at least 9 of those credit hours from courses on approved list (below). Those courses may simultaneously fulfil any corresponding Economics major distribution requirements.

\section*{Complete:}
- ECON 311 - Intermediate Microeconomics
- ECON 313 - Intermediate Macroeconomics

\section*{Select 12 hours:}
- 300-400 level ECON courses

\section*{Select 9 hours:}

\section*{400-level ECON courses}

Upper-level electives must include at least 9 Hours from:
- ECON 331 - Government and Business
- ECON 335 - Economics of Strategy
- ECON 421 - International Economics
- ECON 435 - Industrial Organization

Rationale: This new concentration provides a suggested curriculum for students who want to use an economics major as a springboard to work in business. There are several economics courses that focus on the behavior and decision making of individual businesses. Other courses are focused on how firms fit in an industry and compete both domestically and globally. This concentration brings those courses together in a suggested curriculum.
Impact on other units: none. Every required course in this concentration is "owned" by another college, but that college is aware of this proposal and has no objections. Financial impact: none

\section*{ADD uTRACK REQUIREMENTS FOR NEW CONCENTRATION}

Economics Major, BA - Business Economics Concentration (uTrack Requirements)
\begin{tabular}{|l|c|l|}
\hline Term 1 & Hours & Milestone Notes \\
\hline ENGL 101* (or equivalent) & 3 & \begin{tabular}{l} 
Math 119 or MATH placement level 3 or \\
higher
\end{tabular} \\
\hline Foreign Language (intermediate level) & 3 & \\
\hline \begin{tabular}{l} 
MATH 125* or MATH 132* or MATH 141* \\
or MATH 147*
\end{tabular} & \(3-4\) & \\
\hline Natural Sciences Lab* & 4 & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|}
\hline \multirow[t]{38}{*}{these changes} & \({ }^{1}\) Elective & 0-1 & \\
\hline & \multicolumn{3}{|l|}{Term 2} \\
\hline & ENGL 102* (or equivalent) & 3 & ENGL 101 \\
\hline & Foreign Language (intermediate level)* & 3 & MATH 125* or MATH \(132^{*}\) or MATH 141* \\
\hline & Natural Sciences Lab (continuation of sequence)* & 4 & \\
\hline & ECON 211* or ECON 217* & 3 & \\
\hline & STAT 201* or STAT 207* & 3 & \\
\hline & \multicolumn{3}{|l|}{Term 3} \\
\hline & Arts and Humanities Elective* & 3 & Complete at least 36 hours by the end of the term \\
\hline & Oral Communications Elective* & 3 & \\
\hline & ECON 213* or ECON 218* & 3 & \\
\hline & Global Citizenship - US Elective* & 3 & \\
\hline & \({ }^{1}\) Elective & 3 & \\
\hline & \multicolumn{3}{|l|}{Term 4} \\
\hline & Arts and Humanities Elective* & 3 & ECON 211 \\
\hline & Written Communications Elective * & 3 & ENGL 102 \\
\hline & Non-U.S. History* & 3 & STAT 201* or STAT 207* \\
\hline & Social Sciences Elective* & 3 & \\
\hline & \({ }^{1}\) Applied Oral Communication Elective* & 1-3 & \\
\hline & \multicolumn{3}{|l|}{Term 5} \\
\hline & ECON 311 & 3 & One 300-400 level Economics course with a grade of \(C\) or better \\
\hline & \({ }^{4}\) Economics (major) & 6 & \\
\hline & Non-U.S. History (continuation of sequence)* & 3 & \\
\hline & \({ }^{2}\) Connections & 3 & \\
\hline & \multicolumn{3}{|l|}{Term 6} \\
\hline & ECON 313 & 3 & Completion of at least 9 upper-division (300-400) hours \\
\hline & \({ }^{4}\) Economics (major) & 6 & \\
\hline & \({ }^{2}\) Connections & 3 & \\
\hline & \({ }^{1}\) Elective & 2 & \\
\hline & \multicolumn{3}{|l|}{Term 7} \\
\hline & \({ }^{4}\) Economics (major) & 6 & Completion of at least 24 total upperdivision (300-400) hours \\
\hline & \({ }^{2}\) Connections & 3 & \\
\hline & \({ }^{1}\) Engaged Inquiries Elective* & 6 & \\
\hline & \multicolumn{3}{|l|}{Term 8} \\
\hline & \({ }^{4}\) Economics (major) & 6 & Completion of at least 42 total upperdivision (300-400) hours \\
\hline & Engaged Inquiries Elective* & 3 & \\
\hline & \({ }^{1}\) Electives & 6 & \\
\hline & Total & 120 & \\
\hline
\end{tabular}
\({ }^{1}\) All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts and Sciences.
\({ }^{2}\) The Connections requirement may be satisfied in one of three ways: (1) by completing 9 hours from one of the approved Connections packages, (2) by completing the requirements for a second major or minor, or (3) by completing 9 hours of study abroad coursework. All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts and Sciences.
\({ }^{3}\) The courses indicated meet both a Volunteer Core Requirement as well as a requirement in the major. Students can choose to complete the Volunteer Core Requirement using alternative courses.
\({ }^{4}\) Upper-level Economics courses must include at least 9 hours from ECON 331, ECON 335, ECON 421, ECON 435
*Meets Volunteer Core Requirements.

\author{
ADD CONCENTRATION \\ Economics Major, BA - Econometrics and Data Analysis \\ Prerequisites \\ Select one course: \\ - ECON 211 - Principles of Microeconomics * \\ - ECON 217 - Honors: Principles of Microeconomics * \\ Select one course: \\ - ECON 213 - Principles of Macroeconomics * \\ - ECON 218 - Honors: Principles of Macroeconomics *
}

\section*{Select one course:}
- STAT 201 - Introduction to Statistics *
- STAT 207 - Honors: Introduction to Statistics *

\section*{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. To complete the concentration in Econometrics and Data Analysis, students must complete ECON 381-Econometrics and at least 6 of those credit hours from courses on approved list (below). Those courses may simultaneously fulfil any corresponding Economics major distribution requirements.

\section*{Complete:}
- ECON 311 - Intermediate Microeconomics
- ECON 313 - Intermediate Macroeconomics
- ECON 381 - Econometrics

\section*{Select 9 hours:}
- 300-400 level ECON courses

\section*{Select 9 hours:}
- 400-level ECON courses

Upper-level electives must include at least 6 Hours from:
- ECON 382 - Data Science for Economists
- ECON 474 - Applied Economic Analysis
- ECON 481 - Elements of Economic Forecasting

Rationale: This new concentration gives our students the opportunity to advertise their interest in and training for econometrics and data analysis. This is a fast growing field which provides good job opportunities after graduation. Our advisory board encouraged us to develop this concentration to signal to students which courses provide this training and to employers which students have received it.
Impact on other units: none. Every required course in this concentration is "owned" by another college, but that college is aware of this proposal and has no objections. Financial impact: none
\begin{tabular}{|c|c|c|c|}
\hline \[
\begin{aligned}
& \text { Mid } \\
& \text { impact: } \\
& \text { all }
\end{aligned}
\] & \begin{tabular}{l}
ADD UTRACK REQUIREMENTS FOR NEW \\
Economics Major, BA - Econometrics an
\end{tabular} & Data A & \begin{tabular}{l}
NTRATION \\
alysis (uTrack Requirements)
\end{tabular} \\
\hline required & Term 1 & Hours & Milestone Notes \\
\hline courses are in another & ENGL 101* (or equivalent) & 3 & MATH 119 or MATH placement level 3 or higher \\
\hline college & Foreign Language (intermediate level) & 3 & \\
\hline but that college & MATH 125* or MATH 132* or MATH 141* or MATH 147* & 3-4 & \\
\hline agrees & Natural Sciences Lab* & 4 & \\
\hline with these & \({ }^{1}\) Elective & 0-1 & \\
\hline  & Term 2 & & \\
\hline & ENGL 102* (or equivalent) & 3 & ENGL 101* \\
\hline & Foreign Language (intermediate level)* & 3 & MATH 125* or MATH 132* or MATH 141* \\
\hline & Natural Sciences Lab (continuation of sequence)* & 4 & \\
\hline & ECON 211* or ECON 217* & 3 & \\
\hline & STAT 201* or STAT 207* & 3 & \\
\hline & Term 3 & & \\
\hline & Arts and Humanities Elective* & 3 & Complete at least 36 hours by the end of the term \\
\hline & Oral Communications Elective* & 3 & \\
\hline & ECON 213* or ECON 218* & 3 & \\
\hline & Global Citizenship - US Elective* & 3 & \\
\hline & \({ }^{1}\) Elective & 3 & \\
\hline & TERM 4 & & \\
\hline & Arts and Humanities Elective* & 3 & ECON 211* \\
\hline & Written Communications Elective * & 3 & ENGL 102* \\
\hline & Non-U.S. History* & 3 & STAT 201* or STAT 207* \\
\hline & Social Sciences Elective* & 3 & \\
\hline & \({ }^{1}\) Applied Oral Communication Elective* & 1-3 & \\
\hline & Term 5 & & \\
\hline & ECON 311 & 3 & One 300-400 level Economics course with a grade of \(C\) or better \\
\hline & \({ }^{4}\) Economics (major) & 6 & \\
\hline & Non-U.S. History (continuation of sequence)* & 3 & \\
\hline & \({ }^{2}\) Connections & 3 & \\
\hline & Term 6 & & \\
\hline & ECON 313 & 3 & Completion of at least 9 upper-division (300-400) hours \\
\hline & ECON 381 & 3 & \\
\hline & \({ }^{4}\) Economics (major) & 6 & \\
\hline & \({ }^{2}\) Connections & 3 & \\
\hline & \({ }^{1}\) Elective & 2 & \\
\hline & Term 7 & & \\
\hline & \({ }^{4}\) Economics (major) & 6 & Completion of at least 24 total upperdivision (300-400) hours \\
\hline & \({ }^{2}\) Connections & 3 & \\
\hline & \({ }^{1}\) Engaged Inquiries Elective* & 6 & \\
\hline & Term 8 & & \\
\hline & \({ }^{4}\) Economics (major) & 6 & Completion of at least 42 total upperdivision (300-400) hours \\
\hline & Engaged Inquiries Elective* & 3 & \\
\hline
\end{tabular}
\begin{tabular}{|l|c|l|}
\hline\({ }^{1}\) Electives & 6 & \\
\hline Total & \(\mathbf{1 2 0}\) & \\
\hline
\end{tabular}
\({ }^{1}\) All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts and Sciences.
\({ }^{2}\) The Connections requirement may be satisfied in one of three ways: (1) by completing 9 hours from one of the approved Connections packages, (2) by completing the requirements for a second major or minor, or (3) by completing 9 hours of study abroad coursework. All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts and Sciences.
\({ }^{3}\) The courses indicated meet both a Volunteer Core Requirement as well as a requirement in the major. Students can choose to complete the Volunteer Core Requirement using alternative courses.
\({ }^{4}\) Upper-level Economics courses must include at least 6 hours from ECON 382, ECON 474, and ECON 481
* Meets Volunteer Core Requirements.

\section*{ADD CONCENTRATION}
```

Economics Major, BA - Economic Policy
Prerequisites
Select one course:
- ECON 211-Principles of Microeconomics *
- ECON 217-Honors: Principles of Microeconomics *
Select one course:

- ECON 213 - Principles of Macroeconomics *
- ECON 218 - Honors: Principles of Macroeconomics *

```

Select one course:
- STAT 201 - Introduction to Statistics *
- STAT 207 - Honors: Introduction to Statistics *

\section*{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. To complete the concentration in Economic Policy, students must complete at least 9 of those credit hours from courses on approved list (below). Those courses may simultaneously fulfil any corresponding Economics major distribution requirements.

\section*{Complete:}
- ECON 311 - Intermediate Microeconomics
- ECON 313 - Intermediate Macroeconomics

\section*{Select 12 hours:}
- 300-400 level ECON courses

\section*{Select 9 hours:}
- Econ 413 - Macroeconomics: Business Cycles and Growth
- Econ 436 - Economics of Health and Health Economics
- Econ 441 - Labor Economics
- Econ 471 - Public Finance - Expenditures Analysis
- Econ 472 - Public Finance: Taxation and Fiscal Federalism
- Econ 463 - Environmental Economics

Rationale: This new concentration provides a suggested curriculum for students who want to work in economic policy. Economists play an important role in the policy process and students have expressed an interest in using an economics major to enter that career. This concentration provides that opportunity.
Impact on other units: none. Every required course in this concentration is "owned" by another college, but that college is aware of this proposal and has no objections. Financial impact: none

\begin{tabular}{|l|c|l|}
\hline\({ }^{2}\) Connections & 3 & \\
\hline\({ }^{1}\) Engaged Inquiries Electives* & 6 & \\
\hline Term 8 & 6 & \begin{tabular}{l} 
Completion of at least 42 total upper- \\
division (300-400) hours
\end{tabular} \\
\hline\({ }^{4}\) Economics (major) & 3 & \\
\hline Engaged Inquiries Elective* & 6 & \\
\hline\({ }^{\text { }}\) *lectives & \(\mathbf{1 2 0}\) & \\
\hline TOTAL &
\end{tabular}
\({ }^{1}\) All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts and Sciences.
\({ }^{2}\) The Connections requirement may be satisfied in one of three ways: (1) by completing 9 hours from one of the approved Connections packages, (2) by completing the requirements for a second major or minor, or (3) by completing 9 hours of study abroad coursework. All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts and Sciences.
\({ }^{3}\) The courses indicated meet both a Volunteer Core Requirement as well as a requirement in the major. Students can choose to complete the Volunteer Core Requirement using alternative courses.
\({ }^{4}\) Upper-level Economics courses must include at least 9 hours from ECON 413, ECON 436, ECON 441, ECON 471, ECON 472, and ECON 463.
* Meets Volunteer Core Requirements.

\section*{Department of English Courses}

\section*{(ENGL) English}
High
impact:
New FYC
course
affects
multiple
colleges
and other
academic
units

High impact: Drop FYC

\section*{ADD COURSE}

ENGL 112 - Advanced Writing and Research (3)
Advanced instruction focused on rhetorical analysis, argument, and research. Strategies for analyzing texts rhetorically, developing substantive arguments for specific audiences, investigating research questions, evaluating and using primary and secondary sources, and presenting research using appropriate disciplinary conventions.
Satisfies Volunteer Core Requirement: (WC)
Satisfies General Education Requirement through the 2021-2022 academic catalog: (WC) Grading Restriction: ABC/N grading only.
Credit Restriction: Students with credit for ENGL 102*, ENGL 132*, ENGL 290*, ENGL 298* may not receive credit for ENGL 112*.
Prerequisite: Score of 3 or higher on the AP Language and Composition exam and score of 29 or above on ACT English and ACT Composite or score of 680 or above on SAT Verbal and score of 1280 or above on SAT Composite.

Rationale: We plan to discontinue offering ENGL 118 and instead have created a new course, ENGL 112, that provides a distinct FYC pathway for a group of qualified ("advanced") students who demonstrate the potential for quickly developing in-depth rhetorical knowledge they can apply to inquiry-based research. Students who previously took ENGL 118 should take ENGL 112. Impact on other academic units: ENGL 112 will need to be added to the list of prerequisites of all WC and ENGL courses that currently include ENGL 102 (and equivalents such as ENGL 118, ENGL 132, ENGL 290, ENGL 298) as prerequisites.

\section*{DROP COURSE}

ENGL 118, Honors: English Composition (3)
course affects multiple colleges and other academic units

INFORMATION FOR VOTING PURPOSES ONLY, NOT IN CATALOG
- If the FYC proposals from Arts \& Sciences are approved at the college level, the Vol Core Committee level, and at the January UG Council Curriculum Committee meeting, the Provost's Office will prepare a companion proposal that adjusts the prerequisites for all WC courses. An omnibus proposal of this type will reduce the amount of work that college offices have to do to implement the change.
- If individual units want to make other changes to their WC course prerequisites at the same time, each unit would be responsible for those changes.
- All units will have the option to either: (1) go with the new prereq or (2) to drop the WC designation. If you drop the WC designation, you will have to continue to use the WC prereq during the teach-out period or drop the course and add it back with a new course number.
- Colleges will be responsible for program (i.e. footnote) adjustments in their programs.

Rationale: The Department of English has created a new course, ENGL 112, that will replace ENGL 118, which will no longer be offered.
Impact on other academic units: All affected units have been advised of the English revisions. Financial impact: None.

Impact report
Course: AFST 225 Introduction to African Literature
Course: AFST 335 African Literature
Course: BUAD 200 Integrity: Becoming an Ethical Leader and Effective Communicator
Course: CLAS 299 Research Practicum in Classics
Course: ENGL 101 English Composition I
Course: ENGL 104 Writing Workshop II
Course: ENGL 131 Composition for Non-Native Speakers of English I
Course: ENGL 198 Chancellor's Honors Writing I
Course: ENGL 201 British Literature I: Beowulf through Johnson
Course: ENGL 202 British Literature II: Wordsworth to the Present
Course: ENGL 206 Introduction to Shakespeare
Course: ENGL 207 Honors: British Literature I
Course: ENGL 208 Honors: British Literature II
Course: ENGL 209 Introduction to Jane Austen
Course: ENGL 221 World Literature I: Ancient through Early Modern
Course: ENGL 222 World Literature II: The Eighteenth-Century to the Present
Course: ENGL 226 Introduction to Caribbean Literature
Course: ENGL 231 American Literature I: Colonial Era to the Civil War
Course: ENGL 232 American Literature II: Civil War to the Present
Course: ENGL 233 Major Black Writers
Course: ENGL 237 Honors: American Literature I: Colonial Era to the Civil War
Course: ENGL 238 Honors: American Literature II: Civil War to the Present
Course: ENGL 247 Honors: Introduction to Poetry
Course: ENGL 248 Honors: Introduction to Drama
Course: ENGL 252 Introduction to Drama
Course: ENGL 253 Introduction to Fiction
Course: ENGL 253 Introduction to Poetry

Course: ENGL 254 Themes in Literature
Course: ENGL 255 Public Writing
Course: ENGL 257 Honors: Public Writing
Course: ENGL 258 Honors: Introduction to Fiction
Course: ENGL 261 Themes in Creative Writing
Course: ENGL 263 Introduction to Creative Writing
Course: ENGL 277 Honors: Introduction to Creative Writing
Course: ENGL 281 Introduction to Film Studies
Course: ENGL 295 Writing in the Workplace
Course: ENGL 301 British Culture to 1660
Course: ENGL 302 British Culture: 1660 to Present
Course: ENGL 303 American Cultures
Course: ENGL 306 Shakespeare and Film
Course: ENGL 321 Introduction to Old English
Course: ENGL 331 Race and Ethnicity in American Literature
Course: ENGL 332 Women in American Literature
Course: ENGL 333 Black American Literature and Aesthetics
Course: ENGL 334 Film and American Culture
Course: ENGL 336 Caribbean Literature
Course: ENGL 339 Children's/Young Adult Literature
Course: ENGL 340 Science Fiction and Fantasy
Course: ENGL 341 Religion and Spirituality in American Literature
Course: ENGL 342 Literature and Medicine
Course: ENGL 345 Graphic Novel and Comics
Course: ENGL 351 The Short Story
Course: ENGL 355 Rhetoric and Writing
Course: ENGL 357 Honors: Rhetoric and Writing
Course: ENGL 360 Technical and Professional Writing
Course: ENGL 363 Writing Poetry
Course: ENGL 364 Writing Fiction
Course: ENGL 365 Writing the Screenplay
Course: ENGL 367 Honors: Writing Poetry
Course: ENGL 368 Honors: Writing Fiction
Course: ENGL 369 Writing Creative Nonfiction
Course: ENGL 371 Foundations of the English Language
Course: ENGL 372 The Structure of Modern English
Course: ENGL 376 Colloquium in Literature
Course: ENGL 377 Honors: Colloquium in Literature
Course: ENGL 381 American Tales, Songs, and Material Culture: An Introduction to Folklore
Course: ENGL 389 Literature of the English Bible
Course: ENGL 398 Junior-Senior Honors Seminar
Course: ENGL 401 Medieval Literature
Course: ENGL 402 Chaucer
Course: ENGL 403 Introduction to Middle English

Course: ENGL 404 Shakespeare I: Early Plays
Course: ENGL 405 Shakespeare II: Later Plays
Course: ENGL 406 Shakespeare's Contemporaries I: Renaissance Drama
Course: ENGL 409 Shakespeare's Contemporaries II: Renaissance Poetry and Prose
Course: ENGL 410 Donne, Milton, and Their Contemporaries
Course: ENGL 411 Literature of the Restoration and Early 18th Century: Dryden to Pope
Course: ENGL 412 Literature of the Later 18th Century: Johnson to Burns
Course: ENGL 413 Restoration and 18th-Century Genres and Modes
Course: ENGL 414 Romantic Poetry and Prose I
Course: ENGL 415 Romantic Poetry and Prose II
Course: ENGL 419 Later Victorian Literature
Course: ENGL 420 The 19th-Century British Novel
Course: ENGL 421 Modern British Novel
Course: ENGL 422 Women Writers in Britain
Course: ENGL 423 Colonial and Post-Colonial Literature
Course: ENGL 424 Jane Austen
Course: ENGL 431 Early American Literature
Course: ENGL 432 American Romanticism and Transcendentalism
Course: ENGL 433 American Realism and Naturalism
Course: ENGL 434 Modern American Literature
Course: ENGL 435 American Fiction to 1900
Course: ENGL 436 Modern American Novel
Course: ENGL 439 Race and Ethnicity in American Cinema
Course: ENGL 441 Southern Literature
Course: ENGL 442 American Humor
Course: ENGL 443 Topics in Black Literature
Course: ENGL 444 Appalachian Literature and Culture
Course: ENGL 451 Modern British and American Poetry
Course: ENGL 452 Modern Drama
Course: ENGL 453 Contemporary Drama
Course: ENGL 454 20th-Century International Novel
Course: ENGL 455 Persuasive Writing
Course: ENGL 456 Contemporary Fiction/Narrative
Course: ENGL 459 Contemporary Poetry
Course: ENGL 460 Technical Editing
Course: ENGL 461 Global Communication for Science and Technology
Course: ENGL 462 Writing for Publication
Course: ENGL 466 Writing, Layout, and Production of Technical Documents
Course: ENGL 470 Special Topics in Rhetoric
Course: ENGL 474 Teaching English as a Second or Foreign Language
Course: ENGL 476 Second Language Acquisition
Course: ENGL 477 Pedagogical Grammar for ESL Teachers
Course: ENGL 479 Literary Criticism
Course: ENGL 480 Fairy Tale, Legend, and Myth: Folk Narrative

Course: ENGL 481 Studies in Folklore
Course: ENGL 482 Major Authors
Course: ENGL 483 Special Topics in Literature
Course: ENGL 484 Special Topics in Writing
Course: ENGL 485 Special Topics in Language
Course: ENGL 486 Special Topics in Criticism
Course: ENGL 489 Special Topics in Film
Course: ENGL 490 Language and Law
Course: ENGL 491 Foreign Study: Drama in Stratford and London
Course: ENGL 492 Off-Campus Study: Drama in New York
Course: ENGL 493 Independent Study
Course: ENGL 494 Cultural Rhetorics
Course: LING 200 Language, Linguistics, and Society
Course: NORM 457 Honors: Normandy Scholars Seminar
Course: REST 405 Modern Jewish Studies
Course: REST 436 Seminar in Islamic Studies
Course: RUSS 373 Despotism and Totalitarianism in Russian Culture
Course: UNHO 257 Honors: Special Topics in the Arts and Humanities
Course: UNHO 267 Honors: Special Topics in the Social Sciences
Course: UNHO 277 Honors: Special Topics in Global Citizenship - International
Custom Page: About the University
Program: Accounting Major, BS in Business Administration - Collateral Option » Core:
Requirements for the Bachelor of Science in Business Administration - Accounting Major Collateral Option
Program: Accounting Major, BS in Business Administration - Collateral Option » Core:
Requirements for the Bachelor of Science in Business Administration - Accounting Major Collateral Option
Program: Accounting Major, BS in Business Administration - Heath Integrated Business and Engineering Program » Core: Requirements for the Bachelor of Science in Business Administration - Accounting Major - Heath Integrated Business and Engineering Program
Program: Accounting Major, BS in Business Administration - Heath Integrated Business and Engineering Program » Core: Requirements for the Bachelor of Science in Business Administration - Accounting Major - Heath Integrated Business and Engineering Program
Program: Accounting Major, BS in Business Administration - International Business
Concentration » Core: Requirements for the Bachelor of Science in Business Administration Accounting Major - International Business Concentration
Program: Accounting Major, BS in Business Administration - International Business
Concentration » Core: Requirements for the Bachelor of Science in Business Administration Accounting Major - International Business Concentration
Program: Advertising Major, BS in Communication » Core: Requirements for the Bachelor of Science in Communication - Advertising Major
Program: Advertising Major, BS in Communication » Core: Requirements for the Bachelor of Science in Communication - Advertising Major
Program: Aerospace Engineering Major, BS in Aerospace Engineering » Core: Requirements for the Bachelor of Science in Aerospace Engineering
Program: Aerospace Engineering Major, BS in Aerospace Engineering » Core: Requirements for the Bachelor of Science in Aerospace Engineering

Program: Aerospace Engineering Major, BS in Aerospace Engineering » Core: Requirements for the Bachelor of Science in Aerospace Engineering
Program: Agricultural Leadership, Education, and Communications Major, BS in Agriculture Agricultural and Natural Resource Communication Concentration "Core: Requirements for the Bachelor of Science in Agriculture - Agricultural and Natural Resource Communication Concentration
Program: Agricultural Leadership, Education, and Communications Major, BS in Agriculture Agricultural Education Concentration »Core: Requirements for the Bachelor of Science in Agriculture - Agricultural Leadership, Education, and Communications Major - Agricultural Education Concentration
Program: Agricultural Leadership, Education, and Communications Major, BS in Agriculture Community Engagement and Leadership Development Concentration "Core: Requirements for the Bachelor of Science in Agriculture - Agricultural Leadership, Education and Communications Major - Community Engagement and Leadership Development Concentration
Program: Agricultural Sciences and Natural Resources Exploratory Program» Core:
Requirements for the Agricultural Sciences and Natural Resources Exploratory Major
Program: Animal Science Major, BS in Animal Science - Animal Industries Concentration »Core: Requirements for the Bachelor of Science in Animal Science - Animal Science Major - Animal Industries Concentration
Program: Animal Science Major, BS in Animal Science - Bioscience Concentration " Core:
Requirements for the Bachelor of Science in Animal Science - Animal Science Major Bioscience Concentration
Program: Animal Science Major, BS in Animal Science - Five-Year BS/MS Program » Core:
Requirements for the Bachelor of Science in Animal Science - Animal Science Major - Five-
Year BS/MS Program
Program: Animal Science Major, BS in Animal Science - Pre-Veterinary Medicine 3+1
Concentration" Core: Requirements for the Bachelor of Science in Animal Science - Animal Science Major - Pre-Veterinary Medicine 3+1 Concentration
Program: Animal Science Major, BS in Animal Science - Pre-Veterinary Medicine Concentration
" Core: Requirements for the Bachelor of Science in Animal Science - Animal Science Major -Pre-Veterinary Medicine Concentration
Program: Architecture Major, Bachelor of Architecture - Master of Landscape Architecture Preparatory Track » Core: Requirements for the Bachelor of Architecture - Architecture Major Master of Landscape Architecture Preparatory Track
Program: Architecture Major, Bachelor of Architecture - Traditional Track » Core: Requirements for the Bachelor of Architecture - Architecture Major - Traditional Track
Program: Arts and Sciences Exploratory Program - Pre-Professional Track» Core:
Requirements for the Arts and Sciences Exploratory Major - Pre-Professional Track (Medical Laboratory Science, Dentistry, Medicine, Pharmacy, Veterinary Medicine)
Program: Arts and Sciences Exploratory Program - Pre-Professional Track» Core:
Requirements for the Arts and Sciences Exploratory Major - Pre-Professional Track (Medical Laboratory Science, Dentistry, Medicine, Pharmacy, Veterinary Medicine)
Program: Arts and Sciences Exploratory Program» Core: Requirements for the Arts and Sciences Exploratory Major
Program: Arts and Sciences Exploratory Program » Core: Requirements for the Arts and Sciences Exploratory Major
Program: Audiology and Speech Pathology Major, BS in Audiology and Speech Pathology » Core: Requirements for the Bachelor of Science in Audiology and Speech Pathology - Audiology and Speech Pathology Major
Program: Biomedical Engineering Major, BS in Biomedical Engineering» Core: Requirements for the Bachelor of Science in Biomedical Engineering

Program: Biomedical Engineering Major, BS in Biomedical Engineering » Core: Requirements for the Bachelor of Science in Biomedical Engineering
Program: Biomedical Engineering Major, BS in Biomedical Engineering » Core: Requirements for the Bachelor of Science in Biomedical Engineering
Program: Biosystems Engineering Major, BS in Biosystems Engineering - Pre-Professional Concentration " Core: Requirements for the Bachelor of Science in Biosystems Engineering Biosystems Engineering Major - Pre-Professional Concentration
Program: Biosystems Engineering Major, BS in Biosystems Engineering» Core: Requirements for the Bachelor of Science in Biosystems Engineering - Biosystems Engineering Major
Program: Business Administration Exploratory Program » Core: Requirements for the Business Administration Exploratory Major
Program: Business Administration Exploratory Program » Core: Requirements for the Business Administration Exploratory Major
Program: Business Analytics Major, BS in Business Administration - Heath Integrated Business and Engineering Program » Core: Requirements for the Bachelor of Science in Business Administration - Business Analytics Major - Heath Integrated Business and Engineering Program
Program: Business Analytics Major, BS in Business Administration - Heath Integrated Business and Engineering Program » Core: Requirements for the Bachelor of Science in Business Administration - Business Analytics Major - Heath Integrated Business and Engineering Program
Program: Business Analytics Major, BS in Business Administration - Marketing Concentration " Core: Requirements for the Bachelor of Science in Business Administration - Business Analytics Major - Marketing Concentration
Program: Business Analytics Major, BS in Business Administration - Marketing Concentration " Core: Requirements for the Bachelor of Science in Business Administration - Business Analytics Major - Marketing Concentration
Program: Business Analytics Major, BS in Business Administration - Supply Chain Management Concentration »Core: Requirements for the Bachelor of Science in Business Administration Business Analytics Major - Supply Chain Management Concentration
Program: Business Analytics Major, BS in Business Administration - Supply Chain Management Concentration» Core: Requirements for the Bachelor of Science in Business Administration Business Analytics Major - Supply Chain Management Concentration
Program: Business Analytics Major, BS in Business Administration - Collateral Option » Core: Requirements for the Bachelor of Science in Business Administration - Business Analytics Major - Collateral Option

Program: Business Analytics Major, BS in Business Administration - Collateral Option » Core: Requirements for the Bachelor of Science in Business Administration - Business Analytics Major - Collateral Option

Program: Business Analytics Major, BS in Business Administration - International Business Concentration »Core: Requirements for the Bachelor of Science in Business Administration Business Analytics Major - International Business Concentration
Program: Business Analytics Major, BS in Business Administration - International Business
Concentration "Core: Requirements for the Bachelor of Science in Business Administration Business Analytics Major - International Business Concentration
Program: Business Analytics Major, BS in Business Administration - Information Management Concentration »Core: Requirements for the Bachelor of Science in Business Administration Business Analytics Major - Information Management Concentration
Program: Business Analytics Major, BS in Business Administration - Information Management Concentration » Core: Requirements for the Bachelor of Science in Business Administration Business Analytics Major - Information Management Concentration

Program: Chemical Engineering Major, BS in Chemical Engineering - Biomolecular Engineering Concentration "Core: Requirements for the Bachelor of Science in Chemical Engineering Biomolecular Engineering Concentration
Program: Chemical Engineering Major, BS in Chemical Engineering - Biomolecular Engineering Concentration "Core: Requirements for the Bachelor of Science in Chemical Engineering Biomolecular Engineering Concentration
Program: Chemical Engineering Major, BS in Chemical Engineering - Biomolecular Engineering Concentration»Core: Requirements for the Bachelor of Science in Chemical Engineering Biomolecular Engineering Concentration
Program: Chemical Engineering Major, BS in Chemical Engineering» Core: Requirements for the Bachelor of Science in Chemical Engineering
Program: Chemical Engineering Major, BS in Chemical Engineering » Core: Requirements for the Bachelor of Science in Chemical Engineering
Program: Chemical Engineering Major, BS in Chemical Engineering» Core: Requirements for the Bachelor of Science in Chemical Engineering
Program: Child and Family Studies Major, BS in Health and Human Sciences - Early
Development and Learning Pre K-K Track » Core: Requirements for the Bachelor of Science in Health and Human Sciences - Child and Family Studies Major - Early Development and Learning Pre K-K Track
Program: Child and Family Studies Major, BS in Health and Human Sciences - Community Outreach Track» Core: Requirements for the Bachelor of Science in Health and Human Sciences - Child and Family Studies Major - Community Outreach Track
Program: Child and Family Studies Major, BS in Health and Human Sciences - Early Childhood Education Teacher Licensure Pre K-3 Track » Core: Requirements for the Bachelor of Science in Health and Human Sciences - Child and Family Studies Major - Early Childhood Education Teacher Licensure Pre K-3 Track
Program: Civil Engineering Major, BS in Civil Engineering » Core: Requirements for the Bachelor of Science in Civil Engineering
Program: Civil Engineering Major, BS in Civil Engineering » Core: Requirements for the Bachelor of Science in Civil Engineering
Program: Civil Engineering Major, BS in Civil Engineering» Core: Requirements for the Bachelor of Science in Civil Engineering
Program: College of Arts and Sciences » Core: First Year English Composition
Program: College of Arts and Sciences » Core: First Year English Composition
Program: College of Arts and Sciences » Core: First-Year English Placement Information
Program: Communication Studies Major, BA in Communication - Honors Program » Core:
Requirements for the Communication Studies Major, BA in Communication - Honors Program
Program: Communication Studies Major, BA in Communication - Honors Program »Core:
Requirements for the Communication Studies Major, BA in Communication - Honors Program
Program: Communication Studies Major, BA in Communication» Core: Requirements for the Bachelor of Arts in Communication - Communication Studies Major
Program: Communication Studies Major, BA in Communication » Core: Requirements for the Bachelor of Arts in Communication - Communication Studies Major
Program: Computer Engineering Major, BS in Computer Engineering » Core: Requirements for the Bachelor of Science in Computer Engineering
Program: Computer Engineering Major, BS in Computer Engineering » Core: Requirements for the Bachelor of Science in Computer Engineering
Program: Computer Engineering Major, BS in Computer Engineering » Core: Requirements for the Bachelor of Science in Computer Engineering

Program: Computer Science Major, BS in Computer Science » Core: Requirements for the Bachelor of Science in Computer Science
Program: Computer Science Major, BS in Computer Science » Core: Requirements for the Bachelor of Science in Computer Science
Program: Computer Science Major, BS in Computer Science» Core: Requirements for the Bachelor of Science in Computer Science
Program: Construction Science and Management Major, BS in Construction Science and Management » Core: Requirements for the Bachelor of Science in Construction Science and Management - Construction Science and Management Major
Program: Deaf Studies Major, BS in Education - ASL Education Concentration (Art Education Undergraduate Internship Specialization) » Core: Requirements for Bachelor of Science in Education - Deaf Studies Major - ASL Education Concentration (Art Education Undergraduate Internship Specialization)
Program: Deaf Studies Major, BS in Education - ASL Education Concentration (Art Education Undergraduate Internship Specialization)» Core: Requirements for Bachelor of Science in Education - Deaf Studies Major - ASL Education Concentration (Art Education Undergraduate Internship Specialization)
Program: Deaf Studies Major, BS in Education - ASL Education Concentration (Undergraduate Internship Program) » Core: Requirements for Bachelor of Science in Education - Deaf Studies Major - ASL Education Concentration (Undergraduate Internship Program)
Program: Deaf Studies Major, BS in Education - ASL Education Concentration (Undergraduate Internship Program) » Core: Requirements for Bachelor of Science in Education - Deaf Studies Major - ASL Education Concentration (Undergraduate Internship Program)
Program: Deaf Studies Major, BS in Education - ASL Education Concentration " Core: Requirements for the Bachelor of Science in Education - Deaf Studies Major - ASL Education Concentration
Program: Deaf Studies Major, BS in Education - ASL Education Concentration " Core: Requirements for the Bachelor of Science in Education - Deaf Studies Major - ASL Education Concentration
Program: Deaf Studies Major, BS in Education - Deaf Education Concentration (Elementary Education Specialization) »Core: Requirements for the Bachelor of Science in Education - Deaf Studies Major - Deaf Education Concentration (Elementary Education Specialization)
Program: Deaf Studies Major, BS in Education - Deaf Education Concentration (Elementary Education Specialization)" Core: Requirements for the Bachelor of Science in Education - Deaf Studies Major - Deaf Education Concentration (Elementary Education Specialization)
Program: Deaf Studies Major, BS in Education - Deaf Education Concentration (Secondary Education Specialization) »Core: Requirements for the Deaf Studies Major, BS in Education Deaf Education Concentration (Secondary Education Specialization)
Program: Deaf Studies Major, BS in Education - Deaf Education Concentration (Secondary Education Specialization) » Core: Requirements for the Deaf Studies Major, BS in Education Deaf Education Concentration (Secondary Education Specialization)
Program: Deaf Studies Major, BS in Education - Educational Interpreting Concentration » Core: Requirements for the Bachelor of Science in Education - Deaf Studies Major - Educational Interpreting Concentration
Program: Economics Major, BS in Business Administration - Business Analytics Concentration " Core: Requirements for the Economics Major - Business Analytics Concentration
Program: Economics Major, BS in Business Administration - Business Analytics Concentration » Core: Requirements for the Economics Major - Business Analytics Concentration
Program: Economics Major, BS in Business Administration - Collateral Option (Business Administration) » Core: Requirements for the Bachelor of Science in Business Administration Economics Major - Collateral Option

Program: Economics Major, BS in Business Administration - Collateral Option (Business Administration) "Core: Requirements for the Bachelor of Science in Business Administration Economics Major - Collateral Option
Program: Economics Major, BS in Business Administration - Heath Integrated Business and Engineering Program (Business Administration) » Core: Requirements for the Bachelor of Science in Business Administration - Economics Major - Heath Integrated Business and Engineering Program
Program: Economics Major, BS in Business Administration - Heath Integrated Business and Engineering Program (Business Administration)» Core: Requirements for the Bachelor of Science in Business Administration - Economics Major - Heath Integrated Business and Engineering Program
Program: Economics Major, BS in Business Administration - International Business Concentration (Business Administration) » Core: Requirements for the Bachelor of Science in Business Administration - Economics Major - International Business Concentration
Program: Economics Major, BS in Business Administration - International Business Concentration (Business Administration) » Core: Requirements for the Bachelor of Science in Business Administration - Economics Major - International Business Concentration
Program: Economics Major, BS in Business Administration - Traditional Option (Business) " Core: Requirements for the Bachelor of Science in Business Administration - Economics Major Traditional Option
Program: Economics Major, BS in Business Administration - Traditional Option (Business) " Core: Requirements for the Bachelor of Science in Business Administration - Economics Major Traditional Option
Program: Education Major, BS in Education - Elementary Education Concentration (English as a Second Language Education Undergraduate Internship Specialization) » Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (English as a Second Language Education Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (English as a Second Language Education Undergraduate Internship Specialization) " Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (English as a Second Language Education Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Five-Year Internship Specialization) " Core: Requirements for the Bachelor of Science in Education Education Major - Elementary Education Concentration (Five-Year Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Five-Year Internship Specialization) " Core: Requirements for the Bachelor of Science in Education Education Major - Elementary Education Concentration (Five-Year Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Interventionist Special Education Undergraduate Internship Specialization) "Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Interventionist Special Education Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Interventionist Special Education Undergraduate Internship Specialization) " Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Interventionist Special Education Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Middle Grades Science Undergraduate Internship Specialization) "Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Middle Grades Science Undergraduate Internship Specialization)

Program: Education Major, BS in Education - Elementary Education Concentration (Middle Grades Science Undergraduate Internship Specialization) »Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Middle Grades Science Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Middle Grades Math Undergraduate Internship Specialization) » Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Middle Grades Math Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Middle Grades Math Undergraduate Internship Specialization) » Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Middle Grades Math Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Undergraduate Internship) » Core: Requirements for the Bachelor of Science in Education Education Major - Elementary Education Concentration (Undergraduate Internship)
Program: Education Major, BS in Education - Elementary Education Concentration (Undergraduate Internship) » Core: Requirements for the Bachelor of Science in Education Education Major - Elementary Education Concentration (Undergraduate Internship)
Program: Education Major, BS in Education - Second Language Education Concentration (World Language Education and English as a Second Language Specialization) » Core: Requirements for the Bachelor of Science in Education - Education Major - Second Language Education Concentration (World Language Education and English as a Second Language Specialization)
Program: Education Major, BS in Education - Second Language Education Concentration (World Language Education and English as a Second Language Specialization) » Core: Requirements for the Bachelor of Science in Education - Education Major - Second Language Education Concentration (World Language Education and English as a Second Language Specialization)
Program: Education Major, BS in Education - Second Language Education Concentration (World Language Education Specialization) » Core: Requirements for the Bachelor of Science in Education - Education Major - Second Language Education Concentration (World Language Education Specialization)
Program: Education Major, BS in Education - Second Language Education Concentration (World Language Education Specialization) » Core: Requirements for the Bachelor of Science in Education - Education Major - Second Language Education Concentration (World Language Education Specialization)
Program: Education Major, BS in Education - Second Language Education Concentration (World
Language Education Specialization) » Core: Requirements for the Bachelor of Science in
Education - Education Major - Second Language Education Concentration (World Language Education Specialization)
Program: Education Major, BS in Education - Secondary Social Science Education
Concentration » Core: Requirements for the Bachelor of Science in Education - Education Major - Secondary Social Science Education Concentration

Program: Education Major, BS in Education - Secondary Social Science Education
Concentration »Core: Requirements for the Bachelor of Science in Education - Education Major
- Secondary Social Science Education Concentration

Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Math Science Specialization) » Core: Requirements for the Bachelor of Science in Education Education Major - STEM Secondary Concentration (VolsTeach 6-12 Math Science Specialization)
Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Math Science Specialization) » Core: Requirements for the Bachelor of Science in Education Education Major - STEM Secondary Concentration (VolsTeach 6-12 Math Science
Specialization)

Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Physics Specialization) "Core: Requirements for the Bachelor of Science in Education -
Education Major - STEM Secondary Concentration (VolsTeach 6-12 Physics Specialization)
Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Physics Specialization) " Core: Requirements for the Bachelor of Science in Education -
Education Major - STEM Secondary Concentration (VolsTeach 6-12 Physics Specialization)
Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Earth Science Specialization) "Core: Requirements for the Bachelor of Science in Education, Education Major - STEM Secondary Concentration (VolsTeach 6-12 Earth Science Specialization)
Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Earth Science Specialization) "Core: Requirements for the Bachelor of Science in Education, Education Major - STEM Secondary Concentration (VolsTeach 6-12 Earth Science Specialization)
Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Chemistry Specialization) " Core: Requirements for the Bachelor of Science in Education, Education Major - STEM Secondary Concentration (VolsTeach 6-12 Chemistry Specialization)
Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Chemistry Specialization) "Core: Requirements for the Bachelor of Science in Education, Education Major - STEM Secondary Concentration (VolsTeach 6-12 Chemistry Specialization)
Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Biology Specialization) "Core: Requirements for the Bachelor of Science in Education, Education Major - STEM Secondary Concentration (VolsTeach 6-12 Biology Specialization)
Program: Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Biology Specialization) "Core: Requirements for the Bachelor of Science in Education, Education Major - STEM Secondary Concentration (VolsTeach 6-12 Biology Specialization)
Program: Education Major, BS in Education - VolsTeach Secondary STEM Concentration (Middle Grades Math Specialization) "Core: Requirements for the Bachelor of Science in Education - Education Major - VolsTeach Secondary STEM Concentration (Middle Grades Math Specialization)
Program: Education Major, BS in Education - VolsTeach Secondary STEM Concentration (Middle Grades Math Specialization) "Core: Requirements for the Bachelor of Science in Education - Education Major - VolsTeach Secondary STEM Concentration (Middle Grades Math Specialization)
Program: Education Major, BS in Education - VolsTeach Secondary STEM Concentration (Middle Grades Science Specialization) " Core: Requirements for the Bachelor of Science in Education, Education Major - VolsTeach Secondary STEM Concentration (Middle Grades Science Specialization)
Program: Education Major, BS in Education - VolsTeach Secondary STEM Concentration (Middle Grades Science Specialization) " Core: Requirements for the Bachelor of Science in Education, Education Major - VolsTeach Secondary STEM Concentration (Middle Grades Science Specialization)
Program: Education, Health, and Human Sciences Exploratory Program » Core: Requirements for the Education, Health and Human Sciences Exploratory Major
Program: Electrical Engineering Major, BS in Electrical Engineering» Core: Requirements for the Bachelor of Science in Electrical Engineering - Electrical Engineering Major
Program: Electrical Engineering Major, BS in Electrical Engineering» Core: Requirements for the Bachelor of Science in Electrical Engineering - Electrical Engineering Major
Program: Electrical Engineering Major, BS in Electrical Engineering » Core: Requirements for the Bachelor of Science in Electrical Engineering - Electrical Engineering Major

Program: Electrical Engineering Major, BS in Electrical Engineering - Power and Energy Systems Concentration »Core: Requirements for the Bachelor of Science in Electrical Engineering - Electrical Engineering Major - Power and Energy Systems Concentration
Program: Electrical Engineering Major, BS in Electrical Engineering - Power and Energy Systems Concentration "Core: Requirements for the Bachelor of Science in Electrical Engineering - Electrical Engineering Major - Power and Energy Systems Concentration
Program: Electrical Engineering Major, BS in Electrical Engineering - Power and Energy Systems Concentration »Core: Requirements for the Bachelor of Science in Electrical Engineering - Electrical Engineering Major - Power and Energy Systems Concentration
Program: Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences - Soil Science Concentration»Core: Requirements for the Bachelor of Science in Environmental and Soil Sciences - Environmental and Soil Sciences Major - Soil Science Concentration
Program: Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences Conservation Agriculture and Environmental Sustainability Concentration »Core: Requirements for the Bachelor of Science in Environmental and Soil Sciences - Environmental and Soil Sciences Major - Conservation Agriculture and Environmental Sustainability Concentration
Program: Environmental and Soil Sciences Major, BS in Environmental and Soil Sciences Environmental Science Concentration » Core: Requirements for the Bachelor of Science in Environmental and Soil Sciences - Environmental and Soil Sciences Major - Environmental Science Concentration
Program: Finance Major, BS in Business Administration - Business Analytics Concentration » Core: Requirements for the Bachelor of Science in Business Administration - Finance Major Business Analytics Concentration
Program: Finance Major, BS in Business Administration - Business Analytics Concentration » Core: Requirements for the Bachelor of Science in Business Administration - Finance Major Business Analytics Concentration
Program: Finance Major, BS in Business Administration - Collateral Option » Core:
Requirements for the Bachelor of Science in Business Administration - Finance Major Collateral Option
Program: Finance Major, BS in Business Administration - Collateral Option » Core:
Requirements for the Bachelor of Science in Business Administration - Finance Major Collateral Option
Program: Finance Major, BS in Business Administration - Heath Integrated Business and Engineering Program »Core: Requirements for the Bachelor of Science in Business Administration - Finance Major - Heath Integrated Business and Engineering Program
Program: Finance Major, BS in Business Administration - Heath Integrated Business and Engineering Program »Core: Requirements for the Bachelor of Science in Business Administration - Finance Major - Heath Integrated Business and Engineering Program
Program: Finance Major, BS in Business Administration - International Business Concentration » Core: Requirements for the Bachelor of Science in Business Administration - Finance Major International Business Concentration
Program: Finance Major, BS in Business Administration - International Business Concentration » Core: Requirements for the Bachelor of Science in Business Administration - Finance Major International Business Concentration
Program: Food and Agricultural Business Major, BS in Agricultural and Resource Economics » Core: Requirements for the Bachelor of Science in Agricultural and Resource Economics - Food and Agricultural Business Major
Program: Food and Agricultural Business Major, BS in Agricultural and Resource Economics Finance and Risk Management Concentration» Core: Requirements for the Bachelor of Science in Agricultural and Resource Economics - Food and Agricultural Business Major - Finance and Risk Management Concentration

Program: Food and Agricultural Business Major, BS in Agricultural and Resource Economics -Five-Year BS/MS in Agricultural and Resource Economics - Agricultural Economics Program » Core: 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
Program: Food and Agricultural Business Major, BS in Agricultural and Resource Economics Food Industry Management Concentration "Core: Requirements for the Bachelor of Science in Agricultural and Resource Economics - Food and Agricultural Business Major - Food Industry Management Concentration
Program: Food and Agricultural Business Major, BS in Agricultural and Resource Economics Law and Policy Concentration» Core: Requirements for the Bachelor of Science in Agricultural and Resource Economics - Food and Agricultural Business Major - Law and Policy Concentration
Program: Food and Agricultural Business Major, BS in Agricultural and Resource Economics Agricultural Production and Technology Management Concentration » Core: Requirements for the Bachelor of Science in Agricultural and Resource Economics - Food and Agricultural Business Major - Agricultural Production and Technology Management Concentration
Program: Food Science Major, BS in Food Science - Five-Year BS/MS Program " Core: Requirements for the Bachelor of Science in Food Science - Food Science Major - Five-Year BS/MS Program
Program: Food Science Major, BS in Food Science - Pre-Professional 3+1 Concentration » Core: Requirements for the Bachelor of Science in Food Science - Food Science Major - PreProfessional 3+1 Concentration
Program: Food Science Major, BS in Food Science - Pre-Professional Concentration » Core: Requirements for the Bachelor of Science in Food Science - Food Science Major - PreProfessional Concentration
Program: Food Science Major, BS in Food Science - Science Concentration » Core:
Requirements for the Bachelor of Science in Food Science - Food Science Major - Science Concentration
Program: Forestry Major, BS in Forestry - Forest Resources Management Concentration " Core: Requirements for the Bachelor of Science in Forestry - Forestry Major - Forest Resources Management Concentration
Program: Forestry Major, BS in Forestry - Forest Resources Management Concentration " Core: Requirements for the Bachelor of Science in Forestry - Forestry Major - Forest Resources Management Concentration
Program: Forestry Major, BS in Forestry - Restoration and Conservation Science Concentration " Core: Requirements for the Bachelor of Science in Forestry - Forestry Major - Restoration and Conservation Science Concentration
Program: Forestry Major, BS in Forestry - Restoration and Conservation Science Concentration " Core: Requirements for the Bachelor of Science in Forestry - Forestry Major - Restoration and Conservation Science Concentration
Program: Forestry Major, BS in Forestry - Urban Forestry Concentration» Core: Requirements for the Bachelor of Science in Forestry - Forestry Major - Urban Forestry Concentration
Program: Forestry Major, BS in Forestry - Urban Forestry Concentration » Core: Requirements for the Bachelor of Science in Forestry - Forestry Major - Urban Forestry Concentration
Program: Forestry Major, BS in Forestry - Wildland Recreation Concentration» Core:
Requirements for the Bachelor of Science in Forestry - Forestry Major - Wildland Recreation Concentration
Program: Forestry Major, BS in Forestry - Wildland Recreation Concentration» Core:
Requirements for the Bachelor of Science in Forestry - Forestry Major - Wildland Recreation
Concentration

Program: General Education Requirements 2021-2022 or earlier » Core: I. Communicating through Writing (WC)
Program: General Education Requirements 2021-2022 or earlier » Core: I. Communicating through Writing (WC)
Program: General Education Requirements 2021-2022 or earlier » Core: I. Communicating through Writing (WC)
Program: Hospitality and Tourism Management Major, BS in Retail, Hospitality, and Tourism Management » Core: Requirements for the Bachelor of Science in Retail, Hospitality, and Tourism Management - Hospitality and Tourism Management Major
Program: Human Resource Management Major, BS in Business Administration - Heath Integrated Business and Engineering Program» Core: Requirements for the Bachelor of Science in Business Administration - Human Resource Management Major - Heath Integrated Business and Engineering Program
Program: Human Resource Management Major, BS in Business Administration - Heath Integrated Business and Engineering Program » Core: Requirements for the Bachelor of Science in Business Administration - Human Resource Management Major - Heath Integrated Business and Engineering Program
Program: Human Resource Management Major, BS in Business Administration - Collateral Option » Core: Requirements for the Bachelor of Science in Business Administration - Human Resource Management Major - Collateral Option
Program: Human Resource Management Major, BS in Business Administration - Collateral Option » Core: Requirements for the Bachelor of Science in Business Administration - Human Resource Management Major - Collateral Option
Program: Human Resource Management Major, BS in Business Administration - International Business Concentration "Core: Requirements for the Bachelor of Science in Business Administration - Human Resource Management Major - International Business Concentration
Program: Human Resource Management Major, BS in Business Administration - International Business Concentration "Core: Requirements for the Bachelor of Science in Business Administration - Human Resource Management Major - International Business Concentration Program: Industrial Engineering Major, BS in Industrial Engineering» Core: Requirements for the Bachelor of Science in Industrial Engineering
Program: Industrial Engineering Major, BS in Industrial Engineering» Core: Requirements for the Bachelor of Science in Industrial Engineering
Program: Industrial Engineering Major, BS in Industrial Engineering» Core: Requirements for the Bachelor of Science in Industrial Engineering
Program: Information Sciences Major, BS in Information Sciences - User Experience Design (UXD) Concentration» Core: Requirements for the Bachelor of Science in Information Sciences - Information Sciences Major - User Experience Design (UXD) Concentration

Program: Information Sciences Major, BS in Information Sciences - User Experience Design (UXD) Concentration» Core: Requirements for the Bachelor of Science in Information Sciences - Information Sciences Major - User Experience Design (UXD) Concentration

Program: Information Sciences Major, BS in Information Sciences - Data, Information
Management, and Analytics Concentration »Core: Requirements for the Bachelor of Science in Information Sciences - Information Sciences Major - Data, Information Management, and Analytics Concentration
Program: Information Sciences Major, BS in Information Sciences - Data, Information Management, and Analytics Concentration » Core: Requirements for the Bachelor of Science in Information Sciences - Information Sciences Major - Data, Information Management, and Analytics Concentration
Program: Information Sciences Major, BS in Information Sciences » Core: Requirements for the Bachelor of Science in Information Sciences

Program: Information Sciences Major, BS in Information Sciences » Core: Requirements for the Bachelor of Science in Information Sciences
Program: Interior Architecture Major, BS in Interior Architecture - Master of Landscape Architecture Preparatory Track "Core: Requirements for BS in Interior Architecture - Interior Architecture Major - Master of Landscape Architecture Preparatory Track
Program: Interior Architecture Major, BS in Interior Architecture - Traditional Track » Core: Requirements for the Bachelor of Science in Interior Architecture - Interior Architecture Major Traditional Track
Program: Interior Architecture Major, BS in Interior Architecture - Master of Architecture Preparatory Track » Core: Requirements for the Interior Architecture Major, BS in Interior Architecture - Master of Architecture Preparatory Track
Program: Journalism and Electronic Media Major, BS in Communication» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major
Program: Journalism and Electronic Media Major, BS in Communication» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major
Program: Journalism and Electronic Media Major, BS in Communication - News Concentration " Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - News Concentration
Program: Journalism and Electronic Media Major, BS in Communication - News Concentration " Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - News Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Sports Communication Concentration "Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Sports Communication Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Sports Communication Concentration» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Sports Communication Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Creative Media
Concentration » Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Creative Media Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Creative Media
Concentration " Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Creative Media Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Science
Communication Concentration» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Science Communication Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Science Communication Concentration» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Science Communication Concentration
Program: Kinesiology Major, BS in Kinesiology » Core: Requirements for the Bachelor of Science in Kinesiology - Kinesiology Major
Program: Management Major, BS in Business Administration - Collateral Option Entrepreneurship and Emerging Enterprises Track» Core: Management Major, BS in Business Administration - Collateral Option - Entrepreneurship and Emerging Enterprises Track
Program: Management Major, BS in Business Administration - Collateral Option Entrepreneurship and Emerging Enterprises Track» Core: Management Major, BS in Business
Administration - Collateral Option - Entrepreneurship and Emerging Enterprises Track

Program: Management Major, BS in Business Administration - Collateral Option - Workforce Analytics Track "Core: Requirements for the Bachelor of Science in Business Administration Management Major - Collateral Option - Workforce Analytics Track
Program: Management Major, BS in Business Administration - Collateral Option - Workforce Analytics Track» Core: Requirements for the Bachelor of Science in Business Administration Management Major - Collateral Option - Workforce Analytics Track
Program: Management Major, BS in Business Administration - Collateral Option - Leadership and Organizational Effectiveness Track "Core: Requirements for the Bachelor of Science in Business Administration - Management Major - Collateral Option - Leadership and Organizational Effectiveness Track
Program: Management Major, BS in Business Administration - Collateral Option - Leadership and Organizational Effectiveness Track » Core: Requirements for the Bachelor of Science in Business Administration - Management Major - Collateral Option - Leadership and Organizational Effectiveness Track
Program: Management Major, BS in Business Administration - Heath Integrated Business and Engineering Program » Core: Requirements for the Bachelor of Science in Business Administration - Management Major - Heath Integrated Business and Engineering Program
Program: Management Major, BS in Business Administration - Heath Integrated Business and Engineering Program »Core: Requirements for the Bachelor of Science in Business Administration - Management Major - Heath Integrated Business and Engineering Program
Program: Management Major, BS in Business Administration - International Business
Concentration " Core: Requirements for the Bachelor of Science in Business Administration Management Major - International Business Concentration
Program: Management Major, BS in Business Administration - International Business
Concentration "Core: Requirements for the Bachelor of Science in Business Administration Management Major - International Business Concentration
Program: Marketing Major, BS in Business Administration - Business Analytics Concentration » Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major Business Analytics Concentration
Program: Marketing Major, BS in Business Administration - Business Analytics Concentration " Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major Business Analytics Concentration
Program: Marketing Major, BS in Business Administration - Collateral Option/Customer and Brand Strategy Track» Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major - Collateral Option/Customer and Brand Strategy Track
Program: Marketing Major, BS in Business Administration - Collateral Option/Customer and Brand Strategy Track » Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major - Collateral Option/Customer and Brand Strategy Track
Program: Marketing Major, BS in Business Administration - Collateral Option/Professional Sales Track » Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major - Collateral Option/Professional Sales Track
Program: Marketing Major, BS in Business Administration - Collateral Option/Professional Sales Track » Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major - Collateral Option/Professional Sales Track
Program: Marketing Major, BS in Business Administration - Collateral Option/Digital and Visual Marketing Track " Core: Requirements for the Bachelor of Science in Business Administration Marketing Major - Collateral Option/Digital and Visual Marketing Track
Program: Marketing Major, BS in Business Administration - Collateral Option/Digital and Visual Marketing Track » Core: Requirements for the Bachelor of Science in Business Administration Marketing Major - Collateral Option/Digital and Visual Marketing Track

Program: Marketing Major, BS in Business Administration - Heath Integrated Business and Engineering Program »Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major - Heath Integrated Business and Engineering Program
Program: Marketing Major, BS in Business Administration - Heath Integrated Business and Engineering Program »Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major - Heath Integrated Business and Engineering Program
Program: Marketing Major, BS in Business Administration - Information Management Concentration» Core: Requirements for the Bachelor of Science in Business Administration Marketing Major - Information Management Concentration
Program: Marketing Major, BS in Business Administration - Information Management Concentration » Core: Requirements for the Bachelor of Science in Business Administration Marketing Major - Information Management Concentration
Program: Marketing Major, BS in Business Administration - International Business Concentration
" Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major
- International Business Concentration

Program: Marketing Major, BS in Business Administration - International Business Concentration
" Core: Requirements for the Bachelor of Science in Business Administration - Marketing Major
- International Business Concentration

Program: Marketing Major, BS in Business Administration - Supply Chain Management Concentration» Core: Requirements for the Bachelor of Science in Business Administration Marketing Major - Supply Chain Management Concentration
Program: Marketing Major, BS in Business Administration - Supply Chain Management Concentration "Core: Requirements for the Bachelor of Science in Business Administration Marketing Major - Supply Chain Management Concentration
Program: Materials Science and Engineering Major, BS in Materials Science and Engineering " Core: Requirements for the Bachelor of Science in Materials Science and Engineering
Program: Materials Science and Engineering Major, BS in Materials Science and Engineering » Core: Requirements for the Bachelor of Science in Materials Science and Engineering
Program: Materials Science and Engineering Major, BS in Materials Science and Engineering » Core: Requirements for the Bachelor of Science in Materials Science and Engineering
Program: Mechanical Engineering Major, BS in Mechanical Engineering » Core: Requirements for the Bachelor of Science in Mechanical Engineering
Program: Mechanical Engineering Major, BS in Mechanical Engineering » Core: Requirements for the Bachelor of Science in Mechanical Engineering
Program: Mechanical Engineering Major, BS in Mechanical Engineering » Core: Requirements for the Bachelor of Science in Mechanical Engineering
Program: Natural Resource and Environmental Economics Major, BS in Agricultural and Resource Economics "Core: Requirements for the Bachelor of Science in Agricultural and Resource Economics - Natural Resource and Environmental Economics Major
Program: Natural Resource and Environmental Economics Major, BS in Agricultural and Resource Economics - Five-Year BS/MS in Agricultural and Resource Economics - Natural Resource Economics" Core: 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
Program: Nuclear Engineering Major, BS in Nuclear Engineering - Radiological Engineering Concentration» Core: Requirements for the Bachelor of Science in Nuclear Engineering Radiological Engineering Concentration
Program: Nuclear Engineering Major, BS in Nuclear Engineering - Radiological Engineering Concentration » Core: Requirements for the Bachelor of Science in Nuclear Engineering Radiological Engineering Concentration

Program: Nuclear Engineering Major, BS in Nuclear Engineering - Radiological Engineering Concentration "Core: Requirements for the Bachelor of Science in Nuclear Engineering Radiological Engineering Concentration
Program: Nuclear Engineering Major, BS in Nuclear Engineering» Core: Requirements for the Bachelor of Science in Nuclear Engineering
Program: Nuclear Engineering Major, BS in Nuclear Engineering » Core: Requirements for the Bachelor of Science in Nuclear Engineering
Program: Nuclear Engineering Major, BS in Nuclear Engineering» Core: Requirements for the Bachelor of Science in Nuclear Engineering
Program: Nursing Major, BS in Nursing - Honors Concentration » Core: Requirements for the Bachelor of Science in Nursing - Honors Concentration
Program: Nursing Major, BS in Nursing » Core: Requirements for the Bachelor of Science in Nursing
Program: Nutrition Major, BS in Health and Human Sciences - Biomedical Nutrition Science Concentration "Core: Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major - Biomedical Nutrition Science Concentration

Program: Nutrition Major, BS in Health and Human Sciences - Biomedical Nutrition Science Concentration - Five-Year BS/MS " Core: Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major - Biomedical Nutrition Science Concentration - Five-Year BS/MS
Program: Nutrition Major, BS in Health and Human Sciences - Community Nutrition Concentration " Core: Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major - Community Nutrition Concentration

Program: Nutrition Major, BS in Health and Human Sciences - Community Nutrition Concentration" Core: Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major - Community Nutrition Concentration

Program: Nutrition Major, BS in Health and Human Sciences - Community Nutrition Concentration - Five-Year BS/MS " Core: Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major - Community Nutrition Concentration - Five-Year BS/MS
Program: Nutrition Major, BS in Health and Human Sciences - Community Nutrition Concentration - Five-Year BS/MS " Core: Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major - Community Nutrition Concentration - Five-Year BS/MS
Program: Nutrition Major, BS in Health and Human Sciences - Dietetics Concentration " Core:
Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major Dietetics Concentration
Program: Plant Sciences Major, BS in Plant Sciences - Horticulture Science and Production Concentration» Core: Requirements for the Bachelor of Science in Plant Sciences - Plant Sciences Major - Horticulture Science and Production Concentration
Program: Plant Sciences Major, BS in Plant Sciences - Organic Production Concentration " Core: Requirements for the Bachelor of Science in Plant Sciences - Plant Sciences Major Organic Production Concentration
Program: Plant Sciences Major, BS in Plant Sciences - Plant Genetics and Biotechnology Concentration» Core: Requirements for the Bachelor of Science in Plant Sciences - Plant Sciences Major - Plant Genetics and Biotechnology Concentration
Program: Plant Sciences Major, BS in Plant Sciences - Public Horticulture Concentration » Core:
Requirements for the Bachelor of Science in Plant Sciences - Plant Sciences Major - Public Horticulture Concentration
Program: Plant Sciences Major, BS in Plant Sciences - Sustainable Landscape Design
Concentration» Core: Requirements for the Bachelor of Science in Plant Sciences - Plant Sciences Major - Sustainable Landscape Design Concentration

Program: Plant Sciences Major, BS in Plant Sciences - Turfgrass Science and Management Concentration» Core: Requirements for the Bachelor of Science in Plant Sciences - Plant Sciences Major - Turfgrass Science and Management Concentration
Program: Plant Sciences Major, BS in Plant Sciences - Turfgrass Science and Management Concentration » Core: Requirements for the Bachelor of Science in Plant Sciences - Plant Sciences Major - Turfgrass Science and Management Concentration
Program: Public Administration Major, BS in Business Administration » Core: Requirements for the Bachelor of Science in Business Administration - Public Administration Major
Program: Public Administration Major, BS in Business Administration » Core: Requirements for the Bachelor of Science in Business Administration - Public Administration Major
Program: Public Health Major, Bachelor of Science in Public Health - Population Health Sciences Concentration »Core: Requirements for the Public Health Major, BS in Public Health Population Health Sciences Concentration
Program: Public Relations Major, BS in Communication» Core: Requirements for the Bachelor of Science in Communication - Public Relations Major
Program: Public Relations Major, BS in Communication» Core: Requirements for the Bachelor of Science in Communication - Public Relations Major
Program: Retail and Merchandising Management Major, BS in Retail, Hospitality, and Tourism Management » Core: Requirements for the Bachelor of Science in Retail, Hospitality, and Tourism Management - Retail and Merchandising Management Major
Program: Social Work Major, BS in Social Work - Honors Program » Core: Requirements for the Bachelor of Science in Social Work - Honors Program
Program: Social Work Major, BS in Social Work » Core: Requirements for the Bachelor of Science in Social Work
Program: Special Education Major, BS in Education - Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Undergraduate Internship Program) » Core: Requirements for the Bachelor of Science in Education - Special Education Major Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Student Teaching Program)
Program: Special Education Major, BS in Education - Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Undergraduate Internship Program) » Core: Requirements for the Bachelor of Science in Education - Special Education Major Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Student Teaching Program)
Program: Special Education Major, BS in Education - Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Graduate Professional Internship Program) "Core: Requirements for the Bachelor of Science in Education - Special Education Major Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Graduate Professional Internship Program)
Program: Special Education Major, BS in Education - Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Graduate Professional Internship Program) "Core: Requirements for the Bachelor of Science in Education - Special Education Major Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Graduate Professional Internship Program)
Program: Sport Management Major, BS in Recreation and Sport Management » Core:
Requirements for the Bachelor of Science in Recreation and Sport Management - Sport Management Major
Program: Supply Chain Management Major, BS in Business Administration - Business Analytics Concentration "Core: Requirements for the Bachelor of Science in Business Administration Supply Chain Management Major - Business Analytics Concentration

Program: Supply Chain Management Major, BS in Business Administration - Business Analytics Concentration » Core: Requirements for the Bachelor of Science in Business Administration Supply Chain Management Major - Business Analytics Concentration
Program: Supply Chain Management Major, BS in Business Administration - Heath Integrated Business and Engineering Program » Core: Requirements for the Bachelor of Science in Business Administration - Supply Chain Management Major - Heath Integrated Business and Engineering Program
Program: Supply Chain Management Major, BS in Business Administration - Heath Integrated Business and Engineering Program » Core: Requirements for the Bachelor of Science in Business Administration - Supply Chain Management Major - Heath Integrated Business and Engineering Program
Program: Supply Chain Management Major, BS in Business Administration - Information Management Concentration» Core: Requirements for the Bachelor of Science in Business Administration - Supply Chain Management Major - Information Management Concentration
Program: Supply Chain Management Major, BS in Business Administration - Information Management Concentration»Core: Requirements for the Bachelor of Science in Business Administration - Supply Chain Management Major - Information Management Concentration
Program: Supply Chain Management Major, BS in Business Administration - International Business Concentration »Core: Requirements for the Bachelor of Science in Business Administration - Supply Chain Management Major - International Business Concentration
Program: Supply Chain Management Major, BS in Business Administration - International
Business Concentration » Core: Requirements for the Bachelor of Science in Business Administration - Supply Chain Management Major - International Business Concentration
Program: Supply Chain Management Major, BS in Business Administration - Collateral Option » Core: Requirements for the Bachelor of Science in Business Administration - Supply Chain Management Major - Collateral Option
Program: Supply Chain Management Major, BS in Business Administration - Collateral Option » Core: Requirements for the Bachelor of Science in Business Administration - Supply Chain Management Major - Collateral Option
Program: Therapeutic Recreation Major, BS in Recreation and Sport Management »Core:
Requirements for the Bachelor of Science in Recreation and Sport Management - Therapeutic Recreation Major
Program: University Exploratory Program » Core: Requirements for the University Exploratory Major
Program: University Exploratory Program » Core: Requirements for the University Exploratory Major
Program: Volunteer Core Curriculum Requirements » Core: 1. First-year composition sequence 2 courses, 3 credit hours each
Program: Volunteer Core Curriculum Requirements » Core: 1. First-year composition sequence 2 courses, 3 credit hours each
Program: Volunteer Core Curriculum Requirements » Core: 1. First-year composition sequence 2 courses, 3 credit hours each
Program: Volunteer Core Curriculum Requirements » Core: 1. First-year composition sequence 2 courses, 3 credit hours each
Program: Wildlife and Fisheries Science Major, BS in Wildlife and Fisheries Science - Wildlife and Fisheries Management Concentration» Core: Requirements for the Bachelor of Science in Wildlife and Fisheries Science - Wildlife and Fisheries Science Major - Wildlife and Fisheries Management Concentration
Program: Wildlife and Fisheries Science Major, BS in Wildlife and Fisheries Science - Wildlife and Fisheries Management Concentration » Core: Requirements for the Bachelor of Science in
\begin{tabular}{ll} 
& Wildlife and Fisheries Science - Wildlife and Fisheries Science Major - Wildlife and Fisheries \\
& Management Concentration \\
& Program: Wildlife and Fisheries Science Major, BS in Wildlife and Fisheries Science - Wildlife \\
& Health Concentration " Core: Requirements for the Bachelor of Science in Wildlife and Fisheries \\
& Science - Wildlife and Fisheries Science Major - Wildlife Health Concentration \\
& Program: Wildlife and Fisheries Science Major, BS in Wildlife and Fisheries Science - Wildlife \\
& Health Concentration "Core: Requirements for the Bachelor of Science in Wildlife and Fisheries \\
& Science - Wildlife and Fisheries Science Major - Wildlife Health Concentration \\
& School/College: Tickle College of Engineering
\end{tabular}
```

Written Communication course in English at the 200 level. The addition of this Honors course will provide more curricular options for Honors students.
Impact on other academic units: None. Financial impact: none.

```

Low to mid
impact:
```

ADD COURSE
ENGL 278: Honors: Themes in Literature (3)
Enriched section of 254*
Satisfies Volunteer Core Requirement: (AH) (WC)
(RE) Prerequisite(s): ENGL 102*, ENGL 118*, ENGL 132*, ENGL 290*, or ENGL 298*.
Registration Restriction(s): 3.25 GPA or consent of instructor.
Rationale: The Chancellor's Honors first-year writing requirements are being changed to give Honors students a greater variety of options in their first year. Instead of the 198/298 sequence, many Honors students will now place out of first-year composition but still be required to take a Written Communication course in English at the 200 level. The addition of this Honors course will provide more curricular options for Honors students.
Impact on other academic units: None. Financial impact: None.
DROP COURSE
ENGL 290 - Intermediate Writing and Research (3)
Rationale: The Department of English will no longer offer ENGL 290 as it is similar to the revised
ENGL 298 course.
Impact on other academic units: None. Financial impact: None.
Impact Report
Course: AE 449 Aerospace Engineering Laboratory
Course: AFST 225 Introduction to African Literature
Course: AFST 335 African Literature
Course: ALEC 440 Business and Research Writing
Course: ANTH 309 Advanced Principles of Biological Anthropology
Course: ANTH 321 Anthropology of South Asia
Course: ANTH 423 Anthropology of Gender
Course: ARAB 321 The Israeli-Palestinian Conflict in Literature, Film, and Popular Culture
Course: ARCH 213 Modern Architecture: Histories and Theories
Course: ARCH 227 Honors: Modern Architecture Histories and Theories
Course: ARTH 402 Seminar in Art History II
Course: BCMB 409 Perspectives in Biochemistry and Cellular and Molecular Biology
Course: BME 449 Biomedical Engineering Laboratory
Course: BUAD 200 Integrity: Becoming an Ethical Leader and Effective Communicator
Course: CBE 415 Advanced Chemical and Biomolecular Engineering Laboratory
Course: CE 205 Professional Development I
Course: CFS 405 Development of Professional Skills
Course: CHEM 449 Advanced Synthesis Laboratory
Course: CHEM 459 Advanced Measurement and Spectroscopy Laboratory
Course: CLAS 299 Research Practicum in Classics
Course: COSC 395 Junior Seminar
Course: COSC 40 Senior Design Practicum

```

Course: ECE 395 Junior Seminar
Course: ECE 402 Senior Design Practicum
Course: EDDE 425 Foundations of Deaf Education
Course: EEB 305 Evolution and Society
Course: EEB 409 Perspectives in Ecology and Evolutionary Biology
Course: EEB 415 Field Ecology
Course: EEB 425 Communicating the Science of Climate Change Biology
Course: EEB 433 Plant Ecology
Course: EEB 451 Research Ethics
Course: EF 437 Honors: Interdisciplinary Senior Design I
Course: ENGL 102 English Composition II
Course: ENGL 104 Writing Workshop II
Course: ENGL 132 Composition for Non-Native Speakers of English II
Course: ENGL 201 British Literature I: Beowulf through Johnson
Course: ENGL 202 British Literature II: Wordsworth to the Present
Course: ENGL 206 Introduction to Shakespeare
Course: ENGL 207 Honors: British Literature I
Course: ENGL 208 Honors: British Literature II
Course: ENGL 209 Introduction to Jane Austen
Course: ENGL 221 World Literature I: Ancient through Early Modern
Course: ENGL 222 World Literature II: The Eighteenth-Century to the Present
Course: ENGL 226 Introduction to Caribbean Literature
Course: ENGL 231 American Literature I: Colonial Era to the Civil War
Course: ENGL 232 American Literature II: Civil War to the Present
Course: ENGL 233 Major Black Writers
Course: ENGL 237 Honors: American Literature I: Colonial Era to the Civil War
Course: ENGL 238 Honors: American Literature II: Civil War to the Present
Course: ENGL 247 Honors: Introduction to Poetry
Course: ENGL 248 Honors: Introduction to Drama
Course: ENGL 251 Introduction to Poetry
Course: ENGL 252 Introduction to Drama
Course: ENGL 253 Introduction to Fiction
Course: ENGL 254 Themes in Literature
Course: ENGL 255 Public Writing
Course: ENGL 257 Honors: Public Writing
Course: ENGL 258 Honors: Introduction to Fiction
Course: ENGL 261 Themes in Creative Writing
Course: ENGL 263 Introduction to Creative Writing
Course: ENGL 277 Honors: Introduction to Creative Writing
Course: ENGL 281 Introduction to Film Studies
Course: ENGL 295 Writing in the Workplace
Course: ENGL 298 Chancellor's Honors Writing II
Course: ENGL 301 British Culture to 1660
Course: ENGL 302 British Culture: 1660 to Present

Course: ENGL 303 American Cultures
Course: ENGL 306 Shakespeare and Film
Course: ENGL 321 Introduction to Old English
Course: ENGL 331 Race and Ethnicity in American Literature
Course: ENGL 332 Women in American Literature
Course: ENGL 333 Black American Literature and Aesthetics
Course: ENGL 336 Caribbean Literature
Course: ENGL 336 Film and American Culture
Course: ENGL 339 Children's/Young Adult Literature
Course: ENGL 340 Science Fiction and Fantasy
Course: ENGL 341 Religion and Spirituality in American Literature
Course: ENGL 342 Literature and Medicine
Course: ENGL 345 Graphic Novel and Comics
Course: ENGL 351 The Short Story
Course: ENGL 355 Rhetoric and Writing
Course: ENGL 357 Honors: Rhetoric and Writing
Course: ENGL 360 Technical and Professional Writing
Course: ENGL 363 Writing Poetry
Course: ENGL 364 Writing Fiction
Course: ENGL 365 Writing the Screenplay
Course: ENGL 367 Honors: Writing Poetry
Course: ENGL 368 Honors: Writing Fiction
Course: ENGL 369 Writing Creative Nonfiction
Course: ENGL 371 Foundations of the English Language
Course: ENGL 372 The Structure of Modern English
Course: ENGL 376 Colloquium in Literature
Course: ENGL 377 Honors: Colloquium in Literature
Course: ENGL 381 American Tales, Songs, and Material Culture: An Introduction to Folklore
Course: ENGL 389 Literature of the English Bible
Course: ENGL 398 Junior-Senior Honors Seminar
Course: ENGL 401 Medieval Literature
Course: ENGL 402 Chaucer
Course: ENGL 403 Introduction to Middle English
Course: ENGL 404 Shakespeare I: Early Plays
Course: ENGL 405 Shakespeare II: Later Plays
Course: ENGL 406 Shakespeare's Contemporaries I: Renaissance Drama
Course: ENGL 409 Shakespeare's Contemporaries II: Renaissance Poetry and Prose
Course: ENGL 410 Donne, Milton, and Their Contemporaries
Course: ENGL 411 Literature of the Restoration and Early 18th Century: Dryden to Pope
Course: ENGL 412 Literature of the Later 18th Century: Johnson to Burns
Course: ENGL 413 Restoration and 18th-Century Genres and Modes
Course: ENGL 414 Romantic Poetry and Prose I
Course: ENGL 415 Romantic Poetry and Prose II
Course: ENGL 419 Later Victorian Literature

Course: ENGL 420 The 19th-Century British Novel
Course: ENGL 421 Modern British Novel
Course: ENGL 422 Women Writers in Britain
Course: ENGL 423 Colonial and Post-Colonial Literature
Course: ENGL 424 Jane Austen
Course: ENGL 431 Early American Literature
Course: ENGL 432 American Romanticism and Transcendentalism
Course: ENGL 434 Modern American Literature
Course: ENGL 435 American Fiction to 1900
Course: ENGL 435 American Realism and Naturalism
Course: ENGL 436 Modern American Novel
Course: ENGL 439 Race and Ethnicity in American Cinema
Course: ENGL 441 Southern Literature
Course: ENGL 442 American Humor
Course: ENGL 443 Topics in Black Literature
Course: ENGL 444 Appalachian Literature and Culture
Course: ENGL 451 Modern British and American Poetry
Course: ENGL 452 Modern Drama
Course: ENGL 453 Contemporary Drama
Course: ENGL 454 20th-Century International Novel
Course: ENGL 455 Persuasive Writing
Course: ENGL 456 Contemporary Fiction/Narrative
Course: ENGL 459 Contemporary Poetry
Course: ENGL 460 Technical Editing
Course: ENGL 461 Global Communication for Science and Technology
Course: ENGL 462 Writing for Publication
Course: ENGL 466 Writing, Layout, and Production of Technical Documents
Course: ENGL 470 Special Topics in Rhetoric
Course: ENGL 474 Teaching English as a Second or Foreign Language
Course: ENGL 476 Second Language Acquisition
Course: ENGL 477 Pedagogical Grammar for ESL Teachers
Course: ENGL 479 Literary Criticism
Course: ENGL 480 Fairy Tale, Legend, and Myth: Folk Narrative
Course: ENGL 481 Studies in Folklore
Course: ENGL 482 Major Authors
Course: ENGL 483 Special Topics in Literature
Course: ENGL 484 Special Topics in Writing
Course: ENGL 485 Special Topics in Language
Course: ENGL 486 Special Topics in Criticism
Course: ENGL 489 Special Topics in Film
Course: ENGL 490 Language and Law
Course: ENGL 491 Foreign Study: Drama in Stratford and London
Course: ENGL 492 Off-Campus Study: Drama in New York
Course: ENGL 493 Independent Study

Course: ENGL 494 Cultural Rhetorics
Course: FORS 321 Wildland Recreation
Course: FORS 327 Honors: Wildland Recreation
Course: FWF 312 Principles of Silviculture
Course: GEOL 465 Geomicrobiology
Course: GERM 363 Contemporary German Cultures
Course: GERM 370 Witches: Myth, Reality, and Representation
Course: GERM 373 Fairy Tales and Their Afterlives
Course: HIST 407 Honors: Senior Paper
Course: HIST 408 Honors: Senior Paper
Course: HIST 499 Senior Research Seminar
Course: HSP 287 Knowledge:
Course: HTM 390 Leadership and Managing Corporate Culture
Course: IARC 211 History of Interior Design, Furnishings, and the Decorative Arts
Course: IARC 217 Honors: History of Interior Design, Furnishings, and the Decorative Arts
Course: IE 250 Leadership in Industrial Engineering
Course: IE 350 Service in Industrial Engineering
Course: IE 422 Industrial Engineering Design II
Course: JREM 200 Multimedia Writing
Course: JREM 414 Magazine and Feature Writing
Course: JREM 444 Journalism as Literature
Course: JREM 450 Writing about Science and Medicine
Course: JREM 451 Environmental Writing
Course: JREM 456 Science Writing as Literature
Course: ME 449 Mechanical Engineering Laboratory
Course: MEDU 432 Knowing and Learning in Mathematics and Science
Course: MFLL 400 Psycholinguistics
Course: MICR 333 Astrobiology
Course: MLSL 303 Leadership in Military History
Course: MSE 304 Principles of Materials Laboratory II
Course: MSE 405 X-ray Diffraction
Course: MSE 455 Materials for Energy
Course: MUCO 210 History of Western Music, Ancient to the Baroque
Course: MUCO 220 History of Western Music, Classical to the Present
Course: MUCO 330 Music, Gender, and Sexuality
Course: MUCO 380 Music in World Cultures
Course: MUCO 416 Global Soundtracks
Course: MUED 430 Music Methods for High School
Course: NE 401 Radiological Engineering Laboratory
Course: NE 402 Nuclear Engineering Laboratory
Course: NE 427 Honors: Nuclear Engineering Laboratory
Course: NORM 457 Honors: Normandy Scholars Seminar
Course: NURS 371 Nursing Research
Course: NURS 371R Nursing Research

Course: NURS 378 Honors: Nursing Research
Course: NURS 378R Honors: Nursing Research
Course: NURS 494 Capstone Course for the Registered Nurse
Course: PHIL 252 Contemporary Moral Problems
Course: PHIL 320 Ancient Western Philosophy
Course: PHIL 322 Medieval Philosophy
Course: PHIL 324 17th- and 18th-Century Philosophy
Course: PHIL 326 Topics in 19th- and 20th-Century Philosophy
Course: PHIL 327 Honors: Ancient Western Philosophy
Course: PHIL 328 Honors: 17th- and 18th-Century Philosophy
Course: PHIL 340 Ethical Theory
Course: PHIL 345 Bioethics
Course: PHIL 346 Environmental Ethics
Course: PHIL 347 Honors: Ethical Theory
Course: PHIL 348 Honors: Environmental Ethics
Course: PHIL 382 Philosophy of Feminism
Course: PHIL 390 Philosophical Foundations of Democracy
Course: PHIL 391 Social and Political Philosophy
Course: PLSC 410 Nursery Management and Production
Course: PLSC 491 International Study: History and Culture of International Gardens and Landscapes
Course: POLS 311 Contemporary Issues in American Public Policy
Course: POLS 312 Popular Culture and American Politics
Course: POLS 420 Political Attitudes and Behavior
Course: POLS 430 United States Constitutional Law: Sources of Power and Restraint
Course: POLS 431 United States Constitutional Law: Civil Rights and Liberties
Course: POLS 472 Conflict Processes
Course: PSYC 400 Advanced Cognitive Psychology
Course: PSYC 415 Psychology of Religion
Course: PSYC 434 Psychology of Gender
Course: PSYC 481 Intimate Partner Violence
Course: PSYC 485 Special Topics in Psychology
Course: REST 405 Modern Jewish Studies
Course: REST 413 Seminar in Early Judaism
Course: REST 423 Seminar in Early Christianity
Course: REST 436 Seminar in Islamic Studies
Course: REST 479 Seminar in East Asian Religions
Course: REST 494 Internship
Course: RMM 391 Leadership in Retailing
Course: RUSS 221 Rebels, Dreamers, and Fools: The Outcast in 19th Century Russian Literature
Course: RUSS 222 Heaven or Hell: Utopias and Dystopias in 20th-Century Russian Literature
Course: RUSS 321 Anton Chekhov: Russia's Bridge to the 20th Century
Course: RUSS 322 Dostoevsky, Terror, and Pan-Slavic Utopia
Course: RUSS 373 Despotism and Totalitarianism in Russian Culture

Course: RUSS 421 Tolstoy and the Quest for the Good Life
Course: RUSS 424 Nabokov's Novels and Stories
Course: RUSS 453 Cultural Forms of Protest in Russia
Course: SOCI 260 Introduction to the Study of Environmental Issues
Course: SOCI 455 Law and Society
Course: SOCI 495 Social Justice and Community Service
Course: SOWK 317 Honors: Human Behavior in the Social Environment
Course: SOWK 460 Integrative Seminar
Course: SOWK 467R Honors: Integrative Seminar
Course: SPED 416 Effective Instruction for Students with Learning Disabilities and Other
Academic Difficulties
Course: THEA 300 Play Analysis
Course: UNHO 258 Honors: Special Topics in the Arts and Humanities
Course: UNHO 268 Honors: Special Topics in the Social Sciences
Course: UNHO 278 Honors: Special Topics in Global Citizenship - International
Course: WFS 401 Ecology and Management of Wildlife Health
Course: WGS 370 Gender and Globalization
Program: Aerospace Engineering Major, BS in Aerospace Engineering » Core: Requirements for the Bachelor of Science in Aerospace Engineering
Program: Biomedical Engineering Major, BS in Biomedical Engineering » Core: Requirements for the Bachelor of Science in Biomedical Engineering
Program: Biosystems Engineering Major, BS in Biosystems Engineering» Core: Requirements for the Bachelor of Science in Biosystems Engineering - Biosystems Engineering Major
Program: Chemical Engineering Major, BS in Chemical Engineering - Biomolecular Engineering Concentration »Core: Requirements for the Bachelor of Science in Chemical Engineering Biomolecular Engineering Concentration
Program: Chemical Engineering Major, BS in Chemical Engineering» Core: Requirements for the Bachelor of Science in Chemical Engineering
Program: Civil Engineering Major, BS in Civil Engineering " Core: Requirements for the Bachelor of Science in Civil Engineering
Program: College of Arts and Sciences » Core: First Year English Composition
Program: College of Arts and Sciences » Core: First Year English Composition
Program: College of Arts and Sciences » Core: First-Year English Placement Information
Program: Computer Engineering Major, BS in Computer Engineering »Core: Requirements for the Bachelor of Science in Computer Engineering
Program: Computer Science Major, BS in Computer Science » Core: Requirements for the Bachelor of Science in Computer Science
Program: Electrical Engineering Major, BS in Electrical Engineering » Core: Requirements for the Bachelor of Science in Electrical Engineering - Electrical Engineering Major
Program: Electrical Engineering Major, BS in Electrical Engineering - Power and Energy Systems Concentration» Core: Requirements for the Bachelor of Science in Electrical Engineering - Electrical Engineering Major - Power and Energy Systems Concentration
Program: General Education Requirements 2021-2022 or earlier» Core: I. Communicating through Writing (WC)
Program: General Education Requirements 2021-2022 or earlier » Core: I. Communicating through Writing (WC)
Program: Industrial Engineering Major, BS in Industrial Engineering» Core: Requirements for the Bachelor of Science in Industrial Engineering
```

Program: Journalism and Electronic Media Major, BS in Communication» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major
Program: Journalism and Electronic Media Major, BS in Communication» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major
Program: Journalism and Electronic Media Major, BS in Communication - News Concentration » Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - News Concentration
Program: Journalism and Electronic Media Major, BS in Communication - News Concentration » Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - News Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Sports Communication Concentration» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Sports Communication Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Sports Communication Concentration» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Sports Communication Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Creative Media
Concentration» Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Creative Media Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Creative Media
Concentration » Core: Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Creative Media Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Science
Communication Concentration» Core: Requirements for the Bachelor of Science in
Communication - Journalism and Electronic Media Major - Science Communication
Concentration
Program: Journalism and Electronic Media Major, BS in Communication - Science
Communication Concentration» Core: Requirements for the Bachelor of Science in
Communication - Journalism and Electronic Media Major - Science Communication
Concentration
Program: Materials Science and Engineering Major, BS in Materials Science and Engineering " Core: Requirements for the Bachelor of Science in Materials Science and Engineering
Program: Mechanical Engineering Major, BS in Mechanical Engineering » Core: Requirements for the Bachelor of Science in Mechanical Engineering
Program: Nuclear Engineering Major, BS in Nuclear Engineering - Radiological Engineering Concentration " Core: Requirements for the Bachelor of Science in Nuclear Engineering Radiological Engineering Concentration
Program: Nuclear Engineering Major, BS in Nuclear Engineering» Core: Requirements for the Bachelor of Science in Nuclear Engineering
Program: Social Work Major, BS in Social Work - Honors Program » Core: Requirements for the Bachelor of Science in Social Work - Honors Program
Program: Volunteer Core Curriculum Requirements » Core: 1. First-year composition sequence 2 courses, 3 credit hours each
Program: Volunteer Core Curriculum Requirements » Core: 1. First-year composition sequence 2 courses, 3 credit hours each
School/College: Tickle College of Engineering

```
```

REVISE TITLE, DESCRIPTION, CREDIT RESTRICTION, (RE) PREREQUISITE(S), AND COMMENT

```
```

    small
    group of
students
ENGL 298 - Honors Writing and Research (3)
Advanced research and writing instruction, with emphasis on strategies for conducting independent scholarly research, locating and evaluating information, using varied sources and research methods, developing positions based on evidence, and writing about research using appropriate conventions from different disciplines.
Credit Restriction: Students who receive a grade of C or better in ENGL 298* may not subsequently receive credit for ENGL 102*, ENGL 112*, ENGL 118*, ENGL 132*, or ENGL 290*. (RE) Prerequisite(s): ENGL 101 and enrollment in 1794 Scholars Program, Chancellor's Honors Program, Haslam Scholars Program, or Honors Leadership Program.
Comment(s): Non-honors program students with a score of 4 or 5 on the AP Language and Composition exam and score of 29 or above on ACT English or score of 680 or above on SAT Verbal may enroll in the course.
Formerly: ENGL 298 - Chancellor's Honors Writing II (3)
Intensive writing and research instruction to build upon ENGL 198*, with emphasis on strategies for conducting independent research, locating and evaluating information, using varied sources and research methods, developing positions based on evidence, and writing up research using appropriate conventions within different disciplines. Course topic includes exploration of debates concerning the pursuit of truth and knowledge within different disciplines.
Credit Restriction: Students who receive a grade of C or better in ENGL 298* may not subsequently receive credit for ENGL 102*, ENGL 132*, or ENGL 290*.
(RE) Prerequisite(s): ENGL 198*.
Comment(s): Restricted to Chancellor's Honors Program students.
Rationale: Course updates previous version of ENGL 298 based on feedback from the Honors program and establishes a new honors FYC pathway for qualified groups of students.
Impact on other academic units: None. Financial impact: None.
REVISE TITLE
ENGL 411 Restoration and Early Eighteenth-Century British Literature (3) Transcript Title: Restorat/Early 18C British Lit
Formerly: ENGL 411 - Literature of the Restoration and Early 18th Century: Dryden to Pope
Rationale: A shortening of the title to make it more appealing to students and more flexible for the professors who teach it since the canon has shifted since the course was originally proposed. Impact on other academic units: All affected units have been advised of the English revisions.
Financial impact: None.
Low
impact:
minor
revision
REVISE title
ENGL 412 Late Eighteenth-Century British Literature (3)
Transcript Title: Late 18th-Century British Lit
Formerly: ENGL 412 Literature of the Later 18th Century: Johnson to Burns (3)
Rationale: A shortening of the title to make it more appealing to students and more flexible for the professors who teach it since the canon has shifted since the course was originally proposed. Impact on other academic units: None. Financial impact: None.

```

\section*{Programs and Text}
could
affect
fairly
large group of students

An English minor consists of at least 15 semester hours of English courses at the 300-400 level. Three of those hours may be at the \(200-\mathrm{level}\). Three of those hours must be at the 400 -level. The remaining nine may be at the 300 - or 400 -level.

Rationale: The English minor plays a crucial role for our department and for undergraduate students across the university. We have seen our number of minors more than double in the past six years. We want to make the path to the minor even clearer, more efficient, and more attractive to students. One of the proposed changes will allow them to count a 200-level English course towards their 15 hours in English. We note that many minors in the Humanities division of the CAS (including Africana Studies, Arab Studies, Art History, German, Greek, History, Italian, Japanese, Jewish Studies, Latin, MRST, Philosophy, Portuguese, Religious Studies, Russian Studies, Theatre, and WGS) allow at least one 200-level course to count toward the minor. At the same time, we want to make sure that our minors have the full upper-division experience. We know that, by permitting the 200-level course, we are subtracting one upper-division course from the minor curriculum. We are thus proposing to require one 400-level course for the minor to ensure that students study English at the highest level of upper-division work. The remaining nine hours can be at either the 300- and 400-levels.
Impact on other units: none. Financial impact: none

\section*{Department of Geography and Sustainability}

\section*{Courses}
(GEOG) Geography

\section*{Low to ADD COURSE mid}
impact: GEOG 202-Effective Science Communication for Geography and Sustainability new Professionals (3)
course Transcript Title: Science Comm Geography/Sustain
This course is focused on techniques for effective public scholarship to diverse audiences. Students will learn a variety of written and oral communication forms through individual and group assignments on communicating technical science, managing public messaging, and responding to topical themes that Geography and Sustainability professionals will encounter.

Rationale: Geography and Sustainability careers require communicating scientific research, and often research that is politicized. Professionals enter business, academia, nonprofits, and state, local, and federal government agencies and need skills and techniques for public scholarship, data analysis, and dissemination to diverse audiences, and professional writing and speaking ranging from press releases and white papers to social media, interviews, and testimonies. Impact on other academic units: None. Financial impact: None.

Low to mid impact: changing primary cross list course; both depts agree to the change
+REVISE TITLE, DESCRIPTION, AND COURSE OWNERSHIP
+GEOG 206 Sustainability Principles and Practices (3)
Transcript Title: Sustainability Princ/Practices
This course is an introduction to theories and practices in sustainability. The course explores the connections between environmental, social, and economic systems at local, regional, and global scales. This course provides a foundational discussion into various systems including water, energy, waste, food and agriculture, pollution and production, and the built environment. Cross-listed with GEOL 206, GEOG is now primary Formerly: GEOG 206 Sustainability Reducing Our Impact on Planet Earth (3) (same as GEOL 206)
\begin{tabular}{|c|c|}
\hline & Rationale: This course is the introductory course for the Sustainability major and minor. The Department of Geography and Sustainability became the home of the Sustainability major in 2017 and their faculty have taught the GEOL/GEOG 206 \& 206S courses since that time. However, because Geography and Sustainability are not the primary owners of the course they are not able to make changes via the registrar during the course scheduling process. Impact on other units: GEOL is now secondary. Financial impact: none \\
\hline Low to mid & +DROP COURSE \\
\hline impact: drop cross & +GEOG 206S Sustainability Principles and Practices (3) Cross-listed with GEOL 206S, GEOG was primary \\
\hline & Rationale: GEOG 206S is being dropped to be replaced with GEOG 216S. The department still uses the based course GEOG 206 as the introductory course for the Sustainability major and minor and plans to use GEOG 216S a sustainability service-learning course for the major. There has been much confusion and difficulty for students enrolling in GEOG 206S. The course number change will help signify which course is the service-learning course and which is the base course. Impact on other academic units: This cross-listed as (GEOL 206S) in Earth and Planetary Sciences. Financial impact: None. \\
\hline Low to mid & ADD COURSE AND ARCHIVE \\
\hline impact: & GEOG 216 Sustainability Service-Learning (1) \\
\hline add & Transcript Title: Sustainability Service-Learn \\
\hline \multirow[t]{4}{*}{course} & \begin{tabular}{l}
This course is an introduction to theories and practices in sustainability. The course explores the connections between environmental, social, and economic systems at local, regional, and global scales. This course is designated as a Service-Learning course and provides experiential learning opportunities for students through service projects with community partners. \\
(DE) Corequisite(s): GEOG 206
\end{tabular} \\
\hline & Registration Restrictions(s): Majors in Department of Geography \& Sustainability \\
\hline & Rationale: This new course is the base course to a 1-credit, service-learning designated course. The service-learning course is being added as a co-requisite to accompany the introductory sustainability course GEOG 206. This 1-credit hour course will allow the instructor to focus class time on service projects in a small group setting. Each Experience Learning course-Internship (N), Research (R), or Service Learning (S)—must have a base course of the same number. The courses are equivalent for repeat/replace purposes. Departments/Colleges may choose to archive the base course if they only plan to teach the EL course. Archiving the course ensures that the course number is reserved and is not used for any other purpose, since by definition two or more courses with the same number (such as 216, 216N, 216R, and 216S) would be equivalent for repeat/replace purposes. \\
\hline & Impact on other academic units: None. Financial impact: None. \\
\hline Low to mid & ADD COURSE \\
\hline impact: & GEOG 216S Sustainability Service-Learning (1) \\
\hline add & Transcript Title: Sustainability Service-Learn \\
\hline \multirow[t]{3}{*}{course} & \begin{tabular}{l}
This course is an introduction to theories and practices in sustainability. The course explores the connections between environmental, social, and economic systems at local, regional, and global scales. This course is designated as a Service-Learning course and provides experiential learning opportunities for students through service projects with community partners. \\
(DE) Corequisite(s): GEOG 206
\end{tabular} \\
\hline & Registration Restrictions(s): Majors in Department of Geography \& Sustainability \\
\hline & Course has been approved by the Service-Learning Subcommittee. \\
\hline
\end{tabular}
Rationale: This new course is a 1-credit, service-learning designated course. This service-learning course is being added as a co-requisite to accompany the introductory sustainability course GEOG 206. This 1-credit hour course will allow the instructor to focus class time on service projects in a small group setting.
Impact on other academic units: None. Financial impact: None.

Low
impact impact: minor revisions

\section*{REVISE DESCRIPTION}
GEOG 334 - Meteorology (4)
Dynamic atmosphere and resulting weather events. Labs focus on the analysis of weather patterns using meteorological tools to develop and communicate a forecast.
Contact Hour Distribution: 3 hours lecture and 2 hours lab.
Recommended Background: Introductory physical geography or coursework in climatology, meteorology, or atmospheric science; and a course that satisfies the Vol Core Oral Communication (OC) requirement.
Formerly: GEOG 334 - Meteorology (4)
Dynamic atmosphere and resulting weather events. Nature of individual weather elements, their measurement, and analysis over time and space.
Rationale: The description of the course is changed to more accurately reflect what is being done in class and in the lab. Recommended background of a Vol Core OC course is added as this course is intended to satisfy the AOC requirement.
Impact on other academic units: None. Financial Impact: None.
ADD COURSE
new This course offers an analysis of environmental problems in international contexts, focusing on course human processes that influence resource governance and conservation amidst a changing climate. This course builds from interdisciplinary sustainability theories and geographic scholarship on political ecology and the political economy of the environment.
Rationale: Geography currently offers a course on People and Environment focused on environmental problems from a natural science lens. This popular course has growing demand and students have also expressed interest in studying anthropogenic effects on the environment in greater detail and in an international context. This course will supplement the Sustainability program and strong focus of the GIST program in land use change.
Impact on other academic units: No conflict is seen with another unit or college and this course will be complementary with related course offerings in environmental justice and environmental policy. It is anticipated that the course could be of interest to students from other units in social and natural sciences along with students in Sustainability degree. Financial impact: Because course requires no GTA and no hire of new faculty, teaching of course absorbed within current faculty member's teaching rotation and the departmental budget. Reallocation of faculty effort to new course supported by unit since it serves the growth in Sustainability program in department. No anticipated negative impact on unit's ability to cover other regular course offering with the anticipated arrival in 2023 of a Sustainability faculty member.

\section*{Low impact: minor \\ REVISE TITLE AND DESCRIPTION \\ GEOG 340 Economic Geography in the Modern World (3) Transcript Title: Econ Geography in Modern World}
Concepts, theories, and changing practices and processes of economic activities in a globally interconnected and modernizing world
Formerly: Economic Geography: Core Concepts (3)
Concepts, theories, and practices in economic geography. Real and theoretical patterns
in agriculture, manufacturing, and service activities
Rationale: Title and description needs to reflect the revised course contents that better capture the theories and concepts taught to the students in a modernizing world. The revised title and description emphasize the topics taught by the instructor (currently Dr. Madhuri Sharma) wherein she likens the economic concepts, theories and policies with changing socio-spatial patterns in the globalized and interconnected world at different scales -- local, regional, national and international. The new title resonates with the academic interests of the interdisciplinary students that this course attracts from including Geography, Business, Economics, Political Science, Sociology, Anthropology, Physical and Biological Sciences, Global Studies, Africana Studies, Americana Studies, etc.; it also fulfills the Vol Core (SS) requirement and is a part of global challenges and connections package.
Impact on other academic units: Will strengthen the offerings in the Vol Core (SS), and will serve as an elective in Global Studies, Business, Economics, Sociology and many other interdisciplinary units as an upper level concepts course fulfilling students' requirements. Financial impact: No impact on any department.

\section*{Low \\ REVISE DESCRIPTION}
impact:

\section*{GEOG 345 People and Environment (3)}
Spatial and temporal patterns in human use and alteration of the environment. Geographical variations in human-environment interactions, management, resource use, and stewardship. Indepth study of how humans shape Earth's environments and are shaped by them. Writing emphasis course.
Formerly: Global and local patterns of human use of the environment. Geographical variations in demographic, cultural, economic, and technological aspects of environmental stewardship. Writing-emphasis course.
Rationale: The new course description more accurately describes the course content. Impact on other academic units: Students in many majors take this course as part of A\&S Connection Packages, but the content of the course remains unchanged so it will not affect other academic units. Financial impact: None.

\section*{Low to}
ADD COURSE
mid
impact: GEOG 362 - Sustainable Development in Appalachia (3)
new Transcript Title: Sustainable Dev in Appalachia
course Political economy and sustainable development issues in Appalachia with special emphasis on economic transition and current community work.
Rationale: As our department continues to focus on sustainability, it will be beneficial to bring this course back in a way that centers local development and sustainable futures for one of the most underserved regions in the country. Impact on other academic units: Adds additional course option to both Geography and Sustainability course offerings. Impact on other academic units: Adds additional course option to both Geography and Sustainability course offerings. Financial impact: None.
Low REVISE TITLE AND DESCRIPTION impact: revision to clarify course and content
GEOG 446: City and Community Sustainability Planning (3) Transcript Title: City \& Community Sustain Plan
Sustainable city and community planning integrates social and economic goals with environmental and ecological objectives. This course introduces students to urban sustainability from the perspectives of urban political ecology and urban studies. We examine what makes cities sustainable and vibrant places to live and dimensions of public policy, community planning, and social movement organizing that influence urban environments.
Formerly: GEOG 446: The Livable City (3)

Theory and practice of urban livability. History and scope of the livable-city movement. Writing-emphasis course.

Rationale: This class is already offered, however, the current description is vague. This change tells interested students more about the material and learning outcomes for the course. Impact on other academic units: None. Financial impact: None.

Low impact: reflects change to dept name

REVISE TITLE AND DESCRIPTION
GEOG 499 Practicing Geography and Sustainability (3)
Transcript Title: Practicing Geog/Sustainability
Geography and sustainability as practiced today and in the past. Turning your major into a profession. Preparing for careers in geography, sustainability, and related fields. A required course for geography and sustainability majors.

Formerly: GEOG 499 Practicing Geography (4)
Geography as practiced today and in the past. Turning your major into a profession. Preparing for careers in geography and related fields. A required course for geography majors.

Rationale: The department changed names from "Department of Geography" to "Department of Geography and Sustainability" to better represent both programs. The title of the capstone course should reflect that change as well. The course used to require a separate research project but no longer does.
Impact on other academic units: None. Financial impact: None.

\section*{Programs and Text}

Mid Add Concentration
impact: includes courses from other colleges

\section*{Sustainability BA - Public Policy Concentration}

This Major with Concentration has:
- 6 prerequisite credits at 100 level
- 38 credits at 200 level and above
- 28 at 300 and above

\section*{Prerequisites}

100 level 9 credit hours total
Students who enter the program with more than 60 hours may petition to waive some of the prerequisites.
- BCPP 101 Introduction to Public Policy
- GEOG 121 Sustainable Human Geographies
- GEOG 204 Understanding Climate Change

\section*{Complete}
- 200 level courses 13-14 credit hours total
- STAT 201 Introduction to Statistics
- ECON 201 Introduction to Economics OR ECON 211 Microeconomics
- GEOG 206 Sustainability Principles and Practices*
- GEOG 216S Sustainability Service-Learning
- GEOG 202 Communicating Science for Geography and Sustainability Professionals

\section*{Choose 1 Methods course}

\section*{3-4 credit hours}
- ECON 381 Introduction to Econometrics
- BAS 320 Regression Analysis
- GEOG 311 Geovisualization and Geographic Information Science
- GEOG 415 Quantitative Methods in Geography

\section*{Complete}

12 credit hours at 400 level total
- BCPP 480 Policy Process and Program Evaluation
- BCPP 481 Advanced Policy Process and Program Eval
- GEOG 496 Field Experience for Sustainability OR GEOG 420 GIS in the Community
- GEOG 499 Practicing Geography and Sustainability

Select 9 credit hours. Must include at least one course from Sustainability \& Natural Environment and one course from Sustainability \& Society. Courses with a * may require prerequisites outside the Sustainability Major.

\section*{Sustainability \& Natural Environment}
- AREC 333 Agricultural Conservation Policy
- AREC 470 Policy Analysis for Env \& Nat Res Man.
- EEB 422 Landscape Ecology
- EEB 484 Conservation Biology*
- FWF 250 Conservation
- GEOG 333 Climate Change and the Human Response
- GEOG 345 People and Environment
- GEOG 435 Biogeography
- GEOG 436 Water Resources*
- GEOL 454 Environmental Restoration*
- GEOL 456 Global Climate Change*

\section*{Sustainability \& Society}
- ECON 362 Env and Nat. Resource Policy
- ECON 463 Environmental Economics*
- FWF 320 Human Dimensions of Natural Resources*
- GEOG 346 Energy, Governance and Sustainability
- GEOG 443 Sustainable Cities and Landscapes
- GEOG 446 City and Community Sustainability Planning
- PHIL 346 Environmental Ethics
- PSYC 444 Sustainability Psychology
- SOCI 360 Environment and Resources
- SOCI 361 Environmental Justice
- SOCI 442 Comparative Poverty and Development *

Mid impact: includes courses from other colleges

ADD uTRACK FOR NEW CONCENTRATION
Sustainability Major, BA Public Policy Concentration (uTrack Requirements)
\begin{tabular}{|l|c|l|}
\hline Term 1 & Hours & Milestone Notes \\
\hline ENGL 101* (or equivalent) & 3 & Completion of at least 12 credit hours \\
\hline Foreign Language (intermediate level) & 3 & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline Natural Sciences w/Lab Electives* & 4 & \\
\hline Quantitative Reasoning Electives* & 4 & \\
\hline \({ }^{1}\) Elective & 0-2 & \\
\hline Term 2 & & \\
\hline ENGL 102* (or equivalent) & 3 & ENGL 101* \\
\hline Foreign Language (intermediate level)* & 3 & \\
\hline Natural Sciences w/Lab Elective* (continuation of sequence) & 4 & \\
\hline Quantitative Reasoning Electives* & 3-4 & \\
\hline Social Sciences Elective* (Not ECON) & 3 & \\
\hline Term 3 & & \\
\hline Arts and Humanities (Lit/Phil/Rel Thought)* & 3 & Natural Sciences w/Lab Elective* \\
\hline GEOG 206 & 3 & \\
\hline Non-U.S. History* & 3 & \\
\hline Sustainability (major) & 3 & \\
\hline \({ }^{1}\) Elective & 3 & \\
\hline Term 4 & & \\
\hline Arts and Humanities* & 3 & ECON 201* or ECON 211 \\
\hline ECON 201* or ECON 207* or ECON 211* & 3-4 & ENGL 102* \\
\hline Non-U.S. History (continuation of sequence)* & 3 & SUST 201 \\
\hline Sustainability (major) & 3 & \\
\hline Written Communication Elective* & 3 & \\
\hline Term 5 & & \\
\hline General Elective & 3 & No milestones \\
\hline Sustainability (major) & 6 & \\
\hline \({ }^{1}\) Engaged Inquiries Elective* (if needed) & 3 & \\
\hline Global Citizenship - US Elective* & 3 & \\
\hline Term 6 & & \\
\hline Sustainability (major) & 9 & Completion of at least 9 upper-division
\((300-400)\) hours \\
\hline \({ }^{2}\) Connections & 6 & \\
\hline Term 7 & & \\
\hline Oral Communications Elective* & 3 & Completion of at least 24 total upperdivision (300-400) hours \\
\hline Sustainability (major) & 3 & \\
\hline BCPP 480* & 3 & \\
\hline Engaged Inquiries Elective* & 3 & \\
\hline \({ }^{1}\) Electives & 3 & \\
\hline
\end{tabular}
\begin{tabular}{|l|c|l|} 
Term 8 & & \\
\hline Applied Oral Communication Elective \({ }^{*}\) & \(1-3\) & \begin{tabular}{l} 
Completion of at least 42 total upper- \\
division \((300-400)\) hours
\end{tabular} \\
\hline Sustainability (major) & 3 & \\
\hline\({ }^{2}\) Connections & 3 & \\
\hline Engaged Inquiries Elective \({ }^{*}\) & 3 & \\
\hline\({ }^{1}\) Electives & 4 & \\
\hline TOTAL (minimum) & 120 & \\
\hline
\end{tabular}
\({ }^{1}\) All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts \& Sciences.
\({ }^{2}\) The Connections requirement may be satisfied in one of three ways: (1) by completing 9 hours from one of the approved Connections packages, (2) by completing the requirements for a second major or minor, or (3) by completing 9 hours of study abroad coursework. All students must complete at least 42 upper-division (300-400 level) hours in order to receive a degree from the College of Arts \& Sciences.
* Meets Volunteer Core Requirements

Rationale: The addition of the concentration is being added based on student feedback and to enhance interdisciplinary offerings. Impact on other units: The concentration is being created in partnership with the Howard H. Baker Jr. Center Public Policy. Financial impact: The addition of the concentration is anticipated to increase enrollment in the courses listed on concentration which will increase credit hours taught by those departments.

Mid impact: includes courses from other colleges

REVISE REQUIREMENTS

\section*{Sustainability Major, BA}

Major Requirements
The major consists of 41-43 39-42 credit hours at 200-level or above with 31-32 27-28 upper division hours credit hours at 300 -level or above
I. Sustainability Core
I. Complete

13-14 credit hours

\section*{Complete:}
- GEOG 202 Science Communication for Geography and Sustainability Professionals
- GEOG 206 Sustainability: Reducing our Impact on Planet Earth* Sustainability Principles and Practices*
- GEOG 216 S Sustainability Service-Learning
- GEOG 496 - Field Experionce for Sustainability *
--GEOG 499 - Practicing Geography
- FWF 250 Conservation* OR GEOG 204 Understanding Climate Change*
- ECON 201 Introduction to Economics* OR ECON 211 Microeconomics* OR AREC 270 Economic Perspectives on Natural Resource and Environmental Issues*

\section*{II. Applied Sustainability}

\section*{6 credit hours}
- GEOG 496 Field Experience for Sustainability* OR GEOG 490 Internship
- GEOG 499 Practicing Geography and Sustainability

\section*{Complete \\ 21 credit hours}

\section*{Sustainability and Society}

\section*{Select one course:}
- FWF 320 Human Dimensions of Natural Resources
- GEOG 336 Political Ecology
- GEOG 345 People and Environment
- PHIL 346 Environmental Ethics *
- SOCI 342 Globalization and Justice
- SOCI 360 Environment and Resources
- SOCI 361 Environmental Justice
- PSYC 444 Sustainability Psychology

\section*{Sustainability and the Environment}

Select one course:
\[
\text { - BIOL } 260 \text { - Ecology and BIOL } 269 \text { - Ecology Field-Based Laboratory }
\]
- FWF 250-Conservation *

\section*{Select one course:}
- EEB 422 - Landscape Ecology
- EEB 425 - Communicating the Science of Climate Change Biology *
- EEB 484 Conservation Biology
- ESS 424 Environmental Stormwater Management
- ESS 462 Environmental Climatology
- FORS 335 Principles of Urban Forestry
- GEOG 333 - Climate Change and Human Response
- GEOG 430-Global Environments of the Quaternary
- GEOG 433 Landform Analysis and Landscape Planning
- GEOG 435 - Biogeography
- GEOG 436 Water Resources
- GEOG 443 Sustainable Cities and Landscapes (same as GEOL 443)
- GEOL 454 Environmental Restoration
- GEOL 456 Global Climate Change

\section*{VI. Sustainability Policy \& Development}

Select one course:
- ECON 201-Introductory Economics: A Survey Course *
or
- AREC 270 - Economic Perspectives on Natural Resource and Environmental Issues *

Select one course:
- AREC 345 Climate Change and Renewable Energy Economic
- AREC 470 Policy Analysis for Environmental and Natural Resource Management
- ECON 362 Environmental and Natural Resource Policy
- ECON 322 The Global Economy: Trade and Development
- ECON 463 - Environmental Economics
- FORS 422 Forest and Wildland Resource Policy
- FWF 420 International Natural Resource Issues
- GEOG 346 Energy, Governance, and Sustainability
- GEOG 446 City and Community Sustainability Planning
- GEOG 451 The Global Economy
- HRT 484 Critical Sustainable Tourism
- SOCI 442 Comparative Poverty and Development
\(\forall\). Sustainability and Policy
Select one course:
- AREC 333-Agricultural Consorvation 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 *
- GEOG 346-Energy, Governance, and Sustainability

\section*{Skills Area}

\section*{Select one course:}
- ESS 326-GIS/GPS Applications in Agriculture and Environmental Science
- GEOG 311 - Geovisualization and Geographic Information Science
- GEOG 411 - Intermediate Geographic Information Science
- GEOG 412 - Environmental Modeling and Geospatial Analysis
- GEOG 413 - Remote Sensing of the Environment
- GEOG 415 - Quantitative Methods in Geography
- GEOG 420 -GIS in the Community

\section*{Focus Area}

Select nine credit hours of upper division courses from the above listed sub-categories.
REVISE REQUIREMENTS
Sustainability Major, BA uTrack Requirements
courses
from
other
colleges
\begin{tabular}{|c|c|c|}
\hline Term 2 & Hours & Milestone Notes \\
\hline ENGL 102* (or equivalent) & 3 & ENGL 101* \\
\hline Foreign Language (intermediate level)* & 3 & \\
\hline Natural Sciences w/Lab Elective* (continuation of sequence) & 4 & \\
\hline Quantitative Reasoning Electives* & 3-4 & \\
\hline Social Sciences Elective* (Not ECON) & 3 & \\
\hline \multicolumn{3}{|l|}{Term 3} \\
\hline Arts and Humanities (Lit/Phil/Rel Thought)* & 3 & Natural Sciences w/Lab Elective* \\
\hline GEOG 206* or GEOL 206S* & 3 & \\
\hline Non-U.S. History* & 3 & \\
\hline Sustainability (major) & 3 & \\
\hline \({ }^{1}\) Elective & 3 & \\
\hline \multicolumn{3}{|l|}{Term 4} \\
\hline Arts and Humanities* & 3 & ECON 201* or ECON 211 or AREC 270* \\
\hline \[
\begin{aligned}
& \text { ECON 201* or ECON 207* or ECON } 211 \\
& \text { or AREC } 270^{*}
\end{aligned}
\] & 4 & ENGL 102* \\
\hline Non-U.S. History (continuation of sequence)* & 3 & GEOG 206* or GEOL 206S* \\
\hline Sustainability (major) & 3 & \\
\hline Written Communication Elective* & 3 & \\
\hline
\end{tabular}
\begin{tabular}{|l|c|l|}
\hline Term 5 5 \\
\hline \begin{tabular}{l} 
BIOL 260-BIOL 269 GEOG 204 or FWF \\
250*
\end{tabular} & \(3-4\) & \\
\hline Sustainability (major) & 6 & \\
\hline \begin{tabular}{l}
\end{tabular} \\
or Gengaged Inquiries Elective* (if needed) & 3 & \\
\hline Global Citizenship - US Elective* & 3 & \\
\hline Term 7 & 3 & \begin{tabular}{l} 
Completion of at least 24 total upper- \\
division (300-400) hours
\end{tabular} \\
\hline Oral Communications Elective* & 43 & \\
\hline GEOG 499 Sustainability (major) & 3 & \\
\hline GEOG 496* & 3 & \\
\hline Engaged Inquiries Elective* & 3 & \\
\hline\({ }^{\text {r Electives }}\) &
\end{tabular}

Rationale: The introductory course for the Sustainability major and minor is changing the course title and description during this curriculum cycle. The revised Sustainability major reflects this change. There are also new courses being offered that need to be included in the Sustainability major.
Impact on other units: The Department of Earth and Planetary Sciences will be minimally impacted by the change from due to cross-listing of GEOG/GEOL 206 \& 206S. This item has been discussed with EPS.
Financial impact: none.

Low impact: reflects course changes within dept

\section*{REVISE REQUIREMENTS}

\section*{Sustainability Minor}

Minor Requirements
Minor Consists of 15 Hours

\section*{Complete:}
- GEOG 206 Sustainability Principles and Practices
- GEOG 206 Sustainability Roducing our Impact on Planet Earth
- OR
- GEOL 206 Sustainability Reducing our Impact on Planet Earth

\section*{Sustainability Challenges}

\section*{Select one course:}
- FWF 320 Human Dimensions of Natural Resource Economics*
- GEOG 336 Political Ecology
- GEOG 345 People and the Environment
- PHIL 346 Environmental Ethics*
- SOCI 360 Environment and Resources*
- SOCI 361 Environmental Justice

\section*{Policy and Development}

Selection one course:
- GEOG 446 The Livable City City and Community Sustainability Planning

\section*{Sustainability and the Environment}

\section*{Select two courses:}
- GEOG 443 Sustainable Cities and Landscapes (same as GEOL 443)

Rationale: The introductory course for the Sustainability major and minor is changing the course title and description during this curriculum cycle. The revised Sustainability minor reflects this change. There are also new courses being offered that need to be included in the Sustainability minor.
Impact on other units: The Department of Earth and Planetary Sciences will be minimally impacted by the title and course description change. This item has been discussed with EPS. Financial impact: none

\section*{Low} impact:

\section*{END CONCENTRATIONS}

\section*{Geography Major, BA -World Cities and Economies Concentration} Geography Major, BA - Honors World Cities and Economies Concentration

Rationale: This is basically changing the name of the concentration but is operationally an end to the old and the addition of the new. The new program is the same as the old. Impact on other units: none. Financial impact: none.

\section*{ADD CONCENTRATION}

Geography Major, BA -Urban Studies Concentration
Students who enter the major having completed a laboratory science sequence other than geography may petition the department to waive the GEOG \(131^{*} /\) GEOG \(137^{*}\) and GEOG \(132^{*} /\) GEOG \(138^{*}\) requirements. Students who enter the major with more than 60 hours credit may petition the department to waive the GEOG 101* or GEOG 121* requirement.

\section*{College Requirements}

Arts and Sciences

\section*{Prerequisites}

Select one course:
- GEOG 131 - Weather, Climate, and Climate Change *
- GEOG 137 - Honors: Weather, Climate, and Climate Change *

\section*{Select one course:}
- GEOG 132 - Landscapes and Environmental Change *
- GEOG 138 - Honors: Landscapes and Environmental Change *

\section*{Select one course:}
- GEOG 101 - World Geography *
- GEOG 111 - Our Digital Earth *
- GEOG 121 - Sustainable Human Geographies *

\section*{Major Requirements}

Complete:
- GEOG 311 - Geovisualization and Geographic Information Science
- GEOG 415 - Quantitative Methods in Geography *
- GEOG 499 - Practicing Geography
- Select five courses (at least 15 hours):
- GEOG 340 - Economic Geography: Core Concepts *
- GEOG 341 - Contemporary Urban Spaces *
- GEOG 374 - Emerging Landscapes of East Asia *
- GEOG 441 - Cities as Economic Engines *
- GEOG 442 - Urban Spaces and Urban Society *
- GEOG 444 - The Age of Migration
- GEOG 445 - Cities in a World System *

\section*{Low} impact: name change
- GEOG 446 - The Livable City
- GEOG 449-Geography of Transportation *
- GEOG 451 - The Global Economy

\section*{Select 6 additional hours:}
- 300-400 level geography courses
* Meets Volunteer Core Requirements.

Rationale: This is basically changing the name of the concentration but is operationally an end to the old and the addition of the new. Given the expertise of some of our newest faculty members, we believe that the more general title, "Urban Studies" better reflects the courses we offer and how we teach about different topics. The new program is the same as the old.
Impact on other units: none. Financial impact: none.

\section*{ADD CONCENTRATION}

\section*{Geography Major, BA - Honors Urban Studies Concentration}

Students who enter the major having completed a laboratory science sequence other than geography may petition the department to waive the GEOG \(131^{*} /\) GEOG \(137^{*}\) and GEOG \(132^{*} /\) GEOG \(138^{*}\) requirements. Students who enter the major with more than 60 hours credit may petition the department to waive the GEOG 101* or GEOG 121* requirement.

\section*{College Requirements}

Arts and Sciences

\section*{Prerequisites}

\section*{Select one course:}
- GEOG 131 - Weather, Climate, and Climate Change *
- GEOG 137 - Honors: Weather, Climate, and Climate Change *

\section*{Select one course:}
- GEOG 132 - Landscapes and Environmental Change *
- GEOG 138 - Honors: Landscapes and Environmental Change *

\section*{Select one course:}
- GEOG 101 - World Geography *
- GEOG 111 - Our Digital Earth *
- GEOG 121 - Sustainable Human Geographies *

\section*{Major Requirements}

Complete:
- GEOG 311-Geovisualization and Geographic Information Science
- GEOG 415 - Quantitative Methods in Geography *
- GEOG 499 - Practicing Geography
- Select five courses (at least 15 hours):
- GEOG 340 - Economic Geography: Core Concepts *
- GEOG 341 - Contemporary Urban Spaces *
- GEOG 374 - Emerging Landscapes of East Asia *
- GEOG 441 - Cities as Economic Engines *
- GEOG 442 - Urban Spaces and Urban Society *
- GEOG 444 - The Age of Migration
- GEOG 445 - Cities in a World System *
- GEOG 446 - The Livable City
- GEOG 449-Geography of Transportation *
- GEOG 451 - The Global Economy

\section*{Complete:}
- GEOG 497 - Honors: Senior Thesis
- GEOG 498 - Honors: Senior Thesis

\section*{Note:}

Students must maintain an overall GPA of 3.25 to graduate with honors. Twelve hours of honors work must be taken, including GEOG 497 and GEOG 498, under the direction of a faculty mentor. A written final copy of the thesis must be submitted to the Department of Geography. Balance of credit hours may be taken in honors courses or through honors-by-contract arrangements.
Students should consult their advisor about participation.
Rationale: This is basically changing the name of the concentration but is operationally an end to the old and the addition of the new. Given the expertise of some of our newest faculty members, we believe that the more general title, "Urban Studies" better reflects the courses we offer and how we teach about different topics. The new program is the same as the old. Impact on other units: none. Financial impact: none.

\section*{Department of History Courses}
(HIAS) History of Asia

\section*{Low to mid new course in response \\ to student interest}

\author{
impact: HIAS 401 Life in Early Modern Japan (1600-1868): Society, Culture, and the Outside World \\ ADD Course (3) \\ Transcript Title: Life/Early Mod Japan 1600-1868 \\ Through lectures and readings, this course provides students a bird's-eye-view of early modern Japanese society and culture. \\ Rationale: The new course will respond to high demand for Japan-content classes among History majors and Asian Studies majors. It also uses existing faculty expertise, with no need for new hires. The course is designed to be flexible in content so it can be adapted as needed. At the same time the course is rigorous in its selection of assignments and offers a good stepping stone toward the capstone senior seminar (HIST 499). Impact on other academic units: None. Financial impact: None.
}

\section*{(HIEU) History of Europe}

Low to mid
impact: new course

\section*{ADD COURSE}

HIEU 309 Ancient and Medieval Cities (3)
This course is a survey of the social, economic and physical development of the cities of Europe, the Near East, and Africa from Antiquity to the Middle Ages; it also explores theoretical discussions of urban life and space in the premodern period.

Rationale: This course builds upon new faculty expertise and provides an important bridge between our course offerings in the ancient and medieval worlds. Impact on other academic units. Financial impact: None.

\section*{Low to}

ADD COURSE mid
impact: HIEU 310 The Byzantine Empire, 284-1453 (3)
new This course surveys the history of the Byzantine Empire, from the foundation of Constantinople to course the capture of the same city by Ottoman Turks in 1453. Students will study the political, economic,
social, and cultural factors that effected the evolution of "Roman" identity in the Byzantine empire as its frontiers shrunk and examine its relationships with other polities and peoples in Africa, the Near East, and Europe.

Rationale: This course builds upon new faculty expertise and continues the sequence from HIEU 305 - "History of the Later Roman Empire." Impact on other academic units: none. Financial impact: none.

Low
impact:
change
to
subject
code

Low
impact: clarify course topics

\section*{DROP COURSE}

\section*{HIEU 333 History of the Cold War (3)}

Rationale: moving to HIST prefix to better reflect the global nature of the course. Impact on other academic units: None. Financial impact: None.

Impact Report
(none)
REVISE DESCRIPTION
HIEU 336 Modern France (3)
1870 to present. Topics include the Dreyfus Affair, imperialism, public health, and the two world wars. Writing-emphasis course.

Formerly: Topics include the French Revolution, imperialism, Dreyfus Affair, Vichy
Regime, student protests of May 1968. Writing-emphasis course.
Rationale: The revised description better reflects the content of the course as it is taught by current faculty. Impact on other units: none. Financial impact: none

\section*{Low to} mid
impact:
new

\section*{course}

HIEU 344 History at Play: Critical Moments in Modern Europe (3) Transcript Title: Critical Moments/Modern Europe the lenses of Reacting to the Past, an active learning pedagogy designed for higher education.

Rationale: This course addition responds to growing interest among history/political science majors and undergraduates in general for active-learning experiences and game-based learning. It aims to fulfill Vol Core requirements for Oral Communication and Engaged Inquiries (proposals will be submitted in August 2022). Impact on other academic units: None. Financial impact: None.

\section*{Low to} mid impact: new course

\section*{ADD COURSE}

HIEU 420 Invisible Romans (3)
Histories of non-elite ancient Romans from ordinary women and men to slaves, freed persons, and others.

Rationale: This course aims to contribute to UT's diversity efforts by exploring the lives of those usually ignored by standard Roman history courses. Instead of focus on the politics of emperors and elites, this course investigates the lives and livelihoods of ordinary women and men, the poor, the enslaved, freed persons, ordinary soldiers, prostitutes, athletes, and those outside the law. Impact on other academic units: None. Financial impact: None.

\section*{(HIST) History}
```

Low to ADD Course
mid
impact: HIST 309: Women in the Atlantic World, 1450-1850
new Transcript Title: Women/Atlantic World 1450-1850
course Students will become familiar with the histories and experiences of women from a variety of
intersecting identities (of class, sexuality, religion, race, and freedom status) who lived in the
Atlantic World over the course of roughly three centuries (1450-1850).
Rationale: This course builds upon faculty expertise, and also furthers the department's diversity
goals by allowing students to learn more about the identities of women, including women of color,
in the period of Atlantic World colonial expansion. Impact on other academic units: None.
Financial impact: None.
Low to ADD COURSE, REQUEST VARIABLE TITLE
mid
impact: HIST 317 Honors: Selected Topics in History (3)
new Transcript Title: Hon Selected Topics in History
honors Content varies. Selected topics in History. Writing emphasis course.
course: Repeatability: May be repeated. Maximum }6\mathrm{ hours.

```

Rationale: To meet student demand for upper-division honors course work and to avoid excessive honors-by-contract arrangements, History needs additional honors topics courses at the 300 level. Impact on other units: None. Financial impact: None.

\section*{Low to}

ADD COURSE mid
impact:
HIST 331 History of Space (3)
new This course explores the early history of space exploration and rocketry and the developments course since then, with the entry of new powers - both national and private. At the same time, it examines how the history of space exploration intersects with politics and geopolitics, culture, economics, and more besides.

Rationale: This course builds upon faculty expertise. Impact on other academic units: None. Financial impact: None.

HIST 345 History of the Cold War (3)
to
course prefix

Global history of the Cold War from 1945 to 1991. Tensions between superpowers and their respective allies; ideological, military, political, social, cultural, and economic dimensions; reasons for Cold War's end. Writing-emphasis course.

Rationale: formerly HIEU 333. Changing prefix to HIST Impact on other units: none. Financial impact: none.

\section*{Equivalency Chart}
\begin{tabular}{|c|c|}
\hline New Course & Old Course \\
\hline HIST 345 & HIEU 333 \\
\hline
\end{tabular}

Low to
ADD COURSE
new Examines the strikingly durable tradition of royal rule and ideology from the most ancient times to

\section*{course}

Low impact:

HIST 399 Technology and Innovation in Modern History (3)
What are the benefits and drawbacks of automation, and how does our dependence on machines change our experience of being human? In a world where information circulates so freely, what can we do when misinformation spreads as easily as the truth? These questions may seem to belong only to the present day; in fact, people have struggled with them for centuries. This course examines the pre-digital history of information overload and automation, focusing on the period from 1700 to 1950.
Formerly: This course explores how culture and politics have shaped technological development, drawing on examples from the last three centuries. Historical topics are selected to shed light on contemporary controversies about the appropriate use of technology; students will examine contemporary debates about technology use in tandem with historical cases in which similar issues were at stake.

Rationale: The original description of the course was written when the class was intended to be submitted to meet the Global Challenges graduation requirement. The GC requirement did not go into effect. The revised description better reflects the content of the course as it will be taught by current faculty.
Impact on other units: none. Financial impact: none

\section*{Low to} mid

\section*{impact:} new course

\section*{ADD COURSE}

HIST 407R Honors: Senior Paper (3)
Research for the senior thesis and completion of a partial draft. Required of students working for honors in history.
the present day across world cultures.
Rationale: This course builds on faculty expertise and is intended to become a Vol Core GCI course. Impact on other academic units: None. Financial impact: None.

\section*{REVISE DESCRIPTION}

\author{
\(m\)
}

Credit Restriction: Grade of A or B required for honors credit.
(RE) Prerequisite(s): ENGL 102*, ENGL 132*, ENGL 290*, or ENGL 298*.
Registration Permission: Consent of honors director.
R subcommittee has approved this course.

\section*{Low to} mid impact: new course applying for Vol Core

ADD COURSE
HIST 408R Honors: Senior Paper (3)
Organization and writing of the senior honors thesis. Required of students working for honors in history.
Satisfies Volunteer Core Requirement: (WC)
Satisfies General Education Requirement through the 2021-2022 academic catalog: (WC)
Credit Restriction: Grade of A or B required for honors credit.
(RE) Prerequisite(s): ENGL 102*, ENGL 132*, ENGL 290*, or ENGL 298*.
R subcommittee has approved this course.

Low to mid
impact: new course
 

Rationale: To meet student demand for upper-division honors course work and to avoid excessive honors-by-contract arrangements, History needs additional honors topics courses at the 400 level. Impact on other academic units: None. Financial impact: None

\section*{(HIUS) History - United States}

\section*{Low to ADD COURSE}
mid
impact: HIUS 303: History of Capitalism in America and Beyond (3) new Transcript Title: Hist/Capitalism America/Beyond
course This course provides a broad introduction to the interconnected history of the U.S. and capitalism and offers a unique way to think about the relationship of America to the world. Capitalism is an economic system rooted in the private ownership of capital and the sale of labor in the marketplace, but it is also a much broader system of ideals, institutions, and social organizationand it has changed dramatically over time. Our task is to figure out what precisely capitalism is and how it has developed across time and space, and to understand how this development has shaped and been shaped by U.S. history, from the colonial period to the present. Along the way, we will use the study of capitalism as a framework for integrating American economic history with the connected histories of labor, business, politics, culture, and diplomacy. Students of all majors and career goals are encouraged to take the course and to bring their unique skills and interests to bear on the course material.

Rationale: This course covers a significant aspect of US History that previously lacked a designated class in our curriculum. It also covers the findings of a subfield, the history of capitalism, that has been a particularly dynamic research field over the last 20 years. Impact on other academic units: None. Financial impact: None.

\section*{Low to ADD COURSE}

HIUS 371 Medicine and Health in America (3)
new From the early colonial period to the present, American medicine has been full of tensions
course
between the comforts of traditional practices (whether Old World or New World) and the tantalizing promises of new discoveries and reform, both personal and social, through health. We will explore these tensions through intensive reading and discussion, along with an opportunity for students to pursue individual readings of particular interest to them.

Rationale: This course adds to the course options available for our History Concentration and Minor in the History of Science, Medicine, and Technology. We believe it will also appeal as an elective for students preparing careers in the health sciences. Impact on other academic units: None. Financial impact: None.

\section*{Programs and Text}

Mid REVISE REQUIREMENTS

Majors in history should prepare their programs in consultation with a departmental faculty advisor. Continuing, returning, and transfer students must meet progression requirements before declaring a major in history. A student may not dectare a history major until he/sho has completed both somesters, with a grade of C or better in each course, of a survey chosen from HIUS 221*-HIUS 222*, HIUS 227*-

HIUS 228*, HIEU 241*-HIEU 242*, HIEU 247*-HIEU 248*, HIST 261*-HIST 262* or any two onesemester courses from any of these sequences. AP (with a score of 4 or 5 ) or transfer credit is acceptable to fulfill this requirement.
Gollege Requirements
Arts and Sciences
Prerequisites
- HIEU 241 - Development of Western Civilization * with a grade of C or better
- HIEU 242 - Development of Western Civilization * with a grade of C or bettor or
- HIEU 247 - Honors: Development of Western Civilization * with a grade of \(C\) or better
- HIEU 248 - Honors: Development of Western Civilization * with a grade of C or better or
- HIST 261 - A History of World Civilization * with a grade of C or better
- HIST 262-A History of World Civilization * with a grado of C or better or
- HIST 267 - Honors: A History of World Civilization * with a grade of C or bettor
- HIST 268-Honors: A History of World Civilization * with a grade of C or better

Rationale: Remove prerequisites from History Major, BA and Honors History, BA. The same lower-division surveys remain required as part of major (HIUS 221-222) or college requirements (HIST 261-262 or HIEU 241-242) but will not be necessary to declare a major in History. The change will allow students to declare a major in History before completing any courses, which should help prevent them encountering problems with CPOS and other systems.
Impact on other units: none. Financial impact: none

REVISE REQUIREMENTS

\section*{History Major, BA - History of Science, Medicine, and Technology Concentration}

Prerequisites:
- HIEU 241 - Development of Western Civilization * with a grade of C or better
- HIEU 242 - Development of Western Civilization * with a grade of C or better OF
- HIEU 247 - Honors: Development of Western Civilization * with a grade of C or better
- HIEU 248-Honors: Development of Western Civilization * with a grade of C or better or
- HIST 261-A History of World Civilization * with a grade of \(C\) or better
- HIST 262 - A History of World Civilization * with a grade of \(C\) or better of
- HIST 267 - Honors: A History of World Civilization * with a grade of C or better
- HIST 268-Honors: A History of World Civilization * with a grade of \(C\) or better or
- HIST 200-Science, Medicine, and Technology in World Perspective * with a grade of \(G\) or bettor
- HIEU 241*, HIEU 242*, HIEU 247*, HEU 248*, HIST 261*, HIST 262*, HIST 267*, or HIST 268* with a grade of \(C\) or better.

Select 24 upper-division hours, including at least 6 hours at 400 level:
A. Select 12 upper-division hours from Science, Medicine, and Technology courses:
- HIAF 480 - Health and Healing in African History
- HIAS 381 - Science in the Making of Modern China
- HIAS 480 - Traditional Chinese Medicine
- HIEU 430-Gender and Medicine in the Middle Ages
- HIEU 432 - Medicine in the Third Reich
- HIEU 435 - Science, Religion and Magic in Early Modern Europe
- HIST 310 - Death: A Global History
- HIST 331 - History of Space
- HIST 365-Medicine in Western Society
- HIST 399-Technology and Innovation in Modern History
- HIST 410 - Infectious Disease: A Global History
- HIUS 339-The History of Medicine in the Movies
- HIUS 356-The 1960s in America *
- HIUS 371 - Medicine and Health in America
- HIUS 443 - Medicine and Healing in the Age of Slavery *

Rationale: The same lower-division surveys remain required as part of major (HIUS 221-222) or college requirements (HIST 261-262 or HIEU 241-242) but will not be necessary to declare a major in History. The change will allow students to declare a major in History before completing any courses, which should help prevent them encountering problems with CPOS and other systems. Courses are being added whose content is relevant to the History of Science, Technology and Medicine concentration.
Impact on other units: none. Financial impact: none

\section*{Low}
impact: new course options only include courses within this college

REVISE REQUIREMENTS
History of Science, Medicine, and Technology Minor
12 hours (four courses) at the \(\mathbf{3 0 0}\) or \(\mathbf{4 0 0}\) level, selected from the following list:
- HIAF 480 - Health and Healing in African History
- HIAS 381 - Science in the Making of Modern China
- HIAS 480 - Traditional Chinese Medicine
- HIEU 430-Gender and Medicine in the Middle Ages
- HIEU 432 - Medicine in the Third Reich
- HIEU 435 - Science, Religion and Magic in Early Modern Europe
- HIST 310 - Death: A Global History
- HIST 331 - History of Space
- HIST 365 - Medicine in Western Society
- HIST 399- Technology and Innovation in Modern History
- HIST 410 - Infectious Disease: A Global History
- HIUS 339-The History of Medicine in the Movies
- HIUS 365 - Food and Power in U.S. History *
- HIUS 371 - Medicine and Health in America
- HIUS 443 - Medicine and Healing in the Age of Slavery *

Rationale: These courses are being added to the catalog in the current cycle, and their content is relevant to the History of Science, Technology and Medicine concentration.
Impact on other units: none. Financial impact: none

\section*{Department of Mathematics}

\section*{Courses}
(MATH) Mathematics
Low to
mid
impact:
course
could
attract
students
outside
this
college

\section*{ADD COURSE}

Math 420 - Graph Theory (3)
Introduction to topics in graph theory, such as Hamiltonian cycles, Euler tours, connected graphs, matchings, coverings, planar graphs and graph colorings.
(RE) Prerequisite: Math 300 or Math 307 or Cosc 311
especially
if
approved for Vol Core EI

\section*{Low} impact: to clarify course content

Rationale: This course was taught twice as a topics course on a trial basis, and it was wellreceived by students, attracting students from computer science as well as math. Adding this course enhances the options that we offer to math majors and minors. We also plan to apply for the Engaged Inquiries (EI) designation for this course. Impact on other academic units: None. Financial impact: None.

\section*{REVISE DESCRIPTION}

\section*{MATH 421 Combinatorics (3)}

Topics may include basic principles of enumerative combinatorics, partitions, recurrence relations, generating functions, and introduction to graphs.

Formerly: Introduction to problems of construction and enumeration for discrete structures, such as sequences, partitions, graphs, finite fields and geometries, and experimental designs.

Rationale: The new description more accurately describes what is taught in the course. Impact on other units: none. Financial impact: none.

\section*{Programs and Text}
\begin{tabular}{|c|c|}
\hline \multirow[t]{4}{*}{Low
impact: adds new} & REVISE REQUIREMENTS \\
\hline & \\
\hline & Mathematics Major, BS \\
\hline & \\
\hline courses & Major Requirements \\
\hline within & 3. For depth, select one of the following pairings \\
\hline the & Or (M) \\
\hline dept. & - MATH 420 - Graph Theory \\
\hline & - MATH 421 - Combinatorics \\
\hline
\end{tabular}

Rationale: These new courses have a natural connection and additional depth options provide more flexibility for our students. Impact on other units: none. Financial impact: none

\section*{Department of World Languages and Cultures Modern Foreign Languages and Literatures}

\author{
Mid CHANGE DEPARTMENT NAME \\ \section*{Department of World Languages and Cultures} \\ Formerly: Department of Modern Foreign Languages and Literatures
}

Rationale: After the 10-year Academic Program Review, MFLL started considering the option of changing its name. There was a consensus that the department's present name, "Modern Foreign Languages and Literatures," not only does not convey the scope of our mission and curriculum appropriately, but the term "foreign" is becoming increasingly problematic, suggesting a division of the world into the United States and everyone else. In addition to that, the adjective "Modern" has traditionally been associated only with European languages. We are certain that the new name accurately represents UT's goal of creating a campus that embraces global engagement as a core value while also encouraging diversity, equity, and inclusion. Therefore, this is a department name change only. All program/concentration titles, as well as MFLL prefix courses, will need to be changed during the next curricular cycle. This change will result in a new name for the department in the catalog yet retain the degree titles of the past catalog for 1 year.
Impact on other units: Dean Lee has provided letters of support to campus leadership and does not foresee any negative impacts on other units
Financial impact: none

\section*{Courses \\ (ARAB) Arabic}
```

Low to
mid
impact:
elective
course
for this
dept \&
college
but Vol
Core
approval
could
make it
popular
across
colleges
Low to
mid
impact:
elective
course
for this
dept \&
college
but Vol
Core
approval
could
make it
popular
across
colleges

```

\section*{ADD COURSE}

ARAB 200 - Everything You Wanted to Know about the Arab World (3)
Transcript Name: Everything abt the Arab World
This course will introduce students to various aspects of the cultures and societies of the Arab world, including history, language, customs, food, business, and art. Conducted in English.

Rationale: We want to add a new course in English aimed at freshmen and sophomores that will introduce them to the cultures and societies of the Arab world. We have found that our students crave more cultural education about the region and hope that this will meet that need and introduce new students to our program. We also plan to submit this to Vol Core.
Impact on other units: none. Financial impact: none

\section*{ADD COURSE}

ARAB 215 Human Rights in the Middle East (3)
Transcript Title: Human Rights in Middle East
This course will introduce students to the landscape of human rights in the Middle East by examining a wide range of relevant topics, such as refugees and migration, women's rights, and citizenship status. Conducted in English.

Rationale: We want to add new courses in English aimed at freshmen and sophomores that will introduce them to various aspects of the Arab world. The issue of human rights is one that is of great interest to our students, and which several of our faculty are qualified to teach. We also plan to submit this to Vol Core. Impact on other units: none. Financial impact: none

\section*{(CHIN) Chinese}

Low to mid impact: may only affect students in this dept but could attract a small number of others

\section*{ADD COURSE}

\section*{CHIN 300 A Kaleidoscope of China (3)}

This course introduces students to various aspects of contemporary Chinese society to enhance students' understanding of Chinese culture and people. Through the use of authentic materials, students will also develop a stronger linguistic command of modern Chinese. This course is conducted in Chinese. Repeatability: May be repeated if the content differs. Maximum 6 hours.
Prerequisite: CHIN 132.
Rationale: This online course is designed to help students gain a deeper understanding of Chinese society and strengthen their Chinese language skills. It will also help prepare students to transition from lower-level to higher-level Chinese classes.
Impact on other units: none. Financial impact: none

\section*{(ASST) Asian Studies}
```

    Low MOVE ALL ASST COURSES to the Department of World Languages and Cultures
    impact:
moving +ASST 161 - Elementary Persian I (3)
to a +ASST 162 - Elementary Persian II (3)
dept in +ASST 261 - Intermediate Persian I (3)
the +ASST 262 - Intermediate Persian II (3)
same +ASST 301 - South Asian Cinema: Bollywood and Beyond
college +ASST 332-Introduction to Islam
+ASST 339 - Islam in the Modern World
+ASST 374-Emerging Landscapes of East Asia
ASST 471 - Selected Topics in Asian Studies (3)
ASST 491 - Foreign Study (1-5)
ASST 492 - Off-Campus Study (1-5)
ASST 493 - Independent Study (1-5)
Rationale: Asian Studies is moving from an IDP to a concentration under Modern Foreign Languages and Literatures, BA.
Impact on other units: most courses are secondary cross-listed courses. Financial impact: none

```

\section*{(FREN) French}
```

    Low
    impact:
    follows
    the same
    practice
    as other
    languages
in the
dept

```

Low impact: follows the same practice as other languages in the dept

Low impact: follows the same practice as other languages in the dept

\section*{REVISE (RE) PREREQUISITE(S)}

\section*{FREN 112 - Elementary French II (3)}
(RE) Prerequisite(s): FREN 111 with grade of \(C\) or better or departmental placement exam. Formerly: (RE) Prerequisite(s): FREN 111 with grade of \(C\) or better or placement score between 200 and 249.

Rationale: The exam or exam score cut offs may be changed in the future; including the scores is unnecessary. Impact on other academic units: None. Financial impact: None.

REVISE (RE) PREREQUISITE(S)
FREN 211 - Intermediate French I (3)
(RE) Prerequisite(s): FREN 112 or FREN 123 or FREN 150 with grade of C or better or departmental placement exam.

Formerly: (RE) Prerequisite(s): FREN 112 or FREN 123 or FREN 150 with grade of \(C\) or better or placement score between 250 and 299.

Rationale: The exam or exam score cut offs may be changed in the future; including the scores is unnecessary. Impact on other academic units: None. Financial impact: None.

\section*{REVISE (RE) PREREQUISITE(S)}

FREN 212 - Intermediate French II (3)
(RE) Prerequisite(s): FREN 211 or FREN 213 or departmental placement exam.
Formerly: (RE) Prerequisite(s): FREN 211 or placement score between 375 and 449.
Rationale: French is adding new intermediate courses for students interested in using French for Business Purposes, FREN 213 and FREN 214; some students will not be able to schedule the follow-up course to FREN 213 (FREN 214) and will need to complete their sequence with FREN 212 instead. The exam or exam score cut offs may be changed in the future; including the scores is unnecessary. Impact on other academic units: None. Financial impact: None.

Low to mid impact: could attract students from other
colleges

\section*{ADD COURSE}

\section*{French 213 Intermediate French I with Business Emphasis (3)} Transcript Title: Intermed French I w/Business
Topics include business culture, tourism, fashion, retail, hospitality, advertising, marketing, and professional communication.
Satisfies General Education Requirement through the 2021-2022 academic catalog: (CC)
(RE) Prerequisite(s): FREN 112 or FREN 123 or FREN 150 with grade of C or departmental placement exam.
Comment(s): Students who place in 200-level courses from high school will receive 6 hours of elementary French credit.
Credit Restriction: Students may not receive credit for both FREN 211 and FREN 213.
Rationale: French is adding two new intermediate courses for students interested in using French for Business purposes (FREN 213 and 214), to meet student interest and also satisfy language requirements.
Impact on other academic units: Satisfies language requirement. Financial impact: None.
Red text above added by friendly amendment at the UG Council meeting of 2/14/2023.
Low to mid impact: could attract students from other
colleges:

\section*{ADD COURSE}

French 214 Intermediate French II with Business Emphasis (3) Transcript Title: Intermed French II w/Business
Topics include business culture, tourism, fashion, retail, hospitality, advertising, marketing, and professional communication.
Satisfies Volunteer Core Requirement: (GCI)
Satisfies General Education Requirement through the 2021-2022 academic catalog: (CC)
(RE) Prerequisite(s): FREN 211 or FREN 213 or departmental placement exam.
Comment(s): Students who place in 200-level courses from high school will receive 6 hours of elementary French credit.
Credit Restrictions: Students may not receive credit for both FREN 212 and FREN 214. Students may not receive credit for both FREN 214 and FREN 216.

Rationale: French is adding two new intermediate courses for students interested in using French for Business purposes (FREN 213 and 214), to meet student interest and also satisfy language requirements. Impact on other academic units: Satisfies language requirement. Financial impact: None.
Red text above added by friendly amendment at the UG Council meeting of 2/14/2023.

Low to mid impact: could attract students from other colleges

\section*{ADD COURSE}

French 216 Intermediate French II with Health and Humanitarian Emphasis (3) Transcript Title: Intermed French II w/Health
Topics include providing vocabulary to discuss world health issues, discussing past and current humanitarian aid situations, and discovering current relevant global issues such as water access, women's rights, and climate change.
Satisfies Volunteer Core Requirement: (GCI)
Satisfies General Education Requirement through the 2021-2022 academic catalog: (CC)
(RE) Prerequisite(s): FREN 211 or FREN 213 or departmental placement exam.
Comment(s): Students who place in 200-level courses from high school will receive 6 hours of elementary French credit.
Credit Restrictions: Students may not receive credit for both FREN 212 and FREN 216. Students may not receive credit for both FREN 214 and FREN 216.

Rationale: French is adding this new intermediate course for students interested in using French for health and humanitarian purposes, to meet student interest and also satisfy language
```

Low impact: follows the same practice as other languages in the dept

```

Low impact: adds new course to choice of prereq
requirements. Impact on other academic units: satisfies language requirement. Financial impact: None.
Red text above added by friendly amendment at the UG Council meeting of 2/14/2023.

\section*{REVISE (RE) PREREQUISITE(S)}

FREN 223 - Intensive Intermediate French (3)
RE) Prerequisite(s): FREN 112 or FREN 123 or FREN 150 with grade of \(C\) or better or departmental placement exam.

Formerly: (RE) Prerequisite(s): FREN 112 or FREN 123 or FREN 150 with grade of \(C\) or better or placement score between 250 and 299.

Rationale: The exam or exam score cut offs may be changed in the future; including the scores is unnecessary. Impact on other academic units: None. Financial impact: None.

\section*{REVISE (RE) PREREQUISITE(S)}

FREN 333 Intermediate Composition and Grammar
(RE) Prerequisite(s): FREN 212* or FREN 216 or FREN 218* or FREN 223* or placement score higher than 500.

Formerly: (RE) Prerequisite(s): (RE) Prerequisite(s): FREN 212* or FREN 218* or FREN 223* or placement score higher than 500.

Rationale: French has added new intermediate courses 214; 216 that are similar in content to FREN 212, with a focus on French for Business purposes and French for Health and Humanitarian purposes
Impact on other units: none. Financial impact: none.

\section*{(MFLL) Modern Foreign Languages and Literatures}

Low to ADD COURSE, REQUEST VARIABLE TITLE mid
impact: MFLL 410 - Black European Identities and Narratives in Afro-European Literature, Media, new Music and Art: [region name] (3)
course Transcript Name: Black European Identities
This cross-disciplinary course explores issues of race, identity and citizenship in colonial and post - colonial Europe drawing from Sociology, Geography, Mediterranean Studies, Diaspora Studies, Post-Colonialism, Anthropology, Art, History, Critical Race Theory, Gender Studies, Music and Media and Cultural Studies.
Prerequisites: ENGL 102, ENGL 118, ENGL 132, ENGL 290, or ENGL 298
Repeatability: May be repeated if content differs, maximum 6 hours.
Comments: Taught in English.
Rationale: This new course aims to provide students with the essential understanding of a complex and multi-layered depiction of contemporary multicultural and multiracial Europe. It also explores its social and cultural changes, where the African community is becoming larger and better represented. In addition, students will learn that, in the shadow of Europe's colonialist heritage, phenomena of mass migration challenge, complicate, and develop the notion of 'Europeanness' and undermine the fixity of an European identity in favor of multicultural and transnational identities. This course will be taught with specific topics in each language section, as "Black Italy," "Black Germany," "Black France," "Black Spain," "Black Portugal," and so on. Impact on other academic units: None. Financial impact: None.

\section*{(RUSS) Russian}


Rationale: Ukraine is at the center of the first major European war since WWII; the Moscow-Kiev conflict has been brewing for at least 800 years. This course will help students understand the cultural factors driving the conflict, which is not likely to end soon.
Impact on other units: none. Financial impact: none
(SPAN) Spanish
Low to ADD COURSE
mid
impact: SPAN 350-Spanish for Medical \& Healthcare Professions (3) new Transcript Title: Spanish for Medical/Healthcare
course This is a language for special purposes course that offers a practical approach to meet the everincreasing needs of medical and other healthcare professions to serve the Hispanic population in the USA and abroad. It will provide the students with a solid foundation in the vocabulary and discourse used in Spanish, as well as cross-cultural awareness when dealing with different types of medical and healthcare scenarios.
Prerequisite- SPAN 312, or SPAN 309
Rationale: There is an ever-increasing need of medical and other healthcare professions to serve the Hispanic population in the USA and abroad properly and accurately. Our campus does not currently offer such a class. The class will serve nursing and pre-med students as well as students interested in public health, nutrition, physical therapy, etc.
Impact on other units: none. Financial impact: none

\section*{Programs and Text}
\begin{tabular}{cl} 
Low to & ADD CONCENTRATION \\
mid & \\
impact: & Modern Foreign Languages and Literatures Major, BA - Asian Studies Concentration \\
conc. & \\
was & College Requirements \\
under & \\
IDP and & Arts and Sciences \\
is & \\
moving & Concentration Requirements \\
under & \\
MFLL & Select one geographical - cultural area (China, Islamic World, Japan, South Asia) listed \\
within & below: \\
the & I. China ( \(\mathbf{3 0}\) hours)
\end{tabular}
```

same
college Corequisites:

```
- CHIN 231 - Intermediate Chinese I
- CHIN 232 - Intermediate Chinese II *

\section*{Select 6 hours (Subdivision A):}
- ARTH 413 - Art of China: Neolithic Period Through the Song Dynasty
- ARTH 414 - Art of China: Yuan through Qing Dynasties
- ARTH 416-Chinese Art of the 20th and 21st Centuries
- ASST 301 - South Asian Cinema: Bollywood and Beyond
- CHIN 331 - Advanced Chinese I *
- CHIN 332 - Advanced Chinese II *
- CHIN 431 - Chinese Literature and Culture
- CHIN 471 - Introduction to Chinese Linguistics
- REST 379 - Chinese Religions *
- REST 380-American Buddhism *
- REST 479 - Seminar in East Asian Religions *

\section*{Select 6 hours (Subdivision B):}
- GEOG 374 - Emerging Landscapes of East Asia *
- HIAS 389 - Pre-Modern Chinese History *
- HIAS 390 - Modern Chinese History
- HIAS 391 - Modern Chinese Intellectual History
- HIAS 394-Chinese Intellectual History: Early Times *
- HIAS 495 - Modern China on Film
- POLS 454 - Politics in China and Japan: Culture, Power and Competition

\section*{Select 6 hours (other geographical - cultural area):}
- ARAB 331-Culture and Daily Life in the Arab World *
- ARAB 332-Contemporary Issues and Current Events in the Arab World *
- ARAB 431 - Media Arabic
- ARAB 432 - Introduction to Modern Arabic Literature
- ARTH 411 - Art of South and Southeast Asia
- ARTH 419 - Art of Japan
- ASST 301 - South Asian Cinema: Bollywood and Beyond
- GEOG 375 - Society and Spaces of South Asia *
- HIAS 392 - History of Pre-Modern Japan
- HIAS 393 - History of Modern Japan
- HIAS 494 - History of Tokyo *
- HIME 369 - History of the Middle East and the Islamic World, ca. 1050 - 1500 *
- HIME 370 - Modern Middle East
- JAPA 313 - Japanese Literature in English Translation
- JAPA 314 - Food, Fiction, and Film in Modern Japan
- JAPA 351 - Advanced Japanese I *
- JAPA 352 - Advanced Japanese II *
- JAPA 413 - Topics in Japanese Literature *
- JAPA 451 - Readings in Pre-Modern Japanese Texts
- JAPA 452 - Reading in Modern Japanese Texts
- POLS 455 -Identity, Conflict and State Building in South Asian Countries
- POLS 463 - Politics and Power in the Middle East
- REST 319-Gender, Sexuality, and Religion in Asia
- REST 332-Introduction to Islam *
- REST 336-The Qur'an and the Literatures of Islam
- REST 339 - Islam in the Modern World *
- REST 372-Contemporary Buddhism *
- REST 374 - Hindu Traditions
- REST 375 - Theravada Buddhism *
- REST 383-Japanese Religions

\section*{Select 12 remaining hours:}
- any Asian Studies 300-level or above courses
- ARAB 331-Culture and Daily Life in the Arab World *
- ARAB 332 - Contemporary Issues and Current Events in the Arab World *
- ARAB 431-Media Arabic
- ARAB 432 - Introduction to Modern Arabic Literature
- ARTH 411 - Art of South and Southeast Asia
- ARTH 413 - Art of China: Neolithic Period Through the Song Dynasty
- ARTH 414 - Art of China: Yuan through Qing Dynasties
- ARTH 416-Chinese Art of the 20th and 21st Centuries
- ARTH 419 - Art of Japan
- ASST 301-South Asian Cinema: Bollywood and Beyond
- CHIN 331-Advanced Chinese I *
- CHIN 332 - Advanced Chinese II *
- CHIN 431 - Chinese Literature and Culture
- CHIN 471 - Introduction to Chinese Linguistics
- GEOG 374-Emerging Landscapes of East Asia *
- GEOG 375-Society and Spaces of South Asia *
- HIME 369-History of the Middle East and the Islamic World, ca. 1050-1500 *
- HIME 370 - Modern Middle East
- HIAS 389 - Pre-Modern Chinese History *
- HIAS 390 - Modern Chinese History
- HIAS 391-Modern Chinese Intellectual History
- HIAS 392 - History of Pre-Modern Japan
- HIAS 393 - History of Modern Japan
- HIAS 394-Chinese Intellectual History: Early Times *
- HIAS 484 - Studies in Asian History
- HIAS 494 - History of Tokyo *
- HIAS 495 - Modern China on Film
- JAPA 313 - Japanese Literature in English Translation
- JAPA 314 - Food, Fiction, and Film in Modern Japan
- JAPA 315-Asian Film
- JAPA 321 - Japanese Graphic Novel/Anime
- JAPA 351 - Advanced Japanese I *
- JAPA 352 - Advanced Japanese II *
- JAPA 413 - Topics in Japanese Literature *
- JAPA 451-Readings in Pre-Modern Japanese Texts
- JAPA 452 - Reading in Modern Japanese Texts
- POLS 454 - Politics in China and Japan: Culture, Power and Competition
- POLS 455 - Identity, Conflict and State Building in South Asian Countries
- POLS 463 - Politics and Power in the Middle East
- REST 332 - Introduction to Islam *
- REST 336-The Qur'an and the Literatures of Islam
- REST 339 - Islam in the Modern World *
- REST 374 - Hindu Traditions
- REST 375 - Theravada Buddhism *
- REST 376 - Buddhism in South and Southeast Asia *
- REST 379-Chinese Religions *
- REST 380 - American Buddhism *
- REST 383 - Japanese Religions
- REST 476 - Religion, Culture, and Power in Contemporary Asia *

\section*{II. Islamic World (30 hours)}

\section*{Corequisites:}
- ARAB 221 - Intermediate Arabic I
- ARAB 222 - Intermediate Arabic II *
or
- PERS 261 - Intermediate Persian I
- PERS 262 - Intermediate Persian II

\section*{Select 6 hours (Subdivision A):}
- ARAB 331-Culture and Daily Life in the Arab World *
- ARAB 332 - Contemporary Issues and Current Events in the Arab World *
- ARAB 431 - Media Arabic
- ARAB 432 - Introduction to Modern Arabic Literature
- 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

\section*{Select 6 hours (Subdivision B):}
- HIME 369 - History of the Middle East and the Islamic World, ca. 1050 - 1500 *
- HIME 370 - Modern Middle East
- POLS 463 - Politics and Power in the Middle East

Select 6 hours (other geographical - cultural area):
- ARTH 411 - Art of South and Southeast Asia
- ARTH 413 - Art of China: Neolithic Period Through the Song Dynasty
- ARTH 414 - Art of China: Yuan through Qing Dynasties
- ARTH 416 - Chinese Art of the 20th and 21st Centuries
- ARTH 419 - Art of Japan
- ASST 301 - South Asian Cinema: Bollywood and Beyond
- CHIN 331 - Advanced Chinese I *
- CHIN 332 - Advanced Chinese II *
- CHIN 431 - Chinese Literature and Culture
- CHIN 471 - Introduction to Chinese Linguistics
- GEOG 374 - Emerging Landscapes of East Asia *
- GEOG 375 - Society and Spaces of South Asia *
- HIAS 389 - Pre-Modern Chinese History *
- HIAS 390 - Modern Chinese History
- HIAS 391 - Modern Chinese Intellectual History
- HIAS 392 - History of Pre-Modern Japan
- HIAS 393 - History of Modern Japan
- HIAS 394 - Chinese Intellectual History: Early Times *
- JAPA 313 - Japanese Literature in English Translation
- JAPA 314 - Food, Fiction, and Film in Modern Japan
- JAPA 321 - Japanese Graphic Novel/Anime
- JAPA 351 - Advanced Japanese I *
- JAPA 352 - Advanced Japanese II *
- JAPA 413 - Topics in Japanese Literature *
- JAPA 451 - Readings in Pre-Modern Japanese Texts
- JAPA 452 - Reading in Modern Japanese Texts
- POLS 454 - Politics in China and Japan: Culture, Power and Competition
- POLS 455 - Identity, Conflict and State Building in South Asian Countries
- REST 374 - Hindu Traditions
- REST 375 - Theravada Buddhism *
- REST 376 - Buddhism in South and Southeast Asia *
- REST 379 - Chinese Religions *
- REST 380 - American Buddhism *
- REST 383 - Japanese Religions

\section*{Select 12 remaining hours:}
- any Asian Studies 300-level or above courses
- ARAB 331-Culture and Daily Life in the Arab World *
- ARAB 332-Contemporary Issues and Current Events in the Arab World *
- ARAB 431-Media Arabic
- ARAB 432 - Introduction to Modern Arabic Literature
- ARTH 411 - Art of South and Southeast Asia
- ARTH 413 - Art of China: Neolithic Period Through the Song Dynasty
- ARTH 414 - Art of China: Yuan through Qing Dynasties
- ARTH 416-Chinese Art of the 20th and 21st Centuries
- ARTH 419 - Art of Japan
- ASST 301-South Asian Cinema: Bollywood and Beyond
- CHIN 331 - Advanced Chinese I *
- CHIN 332 - Advanced Chinese II *
- CHIN 431 - Chinese Literature and Culture
- CHIN 471 - Introduction to Chinese Linguistics
- GEOG 374-Emerging Landscapes of East Asia *
- GEOG 375-Society and Spaces of South Asia *
- HIME 369-History of the Middle East and the Islamic World, ca. 1050-1500 *
- HIME 370 - Modern Middle East
- HIAS 389-Pre-Modern Chinese History *
- HIAS 390 - Modern Chinese History
- HIAS 391-Modern Chinese Intellectual History
- HIAS 392 - History of Pre-Modern Japan
- HIAS 393 - History of Modern Japan
- HIAS 394 - Chinese Intellectual History: Early Times *
- HIAS 484 - Studies in Asian History
- HIAS 494 - History of Tokyo *
- HIAS 495 - Modern China on Film
- JAPA 313 - Japanese Literature in English Translation
- JAPA 314 - Food, Fiction, and Film in Modern Japan
- JAPA 315 - Asian Film
- JAPA 321 - Japanese Graphic Novel/Anime
- JAPA 351 - Advanced Japanese I *
- JAPA 352 - Advanced Japanese II *
- JAPA 413 - Topics in Japanese Literature *
- JAPA 451 - Readings in Pre-Modern Japanese Texts
- JAPA 452 - Reading in Modern Japanese Texts
- POLS 454 - Politics in China and Japan: Culture, Power and Competition
- POLS 455 - Identity, Conflict and State Building in South Asian Countries
- POLS 463 - Politics and Power in the Middle East
- REST 319-Gender, Sexuality, and Religion in Asia
- REST 332-Introduction to Islam *
- REST 336-The Qur'an and the Literatures of Islam
- REST 339 - Islam in the Modern World *
- 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 380-American Buddhism *
- REST 383-Japanese Religions
- REST 476 - Religion, Culture, and Power in Contemporary Asia *
- REST 479-Seminar in East Asian Religions *

\section*{III. Japan (30 hours)}

\section*{Corequisites:}
- JAPA 251 - Intermediate Japanese I
- JAPA 252 - Intermediate Japanese II *

\section*{Select 6 hours (Subdivision A):}
- ARTH 419 - Art of Japan
- JAPA 313- Japanese Literature in English Translation
- JAPA 314 - Food, Fiction, and Film in Modern Japan
- JAPA 321 - Japanese Graphic Novel/Anime
- JAPA 351 - Advanced Japanese I *
- JAPA 352 - Advanced Japanese II *
- JAPA 413-Topics in Japanese Literature *
- JAPA 451 - Readings in Pre-Modern Japanese Texts
- JAPA 452 - Reading in Modern Japanese Texts
- REST 380-American Buddhism *
- REST 383-Japanese Religions
- REST 479 - Seminar in East Asian Religions *

\section*{Select 6 hours (Subdivision B):}
- GEOG 374 - Emerging Landscapes of East Asia *
- HIAS 392 - History of Pre-Modern Japan
- HIAS 393 - History of Modern Japan
- HIAS 494 - History of Tokyo *
- POLS 454 - Politics in China and Japan: Culture, Power and Competition

Select 6 hours (other geographical - cultural area):
- ARAB 331-Culture and Daily Life in the Arab World *
- ARAB 332-Contemporary Issues and Current Events in the Arab World *
- ARAB 431-Media Arabic
- ARAB 432 - Introduction to Modern Arabic Literature
- ARTH 411 - Art of South and Southeast Asia
- ARTH 413 - Art of China: Neolithic Period Through the Song Dynasty
- ARTH 414 - Art of China: Yuan through Qing Dynasties
- ARTH 416 - Chinese Art of the 20th and 21st Centuries
- ASST 301 - South Asian Cinema: Bollywood and Beyond
- CHIN 331-Advanced Chinese I *
- CHIN 332 - Advanced Chinese II *
- CHIN 431-Chinese Literature and Culture
- CHIN 471 - Introduction to Chinese Linguistics
- GEOG 375-Society and Spaces of South Asia *
- HIME 369 - History of the Middle East and the Islamic World, ca. 1050 - 1500 *
- HIME 370 - Modern Middle East
- HIAS 389 - Pre-Modern Chinese History *
- HIAS 390 - Modern Chinese History
- HIAS 391 - Modern Chinese Intellectual History
- HIAS 394 - Chinese Intellectual History: Early Times *
- HIAS 495 - Modern China on Film
- POLS 455 - Identity, Conflict and State Building in South Asian Countries
- POLS 463 - Politics and Power in the Middle East
- REST 319 - Gender, Sexuality, and Religion in Asia
- REST 332-Introduction to Islam *
- REST 336-The Qur'an and the Literatures of Islam
- REST 339-Islam in the Modern World *
- REST 372-Contemporary Buddhism *
- REST 374 - Hindu Traditions
- REST 375 - Theravada Buddhism *
- REST 379-Chinese Religions *

\section*{Select 12 remaining hours:}
- any Asian Studies 300-level or above courses
- ARAB 331-Culture and Daily Life in the Arab World *
- ARAB 332-Contemporary Issues and Current Events in the Arab World *
- ARAB 431-Media Arabic
- ARAB 432 - Introduction to Modern Arabic Literature
- ARTH 411 - Art of South and Southeast Asia
- ARTH 413 - Art of China: Neolithic Period Through the Song Dynasty
- ARTH 414 - Art of China: Yuan through Qing Dynasties
- ARTH 416-Chinese Art of the 20th and 21st Centuries
- ARTH 419 - Art of Japan
- ASST 301 - South Asian Cinema: Bollywood and Beyond
- CHIN 331 - Advanced Chinese I *
- CHIN 332 - Advanced Chinese II *
- CHIN 431-Chinese Literature and Culture
- CHIN 471 - Introduction to Chinese Linguistics
- GEOG 374-Emerging Landscapes of East Asia *
- GEOG 375-Society and Spaces of South Asia *
- HIME 369 - History of the Middle East and the Islamic World, ca. 1050 - 1500 *
- HIME 370 - Modern Middle East
- HIAS 389 - Pre-Modern Chinese History *
- HIAS 390 - Modern Chinese History
- HIAS 391 - Modern Chinese Intellectual History
- HIAS 392 - History of Pre-Modern Japan
- HIAS 393 - History of Modern Japan
- HIAS 394-Chinese Intellectual History: Early Times *
- HIAS 484 - Studies in Asian History
- HIAS 494 - History of Tokyo *
- HIAS 495 - Modern China on Film
- JAPA 313- Japanese Literature in English Translation
- JAPA 314 - Food, Fiction, and Film in Modern Japan
- JAPA 315 - Asian Film
- JAPA 321 - Japanese Graphic Novel/Anime
- JAPA 351 - Advanced Japanese I *
- JAPA 352 - Advanced Japanese II *
- JAPA 413 - Topics in Japanese Literature *
- JAPA 451 - Readings in Pre-Modern Japanese Texts
- JAPA 452 - Reading in Modern Japanese Texts
- POLS 454 - Politics in China and Japan: Culture, Power and Competition
- POLS 455 - Identity, Conflict and State Building in South Asian Countries
- POLS 463 - Politics and Power in the Middle East
- REST 332 - Introduction to Islam *
- REST 336-The Qur'an and the Literatures of Islam
- REST 339-Islam in the Modern World *
- REST 374 - Hindu Traditions
- REST 375-Theravada Buddhism *
- REST 376 - Buddhism in South and Southeast Asia *
- REST 379-Chinese Religions *
- REST 380-American Buddhism *
- REST 383- Japanese Religions
- REST 476 - Religion, Culture, and Power in Contemporary Asia *

\section*{IV. South Asia (30 hours)}

\section*{Corequisites:}

Competency in a language through the intermediate level may be demonstrated through a proficiency exam/petition process.

\section*{Select 6 hours (Subdivision A):}
- ARTH 411 - Art of South and Southeast Asia
- ASST 301 - South Asian Cinema: Bollywood and Beyond
- REST 374 - Hindu Traditions
- REST 375-Theravada Buddhism *
- REST 376 - Buddhism in South and Southeast Asia *

Complete 6 hours (Subdivision B):
- GEOG 375 - Society and Spaces of South Asia *
- POLS 455 - Identity, Conflict and State Building in South Asian Countries
- ARAB 331 - Culture and Daily Life in the Arab World *
- ARAB 332 - Contemporary Issues and Current Events in the Arab World *
- ARAB 431 - Media Arabic
- ARAB 432 - Introduction to Modern Arabic Literature
- ARTH 413 - Art of China: Neolithic Period Through the Song Dynasty
- ARTH 414 - Art of China: Yuan through Qing Dynasties
- ARTH 416-Chinese Art of the 20th and 21st Centuries
- ARTH 419 - Art of Japan
- CHIN 331 - Advanced Chinese I *
- CHIN 332 - Advanced Chinese II *
- CHIN 431 - Chinese Literature and Culture
- CHIN 471 - Introduction to Chinese Linguistics
- HIME 369 - History of the Middle East and the Islamic World, ca. 1050 - 1500 *
- HIME 370 - Modern Middle East
- HIAS 389 - Pre-Modern Chinese History *
- HIAS 390 - Modern Chinese History
- HIAS 391 - Modern Chinese Intellectual History
- HIAS 392 - History of Pre-Modern Japan
- HIAS 393 - History of Modern Japan
- HIAS 394 - Chinese Intellectual History: Early Times *
- HIAS 494 - History of Tokyo *
- HIAS 495 - Modern China on Film
- JAPA 313 - Japanese Literature in English Translation
- JAPA 314 - Food, Fiction, and Film in Modern Japan
- JAPA 321 - Japanese Graphic Novel/Anime
- JAPA 351 - Advanced Japanese I *
- JAPA 352 - Advanced Japanese II *
- JAPA 413 - Topics in Japanese Literature *
- JAPA 451 - Readings in Pre-Modern Japanese Texts
- JAPA 452 - Reading in Modern Japanese Texts
- POLS 454 - Politics in China and Japan: Culture, Power and Competition
- POLS 463 - Politics and Power in the Middle East
- REST 319 - Gender, Sexuality, and Religion in Asia
- REST 332 - Introduction to Islam *
- REST 336 - The Qur'an and the Literatures of Islam
- REST 339 - Islam in the Modern World *
- REST 372-Contemporary Buddhism *
- REST 379-Chinese Religions *
- REST 380 - American Buddhism *
- REST 383 - Japanese Religions
- REST 479 - Seminar in East Asian Religions *

Select 12 remaining hours:
- any Asian Studies 300 -level or above courses
- ARAB 331 - Culture and Daily Life in the Arab World *
- ARAB 332 - Contemporary Issues and Current Events in the Arab World *
- ARAB 431 - Media Arabic
- ARAB 432 - Introduction to Modern Arabic Literature
- ARTH 411 - Art of South and Southeast Asia
- ARTH 413 - Art of China: Neolithic Period Through the Song Dynasty
- ARTH 414 - Art of China: Yuan through Qing Dynasties
- ARTH 416-Chinese Art of the 20th and 21st Centuries
- ARTH 419 - Art of Japan
- ASST 301 - South Asian Cinema: Bollywood and Beyond
- CHIN 331 - Advanced Chinese I *
- CHIN 332 - Advanced Chinese II *
- CHIN 431-Chinese Literature and Culture
- CHIN 471 - Introduction to Chinese Linguistics
- GEOG 374 - Emerging Landscapes of East Asia *
- GEOG 375-Society and Spaces of South Asia *
- HIME 369 - History of the Middle East and the Islamic World, ca. 1050-1500*
- HIME 370 - Modern Middle East
- HIAS 389 - Pre-Modern Chinese History *
- HIAS 390 - Modern Chinese History
- HIAS 391 - Modern Chinese Intellectual History
- HIAS 392 - History of Pre-Modern Japan
- HIAS 393 - History of Modern Japan
- HIAS 394 - Chinese Intellectual History: Early Times *
- HIAS 484 - Studies in Asian History
- HIAS 494 - History of Tokyo *
- HIAS 495 - Modern China on Film
- JAPA 313- Japanese Literature in English Translation
- JAPA 314 - Food, Fiction, and Film in Modern Japan
- JAPA 315 - Asian Film
- JAPA 321 - Japanese Graphic Novel/Anime
- JAPA 351 - Advanced Japanese I *
- JAPA 352 - Advanced Japanese II *
- JAPA 413 - Topics in Japanese Literature *
- JAPA 451 - Readings in Pre-Modern Japanese Texts
- JAPA 452 - Reading in Modern Japanese Texts
- POLS 454 - Politics in China and Japan: Culture, Power and Competition
- POLS 455 - Identity, Conflict and State Building in South Asian Countries
- POLS 463 - Politics and Power in the Middle East
- REST 332 - Introduction to Islam *
- REST 336-The Qur'an and the Literatures of Islam
- REST 339 - Islam in the Modern World *
- REST 374 - Hindu Traditions
- REST 375-Theravada Buddhism *
- REST 376 - Buddhism in South and Southeast Asia *
- REST 379-Chinese Religions *
- REST 380-American Buddhism *
- REST 383-Japanese Religions
- REST 476 - Religion, Culture, and Power in Contemporary Asia *
* Meets Volunteer Core Requirements.

Rationale: The Asian Studies IDP will remain an "interdisciplinary degree," but it will become a new concentration in the Department of Modern Foreign Languages and Literatures (now World Languages and Cultures).
 option from same dept
I. Language Requirement: Chinese - 27 hours
B. Select 9 hours:
- CHIN 300-A Kaleidoscope of China
- CHIN 401 - Contemporary Chinese Studies I*
- CHIN 402 - Contemporary Chinese Studies II *
- CHIN 431 - Chinese Literature and Culture
- .....

Rationale: This online course is designed to help students gain a deeper understanding of Chinese society and strengthen their Chinese language skills. It will also help prepare students to transition from lower-level to higher-level Chinese classes.
Impact on other units: one. Financial impact: none

\section*{Low} impact: adding course option from same dept

Low impact: adding course options from same dept

\section*{REVISE REQUIREMENTS}

\section*{Modern Foreign Languages and Literatures Major, BA - Language and World Business/French and Francophone Studies Concentration}

Major requirements
Select one 400-level literature course:
- FREN 400 - Special Topics in French and Francophone Literature
- FREN 410 - Topics in Medieval/Early Modern French Literature
- FREN 415 - Topics in Modern French and Francophone Literature *
- FREN 433 - French and Francophone Women Writers *

Rationale: Students regularly need to petition this topics in literature class as a literature requirement.
Impact on other units: none. Financial impact: none
REVISE REQUIREMENTS

\section*{Modern Foreign Languages and Literatures Major, BA - Language and World} Business/Hispanic Studies Concentration

Major Requirements
A. Complete
- SPAN 312 - Language in Context II * or SPAN 309 - Spanish for Bilinguals
B. Select two courses:
- SPAN 311 - Language in Context I *
- SPAN 315-Spanish Phonetics and Phonology
- 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
- SPAN 350 - Spanish for Medical and Healthcare Professionals
C. Select three courses
- SPAN 410-Introduction to Hispanic Linguistics
- SPAN 420-Applied Linguistics
- SPAN 422-Advanced Grammar and Translation
- SPAN 423-Advanced Composition and Conversation
- SPAN 425-Introduction to Descriptive Linguistics
- SPAN 426-Topics in Linguistics Research Methods
- ....

Rationale: SPAN 309 is the equivalent of SPAN 312 for bilinguals. By adding it to the petition, we do not need to write petitions for it.
SPAN 350 is a language for special purposes course that offers a practical approach to meet the ever-increasing needs of medical and other healthcare professions to serve the Hispanic population in the USA and abroad properly and accurately. It will provide the students with a solid foundation in the vocabulary and discourse used in Spanish when dealing with different types of medical and healthcare scenarios, such as those encountered by medical doctors, practitioners, nurses, public health personnel, nutritionists, physical therapists, etcSPAN 425 and SPAN 426 are both 3-hour, cross-listed and regularly taught courses, were inadvertently left off the list of "Select three courses" for the MFLL/LWB Hispanic Studies Concentration.
Impact on other units: none. Financial impact: none
Low impact: adding course

REVISE REQUIREMENTS

\section*{Hispanic Studies Minor}
```

options Complete
from - SPAN 312 - Language in Context II * or SPAN 309 - Spanish for Bilinguals
same Select two courses
dept - SPAN 350 - Spanish for Medical and Healthcare Professionals
- SPAN 410-Introduction to Hispanic Linguistics
- SPAN 420-Applied Linguistics
- SPAN 422-Advanced Grammar and Translation
- SPAN 423-Advanced Composition and Conversation
- SPAN 425-Introduction to Descriptive Linguistics
- SPAN 426-Topics in Linguistics Research Methods

```

Rationale: SPAN 309 is the equivalent of SPAN 312 for bilinguals. By adding it to the petition, we do not need to write petitions for it. SPAN 425 and SPAN 426 are both 3 -hour, cross-listed and regularly taught courses, which were inadvertently left off the list of "Select two courses" for the Hispanic Studies Minor.
SPAN 350 is a language for special purposes course that offers a practical approach to meet the ever-increasing needs of medical and other healthcare professions to serve the Hispanic population in the USA and abroad properly and accurately. It will provide the students with a solid foundation in the vocabulary and discourse used in Spanish when dealing with different types of medical and healthcare scenarios, such as those encountered by medical doctors, practitioners, nurses, public health personnel, nutritionists, physical therapists, etc

\section*{Department of Microbiology Courses}

\section*{(MICR) Microbiology}
```

    Low +REVISE (RE) PREREQUISITE(S) AND ADD CROSS LISTING
    impact:
cross-
listing (RE) Prerequisite(s): Biology 220, Biology 229, and BIOL 240 or permission of instructor
with (Same as EEB 479)
new
course
Formerly: (RE) Prerequisite(s): Biology 220, Biology 229, and BIOL }240

```

Rationale: MICR 479 focuses on bacterial amplicon high throughput sequencing to analyze the microbiota. Students will extract DNA from the samples, amplify 16S rRNA bacterial regions, and prepare libraries for sequencing on the Illumina MiSeq platform. Students will learn how to analyze and interpret the results. MICR 479 will serve well for all students in the Biology Division. Impact on other academic units: Adding cross list with EEB. MICR is primary. Financial impact: None.

\section*{School of Music}

\section*{Courses}
(MUCO) Musicology
Low to ADD COURSE
mid
impact: MUCO 421 Music of Bali, Indonesia (2-3)
new Introduces musics of Bali, Indonesia, situating them within local discourses, the Western
course, imagination, and transnational flows. Explores political implications of music making and its
was taught under special topics course
theorization, as well as performance techniques and composition. May include seminar discussion, writing components, hands-on instruction.
Comment(s): Recommend co-enrollment in MUEN 312 or MUEN 512.
Rationale: This course is currently given under a MUSC special topic number. It is not visible to students in the catalog and it is difficult to find in the timetable. As a musicology course, it should have a musicology number. Also, we aim to make this course an option toward a proposed Music Minor (Interdisciplinary Studies in Music \& Asia); it needs its own number so it can be tracked in DARS. Impact on other academic units: None. Financial impact: None.

\section*{Low to}
mid
impact:
new
course, was
taught under special topics course

\section*{ADD COURSE}

MUCO 423 Musics of Latin America (3)
Explores diverse, vibrant musical traditions of Latin America, and how cultural, historical, and political developments inform and are informed by musical practices. Histories and theories of colonialism, race and ethnicity, urbanization/modernization, and sexuality provide modes of understanding meanings of these musics.

Rationale: This course is currently given under a special topics number that is used for other subjects. Giving this course its own number will make the class more evident to students in the timetable and the catalog. Further, we would like to make this course an option toward a proposed Music Minor in Latin American Musics and Cultures; the course therefore needs its own number so that the requirements for the minor can be tracked in DARS. Impact on other academic units: None. Financial Impact: None.

\section*{(MUEN) Music Ensemble}
\begin{tabular}{|c|c|}
\hline Low impact: clarifies, removes audition, and reduces max hours for repeats & \begin{tabular}{l}
REVISE TITLE, DESCRIPTION, REPEATABILITY, REMOVE COMMENT \\
MUEN 311 Afro-Diasporic Percussion Ensemble (1) \\
Transcript Title: Afro-Diasporic Percuss Ensem \\
Afro-diasporic percussion traditions, including West African, Afro-Cuban, Afro-Caribbean, and/or \\
Afro-Brazilian. May also include singing and movement. \\
Repeatability: May be repeated. Maximum 10 hours. \\
Formerly: MUEN 311 Marimba Choir (1) \\
Repeatability: May be repeated. Maximum 14 hours. \\
Comment(s): Audition or consent of instructor required. \\
Rationale: Current title is inaccurate. This course includes a variety of Afro-Diasporic forms and practices as the new title and description indicate. Further, this course is open to all students, and we particularly aim to require it for students in the proposed minor in Interdisciplinary Studies in Music \& the African Diaspora. Therefore, we are dropping the audition requirements. Impact on other academic units: None. Financial impact: None.
\end{tabular} \\
\hline Low impact: to give general topic course its own course number & \begin{tabular}{l}
ADD COURSE \\
MUEN 323 Appalachian String Band Ensemble (1) \\
Transcript Title: Appalachian String Band Ensem \\
Ensemble performance of bluegrass, old-time, early country, and Americana musics. Students will perform on their own string instrument (guitar, banjo, mandolin, fiddle/violin, dobro, upright bass, viola, cello, electric bass, or other), or on voice. Audition required. \\
Repeatability: May be repeated, Maximum 8 hours \\
Rationale: This new course is currently being offered under a general chamber music number. It is not visible in the catalog, and difficult to locate in the timetable. This will make the course more
\end{tabular} \\
\hline
\end{tabular}

Low to mid
impact: new course
evident to the students. Further, we would like to make this course a requirement toward the proposed Music Minor in Interdisciplinary Studies in Music \& Appalachia. The course thus needs its own number so that the requirements for the minor can be tracked in DARS.

\section*{ADD COURSE}

\section*{MUEN 324 Gospel Choir (1)}

A mixed-voice ensemble rehearsing and performing selections from gospel traditions. This course introduces students to techniques of performance of choral literature from this genre. Students will develop skills specifically germane to vocal gospel music production. No previous knowledge of the gospel genre expected.
Repeatability: May be repeated, Maximum 8 hours
Rationale: New ensemble to provide opportunities to learn about and perform gospel music. Impact on other academic units: None. Financial impact: None.

\section*{(MUKB) Music Keyboard}

\section*{Mid ADD COURSE \\ impact:}
new 0- MUKB 100 Fundamentals of Class Piano (0)
credit Half-semester course for students with little to no background in piano.
course (RE) Co-requisite(s): MUTH 100
Grading restriction: S/NC
Rationale: This class is designed for students who have very little or no prior experience in piano. The course will allow students to develop familiarity with the five-finger position, basic keyboard harmony, reading grand staff, and performing pieces involving use of both hands simultaneously, within a limited range. The class will benefit our students who are required to take Class Piano sequence courses. Impact on other academic units: None. Financial impact: None. Zero credit courses always have a financial impact because we are paying the instructor but not receiving payment from students.

\section*{(MUSC) Music General}
\begin{tabular}{|c|c|}
\hline Low to mid & +ADD COURSE AND CROSS-LIST \\
\hline impact: & +MUSC 314 The Evolution of Gospel Music (3) \\
\hline popular & Traces the roots of Gospel music from 18th century English hymnody up through the blues to \\
\hline within the & contemporary popular music. \\
\hline college & (Same as REST 314 and AFST 314) \\
\hline but
probably & Cross-listed with REST 314 and AFST 314, MUSC is primary \\
\hline not in other & Rationale: This course traces the origins of Gospel music from psalm, hymns, early American \\
\hline colleges unless it & choral music, and its modifications through Spirituals, the Blues, and contemporary popular \\
\hline is added & music. The highly-personalized course is taught through the experiences and vast knowledge \\
\hline to Vol & the instructors, offering students a historical and performative approach in understanding this \\
\hline Core & music. Impact on other academic units: MUSC is primary. Financial impact: None. \\
\hline
\end{tabular}

\section*{(MUTC) Music Technology}

Low to ADD COURSE
\begin{tabular}{cl} 
impact: & MUTC 335 Interactive Game Audio (3) \\
new & Project-based course in building audio files and music for gaming with a focus on varying \\
course & technologies and practices. Real-world experience in working with digital audio workstations, \\
& sound editing software, and authoring software that centralize all aspects of audio creation for \\
interactive game music. Experience with digital audio workstations suggested. \\
& Repeatability: may be repeated once \\
& (RE) Prerequisite(s): MUTH 100, MUTH 110, or MUTH 115
\end{tabular}

Rationale: Experiential course that teaches students how to analyze and create audio and music for video games. The course is long overdue in the School of Music, as gaming revenue now outpaces that of other popular media such as film and music. In 2020, video game revenue surged \(20 \%\) to \(\$ 180\) billion, more than the film and sports industries combined. Impact on other academic units: None: Financial impact: None.

\section*{(MUTH) Music Theory}

REVISE (RE) PREREQUISITE(S)
MUTH 451 Special Topics in Music Theory (3)
(RE) Prerequisite(s): MUTH 210.
Formerly: (RE) Prerequisite(s): MUTH 310.
Rationale: The pre-requisite course MUTH 310 is no longer offered, and MUTH 210 is perfectly acceptable for the variable topics in MUTH 451. Impact on other academic units: None. Financial impact: None.

\section*{Programs and Text}
\begin{tabular}{ll}
\begin{tabular}{c} 
Low- \\
impact: \\
Correct \\
error
\end{tabular} & \begin{tabular}{l} 
Music Major, BM - Music Education Concentration - String Emphasis Traditional Track \\
(Requirements page) \\
Music Major, BM - Music Education Concentration - String Emphasis Traditional Track \\
(uTrack Requirements)
\end{tabular} \\
& \begin{tabular}{l} 
Music Major, BM - Music Education Concentration - String Emphasis Fifth-Year Track \\
(Requirements page) \\
Music Major, BM - Music Education Concentration - String Emphasis Fifth-Year Track \\
(uTrack Requirements)
\end{tabular} \\
& \begin{tabular}{l} 
Music Major, BM - Music Education Concentration - String Jazz Emphasis Traditional \\
Track (Requirements page) \\
Music Major, BM - Music Education Concentration - String Jazz Emphasis Traditional \\
Track (uTrack Requirements)
\end{tabular}
\end{tabular}

Music Major, BM - Music Education Concentration - String Jazz Emphasis Fifth-Year Track (Requirements page)
Music Major, BM - Music Education Concentration - String Jazz Emphasis Fifth-Year Track (uTrack Requirements)

Music Major, BM - Music Education Concentration - Vocal-General/Keyboard Emphasis Traditional Track (Requirements page)
Music Major, BM - Music Education Concentration - Vocal-General/Keyboard Emphasis Traditional Track (uTrack Requirements)

Music Major, BM - Music Education Concentration - Vocal-General/Keyboard Emphasis Fifth-Year Track (Requirements page)
Music Major, BM - Music Education Concentration - Vocal-General/Keyboard Emphasis Fifth-Year Track (uTrack Requirements)

Music Major, BM - Music Education Concentration - Vocal-General/Vocal Emphasis Traditional Track (Requirements page)
Music Major, BM - Music Education Concentration - Vocal-General/Vocal Emphasis Traditional Track (uTrack Requirements)

Music Major, BM - Music Education Concentration - Vocal-General/Vocal Emphasis FifthYear Track (Requirements page)
Music Major, BM - Music Education Concentration - Vocal-General/Vocal Emphasis FifthYear Track (uTrack Requirements)

Music Major, BM - Music Education Concentration - Woodwind/Brass/Percussion Emphasis Traditional Track (Requirements page)
Music Major, BM - Music Education Concentration - Woodwind/Brass/Percussion
Emphasis Traditional Track (uTrack Requirements)
Music Major, BM - Music Education Concentration - Woodwind/Brass/Percussion
Emphasis Fifth-Year Track (Requirements page)
Music Major, BM - Music Education Concentration - Woodwind/Brass/Percussion
Emphasis Fifth-Year Track (uTrack Requirements)
Music Major, BM - Music Education Concentration - Woodwind/Brass/Percussion Jazz
Emphasis Traditional Track (Requirements page)
Music Major, BM - Music Education Concentration - Woodwind/Brass/Percussion Jazz
Emphasis Traditional Track (uTrack Requirements)
Music Major, BM - Music Education Concentration - Woodwind/Brass/Percussion Jazz
Emphasis Fifth-Year Track (Requirements page)
Music Major, BM - Music Education Concentration - Woodwind/Brass/Percussion Jazz Emphasis Fifth-Year Track (uTrack Requirements)

Statement: The four-year plan and uTrack showcases for the Traditional Track and for the FifthYear Track were incorrectly reversed in the Undergraduate Council Minutes of 9/27/2022. They were correct in the minutes of \(2 / 22 / 2022\). This documents the correction to the "correction." The 2022-2023 catalog is correct.

Rationale: To correct miscommunication with the College of Arts and Sciences.

Mid impact: new minor with all courses from the same college

ADD MINOR
Music Minor: Music Technology

\section*{Requirements}

There is no audition requirement for this minor. The Music Technology Minor consists of 15 hours in courses numbered 200 or above. Students must have at least 9 hours non-overlapping with their other degree program(s).

Minor:
Select from:
- MUTC 290: Sound Recording (3)
- +MUTC 320: Scoring for Film and Media (3)
- +MUTC 325: Commercial Scoring for Media (3)
- +MUTC 330: Virtual Audio Modeling (3)
- +MUTC 335: Interactive Game Audio (3)
- MUTC 340: Introduction to Computer Music Transcription (3)
- MUTC 390: Sound Synthesis Techniques (3)
- MUTC 450: Computer Projects (3)
- MUTC 493: Independent Study (1-3)
- *MUEN 316: Electroacoustic Ensemble (1)
+includes co-requisite(s) or prerequisite(s)
*up 6 hours may be used towards the minor

Rationale: New minor gives a complete secondary focus in music technology. This program will attract students and provide focused skills in programming, recording, mixing, mastering, etc. based on their interests.

ADD MINOR
Music Minor: Interdisciplinary Studies in Music \& Asia

\section*{Requirements}

There is no audition requirement for this minor. The Music Minor: Interdisciplinary Studies in Music \& Asia, consists of 16-17 credit hours.

Minor:

\section*{Complete}
- *MUCO 290 - Soundscapes, Music in a Changing World (3)
- *MUEN 312 - Balinese Gamelan, 1 credit, twice (2)
- *MUCO 421 - Music of Bali, Indonesia, var credit (2-3)

\section*{Nine credits selected from (9):}
- ANTH 301 - South Asian Cinema: Bollywood and Beyond
- ANTH 321 - Anthropology of South Asia
- ARTH 411 - Art of South and Southeast Asia
- ASST 471 - Selected Topics in Asian Studies
- ASST 491 - Foreign Study
- CHIN 231 --Intermediate Chinese I (4)
- CHIN 232 - Intermediate Chinese II (4)
- CHIN 491 - Chinese Foreign Study
- CNST 301 - South Asian Cinema: Bollywood and Beyond
- GEOG 374 - Emerging Landscapes of East Asia
- GEOG 375 - Society and Spaces of South Asia
- HIAS 383 - Studies in Asian History
- JAPA 251 - Intermediate Japanese I (4)
- JAPA 252 - Intermediate Japanese II (4)
- JAPA 313 - Japanese Literature in English Translation
- JAPA 314 - Food, Fiction, and Film in Modern Japan
- JAPA/CNST 315 - Asian Film
- JAPA 491 - Japanese Foreign Study
- MUCO 493 - Independent Study, by permission
- POLS 455 - Identity, Conflict and State Building in South Asian Countries
- REST 280-Religions of Asia
- REST 319-Gender, Sexuality, and Religion in Asia
- REST 376 - Buddhism in South and Southeast Asia
- REST 476-Religion, Culture, and Power in Contemporary Asia
- REST 479 - Seminar in East Asian Religions
- WGS 319 - Gender and Religion in Asia

Rationale: This minor joins interdisciplinary interests in music performance, musicology, and cultural studies, all pertaining to musics and cultures of Asia. It addresses the School of Music's need to offer contemporary curricula that feature non-western musics and that more readily serve students of underrepresented populations. It meets the School's need to increase curricular interdisciplinarity, and to bring students not currently served by the School into musical experiences and coursework. This minor offers students the flexibility to tailor the minor toward their own interests. minor with all courses from the same college

ADD MINOR

\section*{Music Minor: Interdisciplinary Studies in Music \& Appalachia}

\section*{Requirements}

There is no audition requirement for this minor. The Music Minor: Interdisciplinary Studies in Music \& Appalachia consists of 17 credit hours.

\section*{Minor:}

\section*{Complete}
- *MUCO 290 - Soundscapes, Music in a Changing World (3)
- MUCO 411 - Music of Appalachia (3)
- *MUEN 323 - Appalachian String Band, 1 credit, twice (2)

\section*{Nine credits selected from (9):}
- AFST 484 - African American Women in American Society
- ANTH 311 - Southeastern Indians
- ANTH 320-American Cultures
- ENGL 331 - Race and Ethnicity in American Literature
- ENGL 381 - American Tales, Songs, and Material Culture: An Introduction to Folklore
- ENGL 441 - Southern Literature
- ENGL 444 - Appalachian Literature and Culture
- ENGL 480 - Fairy Tale, Legend, and Myth: Folk Narrative
- GEOG 363-Southern Spaces and Places
- HIUS 323 - Rich and Poor in America
- HIUS 376-African American Women's History from Slavery to the Present
- HIUS 379 - African American Experience from Colonial Period to Civil War
- HIUS 380 - African American Experience from Civil War to the Present
- HIUS 381 - History of Tennessee
- HIUS 382 - Appalachian History
- HIUS 444 - History of the South
- REST 352 - African American Religion in the United States
- MUCO 413 - Music in the African Diaspora

Rationale: This minor brings together interdisciplinary interests in music performance, musicology, and cultural studies, all pertaining to Applachian musics and cultures. This minor fills a strong need for the School of Music to offer new, contemporary curricula that address musics beyond western European art music, and that more readily serve students of underrepresented populations. It also addresses the School's desire to increase interdisciplinarity in its curricula, and to bring students who are not currently served by the School into its musical experiences and
coursework. This minor offers students the flexibility to tailor the minor toward their own interests. The curriculum will also help fill the voice left by the former American Studies interdisciplinary program.

Mid impact: new minor with all courses from the same college

ADD MINOR
Music Minor: Music \& the African Diaspora

\section*{Requirements}

There is no audition requirement for this minor. The Music Minor: Music \& the African Diaspora consists of 17 credit hours.
Minor:

\section*{Complete}
- *MUCO 290 - Soundscapes, Music in a Changing World (3)
- MUCO 413/AFST 413: Music and the African Diaspora (3)
- *MUEN 311 Afro-Diasporic Percussion Ensemble, 1 credit, twice (2)

Nine credits selected from (9):
- any additional Africana Studies (AFST) courses numbered 300 or above
- ANTH 324 - Topics in African Ethnography (3)
- ENGL 439 - Race and Ethnicity in American Cinema (3)
- GEOG 350-Geography of Human Rights: Africa and the Americas
- HIAF 480 - Health and Healing in African History (3)
- MUCO 493 - Independent Study
- MUPF (Applied Percussion) 250, 251, 350, 351 (2 each), max 6
- REST 350 - Black Power to Black Lives Matter in African American Religious Thought (3)

Rationale: This minor brings together interdisciplinary interests in music performance, musicology, and cultural studies, all pertaining to African Diasporic cultures. This minor fills a strong need for the School of Music to offer new, contemporary curricula that address non-western musics and that more readily serve students of underrepresented populations. It also addresses the School's desire to increase interdisciplinarity in its curricula, and to bring students who are not currently served by the School into musical experiences and coursework. This minor offers students the flexibility to tailor the minor toward their own interests. Finally this minor highlights the strengths and offerings of existing music faculty and also underscores the offerings of the new AFST department.

END CONCENTRATION

\section*{Music Major, BM - Piano Pedagogy Concentration}

Rationale: Courses in the program are no longer offered due to faculty changes. Cannot offer this concentration. No students are currently in the program.

\section*{Department of Philosophy}

\section*{(PHIL) Philosophy}

Courses

\section*{Low to ADD COURSE}
mid
impact: PHIL 383 Philosophy of Disability (3)
new Philosophical exploration of disability and its connections to autonomy, dependency, wellbeing,

\section*{course}
seeking
Vol
Core Satisfies General Education Requirement: (GCUS) (WC)
GCUS and WC connections.
(RE) Prerequisite(s): ENGL 102, ENGL 132, ENGL 290, or ENGL 298. justice, respect, and ableism. Topics may include prenatal testing, assisted dying, eugenics, provisioning accommodations, education, legal interpretations of disability, and intersectional

Rationale: Over the past three decades, philosophers have increasingly come to realize that issues of disability are of central importance to our understanding of ourselves, one another, and our shared social practices. The aims of the course are to introduce students to the main conceptual and ethical issues in disability and to advance the discussion of those issues. It has been taught as a Special Topics course four times with great success. It will enhance our concentrations in Philosophy of Science and Medicine and in Legal and Political Philosophy as one among several courses students can choose to take. Disability is a central topic in and challenge to medicine and medicalization. Disability is also a central topic in political philosophy and law (e.g., legal definitions of disability, justice for people with disabilities, provisioning accommodations, etc.). Impact on other academic units: This course will complement a handful of other courses offered at UTK that discuss disability issues (e.g., ASL 421 - History and Culture of the Deaf, SPED courses, and a few courses in CMST and PSYC) by encouraging philosophical inquiry into issues of disability. Financial Impact: None.

\section*{Low ADD COURSE}
impact:

\section*{PHIL 499 Philosophical Proficiency (0)}

This course provides an opportunity for philosophy majors to demonstrate proficiency in philosophy.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 3 times.
Registration Restriction: Bachelor of Arts - philosophy major; minimum student level - senior.
Rationale: Following the lead of other departments in the College, we propose to add PHIL499Philosophical Proficiency as a 0 credit, pass/fail course for our senior majors and to make it a requirement for the Philosophy Major (including our six concentrations). Our programmatic assessment efforts depend on participation from our senior majors in our Major Field Test, the California Critical Thinking Skills Test, and submitting work from other 400 level philosophy courses. We also want to provide graduating students with general feedback about their philosophical proficiency. Adding this course and making it a major requirement will help us achieve both goals.
Impact on other units: none. Financial Impact: none

\section*{Programs and Text}
```

    Low REVISE REQUIREMENTS
    impact:
reflects Philosophy Major, BA
new
course Major requirements
IV. Proficiencies
Students are required to complete a 0-credit course, typically at the end of the student's degree
program.
- PHIL 499 - Philosophical Proficiency
Rationale: Following the lead of other departments in the College, we propose to add PHIL499 Philosophical Proficiency as a 0 credit, pass/fail course for our senior majors and to make it a requirement for the Philosophy Major (including our six concentrations). Our programmatic

```
```

assessment efforts depend on participation from our senior majors in our Major Field Test, the California Critical Thinking Skills Test, and submitting work from other 400 level philosophy courses. We also want to provide graduating students with general feedback about their philosophical proficiency. Adding this course and making it a major requirement will help us achieve both goals.
Impact on other units: none. Financial impact: none
REVISE REQUIREMENTS

## Philosophy Majors, BA - Honors

## V. Proficiencies

```
Students are required to complete a 0-credit course, typically at the end of the student's degree program.
- PHIL 499 - Philosophical Proficiency
Rationale: Following the lead of other departments in the College, we propose to add PHIL499 Philosophical Proficiency as a 0 credit, pass/fail course for our senior majors and to make it a requirement for the Philosophy Major (including our six concentrations). Our programmatic assessment efforts depend on participation from our senior majors in our Major Field Test, the California Critical Thinking Skills Test, and submitting work from other 400 level philosophy courses. We also want to provide graduating students with general feedback about their philosophical proficiency. Adding this course and making it a major requirement will help us achieve both goals.
Impact on other units: none. Financial impact: none
Low impact: reflects new courses
REVISE REQUIREMENTS
Philosophy Major, BA - Legal and Political Philosophy Concentration
III. Select three courses, including one course from each area:
B. Value Foundations: Policy, Politics, Law
- PHIL 345 - Bioethics *
- PHIL 346 - Environmental Ethics *
- PHIL 348 - Honors: Environmental Ethics
- PHIL 383 - Philosophy of Disability
- PHIL 390 - Philosophical Foundations of Democracy
- PHIL 441 - Global Justice and Human Rights
V. Proficiencies
Students are required to complete a 0-credit course, typically at the end of the student's degree program.
- PHIL 499 - Philosophical Proficiency
Rationale: Over the past three decades, philosophers have increasingly come to realize that issues of disability are of central importance to our understanding of ourselves, one another, and our shared social practices. The aims of the course are to introduce students to the main conceptual and ethical issues in disability and to advance the discussion of those issues. It has been taught as a Special Topics course four times with great success. It will enhance our concentrations in Philosophy of Science and Medicine and in Legal and Political Philosophy as one among several courses students can choose to take. Disability is a central topic in and challenge to medicine and medcalization. Disability is also a central topic in political philosophy and law (e.g., legal definitions of disability, justice for people with disabilities, provisioning accommodations, etc.). Following the lead of other departments in the College, we propose to add PHIL499 - Philosophical Proficiency as a 0 credit, pass/fail course for our senior majors and to make it a requirement for the Philosophy Major (including our six concentrations). Our programmatic assessment efforts depend on participation from our senior majors in our Major
```

Low impact: reflects new courses

Field Test, the California Critical Thinking Skills Test, and submitting work from other 400 level philosophy courses. We also want to provide graduating students with general feedback about their philosophical proficiency. Adding this course and making it a major requirement will help us achieve both goals.
Impact on other units: none. Financial impact: none

## REVISE REQUIREMENTS

## Philosophy Major, BA - Honors Legal and Political Philosophy Concentration

I. Complete A, B, and C (including four honors courses or honors-by-contract courses):
C. Select three courses, including one course from each area:
2. Value Foundations: Policy, Politics, Law

- PHIL 345 - Bioethics *
- PHIL 346 - Environmental Ethics *
- PHIL 348 - Honors: Environmental Ethics
- PHIL 383 - Philosophy of Disability
- PHIL 390 - Philosophical Foundations of Democracy
- PHIL 441 - Global Justice and Human Rights
IV. Proficiencies

Students are required to complete a 0-credit course, typically at the end of the student's degree program.

- PHIL 499 - Philosophical Proficiency

Rationale: Over the past three decades, philosophers have increasingly come to realize that issues of disability are of central importance to our understanding of ourselves, one another, and our shared social practices. The aims of the course are to introduce students to the main conceptual and ethical issues in disability and to advance the discussion of those issues. It has been taught as a Special Topics course four times with great success. It will enhance our concentrations in Philosophy of Science and Medicine and in Legal and Political Philosophy as one among several courses students can choose to take. Disability is a central topic in and challenge to medicine and medcalization. Disability is also a central topic in political philosophy and law (e.g., legal definitions of disability, justice for people with disabilities, provisioning accommodations, etc.). Following the lead of other departments in the College, we propose to add PHIL499 - Philosophical Proficiency as a 0 credit, pass/fail course for our senior majors and to make it a requirement for the Philosophy Major (including our six concentrations). Our programmatic assessment efforts depend on participation from our senior majors in our Major Field Test, the California Critical Thinking Skills Test, and submitting work from other 400 level philosophy courses. We also want to provide graduating students with general feedback about their philosophical proficiency. Adding this course and making it a major requirement will help us achieve both goals.
Impact on other units: none. Financial impact: none

Low impact: reflects new courses

REVISE REQUIREMENTS
Philosophy Major, BA - Philosophy of Science and Medicine Concentration

## Concentration requirements

 III. Select three courses- PHIL 346 - Environmental Ethics *
- PHIL 348 - Honors: Environmental Ethics
- PHIL 370 - Philosophy of Religion
- PHIL 371 - Epistemology
- PHIL 372 - Metaphysics
- PHIL 373 - Philosophy of Mind
- PHIL 375 - Philosophy of Action
- PHIL 383: Philosophy of Disability
- PHIL 435 - Intermediate Formal Logic
- PHIL 460 - Topics in Philosophy of Science
V. Proficiencies

Students are required to complete a 0-credit course, typically at the end of the student's degree program.

- PHIL 499 - Philosophical Proficiency

Rationale: Over the past three decades, philosophers have increasingly come to realize that issues of disability are of central importance to our understanding of ourselves, one another, and our shared social practices. The aims of the course are to introduce students to the main conceptual and ethical issues in disability and to advance the discussion of those issues. It has been taught as a Special Topics course four times with great success. It will enhance our concentrations in Philosophy of Science and Medicine and in Legal and Political Philosophy as one among several courses students can choose to take. Disability is a central topic in and challenge to medicine and medcalization. Disability is also a central topic in political philosophy and law (e.g., legal definitions of disability, justice for people with disabilities, provisioning accommodations, etc.). Following the lead of other departments in the College, we propose to add PHIL499 - Philosophical Proficiency as a 0 credit, pass/fail course for our senior majors and to make it a requirement for the Philosophy Major (including our six concentrations). Our programmatic assessment efforts depend on participation from our senior majors in our Major Field Test, the California Critical Thinking Skills Test, and submitting work from other 400 level philosophy courses. We also want to provide graduating students with general feedback about their philosophical proficiency. Adding this course and making it a major requirement will help us achieve both goals.
Impact on other units: none. Financial impact: none
REVISE REQUIREMENTS

## I. Complete A, B, and C (including four honors courses or honors-by-contract courses): C. Select three courses:

- PHIL 346 - Environmental Ethics *
- PHIL 348 - Honors: Environmental Ethics
- PHIL 370 - Philosophy of Religion
- PHIL 371 - Epistemology
- PHIL 372 - Metaphysics
- PHIL 373 - Philosophy of Mind
- PHIL 375 - Philosophy of Action
- PHIL 383 - Philosophy of Disability
- PHIL 435 - Intermediate Formal Logic
- PHIL 460 - Topics in Philosophy of Science
IV. Proficiencies

Students are required to complete a 0-credit course, typically at the end of the student's degree program.

- PHIL 499 - Philosophical Proficiency

Rationale: Over the past three decades, philosophers have increasingly come to realize that issues of disability are of central importance to our understanding of ourselves, one another, and our shared social practices. The aims of the course are to introduce students to the main conceptual and ethical issues in disability and to advance the discussion of those issues. It has been taught as a Special Topics course four times with great success. It will enhance our concentrations in Philosophy of Science and Medicine and in Legal and Political Philosophy as one among several courses students can choose to take. Disability is a central topic in and challenge to medicine and medcalization. Disability is also a central topic in political philosophy and law (e.g., legal definitions of disability, justice for people with disabilities, provisioning accommodations, etc.). Following the lead of other departments in the College, we propose to add

> PHIL499 - Philosophical Proficiency as a 0 credit, pass/fail course for our senior majors and to make it a requirement for the Philosophy Major (including our six concentrations). Our programmatic assessment efforts depend on participation from our senior majors in our Major Field Test, the California Critical Thinking Skills Test, and submitting work from other 400 level philosophy courses. We also want to provide graduating students with general feedback about their philosophical proficiency. Adding this course and making it a major requirement will help us achieve both goals.
> Impact on other units: none. Financial impact: none

## Department of Physics and Astronomy

## Courses

(PHYS) Physics

## Low to <br> mid

impact:
benefits
ENGR majors

## REVISE (RE) PREREQUISITE(S)

PHYS 252 Fundamentals of Physics: Quantum Physics and Applications (4)
(RE) Prerequisite(s): PHYS 231 or Phys 232 or PHYS 251 with a C or better and MATH 142* with a C or better.

Formerly: (RE) Prerequisite(s): PHYS 232* or PHYS 251 with a C or better and MATH $142^{*}$ with a C or better.

Rationale: We meant to include Phys 231 as an alternate prerequisite when adding the class and it was a mistake that we didn't. This allows nuclear engineers to take Phys 252 without taking more classes than they had to before our curriculum overhaul. Impact on other academic units: None. Financial Impact: None.

## Low

 impact: revision matches current practice
## REVISE TITLE AND DESCRIPTION

PHYS 293 Introduction to Research and Independent Study (1-3) Transcript Title: Intro Research/Independ Study Introduction to research research and study in a field of particular interest with faculty guidance.

Formerly: Phys 293 Introduction to Research (1-3)
Introduction to research in a field of particular interest, with faculty guidance.
Rationale: We have been using this as a lower division independent study class when, for instance, students transferred in a 200-level lecture without a lab and just need to complete the lab. This would change the title to match the way we use the class. Impact on other academic units: None. Financial impact: None.

## Low

 impact: benefits PHYS majorsREVISE (RE) PREREQUISITE(S)

## PHYS 411 Introduction to Quantum Mechanics I (3)

(RE) Prerequisite(s): PHYS 250* or PHYS 252 with a C or better and PHYS 201 or MATH 241 with a C or better and PHYS 311 or PHYS 431 with a $C$ or better

Formerly: (RE) Prerequisite(s): PHYS 250* or PHYS 252 with a C or better; and PHYS 201 or MATH 241 with a C or better.

Rationale: Our three hardest classes are Phys 311, 411, and 431. Almost all students who take these three classes simultaneously fail at least one of them, delaying their graduation. This is the lowest impact way to prevent students from signing up for these three classes simultaneously. Impact on other academic units: None. Financial impact: None.

## Programs and Text

Low
impact:
allows
other
optional
courses

Low impact:
no
students
in
program

## REVISE REQUIREMENTS

## Physics major, BA

Complete at least 21 hours (at least 15 hours need to be PHYS or ASTRO courses) from:
A maximum of 6 hours can come from the courses listed below from other departments:

- CHEM 330 - Foundations of Inorganic Chemistry
- CHEM 370 - Foundations of Physical Chemistry
- CHEM 379 - Foundations of Physical Chemistry Laboratory
- DATA 301 - Data Stewardship and Ethics
- DATA 302 - Analytical Methods of Data Science
- DATA 499 - Data Science Capstone

Rationale: These classes more than meet the spirit of the physics BA and would facilitate physics BA students getting a minor in data science, a major career path for physics majors.
Impact on other units: none. Financial impact: none
END MINOR
Physics minor - Five-year BS/MS program
Rationale: in over 10 years, no student has ever completed or applied to this program Impact on other units: none. Financial Impact: none.

## Department of Psychology

## Courses

(NEUR) Neuroscience
Low
impact:
cross
list with
course
in same
dept
+ADD COURSE AND CROSS LIST
+NEUR 301 - Foundations of Behavioral Neuroscience (3)
Transcript Title: Found Behavioral Neuroscience
(See PSYC 301)
Cross-listed with PSYC 301, PSYC is primary
Rationale: PSYC 301 is a required course for Neuroscience, but not Psychology majors. Cross listing it with a NEUR prefix would uniquely identify it for the Neuroscience major and minor. It would also be used when calculating the science GPA for those applying to medical school.
Impact on other academic units: PSYC 301 is a required course for Neuroscience, but not Psychology majors. Cross listing it with a NEUR prefix would uniquely identify it for the Neuroscience major and minor. It would also be used when calculating the science GPA for those applying to medical school. Financial impact: None.

Low
ADD COURSE, REQUEST VARIABLE TITLE impact: similar to other variable topic courses

NEUR 482 - Advanced Topics in Neuroscience (3) Transcript Title: Adv Topics in Neuroscience
Intensive analysis of special topics in the areas of neuroscience.
Repeatability: May be repeated. Maximum 12 hours.
Credit Restriction: Maximum 6 hours may be applied toward the major or the minor in neuroscience.

Recommended Background: Senior standing in neuroscience
Rationale: To be used for future one-time offerings or trials for new courses Impact on other academic units: None. Financial impact: None.

## (PSYC) Psychology

```
    Low +ADD CROSS-LISTING
impact:
    cross
list with
course
in same
    dept
    +PSYC 301 - Foundations of Behavioral Neuroscience (3)
    (Same as NEUR 301).
    Cross-listed with NEUR 301, PSYC is primary
Rationale: PSYC 301 is a required course for Neuroscience, but not Psychology majors. Cross
listing it with a NEUR prefix would uniquely identify it for the Neuroscience major and minor. It
would also be used when calculating the science GPA for those applying to medical school.
Impact on other units: cross-listed with NEUR. PSYC is primary. Financial impact: none.
```


## Programs and Text

REVISE REQUIREMENTS

```
    Low
impact:
reflects
course
changes
    within
the same
    dept
```

    Low
    impact:
reflects
course
changes
within
the same
dept
Neuroscience Major, BS
Major Requirements
I Neuroscience Core
Complete 15 hours

- BCMB 311-Advanced Cellular Biology
- BCMB 415 - Foundations in Neurobiology
- NEUR 200 - Introductory Neuroanatomy (one offering for 1 hour)
- PSYC 301 NEUR 301 - Foundations of Behavioral Neuroscience
- NEUR 400 - Neuroscience Journal Club (one offering for 1 hour)
- NEUR 499 - Senior Portfolio (one offering for 1 hour)
III. Remaining Hours, Complete 15 hours:
- AUSP 302 - Acoustics and Perception
- AUSP 303 - Introduction to Hearing Science
- AUSP 306 - Anatomy and Physiology of Speech
- ....
- NEUR 482 - Advanced Topics in Neuroscience
- PSYC 300 - Child Development
- PSYG 400 -Advanced Cognitive Psychology*
- .....

Rationale: updating list to include new and revised courses
Impact on other units: none. Financial impact: none
REVISE REQUIREMENTS
Neuroscience Minor
I. Complete:

- BCMB 415 - Foundations in Neurobiology
- NEUR 200 - Introductory Neuroanatomy (one offering for 1 hour)
- PSYC 301 - NEUR 301 - Foundations of Behavioral Neuroscience
II. Select 15 hours:
- AUSP 302 - Acoustics and Perception
- AUSP 303 - Introduction to Hearing Science
- AUSP 306 - Anatomy and Physiology of Speech
- .....
- NEUR 482 - Advanced Topics in Neuroscience
- PSYC 300 - Child Development
- ....

Rationale: updating list to include new and revised courses Impact on other units: none. Financial impact: none

## Department of Religious Studies

## Courses

(REST) Religious Studies

and the written word in different temporal and geographical contexts. Topics may include: pilgrimage and migration, autobiography, theology, hagiography, conversion narratives, Sufi poetry and prose, post-colonial literature and Islam, gender, coming-of-age stories, Islam in the West.

Rationale: Name change in order to better reflect course content. Impact on other academic units: None. Financial impact: None.

## Programs and Text

Low
impact:
reflects
new
courses
and
course
title
change

## REVISE REQUIREMENTS

Religious Studies Major, BA
Major Requirements
II. Select one course from each of the following areas ( 12 hours):
A. Mediterranean and the Middle East

- REST 336 - The Qur'an and the Literatures of Istam-Literatures of Islam
D. Methods and Issues in Religious Studies
- REST 301 - Religion and Nonprofit Leadership
- REST 302 - Anthropology of Religion
- REST 303 - Sociology of Religion
- REST 305-Contemporary Religious Thought and Practice
- REST 309-Religion and the Workplace
- REST 316 - Topics in Religion and Film
- REST 320-Gender, Sexuality, and Religion *
- REST 343 - Religion, Nature, and Ethics

Rationale: adding new courses as options in the major
Impact on other units: none. Financial impact: none

Low impact: reflects new courses and course title change

## REVISE REQUIREMENTS

Religious Studies Major, BA - Honors Concentration
Major Requirements
II. Select one course from each of the following areas (12 hours):
A. Mediterranean and the Middle East

- REST 336 - The Qur'an and the Literatures of Istam-Literatures of Islam
D. Methods and Issues in Religious Studies
- REST 301 - Religion and Nonprofit Leadership
- REST 302 - Anthropology of Religion
- REST 303-Sociology of Religion
- REST 305 - Contemporary Religious Thought and Practice
- REST 309-Religion and the Workplace
- REST 316 - Topics in Religion and Film
- REST 320 - Gender, Sexuality, and Religion *
- REST 343 - Religion, Nature, and Ethics

Rationale: adding new courses as options in the major
Impact on other units: none. Financial impact: none
Low impact: reflects

REVISE REQUIREMENTS
Religious Studies Major, BA - Religion, Race, and Ethnicity Concentration

```
    new
new
```

courses
and
course
title
change
courses and course title change

Major Requirements
II. Select one course from each of the following areas ( 12 hours):
A. Mediterranean and the Middle East

- REST 336 - The Qur'an and the Literatures of Islam-Literatures of Islam
D. Methods and Issues in Religious Studies
- REST 301 - Religion and Nonprofit Leadership
- REST 302 - Anthropology of Religion
- REST 303 - Sociology of Religion
- REST 305 - Contemporary Religious Thought and Practice
- REST 309 - Religion and the Workplace
- REST 316 - Topics in Religion and Film
- REST 320-Gender, Sexuality, and Religion *
- REST 343 - Religion, Nature, and Ethics

Rationale: adding new courses as options in the major
Impact on other units: none. Financial impact: none

Low
impact: reflects new courses and course title change

REVISE REQUIREMENTS

## Religious Studies Major, BA - Religion and Nonprofit Leadership Concentration

II. Select one course from each of the following areas ( 12 hours):
A. Mediterranean and the Middle East

- REST 336 - The Qur'an and the Literatures of Istam-Literatures of Islam
D. Methods and Issues in Religious Studies
- REST 301 - Religion and Nonprofit Leadership
- REST 343 - Religion, Nature, and Ethics
- REST 302 - Anthropology of Religion
- REST 303 - Sociology of Religion
- REST 305-Contemporary Religious Thought and Practice
- REST 309-Religion and the Workplace
- REST 316 - Topics in Religion and Film
- REST 320-Gender, Sexuality, and Religion *

Rationale: adding new courses as options in the major
Impact on other units: none. Financial impact: none
Low
impact: to clarify

Low
impact: adds more options from

## REVISE REQUIREMENTS

## Religion, Race, and Ethnicity minor

The minor consists of 15 hours in the department of Religious Studies. No more than 3 hours may be taken at the 200 level, and the rest must be at the 300 -level or above. Students are encouraged to discuss their program with a faculty member in the department.

Rationale: Revising minor description to specify that students may take one class at the 200 level but must take at least four classes at the 300 level or above.
Impact on other units: none. Financial impact: none
REVISE REQUIREMENTS
Religious Studies Minor - Religion and Nonprofit Leadership
Minor Requirements
within The minor consists of 15 hours in the department of Religious Studies. No more than 3 hours may the dept be taken at the 200 level, and the rest must be at the 300 -level or above. Students are encouraged to discuss their program with a faculty member in the department.

## I. Complete (3 hours):

- REST 300-Method and Theory in Religious Studies *
- REST 301 - Religion and Nonprofit Leadership *
III. Select 6 hours:
any remaining Religious Studies courses
III. Select one course from the following list (3 hours):
- REST 300 - Method and Theory in Religious Studies *
- REST 302 - Anthropology of Religion
- REST 303 - Sociology of Religion
- REST 305-Contemporary Religious Thought and Practice
- REST 316 - Topics in Religion and Film
- REST 343 - Religion, Nature, and Ethics
- REST 320 - Gender, Sexuality, and Religion
IV. Select 3 hours:
- any remaining Religious Studies courses (may include other REST courses in sections II and III).

Rationale: Revising minor requirements to give students more options and flexibility Impact on other units: none. Financial impact: none

## Department of Sociology

## Courses

(GLBS) Global Studies

| Low to mid impact: note that the title is too long to incluce a region name on the transcript; they should shorten the name | +ADD COURSE, REQUEST VARIABLE TITLE, AND CROSS-LIST <br> GLBS 395 Political Economy of Regions and Peoples of the World (3) <br> Transcript Title: Polit Econ of <br> (See SOCI 395) <br> Cross-listed with GLBS 395, SOCI is primary <br> Rationale: Faculty in the political economy (PE) area of Sociology have expertise in various regions and peoples of the world, but our course listings are organized thematically (e.g., SOCI 342 Globalization and Justice; SOCI 344 Political Sociology; SOCI 442 Comparative Poverty and Development; SOCI 446 The Modern World-System; SOCI 460 Capitalism and Racism; SOCI 464 Political Economy of Natural Resources and the Environment). Students in Sociology and also in the interdisciplinary major of Global Studies (administered by Sociology) are interested in and would benefit from courses that are more focused on particular regions and instructed from a sociological and political economy lens. In fact, Global Studies majors are required to take two regional courses. We believe that such regional courses would also complement those that are currently offered in Anthropology, Geography, and Political Science. This course will be offered every 2 semesters and rotate among our faculty. It will be designated with a sub-title indicating the regional focus (e.g. Political Economy of Regions and Peoples of the World: Southeast Asia). Impact on other academic units: Crosslisted with GLBS. SOCI is primary. Complementary to offerings in Anthropology, Geography, and Political Science. Anthro has courses on South Asia; Geography has courses on Asia and Latin America; and Political Science has courses on Africa, Asia, and Latin America. They each offer particular disciplinary perspectives on the regions. We will coordinate with these departments to avoid conflicts and overlap (e.g. too many courses on Asia in 1 semester). Financial Impact: None. |
| :---: | :---: |

## (SOCI) Sociology

Low to
mid
impact:
note that
the title is
too long
to include
a region
name on
the
transcript;
they
should
shorten
the name
+ADD COURSE, REQUEST VARIABLE TITLE, AND CROSS-LIST
SOCI 395 Political Economy of Regions and Peoples of the World (3)
Transcript Title: Polit Econ of
Examines questions of political economy in specific regions of the world. Specific topics in relation to the peoples of the region may include historical and contemporary manifestations of power, conflict, inequality, colonialism, development, postcolonialism, environmental degradation, migration, social movements, and transnationalism.
(Same as GLBS 395)
Repeatability: May be repeated (with different instructors and regions). Maximum 6 hours.
Cross-listed with GLBS 395, SOCI is primary
Rationale: Faculty in the political economy (PE) area of Sociology have expertise in various regions and peoples of the world, but our course listings are organized thematically (e.g., SOCI 342 Globalization and Justice; SOCI 344 Political Sociology; SOCI 442 Comparative Poverty and Development; SOCI 446 The Modern World-System; SOCI 460 Capitalism and Racism; SOCI 464 Political Economy of Natural Resources and the Environment). Students in Sociology and also in the interdisciplinary major of Global Studies (administered by Sociology) are interested in and would benefit from courses that are more focused on particular regions and instructed from a sociological and political economy lens. In fact, Global Studies majors are required to take two regional courses. We believe that such regional courses would also complement those that are currently offered in Anthropology, Geography, and Political Science. This course will be offered every 2 semesters and rotate among our faculty. It will be designated with a sub-title indicating the regional focus (e.g. Political Economy of Regions and Peoples of the World: Southeast Asia). Impact on other academic units: Crosslisted with GLBS. SOCI is primary. Complementary to offerings in Anthropology, Geography, and Political Science. Anthro has courses on South Asia; Geography has courses on Asia and Latin America; and Political Science has courses on Africa, Asia, and Latin America. They each offer particular disciplinary perspectives on the regions. We will coordinate with these departments to avoid conflicts and overlap (e.g. too many courses on Asia in 1 semester). Financial Impact: None.

Repeatability: May be repeated. Maximum 15 hours.
Comment(s): Requires advance approval of hours and topic by program chair. (Same as GLBS 492)

Cross-listed with GLBS 492, SOCI is primary
Rationale: For the last 2 years and into the foreseeable future this course is being taught regularly by faculty in Sociology but with internships tailored to students sociological (for SOC majors and minors) or global interests (for GLBS majors and minors). We don't have staff in GLBS to offer a separate section. By cross-listing, Global Studies students will be able to take the class under the GLBS number. Impact on other academic units: None. Financial impact: None.

## Programs and Text

| Low | REVISE REQUIREMENTS |
| :---: | :--- |
| impact: <br> new <br> courses <br> added | Global Studies Major, BA - Language, Politics and Culture Concentration |
|  | Majorements |

to
options

Low impact: new courses added to options

## Mid

 impact: new courses added to options, others removed including one in another college
## B Global Politics and Economy Courses

- GLBS 395 - Political Economy of Regions and Peoples of the World or - SOCI 395 - Political Economy of Regions and Peoples of the World

Rationale: adding new courses to the showcase
Impact on other units: none. Financial impact: none
REVISE REQUIREMENTS
Global Studies Major, BA - Global Society and Culture Concentration
Major Requirements
B. Select two courses: Global Politics and Economy courses

- GLBS 395 - Political Economy of Regions and Peoples of the World or - SOCI 395 - Political Economy of Regions and Peoples of the World

Rationale: adding new courses to the showcase
Impact on other units: none. Financial impact: none

## REVISE REQUIREMENTS

## Global Studies Minor

Required Courses
Select 2 courses
Concentration I Global Society and Culture

- AFST 421 - Comparative Studies in African and African American Societies
- ANTH 315- The African Diaspora
- ANTH 370 - Gender and Globalization *
- CNST 420 - French Cinema (taught in English)
- CNST 482 - Special Topics in Global Cinema *
- ENGL 331 - Race and Ethnicity in American Literature *
- ENGL 454-20th-Century International Novel
- FREN 410 - Topics in Medieval/Early Modern French Literature (taught in French)
- FREN 415 - Topics in Modern French and Francophone Literature (taught in French) *
- FREN 420 - French Cinema (taught in English) or
- FREN 450 - Special Topics in French and Francophone Literature (taught in French)
- GEOG 336 Political Ecology
- GEOG 341 - Contemporary Urban Spaces *
- GEOG 345 - People and Environment
- GEOG 435-Biogeography
- GEOG 445 - Cities in a World System *
- GEOG 462-Geographies of Race and Racism
- GLBS 492 - Off-Campus Study (and other departments) (with permission of Director)
[Depending on internship, it's appropriate for List A]
- HIST 385 - Studies in World History
- HIST 410 - Infectious Disease: A Global History
- ITAL 314 - Highlights of Italian Civilization, Culture, and Identity (taught in English) *
- MFLL 300 - Global Texts and Cultures (taught in English)
- MFLL 482 - Special Topics in Global Cinema *
- MUCO 290 - Soundscapes: Exploring Music in a Changing World *
- MUCO 380 - Music in World Cultures * (Note: GLBS Majors/minors may take without music prerequisite)
- MUCO 411 - Music of Appalachia *
- MUCO 413 - Music and the African Diaspora *
- MUCO 416 - Global Soundtracks *
- PHIL 441 - Global Justice and Human Rights
- REST 232 - Religion and Society in Global Perspective *
- REST 302-Anthropology of Religion
- REST 305 - Contemporary Religious Thought and Practice
- REST 332 - Introduction to Islam
- REST 355 - Topics in North American Religion
- REST 372-Contemporary Buddhism
- REST 375 - Theravada Buddhism
- REST 380-American Buddhism *
- SPAN 331 - Introduction to Hispanic Culture
- SPAN 333 - Survey of Spanish-American Literature: 1700-Present
- SPAN 346 - Language and Culture of the Hispanic Business World (taught in Spanish)
- SPAN 433 - Gender and Sexuality in Hispanic Literature and Culture (taught in Spanish)


## Concentration II Politics and Economy

- AGNR 480 - How to Feed the World
- ANTH 325 - Migration and Transnationalism
- ANTH 414 - Political Anthropology
- ANTH 415 - Environmental Anthropology *
- ANTH 419 - Anthropology of Human Rights
- ANTH 420 - Disasters
- ANTH 422 - Anthropology of Global Inequality
- ANTH 432 - Anthropology of Warfare, Violence, and Peace
- ANTH 459- Selected Topics in Biological Anthropology Applied Area
- AREC 420 - International Agricultural Trade and Marketing
- ECON 305 - Markets, Ethics, and Capitalism
- ECON 322 - The Global Economy: Trade and Development
- ECON 362 - Environmental and Natural Resource Policy
- ECON 421 - International Economics
- ECON 463 - Environmental Economics
- FWF 420 - International Natural Resource Issues
- GEOG 331 - Natural Hazards *
- GEOG 333 - Climate Change and Human Response
- GEOG 340 - Economic Geography: Core Concepts *
- GEOG 344 -Population Geography
- GEOG 362 Sustainable Development in Appalachia
- GEOG 444 - The Age of Migration
- GEOG 449-Geography of Transportation *
- GEOG 451 - The Global Economy
- GLBS 395 Political Economy of Regions and Peoples of the World: [region name]
- GLBS 491 - Foreign Study (and other departments) (with permission
- of Director)
- GLBS 492 - Off-Campus Study (and other departments) (with permission
- of Director)
- MFLL 482 -Special Topics in Global Cinema *
- MUCO 290 -Soundscapes: Exploring Music in a Changing World *
- PHIL 441 - Global Justice and Human Rights
- POLS 249 - Introduction to Comparative Politics (Note: Major only allows one 200-level class)
- POLS 265 - Introduction to International Relations (Note: Major only allows one 200-level class)
- POLS 350 - Sources of Political Change in the Global South: Coups, Climate, and Conflict
- POLS 461 - Comparative Public Policy: Ideas, Interests, and Institutions *
- POLS 463-Politics and Power in the Middle East
- POLS 470 - International Law
- POLS 471 - International Political Economy
- POLS 474 - International Organization
- RMM 421-Global Retailing and Sourcing *
- SOCI 342 - Globalization and Justice
- SOCI 363 - Food, Agriculture, and Society *
- SOCI 395 - Political Economy of Regions and Peoples of the World
- SOCI 442 - Comparative Poverty and Development
- SOCI 446 - The Modern World System
- SOCI 460 - Capitalism and Racism
- SOCI 461-Immigration Politics and Policies

Rationale: adding new courses to the showcase
Impact on other units: none. Financial impact: none

## Department of Statistics (Arts and Sciences)

## Programs and Text




Rationale: Updating course list with new and revised courses
Impact on other units: none. Financial impact: none

## Department of Theatre

Courses
(THEA) Theatre

```
    Low +ADD CROSS LISTING
impact:
    cross THEA 230 The Black Experience in Theatre Performance (3)
    list (Same as AFST 230)
courses Cross-listed with AFST 230, THEA is primary
```

| in same college | Rationale: The topic of this course would be a great addition to students in Africana Studies. Impact on other academic units: Cross listed with AFST 230. THEA is primary. Financial impact: None. |
| :---: | :---: |
| Low to mid | DROP |
| impact: course | THEA 242 Fundamentals of Costume Design and Technology (3) |
| being | Rationale: This course is being replaced by THEA 245 |
| and replaced | Impact on other units: none. Flnancial impact: none |
| Low to mid | ADD |
| impact: add | THEA 245 Introduction to Design and Production: Costumes and Scenery (3) Transcript Title: Intro Design: Costumes/Scenery |
| course: | Overview of theatrical design, technology, and the design process. Hands-on and lab-intensive with required participation on a Clarence Brown Theatre production run crew. |

Course equivalency table

| Old course | New course |
| :---: | :---: |
| THEA 242 | THEA 245 |

Rationale: To be in-line with NAST theatre programs, and to have a more inclusive BA curriculum, We are consolidating 3 introductory design/technology courses into 2 overview courses which includes all design elements of theatre practice. Currently, students choose 2 of 3 design areas, meaning they can possibly graduate without ever learning about some design elements/fields. Impact on other units: none. Financial impact: none

Low to mid
impact: drop
course

Low to
mid
impact: drop course

Low to mid
impact: add course

DROP
THEA 252 Fundamentals of Scene Design and Technology (3)
Rationale: This course is being partially replaced by THEA 245
Impact on other units: none. Financial impact: None.
DROP
THEA 262 Fundamentals of Lighting Design and Technology (3)
Rationale: This course is being replaced by THEA 265
Impact on other units: none. Financial impact: none

ADD
THEA 265 Introduction to Design and Production: Lighting, Sound, and Media (3)
Transcript Title: Intro Design Light/Sound/Media
Overview of theatrical design, technology, and the design process. Hands-on and lab-intensive with required participation on a Clarence Brown Theatre production run crew.

Rationale: To be in-line with NAST theatre programs, and to have a more inclusive BA curriculum, we are consolidating 3 introductory design/technology courses into 2 overview courses which includes all design elements of theatre practice. Currently, students choose 2 of 3 design areas, meaning they can possibly graduate without ever learning about some design elements/fields. Impact on other units: none. Financial impact: none

Course equivalency table

| Old course | New course |
| :---: | :---: |
| THEA 262 | THEA 265 |

## Low impact: reflects drop/add courses

Low impact: affects students in this dept

Low impact: reflects drop/add courses

## Low

 impact: affects students in this deptLow impact: affects students in this dept

Low impact: affects

## REVISE (RE) PREREQUISITE(S)

## THEA 330 Stage Management (3)

(RE) Prerequisite(s): THEA 245 or THEA 265 or Instructor Permission.
Formerly: (RE) Prerequisite(s): THEA 252 and THEA 242 or THEA 262*
Rationale: The dropped prerequisite courses are being replaced by the equivalent added courses. Impact on other units: none. Financial impact: none.

ADD (RE) PREREQUISITE(S)
THEA 340 Costume Design I (3)
(RE) Prerequisite(s): THEA 245 or Instructor Permission.
Formerly: None
Rationale: The dropped prerequisite courses are being replaced by the equivalent added courses. Impact on other units: none. Financial impact: none.

REVISE (RE) PREREQUISITE(S)

## THEA 345 Costume Construction (3)

(RE) Prerequisite(s): THEA 245 or Instructor Permission.
Formerly: (RE) Prerequisite(s): THEA 242.
Rationale: The dropped prerequisite courses are being replaced by the equivalent added courses. Impact on other units: none. Financial impact: none.

ADD (RE) PREREQUISITE(S)
THEA 355 Scenic Design I (3)
(RE) Prerequisite(s): THEA 245 or Instructor Permission. Formerly: None

Rationale: The dropped prerequisite courses are being replaced by the equivalent added courses. Impact on other units: none. Financial impact: none.

ADD (RE) PREREQUISITE(S)
THEA 362 Lighting Design I (3)
(RE) Prerequisite(s): THEA 265 or Instructor Permission.
Formerly: None
Rationale: The dropped prerequisite courses are being replaced by the equivalent added courses. Impact on other units: none. Financial impact: none

REVISE TITLE, ADD (RE) PREREQUISITE(S)
THEA 373 Sound Design 1 (3)

## students in this dept

Low impact: affects students in this dept

Low impact: previously
taught topics course is being given its own number

Low impact: affects students in this dept
(RE) Prerequisite(s): THEA 265 or Instructor Permission. Formerly: THEA 373 Introduction to sound design (RE) Prerequisite(s) None

Rationale: To have consistency across all upper division design courses.
Impact on other units: none. Financial impact: none
ADD (RE) PREREQUISITE(S)
THEA 446 Costume Patterning (3)
(RE) Prerequisite(s): THEA 245 or Instructor Permission. Formerly: None

Rationale: The dropped prerequisite courses are being replaced by the equivalent added courses.
Impact on other units: none. Financial impact: none

## ADD COURSE

THEA 455 Scene Painting (3)
Techniques in painting theatrical backdrops, scenery units, and floor treatments.
Rationale: This course is regularly taught, every other year, as a special topics course.
Impact on other units: none. Financial impact: none

ADD (RE) PREREQUISITE(S)
THEA 475 Projection and Media Design
(RE) Prerequisite(s): THEA 265 or Instructor Permission.
Formerly: None
Rationale: To have consistency across all upper division design courses.
Impact on other units: none. Financial impact: none

## Programs and Text

| Low <br> impact: <br> reflect <br> changes <br> to <br> to <br> courses | REVISE REQUIREMENTS |
| :---: | :--- |
|  | Major Requirements <br> Complete: |

- THEA 210 - Basic Acting Techniques for Majors or THEA 220 - Introduction to Acting
- THEA 221 - Beginning Scene Study *
- THEA 245 - Introduction to Design and Production: Costumes and Scenery
- THEA 265 - Introduction to Design and Production: Lighting, Sound, and Media
- THEA 300 - Play Analysis *
- THEA 320 - Advanced Acting I
- THEA 411 - Theatre History I
- THEA 412 - Theatre History II
- THEA 430 - Directing for the Stage *
- THEA 490 - Professional Practices

Select two courses

- THEA 242 - Fundamentals of Costume Design and Technology
- THEA 252 - Fundamentals of Scene Design and Technology
- THEA 262 - Fundamentals of Lighting Design and Technology

Theatre Major, BA (uTrack Requirements)

## Term 2

| ENGL 102* ${ }^{*}$ (or equivalent) | 3 |
| :--- | :--- |
| Foreign Language (intermediate level)* $^{*}$ | 3 |
| Quantitative Reasoning Elective $^{*}$ | 3 |
| THEA 210 or THEA 220 | 3 |
| THEA 245 or THEA 265 THEA 242, THEA | 3 |
| 252, or THEA 262* |  |
| Term 3 |  |


| Term 3 |  |
| :--- | :--- |
| Foreign Language or Elective | 3 |
| Natural Sciences Lab* | 4 |
| Engaged Inquiries Elective* | 3 |
| One additional course from THEA 245 or <br> THEA 265 THEA 242, THEA 252, or THEA | 3 |
| 262* |  | | One course from: ENGL 206*, ENGL 248*, |
| :--- |
| or ENGL 252* (Arts \& Humanities Elective <br> Lit/Phil/Rel Thought) |

Rationale: Switching from 3 courses to 2 courses that cover the same information for all major concentrations
Impact on other units: none. Financial impact: none
Low impact: reflect changes to courses

## REVISE REQUIREMENTS

## Theatre Major, BA Acting Concentration

Major Requirements
Complete:

- THEA 210 - Basic Acting Techniques for Majors or THEA 220 - Introduction to Acting
- THEA 221 - Beginning Scene Study *
- THEA 245 - Introduction to Design and Production: Costumes and Scenery
- THEA 265 - Introduction to Design and Production: Lighting, Sound, and Media
- THEA 300 - Play Analysis *
- THEA 320 - Advanced Acting I
- THEA 411 - Theatre History I
- THEA 412 - Theatre History II
- THEA 430 - Directing for the Stage *
- THEA 490 - Professional Practices

Select two courses

- THEA 242 - Fundamentals of Costume Design and Technology
- THEA 252 - Fundamentals of Scone Design and Tochnology
- THEA 262 - Fundamentals of Lighting Design and Technology
uTrack Requirements: Theatre Major, BA Acting Concentration Term 2

| ENGL 102* (or equivalent) | 3 | ENGL 101* |
| :--- | :--- | :--- |
| Foreign Language (intermediate level)* | 3 | THEA 100* or THEA 107* |
| Quantitative Reasoning Elective* | 3 |  |
| Social Sciences Elective | 3 |  |


uTrack Requirements: Theatre Major, BA Design and Technology Concentration Term 2

| ENGL 102* (or equivalent) | 3 | ENGL 101* |
| :--- | :--- | :--- |
| Foreign Language (intermediate level)* | 3 | THEA 100* or THEA 107* |
| Quantitative Reasoning Elective* $^{*}$ | 3 |  |
| THEA 210 or THEA 220 | 3 |  |
| THEA 245 or THEA 265 THEA 242, THEA | 3 |  |
| 252, or THEA 262* |  |  |
| Term 3 | 3 | THEA 210 or THEA 220 |
| Foreign Language or Elective | 4 |  |
| Natural Sciences Lab* | 3 |  |
| Non-U.S. History* |  |  |

```
One additional course from THEA 245 or
THEA 265 THEA 242, THEA 252, or THEA
262*
```

Rationale: Switching from 3 courses to 2 courses that cover the same information for all major concentrations.
Impact on other units: none. Financial impact: none

## Haslam College of Business

## Interdepartmental <br> (BUAD) Business Administration <br> Courses



## Department of Accounting and Information Management <br> (ACCT) Accounting <br> Courses

## Low <br> impact:

 affectsthose in
this college only

Low impact: affects those in

## REVISE COMMENT

## ACCT 200 Foundations of Accounting

Comment: Accounting and Finance majors and collaterals must take ACCT 203 or equivalent. Formerly: Accounting majors and collaterals must take ACCT 203 or equivalent.

Rationale: Reflects what is already required for Finance majors and collaterals; just underscores this to students. Impact on other units: None. Financial impact: None.

## REVISE COMMENT

## ACCT 203 Introduction to Financial Accounting

| this college only | Comment: Accounting and Finance majors and collaterals must take ACCT 203 or equivalent. Formerly: Accounting majors and collaterals must take ACCT 203 or equivalent. <br> Rationale: Reflects what is already required for Finance majors and collaterals; just underscores this to students. Impact on other units: None. Financial impact: None. |
| :---: | :---: |
| Low impact: new course should only affect those in this dept. | ADD COURSE |
|  | ACCT 412 Principles of Internal Auditing and Forensic Accounting (3) Transcript Title: Prin Internal Audit \& Forensic |
|  | This course introduces students to careers in internal auditing and forensic accounting. Students will learn how to apply relevant professional standards to specific cases. The course will focus on how internal auditors can help organizations improve efficiency and effectiveness of their |
|  | operations and compliance-related activities, as well as how forensic accountants can help organizations prevent and timely detect fraud. No prior accounting knowledge is needed and enrollment is encouraged across a diverse set of majors and professional interests. Comment: Consent of instructor |
|  | Classification Restriction: Junior standing. |
|  | Rationale: To provide students alternatives with regard to audit content. Students will be able to take traditional auditing (ACCT 411) if their career path is public accounting but this alternative expands their options if they want careers in internal audit/forensic accounting. Impact on other units: None. Financial impact: None expected; current faculty already of staff are qualified to teach this course. No new hire is needed to staff this course. |

## Programs and Text

| Low to mid impact: adds | REVISE REQUIREMENTS <br> Accounting Major, BS in Business Administration - Collateral Option Term 7 |  |  |
| :---: | :---: | :---: | :---: |
| new | ACCT 411 or ACCT 412 | 3 | ACCT 414 |
| course, | Collateral | 3 | INMT 341 |
| new | ${ }^{5}$ Unrestricted Elective | 3 |  |
| collateral | BULW 301 | 2 |  |
|  | ${ }^{7}$ BUAD 453* | 4 |  |
|  | Term 8 |  |  |
|  | BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252* | 3 | No milestones |
|  | Collateral | 3 |  |
|  | ${ }^{8}$ BUAD 405 | 1 |  |
|  | 5,6Unrestricted Electives | 7 |  |
|  | TOTAL | 120 |  |

Accounting Collateral Options
BUSINESS ANALYTICS - BAS 320, BAS 474, INMT 342.
FINANCE - FINC 420, FINC 425, FINC 450.
INFORMATION MANAGEMENT - INMT 342, and two of the following: INMT 441, INMT 442, INMT 443, INMT 499.

INTERNATIONAL BUSINESS - Nine hours from: IB 407, IB 409, IB 429, IB 439, IB 449, IB
492, IB 499, BUAD 400* or MGT 472; and IB 489.
REAL ESTATE - FINC 381, FINC 481, FINC 482.
Rationale: Reflects new ACCT 412 course. Addition of Real Estate collateral provides interested Accounting majors with the opportunity to specialize in a growing field. Impact on other units: The Finance department is creating a similar collateral for their majors and suggested other interested departments do the same. Finance is working to accommodate any and all additional demand for the courses listed above. Financial impact: Could potentially reduce some demand for the Finance collateral courses and move it to the Real estate courses.

| Low impact: adds new course | REVISE REQUIREMENTS <br> Accounting Major, BS in Business Engineering Program | at | - Heath Integrated Business and |
| :---: | :---: | :---: | :---: |
| and one | Term 6 |  |  |
| existing | ACCT 414 | 3 | 2.5 cumulative GPA |
| as | EF 303 | 3 | ACCT 311 |
| options | FINC 301 | 3 | BUAD 331, BUAD 332 |
|  | ${ }^{5}$ Unrestricted Electives | 2 |  |
|  | ACCT 431 or ACCT 411 or ACCT 412 | 3 |  |

Rationale:Reflects new ACCT 412 course. Impact on other units: None. Financial impact: Minimal; very few students in this concentration.

Low impact: adds new course and one existing course as options

REVISE REQUIREMENTS
Accounting Major, BS in Business Administration - International Business Concentration
Term 6

| ACCT 414 | 3 | 2.5 cumulative GPA |
| :--- | :--- | :--- |
| 7 International Business coursework | 3 | ACCT 311 |
| FINC 301 | 3 | BUAD 331, BUAD 332 |
| 6 Unrestricted Elective | 2 |  |
| ACCT 431 or ACCT 411 or ACCT 412 | 3 |  |

Rationale:Reflects new ACCT 412 course. Impact on other units: None. Financial impact: Minimal; very few students in this concentration.
(BULW) Business Law
Low
impact:
adds
special
topic
course
similar
to
others

## ADD COURSE, REQUEST VARIABLE TITLE

BULW 499 Special Topics in Business Law (1-3)
Seminar designed to study new and innovative areas of interest in business law.
Repeatability: May be repeated. Maximum 9 hours.
Registration Permission: Consent of Instructor.
Registration Restriction: Majors in the Haslam College of Business.
Rationale: We need the flexibility in our undergraduate curriculum to present new and relevant content as it becomes important in the business law field and can serve to help meet CPA
across campus
requirements. Additionally, a special topics course at the undergraduate level would enable us to meet business law credit hour and curricular requirements for CPA licensure in various states. Feedback from licensure analysis finds that we need a special topics course at the undergraduate level that would enable us to present emerging, and relevant content to meet business law credit hour and curricular requirements for CPA licensure in various states (e.g., Florida, Louisiana). This course would facilitate delivery of specific requests for additional undergraduate-level business law content. Impact on other units: None. Financial impact: Current faculty already on staff are qualified to teach this course. No new hire is needed to staff this course.

Department of Business Analytics and Statistics
(BAS) Business Analytics and Statistics
Courses

## Low to

mid impact:
to
ensure students required to take
the course can register

## ADD REGISTRATION RESTRICTION

BAS 479 Capstone for Business Analytics (3)
(RE) Registration Restriction(s): Business Analytics majors only, or consent of instructor
Rationale: Resources for teaching BAS 479 (our undergraduate capstone course) are limited, and there have been issues in the past with having enough seats for Business Analytics majors that must have this course for graduation. This change will give first priority to Business Analytics majors for this course. If non-BA majors want to take this course, they can be allowed in if seats are available after all BA majors have had a chance to register. Impact on other units: Should be minimal, if any. Course is being removed as an option from Marketing - Business Analytics concentration. Financial impact: Should help ensure that seats in course are available to $B A$ majors first, helping to reduce need for additional sections of course.

## Programs and Text

|  | REVISE REQUIREMENTS <br> Business Analytics Major, BS in Business Administration - Collateral Option |  |  |
| :---: | :---: | :---: | :---: |
|  | $8,{ }^{10}$ ACCT 200 or ACCT 203 or ACCT 208 | 3 | 2.5 cumulative GPA |
| term, | ECON 211* or ECON 217* | 3 |  |
| adds course | ${ }^{3}$ Arts and Humanitios Elective* ${ }^{8}$ STAT 201* or STAT 207* | 3 |  |
| options | ENGL 255*, ENGL 257*, or ENGL 295* | 3 |  |
|  | ${ }^{12}$ Expanded Perspectives Elective* | 3 |  |
|  | Term 4 |  |  |
|  | ${ }^{3}$ Global Citizenship - US 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. |
|  | INMT 242* | 3 |  |
|  | ${ }^{8}$ ECON 213* or ECON 218* | 3 |  |


| ${ }^{8}$ STAT $201^{*}$ or STAT $207^{*}$ 3 Arts and Humanities Elective* | 3 |  |
| :---: | :---: | :---: |
| ${ }^{5}$ Unrestricted Elective | 3 |  |
| ${ }^{9}$ BUAD 200 | 1 |  |
| Term 6 |  |  |
| ${ }^{6,7}$ Business Analytics Elective BAS 474 | 3 | 2.5 cumulative GPA |
| Collateral | 3 | BAS 320 |
| INMT 342 | 3 |  |
| ${ }^{5}$ Unrestricted Elective | 1 |  |
| BUAD 453* | 4 |  |
| Term 7 |  |  |
| BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252* | 3 |  |
| BULW 301 | 2 |  |
| BAS 474 BAS 479 | 3 |  |
| ${ }^{5}$ Unrestricted Electives | 6 |  |
| Term 8 |  |  |
| ${ }^{6,7}$ Business Analytics Elective | 3 | No milestones |
| Collateral | 6 |  |
| BAS 479 Business Analytics Elective | 3 |  |
| ${ }^{5}$ Unrestricted Elective | 3 |  |
| ${ }^{9}$ BUAD 405 | 1 |  |
| TOTAL | 120 |  |

## NOTE: THE FOLLOWING NOTES APPLY TO ALL CONCENTRATIONS UNDER THIS MAJOR:

Move of STAT 201
Rationale: Based on feedback from our corporate partners, we wish to prepare students for a meaningful internship in Business Analytics in the summer between their sophomore and junior years. Although we will not propose moving the first required course for the Business Analytics major (BAS 320, which has a STAT 201 or STAT 207 prerequisite) from Term 5 to Term 4 in the catalog, we have already been in conversation with the academic advisors of the Haslam College of Business and asked them to advise our more highly motivated Business Analytics majors to take courses in their major as early as possible. By "hard coding" STAT 201 or STAT 207 as being taken in Term 3, it increases the chances of our majors taking BAS 320 at the end of their sophomore year rather than the beginning of their junior year, as currently listed in the showcases. Having both STAT 201 or STAT 207 and BAS 320 prior to the summer between their sophomore and junior year will make such students attractive as potential Business Analytics interns to our corporate partners (and all other potential employers). Impact on other units: None expected. Financial impact: None expected.

## Move of BAS 474:

Rationale: Based on feedback from our corporate partners, we wish to prepare students for a more meaningful internship in Business Analytics in the summer between their junior and senior years. Moving BAS 474 into Term 6 will equip rising seniors with critical Business Analytic skills they can apply during their internship that they now obtain in the first semester of their senior year (Term 7). This change will make our rising seniors more attractive as potential Business Analytics interns to our corporate partners (and all other potential employers). Impact on other units: None. Financial impact: None.
Move of BAS 479: Since BAS 474 is currently listed in Term 7, and is a prerequisite to BAS 479,
listed in Term 8, we are sending a strong message that BAS 479 should only be taken in a
student's final semester. There are advantages from a student perspective to completing BAS 479
in Term 7. As they interview for full time employment as a senior, they would be more attractive to
potential employers if they could describe the skills they acquired in BAS 479. The other
motivation for this change is an administrative one. With the majority of our students graduating in
Spring semesters, we have very uneven demand for BAS 479 between the Fall and Spring
semesters. This is problematic from a staffing perspective in two regards. First, there are limited
faculty qualified to teach BAS 479, and finding enough instructors for this course in Spring
semesters has been problematic. Secondly, this course now involves paid "coaches" that help
students improve their written and oral presentation skills regarding the results of an Analytical
analysis (the funds to pay these coaches was made possible by a donation from the founders of
Jewelry Television). The uneven demand for BAS 479 between Fall and Spring semesters is
making it difficult to find enough coaches in the Spring, only to have to inform some of these
coaches they are not needed in the Fall. Through this showcase change, along with the help of
well coordinated academic advising, we hope to "even out" the demand for BAS 479 between the
Fall and Spring semesters. Impact on other units: None. Financial impact: None.

|  | INMT 342 | 3 |  |
| :---: | :---: | :---: | :---: |
|  | EF 303 | 3 |  |
|  | Term 7 |  |  |
|  | EF 437* | 3 | No milestones |
|  | BAS 474-BAS 479 | 3 |  |
|  | ${ }^{5}$ Unrestricted Electives | 5 |  |
|  | BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252* | 3 |  |
|  | Term 8 |  |  |
|  | EF 438* | 3 | No milestones |
|  | BAS $479{ }^{\text {8 }}$ Business Analytics Elective | 3 |  |
|  | ${ }^{5}$ Unrestricted Electives | 5 |  |
|  | ${ }^{7}$ Expanded Perspectives Elective* | 3 |  |
|  | BUAD 405 | 1 |  |
|  | TOTAL | 120 |  |
|  | ${ }^{8}$ Select one course from the following: BA 471, BAS 475 , or BAS 476 |  | 340, BAS 370S, BAS 454, BAS 464, BAS |
| Low | REVISE REQUIREMENTS |  |  |
| moves courses | Business Analytics Major, BS in Busin Concentration |  | stration - Information Management |
|  | Term 3 |  |  |
| different | ACCT 200 or ACCT 203 or ACCT 208 | 3 | 2.5 cumulative GPA |
| adds course | ${ }^{3}$ Arts and Humanities Elective* STAT 201* or STAT 207* | 3 |  |
| options | ECON 211* or ECON 217* | 3 |  |
|  | ENGL 255*, ENGL 257*, or ENGL 295* | 3 |  |
|  | ${ }^{7}$ Expanded Perspectives Elective* | 3 |  |
|  | Term 4 |  |  |
|  | ${ }^{3}$ Global Citizenship - US Elective* |  | 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 |
|  | INMT 242* | 3 |  |
|  | ECON 213* or ECON 218* | 3 |  |
|  | STAT 201* or STAT $207^{*}{ }^{3}$ Arts and Humanities Elective* | 3 |  |
|  | ${ }^{5}$ Unrestricted Elective | 2 |  |
|  | BUAD 200 | 1 |  |
|  | Term 5 |  |  |
|  | BUAD 331 | 2 | INMT 242* |
|  | BUAD 332 | 2 |  |


|  | BUAD 341 BAS 320 | 23 |  |
| :---: | :---: | :---: | :---: |
|  | BUAD 342* | 2 |  |
|  | FINC 301 | 3 |  |
|  | INMT 341 | 3 |  |
|  | BUAD 300* | 1 |  |
|  | Term 6 |  |  |
|  | BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252* | 3 | 2.5 cumulative GPA |
|  | INMT 342 | 3 | BUAD 331, BUAD 332 |
|  | BAS 320 BUAD 341 | 32 | INMT 341 |
|  | ${ }^{5}$ Unrestricted Elective | 3 | BAS 320 |
|  | BUAD -453*BAS 474 | 43 |  |
|  | Term 7 |  |  |
|  | BULW 301 | 2 | No milestones |
|  | BAS 310 or BAS 340 or BAS 454 or BAS 370 or BAS 464 or BAS 471 or BAS 475 or BAS 476 . BAS 479 | 3 |  |
|  | Any 400-level INMT course | 3 |  |
|  | BAS 474-BUAD 453 | 34 |  |
|  | ${ }^{5}$ Unrestricted Elective | 2 |  |
|  | Term 8 |  |  |
|  | Two 400-level INMT courses | 6 | No milestones |
|  | BAS $479{ }^{8}$ Business Analytics Elective | 3 |  |
|  | ${ }^{5}$ Unrestricted Electives | 5 |  |
|  | BUAD 405 | 1 |  |
|  | TOTAL | 120 |  |
|  | ${ }^{8}$ Select one course from the following: BA 471 , BAS 475 , or BAS 476 | , BA | 340, BAS 370S, BAS 454, BAS 464, BAS |
| Low | REVISE REQUIREMENTS |  |  |
| moves courses | Business Analytics Major, BS in Busin Concentration | Admi | stration - International Business |
| different | Term 3 |  |  |
| term, | ${ }^{5}$ ACCT 200 or ACCT 203 or ACCT 208 | 3 | 2.5 cumulative GPA |
| course options | ${ }^{3}$ Arts and Humanities Elective* ${ }^{5}$ STAT 201* or STAT 207* | 3 |  |
|  | ECON 211* or ECON 217* | 3 |  |
|  | ENGL 255*, ENGL 257*, or ENGL 295* | 3 |  |
|  | ${ }^{10}$ Expanded Perspectives Elective* | 3 |  |
|  | Term 4 |  |  |
|  | ${ }^{3}$ Global Citizenship - US 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. |
| :---: | :---: | :---: | :---: |
|  | INMT 242* | 3 |  |
|  | ECON 213* or ECON 218* | 3 |  |
|  | ${ }^{5}$ STAT $201^{*}$ or STAT $207^{*}{ }^{3}$ Arts and Humanities Elective* | 3 |  |
|  | ${ }^{6}$ Unrestricted Elective | 2 |  |
|  | ${ }^{8}$ BUAD 200 | 1 |  |
|  | Term 6 |  |  |
|  | BUAD 453* | 4 | 2.5 cumulative GPA |
|  | BULW 301 | 2 | BUAD 331, BUAD 332 |
|  | BAS 310 or BAS 340 or BAS 370 S or BAS 454 or BAS 464 or BAS 471 or BAS 475 or BAS 476-BAS 474 | 3 | BAS 320 |
|  | INMT 342 | 3 |  |
|  | ${ }^{6}$ Unrestricted Elective | 3 |  |
|  | Term 7 |  |  |
|  | ${ }^{7}$ International Business coursework | 6 | No milestones |
|  | BAS 474-BAS 479 | 3 |  |
|  | ${ }^{6}$ Unrestricted Elective | 2 |  |
|  | BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252* | 3 |  |
|  | Term 8 |  |  |
|  | 7 International Business coursework | 6 | No milestones |
|  | BAS $479{ }^{8}$ Business Analytics Elective | 3 |  |
|  | ${ }^{6}$ Unrestricted Electives | 5 |  |
|  | ${ }^{8}$ BUAD 405 | 1 |  |
|  | TOTAL | 120 |  |
|  | ${ }^{8}$ Select one course from the following: BAS 471, BAS 475, or BAS 476 |  | 340, BAS 370S, BAS 454, BAS 464, BAS |
| Low impact: moves | REVISE REQUIREMENTS Business Analytics Major, BS in Business | Admin | istration - Marketing Concentration |
| courses | Term 3 |  |  |
| to | ACCT 200 or ACCT 203 or ACCT 208 | 3 | 2.5 cumulative GPA |
| term, adds | ${ }^{3}$ Arts and Humanities Elective* STAT 201* or STAT 207* | 3 |  |
| course | ECON 211* or ECON 217* | 3 |  |
| options | ENGL 255*, ENGL 257*, or ENGL 295* | 3 |  |
|  | ${ }^{7}$ Expanded Perspectives Elective* | 3 |  |
|  | Term 4 |  |  |
|  | ${ }^{3}$ Global Citizenship - US 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. |
| :---: | :---: | :---: | :---: |
|  | INMT 242* | 3 |  |
|  | ECON 213* or ECON 218* | 3 |  |
|  | STAT 201* or STAT 207* ${ }^{3}$ Arts and Humanities Elective | 3 |  |
|  | ${ }^{5}$ Unrestricted Elective | 2 |  |
|  | BUAD 200 | 1 |  |
|  | Term 6 |  |  |
|  | BUAD 453* | 4 | 2.5 cumulative GPA |
|  | MARK 350 | 3 | BUAD 331, BUAD 332 |
|  | BULW 301 | 2 | BAS 320 |
|  | INMT 342 | 3 |  |
|  | 5 Unrestricted Elective-BAS 474 | 3 |  |
|  | Term 7 |  |  |
|  | Two of MARK 450 or MARK 462 or MARK 464 or MARK 465 or MARK 466 or MARK 469 or MARK 475 or MARK 485 | 6 | No milestones |
|  | BAS 474-BAS 479 | 3 |  |
|  | ${ }^{5}$ Unrestricted Elective | 2 |  |
|  | BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252* | 3 |  |
|  | Term 8 |  |  |
|  | MARK 450 or MARK 462 or MARK 464 or MARK 465 or MARK 466 or MARK 469 or MARK 470 or MARK 471 or MARK 475 or MARK 485 | 3 | No milestones |
|  | BAS 310 or BAS 340 or BAS 370 S or BAS 454 or BAS 464 or BAS 471 or BAS 475 or BAS 476 ${ }^{8}$ Business Analytics Elective | 3 |  |
|  | BAS 479 Unrestricted Elective | 3 |  |
|  | ${ }^{5}$ Unrestricted Electives | 5 |  |
|  | BUAD 405 | 1 |  |
|  | TOTAL | 120 |  |
|  | ${ }^{8}$ Select one course from the following: BAS 471, BAS 475, or BAS 476 |  | 340, BAS 370S, BAS 454, BAS 464, BAS |
| Low | REVISE REQUIREMENTS |  |  |
| impact: moves courses to | Business Analytics Major, BS in Busines Concentration | Admin | stration - Supply Chain Management |
| different | Term 3 |  |  |
|  | ACCT 200 or ACCT 203 or ACCT 208 | 3 | 2.5 cumulative GPA |


| course options | ${ }^{3}$ Arts and Humanities Elective* STAT 201* or STAT 207* | 3 |  |
| :---: | :---: | :---: | :---: |
|  | ECON 211* or ECON 217* | 3 |  |
|  | ENGL 255*, ENGL 257*, or ENGL 295* | 3 |  |
|  | ${ }^{7}$ Expanded Perspectives Elective* | 3 |  |
|  | Term 4 |  |  |
|  | ${ }^{3}$ Global Citizenship - US* | 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. |
|  | INMT 242* | 3 |  |
|  | ECON 213* or ECON 218* | 3 |  |
|  | STAT 201* or STAT 207* ${ }^{3}$ Arts and Humanities Elective* | 3 |  |
|  | ${ }^{5}$ Unrestricted Elective | 2 |  |
|  | BUAD 200 | 1 |  |
|  | Term 6 |  |  |
|  | SCM 309 | 3 | 2.5 cumulative GPA |
|  | BAS 340 or BAS 370 S or BAS 454 or BAS 464 or BAS 471 or BAS 475 or BAS 476 BAS 474 | 3 | BAS 320 |
|  | INMT 342 | 3 |  |
|  | ${ }^{5}$ Unrestricted Elective | 3 |  |
|  | BUAD 453* | 4 |  |
|  | Term 7 |  |  |
|  | BAS 474 BAS 479 | 3 | No milestones |
|  | ${ }^{5}$ Unrestricted Elective | 2 |  |
|  | BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252* | 3 |  |
|  | Two of SCM 413, SCM 414, and SCM 421 | 6 |  |
|  | Term 8 |  |  |
|  | SCM 460 | 3 | No milestones |
|  | BULW 301 | 2 |  |
|  | BAS 479 Business Analytics Elective | 3 |  |
|  | ${ }^{5}$ Unrestricted Electives | 5 |  |
|  | BUAD 405 | 1 |  |
|  | TOTAL | 120 |  |

${ }^{8}$ Select one course from the following: BAS 340, BAS 370S, BAS 454, BAS 464, BAS 471, BAS 475 , or BAS 476

## (STAT) Statistics

Low to mid impact: revision matches university standards for credit hours

## REMOVE CONTACT HOUR DISTRIBUTION

STAT 207 Honors: Introduction to Statistics (3)
Gontact Hour Distribution: Two 75-minute lectures and one 50-minute lab per week.
Rationale: Prior to Spring 2022, it was brought to our attention that STAT 207 was a three credit hour class, yet it had 150 minutes per week of lecture and 50 minutes per week of lab. That's a total of 200 minutes contact per week, and therefore this course could have been a four credit hour course. Although having a three credit hour credit course with 200 minutes of contact per week is allowed, we were asked to eliminate the lab portion, to make the contact hours and credit hours the same as the non-honors version of this course (namely STAT 201 - Introduction to Statistics). Although we did in fact implement this change beginning in Spring 2022, we failed to update the text in the course description of STAT 207 to reflect this change. The proposed changes simply reflect the current state of STAT 207. Impact on other units: None. Financial Impact: None.

## Department of Finance <br> (FINC) Finance <br> Courses

Low to mid
impact:
course
option
to build skills
needed in the
industry

## ADD COURSE

## FINC 311 Quantitative Tools for Finance (1)

Students will use Microsoft Excel and other relevant technologies to work real-world problems in finance. The course will serve as a bridge between FINC 306 and upper-level Finance offerings. (RE)Corequisite(s): FINC 306

Rationale: Students in all upper-level courses need more experience using Excel (and potentially other technologies) to solve finance problems. We do not have enough time in FINC 306 or in the upper level courses to provide adequate coverage. Impact on other units: None known. Financial impact: This proposal creates the course as a 1-hour elective course for Finance majors (as opposed to a requirement); therefore, we don't anticipate a huge immediate student demand. We also plan to deliver the course with short, online modules that the students will digest asynchronously and use PhD students for the vast majority of student interaction. Course administration will fall under the duties of the instructor assigned to FINC 306. Therefore, we expect minimal financial impact.

## Low to

 midimpact: credit hour change should only
impact this college

## REVISE COURSE TITLE AND CREDIT HOURS

## FINC 496 Bloomberg Applications (1)

Formerly: 496 Bloomberg Advanced (2)
Rationale: We created the course in 2021 to be a 2-hour course. However, the limited number of Bloomberg terminals in the Masters Investment Learning Center has proven to be a binding constraint. Reducing the credit hours of this course still facilitates application-based learning for students and better accommodates the other demands for space in the MILC. Impact on other units: None. Financial impact: Minimal impact expected; although tuition return from this course will decrease with reduction in credit hours, students will still need to make up that credit hour for their Finance major electives. In the interim, they can do that by taking the new 1-hour FINC 311 course. Hopefully, this should offset any lost revenue.

## Programs and Text

Low impact: add new course as an option

## Low to

 mid impact: respond to market demands toprepare grads to work in real estate

## REVISE REQUIREMENTS

## Finance Major, BS in Business Administration - Business Analytics Concentration

```
\({ }^{6}\) Finance electives chosen from FINC 311, FINC 381, FINC 402, FINC 435, FINC 440, FINC 445, FINC 475, FINC 481, FINC 482, FINC 493, FINC 494, FINC 495, FINC 496; IB 449.
Rationale: Reflects new FINC 311 course. Impact on other units: None. Financial impact: See discussion in FINC 311 course proposal above; financial impact expected to be minimal.
REVISE REQUIREMENTS
Finance Major, BS in Business Administration - Collateral Option
Finance Collateral Options
ENTREPRENEURSHIP - ENT 350, ENT 375, ENT 451, and one of ENT 410S, ENT 415, ENT 425, ENT 460, ENT 462, ENT 464, ENT 470, ENT 480, or ENT 485.
REAL ESTATE - FINC 381, FINC 481, FINC 482.
\({ }^{6}\) Finance electives chosen from FINC 311, FINC 381, FINC 402, FINC 435, FINC 440, FINC 445, FINC 475, FINC 481, FINC 482, FINC 493, FINC 494, FINC 495, FINC 496; IB 449.
Rationale: Department Advisory Council members and regional industry representatives have encouraged us to create more formal and informal real estate opportunities for our students. Finance majors can currently take all three of the courses above as their Finance electives, but that leaves no room for other Finance courses. That is sufficient for some students desiring real estate careers but not for many others who also wish to take classes such as the Torch Funds and Bloomberg. Impact on other units: None immediately. But we anticipate that some other departments may wish to add a Real Estate collateral option for their majors. Financial impact: We are currently creating an asynchronous online version of FINC 381 that will absorb the initial demand and free faculty availability for FINC 481/482. Future demand could warrant hiring of additional faculty, perhaps at the adjunct level.
```


## REVISE REQUIREMENTS

```
Finance Major, BS in Business Administration - Heath Integrated Business and Engineering Program
\({ }^{6}\) Finance electives chosen from FINC 311, FINC 381, FINC 402, FINC 435, FINC 440, FINC 445, FINC 475, FINC 481, FINC 482, FINC 493, FINC 494, FINC 495, FINC 496; IB 449.
Rationale: Reflects new FINC 311 course. Impact on other units: None. Financial impact: See discussion in FINC 311 course proposal above; financial impact expected to be minimal.
REVISE REQUIREMENTS
Finance Major, BS in Business Administration - International Business Concentration
7 Finance electives chosen from FINC 311, FINC 381 FINC 402, FINC 435, FINC 440, FINC 445, FINC 475, FINC 481, FINC 482, FINC 493, FINC 494, FINC 495, FINC 496; IB 449.
```

Rationale: Reflects new FINC 311 course. Impact on other units: None. Financial impact: See discussion in FINC 311 course proposal above; financial impact expected to be minimal.

## Department of Management and Entrepreneurship (ENT) Entrepreneurship <br> Courses

Low impact: new course that has been taught under special topics course number

## Low

impact: new course
that has been taught under special topics course number

## ADD COURSE

ENT 375 Introduction to Name, Image, and Likeness (3) Transcript Title: Intro to Name, Image, Likeness
Many issues are involved in making good decisions around how to capitalize on an individual's NIL, and this course will help you develop a much better understanding and skill set around those issues. More specifically, you will learn several key basics that will get you started in developing and building a business around your own NIL. In this course you will develop a fundamental knowledge of skills and concepts that include building an awareness and knowledge of NIL developments, building and managing a strong and valuable personal brand, developing and executing a strong social media strategy, entrepreneurship and new business formation, and personal and business finance.

Rationale: This course has been taught as BUAD 399 Special Topics for two semesters. This change will assign a permanent course number to the course. Impact on other units: None expected. Financial impact: No additional impact expected; as noted, course has already been taught under special topics.

## ADD COURSE

ENT 464 Corporate Entrepreneurship (3)
Management guru Peter Drucker argues that entrepreneurship is the lifeblood of business; without entrepreneurship, all organizations will eventually find themselves out of business. In today's world, companies are struggling to lower costs, increase quality, and offer better customer service, while also being faster, more flexible, more aggressive, more innovative, and more connected. These are difficult tasks, but necessary for businesses to maintain their competitive edge. Yet, few people really understand how to make this happen. That is where this course fits in. It is about understanding how and why some firms can maintain their entrepreneurial spirit, competitiveness, and growth, whereas others are not. It is about creating work environments where innovation is the norm, where employees are encouraged to work entrepreneurially, where leadership is supportive (not controlling), and where firms are organized to take advantage of all the good things that its people do. This course will be one of many questions, issues, examples, and controversies. Students will be expected to develop and defend their opinions, to independently search for what the 'best companies' do, and to suggest how others can do better. This is an applied course, where students must take the ideas, concepts, tools, and frameworks and apply them to a series of real-world examples and assignments.
(RE) Prerequisite(s): ENT 350 with a grade of $C$ or better
Rationale: Has been taught as ENT 499 Special Topics for two semesters. This change will assign a permanent course number. Impact on other units: None expected. Financial impact: None expected; as noted, course has been taught already under special topics.

## Programs and Text

Low REVISE REQUIREMENTS<br>impact: add

```
    new
courses
    as
options
```


## Complete 9 hours of the following:

- ADPR 365 - Social Media Strategy
- ADPR 375 - Integrating Communication Channels
- ADVT 310 - Advertising Design
- ALEC 240 - Presentation and Sales Strategies for Agricultural Audiences *
- ALEC 340 - Marketing and Public Strategies for Global Sectors *
- AREC 212 - Introduction to Agribusiness Management
- AREC 342 - Farm Business Management *
- AREC 442 - Advanced Agribusiness Management *
- ARTD 451 - Advanced Graphic Design
- ARTD 452 - Graphic Design Capstone
- DSGN 430 - Design Thinking and Innovation *
- ECON 331 - Government and Business
- EF 400 - Technology Commercialization
- EF 437 - Honors: Interdisciplinary Senior Design I *
- EF 438 - Honors: Interdisciplinary Senior Design II *
- ENT 375 - Name, Image, and Likeness
- ENT 410S - Leadership in Nonprofits and Social Entrepreneurship
- ENT 415 - Start-Overs as Start-Ups
- ENT 425 - Entrepreneurial Marketing
- ENT 460 - Leading Innovation and Change
- ENT 462 - Innovation and Creativity
- ENT 464 - Corporate Entrepreneurship
- ENT 470 - Managing an Entrepreneurial Start-Up
- ENT 480 - Franchising
- ENT 485 - Funding Strategies for Entrepreneurs
- ENT 492 - Entrepreneurship Internship
- ENT 499 - Special Topics in Entrepreneurship
- IE 405 - Engineering Economic Analysis
- IE 452 - Project Planning and Organizational Management
- JREM 320 - Media Marketing and Promotions
- JREM 330 - Communication for Media
- JREM 441 - Entrepreneurship in Journalism and Media
- MARK 469 - Professional Selling
- MUSC 305 - The Business of Music
- PBRL 400 - Ethical and Legal Issues in Public Relations
- RMM 412 - Digital Retailing

Prerequisites may apply for some courses.

* Meets Volunteer Core Requirements.


## (HRM) Human Resources

## Courses

```
    Low DROP COURSE
impact:
    drop
course
    not
taught
Rationale: Course has not been taught in more than four years and is no longer a requirement or course option for any majors or collaterals. Department does not intend to teach it again. Impact
```

in 4+
years
on other units: None; course has only been offered to Haslam students. Financial impact: None; as mentioned, course has not been offered in more than four years.

Impact report
(none)

## Programs and Text

Low REVISE REQUIREMENTS<br>impact:<br>add<br>new<br>courses<br>as<br>options<br>Human Resource Management Major, BS in Business Administration - Collateral Option Human Resource Management Collateral Options<br>ENTREPRENEURSHIP - ENT 350, ENT 451, and one of ENT 375, ENT 410S, ENT 415, ENT 425, ENT 460, ENT 462, ENT 464, ENT 470, ENT 480, ENT 485, ENT 492, or ENT 499.

## (MGT) Management Courses

| Low impact: respond to student interest and faculty expertise | REVISE COURSE TITLE AND DESCRIPTION <br> MGT 311 Ethical Issues / Organizations (3) <br> Examines a variety of ethical issues in business which may include topics such as corporate social responsibility, white collar crime, un/ethical decision making processes and impacts, operations at the base of the pyramid, social entrepreneurship issues, and other topics related to the role of corporations and the impacts of their decisions. Students will develop a foundational understanding of different ethical perspectives and be able to identify and address challenges and traps that can lead to unethical behavior in organizations. <br> Formerly: 311 Ethics, Corruption, and Crime in Business (3) Examines the causes and effects of unethical, corrupt, and criminal behavior in organizations. Topics include accounting and financial fraud, insider trading, securities fraud, environmental and occupational health crimes, theft and embezzlement, bribery, unsafe and counterfeit products, consumer scams, health care fraud and abuse, crimes by public officials, fiduciary frauds, frauds by "trusted" institutions (religious organizations, educational institutions, and the media), and cybercrimes. Major ethical perspectives are integrated throughout the course. |
| :---: | :---: |

Rationale: The M\&E Department has hired faculty who have background and training in corporate social responsibility, social entrepreneurship, ethics, and other ethics-related areas. To date, the MGT 311 course has been exclusively focused on white collar crime and corruption. Reflecting new faculty we have hired and their ethics backgrounds and interests, we have been offering several ethics courses as BUAD 499 Special Topics courses to determine if there was sufficient interest. Each class we have offered has been full. Therefore, we are expanding the scope of the MGT 311 course to include ethical courses beyond a focus on white collar crime. Impact on other units: There are multiple sections of ethics courses offered in the Haslam College, specifically BUAD 205 and BUAD 208 (Business Ethics, regular and honors versions) and ECON 305 (Markets, Ethics, and Capitalism). Since offering our BUAD 499 special topics, there has been no reduction in students enrolled in the BUAD 205/208 course. The M\&E Department Head reached out to both Marketing (where faculty member teaching BUAD 205/208 is located) and Economics Departments to make them aware of this broadening of this Management \& Entrepreneurship (MGT 311) course. Both department heads were very supportive of this move. Financial impact: No additional impact given we have been teaching courses in BUAD 499/special topics for the last two years.

## Programs and Text

```
    Low REVISE REQUIREMENTS
impact:
    add
    new
courses
    as The requirements for the Entrepreneurship and Emerging Enterprises (EEE) Track are ENT
options
    add Management Major, BS in Business Administration - Collateral Option - Leadership and
    new
courses
            as
options
\begin{tabular}{cl}
\begin{tabular}{c} 
Low \\
impact: \\
add
\end{tabular} & REVISE REQUIREMENTS \\
new \\
courses & Management Major, BS in Business Administration - Collateral Option - Entrepreneurship \\
as & The requirements for the Entrepreneurship and Emerging Enterprises (EEE) Track are ENT \\
options & 350 and two of ENT 375, ENT 410S, ENT 415, ENT 425, ENT 451, ENT 460, ENT 462, ENT 464, \\
& ENT 470, ENT 485, ENT 492N, ENT 499. \\
Low & REVISE REQUIREMENTS \\
impact: & \\
\begin{tabular}{c} 
add \\
new \\
courses
\end{tabular} & \begin{tabular}{l} 
Management Major, BS in Business Administration - Collateral Option - Leadership and \\
as
\end{tabular} \\
\begin{tabular}{c} 
Onganizational Effectiveness Track
\end{tabular} \\
options & Collateral Options for the Leadership and Organizational Effectiveness (LOE) Track: \\
& 425, ENT 460, ENT 462, ENT 464, ENT 470, ENT 480, ENT 485, ENT 492, or ENT 499.
\end{tabular}
```


## Department of Marketing

(MARK) Marketing

## Programs and Text

| Low <br> impact: <br> response <br> to | REVISE REQUIREMENTS |
| :---: | :--- |
| request | Marketing Major, BS in Business Administration - Business Analytics Concentration |
| from | ${ }^{6}$ Choose from: BAS 340, BAS 370S, BAS 454, BAS 471, BAS 475, BAS 476, BAS 479, or INMT |
| dept in | 342. |
| same |  |
| college |  |
|  | Rationale: The Business Analytics \& Statistics (BAS) Department has requested this change. |
|  | Marketing is the only major where BAS 479 is listed as a Business Analytics elective (for either |
| collaterals or concentrations in Business Analytics). This course is the Capstone course for |  |
|  | Business Analytics majors, and although it would be possible for a Marketing major to satisfy the <br> prerequisites for this course, the BAS department wants to typically limit this course to Business <br>  <br> Analytics majors. BAS 479 will indicate in the catalog description that it is restricted to BA majors <br> only. Impact on other units: It is not known if any Marketing majors have ever taken this course, <br> but if it has happened, it would have been rare. Therefore, this change will not free up any <br> significant number of seats in BAS 479, so the BAS department will see little or no negative or <br> positive impact due to this change. Financial impact: None. |

## Department of Supply Chain Management

(SCM) Supply Chain Management

## Courses

| Low |
| :---: |
| impact: |
| allows |
| additional |
| options |

REVISE (RE) PREREQUISITE(S)
SCM 460 Global Strategies for Supply Chain Management (3)
(RE) Prerequisite(s): Two courses from SCM 411, SCM 412, SCM 413, SCM 414, SCM 421, SCM 422, SCM 430 or SCM 440 with grade of C or better.

Rationale: Reflects new SCM 440 course option. Impact on other units: None. Financial impact: None.

## Programs and Text

## Low to REVISE REQUIREMENTS

mid
impact: Supply Chain Management Collateral Options
add OPERATIONS ANALYICS - BAS 320, BAS 340, BAS 464
options
from dept in the same college

Rationale: The faculty in the SCM Department approached the BAS Department and requested a collateral option for SCM majors that was less "coding heavy" than the current Business Analytics collateral. We all agreed that BAS 340 and BAS 464 were obvious courses appropriate for this new collateral. Ideally, the third course would be a data visualization course that is coding-free, but this course does not currently exist. Until such a course is developed, we agreed to make BAS 320 the third course for this new collateral. BAS 320 DOES involve coding, but it was agreed that this was the most logical course to use as a "place-holder" until the new data visualization course is developed. The Supply Chain Management Department has a Global Supply Chain Institute Advisory Council. Senior executives that make up this council have strongly stressed the need for SCM majors to have access to more analytics education. This change increases the opportunities for SCM majors to receive this sort of education. Impact on other units: It is possible that this new collateral could shift some SCM majors away from collaterals or concentrations not associated with Business Analytics \& Statistics. If it does, demand for the courses that make up these other collaterals or concentrations could be negatively impacted. We see this being a slow process that will take several years to manifest itself, and we have no way of knowing if this will even happen. Financial impact: We anticipate that many of the SCM majors currently doing the Business Analytics collateral or concentration will gravitate to this new "low-code" analytics collateral. As such, we see the need to possibly shift some faculty resources around, but initially we don't anticipate this new collateral to require additional faculty or GTA resources. However, once word gets out about this new collateral, some SCM majors in collaterals or concentrations that are NOT Business Analytics might choose this new collateral instead. The leadership of the BAS Department is aware of this possibility and is prepared to take on this potential added demand for these three classes.

## College of Communication and Information

## Tombras School of Advertising and Public Relations (ADPR) Advertising and Public Relations

## Courses

| Low | REVISE (RE) PREREQUISITE(S) |
| :---: | :--- |
| impact: |  |
| all | ADVT 380 - Advertising Professional Seminar (1) |
| courses | (RE) Prerequisite(s): ADVT 250. |
| within | Formerly: (RE) Prerequisite(s): ADVT 340R* |

## same

 dept.Rationale: The change is to allow PBRL 340R and ADVT 340R to be cross-listed with one another, as needed. The change would also allow students to take 380 while in $310 / 340$. Impact on other units: None. Financial Impact: None.
Note: This would be a low-impact change.

## Programs and Text

| Low | REVISE REQUIREMENTS |
| :---: | :--- |
| impact: |  |
| add | Advertising and Public Relations Minor |
| course | To earn a minor in Advertising and Public Relations, students must complete 15 hours as |
| options | described below. |
| from | Complete 9 Hours: |
| same | C CCI 150 - Communication in an Information Age |
| dept. | • ADVT 250 - Advertising Principles |
|  | • PBRL 270 - Public Relations Principles |

## Select 6 hours:

- ADPR 216 Special Topics in Advertising \& Public Relations
- ADPR 316 Special Topics in Advertising \& Public Relations
- ADPR 265 Communicating in a Diverse \& Global Society
- ADPR 365 - Social Media Strategy
- ADPR 375 - Integrating Communication Channels
- ADPR 416 - Special Topics in Advertising and Public Relations
- ADVT 480 - Advertising Issues
- PBRL 400 - Ethical and Legal Issues in Public Relations
- PBRL 430 - Crisis Communication

Rationale: Adding these three additional courses for the minor elective options will help students have a broader choice of experiences and complete the minor more easily. Impact on other units: None. Financial Impact: None.
Note: This would be a low-impact change with a deadline of mid-December 1 since it is routine maintenance of an existing program utilizing existing courses.

REVISE REQUIREMENTS
Advertising Major, BS in Communication

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| CCI 150 | 3 | Natural Sciences Elective* |
| ENGL 101* or ENGL 118* | 3 |  |
| PSYC 110* or PSYC 117* | 3 |  |
| ${ }^{1}$ Intermediate Foreign Language* Global Citizenship - International Elective | 3 |  |
| ${ }^{2}$ Natural Sciences Elective* | 3-4 |  |
| Term 2 |  |  |
| CMST 210*, CMST 217*, CMST 240* or CMST 247* | 3 | ENGL 101* or ENGL 118* |
| ENGL 102* | 3 |  |
| ${ }^{1}$ Intermediate Foreign Language* Global Citizenship - International Elective | 3 |  |
| ${ }^{3}$ Quantitative Reasoning Elective* | 3-4 |  |



Rationale: The change allows students more flexibility in gaining knowledge of cultures and global citizenship. Financial Impact: Mid - Some students may choose to take intermediate foreign language; however, removing the requirement will have an impact on modern foreign languages. Department and college were notified in advance.

## School of Communication Studies (CMST) Communication Studies

## Programs and Text

| $\begin{aligned} & \text { Low } \\ & \text { Limpact: } \\ & \text { required } \\ & \text { courses } \\ & \text { were } \\ & \text { approved } \\ & \text { for El so } \\ & \text { the El } \\ & \text { electives } \\ & \text { aren't } \\ & \text { needed } \end{aligned}$ | REVISE REQUIREMENTS <br> Communication Studies Major, BA in Communication |  |  |
| :---: | :---: | :---: | :---: |
|  | Term 1 | Hours | Milestone Notes |
|  | ENGL 101* or ENGL 118* | 3 | 12 hours, 2.0 GPA |
|  | ${ }^{1}$ Natural Sciences Electives* | 4 |  |
|  | ${ }^{2}$ Quantitative Reasoning Elective* | 3 |  |
|  | ${ }^{3}$ Engaged Inquiries Elective ${ }^{\star 3}$ Unrestricted Elective | 3 |  |
|  | ${ }^{4}$ Expanded Perspectives Elective* | 3 |  |
|  | Term 2 |  |  |
|  | ${ }^{5}$ Arts and Humanities Elective* | 3 | ENGL 101* or ENGL 118* |
|  | ENGL 102* | 3 |  |


|  | ${ }^{1}$ Natural Sciences Elective* | 3 |  |
| :---: | :---: | :---: | :---: |
|  | PSYC 110* or PSYC 117* | 3 |  |
|  | ${ }^{13}{ }^{3}$ Unrestricted Elective | 2 |  |
|  | Term 5 |  |  |
|  | CMST 352 | 3 | CMST 201* with a grade of C- or better |
|  | CMST 312 or CMST 342 | 3 |  |
|  | ${ }^{10} \mathrm{College}$ Elective | 3 |  |
|  | ${ }^{11}$ Concentration Elective | 3 |  |
|  | ${ }^{3}$ Engaged Inquiries Elective* ${ }^{*}$ Unrestricted Elective | 3 |  |
|  | Term 6 |  |  |
|  | CMST 260 | 2 | No milestones |
|  | CMST 356 | 4 |  |
|  | CMST 312 or CMST 342 | 3 |  |
|  | ${ }^{11}$ Concentration Elective | 3 |  |
|  | ${ }_{13}{ }^{3}$ Unrestricted Elective | 3 |  |
|  | Term 7 |  |  |
|  | ${ }^{12}$ CMST Upper-division Content Courses | 6 | No milestones |
|  | ${ }^{10} \mathrm{College}$ Elective | 3 |  |
|  | ${ }^{11}$ Concentration Elective | 3 |  |
|  | ${ }^{3}{ }^{13}$ Engaged Inquiries Elective* | 3 |  |
|  | Term 8 |  |  |
|  | CMST 499* | 3 | No milestones |
|  | ${ }^{12}$ CMST Upper-division Content Course | 3 |  |
|  | ${ }^{11}$ Concentration Elective | 3 |  |
|  | ${ }_{13} 3$ Unrestricted Elective | 6 |  |
|  | TOTAL | 120 |  |
|  | ${ }^{3}$ Choose from the Engaged Inquiries Volun required for the major. <br> ${ }^{13}$ Choose from any courses not already req Inquiries Volunteer Core list | en Core <br> ired for | list. Choose from any courses not already <br> he major. Choose from the Engaged |
|  | Rationale: With the approval of courses for inquiry designation are embedded into the are no longer needed. Financial Impact: Little | ngaged urriculum | inquiries, two required courses with engaged The 6 hours of engaged inquiries electives |
|  | REVISE REQUIREMENTS |  |  |
| required courses | Communication Studies Major, BA in Co | munica | tion - Honors Program |
| were | Term 1 | Hours | Milestone Notes |
| approved for El so | ENGL 101*, ENGL 118* or ENGL 198* | 3 | 12 hours, 3.0 GPA |
| the El | ${ }^{1}$ Natural Sciences Electives* | 4 |  |
| aren't | ${ }^{2}$ Quantitative Reasoning Elective* | 3 |  |
| needed | BEngaged Inquiries Elective* ${ }^{3}$ Unrestricted Elective | 3 |  |


| ${ }^{4}$ Expanded Perspectives Elective* | 3 |  |
| :--- | :---: | :--- |
| Term 5 |  |  |
| ${ }^{7}$ Written Communication Elective* | 3 | CMST 312 or CMST 342 with a grade of <br> C- or better |
| CMST 352 | 3 |  |
| CMST 487 | 3 |  |
| ${ }^{9}$ College Elective | 3 |  |
| ${ }^{3}$ Engaged Inquiries Elective ${ }^{*}{ }^{3}$ Unrestricted | 3 |  |
| Elective |  |  |
| Term 6 | 2 | No milestones |
| CMST 260 | 4 |  |
| CMST 356 | 3 |  |
| CMST 487 | 3 |  |
| ${ }^{10}$ Concentration Elective | 3 |  |
| ${ }^{113}$ Unrestricted Electives | 3 | No milestones |
| Term 7 | 3 |  |
| CMST 487 | 3 |  |
| CMST 497 | 3 |  |
| CMST 499 |  |  |
| ${ }^{9}$ College Elective | 3 |  |
| ${ }^{311}$ Engaged Inquiries Elective ${ }^{*}$ | 3 | No milestones |
| Term 8 | 3 |  |
| CMST 498 | 9 |  |
| ${ }^{10}$ Concentration Elective | $\mathbf{1 2 0}$ |  |
| ${ }^{113}$ Unrestricted Electives |  |  |
| TOTAL |  |  |

${ }^{3}$ Choose from the Engaged Inquiries Volunteer Core list. Choose from any courses not already required for the major.
${ }^{11}$ Choose from any courses not already required for the major. Choose from the Engaged Inquiries Volunteer Core list.

* Meets Volunteer Core Requirements.

Rationale: With the approval of courses for engaged inquiries, two required courses with engaged inquiry designation are embedded into the curriculum. The 6 hours of engaged inquiries electives are no longer needed. Financial Impact: Low

## School of Information Sciences (INSC) Information Sciences Courses

```
ADD COURSE
INSC 491 - Global Study (1-15)
Participation in school-sponsored study-abroad program. Determination of credit hours based on particular program.
```

won't be Repeatability: May be repeated. Maximum 15 hours.
used by anyone outside this college.

Comment(s): 2.0 GPA required; minimum student level - sophomore.
Registration Permission: Consent of instructor.

Rationale: This course is being added in support of global study programs being developed at the School of Information Sciences. The number of credit hours will be determined based on the particular international experience. Impact on other units: Negligible, although this would offer global study opportunities that could be popular with a wide range of students outside of the major. Financial impact: None.
Note: This would be a mid-impact change with a deadline of December 1, because it is a new course but is not seeking general education or experience learning approval at this time, and would not expect to be required by programs outside the host college.

## Programs and Text

| Low <br> impact: <br> add <br> new <br> course <br> option | Information Science Major, Bachelor of Science in Information Sciences <br> (Excerpt of Term to be Revised) | Term 8 |
| :--- | :--- | :--- | :--- |
| 6 INSC Electives | 9 | No milestones |
| INSC 491, INSC 493, INSC 495, or INSC | 3 |  |
| 499 | $0-3$ |  |
| 4 Unrestricted Elective |  |  |

Rationale: Added INSC 491 as an additional course to choose from for meeting major requirement, in addition to INSC 493, INSC 495 and INSC 499, providing students more opportunity to fulfill major requirements. While presented in Term 8, INSC 491 is a course for school-sponsored study abroad programing so term of offering and number of credit hours will vary. Impact on other units: Negligible, although this would offer global study opportunities that could be popular with a wide range of students outside of the major. Financial impact: None. Note: This would be a low-impact change as it is routine maintenance of an existing program to accommodate an additional course offering, but not removing or altering any other courses.

## Low

 impact:add Information Science Major, Bachelor of Science in Information Sciences - Data, new course option

REVISE REQUIREMENTS Information Management, and Analytics Concentration (Excerpt of Terms to be Revised)

| Term 8 |  |  |
| :--- | :---: | :---: |
| INSC 489 | 3 | No milestones |
| INSC 491, INSC 493, INSC 495, or INSC | 3 |  |
| 499 |  |  |
| 6 INSC Electives | 0 |  |
| 4 Unrestricted Elective | $0-3$ |  |

Rationale: Added INSC 491 as an additional course to choose from for meeting major requirement, in addition to INSC 493, INSC 495 and INSC 499, providing students more opportunity to fulfill major requirements. While presented in Term 8, INSC 491 is a course for school-sponsored study abroad programing so term of offering and number of credit hours will vary. Impact on other units: Negligible, although this would offer global study opportunities that could be popular with a wide range of students outside of the major. Financial impact: None.


Community college courses for A.A., A.F.A., A.S. or A.S.T. degree

## Term 3

Community college courses for A.A., A.F.A., A.S. or A.S.T. degree

| Term 4 |  |  |
| :---: | :---: | :---: |
| Community college courses for A.A., A.F.A., A.S. or A.S.T. degree |  | Conferral of A.A., A.F.A., A.S., or A.S.T. degree |
| Subtotal (minimum) | 60 |  |
| Term 5 |  |  |
| INSC 201 | 3 | INSC 201 |
| INSC 210 | 3 |  |
| INSC 260 | 3 |  |
| INSC 311 | 3 |  |
| STAT 201 | 3 |  |
| Term 6 |  |  |
| INSC 380 | 3 |  |
| INSC 384 | 3 |  |
| INSC 430 | 3 |  |
| ${ }^{1}$ INSC Elective | 3 |  |
| ${ }^{2}$ Unrestricted Elective | 3 |  |
| Term 7 |  |  |
| INSC 435 | 3 | GPA 2.0 |
| INSC 436 | 3 |  |
| INSC 486 | 3 |  |
| ${ }^{1}$ INSC Elective | 3 |  |
| ${ }^{2}$ Unrestricted Elective | 3 |  |
| Term 8 |  |  |
| INSC 439 | 3 |  |
| INSC 489 | 3 |  |
| INSC 491, INSC 493, INSC 495, or INSC 499 | 3 |  |
| ${ }^{1}$ INSC Elective | 3 |  |
| ${ }^{2}$ Unrestricted Elective | 3 |  |
| Total Hours | 120 |  |

${ }^{1}$ INSC courses not already required for the major. Students may elect to take DATA 301 as an INSC elective.
${ }^{2}$ Any courses not already required for the major.
Rationale: The School of Information Sciences is very experienced in delivering a fully online, distance education program for M.S.I.S. students, and currently offers several undergraduate courses fully online. An online degree completion program for information sciences' majors is a strategic goal for the College of Communication and Information and the School of Information Sciences. This degree supports the University's land-grant mission, allowing students with an appropriate associate degree from a Tennessee community college to earn a B.S.I.S. from any location. It will benefit a range of Tennessee citizens, from recent high school graduates to adult learners. This concentration will effectively prepare students for a variety of jobs in the growing computer and information technology sector, and for a variety of organizational types (e.g.,
business, healthcare, education, government). The concentration relies on existing courses in the major. No new courses are being added, though some courses will need to be converted to an online asynchronous format. Impact on Other Units: No significant impact. This concentration does not directly compete with any existing program for students as there is no comparable exclusively online degree completion program at the University of Tennessee. It should attract transfer students who are interested in completing a distance-education program. All majors are required to take STATS 201. Students are also required to take nine-hours of unrestricted electives in any College at the University. Units that offer completely online courses may experience increased interest and enrollment in their online courses, but we plan to limit enrollment for the first two years to 45 students. Financial Impact: This concentration meets a strategic need for the College of Communication and Information and as such, is prepared to provide the School of Information Sciences with appropriate support to hire more instructors , as needed, to accommodate growth in student enrollment, as well as provide stipends to current instructors to convert courses currently delivered in a face-to-face or online synchronous format to an online asynchronous format.

## Low

 impact: add two courses from this dept.REVISE REQUIREMENTS
Information Sciences Minor
Complete 9 additional hours from the following courses, with at least six of the hours completed at the 400-level:

- CCI 150-Communication in an Information Age
- INSC 102 - Introduction to Computers
- INSC 220 - Information Search
- INSC 260 - Programming for Information Applications
- INSC 305 - Internet \& Society
- INSC 380 - Information Management in Organizations
- INSC 384 - Database Design
- INSC 430 - Foundations of User Experience
- INSC 435 - Usability Testing and Methods
- INSC 436 - Analytics and Metrics for User Experience
- INSC 439 - Interfaces and Interaction Design
- INSC 450 - Writing About Science and Medicine*
- INSC 484 - Database Applications
- INSC 486 - Data Analytics
- INSC 489 - Information Visualization
- INSC 493 - Independent Project or Research
- INSC 491 - Global Study
- INSC 495 - Special Topics
* Meets University Volunteer Core Requirement

Rationale: Added new course, INSC 491. Impact on other units: Negligible, although this would offer global study opportunities that could be popular with a wide range of students outside of the major. Financial Impact: None.
Note: This would be a low-impact change because the revision is for routine maintenance of an existing program.

## School of Journalism and Electronic Media (JREM) Journalism and Electronic Media

## Courses

Rationale: The pre-requisite no longer applies for this course. JREM 230 is a reporting course that students do not need prior to learning about media sales. Financial Impact: None.
Note: This would be a low-impact change because the removal does not restrict additional students; in fact, it allows additional students to register.

## REMOVE (RE) PREREQUISITE(S)

## JREM 480 - Media Programming in the Digital Era (3)

Formerly: (RE) Prerequisite(s): JREM 230 or Cinema Studies 281
Rationale: The pre-requisite no longer applies for this course. JREM 230 is a reporting course that students do not need prior to learning about media sales. The change would also allow Cinema Studies students to take the course without any restriction. Note that the option of "or Cinema Studies 281" was formerly added to accommodate those Cinema Studies students who had not taken JREM 230. Financial Impact: None.
Note: This would be a low-impact change because the removal does not restrict additional students; in fact, it allows additional students to register.

## Programs and Text

| Low tomid impact: students will complete their with a course required for the program so the GCUS will become general elective | Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Creative Media Concentration |  |  |
| :---: | :---: | :---: | :---: |
|  | Term 3 |  |  |
|  | ${ }^{4}$ Arts and Humanities Elective* | 3 | ENGL 102*, ENGL 132*, ENGL 290* or ENGL 298* |
|  | ${ }^{5}$ Global Citizenship - US Elective* General Elective | 3 | Natural Sciences Elective* or Quantitative Reasoning Elective* |
|  | ECON 201* or ECON 207* | 4 | JREM 200* |
|  | JREM 200* | 3 |  |
|  | ${ }^{6}$ College Elective | 3 |  |
|  | Term 5 |  |  |
|  | ${ }^{8}$ Journalism and Electronic Media Electives | 6 | Arts and Humanities Elective* |
|  | ${ }^{9}$ Political Science Elective | 3 |  |
|  | ${ }^{10} 5$ General Electives | 6 |  |
|  | Term 6 |  |  |
|  | ${ }^{3}$ Arts and Sciences Elective | 3 | No milestones |
|  | ${ }^{8}$ Journalism and Electronic Media Electives | 6 |  |
|  | JREM 367 or JREM 410 | 3 |  |
|  | ${ }^{10} 5$ General Electives | 1-5 |  |
|  | Term 7 |  |  |
|  | JREM 466* | 3 | No milestones |


| ${ }^{6}$ College Elective | 3 |  |
| :--- | :--- | :--- |
| ${ }^{10}{ }^{5}$ General Electives | 3 |  |
| JREM 400 | 3 |  |
| JREM 492 | 2 |  |

${ }^{5}$ Choose one course from the Volunteer Core list. Choose from any course not taught in advertising, advertising and public relations, communication and information, communication studies, information sciences, journalism and electronic media, or public relations.
${ }^{10}$ Ghoose from any course not taught in advertising, advertising and public rolations, communication and information, communication studies, information sciences, journalism and electronic media, or public relations. Nine hours of Engaged Inquiries Elective* are required from at least two subject areas. Please plan accordingly.

1410If JREM 489 cannot be taken, choose from JREM 400 level course not already required.

* Meets Volunteer Core Requirements.

Rationale: JREM 466 was approved for a Global Citizenship US elective and we would like for our students to use the required JREM 466 to fulfill the GCUS elective. Financial Impact: Low.

Low to mid impact: students will complete their GCUS

## with a

 course required for the program so the GCUS elective will become a general electiveREVISE REQUIREMENTS

```
Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - News Concentration Term 3
```

| ${ }^{4}$ Arts and Humanities Elective* | 3 | ENGL 102*, ENGL 132*, ENGL 290* or <br> ENGL 298* |
| :--- | :---: | :--- |
| ${ }^{5}$ Global Citizenship-US Elective* General <br> Elective | 3 | Natural Sciences* or Quantitative <br> Reasoning* Elective |
| ECON 201* or ECON 207* | 4 | JREM 200* |
| JREM 200* | 3 |  |
| ${ }^{6}$ College Elective | 3 |  |
| Term 5 | 3 | Arts and Humanities Elective* |
| JREM 430 | 3 |  |
| ${ }^{8}$ Journalism and Electronic Media Electives | 3 |  |
| ${ }^{9}$ Political Science Elective | 6 |  |
| ${ }^{40}$ 5General Electives |  |  |

Term 6

| ${ }^{3}$ Arts and Sciences Elective | 3 | No milestones |
| :--- | :---: | :--- |
| ${ }^{8}$ Journalism and Electronic Media Electives | 6 |  |
| JREM 367 or JREM 410 | 3 |  |
| ${ }^{10}{ }^{5}$ General Electives | $1-5$ |  |
| Term 7 | 3 | No milestones |
| JREM 466* | 3 |  |
| ${ }^{6}$ College Elective | 3 |  |
| ${ }^{10}$ General Electives | 3 |  |
| JREM 400 |  |  |


|  | JREM 492 | 2 |  |
| :---: | :---: | :---: | :---: |
|  | ${ }^{5}$ Choose one course from the Volunteer Core list. Choose from any course not taught in advertising, advertising and public relations, communication and information, communication studies, information sciences, journalism and electronic media, or public relations. |  |  |
|  | ${ }^{10}$ Choose from any course not taught in advertising, advertising and public relations, communication and information, communication studies, information sciences, journalism and electronic media, or public |  |  |
| Low tomidimpact: students will complete GCUS with a course required for the program GCUS elective will become general elective | Rationale: JREM 466 was approved for a Global Citizenship US elective and we would like for our students to use the required JREM 466 to fulfill the GCUS elective. Financial Impact: Low. |  |  |
|  | REVISE REQUIREMENTS |  |  |
|  | Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Science Communication Concentration |  |  |
|  | Term 3 |  |  |
|  | ${ }^{4}$ Arts and Humanities Elective * | 3 | ENGL 102*, ENGL 132*, ENGL 290* or ENGL 298* |
|  | ${ }^{5}$ Global Citizenship - US Elective* General Elective | 3 | Natural Sciences* or Quantitative Reasoning Elective* |
|  | ECON 201* or ECON 207* | 4 | JREM 200* |
|  | JREM 200* | 3 |  |
|  | ${ }^{6}$ College Elective | 3 |  |
|  | Term 5 |  |  |
|  | ${ }^{8}$ Journalism and Electronic Media Elective | 6 | Arts and Humanities Elective* |
|  | ${ }^{9}$ Political Science Elective | 3 |  |
|  | ${ }^{40} 5$ General Electives | 6 |  |
|  | Term 6 |  |  |
|  | ${ }^{3}$ Arts and Sciences Elective | 3 | No milestones |
|  | ${ }^{8}$ Journalism and Electronic Media Electives | 6 |  |
|  | JREM 367 or JREM 410 | 3 |  |
|  | ${ }^{10} 5$ General Electives | 1-5 |  |
|  | Term 7 |  |  |
|  | JREM 466* | 3 | No milestones |
|  | ${ }^{6}$ College Elective | 3 |  |
|  | ${ }^{40} 5$ General Electives | 3 |  |
|  | JREM 400 | 3 |  |
|  | JREM 492 | 2 |  |
|  | ${ }^{5}$ Choose one course from the Volunteor Core list. Choose from any course not taught in advertising, advertising and public relations, communication and information, communication studies, information sciences, journalism and electronic media, or public relations. |  |  |

Low to
mid
impact:
students
will
complete
their
GCUS
with a
course
required
for the
program
so the
GCUS
elective
will
become
a
general
elective
electronic media, or public relations. Nine hours of Engaged Inquiries Elective* are required from at least two subject areas. Please plan accordingly.

Rationale: JREM 466 was approved for a Global Citizenship US elective and we would like for our students to use the required JREM 466 to fulfill the GCUS elective. Financial Impact: Low.

REVISE REQUIREMENTS
Requirements for the Bachelor of Science in Communication - Journalism and Electronic Media Major - Sports Communication Concentration
Term 3

| ${ }^{4}$ Arts and Humanities Elective* | 3 | ENGL 102*, ENGL 132*, ENGL 290* or <br> ENGL 298* |
| :--- | :---: | :--- |
| 5Global Citizenship - US Elective* |  |  |
| Elective |  |  |

Term 5

| JREM 375 | 3 | Arts and Humanities Elective ${ }^{*}$ |
| :--- | :--- | :--- |
| ${ }^{8}$ Journalism and Electronic Media Elective | 3 |  |
| ${ }^{9}$ Political Science Elective | 3 |  |
| ${ }^{10}{ }^{5}$ General Electives | 6 |  |

Term 6

| ${ }^{3}$ Arts and Sciences Elective | 3 | No milestones |
| :--- | :---: | :--- |
| JREM 464 | 3 |  |
| JREM 367 or JREM 410 | 3 |  |
| JREM 484 | 3 |  |
| ${ }^{10}{ }^{5}$ General Electives | $1-5$ |  |

Term 7

| JREM 466* | 3 | No milestones |
| :--- | :--- | :--- |
| ${ }^{6}$ College Elective | 3 |  |
| ${ }^{10}{ }^{5}$ General Electives | 3 |  |
| JREM 400 | 3 |  |
| JREM 492 | 2 |  |

${ }^{5}$ Choose one course from the Volunteor Core list. Choose from any course not taught in advertising, advertising and public relations, communication and information, communication studies, information sciences, journalism and electronic media, or public relations.
${ }^{10}$ Choose from any course not taught in advertising, advertising and public relations, communication and information, communication studies, information sciences, journalism and electronic media, or public relations. Nine hours of Engaged Inquiries Elective* are required from at least two subject areas. Please plan accordingly.

Rationale: JREM 466 was approved for a Global Citizenship US elective and we would like for our students to use the required JREM 466 to fulfill the GCUS elective. Financial Impact: Low.

| Low impact: new conc. under existing major, using mainly courses from within the | ADD PROGRAM <br> Learning Outcomes <br> 1. Students demonstrate professional sufficient to meet the expectations <br> 2. Students demonstrate an understan provided through our required specia <br> B.S. in Communication, Major in Journal Enterprise Concentration <br> This concentration is designed for students leaders in media promotions, media sales, | kills in jo entry-l ing and lization m and terested edia pro | urnalism and electronic media, skills vel jobs in the field. acility with the core field knowledge ourses. <br> lectronic Media, Leadership and <br> in pursuing careers and becoming future ramming and/or media entrepreneurship. |
| :---: | :---: | :---: | :---: |
| pull | Term 1 | Hours | Milestone Notes |
| students from | ENGL 101* or ENGL 118*, ENGL 131*, or ENGL 198* | 3 | Natural Sciences* or Quantitative Reasoning* Elective |
| other conc. in | JREM 175 | 3 |  |
| this | ${ }^{1}$ Natural Sciences Electives* | 3-4 |  |
| major | PSYC 110* or PSYC 117* | 3 |  |
| probably | ${ }^{2}$ Quantitative Reasoning Electives* | 3-4 |  |
| not from | Term 2 |  |  |
| majors | ENGL 102*, ENGL 132*, ENGL 290*, or ENGL 298* | 3 | ENGL 101*, ENGL 118*, ENGL 131*, or ENGL 198* |
|  | ${ }^{3}$ Arts and Sciences Elective | 3 | JREM 175 |
|  | ${ }^{1}$ Natural Sciences Electives* | 3-4 |  |
|  | POLS 101*, POLS 102*, or POLS 107* | 3 |  |
|  | ${ }^{2}$ Quantitative Reasoning Electives* | 3-4 |  |
|  | Term 3 |  |  |
|  | ${ }^{4}$ Arts and Humanities Elective | 3 | ENGL 102*, ENGL 132*, ENGL 290* or ENGL 298* |
|  | ${ }^{5}$ General Electives | 3 | Natural Sciences* or Quantitative Reasoning* Elective |
|  | ECON 201* or ECON 207* | 4 | JREM 200* |
|  | JREM 200* | 3 |  |
|  | ${ }^{6}$ College Elective | 3 |  |
|  | Term 4 |  |  |
|  | CMST 210*, CMST 217*, CMST $240^{*}$, or CMST 247* | 3 | JREM 220 or JREM 230 |
|  | JREM 230 | 3 |  |
|  | JREM 370* | 3 |  |
|  | ${ }^{3}$ Arts and Sciences Elective | 3 |  |
|  | ${ }^{7}$ Engaged Inquiries Elective* | 3 |  |
|  | Term 5 |  |  |
|  | JREM 430 | 3 | Arts and Humanities elective* |
|  | ${ }^{8}$ Journalism and Electronic Media Elective | 3 |  |
|  | ${ }^{9}$ Political Science Elective | 3 |  |
|  | ${ }^{5}$ General Electives | 6 |  |
|  | Term 6 |  |  |


| ${ }^{3}$ Arts and Sciences Elective | 3 | No milestones |
| :---: | :---: | :---: |
| ${ }^{8}$ Journalism and Electronic Media Electives | 6 |  |
| JREM 367 or JREM 410 | 3 |  |
| ${ }^{5}$ General Electives | 1-5 |  |
| Term 7 |  |  |
| JREM 466 | 3 | No milestones |
| ${ }^{6}$ College Elective | 3 |  |
| ${ }^{5}$ General Electives | 3 |  |
| JREM 400, JREM 492 | 5 |  |
| Term 8 |  |  |
| ${ }^{3}$ Arts and Sciences Electives | 6 | No milestones |
| ${ }^{8}$ Journalism and Electronic Media Elective | 3 |  |
| JREM 495 | 1 |  |
| JREM 499 | 3 |  |
| TOTAL | 120 |  |

${ }^{1}$ Select two science courses from the University Volunteer Core list. At least one course must be a lab science.
${ }^{2}$ Choose one course from MATH 113* or MATH 117*, MATH 115*, MATH 123*, MATH 125*, MATH 141* or MATH 147*, MATH 142* or MATH 148*, MATH 151*, MATH 152*; STAT 201* or STAT 207*. The second course can be chosen from the University Volunteer Core list.
${ }^{3}$ Fifteen hours in the College of Arts and Sciences.
${ }^{4}$ Choose one course from the University Volunteer Core list.
${ }^{5}$ Choose from any course not taught in advertising, communication and information, journalism and electronic media, or public relations.
${ }^{6}$ Six hours in the College of Communication and Information, including Journalism and Electronic Media.
${ }^{7}$ Choose from the University Volunteer Core list.
${ }^{8}$ Select four JREM courses from: JREM 320, JREM 415, JREM 416, JREM 420, JREM 441, or JREM 480.
${ }^{9}$ Choose from any upper-division political science course.

* Meets University Volunteer Core Requirement.

Rationale: This concentration will allow students to develop an expertise in media from a business/industry perspective. Impact on other units: None. The core courses for this concentration are already existing courses. The concentration will provide students with guided focus in this area of specialization. Financial impact: None. Number of courses and number of credit hours for the major are not changing.

## College of Education, Health, and Human Sciences

Low
impact:
revise text
in
response
to UTK
Grad
School
and State

## REVISE TEXT <br> (Main college page)

## Admission to Teacher Education

A student desiring to become a teacher, regardless of college affiliation or academic major, must be formally admitted to the Teacher Education Program. Admission to Teacher Education allows
of TN guidelines
a student to enroll in upper-division professional education courses. Admission requirements include, but are not limited to, the following:

1. Academic achievement - minimum 2.75 cumulative GPA. Per Tennessee State Board of Education policy, GPA should be 2.75 or above to apply for admissions to teacher education. If you are unsure whether your GPA meets the minimum requirement, please contact your advisor or beateacher@utk.edu.
2. Minimum number of hours completed and required courses for formal progression to the major, concentration and/or specialization:
a. 12 credit hours for American Sign Language education, early childhood education integrated PreK-3, early childhood education integrated birth to kindergarten, elementary education, deaf education, second language education, secondary social science, education, secondary oducation, VolsTeach secondary STEM education and special education; 30 credit hours for educational interpreting; 45 credit hours for agriculture-oducation, American Sign Language oducation, art education, deaf education, and music education, 60 credit hours for PreK-K education and early childhood education.
b. completion of specific courses prior to admission to the following teaching areas: education of the deaf and hard of hearing-ASL 211*; and music education - MUTH 210 and at least one semester 200-level (applied) music. and early childhood education CFS 350 completed or currently enrolled.
3. Standardized Tests: Per Tennessee State Board of Education policy, those applying for admission to undergraduate teacher education programs should have an ACT Composite -21 or SAT Verbal \& Math - 1080. If you do not have proof of minimum ACT or SAT but are passionate about becoming a teacher, you are encouraged to apply as exceptions can be made in select cases. Standardized test performance - minimum 21 ACT (enhanced version) composite score; 1020 SAT (revised version) total score; or State Board of Education determined passing scores on PRAXIS Core (contact the college's Student Services Conter for current PRAXIS Core score requirements)..
4. Tennessee state law (TCA 49-5-5610) requires that students wishing to enter an approved higher education educator preparation program must submit to a criminal history background check. Admission to the program is dependent on clearance of any conviction(s) as referenced to a list of crimes that would prohibit a person from being licensed in Tennessee.

## Boards of Admission in Teacher Education

Applicants who meet the above criteria will be invited by the Office of Teacher Education Admissions to interviow with a Board of Admissions. Admission decisions will be made by a Board of Admissions based on the above admission criteria, as well as each applicant's written application, interview, appropriate experience working with children and youth, and expressed interest in teaching. Applicants may also be invited to interview at the discretion of a Board of Admissions. Admission decisions are based on a comprehensive review of candidates' credentials, and as applicable results from the Admissions Board interviews. Admissions decisions are made by faculty who are responsible for the application review process and who sit on Admissions Boards.
Admission is competitive and certain teaching fields have more qualified applicants than space available. Interviews Reviews are conducted during fall and spring semesters; each board is comprised of content and pedagogy specialists. as well as a practitioner and an advanced student. All licensure programs have received State of Tennessee approval and must comply with state licensing requirements. Prospective applicants should request appointments with teacher licensure academic advisors to thoroughly discuss licensure program requirements. Appointments may be made by calling the Office of Advising \& Student Services at 865-974-8194.

Rationale: Changes in text are made at the request of the Graduate School of Education and CEHHS Office of Advising and Student Services to update the requirements and process of
teacher education admissions in the UG Catalog. Some changes mandated by State policy and others due to the streamlining of teacher education admissions
No financial impact or impact on programs outside of teacher education. Revisions to program practices have already been made to reflect these corrections.

## Programs and Text

## Department of Child and Family Studies

## Low- REVISE CONCENTRATION

impact: minor revision

Child and Family Studies Major, BS in Health and Human Sciences - Early Childhood Education Integrated Birth to Kindergarten (B-K) Track

| Term 4 |  |  |
| :--- | :--- | :--- |
| ${ }^{2}$ GFS 335 ${ }^{2}$ CFS 353 | 3 | 2.75 Cumulative GPA |
| ${ }^{2}$ EDPY 301 | 3 | CFS 211 |
| ${ }^{6}$ CFS 330 |  |  |
| ${ }^{2}$ CFS 350 | 3 |  |
| ${ }^{2}$ SPED 303 | 3 |  |
| Term 5 | 3 |  |
| ${ }^{2,7}$ CFS 351 * |  |  |
| ${ }^{2}$ CFS 353- ${ }^{2}$ CFS 335 | 3 | No milestones |
| CFS 385 | 3 |  |
| ${ }^{2}$ CFS 435 | 3 |  |
| ${ }^{8}$ CFS 320 * | 3 |  |

Rationale: to correct typos.
Lowimpact: minor revision

Child and Family Studies Major, BS in Health and Human Sciences - Early Childhood Education Integrated PreK-3 Track

| Term 4 |  |  |
| :--- | :--- | :--- |
| ${ }^{2}$ GFS 335 ${ }^{2}$ CFS 353 | 3 | CFS 211 |
| ${ }^{2}$ EDPY 301 | 3 | 2.75 Cumulative GPA |
| ${ }^{6}$ CFS 330 ${ }^{*}$ | 3 |  |
| ${ }^{2}$ CFS 350 | 3 |  |
| ${ }^{2}$ SPED 303 | 3 |  |
| Term 5 |  |  |
| ${ }^{2,7}$ CFS 351* | 3 | No milestones |
| ${ }^{2}$ CFS 353 ${ }^{2}$ CFS 335 | 3 |  |
| CFS 385 | 3 |  |
| ${ }^{2}$ CFS 435 | 3 |  |
| ${ }^{7}$ CFS 320* (El 1 of 3) | 3 |  |

Rationale: to correct typos.

## Kinesiology, Recreation, and Sport Studies

## (KNS) Kinesiology

## Student Learning Outcomes

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.

## Programs and Text

| Mid <br> impact: <br> some <br> minor <br> revision <br> but also <br> revision <br> that <br> include <br> courses <br> from <br> other <br> colleges | REVISE PROGRAM REQUIREMENTS <br> Kinesiology Major, Bachelor of Science in Kinesiology |  |  |
| :---: | :---: | :---: | :---: |
|  | Term 1 | Hours | Milestone Notes |
|  | ${ }^{1}$ Arts and Humanities Elective* | 3 | 2.5 cumulative GPA |
|  | CHEM $122^{*}$ and CHEM $123^{*}$, or CHEM $128^{*}$ | 4 |  |
|  | ENGL 101* (or equivalent) | 3 |  |
|  | ${ }^{2}$ MATH 125* or MATH 141* or MATH 147* |  |  |
|  | ${ }^{3}$ Physical Education Activity Program Elective | 1 |  |
|  | ${ }^{2,4,10}$ Unrestricted Elective | 1 |  |
|  | Term 2 |  |  |
|  | CHEM $132^{*}$ and CHEM $133^{*}$, or CHEM $138^{*}$ | 4 | MATH $125^{*}$ or MATH $141^{*}$ with a grade of C or better |
|  | ENGL 102* (or equivalent) | 3 |  |
|  | MATH 115* or STAT 201* or STAT 207* | 3 |  |
|  | ${ }^{3}$ Physical Education Activity Program Elective | 1 |  |
|  | PSYC 110* or PSYC 117* | 3 |  |
|  | ${ }^{4}$ Unrestricted Elective | 1 |  |
|  | Term 5 |  |  |
|  | 11 Written Communication (WC) Elective * ENGL $255^{*}$ or ENGL $295^{*}$ or ENGL $360^{*}$ or JREM 450* or JREM 451* or JREM 456 or PHIL 252* or PHI $345^{*}$ | 3 | KNS 332* with a grade of C or better |
|  | 7KNS 480* |  | PHYS 221* with a grade of C or better |
|  | NUTR 100* | 3 |  |
|  | ${ }^{6}$ Professional Elective | 3 |  |
|  | ${ }^{1}$ Volunteer Core Elective* | 3 |  |

${ }^{6}$ Select courses from ACCT 200; ANTH 480; any BCMB course; BIOL 101*, BIOL 102*, BIOL 150*, BIOL 160*, BIOL 159*, BIOL 220, BIOL 229, BIOL 240, BIOL 260, BIOL 269; CFS 210*; CHEM 260, CHEM 268, CHEM 269, CHEM 359, CHEM 360, CHEM 368; CLAS 273; COSC 100*; ECON 201*; EEB 240 ANTH 250 and ANTH 251 OR EEB 250 and EEB 251; FINC 300; KNS 231, KNS 290, KNS 331*, KNS 335, KNS 365*, KNS 370, KNS 380, KNS 426, KNS 431*, KNS 435*, KNS 440, KNS 450, KNS 475*, KNS 485, KNS 490, KNS 493, KNS 497; MARK 300; MGT 201, MGT 300; MICR 210*; NURS 201, NURS 351; NUTR 200; NUTR 302; PHIL 244*, PHIL 252*; PSYC 220, PSYC 300, PSYC 301, PSYC 310, PSYC 320, PSYC 330, PSYC 360, PSYC 382, PSYC 400*, PSYC 410, PSYC 430, PSYC 434*, PSYC 435, PSYC 440, PSYC 461, PSYC 470, PSYC 475, PSYC 482; PUBH 201*, PUBH 202, PUBH 315, PUBH 350, PUBH 401; RSM 326*, RSM 335, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450; STAT 201*. Students must earn a C or better in these courses. Other courses not listed here may be petitioned to count as kinesiology professional electives with approval of the assigned kinesiology faculty advisor. Check with advisor prior to taking the course. Courses
selected as professional electives cannot be used to fulfill additional requirements in the program.
${ }^{10}$ FYS 101 is highly recommended to be taken in fall of Freshman year.
${ }^{11}$ ENGL 255* or ENGL 295* or ENGL 360* or JREM 450* or JREM 451* or JREM 456 or PHIL 252* or PHIL 345* ALEC 440, ENGL 455, ANTH 309, EEB 305 or ANTH 305, ENGL 355, and EEB 451

* Meets Volunteer Core Requirements.


#### Abstract

Supporting Information Rationale: For adding NUTR 200, many of our students will be interested in and will benefit from taking this class. This request came from the NUTR department and the KNS faculty agreed students in the KNS major would benefit from having NUTR 200 as a professional elective option. For removing EEB, we received communication that the EEB department is changing their course numbering and we've adjusted to accommodate this change. For the WC additional electives, these are intended to give the KNS more options for completing their WC requirement. (See showcase below.) Impact on Other Units: This change may potentially increase students taking the NUTR 200 course, which may increase the student enrollment in those courses. Financial Impact: This will not affect overall faculty course load, therefore, there is no financial impact expected on either the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.


## (RSM) Recreation and Sport Management

Student Learning Outcomes

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.

## Courses

```
    Low REVISE (RE) PREREQUISITE(S)
    impact:
revise in
response
    to
previous
revisions
Low revise in response
to previous revisions
RSM 310 - Developing and Evaluating Therapeutic Recreation Programs
(RE) Prerequisite(s): RSM 201
Formerly: (RE) Prerequisite(s): RSM 201 or RSM 250.
```


## Supporting Information:

```
Rationale: RSM 310 is a class only intended for Therapeutic Recreation majors, and RSM 250 is a Sport Management course. When the major split into two distinct majors, some of these previous pre-requisites remained in place that are no longer needed.
Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.
REVISE REGISTRATION RESTRICTION(S), ADD COMMENT(S)
```


## RSM 330 - Sport Communication

```
Registration Restriction(s): Sport management major or Therapeutic Recreation major Comment: Sport Management majors must earn a C or better to advance toward the major.
Formerly: Registration Restriction(s): Sport management major
```

| majorwith $\quad$ No comment(s) |  |
| :---: | :---: |
| withconcen- |  |
| trations | Rationale: These courses have both RSM 250 or RSM 201 as a prerequisite, but |
| Mgmt or registration restriction as Sport Management major. It should say registration restriction |  |
| Thera- Management or Therapeutic Recreation major, to reflect each major individually. <br> peutic Impact on Other Units: No other units are impacted by this change as it is not for students outside |  |
| Rec into of the major. |  |
| majors in | Financial Impact: It is not expected that this change will impact other units across campus |
| Sport financially. |  |
| Mgmt or Therapeutic Rec | Supporting Information: |
|  | Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of $C$ or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog: <br> "Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required." <br> Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major. <br> Financial Impact: It is not expected that this change will impact other units across campus financially. |
| Lowimpact: |  |
| response | RSM 337 - International Sport Management |
| to previous split of | Registration Restriction(s): Sport management major or Therapeutic Recreation major Formerly: Registration Restriction(s): Sport management major. |
| the RSM | Supporting Information: |
| with | Rationale: These courses have both RSM 250 or RSM 201 as a prerequisite, but then only have a |
| concen- registration restriction as Sport Management major. It should say registration restriction is Sport |  |
| trations Management or Therapeutic Recreation major, to reflect each major individually. |  |
| in Sport Impact on Other Units: No other units are impacted by this change as it is not for students outside |  |
| Mgmt or <br> Therapeutic | of the major. <br> Financial Impact: It is not expected that this change will impact other units across campus |
| Rec into financially. majors in Sport |  |
| Mgmt or |  |
| Therapeutic |  |
| Rec |  |
| Low | ADD COMMENT(S) |
| impact: |  |
| applies | RSM 338 - Applied Ethics in Recreation and Sport |
| to specific | Comment: Sport Management majors must earn a C or better to advance toward the major. Formerly: No Comment(s) |
| within | Supporting Information: |
| this dept only | Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of $C$ or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog: |

"Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required."

Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.

REVISE REGISTRATION RESTRICTION(S), ADD COMMENT(S)
RSM 340 - Financial Aspects of Sport
Registration Restriction(s): Sport management major or Therapeutic Recreation major Comment: Sport Management majors must earn a C or better to advance toward the major.

Formerly: Registration Restriction(s): Sport management major.
No Comment(s)
Supporting Information:
Rationale: These courses have both RSM 250 or RSM 201 as a prerequisite, but then only have a registration restriction as Sport Management major. It should say registration restriction is Sport Management or Therapeutic Recreation major, to reflect each major individually.
Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.
Supporting Information:
Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of $C$ or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog:
"Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required."

Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus
financially.
Revise (RE) Prerequisite(s), Add Comment(s)
RSM 350 - Sport Management: Theory to Practice
(RE) Prerequisite(s): RSM 250, RSM 290N, CMST 210, CMST 217, CMST 240, or CMST 247
Comment: Sport Management majors must earn a $C$ or better to advance toward the major.
Formerly: (RE) Prerequisite(s): RSM 250.
No Comment(s)
Supporting Information:
Rationale: These courses have both RSM 250 or RSM 201 as a prerequisite, but then only have a registration restriction as Sport Management major. It should say registration restriction is Sport Management or Therapeutic Recreation major, to reflect each major individually.
Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.
Supporting Information
Rationale: Currently the only prerequisite for RSM 350 is RSM 250. We would like RSM 250 to stay in place as a prerequisite. In addition, we would like to add two courses as prerequisites: RSM 290 or 290N and CMST 210, 217, 240, or 247. We would like to add RSM 290 or 290 N -
Sport Management Practicum I, because having this practicum experience first before taking the theory to practice course will allow students to have some practical experiences in the field to draw from as they work through the RSM 350 course material, which we feel will increase their learning and engagement. We would also like to add CMST 210, 217, 240, or 247 because they have the Oral Communication Vol Core designation, and RSM 350 has the Applied Oral Communication designation. The Vol Core guidelines encourage the OC requirement to be met prior to taking the AOC course, so we feel adding this as a prerequisite will facilitate that learning progression.
Impact on Other Units: We do not think there will be any new impact on other units. The RSM students already take CMST 210, 217, 240, or 247, we would only be making it so they would need to take those before taking the RSM 350 course, as encouraged by Vol Core.
Financial Impact: We believe there will be no impact. This change will not require additional resources for instructors, nor do we feel it will impact the department or college budget. Supporting Information:
Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of $C$ or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog:
"Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required."
Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.

Low impact: response to
previous
split of the RSM major with concentrations in Sport
Mgmt or Therapeutic Rec into majors in Sport
Mgmt or Therapeutic Rec
REVISE REGISTRATION RESTRICTION(S), ADD COMMENT(S)

## RSM 360 - Sport Governance

Registration Restriction(s): Sport management major or Therapeutic Recreation major Comment: Sport Management majors must earn a C or better to advance toward the major.
Formerly: Registration Restriction(s): Sport management major.
No Comment(s)
Supporting Information:
Rationale: These courses have both RSM 250 or RSM 201 as a prerequisite, but then only have a registration restriction as Sport Management major. It should say registration restriction is Sport Management or Therapeutic Recreation major, to reflect each major individually.
Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.
Supporting Information:
Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of $C$ or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog:
"Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required."
Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.

applies to specific major within this dept only

## Low

impact:
applies
to
specific
major
within this dept only

Low impact: response to previous
split of the RSM
major with concentrations in Sport Mgmt or Therapeutic
Rec into majors in Sport Mgmt or Therapeutic Rec, comment applies to specific major within this dept only

Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of C or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog:
"Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required."

Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.

ADD COMMENT(S)

## RSM 415 - Facility Planning and Development

Comment: Sport Management majors must earn a C or better to advance toward the major. Formerly: No Comment(s)

Supporting Information:
Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of C or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog:
"Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required." Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.

REVISE REGISTRATION RESTRICTION(S), ADD COMMENT(S)

## RSM 440 - Sport Marketing

Registration Restriction(s): Sport management major or Therapeutic Recreation major
Comment: Sport Management majors must earn a C or better to advance toward the major.
Formerly: Registration Restriction(s): Sport management major.
No Comment(s)
Supporting Information:
Rationale: These courses have both RSM 250 or RSM 201 as a prerequisite, but then only have a registration restriction as Sport Management major. It should say registration restriction is Sport Management or Therapeutic Recreation major, to reflect each major individually.
Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.
Supporting Information:
Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of $C$ or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog:
"Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required."

Low impact: response

Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.

## ADD COMMENT(S)

## RSM 450 - Legal Aspects of Sport

Comment: Sport Management majors must earn a $C$ or better to advance toward the major. Formerly: No Comment(s)

Supporting Information:
Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of $C$ or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog:
"Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required."

Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus
financially.
REVISE REGISTRATION RESTRICTION(S), ADD COMMENT(S)
RSM 460 - Strategic Management of Sport Organizations
Registration Restriction(s): Sport management major or Therapeutic Recreation major Comment: Sport Management majors must earn a C or better to advance toward the major. Formerly: Registration Restriction(s): Sport management major.
No Comment(s)
Supporting Information:
Rationale: These courses have both RSM 250 or RSM 201 as a prerequisite, but then only have a registration restriction as Sport Management major. It should say registration restriction is Sport Management or Therapeutic Recreation major, to reflect each major individually.
Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.
Supporting Information:
Rationale: Aware that catalog already notifies students of grade requirement, and that Banner enforces this. This comment is added to allow students a secondary reminder. The catalog for the major already states that a grade of $C$ or better must be made in all RSM courses. Our effort with this change is just adding the official registration requirement. Here is the excerpt from the catalog:
"Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A 2.5 GPA is required."

Impact on Other Units: No other units are impacted by this change as it is not for students outside of the major.
Financial Impact: It is not expected that this change will impact other units across campus financially.

REVISE (RE) PREREQUISITE (S)
RSM 494N - Therapeutic Recreation Internship.

| two | (RE) Prerequisite(s): BCMB 230 and ANTH/EEB 250 and ANTH/EEB 251 or KNS 332.2 .5 GPA, <br> colleges <br> C or better in RSM $394 N$. <br> Formerly: <br> (RE) Prerequisite(s): 2.5 GPA, $C$ or better in RSM 394N. |
| :--- | :--- |
| Supporting Information: |  |
| Rationale: Therapeutic Recreation is considered a healthcare profession and many students in |  |
| the Therapeutic Recreation major are often going to graduate school for nursing, occupational |  |
| therapy, physical therapy, etc. upon graduation. Human anatomy and human physiology are |  |
| curricular requirements of this major. Addding them as prerequisites will ensure that students have |  |
| that foundational knowledge prior to completing their 560-hour internship. |  |
| Impact on Other Units: No other units are impacted by this change as the students already took |  |
| these classes, only the order in which they are taking them has changed. |  |
| Financial Impact: It is not expected that this change will impact other units across campus |  |
| financially. |  |

## Programs and Text

## Low

 impact: revise text, update the FYC courses, change dropped course to the equivalentnew courses

## REVISE PROGRAM TEXT

## Therapeutic Recreation Major, BS in Recreation and Sport Management

Therapeutic Recreation major 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. The program requires several out-of-class commitments, including overnight and weekend day commitments, and students should be prepared to complete background checks, drug screens, and other organizational requirements. Additionally, this program requires three field experiences that must be taken in sequence. The first two are part-time practicum experiences and the program concludes with a semester-long internship experience. Graduates fulfill the eligibility requirements for National Council for Therapeutic Recreation Certification. The program concludes with a semester-long internship experience.

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| CFS 210* | 3 | 2.5 cumulative GPA |
| ${ }^{1}$ Natural Sciences Electives* | 4 |  |
| ENGL 101* (or equivalent) | 3 |  |
| PSYC 110* or PSYC 117* | 3 |  |
| 2Quantitative Reasoning Elective* | 3 |  |
| Term 2 |  |  |
| ${ }^{1}$ Natural Sciences Electives* | 4 | ENGL 101* (or equivalent) |
| ENGL 102* (or equivalent) | 3 |  |
| ${ }^{2}$ Quantitative Reasoning Elective* | 3 |  |
| 4 Unrestricted Electives | 5 |  |
| Term 5 |  |  |
| ${ }^{2}$ Global Citizenship - International Elective* | 3 | PSYC 110* |
| KNS 332* or EEB 240 ANTH 250 and ANTH 251 OR EEB 250 and EEB 251 | 3-4 |  |
| PSYC 330 | 3 |  |
| ${ }^{3}$ RSM 325* | 3 |  |
| $3 \mathrm{BSM} 294{ }^{*}$ | 3 |  |

${ }^{5}$ Courses must be in addition to those specified for the major and must be selected from 300-or 400-level courses in the following disciplines: child and family studies, psychology, sociology,

recreation and sport management, special education, or kinesiology, and educational interpreting and audiology and speech pathology, or KNS 290; PHYS $221^{*}$, PHYS $222^{*}$; SOCI $120^{*}$; ANTH 110* or ANTH 130*; STAT 201*; PUBH 315, PUBH 350, or PUBH 401; BIOL 101*, BIOL 102*, BIOL 150*, BIOL 160*, or BIOL 159*; CHEM 102* and CHEM 103*, CHEM $112^{*}$ and CHEM $113^{*}$, CHEM $122^{*}$ and CHEM $123^{*}$, or CHEM $132^{*}$ and CHEM 133*; NUTR 100*; PUBH 201*.All Statistics, Biology, and Chemistry course credits cannot be applied to both a Volunteer Core* and professional support elective requirement.

## Supporting Information

Rationale: We feel the updated text more accurately summarizes activities in the major and gives students additional information about the extent of the service and experiential learning components within the major.
Impact on Other Units: None - simply a wording change for the major description.
Financial Impact: It is not expected that this change will impact other units across campus financially.
Supporting Information:
Rationale: Currently, the KRSS advisors petition NUTR 100 and PUBH 201 to satisfy professional support electives on a case-by-case basis. However, these courses are often requirements for graduate school admissions, and it would eliminate the petition process to include them as professional support elective options in the catalog moving forward. For removing EEB, we received communication that the EEB department is changing their course numbering and we've adjusted to accommodate this change. (See showcase below.)
Impact on Other Units: This change may potentially increase students taking the NUTR 100 and PUBH 201 courses, which may increase the student enrollment in those courses.
Financial Impact: This will not affect overall faculty course load, therefore, there is no financial impact expected on either the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.

## Nutrition

Student Learning Outcomes

1. Students enrolled in the Didactic Program in Dietetics (DPD) will demonstrate readiness for success in an accredited supervised practice program.
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 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.

## (NUTR) Nutrition <br> Courses

## Low to ADD COURSE

## NUTR 150 Exploring Nutrition: Opening the Door to Careers in Health (1) Short title: Exploring Nutrition: Careers

students interested
in a
NUTR
major
Exploration of the nutrition major and minor as the foundation for career opportunities in nutrition and dietetics, community health promotion, biomedical research, and health professions including medicine, physician assistant, pharmacy, and others.

## Supporting Information

Rationale: Addition of this 1 credit, NUTR 150 course is a result of regular curricular review and faculty feedback. This course is intended as an introduction to the three unique concentrations in the Nutrition Major. Students will be exposed to potential career paths, introduced to various members of the nutrition department faculty, and receive advising tailored to their selected or

Low impact: course has not been taught in years
potential concentration. This course will be available to non-majors and will eventually be a requirement of majors (to be incorporated into each showcase in a subsequent narrative submission). The nutrition faculty supports this course addition.
Impact on Other Units: The proposed change does not affect any other programs or course offerings as it is not a requirement for any programs outside of the Nutrition Major.
Financial Impact: This course will be taught as part of the regular course load of existing faculty and will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.
Additional Documentation: No additional approval is required for this addition. This addition is not substantive and does not need to be reported to SACSCOC. Please see the attached draft syllabus.

## DROP COURSE

## NUTR 201 Careers in Nutrition (1)

Supporting Information
Rationale: The Department of Nutrition has not offered this course for several years, and it was removed as a requirement in the 2019-2020 UG Catalog.
Impact on other units: No other units are impacted by this drop. Please see the attached impact report from Mollie Sullivan, via email thread.
Financial impact: None.
Impact report
(none)

## DROP COURSE

## NUTR 303 Nutrition and Dietetics Management (3)

Supporting Information
Rationale: If approved as a course add, this course will be replaced by NUTR 403.
Impact on other units: No other units are impacted by this drop as it is not available to students outside of the Nutrition Major.
Financial impact: None.
Impact report
Program: Nutrition Major, BS in Health and Human Sciences - Dietetics Concentration » Core:
Requirements for the Bachelor of Science in Health and Human Sciences - Nutrition Major Dietetics Concentration

## REMOVE REGISTRATION RESTRICTION(S)

## NUTR 320 - Nutrition Research Design and Methods I (2)

Formerly: Registration Restriction(s): Nutrition majors and minors.

## Supporting Information

Rationale: This proposed revision is the result of regular curricular review and faculty feedback. We are removing the registration restriction to allow this course to be taken as an elective by interested students from outside the Nutrition Major.
Impact on other units: None. The proposed change does not affect any other programs or course offerings as it is not a requirement for any programs outside of the Nutrition Major.
Financial impact: This will not affect overall faculty course load, therefore, there is no financial impact expected on either the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.

| Low impact: course is to be dropped and added back as a 400- level course | DROP COURSE <br> NUTR 330 Foodservice Manage <br> Supporting Information <br> Rationale: If approved as a course Impact on other units: No other un outside of the Nutrition Major. Financial impact: None. <br> Impact report <br> Program: Nutrition Major, BS in H Requirements for the Bachelor of Dietetics Concentration <br> ADD COURSE <br> NUTR 403 Nutrition and Dietetic <br> Management with specific applice foodservice systems, leadership, quality improvement, human reso management. <br> Recommended Background: HTM Registration Restriction(s): Nutrition <br> Supporting Information <br> Rationale: The addition of this cours feedback, indicating the current $N$ requirements for our 5-year BS/MS Graduate Program in Nutrition and credential and that this should be identical to the current NUTR 303 course will continue to be availab provided, and the syllabus for the documentation, as has an email thr course number. The nutrition faculy Impact on Other Units: The propo offerings as it is not a requirement Financial Impact: This course will existing faculty and will not require budget. This change will not impa as an elective. <br> Additional Documentation: No ad substantive and does not need to documentation, referred to under | cticum (1) <br> ve, this course will be replaced by NUTR $4 Y Y$ (430). pacted by this drop as it is not available to students <br> Human Sciences - Dietetics Concentration» Core: Health and Human Sciences - Nutrition Major - <br> ement (3) <br> rition and dietetics practice settings including: organizational design, facilities planning and design, geting and financial resources, and strategic <br> only. <br> 403 is a result of regular curricular review and faculty course is a senior level course which meets -accredited Didactic Program in Dietetics and leading to the Registered Dietitian Nutritionist in the course number. Therefore, NUTR 403 is eing proposed as a "drop" in this same narrative. This nutrition majors. A course equivalency table has been course is included in the supplementary Mollie Sullivan, confirming the availability of this ts this course addition. <br> ion does not affect any other programs or course programs outside of the Nutrition Major. <br> o be taught as part of the regular course load of al resources nor affect the department or college lly other units across campus, as it may not be taken <br> proval is required for this addition. This addition is not dod to SACSCOC. Please see the attached ". <br> ivalency table: |
| :---: | :---: | :---: |
|  | Current Courses Nutrition (NUTR) | Equivalent Courses Effective Fall 2023 Nutrition (NUTR) |
|  | NUTR 303 | NUTR 403 |
|  | REVISE (RE) PREREQUISITE(S) |  |

adding another choice
(RE) Prerequisite(s): CMST 210 or CMST 240*, NUTR 320, and STAT 201*. Formerly: (RE) Prerequisite(s): CMST 240*, NUTR 320, and STAT 201*.

## Supporting Information

Rationale: This proposed revision is the result of regular curricular review and is in response to feedback from CEHHS Advising. CMST 210 is an acceptable substitution for CMST 240, and therefore should be included as an option. Please see the attached email thread, reflecting support for this change from CEHHS advising.
Impact on other units: None. The proposed change does not affect any other programs or course offerings as it is not a requirement for any programs outside of the Nutrition Major.
Financial impact: This will not affect overall faculty course load, therefore, there is no financial impact expected on either the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.
Additional documentation: This prerequisite change was approved by the Nutrition faculty. No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

Low impact: course replaces NUTR 330

## ADD COURSE

## NUTR 430 Foodservice Management Practicum (1) <br> Transcript Title: Foodservice Managemt Practicum

Hands-on experience rotating through various positions in a largescale foodservice operation. (RE) Corequisite(s): HTM 210.
Registration Restriction(s): Nutrition majors only. Priority given to students in the dietetics concentration.

## Supporting Information

Rationale: The addition of this course NUTR 430 is a result of regular curricular review and faculty feedback, indicating the current NUTR 330 course is a senior level course which meets requirements for our 5-year BS/MS, ACEND-accredited Didactic Program in Dietetics and Graduate Program in Nutrition and Dietetics leading to the Registered Dietitian Nutritionist credential and that this should be reflected in the course number. Therefore, NUTR 430 is identical to the current NUTR 330 course, being proposed as a "drop" in this same narrative. This course will continue to be available only to nutrition majors, with priority given to students in the dietetics concentration. A course equivalency table has been provided, and the syllabus for the proposed course is included in the supplementary documentation, as has an email thread from Mollie Sullivan, confirming the availability of this course number. The nutrition faculty supports this course addition.
Impact on Other Units: The proposed addition does not affect any other programs or course offerings as it is not a requirement for any programs outside of the Nutrition Major.
Financial Impact: This course will continue to be taught as part of the regular course load of existing faculty and will not require additional resources nor affect the department or college budget. This change will not impact financially other units across campus, as it may not be taken as an elective.
Additional Documentation: No additional approval is required for this addition. This addition is not substantive and does not need to be reported to SACSCOC. Please see the attached documentation, referred to under "Rationale".

Equivalency table:

| CurrentCourses Nutrition <br> (NUTR)Equivalent Courses Effective Fall 2023 Nutrition <br> (NUTR) |  |
| :---: | :---: |
| NUTR 330 | NUTR 430 |

## Programs and Text

| Highimpact:minorchangesas resultofofchangesto otherunits, forclarity,simplythe orderofcourseswithinthechart,but onefootnotelistscoursesinmultiplecolleges | Nutrition Major, Bachelor of Science in Health and Human Sciences - Biomedical Nutrition Science Concentration |  |  |
| :---: | :---: | :---: | :---: |
|  | Term 1 | Hours | Milestone Notes |
|  | CHEM $122^{*}$ and CHEM $123^{*}$, or CHEM $128^{*}$ | 4 | 2.6 cumulative GPA |
|  | ENGL 101* (or equivalent) | 3 |  |
|  | 12,Professional/Unrestricted Elective | 3 |  |
|  | NUTR 100* | 3 |  |
|  | BIOL 150* or BIOL 158 | 3 |  |
|  | Term 2 |  |  |
|  | $\begin{aligned} & \text { CHEM } 132^{*} \text { and CHEM } 133^{*} \text {, or CHEM } \\ & 138^{*} \end{aligned}$ | 4 | CHEM 122* and CHEM 123* |
|  | ENGL 102* (or equivalent) | 3 |  |
|  | 2,3,4 Professional/Quantitative Reasoning Elective* | 3 |  |
|  | BIOL 160* or BIOL 168* | 3 |  |
|  | BIOL 159* | 2 |  |
|  | Term 3 |  |  |
|  | BCMB 230 | 5 | CHEM 132* and CHEM 133* |
|  | ${ }^{412}$ CHEM 260 | 3 |  |
|  | EEB 240 | 4 |  |
|  | BIOL 220 | 3 |  |
|  | Term 4 |  |  |
|  | ${ }^{513} \mathrm{CHEM} 360$ | 3 | BCMB 230 |
|  | BIOL 240 | 4 |  |
|  | 1,5NUTR 302 CLAS 273 | 3 |  |
|  | CLAS 273 ${ }^{6}$ NUTR 216* | 3 |  |
|  | 1,5NUTR 216* ${ }^{\text {N NUTR } 302}$ | 23 |  |
|  | Term 5 |  |  |
|  | 1,6Profossiona//Unrestricted Elective ENGL 295* or ENGL 360* | 3 | CHEM 260 |
|  | ${ }^{1,56.5}$ NUTR 311 | 4 |  |
|  | STAT 201* or STAT 207* | 3 |  |
|  | PSYC 110* or PSYC 117* | 3 |  |
|  | ENGL 295* or ENGL 360* | 3 |  |
|  | Term 6 |  |  |
|  | BCMB 311 | 3 | No milestones |
|  | 1,7.8.ProfessionalfUnrestricted Elective OF NUTR 493 or NUTR 499 | 3 |  |
|  | ${ }^{1,5}$ NUTR $315{ }^{6}$ NUTR 314 | 23 |  |
|  | +1,5NUTR $321{ }^{6}$ NUTR 315 | 1.52 |  |
|  | ${ }^{1,5}$ NUTR $322{ }^{6}$ NUTR 320 | 7.5-2 |  |
|  | ${ }^{1,5}$ NUTR $314{ }^{6}$ NUTR 321 | 3-1.5 |  |
|  | ${ }^{1,5}$ NUTR $320{ }^{6}$ NUTR 322 | 21.5 |  |
|  | Term 7 |  |  |
|  | ${ }^{1,7}$ Global Citizenship - US Elective* | 3 | No milestones |
|  | CMST 240* or CMST 247* | 3 |  |
|  | 1,9,10Professional/Unrestricted Elective or NUTR 493 or NUTR 499 | 3 |  |
|  | 1,37,11 Expanded Perspectives Elective* OF NUTR 493 or NUTR 499 | 3 |  |
|  | ${ }^{31,57}$ Arts and Humanities Elective* | 3 |  |


| Term 8 |  |  |
| :---: | :---: | :---: |
| 31,5,7Expanded Perspectives Elective* | 3 | No milestones |
| 1,5,5,14Professional/Unrestricted Electives | 29 |  |
| ${ }^{1,5}$ NUTR 499 | 3 |  |
| ${ }^{1,56}$ NUTR 420* | 2 |  |
| 1,5,11Professional/Unrestricted Elective | 3 |  |
| 1,57,14Engaged Inquiries Elective* | 7 |  |
| TOTAL | 120 |  |

${ }^{1}$ Select any courses not already required for the major. Some pre-health tracks specifically require SOCI 120*, PHYS 221*, and PHYS 222*. Students pursuing a health professional career may choose to complete the pre-health professions minor and should consult with their advisor, relevant pre-health guide, and undergraduate catalog in selecting electives to fulfill requirements. Students NOT pursuing a health professional career, should consult with their advisor in selecting electives. Course recommendations include NUTR (any 200+ not already required for the major), NUTR 412, NUTR 415, NUTR 416, and NUTR 493; BIOL (any 200+); BCMB (any 200+); KNS (any 200+); MICR (any 200+ not already required), EEB (any 200+ not already required), FDSC courses, ANSC 320, ANSC 330, ANSC 380, CFS 210*, CFS 211, CFS 213, or CFS 240, PSYC 301, PSYC 370, PSYC 385*, PSYC 445, PSYC 450, PSYC 459, or PSYC 461, PUBH 202, PUBH 315, PUBH 401, or PUBH 420.
2 Students pursuing a pre-med/pre-health track MUST take MATH 119 to satisfy the course prerequisites for MATH 123* or MATH 125*. should consult with their advisor and the relevant pre-health guide for Quantitative Reasoning Elective recommendations/requirements.
${ }^{3}$ Select any Quantitative Reasoning Elective* not already required for the major. Select courses from the Volunteer Core* list.
4 Students pursuing pre-med/pre-health track MUST take MATH 125*, MATH 141*, or MATH 142*. These courses also satisfy the Quantitative Reasoning* requirement. Students in some pre-health tracks are required to also take the lab class (CHEM 269) associated with CHEM 260 and should consult with their advisor and the relevant pre-health guide.
5 Must be taken at UTK Students in some pre-health tracks are required to also take the lab class (CHEM 359) associated with CHEM 360 and should consult with their advisor and the relevant pre-health guide.
${ }^{6}$ Students pursuing pre-med/pre-health track MUST take PHYS 221*. Must be taken at UTK.
7 Select courses from the Volunteer Core* list. Some pre-health tracks require $\mathrm{SOCI} 120^{*}$, which also meets the Global Citizenship - US Vol Core requirement.
8 Students pursuing pre-med/pre-health track MUST take-PHYS 222*.
${ }^{8}$ Any courses not already required for the major. NUTR and upper division (300-400 level) courses are recommended. Choose from: NUTR (any; NUTR 412, NUTR 415, and NUTR 416 are recommended), BIOL (any 200+); BCMB (any 200+); KNS (any 200+); MICR, EEB, FDSC (any oxcept FDSC 100*, FDSC 442, and FDSC 490), ANSC 320, ANSC 330, ANSC 380, GFS 210*, CFS 211, CFS 213, or CFS 240, PSYG 301, PSYG 370, PSYG 385*, PSYC 445, PSYC 450, PSYG 459, or PSYG 461, PUBH 202, PUBH 315, PUBH 401, or PUBH 420. Alternative electives may be considered with approval of the director of the major.
10
Students pursuing pre-med/pre-health track MUST take SOCI 120*.
${ }^{14}$ Students pursuing pre-med/pre-health are encouraged to take NUTR 493 or NUTR 499.
${ }^{12}$ Students pursuing pre-med/pre-health track MUST take the lab-class (CHEM 269) associated with CHEM 260.
${ }^{13}$ Students pursuing pre-med/pre-health track MUST take the lab class (CHEM 359) associated with CHEM 360.

14
The course should have a Prefix other than NUTR.

## * Meets Volunteer Core Requirements.

## Supporting Information

Rationale: These revisions are a result of regular faculty review of the curriculum and are of a housekeeping nature. These revisions also increase flexibility, allowing up to 12 unrestricted electives. These revisions were approved by the Nutrition faculty and meant to increase clarity for students:

- Separating or eliminating combined terms - Term 1, line 3 (T1,L3); T2,L3; T5,L1; T6,L2; T7,L3; and T8,L3 and L5
- Removing text to be addressed during advising - T6,L2; T7,L3 and L4
- Term 8 - Replacing EI with Unrestricted Electives allows for increased flexibility (curricular review indicated already enough Els in showcase)
- Reordering NUTR prefix courses to be listed numerically
- Subsequent necessary changes to order of superscripts and footnotes, as well as simplification of footnotes
Impact on other units: None. The proposed revisions are housekeeping in nature and do not affect any other programs or course offerings outside of the Nutrition Major.
Financial impact: This will not affect overall faculty course load, therefore, there is no financial impact expected on either the department or college budget.
Additional documentation: None. No additional approvals are required for these changes.

High impact: minor changes as result
of
changes to other units, for clarity, or simply the order
of
courses within
the
chart,
but one footnote lists courses
in
multiple colleges

REVISE TEXT AND REQUIREMENTS

## Nutrition Major, BS in Health and Human Sciences - Biomedical Nutrition Science Concentration - Five-Year BS/MS

For qualified students, the Department of Nutrition offers a 5 -year BS/MS accelerated degree program with a major in Nutrition and a concentration in Biomedical Nutrition Science. Central to this program is that a qualified student may take up to 9 credit hours of approved graduate courses for their senior undergraduate electives and have them count toward both the BS degree and the MS degree. Students will be considered for conditional admission to the program by the end of their junior year of undergraduate study at UT. Students can choose from a non-thesis project option or a thesis option, based on their original research. Those who choose the thesis option will begin working on their research project not later than the beginning of their senior year of undergraduate studies by enrolling in NUTR 493 and/or NUTR 499. For each student in the program, a graduate advisory committee composed of a minimum of three faculty members must be established before completion of Term 7. To be considered for conditional admission to the program:

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| CHEM 122* and CHEM 123*, or CHEM 128* | 4 | 2.6 cumulative GPA |
| ENGL 101* (or equivalent) | 3 |  |
| 1,2 Professional/Unrestricted Elective | 3 |  |
| NUTR 100* | 3 |  |
| BIOL 150* or BIOL 158 | 3 |  |
| Term 2 |  |  |
| CHEM $132^{*}$ and CHEM $133^{*}$, or CHEM $138^{*}$ | 4 | CHEM 122* and CHEM 123* |
| ENGL 102* (or equivalent) | 3 |  |
| 2,3,4Professional/Quantitative Reasoning Elective* | 3 |  |
| BIOL 160* or BIOL 168* | 3 |  |
| BIOL 159* | 2 |  |
| Term 3 |  |  |
| BCMB 230 | 5 | CHEM 132* and CHEM 133* |


${ }^{1}$ Select any courses not already required for the major. Some pre-health tracks specifically require SOCI 120*, PHYS 221*, and PHYS 222*. Students pursuing a health professional career may choose to complete the pre-health professions minor and should consult with their advisor, relevant pre-health guide, and undergraduate catalog in selecting electives to fulfill requirements. Students NOT pursuing a health professional career, should consult with their advisor in selecting electives. Course recommendations include NUTR (any 200+ not already required for the major), NUTR 412, NUTR 415, NUTR 416, and NUTR 493; BIOL (any 200+);

BCMB (any 200+); KNS (any 200+); MICR (any 200+ not already required), EEB (any 200+ not already required), FDSC courses, ANSC 320, ANSC 330, ANSC 380, CFS 210*, CFS 211, CFS 213, or CFS 240, PSYC 301, PSYC 370, PSYC 385*, PSYC 445, PSYC 450, PSYC 459, or PSYC 461, PUBH 202, PUBH 315, PUBH 401, or PUBH 420.
2 Students pursuing a pre-med/pre-health track MUST take MATH 119 to satisfy the course prerequisites for MATH 123* or MATH 125*. should consult with their advisor and the relevant pre-health guide for Quantitative Reasoning Elective recommendations/requirements.
3 Select any Quantitative-Reasoning Elective* not already required for the major. Select courses from the Volunteer Core* list.
4 Students pursuing pre-med/pre-health track MUST take MATH 125*, MATH 141*, or MATH 142*. These courses also satisfy the Quantitative Reasoning* requirement. Students in some pre-health tracks are required to also take the lab class (CHEM 269) associated with CHEM 260 and should consult with their advisor and the relevant pre-health guide.
${ }^{5}$ Must be taken at UTK Students in some pre-health tracks are required to also take the lab class (CHEM 359) associated with CHEM 360 and should consult with their advisor and the relevant pre-health guide.
6 Students pursuing pre-med/pre-health track MUST take PHYS 221*. Must be taken at UTK.
7 Students pursuing pre-med/pre-health track MUST take PHYS 222*. Some pre-health tracks require SOCI 120*, which also meets the Global Citizenship - US Vol Core requirement.
8 Students pursuing pre-med/pre-health are encouraged to take NUTR 493 or NUTR 499.
${ }^{9}$ Select courses from the Volunteer Core* list.
${ }^{10}$ Unrestricted Elective: students must take six credits from any courses on the approved Arts and Humanities*, Social Sciences*, Global Citizenship-International*, or Global Citizenship - US* lists to satisfy the 6 credit hours Expanded Perspectives* Electives requirement. If this requirement has been already satisfied, students may take other courses not already required for the major. NUTR and upper division (300-400 level) courses are recommended. Choose from: ANSC 320 , ANSC 330 , ANSC 380 , BCMB (any 200+); BIOL (any 200+); CFS 210*, CFS 211, CFS 213, CFS 240, EEB, FDSC (any oxcept FDSC 100*, FDSC 442, and FDSC 490), KNS (any 200+); MICR, NUTR (any; NUTR 412, NUTR 415*, and NUTR 416 are recommended), PSYC 301, PSYC 370, PSYC 385*, PSYC 445, PSYC 450, PSYC 459, PSYC 461, PUBH 202, PUBH 315, PUBH 401, or PUBH 420. Alternative electives may be considered with approval of the director of the major.
${ }^{11}$ Students accepted into the 5 -year BS/MS program must take 9 credit hours of graduate level courses from the Nutrition Master's core courses list instead of their senior undergraduate unrestricted electives and have them count toward both the BS degree and the MS degree. The selected course(s) must be approved by the student's Graduate Committee and the Director of Graduate Studies.
${ }^{12}$ Must take six credits from any courses on the approved Volunteer Core Expanded Perspectives* list (Arts and Humanities*, Social Sciences*, Global Citizenship-International*, or Global Citizenship - US*) to satisfy the 6-credit hours Expanded Perspectives* Electives requirement. Students pursuing pre-med/pre-health track must take SOCI 120*, which satisfies 3 of the 6 Expanded Perspectives* Electives requirement.
${ }^{13}$ Students accepted into the 5-year BS/MS program-Thesis option must take at least 3 credit hours of NUTR 493 or NUTR 499 during their undergraduate coursework.
${ }^{14}$ Students pursuing pre-med/pre-health or the biomedical research track are encouraged to take NUTR 493 or NUTR 499 if all professional requirements are satisfied. Students may take no more than 6 credit hours of NUTR 493 and no more than 3 credit hours of NUTR 499 for the whole program.
${ }^{15}$ Students pursuing pre-med/pre-health track MUST take the lab class (CHEM 269) associated with CHEM 260.
${ }^{16}$ Students pursuing pre-med/pre-health track MUST take the lab class (CHEM 359) associated with CHEM 360.
${ }^{17}$ The selected course must be approved by the Student's Graduate Committee and the Departmental Director of Graduate Studies.
18 The course should have a Prefix other than NUTR.


| ENGL 295* or ENGL 360* ${ }^{1}$ Unrestricted Elective | 32 | BCMB 230 |
| :---: | :---: | :---: |
| NUTR 220* NUTR 200 | 3 |  |
| NUTR 285* NUTR 216* | 3 |  |
| ${ }^{4}$ PUBH Elective STAT 201* or STAT 207* | 3 |  |
| PUBH 220* PUBH 202 | 3 |  |
| Term 5 |  |  |
| GMST 240* or CMST 247* NUTR 220* | 3 | NUTR 285* PSYC 110* |
| NUTR 272* | 3 |  |
| PSYC 110* or PSYC 117* NUTR 285* | 3 |  |
| STAT 201* or STAT 207* PUBH 320* | 3 |  |
| ${ }^{5}$ Professional Elective ${ }^{5} \mathrm{PUBH}$ Elective | 3 |  |
| Term 6 |  |  |
| ${ }^{6}$ NUTR 302 ENGL 295* or ENGL 360* | 3 | No milestones |
| ${ }^{6}$ NUTR 315-6NUTR 302 | 23 |  |
| ${ }^{6}$ NUTR 320 | 2 |  |
| ${ }^{6}$ NUTR 321 | 1.5 |  |
| ${ }^{6}$ NUTR 322 | 1.5 |  |
| 6,7NUTR 493 | 2 |  |
| ${ }^{45}$ Professional Elective | 3 |  |
| Term 7 |  |  |
| ${ }^{6}$ NUTR 412 | 3 | No milestones |
| ${ }^{6}$ NUTR 413S* | 1 |  |
| ${ }^{6}$ NUTR 473 | 3 |  |
| ${ }^{45} \mathrm{PUBH}$ Elective | 3 |  |
| ${ }^{45}$ Professional Elective | 3 |  |
| ${ }^{45}$ Professional Elective | 3 |  |
| Term 8 |  |  |
| ${ }^{6}$ NUTR 420* | 2 | No milestones |
| 6,7 NUTR 493 | 1 |  |
| ${ }^{2}{ }^{3}$ Global Citizenship - US Elective* | 3 |  |
| ${ }^{45}$ Professional Elective | 3 |  |
| ${ }^{45}$ Professional Elective | 3 |  |
| ${ }^{45}$ Professional Elective | 3 |  |
| TOTAL | 120 |  |

${ }^{1}$ Select any courses not already required for the major.
${ }^{2}$ Select any Quantitative Reasoning* course from the Volunteor Core* list that is not already required for the major. Select courses from the Volunteer Core* list.
${ }^{3}$ Select courses from the Volunteor Core* list. Select any Quantitative Reasoning* course from the Volunteer Core* list that is not already required for the major.
4 Select from PUBH 215, PUBH 315, PUBH 330, PUBH 336, PUBH 340, PUBH 350, PUBH 400, PUBH 401, PUBH 420, PUBH 430, PUBH 440. Professional Electives ( 21 credit hours): Choose from the list of Professional Electives in Nutrition (below) AND/OR complete coursework in any of the Suggested Focus Areas (below). Students may choose to complete a minor in any of the suggested focus areas or may take selected courses across the focus areas to fulfill the 21 -hour requirement. Professional Electives in Nutrition: NUTR 311, NUTR 314*, NUTR 415*, NUTR $416^{*}$, NUTR 450. Unrestricted electives may be used to fulfill prerequisites. Suggested Focus Areas: Agricultural Leadership; Business; Communication Studies; Child \& Family Studies; Culinary Arts; Food and Agriculture Business; Food Science; Journalism \& Electronic Media; One Health; Psychology; Public Policy Analytics; Retail \& Consumer Sciences; Sustainability; Social Justice; Tourism \& Hospitality Management. Courses approved from these Suggested Focus Areas: ACCT 200; AGNR 101, AGNR 180, AGNR 217 and AGNR 480; ALEC 102, ALEC 150, ALEC 202, ALEC 211, ALEC 303, ALEC

> 340, ALEC 441, ALEC 450, ALEC 483, and ALEC 485; ANSC 150; AREC 201, AREC 212, AREC 270, AREC 342, AREC 345, AREC 350, and AREC 470; BCPP 101, BCPP 480, and BCPP 481; BIOL 105; BUAD 202; CCI 150; CFS 210, CFS 211, CFS 213, CFS 220, CFS 240, CFS 320, CFS 330, CFS 345, CFS 360, and CFS 385; CMST 235, CMST 250, CMST 312, CMST 342, CMST 410, CMST 412, CMST 414, CMST 416, CMST 419, CMST 426, CMST 429, CMST 442, CMST 444, CMST 446, and CMST 449; ECON 201, ECON 211, ECON 311, ECON 331, ECON 362, ECON 381, ECON 421, ECON 436, ECON 441, ECON 471, and ECON 472; EEB 306 and EEB 450; EPP 123, EPP 201, EPP 313, EPP 410, EPP 411, and EPP 425; ESS ESS 110, ESS 210, ESS 220, ESS 454, and ESS 462; FDSC 100, FDSC 150, 2 FDSC 41, FDSC 410 (or FDSC 418), and FDSC 421 (or FDSC 428); FINC 300; FORS 335 and FORS 422; FWF 250, FWF 320, and FWF 420; GEOG 204, GEOG 206, GEOG 333, GEOG 345, GEOG 346, GEOG 430, GEOG 433-GEOG 436, GEOG 443, GEOG 446 and GEOG 451; GEOL 202S, GEOL 206, GEOL 454, and GEOL 456; HIAF 480; HIAS 480; HIEU 430 and HIEU 4432; HIST 365 and HIST 410; HIUS 443; HTM 101, HTM 210- HTM 212, HTM 225, HTM 311, HTM 335, HTM 435, HTM 445, HTM 450, and HTM 484; JREM 175, JREM 200, JREM 230, JREM 367, JREM 400, JREM 410, JREM 455, JREM 456, and JREM 466; MARK 300; MICR 330, MICR 420, MICR 431, MICR 459, and MICR 470; MGT 300; PHIL 346 and PHIL 441; PLSC 115 and PLSC 250; POLS 240, POLS 311, POLS 350, POLS 366, POLS 370, POLS 441- POLS 442, POLS 451-POLS 456, POLS 461, POLS 463, POLS 470-POLS 473, and POLS 479; PSYC 211, PSYC 235, PSYC 301, PSYC 335, PSYC 360, PSYC 409, PSYC 434PSYC 435, PSYC 471, and PSYC 491; PUBH 330, PUBH 401, and PUBH 420; RMM 210, RMM 225, RMM 310- RMM 311, RMM 320, RMM 341, RMM 346, RMM 376, RMM 411- RMM 412, RMM 421, RMM 425, RMM 435, and RMM 441; SOCI 110, SOCI 341, SOCI 343-SOCI 345 , SOCI 360-SOCI 361, SOCI 363, SOCI 375, SOCI 416, SOCI 442, SOCI 446, SOCI 449, SOCI 452, SOCI 456, SOCI 460-SOCI 461, SOCI 465, and SOCI 472; SOWK 200, SOWK 250, SOWK 314, SOWK 316, SOWK 318, SOWK 324, SOWK 416, SOWK 418, and SOWK 444; WGS 370.
> 5 Professional Electives (21 credit hours): Choose from the list of Professional Electives in Nutrition (below) AND/OR complete coursework in any of the listed focus areas (below). Students may choose to complete a minor in any of the suggested focus areas or take may take selected courses across the focus areas to fulfil the 21-hour requirement. Professional Electives in Nutrition: NUTR 311, NUTR 314*, NUTR 415*, NUTR 416*, NUTR 450. Unrestricted electives may be used to fulfil prerequisites. Suggested Focus Areas: Agriculturat Leadership; Business; Communication Studies; Child \& Family Studies; Culinary Arts; Food and Agriculture Business; Food Science; Journalism \& Electronic Media; One Health; Psychology; Public Policy Analytics; Retail \& Consumer Sciences; Sustainability; Social Justice; Tourism \& Hospitality Management. Select from PUBH 215, PUBH 315, PUBH 330, PUBH 336, PUBH 340, PUBH 350, PUBH 400, PUBH 401, PUBH 420, PUBH 430, PUBH 440.
> ${ }^{6}$ Must be taken at UTK.
> ${ }^{7}$ Directed study with a faculty member in Public Health Nutrition for 6 hours per week in Term 6 and 3 hours per week in Term 8.

* Meets Volunteer Core Requirements.


## Supporting Information

Rationale: These revisions are a result of regular faculty review of the curriculum and are of a housekeeping nature. These revisions are intended to increase the flexibility of our Community Nutrition concentration, by moving more general classes into earlier terms and more specialized courses into later terms, potentially increasing the availability of this concentration to transfer students. These revisions were approved by the Nutrition faculty:
Specific:

- Term 5

1. PUBH 320. In addition to moving this from Term 4, this reflects a course number change being proposed by Public Health in this narrative, with the assumption this will be approved (drop PUBH 220; add PUBH 320).
2. Milestone - Replacing NUTR 285 with PSYC 110 increases flexibility

- Term 6 - Removing NUTR 315, allowing for addition of 2 unrestricted electives (in Term

4) 

General

- Reordering NUTR prefix courses numerically, within terms
- Necessary reordering of superscripts and footnotes, and defining specific courses for previously approved focus areas (footnote 4).
Impact on other units: None. The proposed revisions are housekeeping in nature and do not affect any other programs or course offerings outside of the Nutrition Major.
Financial impact: This will not affect overall faculty course load, therefore, there is no financial impact expected on either the department or college budget.
Additional documentation: None. No additional approvals are required for these changes.

| High impact: minor changes | Nutrition Major, Bachelor of Science in Health and Human Sciences - Community Nutrition Concentration - Five-Year BS/MS |  |  |
| :---: | :---: | :---: | :---: |
| as result | Term 1 | Hours | Milestone Notes |
| changes to other | CHEM 102* and CHEM 103*, or CHEM 122* and CHEM 123* | 4 | 2.6 cumulative GPA |
| units, for | ENGL 101* (or equivalent) | 3 |  |
| clarity, or | NUTR 100* | 3 |  |
| simply | PUBH 201* | 3 |  |
| the order | 1 Unrestricted Elective | 1 |  |
| courses | ${ }^{2}$ Arts and Humanities Elective* | 3 |  |
| within | Term 2 |  |  |
| the chart, | CHEM 112* and CHEM 113*, or* CHEM 132* and CHEM 133* | 4 | ENGL 101* (or equivalent) |
| but one | ENGL 102* (or equivalent) | 3 |  |
| footnote | NUTR 216* PSYC 110* or PSYC 117* | 3 |  |
| lists | ${ }^{23}$ Quantitative Reasoning Elective* | 3 |  |
| in | ${ }^{23}$ Expanded Perspectives Elective* | 3 |  |
| multiple | Term 3 |  |  |
| colleges | BCMB 230 | 5 | NUTR 100* |
|  | NUTR $200{ }^{4}$ Professional Elective | 3 |  |
|  | PUBH 202 CMST 240* or CMST 247* | 3 |  |
|  | ${ }^{3}$ Arts and Humanities Elective* PUBH 201* | 3 |  |
|  | Term 4 |  |  |
|  | ENGL 295* or ENGL 360* 1 Unrestricted Elective | 32 | BCMB 230 |
|  | NUTR 220* NUTR 200 | 3 |  |
|  | NUTR 285* NUTR 216* | 3 |  |
|  | ${ }^{4}$ PUBH Elective STAT 201* or STAT 207* | 3 |  |
|  | PUBH 220* PUBH 202 | 3 |  |
|  | Term 5 |  |  |
|  | CMST 240* or CMST 247* NUTR 220* | 3 | NUTR 285* PSYC 110* |
|  | NUTR 272* | 3 |  |
|  | PSYC 110* or PSYC 117* NUTR 285* | 3 |  |
|  | STAT 201* or STAT 207* PUBH 320* | 3 |  |
|  | ${ }^{5}$ Professional Elective ${ }^{5} \mathrm{PUBH}$ Elective | 3 |  |
|  | Term 6 |  |  |
|  | ${ }^{6}$ NUTR 302 ENGL 295* or ENGL 360* | 3 | No milestones |
|  | ${ }^{6}$ NUTR 315 ${ }^{6}$ NUTR 302 | 23 |  |
|  | ${ }^{6}$ NUTR 320 | 2 |  |
|  | ${ }^{6}$ NUTR 321 | 1.5 |  |


| ${ }^{6}$ NUTR 322 | 1.5 |  |
| :--- | :---: | :--- |
| 6,78 NUTR 493 | 2 |  |
| ${ }^{45}$ Professional Elective | 3 |  |
| Term 7 | 3 | No milestones |
| ${ }^{6}$ NUTR 412 | 1 |  |
| ${ }^{6}$ NUTR 413S* | 3 |  |
| ${ }^{6}$ NUTR 473 | 3 |  |
| ${ }^{45}$ PUBH Elective | 3 |  |
| $77^{6,8}$ NUTR 510 | 3 |  |
| $7^{76,8}$ NUTR 543 |  |  |
| Term 8 | 2 | No milestones |
| ${ }^{6}$ NUTR 420* | 1 |  |
| 6,78 NUTR 493 | 3 |  |
| ${ }^{6}$ Global Citizenship - US Elective* | 3 |  |
| ${ }^{45}$ Professional Elective | 3 |  |
| ${ }^{45}$ Professional Elective | 3 |  |
| $7^{6,8}$ NUTR 507 | $\mathbf{1 2 0}$ |  |
| TOTAL |  |  |

${ }^{1}$ Select any courses not already required for the major.
${ }^{2}$ Select any Quantitative Reasoning* course from the Volunteor Core* list that is not already required for the major. Select courses from the Volunteer Core* list.
${ }^{3}$ Select courses from the Volunteer Core* list. Select any Quantitative Reasoning* course from the Volunteer Core* list that is not already required for the major.
4 Select from PUBH 315, PUBH 350, PUBH 401, PUBH 420, PUBH 430. Professional Electives ( 12 credit hours): Choose from the list of Professional Electives in Nutrition (below) and/or complete coursework in any of the listed focus areas (below). Students may choose to work toward a minor in any of the suggested focus areas or take may take selected courses across the focus areas to fulfil the 12 -hour requirement. Professional Electives in Nutrition: NUTR 311, NUTR $314^{*}$, NUTR $415^{*}$, NUTR $416^{*}$, NUTR 450 . Unrestricted electives may be used to fulfil prerequisites. Suggested Focus Areas: Agricultural Leadership; Business; Communication Studies; Child \& Family Studies; Culinary Arts; Food and Agriculture Business; Food Science; Journalism \& Electronic Media; One Health; Psychology; Public Policy Analytics; Retail \& Consumer Sciences; Sustainability; Social Justice; Tourism \& Hospitality Management. Courses approved from these Suggested Focus Areas: ACCT 200; AGNR 101, AGNR 180, AGNR 217 and AGNR 480; ALEC 102, ALEC 150, ALEC 202, ALEC 211, ALEC 303, ALEC 340, ALEC 441, ALEC 450, ALEC 483, and ALEC 485; ANSC 150; AREC 201, AREC 212, AREC 270, AREC 342, AREC 345, AREC 350, and AREC 470; BCPP 101, BCPP 480, and BCPP 481; BIOL 105; BUAD 202; CCI 150; CFS 210, CFS 211, CFS 213, CFS 220, CFS 240, CFS 320, CFS 330, CFS 345, CFS 360, and CFS 385; CMST 235, CMST 250, CMST 312, CMST 342, CMST 410, CMST 412, CMST 414, CMST 416, CMST 419, CMST 426, CMST 429, CMST 442, CMST 444, CMST 446, and CMST 449; ECON 201, ECON 211, ECON 311, ECON 331, ECON 362, ECON 381, ECON 421, ECON 436, ECON 441, ECON 471, and ECON 472; EEB 306 and EEB 450; EPP 123, EPP 201, EPP 313, EPP 410, EPP 411, and EPP 425; ESS 110, ESS 210, ESS 220, ESS 454, and ESS 462; FDSC 100, FDSC 150, FDSC 241, FDSC 410 (or FDSC 418), and FDSC 421 (or FDSC 428); FINC 300; FORS 335 and FORS 422; FWF 250, FWF 320, and FWF 420; GEOG 204, GEOG 206, GEOG 333, GEOG 345, GEOG 346, GEOG 430, GEOG 433- GEOG 436, GEOG 443, GEOG 446 and GEOG 451; GEOL 202S, GEOL 206, GEOL 454, and GEOL 456; HIAF 480; HIAS 480; HIEU 430 and HIEU 432; HIST 365 and HIST 410; HIUS 443; HTM 101, HTM 210- HTM 212, HTM 225, HTM 311, HTM 335, HTM 435, HTM 445, HTM 450, and HTM 484; JREM 175, JREM 200, JREM 230, JREM 367, JREM 400, JREM 410, JREM 455, JREM 456, and JREM 466; MARK 300; MICR 330, MICR 420, MICR 431, MICR 459, and MICR 470; MGT 300; PHIL 346 and PHIL 441; PLSC 115 and PLSC 250; POLS 240, POLS 311, POLS 350, POLS 366, POLS 370, POLS 441- POLS 442, POLS 451- POLS 456, POLS 461, POLS 463, POLS 470- POLS 473, and POLS 479; PSYC 211, PSYC 235,

PSYC 301, PSYC 335, PSYC 360, PSYC 409, PSYC 434- PSYC 435, PSYC 471, and PSYC 491; PUBH 330, PUBH 401, and PUBH 420; RMM 210, RMM 225, RMM 310- RMM 311, RMM 320, RMM 341, RMM 346, RMM 376, RMM 411- RMM 412, RMM 421, RMM 425, RMM 435, and RMM 441; SOCI 110, SOCI 341, SOCI 343-SOCI 345, SOCI 360-SOCI 361, SOCI 363, SOCI 375, SOCI 416, SOCI 442, SOCI 446, SOCI 449, SOCI 452, SOCI 456, SOCI 460-SOCI 461, SOCI 465, and SOCI 472; SOWK 200, 250, SOWK 314, SOWK 316, SOWK 318, SOWK 324, SOWK 416, SOWK 418, and SOWK 444; WGS 370.
5 Professional Electives (12 credit hours): Choose from the list of Professional Electives in Nutrition (below) and/or complete coursework in any of the listed focus areas (below). Students may choose to work toward a minor in any of the suggested focus areas or take may take selected courses across the focus areas to fulfil the 12 -hour requirement. Professional Electives in Nutrition: NUTR 311, NUTR 314*, NUTR 415*, NUTR 416*, NUTR 450. Unrestricted electives may be used to fulfil prerequisites. Suggested Focus Areas: Agricultural Leadership; Business; Communication Studies; Child \& Family Studies; Gulinary Arts; Food and Agriculture Business; Food Science; Journalism \& Electronic Media; One Health; Psychology; Public Policy Analytics; Retail \& Consumer Sciences; Sustainability; Social Justice; Tourism \& Hospitality Management Select from PUBH 315, PUBH 350, PUBH 401, PUBH 420, PUBH 430.
${ }^{6}$ Must be taken at UTK.
${ }^{7}$ Accelerated Five-Year BS/MS students should choose ${ }^{6}$ NUTR 510, ${ }^{6}$ NUTR 543, and ${ }^{6}$ NUTR 507. Accelerated Five-Year BS/MPH Program students should choose ${ }^{6}$ PUBH 510, ${ }^{6}$ PUBH 520 , and ${ }^{6}$ PUBH 530 Directed study with a faculty member in Public Health Nutrition for 6 hours per week in Term 6 and 3 hours per week in Term 8.
${ }^{78}$ Directed study with a faculty member in Public Health Nutrition for 6 hours per week in Term 6 and 3 hours per week in Term 8. Accelerated Five-Year BS/MS students should choose ${ }^{6}$ NUTR 510, ${ }^{6}$ NUTR 543, and ${ }^{6}$ NUTR 507. Accelerated Five-Year BS/MPH Program students should choose ${ }^{6}$ PUBH 510, ${ }^{6}$ PUBH 520, and ${ }^{6}$ PUBH 530

* Meets Volunteer Core Requirements.


## Supporting Information

Rationale: These revisions are a result of regular faculty review of the curriculum and are of a housekeeping nature. These revisions are intended to increase the flexibility of our Community Nutrition concentration, by moving more general classes into earlier terms and more specialized courses into later terms, potentially increasing the availability of this concentration to transfer students. These revisions were approved by the Nutrition faculty:
Specific:

- Term 5

1. PUBH 320. In addition to moving this from Term 4, this reflects a course number change being proposed by Public Health in this narrative, with the assumption this will be approved (drop PUBH 220; add PUBH 320).
2. Milestone - Replacing NUTR 285 with PSYC 110 increases flexibility

- Term 6 - Removing NUTR 315, allowing for addition of 2 unrestricted electives (in Term 4) General

3. Reordering NUTR prefix courses numerically, within terms
4. Necessary reordering of superscripts and footnotes, and defining specific courses for previously approved focus areas (footnote 4).
Impact on other units: None. The proposed revisions are housekeeping in nature and do not affect any other programs or course offerings outside of the Nutrition Major.
Financial impact: This will not affect overall faculty course load, therefore, there is no financial impact expected on either the department or college budget.
Additional documentation: None. No additional approvals are required for these changes.
REVISE REQUIREMENTS
impact: minor

| changes as result | Nutrition Major, Bachelor of Science Concentration | alth and | Human Sciences - Dietetics |
| :---: | :---: | :---: | :---: |
|  | Term 1 | Hours | Milestone Notes |
| changes to other | CHEM 122* and CHEM 123*, or CHEM 128* | 4 | 2.6 cumulative GPA |
| clarity, or | ENGL 101* (or equivalent) | 3 |  |
| simply | ${ }^{1}$ Quantitative Reasoning Electives* | 3-4 |  |
| the order | NUTR 100* | 3 |  |
| of | ${ }^{2}$ Arts and Humanities Elective* | 3 |  |
| ourses | Term 2 |  |  |
| Within <br> the chart, | CHEM $132^{*}$ and CHEM $133^{*}$, or CHEM $138^{*}$ | 4 | CHEM 122* and CHEM 123* |
| one new | ENGL 102* (or equivalent) | 3 |  |
| optional | PSYC 110* or PSYC 117* | 3 |  |
| course is | ${ }^{2}$ Expanded Perspectives Elective* | 3 |  |
| in | ${ }^{2}$ Global Citizenship - US Elective* | 3 |  |
| another | Term 5 |  |  |
| ${ }_{\text {unit }}^{\text {unithin }}$ | ${ }^{4}$ Approved FDSG food science course | 3-4 | PSYC 110* |
| the same | KNS 350 | 3 | CHEM 260 |
| college | 5 NUTR 311 | 4 |  |
|  | CLAS 273 | 3 |  |
|  | PUBH 201* | 3 |  |
|  | Term $6^{6}$ |  |  |
|  | NUTR 302 | 3 | No milestones |
|  | 5 NUTR 321 NUTR 314 | 1.53 |  |
|  | ${ }^{5}$ NUTR 322 NUTR 315 | 1.52 |  |
|  | ${ }^{5}$ NUTR 314NUTR 316* | 31 |  |
|  | ${ }^{5}$ NUTR 315 NUTR 320 | 2 |  |
|  | 5 NUTR 316*NUTR 321 | 71.5 |  |
|  | 5 NUTR 320-NUTR 322 | 21.5 |  |
|  | Term 7 |  |  |
|  | HTM 210 | 3 | No milestones |
|  | ${ }^{5}$ NUTR 330 NUTR 410 | 1 |  |
|  | ${ }^{5}$ NUTR 410 NUTR 412 | 13 |  |
|  | ${ }^{5}$ NUTR 412.7NUTR 413S* | 31 |  |
|  | 5 NUTR 415* | 3 |  |
|  | $5^{5}$ NUTR $425{ }^{7}$ NUTR 422 | 13 |  |
|  | ${ }^{2}$ AUTR $4222^{5}$ NUTR 425 | 31 |  |
|  | ${ }^{5,7}$ NUUTR 413S* NUTR 4YY (430) | 1 |  |
|  | Term 8 |  |  |
|  | 5 NUTR 303 NUTR 4XX (403) | 3 | No milestones |
|  | 5 NUTR 416 | 3 |  |
|  | 5 SUTR 420* | 2 |  |
|  | 5,8 NUTR 426 and ${ }^{8}$ HTM 445, or ${ }^{2}$ Unrestricted Electives | 5 |  |
|  | TOTAL | 120 |  |

${ }^{4}$ Select from FDSC 100*, FDSC 241, of FDSC 415*, or HTM 101.

## Supporting Information

Rationale: These revisions are a result of regular faculty review of the curriculum and are mostly of a housekeeping nature. Aside from reordering of NUTR prefix courses within terms, the proposed changes reflect new course numbers (Terms 7 \& 8), pending their approval as course adds and the addition of HTM 101 as an approved food science option (Term 5 and footnote 4).

The number of undergraduate students in the dietetics concentration is growing and this will provide another option to meet ACEND accreditation requirements for inclusion of food science while accommodating larger student numbers. These revisions were approved by the Nutrition faculty.
Impact on other units: None. The proposed revisions are generally housekeeping in nature and do not affect any other programs or course offerings outside of the Nutrition Major. The exception is the addition of HTM 101 as an approved food science course option.
Financial impact: This will not affect overall faculty course load. However, should more students take HTM 101, this could affect the college budget. This change may impact financially other units across campus
Additional documentation: A letter of support from the RHTM department head is attached. No additional approvals are required for these changes.

## Public Health

(PUBH) Public Health

## STUDENT LEARNING OUTCOMES

1. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
2. Locate, use, evaluate and synthesize public health information.
3. Identify health issues and describe the impact on specific populations.
4. Explain factors that contribute to community health and health equity.
5. Compare population health indicators across subpopulations, time, and data sources.
6. Identify evidence-based solutions that engage diverse stakeholders to address population health issues.
7. Explain systems thinking and its application to population health approaches.

## Programs and Text

| Lowimpact does not affect other colleges | Public Health Major, Public Health Major - Population Health Sciences Concentration Population Health Sciences Concentration |  |  |
| :---: | :---: | :---: | :---: |
|  | Term 1 | Hours | Milestone Notes |
|  | Arts and Humanities Elective* | 3 | 2.5 GPA |
|  | Glabal Citizenship - US Focus* or GC-I If ASL 211* and ASL 212* | 3 |  |
|  | ENGL 101* or ENGL 118* (or equivalent) | 3 |  |
|  | ${ }^{1}$ Unrestricted Elective (MATH 119 recommended if needed) | 3 |  |
|  | ${ }^{2}$ Global Citizenship US Focus* | 3 |  |
|  | Any BIOL Natural Science* | 4 |  |
|  | Biology course with lab from the Volunteer Core list* |  |  |
|  | Term 2 |  |  |
|  | PSYC 110* or SOCI 120* | 3 | 2.5 GPA |
|  | ENGL 102* (or equivalent) | 3 | ENGL 101* (or equivalent) |
|  | Quantitative Reasoning Elective* | 3 |  |
|  | Any BlOL Natural Science* | 3 |  |
|  | Biology course from the Volunteer Core list* |  |  |


| ${ }^{1}$ Unrestricted Elective | 3 |  |
| :---: | :---: | :---: |
| Term 3 |  |  |
| ENGL 255 or PHIL 345 or other Written Communication course* | 3 | 2.6 GPA |
| ${ }^{4.3}$ Professional Elective | 3 | BIOL NS (7 credit hours) <br> 7 hours of Biology Courses from the Volunteer Core Natural Science list including at least one lab |
| CMST 210 or CMST 240 (or Honors equivalent CMST 217 or CMST 247) or PHIL 244 or other Oral Communication* | 3 |  |
| Foreign Language (Intermediate Level) | 3 |  |
| ${ }^{\text {² }}$ PUBH 201* | 3 |  |
| Term 4 |  |  |
| Foreign Language (Intermediate Level)* | 3 | 2.8 cumulative GPA |
| PUBH 202 | 3 | PUBH 201 with C or better |
| ${ }^{37}$ PUBH 320 | 3 |  |
| PUBH 420 | 3 |  |
| MATH 115 or STAT 201 or STAT 207* | 3 |  |
| Term 5 |  |  |
| CLAS 273 | 3 | NUTR 100, PUBH 202 |
| PUBH 315 | 3 |  |
| PUBH 401 PUBH 340 | 3 |  |
| PUBH 340 PUBH 401 | 3 |  |
| NUTR 100 | 3 |  |
| Term 6 |  |  |
| PUBH 350 PUBH 336 | 3 | No milestones |
| PUBH 336 PUBH 350 | 3 |  |
| ${ }^{37}$ Engaged Inquiries elective* | 3 |  |
| ${ }^{43}$ Professional Elective | 6 |  |
| Term 7 |  |  |
| PUBH 400 | 3 | No milestones |
| PUBH 430 | 3 |  |
| ${ }^{1}$ Unrestricted Elective | 3 |  |
| ${ }^{43}$ Professional Electives | 6 |  |
| Term 8 |  |  |
| PUBH 440 | 3 | No milestones |
| PUBH 489* | 3 |  |
| ${ }^{43}$ Professional Elective | 3 |  |
| ${ }^{1}$ Unrestricted Elective | 5 |  |
| TOTAL | 120 |  |

${ }^{1}$ Unrestricted Electives. Select any courses (14 credit hours) not already required for the major. ${ }^{2}$ Any student who completes ASL 211 and ASL 212 for the language requirement will have met the Global Citizenship - US requirement and will need to complete a Global Citizenship International course. Students who complete any other language will have met the Global

```
Citizenship - International requirement and will need to complete a Global Citizenship - US
course.
\({ }^{32}\) Engaged Inquiry (EI) course. At least 9 credits are required from at least two departments.
\({ }^{43}\) Professional Electives. Choose any courses (18 credit hours) from this list: AGNR 101, ANTH 480; BIOL 105*, BIOL 106, BIOL 150*, BIOL 159*, BIOL 160*, BIOL 220, BIOL 229, BIOL 240; ВСМВ 230, ВСМВ 330, ВСМВ 401, ВСМВ 402, ВСМВ 412, ВСМВ 440; CHEM 122*, CHEM 123*, CHEM 132*, CHEM 133*, CHEM 260, CHEM 269, CHEM 360, CHEM 359; EEB 240, EEB 310*, ENT 410, EPP 425*; GEOG 311, GEOG 344, GEOG 409; INPG 100, INPG 210; JREM 455; KNS 380, KNS 350; MATH 125*, MATH 141*, MICR 210, MICR 305, MICR 330, MICR 420; NURS 319; NUTR 285, PHYS 221*, PHYS 222*; POLS 240; PSYC 110*, PSYC 430, PSYC 434, PSYC 435, PSYC 440; PUBH 215, PUBH 330; SOCI 110*, SOCI 120*, SOCI 341*, SOCI 345*, SOCI 361*, SOCI 375*, SOCI 410, SOCI 465*. Accelerated BS/BA-MPH students should choose PUBH 510, 520, 530. Students must earn a C or better in professional electives courses. Other courses not listed here may be petitioned to count as public health professional electives with approval of the assigned advisor. Check with advisor prior to taking the course. Courses selected as professional electives cannot be used to fulfill additional requirements in the program.
```


## Supporting Information

Rationale: The showcase changes bring us into compliance with the 2022 THEC external reviewer report and public health accrediting body (e.g. Council on Education for Public Health, CEPH). Given the CEPH accreditation requirement of biological sciences, we replaced the CHEM Natural Science (NS) requirement with any BIOL NS courses (7 credits) and removed the biological sciences elective (3 credits) and updated footnotes accordingly. In term 4, we added MATH 115 - Statistical Reasoning as an acceptable Statistics course to satisfy the second QR course. In term 5, we removed PSYC 110 as a milestone. In response to THEC external reviewer recommendation (which we agree with), we will require 420 Environmental Health for all BSPH majors. This change will assure that all majors take the 420 Environmental Health and 440 Suicide Prevention course (rather than having them choose one). We removed Human Anatomy (EEB 240) and Physiology (BCMB 230) (unnecessary for most public health paths). We moved the previously required CHEM sequence, anatomy, and physiology to the Professional Electives to support pre-health profession students' curriculum needs. These changes increased our unrestricted electives from 9 to 14 to give students flexibility to tailor their degree program toward their career paths and increased professional electives from 12 to 18. With department consent, we added relevant professional electives to direct students to relevant courses. We specified a C or better for professional electives and specified professional electives may not be used to fulfill additional requirements in the major.
Impact on Other Units: We obtained consent from relevant departments to add their courses as professional electives.
Financial Impact: Additional resources required to support the public health major are planned and accounted for in the department and college budget. This change may impact financially other departments across campus. We have notified the other departments for their awareness. Additional Documentation: None.

Mid impact: course change affects another college

REVISE PROGRAM

## Public Health Minor - Five-Year BSPH/MPH Program

The process of seeking admission to the program begins in the spring semester of the junior or third year of undergraduate study. Students will apply electronically using the program application form located on the Public Health website (https://publichealth.utk.edu/5-2/ug-minorf) to indicate eligibility requirements are met and provide a brief statement of interest. This is a competitive admission process. Program applications must be submitted to the UT Department of Public

Health by March 1 of the student's junior/third year of undergraduate study and will be approved by the Director of the Undergraduate Public Health Minor by April 1.

Acceptance into the Public Health Minor - Five-Year BSPH/MPH program does not guarantee acceptance into the Graduate School or the MPH program. Students who have been admitted to the program must apply for admission to the Graduate School and to the MPH program during their fourth year of undergraduate study, following the standard application procedure. Students will be fully admitted to the MPH program after they have been accepted both by the Graduate School and by the MPH program.

* Meets Volunteer Core Requirements


## Supporting Information

Rationale: We corrected the weblink and added clarifying language to one paragraph. Impact on Other Units: None.
Financial Impact: Admission to the Five-Year program will increase Public Health credit hours in the graduate public health courses (PUBH 510, 520, 530).
Additional Documentation: none.

## Retail, Hospitality, and Tourism Management

## (HTM) Hospitality and Tourism Management

Student Learning Objectives

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 informal oral presentations.

## Courses

Low
impact:
update
titles to
reflect
industry
trends

## REVISE TITLE (Multiple courses)

impact:
update
HTM 101 Principles and Science of Culinary Arts (3)
Transcript Title: Prin/Science of Culinary Arts
Formerly: HTM 101: Science of Foods and Culinary Fundamentals (3)

## Supporting Information

Rationale: The name change was created to keep up with industry and academia trends. The name alteration should appeal to modern-day students and make our curriculum and major more attraction to prospective students.
Impact on Other Units: No impact on other units. The course is not a general university elective or Vol Core course, tracking or high demand course. The course will serve as an HTM elective course.
Financial Impact: No impact on other academic units.
Additional Documentation: This change does not require additional approval.

## HTM 102 Introduction to Travel and Tourism (3)

Transcript Title: Intro to Travel and Tourism
Formerly: HTM 102: Introduction to the Business of Hospitality and Travel (3)
Supporting Information

Rationale: Clarification of the depth and breadth of the industry, and the HTM Program. To move beyond the business side of the industry and the depth of people, places, and profit of the industry
Impact on Other Units: No impact on other units. The course will serve as an HTM required course. This course is a Vol Core course with Experiential Inquiries (EI) designation. A proposal has been submitted to the Vol Core Committee for approval in Fall 2022.
Financial Impact: No impact on other academic units.
Additional Documentation: This change does not require additional approval.
HTM 211 Leading and Managing Hotels and Resorts (3)
Transcript Title: Lead/Managing Hotels \& Resorts
Formerly: HTM 211: Hotel and Resort Operations (3)

## Supporting Information

Rationale: The new title reflects the emphasis on leadership and people skills, along with other management skills in lodging operations. The name change was created to keep up with industry and academia trends. The name alteration should appeal to modern-day students and make our curriculum and major more attraction to prospective students.
Impact on Other Units: No impact on other units. The course is not a general university elective or Vol Core course, tracking or high demand course. The course will serve as an HTM required course.
Financial Impact: No impact on other academic units.
Additional Documentation: This change does not require additional approval.

## HTM 225 Principles of Baking and Pastry Arts (3)

Transcript Title: Prin of Baking and Pastry Arts
Formerly: HTM 225: Principles and Science of Foodservice Baking (3)

## Supporting Information <br> Rationale: The name change was created to keep up with industry and academia trends. The name alteration should appeal to modern-day students and make our curriculum and major more attraction to prospective students. <br> Impact on Other Units: No impact on other units. The course is not a general university elective or Vol Core course, tracking or high demand course. The course will serve as an HTM elective course. <br> Financial Impact: No impact on other academic units. <br> Additional Documentation: This change does not require additional approval.

## HTM 311 Talent Management in Hospitality and Retailing (3) <br> Transcript Title: Talent Mgmt Hospitality/Retail <br> (See RMM 311.)

Formerly: HTM 311 Human Resources Management in Hospitality and Retailing (3) (See HTM 311.)

## Supporting Information

Rationale: This course title is being revised to better reflect the course content and stay abreast of competing courses in peer institutions. The change is not driven by the SACs Assessment.
Impact on Other Units: None. HTM/RMM 311 is usually only taken by HTM or RMM majors.
Financial Impact: None.
Additional Documentation: This change does not require additional approval.

Introduction to the planning and design of weddings. Explores social, political, economic, cultural, religious, and historical influences on wedding planning decision-making and strategies. Reviews all the logistics relevant to wedding planning from the lens of experts in the industry.
Registration Restriction(s): None
Supporting Information
Rationale: This course addition enriches the current HTM and Event Planning minor curricula by providing one of the most popular event categories. Many HTM students plan to seek careers in the wedding and other event planning fields. It was determined this change was needed to help increase students' exposure to the wedding planning business and to the hospitality industry in general. This change is not driven by the SACS Assessment, but rather by students' interest and need for more specific event planning courses.
Impact on other units: This course is not required for a certain major or program. The proposed addition does not drop or alter courses required by other programs. This course is not a prerequisite or corequisite for other courses.
Financial Impact: This will not affect the overall faculty course load as it will be distributed normally. Therefore, there is no financial impact expected on either the department or college budget. This change may impact financially other units across campus, as it may be taken as an elective.
Additional Documentation: The proposed syllabus information is provided.
Note: this would be a mid-impact change, because it is a new course but is not seeking an approval for Vol Core designation and would not expect to be required by programs outside the host department. The CCC has confirmed the course number.

Low
impact: update
titles to reflect industry trends

REVISE TITLE (Multiple courses)

## HTM 326 Cost Controls in Hospitality and Tourism Operations (3) Transcript Title: Cost Controls Hosp/Tourism Ops

Formerly: HTM 326: Financial Management for the Hospitality Industry (3)
Supporting Information
Rationale: The name change was created to keep up with industry and academia trends. The name alteration should appeal to modern-day students and make our curriculum and major more attraction to prospective students.
Impact on Other Units: No impact on other units. The course is not a general university elective or Vol Core course, tracking or high demand course. The course will serve as an HTM required course.
Financial Impact: No impact on other academic units.
Additional Documentation: This change does not require additional approval.

## HTM 335 Advanced Culinary Techniques and Applications (4)

Formerly: HTM 335: Advanced Foodservice Techniques and Applications (4)
Supporting Information
Rationale: The name change was created to keep up with industry and academia trends. The name alteration should appeal to modern-day students and make our curriculum and major more attraction to prospective students.
Impact on Other Units: No impact on other units. The course is not a general university elective or Vol Core course, tracking or high demand course. The course will serve as an HTM elective course.
Financial Impact: No impact on other academic units
Additional Documentation: This change does not require additional approval.
HTM 410 Sensory Branding and Marketing in Hospitality and Tourism Management Transcript Title: Brand/Market Hosp/Tourism Mgmt

Formerly: HTM 410: Strategic Planning for the Hospitality Industry (3)

## Supporting Information

Rationale: Marketing and branding strategies have evolved toward the engagement of the senses (i.e., sight, sound, taste, touch, etc.). Thus, this course title change will reflect the current and future trends within hospitality and tourism which incorporate sensory style experiences for branding and marketing strategies of hotels, destinations, events, etc. The name alteration should appeal to modern-day students and make our curriculum and major more attraction to prospective students.
Impact on Other Units: No impact on other units. The course is not a general university elective or Vol Core course, tracking or high demand course. The course will serve as an HTM required course.
Financial Impact: No impact on other academic units.
Additional Documentation: This change does not require additional approval.
HTM 445 Restaurant and Catering Management and Execution (3)
Transcript Title: Restaurant/Cater Mgt/Execution
Formerly: HTM 445: Advanced Food Production and Service Management (3)
Supporting Information
Rationale: The name change was created to keep up with industry and academia trends. The name alteration should appeal to modern-day students and make our curriculum and major more attraction to prospective students.
Impact on Other Units: No impact on other units. The course is not a general university elective or Vol Core course, tracking or high demand course. The course will serve as an HTM elective course.
Financial Impact: No impact on other academic units.
Additional Documentation: This change does not require additional approval.
HTM 450 Hotel Development and Analytics (3)
Transcript Title: Hotel Development \& Analytics
Formerly: HTM 450: Advanced Lodging Management (3):

## Supporting Information

Rationale: The new title provides more clarification on the course topics. The name change was created to keep up with industry and academia trends. The name alteration should appeal to modern-day students and make our curriculum and major more attraction to prospective students.
Impact on Other Units: No impact on other units. The course is not a general university elective or Vol Core course, tracking or high demand course. The course will serve as an HTM elective course.
Financial Impact: No impact on other academic units.
Additional Documentation: This change does not require additional approval.

## Programs and Text

| Low impact: only affects | Hospitality and Tourism Management Major, Bachelor of Science in Retail, Hospitality, and Tourism Management |  |  |
| :---: | :---: | :---: | :---: |
| this | Term 1 | Hours | Milestone Notes |
| dept., change | ${ }^{1}$ Arts and Humanities Elective* | 3 | Complete at least 12 hours by the end of the term |
| to First | ${ }^{1}$ Global Citizenship - US Elective* | 3 |  |
| Year | ENGL 101* (or equivalent) | 3 |  |
| Comp is | Quantitative Reasoning Elective * | 3 |  |


| at the request of ENGL | ${ }^{1}$ Natural Sciences Electives* | 3 |  |
| :---: | :---: | :---: | :---: |
|  | Term 2 |  |  |
|  | 1HTM 102* | 3 | ENGL 101* (or equivalent) |
|  | ENGL 102* (or equivalent) | 3 |  |
|  | 2Unrestricted Elective | 3 |  |
|  | 1Expanded perspective Elective* | 3 |  |
|  | HTM 211 | 3 |  |
|  | Term 5 |  |  |
|  | CMST 240* or CMST 247* or CMST 240* | 3 | 2.3 cumulative GPA |
|  | HTM Elective HTM 326 | 3 | Two courses from HTM 102, HTM 210, HTM 211, HTM 212 |
|  | HTM 390* | 3 |  |
|  | ${ }^{3} \mathrm{ECON} 201 *$ or ECON 207* | 4 |  |
|  | 3,4MGT 300 | 3 |  |
|  | Term 6 |  |  |
|  | HTM $326{ }^{5} \mathrm{HTM}$ Elective | 3 | No milestones |
|  | ${ }^{5} \mathrm{HTM}$ Elective | 3 |  |
|  | RMM 341* | 3 |  |
|  | 2Unrestricted Elective | 3 |  |
|  | ${ }^{1}$ Natural Science Elective with Lab* | 4 |  |

${ }^{5}$ Choose from HTM 101, HTM 225, HTM 299,HTM 312, HTM 335, HTM 435, HTM 440, HTM 445, HTM 450, HTM 484*, HTM 493, HTM 494; RMM 411, RMM 412 Recommended major electives for specialized career interests:

- Tourism Management: HTM 435, HTM 450, HTM 484*
- Restaurant/Culinary: HTM 101, HTM 225 or HTM 335, HTM 299, HTM 445, RMM 411
- Hotel and Resort Management: HTM 299, HTM 445, HTM 450, RMM 411
- Meeting and Event Planning: HTM 101, HTM 299, HTM 312, HTM 435, HTM 445, RMM 411


## Supporting Information

Rationale: This revision reflects the semester the courses are offered and the addition of a new course being proposed. This change is not driven by the SACs Assessment. Term 1 and 2 adjusted for the ENGL 101/102 or equivalent addition and removal of ENGL 118. Impact on Other Units: No impact on other units. The proposed change does not drop or alter courses required by other programs.
Financial Impact: This change will not require additional resources nor affect the department or college budget. This change may impact financially other units across campus.
Additional Documentation: None. These changes do not require additional approval.

## (RMM) Retail and Merchandising Management

## Student Learning Objectives

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 informal oral presentations.

## Courses

Low to REMOVE REGISTRATION RESTRICTION(S) mid impact: could

RMM 150 Retail Software Applications (1)
Formerly: Registration Restriction(s): Retail and Merchandising Management major

## pull

students from other majors and other colleges

Mid impact: also
affects
Haslam
College
of
Business

Low impact: minor change
in
response to
industry
practice

Low
impact: minor change due to decision by other college or
change
to
courses in this college

Supporting Information
Rationale: The registration restriction is removed so that the course will attract many students across campus. This will broader participation by students interested in learning Excel in a retail business context.
Impact on other units: None.
Financial Impact: None
Additional Documentation: This change does not require additional approval.
REVISE (RE) PREREQUISITE(S)
RMM 310 Retail Buying and Merchandising (3)
(RE) Prerequisite(s): RMM 210 and ACCT 200 or ACCT 203 or ACCT 208 or MATH 125 Formerly: (RE) Prerequisite (s): RMM 210 and MGT 202.

Supporting Information
Rationale: The proposed change replaces MGT 202 with ACCT 200 or ACCT 207 or MATH 125
as a prerequisite. MGT 202 is only available to business majors.
Impact on Other Units: None.
Financial Impact: None.
Additional Documentation: This change does not require additional approval.
+REVISE TITLE (of Cross-listed course)
RMM 311 Talent Management in Hospitality and Retailing (3)
Transcript Title: Talent Mgmt Hospitality/Retail
(See HTM 311.)
Formerly: RMM 311 Human Resources Management in Hospitality and Retailing (3) Cross-listed with HTM 311, HTM is primary

Supporting Information
Rationale: HTM 311 is the primary course. The course title is being revised to match the title of HTM 311.
Impact on Other Units: None. HTM/RMM 311 is usually only taken by HTM or RMM majors.
Financial Impact: None.
Additional Documentation: This change does not require additional approval.
REVISE (RE) PREREQUISITE(S) (multiple courses)
RMM 376 Customer Relationship Management and Retail Analytics (3)
(RE) Prerequisite(s): RMM 310
Formerly: (RE) Prerequisite (s): RMM 210 and MGT 202.
Supporting Information
Rationale: The proposed change removes MGT 202 as a prerequisite. MGT 202 is only available to business majors.
Impact on Other Units: None.
Financial Impact: None.
Additional Documentation: This change does not require additional approval.
RMM 412 Digital Retailing (3)
(RE) Prerequisite(s): RMM 210 or MGT 201 Formerly: (RE) Prerequisite (s): RMM 210 or MGT 202

Supporting Information

```
Rationale: The proposed change replaces MGT 202 with MGT 201 Introduction to Business Management for Non-Majors as a prerequisite. MGT 202 is only available to business majors. Impact on Other Units: None.
Financial Impact: None.
Additional Documentation: This change does not require additional approval.
RMM 421 Global Retailing and Sourcing (3)
(RE) Prerequisite(s): RMM 341 or MGT 201
Formerly: (RE) Prerequisite (s): RMM 341 or MGT 202
Supporting Information
Rationale: The proposed change replaces MGT 202 with MGT 201 Introduction to Business Management for Non-Majors as a prerequisite. MGT 202 is only available to business majors.
Impact on Other Units: None.
Financial Impact: None.
Additional Documentation: This change does not require additional approval.
```

Low to Mid
impact: could attract students from other colleges

```
REMOVE (RE) PREREQUISITE(S)
RMM 441 Branding (3)
Formerly: (RE) Prerequisite (s): RMM 341 or MGT 202
Supporting Information
Rationale: The prerequisites requirement is being removed so that the course will attract many students across campus. This will broader participation by students interested in learning branding in business.
Impact on Other Units: None.
Financial Impact: None.
Additional Documentation: This change does not require additional approval.
```


## Programs and Text

```
Low impact: new minor but only uses courses in this dept. and replaces a similar minor under a different name
```

ADD PROGRAM
Student Learning Objectives

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 informal oral presentations.

## Retail and Merchandising Management Minor

Minor Requirements
The minor consists of $\mathbf{1 5}$ hours.
Complete:

- RMM 210 - Introduction to Retail Management
- RMM 341 - Consumers in the Global Marketplace


## Select 9 hours:

- RMM 225 - Fashion and Culture
- RMM 310 - Retail Buying and Merchandising
- RMM 311 - Talent Management in Hospitality and Retailing
- RMM 320 - Product Development
- RMM 346 - Retail Operations Management
- RMM 376 - Customer Relationship Management and Retail Analytics
- RMM 411 - Entrepreneurship and Small Business Management
- RMM 412 - Digital Retailing
- RMM 421 - Global Retailing and Sourcing
- RMM 425 - Retail Category Management
- RMM 435 - Retail Planning and Allocation
- RMM 441 - Branding
- RMM 495 - Special Topics

Supporting Information
Rationale: Our program name has changed from Retail and Consumer Sciences to Retail and Merchandising Management. We are adding this minor to be consistent with the program name.
This is simply a name change. Due to our concurrent request to change the title of RMM 311 to Talent Management in Hospitality and Retailing, we are reflecting that course title change here as well. Impact on other units: None.
Financial Impact: None
Additional Documentation: This change does not require additional approval.

Low impact: end minor but only is replaced by a similar minor under a different name

END PROGRAM (to rename)
Retail and Consumer Sciences Minor
Supporting Information
Rationale: Our program name has changed from Retail and Consumer Sciences to Retail and Merchandising Management. We have added a new program with the appropriate name above. Impact on other units: None. The change does not drop or alter courses required by other units. Financial Impact: None
Additional Documentation: This change does not require additional approval.

## Theory and Practice in Teacher Education

## (CYAL) Children and Young Adult Literature

| Low | ADD NEW SUBJECT CODE |  |
| :---: | :--- | :--- |
| impact: |  |  |
| new | (CYAL) Children and Young Adult Literature |  |
| subject |  |  |
| code | Rationale: New subject code and course number verified as available for use by Molly Sullivan in |  |
| impacts | UG Catalog office. Children and Young Adult Literature CYAL is also being added to the Graduate |  |
| this | catalog. |  |
| college |  |  |
| Low to | ADD COURSE |  |
| mid |  |  |
| impact: | CYAL 305 How to Write for Children and Teens (3) |  |
| could | Introduction to writing for children and teens. |  |
| attract a | few |  |
| students | Supporting Information <br> from | Rationale: New subject code and course number approved by Molly Sullivan in UG Catalog office. <br> other <br> colleges |
| Children and Young Adult Lititerature CYAL is also being added to the Graduate catalog. We plan |  |  |
|  |  |  |

people continues to grow, yet accessible programming (e.g., regional, online) remains limited. As such, there is a need to offer an accessible course that draws on the expertise of children's literature faculty.
Impact on Other Units: There is no impact on other academic units. This is part of a shift within the department to replace some reading/literacy courses with appropriate content for teaching older students grades 3-12. No similar courses outside the department.
Financial Impact: This course will be taught by the existing faculty; no financial impact. Intended to replace other literacy courses. (TBD- REED 230 or ENED 409)
Additional Documentation: None.

## (EDDE) Education of the Deaf and Hard of Hearing

## Low REMOVE REGISTRATION RESTRICTION impact: will prob. only affect <br> EDDE 419 Speech Development and Aural Habilitation/Rehabilitation of the Deaf and Hard of Hearing (3)

 students in this collegeFormerly: Registration Restriction(s): Admission to teacher education or audiology and speech pathology.

Supporting Information
Rationale: We are removing the registration restriction to make it easier for others besides teacher candidates to enroll.
Impact on Other Units: No impact on other units is anticipated.
Financial Impact: There may be some positive impact on course enrollment since this was formerly restricted to Deaf Education majors which is a smaller program than most.

## (EI) Educational Interpreting

## Low to

 midimpact:
will prob only affect students in this college, but could attract others

REVISE (RE) PREREQUISITE(S)
El 335 - Interpreting Techniques (3)
(RE) Prerequisite(s): ASL 211*. Formerly: (RE) Prerequisite(s): El 335, El 350, ASL 211*.

Supporting Information
Rationale: We are removing the prerequisite EL 350, EI335 (this was a mistake in the catalog) to make it easier for other Deaf Studies students to enroll. We have had frequent requests to override the EI 350 prerequisite.
Financial Impact: There may be some positive impact on course enrollment numbers but not enough to require adding a new section

## (ELED) Elementary Education

Low
impact:
being
replaced
by
course
with $N$
suffix,
only
affects
students

## ARCHIVE COURSE

## ELED 493 Teaching Internship in Elementary Education (6-8)

Supporting Information
Rationale This course is being changed to an " $N$ " designated offering. UTK policy is to archive all S,N,R designated courses.
Financial Impact None
students Impact report
in this
dept.

Program: Education Major, BS in Education - Elementary Education Concentration (English as a Second Language Education Undergraduate Internship Specialization) " Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (English as a Second Language Education Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (English as a Second Language Education Undergraduate Internship Specialization)» Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (English as a Second Language Education Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Interventionist Special Education Undergraduate Internship Specialization) " Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Interventionist Special Education Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Interventionist Special Education Undergraduate Internship Specialization) » Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Interventionist Special Education Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Middle Grades Science Undergraduate Internship Specialization) "Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Middle Grades Science Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Middle Grades Science Undergraduate Internship Specialization) "Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Middle Grades Science Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Middle Grades Math Undergraduate Internship Specialization) "Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Middle Grades Math Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Middle Grades Math Undergraduate Internship Specialization) » Core: Requirements for the Bachelor of Science in Education - Education Major - Elementary Education Concentration (Middle Grades Math Undergraduate Internship Specialization)
Program: Education Major, BS in Education - Elementary Education Concentration (Undergraduate Internship) "Core: Requirements for the Bachelor of Science in Education Education Major - Elementary Education Concentration (Undergraduate Internship)
Program: Education Major, BS in Education - Elementary Education Concentration (Undergraduate Internship) "Core: Requirements for the Bachelor of Science in Education Education Major - Elementary Education Concentration (Undergraduate Internship)

Low impact: replaces course without the N suffix

## ADD COURSE

## ELED 493N Teaching Internship in Elementary Education (6-8)

Intensive teaching and teaching-related experiences with students in public schools. Repeatability: May be repeated. Maximum 14 hours.
Registration Restriction(s): Admission to teacher education
Supporting Information
Rationale: This course is a yearlong undergraduate teaching internship in which students are in elementary classrooms 3 days in the fall and 4 days in the spring. Therefore, we are seeking the internship ( $N$ ) designation. This is not a substantive change but does require approval from the
experiential learning subcommittee. An application has been sent to our college designee to look over.
Financial Impact: None
$N$ subcommittee has approved this course.
(MEDU) Mathematics Education

```
    Mid REVISE (RE) PREREQUISITE(S)
impact:
    also
    affects
    MATH
    due to
    prereq
change
    Low
impact:
    only
affects
courses
    in this
college
MEDU 405 Functions and Modeling for Secondary Math Education (3)
(RE) Prerequisite(s): MATH 141 or MATH 147 and TPTE 115.
Formerly: (RE) Prerequisite(s): MATH 142 or MATH 148 and TPTE 120
Supporting Information
Rationale: Proposed change is to reflect prior curricular changes that were missed (TPTE 120 has been replaced with TPTE 115) and to update DARS.
Financial Impact: None
+REMOVE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)
MEDU 434- Project Based Instruction (3)
(Same as SCED 434.)
(RE) Corequisite(s): TPTE 115; MEDU 432* or SCED 432*.
Formerly: (RE) Prerequisite(s): TPTE 115; MEDU 432* or SCED 432*.
Cross-listed with SCED 434, MEDU is primary
Supporting Information
Rationale: We are changing the prerequisites to pre- or co-requisites. The reason for this decision is the increasing number of students who are enrolling after transferring from a community college. By allowing the students to enroll in MEDU/SCED 434 concurrently with TPTE 115 and MEDU/SCED 432, they are more likely to be able to complete their requirements to graduate within 2 academic years.
Financial Impact: None
```


## (REED) Reading Education

Low
impact: S
course
has been
approved
by sub-
committee

## ADD and ARCHIVE COURSE

REED 351 Laboratory and Field Studies in Reading Education (1)
Transcript Title: Lab/Field Studies: Reading Ed
Simulated and actual experiences in which students apply concepts and skills from professional literacy methods courses in a variety of school settings and levels.
Satisfies Volunteer Core Requirement: (AOC)
Repeatability: May be repeated. Maximum 3 hours.
Registration Restriction(s): Admission to teacher education.
Supporting Information:
Rationale This course will have an "S" designation and needed for catalog archive
Financial Impact None, the number of ELED 351 S sections will be reduced and replaced with REED 351S

Low impact: reaction
to changes by State of TN Ed Dept.

## Transcript Title: Lab/Field Studies: Reading Ed

Simulated and actual experiences in which students apply concepts and skills from professional literacy methods courses in a variety of school settings and levels.
Satisfies Volunteer Core Requirement: (AOC)
Repeatability: May be repeated. Maximum 3 hours.
Registration Restriction(s): Admission to teacher education.
Supporting Information:
Rationale Students typically take ELED 351S practicums in the same term with two or three different elementary education courses and one REED reading course. To avoid registration confusion with the different sections of ELED351S for ELED courses and REED course we want to create a separate REED version of the practicum
Financial Impact None, the number of ELED 351 sections will be reduced and replaced with REED $351 S$
S subcommittee has approved this course.

## REVISE TITLE and DESCRIPTION

## REED 430 Elementary Literacy K-3 (3)

Methods, materials, basic approaches, skill development, and assessment procedures for teaching reading at the K-3 elementary school level.

Formerly: 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.

## Supporting Information:

Rationale: Changing grade range from $K-2$ to $K-3$. The title is revised to better and more accurately reflect the content of the course. The course addresses early literacy foundational skills but it also addresses fluency and comprehension, vocabulary and writing, all critical in the transition from primary to intermediate grades. The course addresses numerous K-5 statemandated literacy standards (reflected in the syllabus) but emphasizes literacy acquisition in the lower grades (K-3). For typically developing readers, grade 3 is a critical year in literacy development, the year when students evolve from "learning to read" to "reading to learn." Content in REED 430 complements the content in REED 434 which addresses literacy acquisition in grades 3-5. The title of the course currently is misleading; this change of title makes clear that the course addresses $K$ to 3 competencies.
Financial Impact: None

## (SCED) Science Education

| Low impact: change prereq to coreq | + REMOVE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S) <br> SCED 434 Project Based Instruction (3) <br> (Same as MEDU 434.) <br> (RE) Corequisite(s): TPTE 115; MEDU 432* or SCED 432*. <br> Formerly: (RE) Prerequisite(s): TPTE 115; MEDU 432* or SCED 432*. <br> Cross-listed with MEDU 434, MEDU is primary <br> Supporting Information <br> Rationale We are changing the prerequisites to pre- or co-requisites. The reason for this decision is the increasing number of students who are enrolling after transferring from a community college. By allowing the students to enroll in MEDU/SCED 434 concurrently with TPTE 115 and MEDU/SCED 432, they are more likely to be able to complete their requirements to graduate within 2 academic years. <br> Financial Impact: None |
| :---: | :---: |

```
    Low + REMOVE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)
impact:
change SCED 472 Perspectives and History of Math and Science (3)
prereq (RE) Corequisite(s): TPTE 115.
to coreq Formerly: (RE) Prerequisite(s): TPTE }115
Supporting Information
Rationale: We are changing the prerequisites to pre- or co-requisites. The reason for this decision is the increasing number of students who are enrolling after transferring from a community college. By allowing the students to enroll in SCED 472 concurrently with TPTE 115, they are more likely to be able to complete their requirements to graduate within 2 academic years.
Financial Impact: None
```


## (SPED) Special Education

```
    Low
    impact:
    only
    affects
students
    in a
major in
this dept.
```


## ADD REGISTRATION RESTRICTIONS, REMOVE COMMENT(S)

SPED 200 S Service Learning in Special Education (1-3).
Registration Restriction(s): Admission to teacher education.
Formerly: Comment(s): Restricted to students admitted to or seeking admission to teacher licensure in special education.

## Supporting Information

Rationale: Previously, students were in field placement courses prior to being admitted to Teacher Education without a background check. We need to add the registration restriction so that students cannot register unless they have been admitted to Teacher Education which includes background check. With the registration restriction, the comment is not needed.

Low impact: only affects students in a major in this dept.

## REVISE REGISTRATION RESTRICTION(S), REMOVE COMMENT(S)

SPED 300N Introduction to Special Education Teaching Principles (3)
Registration Restriction(s): Admission to teacher education.
Formerly: Comment(s): Consent of Instructor.
Registration Restriction(s): Registration restricted to Special Education Major.

## Supporting Information

Rationale Previously, students were in field placement courses prior to being admitted to Teacher
Education without a background check. We need to add the registration restriction so that students cannot register unless they have been admitted to Teacher Education which includes background check.
Financial Impact: None

## REMOVE REGISTRATION RESTRICTION(S)

SPED 413 Foundations in Intellectual and Developmental Disabilities (3).
Formerly: Registration Restriction(s): Registration restricted to Special Education major or consent of instructor.

Supporting Information
Rationale: We want to remove the registration restriction because students in the Deaf Ed program may take this class and we want Banner to let them register for it. We really do not need a registration restriction on this class.
Financial Impact: None

Low impact: only affects students in a major in this dept.

Low impact: only affects students in a major in this dept.

Low impact: only affects students in a major in this dept.

## REVISE (RE) COREQUISITES, REMOVE REGISTRATION RESTRICTION(S)

## SPED 416 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (3) <br> (RE) Corequisite(s): SPED 320N or SPED 321 or SPED 415*. <br> Formerly: (RE) Corequisite(s): SPED 320N or SPED 415*. <br> Registration Restriction(s): Admission to teacher education.

```
Supporting Information
Rationale: Adding a corequisite of SPED 321 because students in the Elementary Education program will be taking this class. They cannot take SPED 320N due to the number of credit hours (will not work in their plan of study). They instead take SPED 321. Therefore, we want to add that as a corequisite.
Financial Impact: None
REMOVE REGISTRATION RESTRICTIONS, ADD (RE) PREREQUISITE(S)
SPED 453 Assessment in Special Education (3).
(RE) Prerequisite(s): SPED 303
Formerly: no (RE) Prerequisite(s):
Registration Restriction(s): Admission to teacher education.
Supporting Information
Rationale: In the catalog, SPED 453 has a blank next to the prerequisite. (There's actually a period mark) We need the prerequisite of SPED 303 added. We really do not need a registration restriction for admission to teacher education and have been advised by Associate Dean Cihak to remove this restriction when not necessary.
Financial Impact None
REMOVE REGISTRATION RESTRICTION(S)
SPED 474 Application of Special Education Principles and Practices (3)
Formerly: Registration Restriction(s): Admission to teacher education.
Supporting Information
Rationale: We really do not need a registration restriction for admission to teacher education and have been advised my Associate Dean Cihak to remove this restriction when not necessary.
Financial Impact None
```

(TPTE) Theory and Practice in Teacher Education

```
    Low REVISE TITLE, REVISE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S), ADD
impact:
    only
    affects
students
    in a
major in
this dept.
```

Rationale: The course name is being changed from Apprentice to Student Teaching to distinguish this course from the new state defined apprentice teaching in the Grow Your Own Pathways. We have added the requirement that students have been admitted to teacher education as well as have met the grade point average required for licensure to ensure students do not enroll if they will not be eligible for licensed upon completion of the program. We have added TPTE 489 as a co-requisite as it is the companion course to support students by helping to hone their skills at writing and analyzing critical aspects of the classroom context, planning, instructing, and assessing.
Financial Impact: None

Low impact: only affects students in a major in this dept.

ADD (RE) COREQUISITE(S)
TPTE 489 Analysis of Teaching (6)
(RE) Corequisite(s): TPTE 435.
Formerly: No (RE) Corequisite(s)
Supporting Information
Rationale: We are including a co-requisite requirement to this class which must be taken the same semester as students completed TPTE 435 (their apprentice teaching). The teacher candidates will hone their skills at writing and analyzing critical aspects of the classroom context, planning, instructing, and assessing, which will support their completion of their edTPA assessment
Financial Impact None
(WLEL) World Language Education/English as a Second Language Education
Low REVISE CREDIT HOURS impact: only affects students
in a major in this dept.

## WLEL 456 - Field Study in Education (1-3)

Formerly WLEL 456 - Field Study in Education (3)
Rationale: Variable credit hours are needed for some dual teaching licensure programs that also have practicums in another content area and to keep total student UG credit within 120 hours Impact on other units: This change will not have any adverse impact on other units or programs. Financial impact: This change does not have any financial impact
Additional documentation: This change is not substantive and does not need to be reported to SACSCOC.

## Programs and Text

Low
impact:
minor
revision
and
adding
language
suggested
by ENGL

## REVISE REQUIREMENTS

| Audiology and Speech Pathology Major, BS in Audiology and Speech Pathology |
| :--- |
| Term 1 Hours Milestone Notes <br> BIOL 101* 4 2.3 cumulative GPA <br> ENGL 101* (or equivalent) 3  <br> PSYC 110* or PSYC 117* 3  <br> ${ }^{1}$ Quantitative Reasoning Electives* $3-4$  <br> ${ }^{2}$ Unrestricted Elective 2  <br> Term 2 $3-4$ Complete at least 24 hours by the end of <br> the term <br> ${ }^{4}$ Physics/Chemistry Elective* 3 Quantitative Reasoning Elective* <br> ENGL 102* (or equivalent)   |


| MATH 115* or STAT 201* or STAT 207* | 3 |  |
| :---: | :---: | :---: |
| Social Sciences elective (recommended POLS 101* or POLS 102* or POLS $107^{*}$ | 3 |  |
| ${ }^{2}$ Unrestricted Elective | 3 |  |
| Term 3 |  |  |
| ${ }^{1}$ Arts and Humanities Elective* | 3 | ENGL 102* (or equivalent) |
| CMST 210*, CMST 217*, CMST 240*, or CMST 247* | 3 |  |
| ${ }^{1}$ Foreign Language (Intermediate Level) | 3 |  |
| Global Citizenship - US Elective* | 3 |  |
| Engaged Inquiries Elective* |  |  |

## Supporting Information

Rationale: Changing the required POLS 101 to "Social Sciences elective (recommended POLS 101, 102, or 107). This change preserves the social sciences component with the recommendation of POLS 101 but makes it a little more flexible to accept other social science courses, particularly for transfer students.
Impact on Other Units: While these courses are housed in other units, because it is not required for this program but rather electives that students may wish to take, there should be minimal impact on other units.
Financial Impact There should be little to no financial impact to the department or college as students could previously petition for these courses to count for their professional support electives anyway. These changes just provide updated elective options. No staffing changes are anticipated.

Low impact: minor revision to requirements, and add language suggested by ENGL

REVISE REQUIREMENTS

Deaf Studies Major, BS in Education - ASL Education Concentration (Undergraduate Internship Program)

## Progression Requirements

Progression to the ASL Education concentration (Undergraduate Internship Program) requires a 2.75 cumulative GPA after a minimum of $15-12$ semester hours of coursework and completion of ASL 211*. Once candidates formally progress to the specialization, they must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of $B$ or better in ASL $211^{*}$, ASL 212*, ASL 311*, and ASL 310, and a 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.
Coursework will allow students to obtain an ASL education license (Pre K-12) at the conclusion of the program. With the selection of a secondary content area as Professional Electives, students begin preparation in a secondary licensure area (7-12), which may be added through additional praxis exams or enrollment in a subsequent graduate certificate program.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ASL 211* | 3 | 2.5 GPA |


| ENGL 101* (or equivalent) | 3 | ASL 211* with a B or better |
| :---: | :---: | :---: |
| CMST 210* or CMST 240* or PHIL 244* | 3 |  |
| Quantitative Reasoning Elective* (MATH or STAT) | 3 |  |
| Natural Sciences Elective* with Lab | 4 |  |
| Term $2{ }^{1}$ |  |  |
| Arts and Humanities Elective* | 3 | 2.75 GPA |
| ASL 212* | 3 | ASL 212* with a B or better |
| ENGL 102* (or equivalent) | 3 |  |
| EDPY 210* or CFS 210* | 3 |  |
| ${ }^{2}$ Quantitative Reasoning Elective* (MATH or STAT) | 3 |  |
| Term 3 |  |  |
| ASL 311* | 3 | 2.75 GPA |
| Natural Sciences Elective* | 3 | ASL 311* with a B or better |
| ETEC 386 | 3 | ENGL 101* (or equivalent) |
| EDPY 301* | 3 |  |
| ${ }^{2}$ Professional Elective | 3 |  |
| ${ }^{3}$ Unrestricted Elective | 1 |  |

${ }^{1}$ Students should interview after the completion of 45-12 hours and completion of ASL 211*.

## Supporting Information

Rationale: This is a correction for Progression and Footnote 1. Students should interview for admission to the teacher education program after the completion of 12 credits, not 45 .
Professional electives, Minors, and Educational Interpreting information remain as is. Impact on other Units: No impact.
Financial Impact: None: No change in faculty or courses needed.
Additional documentation: No.
RENAME Concentration, REVISE Requirements
(Operationally, this ends the concentration under the old name and adds the concentration under the new name. Requirements are the same under the new name except as noted.)

OLD NAME: Deaf Studies Major, BS in Education - ASL Education Concentration NEW NAME: Deaf Studies Major, BS in Education - ASL Education Concentration (Graduate Internship Program)

## Progression Requirements

Progression to the ASL Education concentration requires a 2.75 cumulative GPA after a minimum of $45-12$ semester credits and completion of ASL 211*. Students in 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. Program coursework will allow students to obtain an ASL education license (Pre K-12) at the conclusion of the postbaccalaureate professional year.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | $\begin{aligned} & \text { Hour } \\ & \text { s } \end{aligned}$ | Milestone Notes |
| :---: | :---: | :---: |
| ASL 111 | 3 | 2.5 GPA |
| ENGL 101* (or equivalent) | 3 | ASL 111 with a B or better |
| CMST 210* or CMST $240^{*}$ or PHIL | 3 |  |
| Quantitative Reasoning Elective* | 3 |  |
| Natural Sciences Elective (with Lab)* | 4 |  |
| Term 2 |  |  |
| Arts and Humanities Elective* | 3 | 2.75 GPA |
| ASL 112 | 3 | ASL 112 with a B or better |
| ENGL 102* (or equivalent) | 3 |  |
| EDPY 210* or CFS 210* | 3 |  |
| Quantitative Reasoning Elective* | 3 |  |
| Term 3 |  |  |
| ASL 211* | 3 | 2.75 GPA |
| Natural Sciences Electives* | 3 | ASL 211* with a B or better |
| ETEC 386 | 3 | ENGL 101* (or equivalent) |
| EDPY 301* | 3 |  |
| ${ }^{1}$ Professional Elective | 3 |  |
| Term $4^{2}$ |  |  |
| ASL 212* | 3 | ASL 212* with a B or better |
| SPED 303 | 3 | 2.75 GPA |
| ${ }^{3}$ Unrestricted Elective* | 3 | Quantitative Reasoning Elective* |
| ${ }^{1}$ Professional Elective* | 3 |  |
| EDDE 425 | 3 |  |
| Term 5 |  |  |
| ASL 311* | 3 | 2.75 GPA |
| LING 471 or EDDE 416* or Engaged Inquiries Elective* | 3 | Arts and Humanities Elective* |
| ${ }^{4}$ Educational Methods | 3 |  |
| ${ }^{5}$ REED 430 or REED 461 | 3 |  |
| ${ }^{1}$ Professional Elective | 3 |  |
| ${ }^{3}$ Unrestricted Elective or ${ }^{6}$ Practicum | 1 |  |
| Term 6 |  |  |
| ${ }^{6}$ Practicum | 1 | 2.75 GPA |
| ASL 421* | 3 |  |
| TPTE 355 or ELED 322 | 3 |  |
| CSE 300* or ASL 422* | 3 |  |
| ${ }^{3}$ Unrestricted Elective | 3 |  |
| Term 7 |  |  |
| ${ }^{4}$ Educational Methods | 3 | 2.75 GPA |
| ASL 310 | 3 | ETEC 386 |
| ${ }^{1}$ Professional Elective | 3 | SPED 303 |
| EDDE 415 | 3 | EDPY 301* |


| REED Elective | 3 |  |
| :--- | :--- | :--- |
| Term 8 |  |  |
| Unrestricted Elective | 3 | 2.75 GPA |
| ASL 410 | 3 |  |
| ${ }^{1}$ Professional Elective | 3 |  |
| 4Educational Methods | 3 |  |
| ASL 435* | 3 |  |
| UNDERGRADUATE TOTAL | 120 |  |
| POST-BACCALAUREATE PROFESSIONAL YEAR <br> Students must apply to and be admitted by the Graduate School prior to registration. <br> Students must also obtain an advanced level or above on the Sign Language Proficiency <br> Interview (SLPI) in order to advance to the post-baccalaureate professional year and <br> internship. |  |  |
| Term 9 |  |  |
| TPTE 574 |  |  |
| TPTE 575 | 3 | No milestones |
| ASL 455 | 6 |  |
| Term 10 | 3 |  |
| TPTE 591 | 3 |  |
| TPTE 575 | 6 |  |
| TPTE 517 Unrestricted Elective | 3 |  |
| Graduate Total | $\mathbf{2 4}$ |  |

${ }^{1}$ Choose 15 credits of professional electives from a secondary education content area, a listed minor, deaf education, or educational interpreting. See below. (Note: Some content areas require more than 15 credits for completion. Check the course descriptions for any required prerequisites.)
${ }^{2}$ Students should interview after the completion of 45-12 hours and ASL211
${ }^{3}$ Select any course not already required for the major. See advisor for recommended electives.
${ }^{4}$ Select the appropriate methods courses to complete licensure requirements. See advisor. EDDE 416, ELED-422, ENED 459, ENED 460, ENED 507, ENED 508, ENED 509, ENED 543, ENED 590; MEDU 430, MEDU 485, MEDU 543; REED 540, REED 543; SCED 430, SCED 496, SCED 531, SCED 543, SCED 565, SCED 596; SSCE 421, SSCE 454, SSCE 543; TPTE 543; WLEL 450; WLEL 466; WLEL 475; WLEL 476; WLEL 489.
${ }^{5}$ Students must take 1 credit of REED 351S with REED 430.
${ }^{6}$ Students must take 1 credit of ELED 351S with ELED 322. and ELED-422. Students take 1 credit of TPTE 352 with TPTE 355.
*Meets Volunteer Core Requirement.

## Supporting Information

Rationale- Added "Graduate Internship Program" to title to distinguish from 4- year UG program Removal of ELED 422. The Elementary Education program has changed the focus of ELED 422 to meet the needs of their cohort students. It is an ELED internship integrated class with a focus on edTPA rather than ELED methodology.
Removal of TPTE 517. Students who plan to pursue a second endorsement will need room to take additional Educational Methods or Reading Education courses to meet licensure requirements and/or to prepare for praxis exams.
Change from 45 hours to 12 hours before applying for admission to teacher licensure program.
Professional electives information remains as is
Impact on other Units: No impact.
Financial Impact: None. No change in faculty or courses needed.
Additional documentation: None
impact: minor revision to requirements, add language suggested by ENGL, clarify ARTN courses

## Deaf Studies Major, BS in Education - ASL Education Concentration (Art Education Undergraduate Internship Specialization)

Progression Requirements
Progression to the ASL Education concentration with specialization in art education requires a 2.75 cumulative GPA after a minimum of $15-12$ semester hours of coursework and completion of ASL 211*. Once candidates formally progress to the specialization, they must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL $211^{*}$, ASL $212^{*}$, ASL $311^{*}$, and EDDE 310, and a 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.

Coursework will allow students to obtain an ASL education license (Pre K-12) and an art license ( $\mathrm{K}-12$ ) at the conclusion of the program.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ASL 211** | 3 | 2.5 GPA |
| ENGL 101* (or equivalent) | 3 | ASL 211* with B or better |
| CMST 210* or CMST 240* or PHIL 244* | 3 |  |
| Quantitative Reasoning (MATH or <br> STAT) Elective* | 3 |  |
| Natural Sciences Elective w/Lab* | 4 |  |
| Term 2 |  |  |
| ARTH 172* | 3 | 2.75 GPA |
| ASL 212* | 3 | ASL 212* with B or better |
| ENGL 102* (or equivalent) | 3 |  |
| EDPY 210* or CFS 210* | 3 |  |
| Quantitative Reasoning (MATH or <br> STAT) Elective* |  |  |
| Term 3 | 3 |  |
| ASL 311* |  |  |
| Natural Sciences Elective* |  |  |
| ETEC 386 | 3 | 2.75 GPA |
| EDPY 301 | 3 | ENGL 101* (or equivalent) |
| ${ }^{2}$ Studio Art Course | 3 |  |
| ${ }^{*}$ Unrestricted Elective | 3 |  |

${ }^{1}$ Students should interview after the completion of 45-12 hours and completion of ASL 211*.
${ }^{2}$ Students should take at least 12 credits of studio art at the 200-lovel or above. Of the co courses, students should take at least one drawing course, one painting course, and ono coramics course. The remaining course must represent one of the following areas: printmaking, sculpture,

> media arts, or art and design/graphic arts. We recommend students sign up for the non-major sections of Drawing I, Painting I, Beginning Pottery, and Relief Printmaking or Beginning Sculpture. Students should take at least 12 credits of studio art at the 200 -level or above. Students must take ARTN 211 (non-major intro to drawing) and ARTN 213 (non-major intro to painting). Students must choose either ARTN 222 (non-major intro to pottery) or ARTN 221 (non-major intro to ceramic sculpture). We recommend students sign up for one of the following as their remaining course: ARTN 241 (non-major intro to sculpture), ARTN 221 (non-major intro to ceramic sculpture), ARTN 291 (non-major intro to book arts \& papermaking), ARTN 265 (nonmajor intro to relief), ARTN 266 (non-major intro to monotype), or ARTN 231 (non-major intro to photography).

## Supporting Information

# Rationale- (1) There was a typo in Footnote 1. In Alignment with the Progression Requirements and the location of the footnote at the beginning of Term 2, students should interview after the completion of 12 credits, not 45. (2) At the request of CEHHS Advising Staff (and the Registrar's Office), we have provided clearer instructions in Footnote 2 on which Studio Art classes should be taken. <br> Impact on other Units: No impact. <br> Financial Impact: None. No change in faculty or courses needed. <br> Additional documentation: No. <br> No additional approvals are required for this change 

## Low to

 mid impact: react to needs of teaching deaf students in elem school
## ADD CONCENTRATION

## Deaf Studies Major, Bachelor of Science in Education - Deaf Education Concentration (Elementary Education Specialization) - Undergraduate Internship Program

## Progression Requirements

Progression to the EDDE concentration with specialization in elementary education requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework and completion of ASL $211^{*}$. Once candidates formally progress to the specialization, they must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 211*, ASL $212^{*}$, ASL 311*, and EDDE 310, and a 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.

Coursework will allow students to obtain a deaf education license (Pre K-12) and an elementary education license ( $\mathrm{K}-5$ ) at the conclusion of the program.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ASL 211* | 3 | 2.5 GPA |
| ENGL 101* (or equivalent) | 3 | ASL 211* with B or better |
| CMST 210* or 240* or PHIL 244* | 3 |  |
| Quantitative Reasoning (MATH or STAT) <br> Elective* | 3 |  |
| BIOL 101* with lab | 4 |  |

## Term 2

| Arts and Humanities Elective* | 3 | 2.75 GPA |
| :--- | :--- | :--- |
| ASL 212* | 3 | ASL 212* with B or better |
| ENGL 102* (or equivalent) | 3 |  |
| EDPY 210* or CFS 210* | 3 |  |
| Quantitative Reasoning (MATH or STAT) <br> Elective* | 3 |  |
| Ten |  |  |

## Term 3

| ASL 311* | 3 | 2.75 GPA |
| :--- | :--- | :--- |
| ASTR 151* or ASTR 152* or GEOL 104* | 3 | ASL 311* with B or better |
| ETEC 386* | 3 | ENGL 101* (or equivalent) |
| EDPY 301 | 3 |  |
| REED 430 | 3 |  |
| ELED 351S REED 351S | 1 |  |
|  |  |  |

## Term 4

| ASL 435 | 3 | 2.75 GPA |
| :--- | :--- | :--- |
| EDDE 425* | 3 | Quantitative Reasoning Elective* |
| SPED 303 | 3 |  |
| ELED 322 | 3 |  |
| ELED 351S | 1 |  |
| MEDU 430 | 3 |  |
| Term 5 |  |  |
| EDDE 310 | 3 | 2.75 GPA |
| REED 428 | 3 | Arts and Humanities Elective* |
| EDDE 419 | 3 |  |
| SSCE 421 | 3 |  |
| EDDE 415 | 3 |  |

Term 6

| EDDE 416* | 3 | 2.75 GPA |
| :--- | :---: | :--- |
| SCED 430 | 3 |  |
| REED 434 | 3 |  |
| CSE 300* or ASL 422* | 3 |  |
| EDDE 410 | 3 |  |
| Term 7 | 4 | 2.75 GPA |
| ${ }^{2}$ TPTE 475 | 3 | ETEC 386 |
| Unrestricted Elective | 3 | SPED 303 |
| TPTE 491 | 3 | EDPY 301 |
| EDDE 429 | 3 | 2.75 GPA |
| Term 8 |  |  |
| EDDE 426 |  |  |


| TPTE 475 | 8 |  |
| :--- | :---: | :--- |
| ASL 421 | 3 |  |
| UNDERGRADUATE TOTAL | 120 |  |

${ }^{1}$ Students should interview after the completion of 12 hours and completion of ASL 211*.
${ }^{2}$ Students must obtain an intermediate-plus level or above on the Sign Language Proficiency Interview to advance to the internship and to take TPTE 475.
*Meets Vol Core Requirement.

## Supporting Information

Rationale: We are adding UG licensure options to appeal to more students and grow Deaf Education enrollment. Also, correction of hours needed to progress in the program to 12 hours, REED 351S to replace ELED 351S in same Terms that REED 430 is offered to align the practicums with the methods course
Impact on other Units: We worked with ELED faculty members to prepare this program. No other impact.
Financial Impact: None. No change in faculty or courses needed
Additional documentation: This change is not substantive and does not need to be reported to SACSCOC

Low to mid impact: react to needs of teaching deaf students in special ed

## ADD CONCENTRATION

Deaf Studies Major, Bachelor of Science in Education - Deaf Education Concentration (Special Education Comprehensive Specialization) - Undergraduate Internship Program

## Progression Requirements

Progression to the EDDE concentration with specialization in special education comprehensive requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework and completion of ASL 211*. Once candidates formally progress to the specialization, they must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 211*, ASL 212*, ASL 311*, and EDDE 310, and a 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.

Coursework will allow students to obtain a deaf education license (Pre K-12) and a special education comprehensive license ( $\mathrm{K}-12$ ) at the conclusion of the program.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ASL 211* | 3 | 2.5 GPA |
| ENGL 101* (or equivalent) | 3 | ASL 211* with B or better |
| CMST 210* or 240* or PHIL 244* | 3 |  |
| Quantitative Reasoning (MATH or STAT) <br> Elective | 3 |  |
| BIOL 101* with lab | 4 |  |
| Term 2 $^{1}$ |  |  |


| Arts and Humanities Elective* | 3 | 2.75 GPA |
| :---: | :---: | :---: |
| ASL 212* | 3 | ASL 212* with B or better |
| ENGL 102* (or equivalent) | 3 |  |
| EDPY 210* or CFS 210* | 3 |  |
| Quantitative Reasoning (MATH or STAT) Elective* | 3 |  |
| Term 3 |  |  |
| ASL 311* | 3 | 2.75 GPA |
| ASTR 151* or ASTR 152* or GEOL 104* | 3 | ASL 311* with B or better |
| ETEC 386* | 3 | ENGL 101* (or equivalent) |
| EDPY 301 | 3 |  |
| REED 430 | 3 |  |
| REED 351S | 1 |  |
| Term 4 |  |  |
| ASL 435 | 3 | 2.75 GPA |
| EDDE 425* | 3 | Quantitative Reasoning Elective* |
| SPED 303 | 3 |  |
| ELED 322 | 3 |  |
| ELED 351S | 1 |  |
| ASL 422* or CSE 300* | 3 |  |
| Term 5 |  |  |
| EDDE 310 | 3 | 2.75 GPA |
| SPED 459 | 3 | Arts and Humanities Elective* |
| EDDE 419 | 3 |  |
| SPED 413 | 3 |  |
| EDDE 415 | 3 |  |
| Term 6 |  |  |
| EDDE 416* | 3 | 2.75 GPA |
| SPED 490 | 3 |  |
| REED 434 | 3 |  |
| SPED 414 | 3 |  |
| EDDE 410 | 3 |  |
| Term 7 |  |  |
| TPTE 475² | 4 | 2.75 GPA |
| Unrestricted Elective | 3 | ETEC 386 |
| TPTE 491 | 3 | SPED 303 |
| EDDE 429 | 3 | EDPY 301 |
| Term 8 |  |  |
| EDDE 426 | 3 | 2.75 GPA |
| TPTE 475 | 8 |  |


| ASL 421 | 3 |  |
| :--- | :---: | :--- |
| UNDERGRADUATE TOTAL | $\mathbf{1 2 0}$ |  |

${ }^{1}$ Students should interview after the completion of 12 hours and completion of ASL 211*.
${ }^{2}$ Students must obtain an intermediate-plus level or above on the Sign Language Proficiency Interview to advance to the internship and to take TPTE 475.

* Meets Vol Core Requirement.


## Supporting Information

Rationale: We are adding UG licensure options to appeal to more students and grow Deaf Education enrollment. Also, correction of hours needed to progress in the program to 12 hours, REED 351S to replace ELED 351S in same Terms that REED 430 is offered to align the practicums with the methods course
Impact on other Units: We worked with SPED faculty members to prepare this program. No other impact.
Financial Impact: None. No change in faculty or courses needed
Additional documentation: This change is not substantive and does not need to be reported to SACSCOC

Low to mid impact: react to needs of teaching deaf students in
secondary ed

## ADD CONCENTRATION

## Deaf Studies Major, BS in Education - Deaf Education Concentration (Secondary Education Specialization) - Undergraduate Internship Program

## Progression Requirements

Progression to the EDDE concentration with specialization in secondary education requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework and completion of ASL 211 . Once candidates formally progress to the specialization, they must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 211*, ASL $212^{*}$, ASL 311*, and EDDE 310, and a 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.

Coursework will allow students to obtain a deaf education license (Pre K-12) at the conclusion of the program. Additionally, students take 19 credits of secondary education content and methods, which prepares them to enter a graduate certificate program subsequent to this program to obtain secondary education licensure (7-12).

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ASL 211* | 3 | 2.5 GPA |
| ENGL 101* (or equivalent) | 3 | ASL 211* with B or better |
| CMST 210* or 240* or PHIL 244* $_{\text {Quantitative Reasoning (MATH or STAT) }}$ ( | 3 |  |
| Elective | 3 |  |
| Natural Sciences Elective* with lab | 4 |  |
| Term 2 |  |  |


| Arts and Humanities Elective* | 3 | 2.75 GPA |
| :---: | :---: | :---: |
| ASL 212* | 3 | ASL 212* with B or better |
| ENGL 102* (or equivalent) | 3 |  |
| EDPY 210* or CFS 210* | 3 |  |
| Quantitative Reasoning (MATH or STAT) Elective* | 3 |  |
| Term 3 |  |  |
| ASL 311* | 3 | 2.75 GPA |
| Natural Sciences Elective* | 3 | ASL 311* with B or better |
| ETEC 386* | 3 | ENGL 101* (or equivalent) |
| EDPY 301 | 3 |  |
| Unrestricted Elective ${ }^{2}$ | 1 |  |
| Professional Elective ${ }^{3}$ | 3 |  |
| Term 4 |  |  |
| ASL 435 | 3 | 2.75 GPA |
| EDDE 425* | 3 | Quantitative Reasoning Elective* |
| SPED 303 | 3 |  |
| TPTE 355 | 3 |  |
| TPTE 352 | 1 |  |
| Professional Elective | 3 |  |
| Term 5 |  |  |
| EDDE 310 | 3 | 2.75 GPA |
| REED $430{ }^{4}$ | 3 | Arts and Humanities Elective* |
| EDDE 419 | 3 |  |
| REED 461 | 3 |  |
| EDDE 415 | 3 |  |
| Term 6 |  |  |
| EDDE 416* | 3 | 2.75 GPA |
| Professional Elective | 3 |  |
| ASL 422* or CSE 300* | 3 |  |
| Professional Elective | 3 |  |
| EDDE 410 | 3 |  |
| Term 7 |  |  |
| TPTE 475 ${ }^{5}$ | 4 | 2.75 GPA |
| Professional Elective | 3 | ETEC 386 |
| TPTE 491 | 3 | SPED 303 |
| EDDE 429 | 3 | EDPY 301 |
| Term 8 |  |  |
| EDDE 426 | 3 | 2.75 GPA |
| TPTE 475 | 8 |  |


| ASL 421 | 3 |  |
| :--- | :---: | :--- |
| UNDERGRADUATE TOTAL | $\mathbf{1 2 0}$ |  |

1 Students should interview after the completion of 12 hours and completion of ASL 211*.
2 Select any course not already required for the major. See advisor for recommended electives.
3 Choose 15 professional electives from a secondary education content area. (Note: Some content areas require more than 15 credits for completion. Check the course descriptions for any required prerequisites. Refer to specific content area requirements under Professional Electives below.)
4 Students must co-enroll in REED 430 and an elementary practicum provided through EDDE 310 or ELED 351S.
5 Students must obtain an intermediate-plus level or above on the Sign Language Proficiency Interview to advance to the internship and to take TPTE 475.

* Meets Vol Core Requirement.


## Professional Electives

- English - 15 credits from the English department at the 300+ level.
- Mathematics - MATH 142*, MATH 241 or MATH 251, MATH 300, MATH 423, MATH 460.
- Natural Sciences (Biology) - Select 8 credits from: BIOL 220, BIOL 229, BIOL 240, BIOL 260, BIOL 269, BIOL 280, or BIOL 281. Select 8 credits at the $300+$ level, in the areas of BCMB, EEB, and MICR courses.
- Natural Sciences (Chemistry) - Select 3 of the following sequences: CHEM 210-CHEM 219, CHEM 260-CHEM 269, CHEM 330-CHEM 339, CHEM 370-CHEM 379, CHEM 380CHEM 389. Select 1 from: BCMB 401, CHEM 311, CHEM 360, CHEM 430, or CHEM 470.
- Natural Sciences (Physics) - PHYS 135*, PHYS 136*, PHYS 250, and 12 credits from the department of physics and astronomy at the 300+ level.
- Natural Sciences (Earth Science) - Select 2 from: GEOL 101*, GEOL 102*, GEOL 103*, GEOL 104, Complete 16 credits of GEOL at the 200 level or higher.
- 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 of Geography at the 300 level or above.
- Social Science (Government) - POLS 101*, POLS 102*, and 18 credits from the political science department at the 300+ level.
- Social Science (History) - HIUS 221, HIUS 222, HIEU 241*-HIEU 242* (or HIST $261-$ HIST 262), and 9 credits at the 300 level or above to include a course in World History (i.e., Asian, African, Latin American, Middle Eastern).
- 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.

Supporting Information<br>Rationale: We are adding UG licensure options to appeal to more students and grow Deaf Education enrollment. Also, correction of hours needed to progress in the program to 12 hours, In footnote \#4 REED 351 S to replace ELED 351 in same Terms that REED 430 is offered to align the practicums with the methods course<br>Impact on other Units: No impact.<br>Financial Impact: None. No change in faculty or courses needed<br>Additional documentation: This change is not substantive and does not need to be reported to SACSCOC

react to needs of teaching deaf students

## Deaf Studies Major, BS in Education - ASL Education Concentration (Deaf Education Specialization)-Undergraduate Internship Program

## Progression Requirements

Progression to the ASL education concentration with specialization in deaf education requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework and completion of ASL $211^{*}$. Once candidates formally progress to the specialization, they must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 211*, ASL $212^{*}$, ASL 311*, and EDDE 310, and a 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.

Coursework will allow students to obtain an ASL education license (Pre K-12) and a deaf education license (Pre K-12) at the conclusion of the program.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| ASL 211* | 3 | 2.5 GPA |
| ENGL 101* (or equivalent) | 3 | ASL 211* with B or better |
| CMST 210* or 240* or PHIL 244* | 3 |  |
| Quantitative Reasoning (MATH or STAT) Elective* | 3 |  |
| Natural Sciences Elective* with lab | 4 |  |
| Term ${ }^{1}$ |  |  |
| Arts and Humanities Elective* | 3 | 2.75 GPA |
| ASL 212* | 3 | ASL 212* with B or better |
| ENGL 102* (or equivalent) | 3 |  |
| EDPY 210* or CFS 210* | 3 |  |
| Quantitative Reasoning (MATH or STAT) Elective* | 3 |  |
| Term 3 |  |  |
| ASL 311* | 3 | 2.75 GPA |
| Natural Sciences Elective* | 3 | ASL 311* with B or better |
| ETEC 386* | 3 | ENGL 101* (or equivalent) |
| EDPY 301 | 3 |  |
| REED 434 | 3 |  |
| Term 4 |  |  |
| ASL 435 | 3 | 2.75 GPA |
| EDDE 425* | 3 | Quantitative Reasoning Elective* |
| SPED 303 | 3 |  |
| TPTE 355 or ELED 322 | 3 |  |


| TPTE 352 or ELED 351S ${ }^{2}$ | 1 |  |
| :---: | :---: | :---: |
| CSE 300* | 3 |  |
| Term 5 |  |  |
| ASL 310 | 3 | 2.75 GPA |
| LING 471 or WLEL 470 | 3 | Arts and Humanities Elective* |
| EDDE 419 | 3 |  |
| REED 430 ${ }^{3}$ | 3 |  |
| EDDE 415 | 3 |  |
| Unrestricted Elective ${ }^{4}$ | 1 |  |
| Term 6 |  |  |
| EDDE 416* | 3 | 2.75 GPA |
| ASL 445 | 3 |  |
| ASL 422* | 3 |  |
| Educational Methods ${ }^{5}$ | 3 |  |
| ASL 410 | 3 |  |
| Term 7 |  |  |
| TPTE 475 | 4 | 2.75 GPA |
| ASL 455 | 3 | ETEC 386 |
| TPTE 491 | 3 | SPED 303 |
| EDDE 429 | 3 | EDPY 301 |
| Term 8 |  |  |
| EDDE 426 | 3 | 2.75 GPA |
| TPTE 475 | 8 |  |
| ASL 421 | 3 |  |
| UNDERGRADUATE TOTAL | 120 |  |

${ }^{1}$ Students should interview after the completion of 12 hours and completion of ASL 211*.
${ }^{2}$ Students take ELED 351 S with ELED 322 or take TPTE 352 with TPTE 355.
${ }^{3}$ Students must co-enroll in REED 430 and an elementary practicum provided through EDDE 310 or ELED 351S.
${ }^{4}$ Select any course not already required for the major. See advisor for recommended electives.
${ }^{5}$ Select an educational methods course. See advisor. ENED 459, ENED 460, ENED 507, ENED 508, ENED 509, ENED 543, ENED 590; MEDU 430, MEDU 485, MEDU 543; REED 530, REED 540, REED 543; SCED 430, SCED 496, SCED 531, SCED 543, SCED 565, SCED 596; SSCE 421, SSCE 454, SSCE 543; TPTE 543; WLEL 450; WLEL 466; WLEL 475; WLEL 476; WLEL 489.
${ }^{6}$ Students must obtain an advanced level or above on the Sign Language Proficiency Interview to advance to the internship and to take TPTE 475.

* Meets Vol Core Requirement.


## Supporting Information

Rationale: We are adding UG licensure options to appeal to more students and grow ASL
Education enrollment. Also, correction of hours needed to progress in the program to 12 hours, In footnote \#4 REED 351S to replace ELED 351S in same Terms that REED 430 is offered to align the practicums with the methods course
Impact on other Units: No impact. teaching art to deaf students

Financial Impact: None. No change in faculty or courses needed
Additional documentation: This change is not substantive and does not need to be reported to SACSCOC

## ADD CONCENTRATION

## Deaf Studies Major, BS in Education - Deaf Education Concentration (Art Education Specialization) - Undergraduate Internship Program

## Progression Requirements

Progression to the EDDE concentration with specialization in art education requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework and completion of ASL $211^{*}$. Once candidates formally progress to the specialization, they must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 211*, ASL 212*, ASL 311*, and EDDE 310, and a 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.

Coursework will allow students to obtain a deaf education license (Pre K-12) and an art license ( $\mathrm{K}-12$ ) at the conclusion of the program.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| ASL 211* | 3 | 2.5 GPA |
| ENGL 101* (or equivalent) | 3 | ASL 211* with B or better |
| CMST 210* or $240 *$ or PHIL 244* | 3 |  |
| Quantitative Reasoning (MATH or STAT) Elective* | 3 |  |
| Natural Sciences Elective with lab* | 4 |  |
| Term ${ }^{1}$ |  |  |
| ARTH 172* | 3 | 2.75 GPA |
| ASL 212* | 3 | ASL 212* with B or better |
| ENGL 102* (or equivalent) | 3 |  |
| EDPY 210* or CFS 210* | 3 |  |
| Quantitative Reasoning (MATH or STAT) Elective* | 3 |  |
| Term 3 |  |  |
| ASL 311* | 3 | 2.75 GPA |
| Natural Sciences Elective* | 3 | ASL 311* with B or better |
| ETEC 386* | 3 | ENGL 101* (or equivalent) |
| EDPY 301 | 3 |  |
| Studio Art Course ${ }^{2}$ | 3 |  |

## Term 4

| ASL 435 | 3 | 2.75 GPA |
| :---: | :---: | :---: |
| EDDE 425* | 3 | Quantitative Reasoning Elective* |
| SPED 303 | 3 |  |
| Studio Art Course | 3 |  |
| ARED 350N | 1 |  |
| ARTH 173* | 3 |  |

## Term 5

| EDDE 310 | 3 | 2.75 GPA |
| :--- | :--- | :--- |
| Studio Art Course | 3 | Arts and Humanities Elective* |
| EDDE 419 | 3 |  |
| REED $430^{3}$ | 3 |  |
| Unrestricted Elective | 1 |  |
| EDDE 415 | 3 |  |
| T |  |  |

Term 6

| EDDE $416^{*}$ | 3 | 2.75 GPA |
| :--- | :--- | :--- |
| Studio Art Course | 3 |  |
| ASL 422* or CSE 300* | 3 |  |
| ARED 401 | 3 |  |
| EDDE 410 | 3 |  |
| $\mathbf{7}$ |  |  |

Term 7

| TPTE 475 | 4 | 2.75 GPA |
| :--- | :---: | :--- |
| ARED 440 | 3 | ETEC 386 |
| TPTE 491 | 3 | SPED 303 |
| EDDE 429 | 3 | EDPY 301 |
| Term 8 | 3 | 2.75 GPA |
| EDDE 426 | 8 |  |
| TPTE 475 | 3 |  |
| ASL 421 | $\mathbf{1 2 0}$ |  |
| UNDERGRADUATE TOTAL |  |  |

${ }^{1}$ Students should interview after the completion of 12 hours and completion of ASL 211*.
${ }^{2}$ Students should take at least 12 credits of studio art at the 200-level or above. Students must take ARTN 211 (non-major intro to drawing) and ARTN 213 (non-major intro to painting). Students must choose either ARTN 222 (non-major intro to pottery) or ARTN 221 (non-major intro to ceramic sculpture). We recommend students sign up for one of the following as their remaining course: ARTN 241 (non-major intro to sculpture), ARTN 221 (non-major intro to ceramic sculpture), ARTN 291 (non-major intro to book arts \& papermaking), ARTN 265 (nonmajor intro to relief), ARTN 266 (non-major intro to monotype), or ARTN 231 (non-major intro to photography).
${ }^{3}$ Students must co-enroll in REED 430 and an elementary practicum provided through EDDE 310 or ELED 351S.
${ }^{4}$ Select any course not already required for the major. See advisor for recommended electives.
${ }^{5}$ Students must obtain an intermediate-plus level or above on the Sign Language Proficiency Interview to advance to the internship and to take TPTE 475.

* Meets Vol Core Requirement.


## Supporting Information

Rationale: We are adding UG licensure options to appeal to more students and grow Deaf Education enrollment. Also, minimum hours for progression revised to 12 from 15 to be consistent with all other UG 4-Year Deaf Studies teacher licensure programs. At the request of CEHHS Advising Staff (and the Registrar's Office), we have provided clearer instructions in Footnote 2 on which Studio Art classes should be taken.
Impact on other Units: We worked with ARED faculty to prepare this program. No other impact. Financial Impact: None. No change in faculty or courses needed
Additional documentation: This change is not substantive and does not need to be reported to SACSCOC

## Mid

impact:
rename
conc., make minor revisions to requirements; mostly impacts this college with minor impact to one other college

RENAME Concentration, REVISE Requirements
(Operationally, this ends the concentration under the old name and adds the concentration under the new name. Requirements are the same under the new name except as noted.)

## OLD NAME: Deaf Studies Major, BS in Education - Deaf Education Concentration (Elementary Education Specialization)

NEW NAME: Deaf Studies Major, BS in Education - Deaf Education Concentration
(Elementary Education Specialization) Graduate Internship Program

## Progression Requirements

Progression to the EDDE concentration with specialization in elementary education requires a 2.75 cumulative GPA after a minimum of 1245 semester hours of coursework and completion of ASL 211*. Once candidates formally progress to the specialization, they 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 311*, and EDDE 310, and a 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.

Program coursework will allow students to obtain a deaf education license (Pre K-12) and an elementary education license ( $\mathrm{K}-5$ ) at the conclusion of the post-baccalaureate professional year.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ASL 111 | 3 | 2.5 GPA |
| ENGL 101* (or equivalent) | 3 | ASL 111 |
| CMST 210* or 240* or PHIL 244* $^{\text {Quantitative Reasoning (MATH or STAT) }}$ | 3 |  |
| Qlective* | 3 |  |
| BIOL 101* | 4 |  |
| Term 2 |  |  |


| Arts and Humanities Elective* | 3 | 2.75 GPA |
| :---: | :---: | :---: |
| ASL 112 | 3 | ASL 112 |
| ENGL 102* (or equivalent) | 3 |  |
| EDPY 210* or CFS 210* | 3 |  |
| Quantitative Reasoning (MATH or STAT) Elective* | 3 |  |
| Term 3 |  |  |
| ASL 211* | 3 | 2.75 GPA |
| ASTR 151* or ASTR 152* or GEOL 104* | 3 | ASL 211* |
| ETEC 386* | 3 | ENGL 101* (or equivalent) |
| EDPY 301 | 3 |  |
| REED 430 | 3 |  |
| ELED 351S REED 351S* | 1 |  |
| Term $4^{1}$ |  |  |
| ASL 212* | 3 | 2.75 GPA |
| EDDE 425* | 3 | ASL 212* |
| SPED 303 | 3 | Quantitative Reasoning Elective* |
| ELED 322 | 3 |  |
| ELED 351S* | 1 |  |
| MEDU 430 | 3 |  |
| Term 5 |  |  |
| ASL 311* | 3 | 2.75 GPA |
| REED 428 | 3 | Arts and Humanities Elective* |
| EDDE 419 | 3 |  |
| SSCE 421 | 3 |  |
| ${ }^{2}$ Professional Elective | 3 |  |
| Term 6 |  |  |
| ASL 421* | 3 | 2.75 GPA |
| SCED 421 | 3 |  |
| REED 434 | 3 |  |
| CSE 300* or ASL 422* | 3 |  |
| ${ }^{2}$ Professional Elective | 3 |  |
| Term 7 |  |  |
| EDDE 415 | 3 | 2.75 GPA |
| ELED-4223Unrestricted Elective | 34 | ETEC 486 |
| ${ }^{2}$ Professional Electives | 3 | SPED 402 |
| ELED 351S* | 7 | EDPY 401 |
| EDDE 310 | 3 |  |
| Term 8 |  |  |
| ${ }^{3}$ Unrestricted Elective | 3 | 2.75 GPA |


| EDDE 410, EDDE 416* | 6 |  |
| :--- | :---: | :--- |
| 2Professional Elective | 3 |  |
| ASL 435 | 3 |  |
| UNDERGRADUATE TOTAL | $\mathbf{1 2 0}$ |  |
| POST-BACCALAUREATE PROFESSIONAL YEAR <br> Students must apply to and be admitted by the Graduate School prior to registration. Students <br> must also obtain an Intermediate Plus rating level or above on the Sign Language Proficiency <br> Interview (SLPI) in order to advance to the post-baccalaureate professional year and <br> internship. |  |  |
| Term 9 |  |  |
| EDDE 529 | 3 | No milestones |
| TPTE 574 | 3 |  |
| TPTE 575 | 6 |  |
| Term 10 | $\mathbf{3}$ |  |
| EDDE 528 | 6 | No milestones |
| TPTE 575 | 3 |  |
| TPTE 591 | $\mathbf{2 4}$ |  |
| GRADUATE TOTAL |  |  |

${ }^{1}$ Students should interview after the completion of 1245 hours and completion of ASL 211*.
${ }^{2}$ Choose a collateral area from options below and complete a total of 12 credit hours. Check the course descriptions for any required prerequisites.
${ }^{3}$ Select any course not already required for the major. See advisor for recommended electives.

* Meets Vol Core Requirement.


## Professional Electives

- American Sign Language - ASL 422, ASL 445, ASL 455; LING 471 or WLEL 470. (Note: These 12 credits and an ASL internship placement are required for additional licensure in ASL Education, PreK-12.)
- Art - ARTN 211, ARTN 213. Choose one class from ARTN 222 or ARTN 221. Choose one class from ARTN 241, ARTN 221, ARTN 291, ARTN 265, ARTN 266, or ARTN 231. (Note: Students must also enroll in ARTH 172*, ARTH 173*, ARED 350N, ARED 401 and ARED 440 to obtain an Art Education license K-12. An Art Education internship placement is required when pursuing this license.)
- Audiology and Speech Pathology - AUSP 300, AUSP 302, AUSP 305, AUSP 306, AUSP 435, AUSP 494.
- Child and Family Studies - CFS 106, CFS 211, CFS 350, CFS 351, CFS 353.
- Educational Interpreting - El 335, El 340, El 345, El 350, El 355.
- English as a Second Language - ENGL 471 or WLEL 470, ENGL 477 or WLEL 475, ENGL 474*, ENGL 476, ENGL 476; WLEL 450, WLEL 466, WLEL 489, WLEL 586 (Note: WLEL 466, WLEL 489, WLEL 586 and an ESL internship placement are required for additional licensure in ESL.)
- Linguistics - LING 400; ENGL 471, ENGL 472, ENGL 474*, ENGL 476, ENGL 477*, ENGL 485.
- Reading and Language Arts - ELED 528, ELED 550; ENED 409, ENED 460; REED 230, 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 413, SPED 414, SPED 415, SPED 416, SPED 442, SPED 452, SPED 459, SPED 490, SPED 530 , SPED 553, SPED 555. (Note: SPED 413, SPED 414, SPED 459, and SPED 490 are required for additional
licensure in Special Education, Comprehensive. Students must enroll in a practicum class such as EDDE 410 or SPED 322N the semester they take SPED 414.)


## Supporting Information

Rationale- (1) The Elementary Education program has changed the focus of ELED 422 to meet the needs of their cohort students. It is an ELED internship integrated class with a focus on edTPA rather than ELED methodology. In removing this course, there is no longer a need for ELED 351S* in Term 7. (2) We have cleaned up the notes in the "professional electives" section to remove courses that are no longer offered or needed, to add new course offerings, and to clearly indicate additional licensure requirements. (3) We are proposing a dual licensure program with Early Childhood Education, and therefore no longer have a need for CFS professional electives here. (4) Hours to progress and interview in the program changed from 45 to 12 to be consistent across all Deaf Studies teacher licensure programs. Students still must take ASL 211 before progression.
Impact on other Units: This will make it easier for CEHHS Advising Staff to help students make decisions about professional electives and additional licensure options. Dr. Clara Brown has reviewed the ESL edits, and Dr. Joy Bertling of Art Ed has reviewed the Art professional electives. No other impact.
Financial Impact: None. No change in faculty or courses needed.
Additional documentation: This change is not substantive and does not need to be reported to SACSCOC

## Low

 impact: minor revision, and use
## text

recom-
mended by ENGL

## REVISE REQUIREMENTS

## Education Major, BS in Education - Elementary Education Concentration (Undergraduate

 Internship)
## Progression Requirements

Progression to Elementary Education concentration requires a 2.75 cumulative GPA after a minimum of 45-12 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.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ${ }^{1}$ ENGL 101* (or equivalent) | 3 | 2.5 GPA |
| Unrestricted Elective | 3 |  |
| HIUS 221* | 3 |  |
| ${ }^{4}$ Quantitative Reasoning Elective* | 3 |  |
| ${ }^{3}$ Biological Science w/Lab* | 4 |  |
| Term 2 | 3 | 2.75 GPA |
| ${ }^{1}$ ENGL 102* (or equivalent) | 3 |  |
| ${ }^{4}$ Quantitative Reasoning Elective* | $3-4$ |  |
| 3ASTR 151* or ASTR 152*, or GEOL <br> 104* |  |  |


| EDUC 100S | 1 |  |
| :--- | :---: | :--- |
| GEOG 101* or GEOG 121* | 3 |  |
| Term 3 |  |  |
| ${ }^{6}$ EDPY 210* | 3 | ${ }^{1}$ ENGL 101* (or equivalent) |
| ${ }^{5}$ CMST 210* or CMST 240* or PHIL 244* | 3 |  |
| Economics Elective | 3 |  |
| ${ }^{7}$ CSE 200* | 3 |  |
| Unrestricted Elective | 3 |  |
| Term 5 |  |  |
| SPED 303* |  |  |
| ${ }^{9}$ REED 430* | 3 | 2.75 GPA |
| ELED 351S REED 351S* | 3 | 2 Arts and Humanities Elective * |
| SSCE 421 | 1 |  |
| ETEC 386 | 3 |  |
| EDPY 301 | 3 |  |
| Term 7 | 3 |  |
| ELED-493 ELED 493N | 6 | EDPY 301 |
| ELED 422 | 3 | ETEC 386 |
| REED 428 | 3 | SPED 303 |
| ${ }^{1}$ SPED 416* | 3 |  |
| Term 8 |  |  |
| SPED 452 | 3 | No milestones |
| WLEL 489 | 3 |  |
| ELED 493 ELED 493N | 8 |  |
| UNDERGRADUATE TOTAL | 120 |  |

## Supporting Information

Rationale Correction of hours needed to progress in the program from 45 to 12. Change of ELED 493 to ELED 493N REED 351 to replace ELED 351S in same Terms that REED 430 is offered to align the practicums with the methods course.
Financial Impact: None revision, and use text recommended by ENGL

## REVISE REQUIREMENTS

Education Major, BS in Education - Elementary Education Concentration (English as a Second Language Education Undergraduate Internship Specialization)

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| ${ }^{1}$ ENGL 101* (or equivalent) | 3 | 2.5 GPA |
| Unrestricted Elective | 3 |  |
| HIUS 221* | 3 |  |
| ${ }^{4}$ Quantitative Reasoning Elective* | 3 |  |
| ${ }^{3}$ Biological Science w/Lab* | 4 |  |
| Term 2 |  |  |
| ${ }^{1}$ ENGL 102* (or equivalent) | 3 | 2.75 GPA |
| ${ }^{4}$ Quantitative Reasoning Elective* | 3 |  |
| ${ }^{3}$ ASTR $151^{*}$ or ASTR 152*, or GEOL 104* | 3-4 |  |
| ${ }^{5}$ CMST 210* or CMST 240* or PHIL 244* | 3 |  |
| ${ }^{6}$ GEOG 101* or GEOG 121* | 3 |  |
| Term 3 |  |  |


|  | ${ }^{6}$ EDPY 210* | 3 |  | ${ }^{1}$ ENGL 101* (or equivalent) |
| :---: | :---: | :---: | :---: | :---: |
|  | EDPY 301 | 3 |  |  |
|  | Economics Elective | 3 |  |  |
|  | ${ }^{7}$ CSE 200* | 3 |  |  |
|  | ${ }^{2}$ REED 230 | 3 |  |  |
|  | Term 5 |  |  |  |
|  | WLEL 470 | 3 |  | ${ }^{2}$ Arts and Humanities Elective* |
|  | ${ }^{9}$ REED 430* | 3 |  |  |
|  | REED 351 REED 351S* | 1 |  |  |
|  | SSCE 421 | 3 |  |  |
|  | ETEC 386 | 3 |  |  |
|  | SPED 303* | 3 |  |  |
|  | Term 7 |  |  |  |
|  | ELED 422 | 3 |  | EDPY 301 |
|  | REED 428 | 3 |  | ETEC 386 |
|  | ${ }^{1}$ SPED 416* | 3 |  | SPED 303 |
|  | ELED 493 ELED 493N | 6 |  |  |
|  | Term 8 |  |  |  |
|  | WLEL 466 | 3 |  | No milestones |
|  | ELED 493 ELED 493N | 8 |  |  |
|  | SPED 452 | 3 |  |  |
|  | UNDERGRADUATE TOTAL | 120 |  |  |
|  | Supporting Information Rationale: Showcase revision; 351S in same Terms that REE Impact on Other Units: None. required for this program but ra minimal impact on other units. Financial Impact: None | of E offer se co tives | ED 493 d to alig urses a that stu | 3 to ELED 493N, REED 351S to replace ELED lign the practicums with the methods course are housed in other units, because it is not tudents may wish to take, there should be |
|  | REVISE REQUIREMENTS |  |  |  |
| minor revision, | Education Major, Bachelor (Middle Grades Science Un |  | ducatio ernsh | ion - Elementary Education Concentration hip Specialization) |
| and use | Term 1 |  | Hours | s Milestone Notes |
| text | ${ }^{1}$ ENGL 101* (or equivalent) |  | 3 | 2.5 GPA |
| recom- | Unrestricted Elective |  | 2 |  |
| mended | HIUS 221* |  | 3 |  |
|  | ${ }^{4}$ Quantitative Reasoning Elec |  | 3 |  |
|  | ${ }^{3}$ Natural Sciences Elective* |  | 3 |  |
|  | Term 2 |  |  |  |
|  | ${ }^{1}$ ENGL 102* (or equivalent) |  | 3 | 2.75 GPA |
|  | ${ }^{4}$ Quantitative Reasoning Elec |  | 3 |  |
|  | ${ }^{3}$ Natural Sciences Elective* |  | 4 |  |
|  | ${ }^{5}$ CMST 210* or CMST 240* o |  | 3 |  |
|  | ${ }^{6}$ GEOG 101* or GEOG 121* |  | 3 |  |
|  | EDUC 100S |  | 1 |  |
|  | Term 3 |  |  |  |
|  | ${ }^{6}$ EDPY 210* |  | 3 | ${ }^{1}$ ENGL 101* (or equivalent) |
|  | ²REED 230 |  | 3 |  |
|  | Economics Elective |  | 3 |  |


| revision,and usetextrecom-mendedbybNGL | ${ }^{10}$ Approved astronomy, geology, environmental science, chemistry, or physics elective | 3 |  |
| :---: | :---: | :---: | :---: |
|  | EDPY 301 | 3 |  |
|  | Term 5 |  |  |
|  | SPED 303 | 3 | ${ }^{2}$ Arts and Humanities Elective* |
|  | ${ }^{9}$ REED 430* | 3 |  |
|  | SCED 445 | 3 |  |
|  | ELED 351S REED 351S* | 1 |  |
|  | SSCE 421 | 3 |  |
|  | ETEC 386 | 3 |  |
|  | Term 7 |  |  |
|  | ELED 422 | 3 | EDPY 301 |
|  | ELED 493 ELED 493N | 6 | ETEC 386 |
|  | REED 428 | 3 | SPED 303 |
|  | ${ }^{1}$ SPED 416* | 3 |  |
|  | Term 8 |  |  |
|  | ELED-493 ELED 493N | 8 | 2.75 GPA |
|  | WLEL 489 | 3 |  |
|  | SPED 452 | 3 |  |
|  | UNDERGRADUATE TOTAL | 120 |  |
|  | Supporting Information <br> Rationale: Showcase revision; Change of ELED 493 to ELED 493N <br> Financial Impact: None |  |  |
|  | REVISE REQUIREMENTS |  |  |
|  | Education Major, Bachelor of Science in Education - Elementary Education Concentration (Interventionist Special Education Undergraduate Internship Specialization) |  |  |
|  | Term 1 | Hours | Milestone Notes |
|  | ${ }^{1}$ ENGL 101* (or equivalent) | 3 | 2.5 GPA |
|  | Unrestricted Elective* | 3 |  |
|  | HIUS 221* | 3 |  |
|  | ${ }^{4}$ Quantitative Reasoning Elective* | 3 |  |
|  | ${ }^{3}$ Biological Science w/Lab* | 4 |  |
|  | Term 2 |  |  |
|  | ${ }^{1}$ ENGL 102* (or equivalent) | 3 | 2.75 GPA |
|  | ${ }^{4}$ Quantitative Reasoning Elective* | 3 |  |
|  | ${ }^{3}$ ASTR $151 *$ or ASTR 152* or GEOL 104* | 3-4 |  |
|  | ${ }^{5}$ CMST 210* or CMST $240 *$ or PHIL 244* | 3 |  |
|  | ${ }^{6}$ GEOG 101* or GEOG 121* | 3 |  |
|  | EDUC 100S | 1 |  |
|  | Term 3 |  |  |
|  | ${ }^{6}$ EDPY 210* | 3 | ${ }^{1}$ ENGL 101* (or equivalent) |
|  | ETEC 386 | 3 |  |
|  | REED 230 | 3 |  |
|  | ${ }^{7}$ CSE 200* | 3 |  |
|  | Economics Elective | 3 |  |
|  | Term 5 |  |  |
|  | SPED 300N | 3 | ${ }^{2}$ Arts and Humanities Elective* |
|  | ${ }^{9}$ REED 430* | 3 |  |
|  | ${ }^{8}$ ELED-351S REED 351S* | 1 |  |


| SSCE 421 | 3 |  |  |
| :--- | :---: | :--- | :---: |
| WLEL 489 | 3 |  |  |
| EDPY 301 | 3 |  |  |
| Term 7 | 3 | EDPY 301 |  |
| ELED 422 | 6 | ETEC 386 |  |
| ELED 493 ELED 493N | 3 | SPED 303 |  |
| REED 428 | 3 |  |  |
| 1SPED 416* |  |  |  |
| Term 8 |  |  |  |
| ELED 493 ELED 493N | 8 | No milestones |  |
| SPED 452 SPED 453 | 3 |  |  |
| SPED 321 | 1 |  |  |
| UNDERGRADUATE TOTAL | $\mathbf{1 2 0}$ |  |  |

## Supporting Information

Rationale: Showcase revision; Change of ELED 493 to ELED 493N. Change of SPED 452 to SPED 453; Addition of SPED 321 which was missing in Term 8
Financial Impact: None
Low
impact:
minor
revision,
and use
text
recom-
mended
by
ENGL

## REVISE REQUIREMENTS

Education Major, Bachelor of Science in Education - Elementary Education Concentration (Five-Year Internship Specialization)

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| ${ }^{3}$ Biological Sciences with Lab Electives* | 4 | 2.5 GPA |
| ${ }^{1}$ ENGL 101* or ENGL 118* (or equivalent) | 3 |  |
| HIUS 221* | 3 |  |
| ${ }^{4}$ Quantitative Reasoning Elective* | 3 |  |
| Unrestricted Elective | 3 |  |
| Term 2 |  |  |
| ${ }^{1}$ ENGL 102* (or equivalent) | 3 | 2.75 GPA |
| ${ }^{6}$ GEOG 101* or GEOG 121* | 3 |  |
| ${ }^{4}$ Quantitative Reasoning Elective* | 3 |  |
| Unrestricted Elective | 3 |  |
| Unrestricted Elective | 1 |  |
| Term 3 |  |  |
| Unrestricted Elective* | 3 | 1ENGL 101* or ENGL 118* (or equivalent) |
| ${ }^{3}$ Physical Science Electives (ASTR 151* or ASTR $152^{*}$ or GEOL 104*) | 3-4 |  |
| PHIL 244* OC Elective | 3 |  |
| ${ }^{6}$ EDPY 210* | 3 |  |
| EDUC 100S | 1 |  |
| Term 4 |  |  |
| ${ }^{10}$ Approved Diversity Elective Unrestricted Elective | 3 | ${ }^{4}$ Quantitative Reasoning Elective* |
| HIUS 222* | 3 |  |
| PHIL 252* Unrestricted Elective | 3 |  |
| ECON 201* | 4 |  |
| ${ }^{7}$ CSE 300* | 3 |  |
| Term 5 |  |  |


|  | SSCE 421 | 3 | ${ }^{2}$ Arts and Humanities Elective* |
| :---: | :---: | :---: | :---: |
|  | ${ }^{10}$ Approved Diversity Elective | 3 |  |
|  | ${ }^{7}$ CSE 200* | 3 |  |
|  | 9REED 430* | 3 |  |
|  | ELED 351S REED 351S* | 1 |  |
|  | ${ }^{2}$ REED 230 | 3 |  |
|  | Term 8 |  |  |
|  | ${ }^{11}$ Approved Dual Licensure Course | 3 | EDPY 301 |
|  | SPED 452 | 3 | ETEC 386 |
|  | ENGL 255*, ENGL 295*, ENGL 355*, or ENGL 360* | 3 | SPED 303 |
|  | SCED 430 | 3 |  |
|  | ELED 422 Unrestricted Elective | 3 |  |
|  | ELED 351S* | 1 |  |
|  | UNDERGRADUATE TOTAL | 120 |  |
|  | POST-BACCALAU | ATE PR | OFESSIONAL YEAR |
|  | Students must apply to and be admi | by th | Graduate School prior to registration. |
|  | Term 9 |  |  |
|  | SSCE 524 Methods Course | 3 |  |
|  | SCED 531 Methods Course | 3 |  |
|  | Professional Elective | 3 |  |
|  | Professional Elective | 3 |  |
|  | Term 10 |  |  |
|  | REED 530 Methods Course | 3 |  |
|  | TPTE 574 | 3 |  |
|  | TPTE 575 | 6 |  |
|  | Term 11 |  |  |
|  | MEDU 530 Methods Course | 3 |  |
|  | TPTE 575 | 6 |  |
|  | TPTE 591 | 3 |  |
|  | GRADUATE TOTAL | 3036 |  |
|  | Supporting Information <br> Rationale: Correction of requirements in the 36 to 30 hours. The number of graduate hour reasons. When the 5th year internship was electives to provide space for our students teaching licensure in the state of Tennesse Education only, Elementary Education and Education, Elementary Education and Mid and Middle Grades Science Education. With undergraduate major our students now hav to complete these courses. Additionally, st teaching internship are running into difficulty teaching elementary school by August. By number of students who will experience this Financial Impact: None | U sho is being d to an take th Our stu pecial E Grade he cha dedicat nts who with gettin noving roblem | case. Grad showcase shows change from changed from 36 to 30 hours for several undergraduate minor, we needed the two required coursework to apply for dual dents can apply for licensure in Elementary ducation, Elementary Education and ELL Math Education, or Elementary Education ge from an undergraduate minor to an d space in their undergraduate coursework take coursework the summer after their ing licensed by the state in time to begin he two electives we are minimizing the netting licensed. |
| Low to mid impact: affects students | END CONCENTRATION <br> Special Education Major, BS in Educatio Comprehensive (K-12) Special Educatio <br> Supporting Information | - Inter <br> Gradu | ntionist (K-8 and 6-12) and Internship Program) |

in this college

Low to mid impact: affects students in this college, courses are same or nearly
same as other
programs in this dept

Rationale Changing the name of the concentration but is operationally an end to the current concentration and the addition of a new one. The new program is mostly the same as the old except where noted in several places.
Financial Impact: None

## ADD CONCENTRATION

## Special Education Major, BS in Education - Teacher Education (Graduate Internship Program)

In this program, students complete practical teaching experiences during the senior year (terms 7 and 8) and spend a graduate year completing their year-long teaching internship. Internship placements begin when the assigned school system requires teachers to report (pre-planning) and end when the school system concludes for teachers (post-planning). Students are recommended for licensure only after completion of the internship year and all state requirements (e.g., passing Praxis exams and edTPA.) This program results in the Bachelor of Science degree, Master of Science degree, and teaching endorsements in Interventionist K-8, Interventionist 6-12, and Comprehensive K-12.

## Progression Requirements

Progression to the Special Education major requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework. A Board of Admissions will meet fall, spring, and summer to review applications and conduct interviews with each applicant. 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 courses and/or fieldwork will not be retained in the major.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| ${ }^{1}$ ENGL 101* (or equivalent) | 3 | 2.5 GPA |
| ${ }^{2}$ Arts and Humanities Elective* | 3 |  |
| ${ }^{3}$ Quantitative Reasoning Elective* | 3 |  |
| ${ }^{4} \mathrm{BIOL} 101 *$ | 4 |  |
| ${ }^{5}$ CMST 210* or CMST 240* or PHIL 244* | 3 |  |
| Term 2 |  |  |
| ${ }^{1}$ ENGL 102* or equivalent | 3 | 2.75 GPA |
| ${ }^{3}$ Quantitative Reasoning Elective* | 3 |  |
| ${ }^{4}$ Natural Sciences Elective* | 3 |  |
| ${ }^{6}$ EDPY 210* | 3 |  |
| ${ }^{7}$ Global Citizenship International Elective* | 3 |  |
| Unrestricted Elective | 1 |  |
| Term 3 |  |  |
| ${ }^{8}$ CSE 300* | 3 | 2.75 GPA |
| ${ }^{9}$ Expanded Perspectives Elective* | 3 | ${ }^{1}$ ENGL 101* or equivalent |
| ${ }^{10}$ REED 430* | 3 |  |
| REED 351S | 3 |  |
| SPED 303 | 3 |  |


| ETEC 386 | 3 |  |
| :---: | :---: | :---: |
| Term 4 |  |  |
| EDPY 301 | 3 | 2.75 GPA |
| ${ }^{9}$ Expanded Perspectives Elective* | 3 | 3Quantitative Reasoning Elective* |
| SPED 300N | 3 |  |
| SPED 335* | 3 |  |
| SPED 415 | 3 |  |
| Unrestricted Elective | 1 |  |
| Term 5 |  |  |
| ${ }^{1}$ SPED 416* | 3 | 2.75 GPA |
| SPED 320N | 3 | SPED 303 |
| ${ }^{10}$ SPED 459* | 3 |  |
| SPED 413 | 3 |  |
| REED 428 | 3 |  |
| Term 6 |  |  |
| MEDU 430 | 3 | 2.75 GPA |
| SPED 442 | 3 |  |
| SPED 414 | 3 |  |
| SPED 322N | 3 |  |
| SPED 490 | 3 |  |
| Term 7 |  |  |
| ${ }^{811}$ Professional Support Elective | 3 | 2.75 GPA |
| SPED 420N | 4 |  |
| 1012 SPED 474* | 3 |  |
| SPED 479 | 3 |  |
| Term 8 |  |  |
| ${ }^{811}$ Professional Support Elective | 3 | 2.75 GPA |
| SPED 453 | 3 |  |
| SPED 422N | 4 |  |
| SPED 496 | 3 |  |
| UNDERGRADUATE TOTAL | 120 |  |
| Post-Baccalaureate Professional Year |  |  |
| Students must apply to and be admitted by the Graduate School prior to registration. |  |  |
| Term 9 (Summer) |  |  |
| SPED 530 | 3 | No milestones |
| Graduate Elective | 3 |  |
| Graduate Elective | 3 |  |
| Graduate Elective | 3 |  |
| Term 10 (Internship Fall) |  |  |
| SPED 535 | 2 |  |
| TPTE 574 | 1 |  |
| TPTE 575 | 6 |  |
| REED 528, 529, 537, or 540 | 3 |  |
| Term 11 (Internship Spring) |  |  |
| SPED 535 | 2 |  |
| TPTE 591 | 1 |  |
| TPTE 575 | 6 |  |
| MEDU 530 | 3 |  |
| Internship Year Total | 36 |  |

Note: Students must complete six additional graduate hours above the internship courses to complete the Master of Science degree requirement.

1 Three courses from the Written Communication* (WC): First-year composition sequence (2 courses, 3 credit hours each) and one additional Written Communication* course (SPED 416*).
${ }^{2}$ One course from approved Arts and Humanities* (AH) courses.
${ }^{3}$ Two 3-hour courses from approved Quantitative Reasoning* (QR) courses. Please note that students must select a math and/or statistics course.
${ }^{4}$ Two courses (minimum 3 hours each) from approved Natural Sciences* (NS) courses, one must have a laboratory.
${ }^{5}$ One course (minimum 1 hour) from approved Oral Communication* (OC) courses.
${ }^{6}$ One course (minimum 3 hours) from approved Social Sciences* (SS) courses.
${ }^{7}$ One course (minimum 3 hours) from Global Citizenship - International* (GCI) courses (CSE 200* recommended).
${ }^{8}$ One course (minimum 3 hours) from approved Global Citizenship - US* (GCUS) courses.
9 Two courses (at least 6 credit hours) from Expanded Perspectives Electives (select from Arts and Humanities*, Social Sciences*, Global Citizenship - International*, Global Citizenship US*, or Applied Arts and Humanities*).
${ }^{10}$ At least 9 credit hours (minimum 2 courses; at least two different subject areas) from Engaged Inquiries* (El) courses.
${ }^{11}$ Select from COUN 333*, ELED 322*, REED 230, REED 428, RSM 326*, SCED 430, SSCE 421, SPED 200S, SPED 452, WLEL 489 or others as approved by program faculty.
${ }^{12}$ One course from approved Applied Oral Communication* (AOC) courses.

* Meets Volunteer Core Requirements.

> Supporting Information
> Rationale. Changing concentration name to "Teacher Education"
> In the past, multiple programs used the Special Education Major with several concentrations distinguishing different programs. We used to have Special Education: Deaf and Hard of Hearing; Special Education: Educational IIterpreting; and Special Education: Audiology and Speech Pathology in addition to our program, Special Education: Interventionist (K-8 and 6-12) and Comprehensive (K-12). Our program's concentration name was selected to match Tennessee teacher licensure (currently Interventionist and Comprehensive). Equivalent changes to courses listed in Terms 9, 10, and 11 made in Graduate catalog
> The other programs (Deaf/HH, Audiology and Speech Pathology) major now have their own separate majors and we are the only program using the Special Education major. Therefore, we no longer need to distinguish our program from the others by including licensure-specific terms (Interventionist and Comprehensive.) Also, we now have state-approved programs for Interventionist only and for Comprehensive only. If a student completes coursework for only one area of licensure, the student's diploma would still say "Interventionist and Comprehensive" under our concentration structure. We want to remove licensure-specific language from our concentration names.
> Financial Impact: None

ADD CONCENTRATION

## Special Education Major, BS in Education -Teacher Education (Undergraduate Internship

 Program)Completion of this program, along with meeting all State requirements for teacher licensure, results in the Bachelor of Science degree and teaching endorsements in Interventionist K-8, Interventionist 6-12, and Comprehensive K-12. Students complete a year-long teaching internship during the senior year (terms 7 and 8). Internship placements begin when the assigned school system requires teachers to report (pre-planning) and end when the school system concludes for teachers (post-planning). Students are recommended for licensure upon completion of the internship year and all state requirements (e.g., passing Praxis exams and edTPA).

## Progression Requirements

Progression to the Special Education major requires a 2.75 cumulative GPA after a minimum of 12 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 their courses and/or fieldwork will not be retained in the major.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| ${ }^{1}$ ENGL 101* or equivalent | 3 | 2.5 GPA |
| ${ }^{2}$ Arts and Humanities Elective* | 3 |  |
| ${ }^{3}$ Quantitative Reasoning Elective* | 3 |  |
| ${ }^{4} \mathrm{BIOL} 101^{*}$ | 4 |  |
| ${ }^{5}$ CMST 210* or CMST $240 *$ or PHIL $244^{*}$ | 3 |  |
| Term 2 |  |  |
| ${ }^{1}$ ENGL 102* or equivalent | 3 | 2.75 GPA |
| ${ }^{3}$ Quantitative Reasoning Elective* | 3 |  |
| ${ }^{4}$ Natural Sciences Elective* | 3 |  |
| ${ }^{6}$ EDPY 210* | 3 |  |
| ${ }^{7}$ Global Citizenship International Elective* | 3 |  |
| Term 3 |  |  |
| ${ }^{8}$ CSE 300* | 3 | 2.75 GPA |
| ${ }^{9}$ Expanded Perspectives Elective* | 3 | ${ }^{1}$ ENGL 101* or equivalent |
| ${ }^{10}$ REED 430* | 3 |  |
| REED 351S | 1 |  |
| SPED 303 | 3 |  |
| ETEC 386 | 3 |  |
| Term 4 |  |  |
| EDPY 301 | 3 | 2.75 GPA |
| ${ }^{9}$ Expanded Perspectives Elective* | 3 | ${ }^{3}$ Quantitative Reasoning Elective* |
| SPED 300N | 3 |  |
| SPED 335* | 3 |  |
| SPED 415 | 3 |  |
| Term 5 |  |  |
| ${ }^{1}$ SPED 416* | 3 | 2.75 GPA |
| SPED 320N | 3 | SPED 303 |
| ${ }^{10}$ SPED 459* | 3 |  |
| SPED 413 | 3 |  |
| REED 428 | 3 |  |
| Term 6 |  |  |
| MEDU 430 | 3 | 2.75 GPA |
| SPED 442 | 3 | ETEC 386 |
| SPED 414 | 3 |  |
| SPED 322N | 3 |  |
| SPED 490 | 3 |  |


| Term 7 |  |  |
| :--- | :--- | :--- |
| Unrestricted Elective | 1 | 2.75 GPA |
| SPED 475N | 6 |  |
| 1011 SPED 474* | 3 |  |
| SPED 479 | 3 |  |
| Term 8 | 3 | 2.75 GPA |
| ${ }^{12}$ Professional Support Elective | 3 |  |
| SPED 453 | 3 |  |
| SPED 496 | 6 |  |
| SPED 475N | $\mathbf{1 2 0}$ |  |
| UNDERGRADUATE TOTAL |  |  |

1 Three courses from the Written Communication* (WC), First-year composition sequence (2 courses, 3 credit hours each) and one additional Written Communication* course (SPED 416*).
2 One course from approved Arts and Humanities* (AH) courses.
${ }^{3}$ Two 3-hour courses from approved Quantitative Reasoning* (QR) courses. Please note that students must select a math and/or statistics course.
4 Two courses (minimum 3 hours each) from approved Natural Sciences* (NS) courses, one must have a laboratory.
5 One course (minimum 1 hour) from approved Oral Communication* (OC) courses.
6 One course (minimum 3 hour) from approved Social Sciences* (SS) courses.
7 One course (minimum 3 hours) from approved Global Citizenship - International* (GCI) courses (CSE 200* recommended).
8 One course (minimum 3 hours) from approved Global Citizenship - US* (GCUS) courses.
9 Two courses (at least 6 credit hours) from Expanded Perspectives* Electives (select from Arts and Humanities*, Social Sciences*, Global Citizenship - International*, Global Citizenship US*, or Applied Arts and Humanities Courses*).
10 At least 9 credit hours (minimum 2 courses; at least two different subject areas) from Engaged Inquiries* (EI) courses.
11 One course from approved Applied Oral Communication* (AOC) courses.
12 Select from COUN 333*, ELED 322*, REED 330, REED 428, RSM 326, SCED 421, SSCE 421, SPED 200S, SPED 452, WLEL 489 or others as approved by program faculty.

* Meets Volunteer Core Requirements.


## Supporting Information

Rationale: Changing concentration name to "Teacher Education"
In the past, multiple programs used the Special Education Major with several concentrations distinguishing different programs. We used to have Special Education: Deaf and Hard of Hearing; Special Education: Educational Interpreting; and Special Education: Audiology and Speech Pathology in addition to our program, Special Education: Interventionist (K-8 and 6-12) and Comprehensive ( $K-12$ ). Our program's concentration name was selected to match Tennessee teacher licensure (currently Interventionist and Comprehensive).
The other programs (Deaf/HH, Audiology and Speech Pathology) major now have their own separate majors and we are the only program using the Special Education major. Therefore, we no longer need to distinguish our program from the others by including licensure-specific terms (Interventionist and Comprehensive.) Also, we now have state-approved programs for Interventionist only and for Comprehensive only. If a student completes coursework for only one area of licensure, the student's diploma would still say "Interventionist and Comprehensive" under our concentration structure. We want to remove licensure-specific language from our concentration names.
Financial Impact: None
was approved last year with typo in the name
(Operationally, this ends the concentration under the old name and adds the concentration under the new name. Requirements are the same under the new name except as noted.)

## END CONCENTRATION

## Education Major, BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Math Science Specialization)

## ADD CONCENTRATION

## BS in Education - STEM Secondary Concentration (VolsTeach 6-12 Mathematics Specialization)

## Progression Requirements

Progression to the STEM Secondary Concentration- VolsTeach 6-12 Math Specialization requires a 2.75 cumulative GPA after a minimum of 12 semester credit. Once candidates formally progress to the concentration, they must maintain a minimum cumulative GPA of 2.75 while in the program. 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.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :--- | :---: | :--- |
| ENGL 101* or equivalent | 3 | 2.50 GPA |
| Arts and Humanities Elective* | 3 |  |
| TPTE 115 | 2 |  |
| MATH 131* | 3 |  |
| Natural Sciences Elective* | 4 |  |
| Term 2 | 3 | 2.75 GPA |
| ENGL 102* or equivalent | 3 |  |
| MATH 132* | 3 |  |
| Natural Sciences Elective* | 3 |  |
| CMST 210* or CMST 217* | 3 |  |
| CSE 200* |  |  |
| Term 3 | 3 | 2.75 GPA |
| MEDU 432 | 4 | ENGL 101* or equivalent |
| MATH 142 | 3 |  |
| Social Sciences Elective |  |  |
| Expanded Perspectives Elective* | 3 |  |
| EDPY 301 | 3 |  |
| Term 4 |  |  |
| MEDU 445 | 3 | 2.75 GPA |
| MATH 251 | 3 | MATH 142 |
| MATH 300 or MATH 307 | 3 |  |
| CSE 300* | 3 |  |
| ETEC 386 | 3 |  |
| Term 5 |  |  |
| SPED 303 | 3 | 2.75 GPA |
| REED 461 | 3 | Arts and Humanities Elective ${ }^{*}$ |


|  | MEDU 434 | 3 |  |
| :---: | :---: | :---: | :---: |
|  | MATH 323 | 3 |  |
|  | MATH 241 | 4 |  |
|  | Term 6 |  |  |
|  | TPTE 203 | 3 | 2.75 GPA |
|  | ${ }^{2}$ SCED 472* or MATH 400 | 3 | EDPY 301 |
|  | MATH 460 | 3 | ETEC 386 |
|  | TPTE 494 | 1 | SPED 303 |
|  | MEDU 405 | 3 |  |
|  | Term 7 |  |  |
|  | TPTE 435* | 9 | 2.75 GPA |
|  | TPTE 489 | 6 |  |
|  | Term 8 |  |  |
|  | INPG 385 | 3 | 2.75 GPA |
|  | MEDU 446 | 3 | TPTE 435* |
|  | Expanded Perspectives Elective* | 3 | TPTE 489 |
|  | ${ }^{1}$ MATH Elective | 3 |  |
|  | ${ }^{1}$ MATH Elective | 3 |  |
|  | UNDERGRADUATE TOTAL | 120 |  |
|  | ${ }^{1}$ MATH elective: choose from MATH 351, <br> ${ }^{2}$ If a student selects MATH 400 instead of hours that meets the Volunteer Core Eng <br> *Meets Volunteer Core Requirements. | TH 405 ED 47 ed Inqu | or STAT 201*. <br> they will need to take another course for 3 ies (EI) requirements (possibly MATH 405*). |
|  | Supporting Information Rationale This program was incorrectly na oversight. Rather than a Concentration in Financial Impact: None | d durin th Scien | the curricular changes last year due to an ce, this concentration is for Mathematics. |
| Low | REVISE REQUIREMENTS |  |  |
| impact: drop course | Education Major, BS in Education - Vol Grades Math Specialization) | each S | condary STEM Concentration (Middle |
| in | Term 6 |  |  |
| another | TPTE 203 | 3 | GPA 2.75 |
| college | ${ }^{11}$ SCED 472* or INPG 353* | 3 | EDPY 301 |
| but | ${ }^{66}$ STEM Content Elective (Mathematics) | 3 | ETEC 386 |
| course | ${ }^{12}$ Expanded Perspectives Elective* | 3 | SPED 303 |
| is not | ${ }^{9}$ MEDU 405 | 3 |  |
| taught so little impact | Supporting Information <br> Rationale INPG 353 is removed as an option take SCED 472. <br> Financial Impact: None | in Term | 6 as it is no longer offered. Students will |
| Low impact: to correct | REVISE REQUIREMENTS <br> Education Major, BS in Education - Vol Grades Science Specialization) | each S | condary STEM Concentration (Middle |
| prior | Term 1 | Hours | Milestone Notes |
| revision | ${ }^{1}$ ENGL 101* or equivalent | 3 | 2.5 GPA |
|  | ${ }^{2}$ Arts and Humanities Elective* | 3 |  |
|  | TPTE 115 | 2 |  |
|  | ${ }^{4}$ Quantitative Reasoning Elective* | 3 |  |



Low to mid impact: all change within same dept, slight increase in total hours

Rationale To provide students with experience in the classroom that was lost when MEDU 433 was replaced by SPED 303. This change was made to increase students' knowledge of working with students with special needs. However, the SPED 303 class does not have a field component, which MEDU 433 did. We have added a field experience course that is already in use by CEHHS to provide additional field work to our students. Course INPG 353 was replaced with SCED 472 during CRC changes added Education majors in secondary education (VolsTeach) last fall, but the change was accidentally omitted from the VolsTeach minor program.
Financial Impact: No financial impact. These courses, TPTE 203 and SCED 472 are currently taught by TPTE faculty and the number of new students will not require additional sections.

## REVISE MINOR

## VolsTeach Science Minor

Minor Requirements
The VolsTeach minor for science majors consists of 2932 hours.
Prerequisites

## Complete:

- TPTE 115 - VolsTeach: Introduction to Teaching
- SCED 432 - Knowing and Learning in Mathematics and Science *


## Required Courses

## Complete:

- INPG 353-VolsTeach: Perspectives on Math and Science *
- SCED 472 Perspectives and History in Math and Science*
- INPG 385 - VolsTeach: Research Methods in Science
- SCED 432 - Knowing and Learning in Mathematics and Science *
- SCED 434 - Project Based Instruction
- SPED 303 - Professional Studies for Special Education and Diverse Learners
- TPTE 435 - Apprentice Teaching Mathematics and Science *
- TPTE 489 - Analysis of Teaching
- TPTE 203-Field Study in Education
* Meets Volunteer Core Requirements.


## Supporting Information

Rationale To provide students with experience in the classroom that was lost when SCED 433 was replaced by SPED 303. This change was made to increase students' knowledge of working with students with special needs. However, the SPED 303 class does not have a field component, which SCED 433 did. We have added a field experience course, that is already in use by CEHHS to provide additional field work for our students. Course INPG 353 was replaced with SCED 472 during CRC changes added Education majors in secondary education (VolsTeach) last fall, but the change was accidentally omitted from the VolsTeach minor program.
Financial Impact: No financial impact. These courses, TPTE 203 and SCED 472 are currently taught by TPTE faculty and the number of new students will not require additional sections.

## REVISE MINOR

## English as a Second Language Minor

## Post-Baccalaureate Professional Year (24 graduate hours)

The following courses are taken during the post-baccalaureate professional year. Students must apply to and be admitted by the Graduate School prior to registration. Teacher licensure is
granted at the successful completion of the professional year; 12 additional hours may be taken to complete the master's degree. For details, see the Graduate Catalog.

- ENGL 471-Sociolinguistics
- TPTE 574 - Analysis of Teaching
- TPTE 575 - Professional Internship in Teaching
- TPTE 591 - Clinical Studies
- WLEL 466-ESL-Assessment and Evaluation
- WLEL 475 - Grammar for ESL Teachers
* Meets Volunteer Core Requirements.

Supporting Information
Rationale: WLEL 466 is currently showing twice as a requirement in the UG catalog description. So we need to replace it with the correct course WLEL 475
Impact on Other Programs: None
Financial Impact: Will be taught by current faculty

# Tickle College of Engineering 

## Main College Page

Low to REVISE TEXT
mid (Main college page, College Admission Requirements)
impact:
revise
to meet UTK
criteria

## College Admission Requirements

The Tickle College of Engineering has established admissions criteria for incoming freshmen based on several performance criteria, including completion of core academic subjects, GPA scores on these subjects and standardized test (SAT or ACT) scores. A Success Prediction Indicator (SPI) number of 60 and a math ACT of 25 or a math SAT of 590 if taken after March 2016 (math SAT of 570 if taken before March 2016) are minimum standards used for admission to the Tickle College of Engineering. The admitted class may also be limited by space available in the College. The SPI is calculated by adding an individual's ACT mathematics score to 10 times their core high school GPA (based on a 4.0 scale). For information on what constitutes core high school courses, please consult admission website https://admissions.utk.edu/high-school/.

SPI EXAMPLE: A student with a high school core GPA of 3.5 and an ACT mathematics score of 28 would have an SPI of 63 using the formula $(3.5 \times 10)+28=63$. SAT scores are converted to an equivalent ACT score to perform this calculation.

Students who wish to pursue an engineering degree in the Tickle College of Engineering at the University of Tennessee, Knoxville, but do not meet the college admission criterion may enroll as University Exploratory students and complete appropriate mathematics, science, and other courses before applying again for admission to the Tickle College of Engineering.

The University of Tennessee and the Tickle College of Engineering have decided to make standardized test scores optional for the 2021 application.
Admissions criteria is based on several performance criteria, including completion of core academic subjects, GPA scores on these subjects, and standardized test (SAT or ACT) scores, if submitted.

## Test-Optional Applicants

For those students who choose not to submit test scores, you will be-considered a test-optional student. Applicants will be reviewed for admission using high school core GPA weighted of 3.80 or higher and grades earned in four math courses, including pre-calculus or higher and one unit of
chemistry. Advanced placement/International Baccalaureate and dual enrollment math and chemistry courses will be included with this holistic review.

## Test Score Optional examples:

- 3.80-3.99 High School Core GPA Weighted
- 4 units of high school math including pre-calculus or higher, grade achieved A (including $\mathrm{AP} / \mathrm{B}$ and dual enrollment math and chemistry)
- 1-unit Chemistry, grade achieved A

OR

- 4.00+ High School Core GPA Weighted
- 4 units of high school math including pre-calculus, grade achieved B or better (including $\mathrm{AP} / \mathrm{B}$ and dual enrollment math and chemistry)
- 1-unit Chemistry, grade achieved B or better

Applicant Applying with Test Scores
A Success Prediction Indicator (SPI) number of 60 and a math ACT of 25 or a math SAT of 590 if taken after March 2016 (math SAT of 570 if taken before March 2016) are minimum standards used for admission to the college. The SPI is calculated by adding an individual's ACT mathematics score to 10 times their core high school GPA (based on a 4.0 scale). For information on what constitutes core high school courses, please consult the admission website. Student denied entry to TCE under test score criteria will be considered under test-optional criteria.

SPI EXAMPLE: A student with a high school core GPA of 3.5 and an ACT mathematics score of 28 would have an SPI of 63 using the formula $(3.5 \times 10)+28=63$. SAT scores are converted to an equivalent ACT score to perform this calculation.

Students who wish to pursue an engineoring degree at UT but do not meet the college admission criterion may enroll as University Exploratory students and complete appropriate mathematics, science, and other courses before applying again for admission to the college.

Students denied admission to TCE based on test score and/or test optional criteria may follow the TCE Internal Transfer Admissions policy and process as stated in the Undergraduato Catalog.

Rationale: The UT System has decided that all campuses will once again require admissions tests for first-year applicants applying for the Fall 2023 semester. UT's undergraduate campuses will return to pre-Covid admission policies.

## Interdepartmental Programs and Text

```
    Low REVISE REQUIREMENTS
impact:
    all ENGINEERING FOR SUSTAINABILITY MINOR
course
changes
    are
    within
    the
college
```


## REVISE REQUIREMENTS

## ENGINEERING FOR SUSTAINABILITY MINOR

```
Technical Track 3: Earth Systems - Air, Water, and Soil
- BSE 426 Design Hydro \& Monitoring (3)
- GE 381 ENVE 381 Environmental Engineering I (3)
- CE 391 ENVE 391 Water Resources Engineering I (3)
- ENVE 458 Solid and Hazardous Waste Management (3)
- ENVE 474 Air Pollution Engineering and Control (3)
```

- EEB 412 Environmental Toxicology (3)
- ENVE 511 Environmental Chemistry (3)
- ENVE 512 Environmental Transport and Kinetics (3)
- ENVE 513 Environmental Microbiology (3)
- ENVE 516 Watershed Monitoring and Assessment (3)
- ENVE 526 Ecological Engineering for Stream Rehabilitation (3)
- ENVE 527 Stream Restoration Design (3)
- ENVE 530 Urban Hydrology and Stormwater Engineering (3)
- ENVE 533 Green Infrastructure Design (3)
- ENVE 558 Solid and Hazardous Waste Management (3)
- ENVE 574 Air Pollution Engineering and Control (3)
- ENVE 577 Air Pollution Climatology (3)
- ESS 424 Environmental Stormwater Management (3)
- ESS 434 Environmental Soil Chemistry (3)
- GEOG 131 Weather, Climate, and Climate Change (3)
- GEOL 454 Environmental Restoration (3)
- GEOL 466 Water and Air Pollution (3)
- GEOL 564 Water Sustainability and Climate (3)
- GEOL 554 Environmental Restoration (3)

Rationale: Using the ENVE prefix instead of CE prefix for courses in the Engineering for Sustainability minor will provide consistent messaging and reduce confusion for students. We are also directing students toward the undergraduate version of courses, where available. Impact on other units: None. Financial impact: None.

## Engineering Fundamentals <br> (EF) Engineering Fundamentals <br> Courses

|  | REVISE (RE) PREREQUISITE(S) |
| :---: | :---: |
| impact: effort to | EF 142 Introduction to Physics and Modeling for Engineers II (4) |
| improve | (RE) Prerequisite(s): EF 141* with a C- or better and MATH 131. |
| student | Formerly: (RE) Prerequisite(s): EF 141* and MATH 131. |
| suc | Rationale: Data supports that students that do not make a C- or better in EF 141 are less likely to successfully complete EF 142. Impact on Other Units: None. Financial Impact: None. |
| Low | REVISE DESCRIPTION |
| will only | EF 152 Physics for Engineers II (4) |
| impact | Calculus-based study of basic physics concepts, including rotational dynamics, statics, |
| majors | oscillations, waves, fluids, heat and temperature, first and second law of thermodynamics and |
| within this college | electricity and magnetism. Introduction to team work. Introduction to the engineering disciplines, examination of engineering principles and design issues. Oral and written presentation skills. Formerly: Calculus-based study of basic physics concepts, including rotational dynamics, statics, oscillations, waves, fluids, heat and temperature, and first and second law of thermodynamics. Introduction to team work. Introduction to the engineering disciplines, examination of engineering principles and design issues. Oral and written presentation skills. |
|  | Rationale: This change reflects the addition of electricity and magnetism into the course. Impact on Other Units: None. <br> Financial Impact: None. |

REVISE (RE) PREREQUISITE(S)
EF 230 Computer Solution of Engineering Problems (2)
(RE) Prerequisite(s): EF 105 or EF 142 or COSC 101 or COSC 102 or COSC 111. Formerly: (RE) Prerequisite(s): EF 105 or COSC 102.

## ADD COURSE

EF 237 Honors: Computer Solution of Engineering Problems (2)
Transcript Title: Hon Comp Solution of Engr Prob
Primary focus is on development of computer programs in a modern programming language to solve engineering problems.
(RE) Prerequisite(s): EF 105 or EF 142 or COSC 101 or COSC 102 or COSC 111.
(RE) Corequisite(s):, EF 157 or EF 158*.
Rationale: An honors section allows for honors students to complete additional project applications of content offered in the traditional EF 230 section. Impact on Other Units: None. Financial Impact: None.

## ADD COURSE

EF 320 Engineering Design in K-12 Education (2)
Transcript Title: Engineering Design in K-12 Ed
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 programing 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.
Rationale: This change allows non-honors students to register for the Engineering Design and K12 Education course. Honors version is EF 327.
Impact on Other Units: None. Financial Impact: None.

## ADD COURSE

EF 403 Pathways to Success/Engineers (1)
Kick-start your career with advice from Tickle College of Engineering's legendary Alumni. Effective career development requires a thoughtful approach to start building your network. Pathways to Success for Engineers offers you a real insight into the first 5-10 years of real-life careers and where to focus. We will cover the importance of lifelong learning and personal finances to ensure the life and career you envision. Career advice will be from recorded interviews with several Tickle Legends, including John Tickle.
Registration Restriction(s): College of Engineering or Biosystems Senior(s).
Rationale: This course provides an opportunity for senior students to interact with TCE alumni as they prepare to transition to their future career. The course will be coordinated by ISE but listed as an EF course to be available to all TCE students. Impact on Other Units: None. Financial Impact: None.

Department of Civil and Environmental Engineering
(CE) Civil and Environmental Engineering

## Courses

| Low <br> impact: | REVISE DESCRIPTION |
| :--- | :--- |
| affects |  |
| majors |  |
| in this |  |
| dept. |  | | Introduction to civil and environmental engineering specialties, history, and achievements. |
| :---: |
| Professional responsibility, communication, and organizations. |
|  |
|  |
|  |
|  |
|  |
|  |
| Formerly: Introduction to civil engineering specialties, history, and achievements. This change in description is needed to support the new BS in Environmental |
| Professional responsibility, communication, and organizations. |

## +CE 305 Professional Development II (3)

(Same as ENVE 205)
Cross-listed with ENVE 305, CE 305 is primary.

## +CE 381 Environmental Engineering I (3)

(See ENVE 381)
Cross-listed with ENVE 381, ENVE 381 is primary.

## +CE 391 Water Resources Engineering I (3)

(See ENVE 391)
Cross-listed with ENVE 391, ENVE 391 is primary.
+CE 481 Environmental Engineering II (3)
(See ENVE 481)
Cross-listed with ENVE 481, ENVE 481 is primary.
+CE 482 Environmental Engineering Laboratory (1)
Transcript Title: Environmental Engineering Lab
(See ENVE 482)
Cross-listed with ENVE 482, ENVE 482 is primary.

## +CE 487 Honors: Environmental Engineering II (3) <br> Transcript Title: Hon: Environmental Engr II <br> (See ENVE 487) <br> Cross-listed with ENVE 487, ENVE 487 is primary.

## +CE 494 Water Resources Engineering II (3) <br> (See ENVE 494) <br> Cross-listed with ENVE 494, ENVE 494 is primary.

+CE 495 Hydrology (3)
(See ENVE 495)
Cross-listed with ENVE 495, ENVE 495 is primary.

[^0]Cross-listed with ENVE 496, ENVE 496 is primary

## + CE 497 Honors: Water Resources Engineering II (3) Transcript Title: Hon: Water Resources Engr II <br> (See ENVE 497) <br> Cross-listed with ENVE 497, ENVE 497 is primary.

## +CE 498 Honors: Hydrology (3)

(See ENVE 498)
Cross-listed with ENVE 498, ENVE 498 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. We will continue to offer environmental and water resources focus areas in the BS CE program, so it is desirable to maintain CE designations for these courses. Impact on other units: none. Financial impacts: none, these are all existing courses that are currently being taught with existing CEE resources.

Low impact: affects majors in this dept.

## ADD CREDIT RESTRICTION

## CE 462 Analysis of Framed Structures (3)

Credit Restriction: Students cannot receive credit for both CE 462 and CE 562.
Formerly: No credit restriction
Rationale: CE 462 and CE 562 have similar content and are usually taught concurrently, with CE 562 having additional requirement to justify graduate level credit. Impact on other units: none. Financial impacts: none.

## Programs and Text

| $\begin{aligned} & \text { Low } \\ & \text { impact: } \end{aligned}$ add | REVISE REQUIREMENTS <br> Civil Engineering Major, Bachelor of Science in Civil Engineering |  |  |
| :---: | :---: | :---: | :---: |
| new | Term 6 lor |  |  |
| equiva- | Arts and Humanities Elective* | 3 | No milestones |
|  | CE 300 | 3 |  |
|  | CE 305 | 2 |  |
|  | CE 321 | 3 |  |
|  | CE 340 | 3 |  |
|  | EF 230 or EF 237 | 2 |  |

Rationale: Addition of Honors version EF 237. Impact on other units: None. Financial impact: None.

## (ENVE) Environmental Engineering

    new ENVE }101\mathrm{ Introduction to Environmental and Water Resource Engineering (1)
    course Transcript Title: Intro Env/Water Resource Engr
with
prereq engineers in addressing current environmental issues including population and urbanization,

```
in another college
hydrologic cycle and water management, water and wastewater treatment, air pollution, solid waste management, industrial waste, sustainability, climate change and adaptation, and sustainability and employment opportunities in environmental engineering and water resources. (RE) Corequisite(s): Chem 122 or CHEM 128; EF 142 or EF 151 or EF 157.

Rationale: this is a required course in the proposed BS in Environmental Engineering degree program. The first-year survey course is intended to provide a high-level view of environmental engineering and water resources to assist students with career selection and demonstrate principles of physics and chemistry applied to environmental issues. Supports learning outcome 2. Impact on other units: none. Financial impacts: none, the course will be taught with existing CEE resources.

\section*{ADD COURSE}

\section*{ENVE 200 Environmental Process Fundamentals (2)}

\section*{Transcript Title: Environ Process Fundamentals}

Principles of stoichiometry, mass balance, heat balance, chemical equilibrium, kinetics, and reactor design in the context of natural and engineered environmental systems.
(RE) Prerequisite(s): Chem 132 or CHEM 138; EF 152 or EF 158
(RE) Corequisite(s): MATH 231 or MATH 237
Rationale: this is a required course in the proposed BS in Environmental Engineering degree program. Students will develop understanding of how physics, chemistry, and mathematics are applied to understand, predict, and design natural and engineered environmental systems, supporting learning outcome 1 and addresses context areas a) and b). Impact on other units: none. Financial impacts: none, the course will be taught with existing CEE resources.

\section*{+ADD COURSE AND CROSS LIST}

\section*{+ENVE 205 Professional Development I (2) \\ (See CE 205)}

Cross-listed with CE 205, CE 205 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.
+ADD COURSE AND CROSS LIST
+ENVE 305 Professional Development II (3)
(See CE 305)
Cross-listed with CE 305, CE 305 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.

\section*{Low} impact:

\section*{cross}
list with
course
in same
college

\section*{+ADD COURSE AND CROSS LIST}

\section*{+ENVE 381 Environmental Engineering I (3)}

Introduction to drinking water treatment and distribution systems, wastewater treatment and collection systems, air pollution, solid/hazardous waste, and environmental regulations.
(RE) Prerequisite(s): CE 391 or ENVE 391, and CHEM 132* and CHEM 133* or CHEM 138*. (Same as CE 381)

Cross-listed with CE 381, ENVE 381 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.

Low impact: cross list with course in same college

\section*{+ADD COURSE AND CROSS LIST}
+ENVE 391 Water Resources I (3)
Introductory coverage of water resources engineering including fluid properties; conservation of mass, energy, and momentum; hydraulics (flow measurement, pressure pipe, and open channels); and hydrology (hydrologic cycle, groundwater flow, and rainfall-runoff estimation). (RE) Prerequisite(s): EF 152* or EF 158*.
(RE) Corequisite(s): CE 262 or ME 202; and MATH 231 or MATH 237.
(Same as CE 391)
Cross-listed with CE 391, ENVE 391 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.

Low to ADD COURSE
mid
impact:

\section*{ENVE 399 Senior Design I (1)}
course is
added
to
support new
major

The course will introduce students to the concepts of design problem definition, effort scheduling and planning, and development of a scope of work for applications in the design phase of a typical environmental engineering project. Students will work to develop and initiate project design effort in preparation for Senior Design II. Pre-planning efforts (such as data collection, site investigations, client interactions, refinement of scope of work, etc.) will be performed per project needs. Additional lessons will focus on team cooperation, communication with clients, and other professional skills necessary for successful project management during the design phase. ??Satisfies Volunteer Core Requirement: (AOC) (EI) (has this been approved for Vol Core under ENVE??) Margie checked with Vol Core committee and course needs to be submitted) Comment(s): Must be taken the semester prior to ENVE 400.
Registration Restriction(s): Minimum student level - senior.
Rationale: This is the first of two capstone design courses in support of the proposed BS ENVE program. Both courses are modeled after corresponding classes in the BS CE degree program, namely CE 3995 and CE 400. Proposals for Service learning (S designation), (AOC), and (EI)

\section*{new} major
Low to mid impact: course is
added to
support new
major

Credit Restriction: Students cannot receive credit for both ENVE 458 and ENVE 558.

\section*{ADD COURSE}

ENVE 474 Air Pollution and Control (3) Introduction to the fundamentals of air pollution, light scattering and visibility reduction, air quality laws and regulations, estimating concentrations from emission factors, theory and design of settling chambers, cyclone separators, wet collectors, fabric filters, electrostatic precipitator and control methods for gaseous air pollutants. (RE) Prerequisite(s): ENVE 381.
Credit Restriction: Students cannot receive credit for both ENVE 474 and ENVE 574.
Rationale: This is a required course in the proposed BS in Environmental Engineering degree program, contributing to learning objective 1 and 2 and addresses context b). Impact on other units: none. Financial impact: none, this course will be taught concurrently with and existing graduate course, ENVE 574, already taught on a yearly basis.

Low to mid
impact:
course is
added to
support new major
Low to mid
impact:
course
added to
support new
major

Low to
mid
impact:
course
is
added
to
support new
major

\section*{ADD COURSE}

ENVE 477 Honors: Air Pollution Control (3)
Same as ENVE 474 with additional honors project.
(RE) Prerequisite(s): ENVE 381
Credit Restriction: Students cannot receive credit for both ENVE 477 and ENVE 574.
+ADD AND CROSS LIST
+ENVE 481 Environmental Engineering II (3)
Theory and design of drinking water and wastewater treatment systems.
(RE) Prerequisite(s): CE 381.or ENVE 381.
(Same as CE 481)
Cross-listed with CE 481, ENVE 481 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.
+ADD AND CROSS LIST

\section*{+ENVE 482 Environmental Engineering Laboratory (1)}

\section*{Transcript Title: Environmental Engineering Lab}

Laboratory methods and interpretation of results for physical, chemical, and biological analysis of water, wastewater, and air pollution.
(RE) Prerequisite(s): CE 310 or ENVE 496, CE 381 or ENVE 381.
(Same as CE 482)
Cross-listed with CE 482, ENVE 482 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses
listed in this section are all existing courses that are currently being taught with existing CEE resources.

Low to mid impact:

\section*{course}
is
added
to
support new major
+ADD AND CROSS LIST
+ENVE 487 Honors: Environmental Engineering II (3)
Transcript Title: Hon: Environmental Engr II
Same as ENVE 481 with additional honors project.
(RE) Prerequisite(s): CE 381 or ENVE 381.
(Same as CE 487)
Cross-listed with CE 487, ENVE 487 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.
Low to mid
impact:
course

\section*{+ENVE 494 Water Resources II (3)}
Advanced topics in water resources engineering with an emphasis on system analysis, modeling, and design. Topics include water supply and distribution, sanitary sewers, pump stations, hydrologic reservoir/stream flow routing, probability and risk/uncertainty analysis for flood control, and hydropower generation.
(RE) Prerequisite(s): CE 391 or ENVE 391.
(Same as CE 494)
Cross-listed with CE 494, ENVE 494 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.

Low to mid
impact:
course is
added to
support new
major

\section*{+ADD AND CROSS LIST}
+ENVE 495 Hydrology (3)
The hydrologic cycle and key physical processes defined, i.e., precipitation, evaporation and transpiration, runoff, infiltration, and groundwater. Concepts introduced include unit hydrograph, statistics, design storms, and flow routing fundamentals. Tools for hydrological measurement, data acquisition, analysis, and interpretation; and applications for water resources management are discussed.
(Same as CE 495)
(RE) Prerequisite(s): CE 391 or ENVE 391 or AE 341.
Credit Restriction: Students cannot receive credit for both ENVE 495 and ENVE 531.
Cross-listed with CE 495, ENVE 495 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental
```

Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.

```

Low to mid impact: +ENVE 496 Water Resources Engineering Laboratory (1) course

\section*{Transcript Title: Water Resources Engr Lab}

Introduction to laboratory report writing. Design and analysis of hydraulic and hydrologic experiments including laboratory exercises on basic fluid properties, hydrostatic pressure, flow behavior in porous media, pipe flow head losses, open channel flow, fluid flow measurement in pressurized pipe and open channels, and pump analysis.
(Same as CE 496)
(RE) Corequisite(s): CE 391 or ENVE 391.
```

Cross-listed with CE 496, ENVE 496 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.

```

\section*{Low to}
``` mid
impact: course
+ADD AND CROSS LIST
+ENVE 497 Honors: Water Resources Engineering II (3)
Transcript Title: Hon: Water Resources Engr II
Same as ENVE 494 with additional honors project.
(Same as CE 497)
(RE) Prerequisite(s): CE 391 or ENVE 391.
Cross-listed with CE 497, ENVE 497 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.
```

Low to mid impact:

## course

 is added tosupport new
major
+ADD AND CROSS LIST
+ENVE 498 Honors: Hydrology (3)
Same as ENVE 495 with additional honors project.
(Same as CE 498)
Cross-listed with CE 498, ENVE 498 is primary.
Rationale: These changes in cross-listing are needed to support the new BS in Environmental Engineering Degree program. Cross-listed courses that have a disciplinary roots in Environmental Engineering or Water Resources use the ENVE designation at the primary listing. Remaining
courses retain CE as the primary listing. Courses listed in this section contribute to all learning outcomes (1-7) and contexts (a-e). Impact on other units: none. Financial impacts: none, courses listed in this section are all existing courses that are currently being taught with existing CEE resources.

## Programs and Text

Mid
impact:
new major
in a
discipline
not
previously
offered at
UTK

## ADD MAJOR

Environmental Engineering Major, B.S. in Environmental Engineering
Program Learning Outcomes for the B.S. in Environmental Engineering previously

UTK
All engineering degree programs are accredited by $A B E T$, which requires programs to demonstrate that their students have achieved the following student learning outcomes, common across all engineering programs:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. an ability to communicate effectively with a range of audiences.
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Specifically, our curriculum prepares students to achieve these outcomes in an environmental engineering context, which includes the following ABET program criteria for Environmental Engineering degrees:
a) Mathematics through differential equations, probability and statistics, calculus-based physics, chemistry (including stoichiometry, equilibrium, and kinetics), earth science, biological science, and fluid mechanics.
b) Material and energy balances, fate and transport of substances in and between air, water, and soil phases; and advanced principles and practices relevant to the program objectives.
c) Hands-on laboratory experiments, and analysis and interpretation of the resulting data in more than one major environmental engineering focus area, e.g., air, water, land, environmental health.
d) Design of environmental engineering systems that includes considerations of risk, uncertainty, sustainability, life-cycle principles, and environmental impacts.
e) Concepts of professional practice and project management, and the roles and responsibilities
of public institutions and private organizations pertaining to environmental policy and regulations.

## Environmental Engineering Major, B.S. in Environmental Engineering Progression Policies and Requirements

First Year students are required to be advised every semester. Students are required to maintain a cumulative grade point of at least 2.0 in all engineering courses taken at the University of Tennessee, Knoxville, used to satisfy the graduation requirements. No more than four credit hours of civil and environmental engineering courses in which a C - or lower is the highest grade earned may be counted toward graduation.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Requirements for the Bachelor of Science in Environmental Engineering

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| CHEM 122* and CHEM 123*, or CHEM 128* | 4 | MATH 130 or MATH 131 or higher or one Arts and Humanities Elective*, Global Citizenship - US* or Global Citizenship International*, or Social Sciences Elective* |
| EF 105 | 1 |  |
| EF 142* or EF 151* or EF 157* | 4 |  |
| ENGL 101* or ENGL 118** or ENGL 131* or ENGL 198* | 3 |  |
| MATH 132* or MATH 141* or MATH 147* | 3 or 4 |  |
| Term 2 |  |  |
| CHEM $132^{*}$ and CHEM $133^{*}$, or CHEM $138^{*}$ | 4 | MATH 130 or MATH 131 or higher |
| EF 152* or EF 158* | 4 |  |
| ENGL 102* or ENGL 132* or ENGL 290* or ENGL 298* | 3 |  |
| ENVE 101 | 1 |  |
| MATH 142* or MATH 148* | 4 |  |
| Term 3 |  |  |
| ECON 201* or ECON 207* | 4 | EF 141* and EF 142*, or EF 151*, or EF157*, or PHYS 135*, or PHYS 137* |
| ENVE 200 | 2 |  |
| ENVE 205 | 2 |  |
| MATH 231 or Math 237 | 3 |  |
| ME 202 | 2 |  |
| Global Citizenship - US Elective* | 3 |  |
| Term 4 |  |  |
| BIOL 101 or BIOL 102 or BIOL 150 or BIOL 158 or BIOL 160 or BIOL 168 | 3-4 | $\begin{aligned} & \text { EF 152* or EF } 158^{*} \text { or PHYS } 136^{*} \text { or } \\ & \text { PHYS } 138^{*} \end{aligned}$ |
| EF 305 | 3 |  |
| ENVE 391 | 3 |  |
| ENVE 496 | 1 |  |
| MATH 241 or Math 247 | 4 |  |
| Global Citizenship - International Elective* | 3 |  |
| Term 5 |  |  |
| BSE 231 | 3 | CBE 201 or COSC 101 or COSC 102 or COSC 111 or ME 202 or MSE 201 |


| COSC 111 | 3 |  |
| :--- | :---: | :--- |
| ENVE 305 | 2 |  |
| ENVE 381 | 3 |  |
| GEOL 485 | 3 |  |
| GEOG 495 (GIS) | 3 |  |
| Term 6 | 3 | No milestones |
| BSE 321 | 3 |  |
| ENVE 481 or ENVE 487 | 3 |  |
| ENVE 495 or ENVE 498 | 3 |  |
| STAT 251 | 3 |  |
| Expanded Perspectives Elective* |  |  |
| Term 7 | 1 | No milestones |
| ENVE 399S | 2 |  |
| ENVE 410 | 3 |  |
| ENVE 474 or ENVE 477 | 3 |  |
| ENVE 494 or ENVE 497 | 3 |  |
| Arts and Humanities Elective* | 3 |  |
| 2Technical Elective |  |  |
| Term 8 | 3 | No milestones |
| CE 340 | 3 |  |
| ENVE 400 | 3 |  |
| ENVE 456 or ENVE 458 | 1 |  |
| ENVE 482 | 3 |  |
| Expanded Perspectives Elective* | 3 |  |
| 2Technical Elective | $128-$ |  |
| TOTAL | 129 |  |

${ }^{1}$ ENGL $118^{*}$ - Students receiving a passing grade below B in ENGL $118^{*}$ will complete the English Composition requirement by taking ENGL 102*. Students receiving a grade of B or above will complete their freshman English requirements by choosing ENGL 102*, a sophomore-level course in the English Department, or ENGL 355*.
${ }^{2}$ Must be approved by the Department. Please see the CEE website for a pre-approved list of courses.

## Environmental Engineering Major - Honors Concentration

In addition to satisfying the requirements for the environmental engineering major, candidates for the honors environmental 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 Materials Science and Engineering, Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or MSE 117 - Honors: Materials Chemistry or MSE 207).
- Complete two upper-division honors courses in environmental engineering (ENVE 458, ENVE 477, ENVE 487, ENVE 497, ENVE 498).
- Satisfy the Breadth Requirements for the Cook Grand Challenge Honors Program.
*While most students fulfill this requirement with 100-and 200-level courses, students may substitute upper level courses on approval of the Honors faculty.


## Environmental Engineering Major - Five-Year BS/MS Program

The department offers a Five-Year BS/MS program with a BS (major in environmental engineering) and MS (major in civil engineering or environmental engineering) for qualified
students. The primary component of the program is that qualified students may take up to 6 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their bachelor's and master's degrees at the University of Tennessee. This program is designed for students attending the University of Tennessee for their Master of Science degree because other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the Bachelor of Science degree. Significant components of the program are:

- Students must have an overall GPA of 3.4 in required coursework. Conditional admission to the five-year program may be granted after completion of 65 hours of required coursework, while full admission may be granted after the completion of 96 hours of required coursework with a minimum GPA of 3.4.
- Admission must be approved by the department and the Graduate School.
- Students must at least be conditionally admitted to the program prior to taking courses that receive credit for both the BS and MS degrees. All courses taken for graduate credit must be approved by the graduate program director. Students admitted to the program must request permission from the Graduate School to take approved courses for graduate credit. Students admitted to the program must also follow the normal procedure for admission to the Graduate School.
- Students will not be eligible for assistantships until they are enrolled as graduate-level students in the Graduate School.
* Meets Volunteer Core Requirements. All electives must be pre-approved by the advisor and the department head.

Rationale: Environmental engineering is a distinct and established engineering discipline with its own learning objectives, technical skills, professional societies, and ABET program criteria. The National Council of Examiners for Engineering and Surveying administers tests for both Fundamentals of Engineering (FE) and Principles and Practices of Engineering (PE) exams for the discipline. The National Academies recently identified five grand challenges that environmental engineers will contribute to: 1) Create sustainable food, water, and energy; 2) Curb climate change and adapt to its impacts; 3) Design a future without pollution or waste; 4) Create efficient, healthy, resilient cities; and 5) Foster informed decisions and actions. No institution of higher education in the state of Tennessee currently offers a BS Environmental Engineering programs in the state of Tennessee, despite significant anticipated demand from students and employers alike. BS ENVE enrollment in states that border Tennessee exceeds 950 students. Based on comparison to peer R-1 institutions and student surveys conducted at UTK, we project that the program can sustain enrollment in the range of $120-200$ students, graduating between 25 and 40 students each year - many of these will be new students to the TCE and UTK. ENVE students at peer institutions tend to average about $50 \%$ female, thereby promoting gender diversity. Impact on other units: increased enrollments in courses offered by Math, English, Chemistry, Geography, Geology, Biology, statistics, EECS, MABE, and general education courses. We have conferred with these units to make them aware of our proposed program and anticipated enrollments in their courses for students enrolled in the program. Some students currently enrolled in other units may elect to enroll in Environmental Engineering instead in the future. Two required core courses BSE 231 and BSE 321 will at least partially mitigate the potential loss of major enrollment for Biosystems Engineering major. Budget impacts: enrollment of new students to UTK should generate new revenue for most impacted units and colleges. CEE is able to deliver the program using replacement hires within the unit and with one additional faculty line, that has already been hired; therefore, no new faculty lines are required. We also already have teaching labs available to support laboratory classes.

Low impact: revise minor with courses

REVISE REQUIREMENTS

## Environmental Engineering Minor

from this dept and college

The Tickle College of Engineering offers a minor in environmental engineering to those undergraduate students whose academic history provides the prerequisites for the courses required by the minor. Some of the courses used in the minor may also satisfy a requirement for a major.

## Minor Requirements

The minor requires the completion of a minimum of 21 credits in coursework which builds the foundation of an environmental engineering perspective.

## Required Courses

## Select one course:

- CHEM 210 - Foundations of Analytical Chemistry
- CHEM 260 - Foundations of Organic Chemistry or CHEM 268 Honors: Foundations of Organic Chemistry
- CHEM 330 - Foundations of Inorganic Chemistry
- ENVE 511 - Environmental Chemistry


## Select one course:

- BSE 576 - Applied Microbiology and Bioengineering
- CBE 235 - Fundamentals of Molecular Bioengineering
- CBE 475 - Applied Microbiology and Bioengineering
- ENVE 513 - Environmental Microbiology


## Select one course:

- BSE 221 - Mass and Energy in Biosystems
- CBE 201-Material and Energy Balances
- GE 381 ENVE 381 - Environmental Engineering I


## Select one course:

- CE 485 - Principles of Hydrogeology
- GE 494 ENVE 494- Water Resources Engineering II or ENVE 497 Honors: Water Resources Engineering II
- GE 495 ENVE 495- Hydrology or ENVE 498: Honors: Hydrology
- BSE 426 - Design Hydrology and Monitoring for Agricultural, Low-Impact Development (LID) and other Ecological Systems


## Select three courses:

- BSE 431 - Bioprocess Engineering
- BSE 525-Soil Erosion and Sediment Yield
- CBE 340 - Mass Transfer and Separation Processes
- CBE 481 - Green Engineering
- GE 481 ENVE 481 - Environmental Engineering II
- ENVE 456 - Solid and Hazardous Waste Management
- ENVE 474 - Air Pollution Engineering and Control
- ENVE 512-Environmental Transport and Kinetics
- ENVE 515-Open Channel Hydraulics
- ENVE 525-Soil Erosion and Sediment Yield
- ENVE 526-Ecological Engineering for Stream Rehabilitation
- ENVE 527-Stream Restoration Design
- ENVE 531-Hydrology
- ENVE 533-Green Infrastructure Design
- ENVE 550 - Advanced Applications in Water and Waste Treatment
- ENVE 558-Solid and Hazardous Waste Management
- ENVE 574-Air Pollution Engineering and Control
- ENVE 586 - Sustainable Engineering Design/Analysis
- ESS 444 - Environmental Soil Physics
- ESS 454 - Environmental Soil Biology
- GEOG 411 - Intermediate Geographic Information Science


## Advising

Students are asked to file their intent to complete the Environmental Engineering Minor with the office of the Department of Civil and Environmental Engineering, 325 John D. Tickle Engineering Building. The student's home department advisor will then be supplied with the information about the Minor requirements to assist with prerequisite sequencing. CEE Advisor will enter the minor onto the student profile in Banner. This will allow the minor to be shown on the student's transcript.

Rationale: Using the ENVE prefix instead of CE prefix for courses in the ENVE minor will provide consistency of message and reduce confusion for students. We are also directing students toward the undergraduate version of courses, where available. Finally, we are eliminating ENVE 531 as an option in the last group of classes since the equivalent course ENVE 495 is listed in the previous group of courses. Impact on other units: None. Financial Impact: None.

## Department of Electrical Engineering and Computer Science

## (COSC) Computer Science

## Courses

Low impact: affects majors in this dept.

Low impact: replace prereq
no longer offered
with different course Low impact: adding course equivalent to current prereq course

## REVISE (RE) PREREQUISITE(S)

## COSC 434 Network Security (3)

(RE) Prerequisite(s): COSC 366 with a grade of $C$ or better. Formerly: (RE) Prerequisite(s): COSC 366 with a grade of C or better, and ECE 453 with a grade of $C$ or better.

Rationale: This change allows students to take this course earlier, which in turn makes it easier for them to get the cybersecurity major. Relevant topics from ECE 453 will be introduced in the course. Impact on Other Units: None. Financial Impact: None.

REVISE (RE) PREREQUISITE(S)
COSC 453 Data Visualization (3)
(RE) Prerequisite(s): COSC 202 with a grade of $C$ or better.
Formerly: (RE) Prerequisite(s): COSC 140 with a grade of C or better.
Rationale: COSC 140 is no longer offered. Similar material is taught in COSC 202. Impact on Other Units: None. Financial Impact: None.

## REVISE (RE) PREREQUISITE(S)

COSC 483 Applied Cryptography (3)
(RE) Prerequisite(s): COSC 311 or COSC 317 with a grade of C or better, and MATH 251 or MATH 257 with a grade of $C$ or better.

Formerly: (RE) Prerequisite(s): COSC 311 or COSC 317 with a grade of $C$ or better, and MATH 251 with a grade of $C$ or better.

Rationale: Add the honors section of MATH 251 (MATH 257) as a pre-requisite. Impact on Other Units: None. Financial Impact: None.

## Programs and Text

| impact: <br> routine maintenance using courses from this college | REVISE REQUIREMENTS Requirements for the Bachelor of Science in | Com | puter Science |
| :---: | :---: | :---: | :---: |
|  | Term 6 |  |  |
|  | COSC 361 | 3 | No milestones |
|  | COSC 365 | 3 |  |
|  | ${ }^{2}$ Global Citizenship - International Elective* | 3 |  |
|  | ${ }^{4}$ Computer Science Upper-Division Electives | 69 |  |
|  | $\operatorname{cosc} 395^{*}$ | 1 |  |
|  | ${ }^{5}$ Any courses not already required for the major. |  |  |
|  | Theory |  | Systems |
|  | COSC 440 - Formal Foundations of Software Engineering COSC 482 - Theory of Computation |  | C 452 - Computer Graphics <br> SC 462 - Parallel Programming <br> 453 - Introduction to Computer Networks <br> 462 - Cyber-Physical Systems Security <br> 463 - Introduction to Datacenters |
|  | Software |  | Hardware |
|  | COSC 365 - Programming Languages and Systems |  | 255 - Introduction to Logic Design of al Systems |
|  |  |  | 256 - Computer System Interfaces |
|  | Data Visualization or COSC 557 - <br> Visualization |  | 356 - Computer Systems Architecture or |
|  | COSC 461 - Introduction to Compilers |  | 358 Honors: Computer Systems |
|  | COSC 465 - Databases and Scripting |  | itecture |
|  | Languages |  | 455 - Embedded Systems Design |
|  | Processing or ECE 478 - Honors: Introduction to Digital Image Processing |  |  |
|  | Scientific Computing |  | ficial Intelligence and Machine Learning |
|  | COSC 370 - Introduction to Scientific Computing or COSC 377 - Honors: Introduction to Scientific Computing | COSC 420 - Biologically-Inspired |  |
|  |  |  | mutation or |
|  |  |  | C 427 - Honors: Biologically-Inspired |
|  |  |  | mutation or COSC 527 - Biologicallyired Computation |
|  | COSC 471 - Numerical AnalysisCOSC 472 - Numerical Algebra |  | C 421 - Computational Cognitive |
|  |  |  | roscience |
|  | MATH 231 - Differential Equations I or MATH |  | C 423 - Introduction to Artificial |
|  | 237 - Honors: Differential Equations I or MATH241 - Calculus III or MATH 247 - Honors: |  | ligence or COSC 523 - Artificial |
|  |  |  | ligence |
|  | Calculus III | COSC 424 - Introduction to Deep Learning |  |
|  |  | COSC 425 - Introduction to Machine Learning or COSC 522 - Machine Learning |  |
|  |  | COSC 426 - Introduction to Data Mining and |  |
|  |  |  |  |
|  |  |  |  |
|  |  | COSC 429 - Special Topics in ArtificialIntelligence and Machine Learning |  |
|  |  |  |  |
|  |  | ECE 414 - Introduction to ReniforcementLearning |  |
|  |  |  |  |

ECE 471- Introduction to Pattorn Rocognition
or ECE 477: Honors: Introduction to Pattorn
Rocognition

## Cybersecurity

COSC 434 - Network Security or
COSC 534 - Network Security
COSC 445 - Fundamentals of Digital Archeology or
COSC 545 - Fundamentals of Digital Archaeology

COSC 466 - Software Security or
COSC 566 - Web Security
COSC 469 - Human Factors in
Cybersecurity or
COSC 569 - Human Factors in Cybersecurity
COSC 483 - Applied Cryptography or
COSC 583 - Applied Cryptography

ECE 459 - Secure and Trustworthy Computer Hardware Design or
ECE 559 - Secure and Trustworthy Computer Hardware Design

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 Pattorn
Recognition or
ECE 571 - Pattern Recognition or COSC 425 - Introduction to Machine Learning or COSC 522 - Machine Learning

Rationale: Specifically mentioning upper division elective courses that have been omitted from the Table. There is no footnote " 5 " anywhere, so that text is deleted. COSC 365 will no longer be a required course and COSC upper division electives will be increased by 3 hours. Impact on other units: none. Financial impact: none.

## (ECE) Electrical and Computer Engineering

## Courses

Low to mid
impact:
replace
prereq with similar course in same dept. Low to mid impact: replace prereq with similar course in same dept. Low impact: replace

REVISE (DE) PREREQUISITE(S)

## ECE 341 Fields (3)

(DE) Prerequisite(s): PHYS 251* Formerly: (DE) Prerequisite(s): PHYS 232*.

Rationale: Physics is eliminating PHYS 232. Similar content is taught in PHYS 251. Impact on Other Units: None. Financial Impact: None.

REVISE (DE) PREREQUISITE(S)
ECE 347 Honors: Fields (3)
(DE) Prerequisite(s): PHYS 251*
Formerly: (DE) Prerequisite(s): PHYS 232*.
Rationale: Physics is eliminating PHYS 232. Similar content is taught in PHYS 251. Impact on
Other Units: None. Financial Impact: None.
REVISE (RE) PREREQUISITE(S)
ECE 463 Introduction to Datacenters (3)
(RE) Prerequisite(s): COSC 230 with a grade of $C$ or better.
dropped course

Low impact:
only affects courses and programs in this dept Formerly: (RE) Prerequisite(s): COSC 130 with a grade of $C$ or better.

Rationale: COSC 130 has been replaced with COSC 230. Impact on Other Units: None. Financial Impact: None.

## DROP COURSE

## ECE 471 Introduction to Pattern Recognition (3)

Rationale: Material in this course is now taught in new courses that have been added to the catalog recently. Impact on Other Units: None. Financial Impact: None.

Impact report:
Course: ECE 477 Honors: Introduction to Pattern Recognition
Program: Computer Science Major, BS in Computer Science » Core: Requirements for the Bachelor of Science in Computer Science
Program: Computer Science Major, BS in Computer Science » Core: Requirements for the Bachelor of Science in Computer Science
Program: Cybersecurity Minor » Core: Select four courses (12 hours)

## Programs and Text

REVISE REQUIREMENTS

## Computer Engineering Major, Bachelor of Science in Computer Engineering

${ }^{1}$ Beginning students who have had high school computer science and/or who have had significant programming experience (e.g. summer institute study, special research projects, home laboratory) are invited to apply during the summer to the head of the department for permission to take a proficiency examination for COSC 101-Introduction to Programming. If a satisfactory grade is made on the examination, credit will be allowed for COSC 101. The Department of Electrical Engineering and Computer Science also gives credit in COSC 101 COSC 102 to students who receive a score of 3 or better on the Computer Science Advanced Placement A Examination.

Rationale: Update footnote 1. Impact on other units: none. Financial impact: none.
Low to mid impact: affects another college

REVISE REQUIREMENTS
Electrical Engineering Major, Bachelor of Science in Electrical Engineering Term 4

| ECE 202 | 3 | EF 152* or EF 158* or PHYS 136* or PHYS <br> $138^{*}$ |
| :--- | :---: | :--- |
| ECE 313 or ECE 317 | 3 |  |
| MATH 241 or MATH 247 | 4 |  |
| MATH 251 or MATH 257 | 3 |  |

> PHYS 232* PHYS 251 ??move to different term as course is taught in Fall? Tolbert will discuss with Phys?

Rationale: Physics is eliminating PHYS 232. Similar content is taught in PHYS 251. Impact on other units: none. Financial

Low to mid impact: affects another college

REVISE REQUIREMENTS
Electrical Engineering Major - Power and Energy Systems Concentration, Bachelor of Science in Electrical Engineering

| Term 4 | 3 | EF $152^{*}$ or EF 158* or PHYS 136* or PHYS <br> $138^{*}$ |
| :--- | :---: | :--- |
| ECE 202 | 3 |  |
| ECE 313 or ECE 317 | 4 |  |
| MATH 241 or MATH 247 | 3 |  |
| MATH 251 or MATH 257 | 4 |  |
| PHYS 232* PHYS 251 ??move to different |  |  |
| term as course is taught in Fall? Tolbert will <br> discuss with PHYS |  |  |

Rationale: Physics is eliminating PHYS 232. Similar content is taught in PHYS 251. Impact on other units: none. Financial impact: none.

## Department of Industrial and Systems Engineering (IE) Industrial Engineering

## Programs and Text

Low to mid impact: making earning a interdisciplinary minor easier for IE majors

## REVISE REQUIREMENTS

Industrial Engineering Major, Bachelor of Science in Industrial Engineering
${ }^{2}$ Chosen from DATA 201; ECE 301; EF 130 or EF 230 or EF 237; ME 331; MSE 201 or MSE 207; ME 202, ME 231.
${ }^{4}$ Chosen from DATA 301; DSGN 430*; ECE 255, ECE 463; ECON 311, ECON 313, ECON 322, ECON 331, ECON 333, ECON 351; 3 hours of EF 333, IE 350, or IE 450; ENT 350, ENT 415, ENT 425, ENT 451, ENT 460, ENT 492; FINC 300; IE 423, IE 430, IE 452, IE 457, IE 465, IE 483, IE 484, IE 493, IE 494, IE 495; 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 365, ME 366, ME 367; NE 342 or NE 347. Some courses may require a prerequisite or corequisite that is not part of the IE program.

Rationale: Adding DATA 201 into the Engineering Science Elective list and DATA 301 into the Technical Elective list can help Industrial Engineering students receive the Data Science minor. Addition of EF 237 as Honors version. Impact on other units: None. Financial impact: None.

## Low

 impact: clarify course contentLow impact: dept. has permission from Vol
Core
Committee to remove WC, other
changes
are in response
to
removing the WC

Low impact: only affects majors in this dept.

## REVISE TITLE

## MSE 220 Professional Development for Engineers (3) <br> Transcript Title: Professional Dev for Engineers <br> Formerly: MSE 220 Seminar (3)

Rationale: More accurately describes the course content. Impact on other units: None. Financial impact: None.

## REVISE DESCRIPTION, DROP GENERAL EDUCATION WC DESIGNATION, REVISE (RE) PREREQUISITE(S)

MSE 405 X-ray Diffraction (3)
This course will cover the central concepts of $X$-ray diffraction techniques important in the structural characterization of modern inorganic, metallic and polymer materials. Topics include the physics of X -ray generation, basics of instrumentation, symmetry of crystals, reciprocal lattice and application to definition of structures, crystal structure determination, and size, strain, and texture analysis of profile data. Complementary scattering techniques will be introduced.
(RE) Prerequisite(s): MSE 360 or MSE 367.
Formerly: Crystal structures and the reciprocal lattice and how the atomic parameters relate to $X$-ray powder diffraction data. Production of laboratory $X$-rays and overview of hardware, data collection, and data analysis software and applications.
Satisfies General Education Requirement through the 2021-2022 academic catalog: (WC) (RE) Prerequisite(s): MSE 360 or MSE 367; and ENGL 102*, ENGL 132*, ENGL 290*, or ENGL 298*

Rationale: More accurately describes the course content. Since the 2017-2018 catalog MSE 304, earlier in the MSE curriculum, has been offered with the WC designation. Our intent has been to phase out the WC designation for MSE 405 after six years with both courses having the WC designation. Once the WC General Education is dropped from MSE 405 these prerequisites are no longer needed. Note that the Volunteer Core Committee has given permission to drop the WC designation. Impact on other units: None. Financial impact: None.

REVISE REGISTRATION RESTRICTION(S)
MSE 480 Materials Selection in Design (3)
Registration Restriction(s): Major in Materials Science and Engineering and minimum student level of junior.

Formerly: Minimum student level - junior.
Rationale: Course is now a two-semester sequence with MSE 489. Impact on other units: None. Financial impact: None.

## Programs and Text

Low
impact:
add
honors
version
of
current
course,
move

## REVISE REQUIREMENTS

Materials Science and Engineering Major, Bachelor of Science in Materials Science and honors version of current move

| courses around | MSE 210 | -3 |  |
| :---: | :---: | :---: | :---: |
|  | MSE 220* | 3 |  |
|  | PHYS 231* | 3 |  |
|  | Term 4 |  |  |
|  | ${ }^{1}$ Global Citizenship - US Elective* | 3 | EF 152* or EF 158* or PHYS 136* or PHYS 138* |
|  | MATH 231 or MATH 237 | 3 |  |
|  | MSE 250 | 4 |  |
|  | MSE 260 | 4 |  |
|  | MSE 220* | -3 |  |
|  | MSE 210 | 3 |  |

${ }^{2}$ Chosen from 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; MSE 457, MSE 483, MSE 484, BME 485, MSE 486, any MSE course; PHYS 232*, other 300- or 400level science or engineering courses as approved by academic advisor and department head.

Rationale: Addition of Honors version EF 237; MSE 210/220 term; Impact on other units: None. Financial impact: None.

Mid to high impact: affects other colleges

## ADD CONCENTRATION

## Materials Science and Engineering Major, BS in Materials Science and Engineering Materials for Sustainable Energy Concentration

Compared to the base major, this concentration requires 15 hours of courses including MSE 120 or MSE 127, MSE 455, a senior design project (MSE 480 and MSE 489) related to sustainable energy, and a technical elective from the "Technical Track 2: Energy and Climate" of the Engineering Sustainability Minor or EF 305.

## 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.

## 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 include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| CHEM 122* and CHEM 123* or CHEM 128* | 4 | MATH 130 or MATH 131 or higher or one Arts and Humanities*, Global Citizenship US or Global Citizenship - International *, or Social Sciences* Elective |
| EF 105 | 1 |  |
| EF 142* or 151* or EF 157* | 4 |  |
| ENGL 101* or ENGL 1185* or ENGL 131 or ENGL 198 | 3 |  |
| MATH 132* or MATH 141* or MATH 147* | 3-4 |  |


|  |  |  |
| :---: | :---: | :---: |
| Term 2 |  |  |
| EF 152* or EF 158* | 4 | MATH 130 or MATH 131 or higher |
| ENGL 102* or ENGL 132* or ENGL 290* or ENGL 298* | 3 |  |
| MATH 142* or MATH 148* | 4 |  |
| MSE 110 or MSE 117 | 3 |  |
| MSE 120 or MSE 127 | 3 |  |
| Term 3 |  |  |
| EF 230 or EF 237 | 2 | EF 141* and 142* or EF 151* or EF 157* or PHYS 135* or PHYS 137* |
| MATH 241 or MATH 247 | 4 |  |
| MSE 201 or MSE 207 | 3 |  |
| MSE 220* | 3 |  |
| PHYS 231* | 3 |  |
| Term 4 |  |  |
| ${ }^{1}$ Global Citizenship - US Elective* | 3 | EF $152^{*}$ or EF $158^{*}$ or PHYS $136^{*}$ or PHYS |
| MATH 231 or MATH 237 | 3 |  |
| MSE 250 | 4 |  |
| MSE 260 | 4 |  |
| MSE 210 | 3 |  |
| Term 5 |  |  |
| MATH 200 | 2 | CBE 201 or COSC 101 or COSC 102 or COSC 111 or ME 202 or MSE 201 |
| MSE 300 | 2 |  |
| MSE 301 | 3 |  |
| MSE 340 or MSE 347 | 4 |  |
| MSE 360 or MSE 367 | 4 |  |
| Term 6 |  |  |
| ${ }^{1}$ Arts and Humanities Elective* | 3 | No milestones |
| MSE 302 | 13 |  |
| MSE 304* | 3 |  |
| MSE 350 or MSE 357 | 3 |  |
| MSE 390 or MSE 397 | 4 |  |
| Term 7 |  |  |
| ${ }^{6}$ MSE 480 | 3 | No milestones |
| MSE 455 | 3 |  |
| ${ }^{1}$ Expanded Perspectives* | 3 |  |
| ${ }^{1}$ Global Citizenship - International Elective* | 3 |  |
| ${ }^{2}$ Technical Elective | 3 |  |
| Term 8 |  |  |
| ${ }^{1}$ Expanded Perspectives* | 3 | No milestones |
| ${ }^{1}$ Social Sciences Elective* | 3 |  |
| ${ }^{6}$ MSE 489* | 3 |  |
| ${ }^{3}$ Materials Science and Engineering Elective | 3 |  |
| ${ }^{4}$ Technical Elective | 3 |  |

## TOTAL

1. Chosen from Volunteer Core list.
2. Chosen from EF 305, MSE or one course from "Technical Track 2: Energy and Climate" of the Engineering for Sustainability Minor (in addition to MSE 455).
3. Chosen from MSE 405, MSE 408, MSE 410, MSE 415, MSE 425, MSE 432, MSE 443, MSE 450, MSE 451, MSE 460, MSE 466, MSE 474, MSE 494, MSE 495, MSE 496R.
4. Chosen from 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; MSE 457, MSE 483, MSE 484, BME 485, MSE 486, any MSE course; other 300- or 400-level science or engineering courses as approved by academic advisor and department head.
5. ENGL 118* - Students receiving a passing grade below B in ENGL $118^{*}$ will complete the English Composition requirement by taking ENGL 102*. Students receiving a grade of B or above will complete their freshmen English requirements by choosing ENGL 102*, a sophomore-level course in the English Department, or ENGL 355*.
6. Senior Design Project is related to sustainable energy.

* Meets Volunteer Core Requirement.

Rationale: Many students within Materials Science and Engineering are interested in enhancing their understanding how materials selection can make an impact on the environment and lead to a more sustainable future.
Impact on other units: None. This program is expected to attract additional students into the Materials Science and Engineering program. Financial impact: This program will not require additional resources, but does have the potential of increasing enrollment in Materials Science and Engineering.

## Materials Science and Engineering Major - Materials for Sustainable Energy Concentration - Five-Year BS/MS Program

The department offers a Five-Year BS-MS program with a BS (major in materials science and engineering) and an MS (major in materials science and engineering) for qualified students. The primary component of the program is that qualified students may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their bachelor's and master's degrees at the University of Tennessee. This program is designed for students attending the University of Tennessee for their Master of Science degree because other universities may not accept these courses for graduate credit since they were used to satisfy requirements for the Bachelor of Science degree. Significant components of the program are:

- Students must have an overall GPA of 3.4 in required coursework. Conditional admission to the five-year program may be granted after completion of 65 hours of required coursework, while full admission may be granted after the completion of 96 hours of required coursework with a minimum overall GPA of 3.4.
- Students must at least be conditionally admitted to the program prior to taking graduate courses for both their bachelor's and master's degrees. All courses taken for graduate credit must be approved by the graduate program director. Students admitted to the program must request permission from the Graduate School to take approved courses for graduate credit.
- Students admitted to the program must also follow the normal procedure for admission to the Graduate School. Admission of students into this program must be approved by the department and the Graduate School. Students will not be eligible for assistantships until they are enrolled as graduate-level students in the Graduate School.


## Materials Science and Engineering Major - Materials for Sustainable Energy Concentration - Honors Concentration

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 Engineering Fundamentals, Physics, Math, Chemistry, Biology, Statistics, or MSE 117 - Honors: Materials Chemistry or MSE 207 - Honors: Introduction to Materials Science and Engineering).
- Two upper-division honors courses in materials science and engineering (from MSE 347, MSE 357, MSE 367, MSE 397).
- Satisfy the Breadth Requirements for the Cook Grand Challenge Honors Program.
* 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: Many students within Materials Science and Engineering are interested in enhancing their understanding how materials selection can make an impact on the environment and lead to a more sustainable future. Impact on other units: None. This program is expected to attract additional students into the Materials Science and Engineering program. Financial impact: This program will not require additional resources, but does have the potential of increasing enrollment in Materials Science and Engineering.

## Department of Mechanical, Aerospace, and Biomedical Engineering (AE) Aerospace Engineering Programs and Text

|  | REVISE REQUIREMENTS Aerospace Engineering Major, B | cie | e in Aerospace Engineering |
| :---: | :---: | :---: | :---: |
| new | Term 4 |  |  |
| honors version | ${ }^{2}$ Expanded Perspectives Elective* | 3 | EF 152* or EF 158* or PHYS 136* or PHYS 138* |
| of EF | EF 230 or EF 237 | 2 |  |
| 230 | MATH 231 or MATH 237 | 3 |  |
|  | ME 321 | 3 |  |
|  | AE 210 | 2 |  |
|  | ECON 201* or ECON 207* | 4 |  |

Rationale: Addition of Honors version EF 237; Impact on other units: None. Financial impact: None.

## (BME) Biomedical Engineering

## Courses

## Low ADD CREDIT RESTRICTION

## impact:

should only impact majors in BME

BME 483 Systems Neuroscience and Neurotechnology (3)
Credit Restriction: Students may not also earn credit for BME 583. Formerly: No credit restriction

Rationale: BME 583 is a highly similar course; thus, students should not be able to take the course twice for credit. Impact on other units: None. Financial impact: None.

## Programs and Text

| Low impact: add new | REVISE REQUIREMENTS <br> Biomedical Engineering Major, Bachelor of Science in Biomedical Engineering |  |  |
| :---: | :---: | :---: | :---: |
| honors version | BIOL 160* or BIOL 168* | 3 | EF $141^{*}$ and EF $142^{*}$, or EF $151^{*}$, or EF $157^{*}$, or PHYS $135^{*}$, or PHYS $137^{*}$ |
| of EF | EF 230 or EF 237 | 2 |  |
|  | MATH 200 | 2 |  |
|  | MATH 231 or MATH 237 | 3 |  |
|  | ME 231 | 3 |  |
|  | STAT 251 | 3 |  |

Rationale: Addition of Honors version EF 237; Impact on other units: None. Financial impact: None.

## (ME) Mechanical Engineering

Programs and Text

| Low <br> impact: | REVISE REQUIREMENTS |
| :---: | :--- |
| add <br> new <br> honors <br> version <br> of EF | Mechanical Engineering Major, Bachelor of Science in Mechanical Engineering |
| 230 | ECON 201* or ECON 207* |

Rationale: Addition of Honors version EF 237; Impact on other units: None. Financial impact: None.

## Department of Nuclear Engineering

(NE) Nuclear Engineering
Courses

## Low REVISE TITLE and DESCRIPTION

## impact:

 should only impact majors in NE
## NE 342 Nuclear Thermal Hydraulics (3)

Fluid statics. Conservation equations of mass, momentum, and energy. Heat transfer processes: conduction and convection. Applications to fluid machinery and nuclear reactor heat transfer.

Formerly: NE 342 Thermal Science (3)
Fluid statics. Conservation equations of mass, momentum, and energy. Applications to fluid machinery. Heat transfer processes, heat conduction, and thermal radiation. Free and forced convection.

Rationale: The title and description of this course are being updated to reflect nuclear engineering focus and the material that is currently being taught. Impact on other units: None. Financial impact: None.

## Low to

 mid
## impact:

should only affect majors in NE

## REVISE TITLE and DESCRIPTION

NE 347 Honors: Nuclear Thermal Hydraulics (3)
Students will attend NE 342 classes with supplementary assignments and/or class meetings. Formerly: NE 347 Honors: Thermal Science (3) Students will attend NE 342 classes with supplementary assignments and/or class meetings.

Rationale: The title and description of the base course (NE 342) are being updated to reflect nuclear engineering focus and the material that is currently being taught. Impact on other units:
None. Financial impact: None.

## REVISE TITLE and DESCRIPTION

## NE 362 Numerical Methods in Nuclear Engineering (3)

Numerical methods for differentiation, integration, interpolation, root-finding, optimization, linear algebra, ordinary and partial differential equations with applications to nuclear engineering problems. Introduction to compute clusters.

Formerly: NE 362 Numerical Methods and Fortran (3)
Numerical methods of differentiating, integrating and interpolating functions using the Fortran programming language applied to nuclear engineering problems involving spherical harmonics, Legendre polynomials, Bessel and Neumann functions, eigenvalue problems, and ordinary and partial differential equations.

Rationale: The title and description of the course are being updated to reflect a new focus away from older programming languages, such as Fortran, and the material that is currently being taught. Impact on other units: None. Financial impact: None.

## REVISE TITLE

## NE 367 Honors Numerical Methods in Nuclear Engineering (3)

Formerly: NE 367 Honors: Numerical Methods and Fortran (3)
Rationale: The title and description of the base course (NE 362) are being updated to reflect nuclear engineering focus and the material that is currently being taught. Impact on other units: None. Financial impact: None.

## ADD COURSES

## NE 415 Introduction to Radiochemistry (3)

An introduction into the fundamental principles of radiochemistry and modern applications. This an undergraduate and graduate course (NE 515) taught concurrently, where graduate students will have additional requirements and assignments.
Credit Restriction: Students cannot receive credit for both NE 415 and NE 515 (see graduate catalog for course descriptions).

## NE 416 Introduction to Radiochemistry Lab (1) <br> Transcript Title: Intro to Radiochemistry Lab

An introduction to fundamentals principles of radiochemistry. This class will cover basic techniques and analytical measurements ranging from detection of radioactive material to design of experiments for modern applications, including medicine. This an undergraduate and graduate lab course (NE 516) taught concurrently, where graduate students will have additional requirements and assignments.
Credit Restriction: Students cannot receive credit for both NE 416 and NE 516 (see graduate catalog for course descriptions).

Rationale: These two courses are being added to our curriculum because we've hired a new professor in this area. Impact on other units: None. Financial impact: None.

REVISE (DE) PREREQUISITE(S)
NE 441 Corrosion in Nuclear Power Systems (3)
(Same as MSE 451)
(DE) Prerequisite(s): MSE 201 or NE 340; and ME 331 or MSE 260. Formerly: (DE) Prerequisite(s): MSE 201; and ME 331 or MSE 260.

Rationale: Development of new NE 340 within NE department provides alternative prerequisite to MSE 201. Impact on other units: None. Financial impact: None.

REVISE CREDIT HOURS
NE 494 Special Topics in Nuclear Engineering (1-3)
Formerly: NE 494 Special Topics in Nuclear Engineering (3)
Rationale: Adding flexibility to students and professors who may not always need to have 3-credit special topics courses. Impact on other units: None. Financial impact: None.

## REVISE CREDIT HOURS

NE 495 Special Topics in Radiological Engineering (1-3)
Formerly: NE 495 Special Topics in Radiological Engineering (3)
Rationale: Adding flexibility to students and professors who may not always need to have 3-credit special topics courses. Impact on other units: None. Financial impact: None.

## Programs and Text

| Low <br> impact: | REVISE REQUIREMENTS |
| :---: | :--- |
| minor <br> changes | Nuclear Decommissioning and Environmental Management (NDandEM) Minor |
| using <br> courses <br> from | The minor consists of $\mathbf{1 5}$ hours. |
| same | Complete: |
| dept. | - CE 340 - Construction Engineering and Management I |
|  | - NE 404 - Nuclear Fuel Cycle or NE 447 - Honors Nuclear Fuel Cycle |
|  | - NE 433 - Principles of Health Physics |
|  | - or |
|  | - NE 233 - Introduction to Radiological Engineering |

## Select two courses:

- CE 441 - Construction Engineering and Management II
- CE 581 - Construction Estimating ${ }^{1}$
or
- CE 582 - Construction Scheduling ${ }^{1}$
- NE 406 - Radiation Shielding or NE 467 Honors Radiation Shielding
- NE 486 - Nuclear Licensing
- NE 542 Management of Radioactive Materials ${ }^{1}$
- NE 552 Radiological Assessment and Dosimetry ${ }^{1}$
Low

Low
impact:
add
honors
version
of EF
230,
replace
dropped
course
with
equiva-
lent
${ }^{1}$ Students who choose to take any of the 500 -level courses should consult with their advisor to determine whether these courses will be applied as undergraduate or graduate credits.

Rationale: Adding Honors versions of courses listed in minor requirements. Impact on other units: None. Financial impact: None.

REVISE REQUIREMENTS
Nuclear Engineering Major, Bachelor of Science in Nuclear Engineering
Term 3

| ECON 201* or ECON 207* | 4 | EF 141* and EF 142*, or EF 151* or EF <br> $157^{*}$ or PHYS 135* or PHYS 137* |
| :--- | :--- | :--- |
| EF 230 or EF 237 | 2 |  |
| MATH 231 or MATH 237 | 3 |  |
| ME 202 | 2 |  |
| NE 200 | 2 |  |
| PHYS 231* | 3 |  |
| Term 4 | 3 | EF 152* or EF 158* or PHYS 136* or PHYS |
| NE 250 | 4 |  |
| MATH 241 or MATH 247 | 3 |  |
| ME 331 | 4 |  |
| PHYS 232* PHYS 250* or PHYS 252 | 3 |  |
| NE 233 |  |  |

Rationale: Addition of Honors version EF 237; PHYS 232 no longer taught; PHYS 250 or 252 is replacement. Impact on other units: None. Financial impact: None.
Low
impact:
add
honors
version
of EF
230 ,
replace
dropped
course
with
equiva-
lent

## REVISE REQUIREMENTS

Nuclear Engineering Major, Bachelor of Science in Nuclear Engineering - Radiological Engineering Concentration

| Term 3 |  |  |
| :---: | :---: | :---: |
| ECON 201* or ECON 207* | 4 | EF 141* and EF 142*, or EF 151* or EF $157^{*}$ or PHYS 135* or PHYS 137* |
| EF 230 or EF 237 | 2 |  |
| MATH 231 or MATH 237 | 3 |  |
| ME 202 | 2 |  |
| NE 200 | 2 |  |
| PHYS 231* | 3 |  |
| Term 4 |  |  |
| NE 250 | 3 | EF 152* or EF 158* or PHYS 136* or PHYS 138* |
| MATH 241 or MATH 247 | 4 |  |
| ME 331 | 3 |  |
| PHYS 232* PHYS 250* or PHYS 252 | 4 |  |
| NE 233 | 3 |  |

Rationale: Addition of Honors version EF 237; PHYS 232 no longer taught; PHYS 250 or 252 is replacement. Impact on other units: None. Financial impact: None.

## College of Nursing

## Nursing <br> Courses

## (NRSP) Nursing Practicum

Low REVISE REGISTRATION RESTRICTION(S) impact: affects majors in this college<br>\section*{NRSP 495N Clinical Immersion VI (4)}<br>Registration Restriction(s): Bachelor of Science in Nursing - nursing or Bachelor of Science in<br>Nursing - Nursing Major (Honors Track)<br>Formerly: Registration Restriction(s): Bachelor of Science in Nursing - nursing major.<br>Rationale: Add Nursing Honors track to align with CON curriculum

## (NURS) Nursing

```
    Mid +ADD COURSE AND CROSS-LIST
impact:
    cross-
    listed
between
    two
colleges
```

+NURS 250 Human Anatomy (3)<br>(See EEB 250).<br>Registration Restriction(s): Nursing Major or Consent of Instructor<br>Cross-listed with EEB 250, EEB is primary.

Rationale: In the current course (EEB 240/ANTH 240, being updated for Fall 2023 to EEB 250/251 and ANTH 250/251), nursing is roughly a third of total course enrollment each semester if split evenly. This has caused issues with securing enough seats for nursing majors. NURS 250 will be cross-listed with EEB 250, and will be taught as one combined lecture section with EEB 250 and ANTH 250, with a single instructor supplied by Anthropology. Adding NURS 250 provides matching enrollment into lecture for the NURS 251 lab students. Impact on other units: both affected departments have agreed to the cross-listing. Financial impact: None. Course will be taught by existing faculty.

Rationale: In the current course (EEB 240/ANTH 240, being updated for Fall 2023 to EEB 250/251 and ANTH 250/251):

- Nursing is roughly a third of total course enrollment each semester if split evenly.
- Upper division courses (namely pathophysiology) have noted gaps - either content that isn't covered in anatomy, or content that is covered but needs reinforcement.

Adding Nursing-only lab sections NURS 251:

1. Guarantees enough seats for nursing students in both lab and lecture (NURS 250) because of co-requisite requirement.
2. Allows labs to be tailored to nursing program - adding in clinical correlations and concept reinforcement.
3. Taught by nursing instructor (instructor continuity, also gives course more breathing room to grow as adequate numbers of trained GTAs has been an issue)

| Lowimpact: only affects majors within this college | REVISE REGISTRATION RESTRICTION(S) |
| :---: | :---: |
|  | NURS 314 Foundations of Professional Nursing Practice (3) |
|  | Registration Restriction(s): Bachelor of Science in Nursing - nursing major or Bachelor of Science |
|  | in Nursing - nursing major (Honors track); minimum student level - junior. |
|  | Formerly: Bachelor of Science in Nursing - nursing major or Bachelor of Science in Nursing - nursing major (accelerated track); minimum student level - junior. |
|  |  |
|  | Rationale: Remove ABSN from the registration restriction to align with CON curriculum changes. |
| Low impact: only affects majors within this college | REVISE REGISTRATION RESTRICTION(S) |
|  |  |
|  | NURS 319 Pathophysiology (3) |
|  | Registration Restriction(s): Bachelor of Science in Nursing - nursing or Bachelor of Science in |
|  | Nursing - Nursing Major (Honors Track) |
|  | Formerly: Registration Restriction(s): Bachelor of Science in Nursing - nursing; minimum |
|  |  |
|  | Rationale: Add Nursing Honors track to align with CON curriculum |
| Low impact: only affects majors within this college | REVISE REGISTRATION RESTRICTION(S) |
|  | NURS 331 Health Assessment (3) |
|  | Registration Restriction(s): Bachelor of Science in Nursing - nursing or Bachelor of Science in |
|  | Nursing - Nursing Major (Honors Track) |
|  | Formerly: Registration Restriction(s): Bachelor of Science in Nursing - nursing major; minimum student level - junior. |
|  |  |
|  | Rationale: Add Nursing Honors track to align with CON curriculum |
| Low impact: only affects majors within this college | REVISE REGISTRATION RESTRICTION(S) |
|  |  |
|  | NURS 352 Pharmacotherapeutics I (3) |
|  | Registration Restriction(s): Bachelor of Science in Nursing - nursing or Bachelor of Science in |
|  | Nursing - Nursing Major (Honors Track) |
|  | Formerly: Registration Restriction(s): Bachelor of Science in Nursing - major. |
|  | Rationale: Add Nursing Honors track to align with CON curriculum |
| Low impact: only affects majors within this college | REVISE REGISTRATION RESTRICTIONS |
|  |  |
|  | NURS 363 Nursing Care of the Adult l (3) |
|  | Registration Restriction(s): Bachelor of Science in Nursing - nursing or Bachelor of Science in |
|  | Nursing - Nursing Major (Honors Track) |
|  | Formerly: Registration Restriction(s): Bachelor of Science in Nursing - nursing major. |
|  | Rationale: Add Nursing Honors track to align with CON curriculum |
| Low impact: only affects majors | REVISE REGISTRATION RESTRICTION(S) |
|  |  |
|  | NURS 378R Honors: Nursing Research (3) |
|  | Registration Restriction(s): Bachelor of Science in Nursing - Nursing Major (Honors Track); |
|  | minimum student level - junior. |

```
within
    this
college
Rationale: Add Nursing Honors track to align with CON curriculum and remove Bachelor of Science in Nursing - nursing; admission to Chancellors Honors, Haslam Scholars, or College of Nursing Honors Program to align with CON curriculum
```

Low impact: only affects majors within this college

## REVISE REGISTRATION RESTRICTION(S)

NURS 388R Nursing Honors Mentorship (1)
Registration Restriction(s): Bachelor of Science in Nursing - Nursing Major (Honors Track); minimum student level - junior

Formerly: 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: Add BSN Honors track to align with CON curriculum and remove Bachelor of Science in Nursing - nursing; admission to Chancellors Honors, Haslam Scholars, or College of Nursing Honors Program to align with CON curriculum

## Low

 impact: only affects majors within this collegeLow impact: only affects majors within this college

Low impact: only

## REVISE (RE) COREQUISITES, REVISE REGISTRATION RESTRICTION(S)

NURS 411 Maternal-Newborn Nursing (3)
(RE) Corequisite(s): NURS 412, NURS 461, NURS 462S*.
Registration Restriction(s): Bachelor of Science in Nursing - nursing or Bachelor of Science in Nursing - Nursing Major (Honors Track)

Formerly: (RE) Corequisite(s): NURS 405, NURS 412, NURS 461, NURS 462S*.
Registration Restriction(s): Bachelor of Science in Nursing - nursing major.
Rationale: Add Nursing Honors track to align with CON curriculum
REVISE (RE) COREQUISITES, REVISE REGISTRATION RESTRICTION(S)

## NURS 412 Pediatric Nursing (3)

(RE) Corequisite(s): NURS 412, NURS 461, NURS 462S*.
Registration Restriction(s): Bachelor of Science in Nursing - nursing or Bachelor of Science in Nursing - Nursing Major (Honors Track)

Formerly: (RE) Corequisite(s): NURS 405, NURS 412, NURS 461, NURS 462S*
Registration Restriction(s): Bachelor of Science in Nursing - nursing major.
Rationale: Add Nursing Honors track to align with CON curriculum

## REVISE REGISTRATION RESTRICTION(S)

## NURS 452 Nursing Leadership (3)

Registration Restriction(s): Bachelor of Science in Nursing - nursing or Bachelor of Science in Nursing - Nursing Major (Honors Track); minimum student level - senior.

Formerly: Registration Restriction(s): Bachelor of Science in Nursing - nursing major; minimum student level - senior.

Rationale: Add Nursing Honors track to align with CON curriculum
REVISE REGISTRATION RESTRICTION(S)
NURS 457 Honors: Nursing Leadership (3)

``` Formerly: 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.
```

| affects <br> majors <br> within | Registration Restriction(s): Bachelor of Science in Nursing - Nursing Major (Honors Track); <br> this <br> college |
| :---: | :---: |
|  | Formerly: Registration Restriction(s): Bachelor of Science in Nursing - nursing major; |
|  | mationale: Add Nursing Honors track and remove Bachelor of Science-nursing major to align with |
|  | CON curriculum |

```
within Registration Restriction(s): Bachelor of Science in Nursing - nursing or Bachelor of Science in
    this
college
Nursing - Nursing Major (Honors Track)
    Formerly: (RE) Corequisite(s): NURS 495
    Registration Restriction(s): Bachelor of Science in Nursing - nursing major.
```

Rationale: Align the corequisite with the correct full course number. Add Nursing Honors track to align with CON curriculum. Impact on other units: none. Financial impact: none.

## Programs and Text

## Mid REVISE REQUIREMENTS

impact: includes course options
in another college

For applicants seeking to enroll in a College of Nursing Graduate Program directly after the conclusion of the ABSN program, applicants would notate this track on their University of Tennessee Application. Applicants will then complete the necessary admission requirements set Tennessee Application. Applicants will then complete the necessary admission requirements set
forth by the Graduate Programs. (Not applicable for BSN-DNP Nurse Anesthesia Concentration)

Students in the accelerated track must complete the following prerequisite courses prior to admission:

- BCMB 230 - Human Physiology
- CFS 210 - Human Development *
- EEB 250 EEB 240 - Human Anatomy or NURS 250 \& NURS 251
- MICR 210 - Allied Health Microbiology *
- STAT 201 - Introduction to Statistics * or MATH 115

Total prerequisite coursework: 18 hours (dependent on A and 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 Accelerated BSN track.

REVISE REQUIREMENTS
impact: includes
course
options
in another college

## Nursing Major (Accelerated Track), BS in Nursing

Dual Application Process

Nursing Major, BS in Nursing

| Term 1 | Hours | Milestone Notes |
| :---: | :---: | :---: |
| BIOL 101* | 4 | 3.2 cumulative GPA |
| ${ }^{1}$ Chemistry Sequence* | 4 | Enrolled in at least 12 hours |
| ENGL 101* or ENGL 118* | 3 |  |
| MATH 123* or MATH 125* or MATH 132* or MATH 141* or MATH 142* or MATH 147* OR MATH 148* or MATH 151* | 3 |  |
| PSYC 110* or PSYC 117* | 3 |  |
| Term 2 |  |  |
| Select one of the following: PUBH <br> 201*, REST 233*, SOCI 110*, SOCI <br> $120^{*}$, SOCI $127^{*}$, SOCI 225* | 3 | 3.2 cumulative GPA |
| ${ }^{1}$ Chemistry Sequence* | 4 | ENGL 102* with a grade of C or better |


| ENGL 102* | 3 | Enrolled in at least 12 hours |
| :--- | :---: | :--- |
| MATH 115* or STAT 201* or STAT 207* | 3 |  |
| 4ANTH 240 ANTH 250 or EEB 240 EEB | (4) 3 |  |
| 250 or NURS 250 | 1 |  |
| ANTH 251 or EEB 251 or NURS 251 | 1 |  |

Rationale: In the current course (EEB 240/ANTH 240, being updated for Fall 2023 to EEB 250/251 and ANTH 250/251), nursing is roughly a third of total course enrollment each semester if split evenly. This has caused issues with securing enough seats for nursing majors. NURS 250 to be taught as one combined lecture section with EEB 250 and ANTH 250, with a single instructor supplied by Anthropology. Adding NURS 250 provides matching enrollment into lecture for the NURS 251 lab students.
In the current course (EEB 240/ANTH 240, being updated for Fall 2023 to EEB 250/251 and ANTH 250/251):

- Nursing is roughly a third of total course enrollment each semester if split evenly.
- Upper division courses (namely pathophysiology) have noted gaps - either content that isn't covered in anatomy, or content that is covered but needs reinforcement.

Adding Nursing-only lab sections NURS 251:

1. Guarantees enough seats for nursing students in both lab and lecture (NURS 250) because of co-requisite requirement.
2. Allows labs to be tailored to nursing program - adding in clinical correlations and concept reinforcement.
Taught by nursing instructor (instructor continuity, also gives course more breathing room to grow as adequate numbers of trained GTAs has been an issue)

| Mid impact: includes | REVISE REQUIREMENTS Nursing Major, BS in Nursing - Honors | cent | tion |
| :---: | :---: | :---: | :---: |
| course | Term 2 |  |  |
| $\begin{aligned} & \text { options } \\ & \text { in } \\ & \text { another } \end{aligned}$ | Select one of the following: PUBH 201*, REST $233^{*}$, SOCI $110^{*}$, SOCI $120^{*}$, SOCI $127^{*}$, or SOCI $225^{*}$ | 3 | ENGL 102* with a grade of B- or better |
| college | ${ }^{1}$ Chemistry Sequence* | 4 | Enrolled in at least 12 hours |
|  | ENGL 102* | 3 |  |
|  | MATH 115* or STAT 201* or STAT 207* | 3 |  |
|  | ${ }^{4}$ ANTH 240 ANTH 250 or EEB 240 EEB 250 or NURS 250 | (4) 3 |  |
|  | ANTH 251 or EEB 251 or NURS 251 | 1 |  |

${ }^{4}$ ANTH 240 ANTH 250 \& ANTH 251 or EEB 240 EEB 250 \& EEB 251(anatomy) or NURS 250 \& NURS 251, BCMB 230 (physiology), and MICR 210 (microbiology) must be completed at UTK.

Rationale: In the current course (EEB 240/ANTH 240, being updated for Fall 2023 to EEB 250/251 and ANTH 250/251), nursing is roughly a third of total course enrollment each semester if split evenly. This has caused issues with securing enough seats for nursing majors. NURS 250 to be taught as one combined lecture section with EEB 250 and ANTH 250, with a single instructor supplied by Anthropology. Adding NURS 250 provides matching enrollment into lecture for the NURS 251 lab students.

In the current course (EEB 240/ANTH 240, being updated for Fall 2023 to EEB 250/251 and ANTH 250/251):

- Nursing is roughly a third of total course enrollment each semester if split evenly.
- Upper division courses (namely pathophysiology) have noted gaps - either content that isn't covered in anatomy, or content that is covered but needs reinforcement.

Adding Nursing-only lab sections NURS 251:
3. Guarantees enough seats for nursing students in both lab and lecture (NURS 250) because of co-requisite requirement.
4. Allows labs to be tailored to nursing program - adding in clinical correlations and concept reinforcement.
Taught by nursing instructor (instructor continuity, also gives course more breathing room to grow as adequate numbers of trained GTAs has been an issue)

# Other Academic Units 

## Intercollegiate

## Courses

## (AI) Artificial Intelligence

## Low to <br> mid <br> impact: will be available for use within Intercollegiate unit

Low to mid impact: has the potential to be popular

## ADD SUBJECT CODE

## (AI) Artificial Intelligence

Al is an emerging technology that is becoming ubiquitous in all aspects of modern life. Given Al's prevalence across all domains, it is beneficial for all students, regardless of focus of study and level of technical proficiency, to develop an understanding of Al and put this knowledge in the context of real-world applications within their areas of expertise.

## ADD COURSE

## Al 101 Introduction to the World of AI (3)

Introduction to foundational concepts, techniques, and applications of Artificial Intelligence (AI) relevant for all disciplines - especially across non-computer science fields. Explores the history and current scope of AI, data sources and tools, and fundamental components of AI solutions. Special attention will be placed on the strengths and weaknesses of the methods as well as on identifying bias, social impacts, and other ethical considerations of AI. Students will gain experience through hands-on activities using no-code AI platforms.

Rationale: Al is an emerging technology that is becoming ubiquitous in all aspects of modern life. Given Al's prevalence across all domains, it is beneficial for all students, regardless of focus of study and level of technical proficiency, to develop an understanding of Al and put this knowledge in the context of real-world applications within their areas of expertise. This course is intended to fill this need by providing a foundational understanding of AI to students across UTK's campus, in a non-technical context. UTK is launching a new college to enable campus-wide course offerings on convergent topics such as this course. This is the first course developed for the new AI Tennessee Initiative, led by Dr. Lynne Parker, to assist students in developing a working knowledge of AI in an interdisciplinary setting. Impact on Other Units: None. Financial Impact: None.

Low to mid impact: has the potential to be popular

## ADD COURSE

## AI 401 Exploring the World of AI (3)

Detailed study of concepts, techniques, and applications of Artificial Intelligence (AI) relevant for all disciplines - especially across non-computer science fields. Explores the history and current scope of AI, data sources and procedures for attaining and working with data, and fundamental components of AI solutions. Special attention will be placed on the strengths and weaknesses of
the methods as well as on identifying bias, social impacts, and other ethical considerations of AI. Introduces students to AI-relevant programming through hands-on coding projects. This is an undergraduate and graduate course (Al 501) taught concurrently, where graduate students will have additional requirements and assignments.
Credit Restriction: students cannot receive credit for both AI 401 and AI 501.
Rationale: This course has similar designs and goals as AI 101 but provides an opportunity for students with familiarity with technical tools to have a more involved experience in creating and appreciating AI systems. This class hopes to attract more ambitious or higher-level students who want to learn how to code and create their own AI applications. Impact on Other Units: None. Financial Impact: None.

## (DATA) Data Science

## Low to

 mid impact: could increase enrollment
## REVISE (RE) PREREQUISITE(S), ADD RECOMMENDED BACKGROUND

DATA 202 - Data Management and Visualization (3)
(RE) Prerequisite(s): DATA 201*.
Recommended background: Additional programming, such as covered in COSC 111; INSC 260; BAS 320; MATH 171; GEOG 312; IARC 321.

Formerly (RE) Prerequisite(s): COSC 102 or COSC 111*; DATA 201*.
The changes replace a specific Computer Science prerequisite with a more general programming knowledge prerequisite. The existing prerequisite was excessively narrow and prescribed. The new prerequisite allows students to obtain programming from many courses on campus. Impact on other units: Negligible Financial Impact: The change will increase the number of students qualified to take DATA 202

Low to REMOVE (RE) PREREQUISITE(S)

## DATA 301 - Data Stewardship and Ethics (3)

No (RE Prerequisite(s)
Formerly: (RE) Prerequisite(s): DATA 201.
Rationale: The course requires only general knowledge and does not require a prerequisite. Impact on other units: Negligible Financial Impact: The change is expected to increase enrollment.

## (CYBR) Cybersecurity

Low impact: New subject code

Low impact: New course

## ADD SUBJECT CODE

 (CYBR) CybersecurityRationale: This subject code is needed to support the rising importance of this category.

## ADD COURSE

CYBR 101 Introduction to Cybersecurity Concepts (3)
Provides foundational training and knowledge in and a broad overview of cybersecurity concepts and the field, including the nature of cyber-attacks on computers and networks and identification and mitigation of attacks from the perspective of applications in real-world scenarios and sectors. Human factors in cybersecurity, ethics, privacy, and the governance and policy around
cybersecurity, in addition to the terminology, approaches, and underlying technologies used in cybersecurity, are also covered.

Prerequisite(s): None.
Corequisite(s): None.
Rationale: We live in a digitally interconnected world, and our dependency on the web and networks is exponentially increasing. We rely on connected digital systems and technology for our financial, communication, and other needs. Consequently, our personal data has never been put at this level of risk, making us very vulnerable in terms of cybersecurity. We face numerous cyber threats from everywhere all the time. The workforce urgently needs well-trained professionals to meet these challenges. This course will lay the foundations for preparing students for the challenges and building strong teams of cybersecurity professionals. The goal is to prepare a cybersecurity workforce that will be technically capable and qualified to develop the appropriate tools to identify breaches and train others to guarantee the cybersecurity of organizations in Tennessee and beyond. Impact on Other Units: None. Financial Impact: None.

## Programs and Text

## Low to mid impact: could increase enrollment

## REVISE REQUIREMENTS

## Data Science Minor

The intercollegiate Data Science minor, which has one prerequisite course, consists of six courses and 17-18 hours. Four core courses give students a broad background in the foundations of Data Science. The fifth course is a directed elective that allows a student to apply Data Science techniques to a specific field, to deepen their understanding of Data Science methodologies, or to gain further background in the ethical and policy considerations of Data Science. In the sixth course, students pursue an interdisciplinary, team-based capstone experience.

1 Select one prerequisite course:

- COSC 102-Introduction to Computer Science
- COSC 111-Computational Thinking and the Art of Programming

1-2.Complete four core courses:

- DATA 201 - Data Knowledge and Discovery *
- DATA 202 - Data Management and Visualization
- DATA 301 - Data Stewardship and Ethics
- DATA 302 - Analytical Methods of Data Science

Note: Students must obtain additional programming background before taking DATA 202. Suggested courses include COSC 111; INSC 260; BAS 320; MATH 171; GEOG 312; IARC 321.
23. Complete one course chosen from any of the five lists below:

3 4. Complete one course:

- DATA 499 - Data Science Capstone
* Meets Volunteer Core Requirements.

Rationale: The changes removes the specific Computer Science prerequisite. This change matches a parallel curriculum change to the prerequisites of Data 202. The existing prerequisite was excessively narrow and prescribed. The new prerequisite allows students to obtain programming from many courses on campus. Impact on other units: Negligible Financial Impact: The change should make the minor accessible to more students.

Mid to
high impact: affects multiple colleges with potential to affect a larger number

MOVE ACADEMIC UNIT

## UT Center for Global Engagement Academic Programs Governance

The University of Tennessee (UT) Center for Global Engagement (CGE) administers an undergraduate Global Development Minor and is developing a Sustainable Development Certificate. Both of these academic programs have received or are receiving substantial input from all UT units with undergraduate programs.

Data from UT's Peace Corps Prep Program, the program on which the minor was based, indicates that the primary colleges expected to participate in the program are: Herbert College of Agriculture, College of Arts and Sciences, and Haslam College of Business. As the minor and certificate program grow, we anticipate high interest from students in the College of Social Work, College of Communication and Information, and the College of Education, Health and Human Sciences. All six of these colleges are core members of the CGE Academic Programs Committee. Should any additional college exceed the threshold of 10 students enrolled in the minor or certificate program, the Committee will decide if membership should be extended to additional colleges.

The CGE Academic Programs Committee members by default are the associate deans of undergraduate programs of the colleges they represent. The associate deans may choose to appoint a faculty or staff representative from their colleges for this role. Committee members' terms begin in the Spring semester and continue through the following Winter Mini Term. These dates should coincide with December deadlines to propose curriculum changes to the UT Undergraduate Council Curriculum Committee. Term lengths are for two years and are renewable.

The Committee will be led by two Coordinators (one for the minor and one for the certificate), who will be appointed by the Vice Provost for International Affairs. The Coordinators will have the responsibility of administering their respective programs, hosting regular meetings and serving as the liaison with other colleges and university administration. The term for the Coordinators will be for two years and is renewable.

The Committee has the authority to define and approve the curricula of the programs. Another purpose of the Committee is to promote a sense of community and belonging for the students enrolled in either program. The Committee establishes academic policies, monitors hiring needs for the program, and oversees the development of timetables and course scheduling. Additionally, the Committee responsible for establishing and maintaining the program's vision and goals statement.

The Committee will meet on a regular basis, at least once per semester, to review the programs' curricula and make recommendations to revise content, to propose a future schedule of course offerings, and to share perspectives and input from their colleges for continuous improvement. With the approval of a majority of those present, an electronic vote may be taken after the meeting if required. Proposed curricular changes approved by Committee will be forwarded to the Vice Provost for International Affairs for review, who will
subsequently forward the proposals to the Vice Provost for Academic Affairs for submission to the Undergraduate Council Curriculum Committee. The Vice Provost for Academic Affairs will consult
with college offices regarding proposals that have the potential to make substantial changes to instruction demand in a specific college.
As the Minor falls into Intercollegiate Programs, any academic advisor can declare the minor for students. As the minor started in the 2022-2023 catalog year, students need to be considered under the 2022-2023 catalog or later iterations.
Petitions for the certificate and minor will be handled on a case-by-case basis and initially approved by the appropriate coordinator. The petition will then be forwarded to the Director of the Global Research Office for review. Once approved by the Director of the Global Research Office, the appropriate coordinator will write an email to the advising director or coordinator of the student's home college to enter the change into the student's record.

Low to mid impact: UG certificates are not yet popular (enrolling small numbers of
students)
but this one has the potential to
be
popular;
required courses are pulled from three colleges

## ADD CERTIFICATE

## Global Sustainable Development Certificate

The Global Sustainable Development Certificate is intended for working professionals, graduate, and undergraduate students interested in incorporating the United Nations Sustainable Development Goals (UN SDGs) into their current practice and skills. This certificate is intended to increase sustainable development competency both internationally and domestically, and to prepare students for a career in private industry, the government, or a non-governmental organization. This certificate is intended to be an accelerated program and students can complete the certificate within an academic year. The certificate is available to individuals who are 1) pursuing any academic programs at the University of Tennessee or 2) a current student at an outside accredited 4 -year post-secondary institution or 3) post-baccalaureate and enrolled solely in the certificate program.
Undergraduate Certificate Type
Add-On
Stand-Alone

## Admissions Standards/Procedures

Students seeking admission to the Undergraduate Certificate must meet the admissions standards established by the Undergraduate Council. Students seeking admission to the Graduate Certificate must meet the admissions standards established by the Graduate School.

## Academic Standards

No grades of below C are acceptable for students wishing to receive this certificate. In such cases, students must repeat courses and earn a grade of $C$ or better prior to the awarding of the certificate from the University of Tennessee.

## Credit Hours Required

12 credit hours of 300 - and 400 - level course work.

## Required Courses

1. A course that covers all $\mathbf{1 7}$ goals:

- ALEC 485-Global Sustainable Development Goals (3) or
- GEOG 372-Geography of Africa (3) or
- BUAD 450-Corporate Social Responsibility (3)


## 2. An experiential learning component:

- Study abroad program (in person or virtual) (3) or
- Internship program (in person or virtual) (3) or
- An equivalent service-learning experience (3)

These must be upper division credits ( $300-$ and 400 - level), to be certified by a Center for Global Engagement staff member due to the broad nature of the requirement.

## 3. Electives:

Select two additional electives ( 6 hours at the 300- and 400- level) from the list of SDG badged courses (https://cge.utk.edu/sdg17/coursebygoals/)

## Prerequisites:

There are no prerequisites.

## Non-Course Requirements

Students may pursue the Undergraduate Certificate on a full-time or part-time basis. Students must earn all $\mathbf{1 2}$ hours of this Certificate coursework at the University of Tennessee.

## Full Course List

Students can access all the 300- and 400- level SDG badged courses on the Center for Global Engagement website (https://cge.utk.edu/sdg17/coursebygoals/).

Rationale: The Center for Global Engagement proposes a Global Sustainable Development Certificate. This program will be flexible and thus adaptable for students within any major. The program aims to prepare them for a successful transition into a career in private industry, the government, or a non-governmental organization. This certificate is focused around the United Nations Sustainable Development Goals, which are the future of global development as "They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth - all while tackling climate change and working to preserve our oceans and forests (United Nations, 2022)." This certificate involves an important experiential learning experience and will help students in obtaining knowledge that sits at the interface between health, education, economics, engineering, energy, environmental and climate science, and biology through the lens of sustainability. Given the broad spectrum of topics this certificate reaches, it will prepare students for a wide range of career options. This certificate will supplement student education in a non-traditional way by providing new perspectives on cross-cutting, interdisciplinary approaches that can assistant them in facing newly emerging challenges. It will bring quantitative / analytical and critical thinking skills to students of all majors thorough contemporary questions to address the world of the future. Impact_on other units: Could be highlighted in the new Interdisciplinary College. Financial Impact: None.

Howard H. Baker Jr. Center for Public Policy (to become Howard H. Baker School of Public Policy and Public Affairs)

## Courses

only
expected to be required within this unit but could pull students from other units Low to mid impact: only
expected to be required within this unit but could pull students from other units

Abbreviated title: Spec Topics American Civics \{28 characters including spaces\}
Topics vary to address current issues or areas of interest.
Prerequisites/corequisites: None
Credit restrictions: None
Repeatability: May be repeated. Maximum 6 hours.
Rationale: This will allow the Institute the flexibility to offer special topics classes ranging from 1 to 3 hours. This flexibility is especially needed as the Institute begins to build its curriculum, as the special topics course will allow the Institute to test new ideas for permanent courses.
Financial impact: None on University budget, as the Institute has its own funding.

## ADD COURSE

IAC 494 Internship (1-6 credit hours)
Approved internships and other professional opportunities.
Abbreviated title: Internship \{10 characters\}
Prerequisites/corequisites: None
Grading Restriction: Satisfactory/No Credit grading only.
Credit restrictions: None
Repeatability: May be repeated. Maximum 6 hours.
Rationale: The legislation establishing the Institute for American Civics provides that one of the purposes of the Institute is to "[p]rovide and facilitate internships and other relevant experiences for students...." A course is needed to allow students to earn academic credit for such internships. Financial impact: None on University budget, as the Institute has its own funding.

## Programs and Text

Mid to
high
impact:
these
changes
might not
take
students
from
other
units but
has the
potential
to do so

## REVISE TEXT

Howard H. Baker Jr. School of Center for Public Policy and Public Affairs
Marianne Wanamaker, PhD, Executive Director
Katie Cahill, PhD, Associate Director
Jonathan Ring, PhD, Director of Undergraduate Programs
Charles Sims, PhD, Joint Faculty Appointment with Department of Economics
Krista Wiegand, PhD, Joint Faculty Appointment with Department of Political Science
http://bakerschool.utk.edu/
http://bakercenter.utk.odut
The Howard H. Baker Jr. School of Center for Public Policy and Public Affairs is committed a nompartisan institute devoted to education, student engagement, public outreach, and research in public policy, public administration, and public affairs. the areas of energy policy, environmental policy, global security and leadership and governance. Substantive focus areas include Energy, Mobility, and the Environment; Global Security and Foreign Affairs; and Economic and Community Development. The School also houses the Institute of American Civics.

Through degree programs classes, student initiatives, public lectures, research symposia and research publications, the School center aims to provide policymakers, citizens, scholars, and students with the information and skills necessary to work effectively within our political system and to serve our local, state, national, and global communities.

By examining policy and politics through a nonpartisan lens, the Baker School Genter continues the groundbreaking work of its namesake, Senator Howard H. Baker Jr., who was nicknamed, "The Great Conciliator" for his ability to cross party lines and encourage lawmakers to cooperate
on key issues affecting the public good. In the spirit of Senator Baker's work, the School center offers a number of public lectures and programs on topics across the political spectrum, with a focus on the areas noted above.

## STUDENT ENGAGEMENT

Students with a strong interest in public policy and public affairs can apply to participate in one or more of the following programs over the course of their undergraduate career.

## Baker Experience - Freshman-Senior Years

The Baker School places an emphasis on students investing in their professional development. Students are provided with programming related to professionalism, resumes, interviewing, networking, and other career preparation topics. Further, staff and faculty work with students to ensure they have experiential learning opportunities through local, state, and federal government internships and fellowships. Ultimately, students who participate in these professionalism opportunities gain more insight into their interests and confidence to pursue careers in public policy and public affairs.

## Baker Living Learning Community - Freshman Year

The Baker Living Learning Community (BLLC) provides first-year students interested in politics and public service with an instant community that will enrich their undergraduate experience. The BLLC is designed for students who want to improve their understanding of our system of governance and public policy within an established mentored student support network. Students accepted into the BLLC live together in a university residence hall and take courses together their first year, which also fulfills Volunteer Core requirements for many majors. BLLC students have monthly socials and bi-weekly professional development events focused on learning about careers and opportunities in public policy.

## Baker Ambassadors - Freshman-Senior Years

Students selected to serve as Baker Ambassadors help create, plan, and manage special events in connection with the Baker School Genter. The Ambassador role is action-oriented, whereby students are given hands-on opportunities in the areas that interest them most. Whether through organizing an on-campus debate, encouraging high school students to become involved in the political process, or registering people to vote, ambassadors gain invaluable experience and connections, while providing an important public service. Applications from students at any level are accepted on a rolling basis during in the fall and spring semesters.

## Washington Fellows - Sophomore-Senior Years; Graduate Students

The Washington Program is a two-week study trip to Washington, D.C. Students meet with Washington insiders including elected officials, bureaucrats, lobbyists, and members of the media. Students explore the political system and experience how individuals work in policy-related fields. Students have the option to receive academic credit through this experience. Students and faculty advisor(s) stay in a residence hall in the middle of D.C.

## Baker Scholars - Junior and Senior Years

Since its inception in 2004, the Baker Scholar program has consistently attracted the University of Tennessee's most academically gifted, politically curious students by offering a unique and meaningful opportunity for engagement in the field of public policy. The central undertaking of each Baker Scholar is a senior project that involves either research on a specific policy issue or implementation of a creative initiative that contributes toward understanding of public policy issues, governance, civic engagement, or public service. Scholars are paired with faculty or professional mentors who serve as resources and help direct their project. In addition to their

|  | project work, scholars are strongly encouraged to participate in Baker School Center events such <br> as guest lectures and conferences, giving scholars the chance to expand their networks of <br> professional contacts and hear first-hand accounts from political insiders. Applications are <br> accepted during each fall semester in August of each year from rising juniors with a cumulative <br> GPA of at least 3.35. |
| :--- | :--- |
|  | CONTACT |
|  | Howard H. Baker Jr. School of Genter for Public Policy and Public Affairs <br> 1640 Cumberland Ave <br> Knoxville, TN 37996-3340 |
|  | Phone: $865-974-0931$ |

multiple colleges but has talked to each college about using their courses
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 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 acadomic year. Admission is competitive and 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 School Conter website (http://bakerschool.utk.edu/) (http://bakercenter.utk.odu/).

## Minor Requirements

The minor consists of six courses (17-19 hours, depending on course selection) beyond the required pre-minor coursework below. Of these six courses, no more than two may also be used toward meeting curricular requirements for the student's major or another minor. That is, at least four courses counting for this minor cannot be used to satisfy other degree requirements. must be above and beyond those counting for the major or another minor.

## Required Pre-Minor Coursework:

BCPP 101 - Introduction to Public Policy
or
POLS 240 - Introduction to Public Administration and Public Policy
or
POLS 311 - Contemporary Issues in American Public Policy *

CMST 210 - Public Speaking *
or
CMST 217 - Honors: Public Speaking *
or
CMST 240 - Business and Professional Communication *
or
CMST 247 - Honors: Business and Professional Communication *

STAT 201 - Introduction to Statistics *
or
STAT 207 - Honors: Introduction to Statistics *

## ECON 201 - Introductory Economics: A Survey Course * <br> or <br> ECON 207 - Honors: Introductory Economics * <br> or <br> ECON 211 - Principles of Microeconomics * <br> Required Courses: <br> Complete:

```
ECON 311 - Intermediate Microeconomics
BCPP 480-Policy Process and Program Evaluation
BCPP 481-Advanced Policy Process and Program Evaluation
ECON 311 - Intermediate Microeconomics
ECON 381 - Introduction to Econometrics of
or
BAS 320-Regression Modeling of
or
POLS 301 - Research Methods
```


## Select Two Courses from One of the Following Tracks:

## Energy, Mobility, and Environment Environmental and Natural Resources Policy

ANTH 415 - Environmental Anthropology
AREC 470 - Policy Analysis for Environmental and Natural Resource Management
ECON 362 - Environmental and Natural Resource Policy
ECON 463 - Environmental Economics
EEB 306 - Ecology and Society
EEB 309 - Biology of Human Affairs
ESS 326 - GIS/GPS Applications in Agriculture and Environmental Science
ESS 462 - Environmental Climatology *
FWF 430 - Introduction to Geographic Information Systems (GIS) for Natural Resources
GEOG 346 - Energy Governance and Sustainability
GEOG 443 - Sustainable Cities and Landscape
GEOG 446 - City and Community Sustainability Planning
GEOG 449 - Geography of Transportation
GEOG 496 - Field Experience in Sustainability
PHIL 346 - Environmental Ethics
PUBH 420 - Environmental Public Health
SOCI 360 - Environment and resources
SOCI 465 - Social Values and the Environment *
Global Security and Foreign Affairs Global Security Policy
ANTH 421 - Refugees and Displaced People
ECON 322 - The Global Economy: Trade and Development
ECON 421 - International Economics
GEOG 451 - The Global Economy
PHIL 441 - Global Justice and Human Rights
POLS 350 - Sources of Political Change in the Global South: Coups, Climate, and Conflict
POLS 366 - United States Foreign Policy Process
POLS 370 - Contemporary International Problems
POLS 451 - Ethnic Conflict in Foreign Countries
POLS 452 - Foundations of African Politics: Dictators, Democratization, and Development
POLS 453 - Europe in Transition: The Political Transformation of a Continent
POLS 454 - Politics in China and Japan: Culture, Power and Competition
POLS 455 - Identity, Conflict and State Building in South Asian Countries
POLS 456 - Development and Decay of Democracy in Latin America
POLS 461 - Comparative Public Policy: Ideas, Interests, and Institutions
POLS 463 - Politics and Power in the Middle East
POLS 470 - International Law
POLS 471 - International Political Economy
POLS 472 - Conflict Processes *
POLS 473 - Negotiation, Bargaining, and Diplomacy
POLS 479 - Regional Analysis of International Politics
SOCI 442 - Comparative Poverty and Development
SOCI 446 - The Modern World System

## WGS 370 - Gender and Globalization

## Economic and Community Development Fiscal and Regulatory Policy

ANTH 320 - American Cultures
ANTH 325 - Migration and Transnationalism
ECON 331 - Government and Business
ECON 436 - Economics of Health and Health Care
ECON 441 - Labor Economics
ECON 471 - Public Finance: Expenditure Analysis
ECON 472 - Public Finance: Taxation and Fiscal Federalism
GEOG 362 - Sustainable Development in Appalachia
GEOG 446 - City and Community Sustainability
POLS 441 - Public Budgeting
POLS 442 - Administrative Law and Regulatory Policymaking
PUBH 330 - Emergency Management
PUBH 401 - Global Public Health
PUBH 420 - Environmental Public Health
SOCI 341 - Social Inequalities
SOCI 345 - Social Movements
SOCI 442 - Comparative Poverty and Development
SOCI 446 - The Modern World System
SOCI 449 - Youth Justice
SOCI 452 - Race, Ethnicity, Crime, and Justice
SOCI 465 - Social Values and the Environment
SOCI 472 - Civil Rights Movement
SOWK 416 - Social Welfare Policies and Issues

## Tools for Policy Analysis

ADPR 415 - Social Media Analytics
ANTH 449 - Big-data Social Sciences
BAS 471 - Statistical Methods
BAS 474 - Data Mining and Business Analytics
BAS 476 - Data Engineering and Visualization
DATA 201 - Data Knowledge and Discovery
DATA 202 - Data Management and Visualization
DATA 301 - Data Stewardship and Ethics
DATA 302 - Analytical Methods of Data Science
GEOG 311 - Geovisualization and GIS
GEOG 312 - First Steps in GIS Programming
GEOG 414 - Spatial Data Management
GEOG 415 - Quantitative Methods in Geography
GRDS 330 - The Art of Presentation Design
IE 421 - Information Systems Analysis and Design
IE 465 - Applied Data Science
INMT 342 - Introduction to Database Systems
INMT 442 - e-Enterprise
INMT 443 - Business Applications and Tools
INSC 360 - Programming for Information Applications
INSC 384 - Database Design
INSC 436 - Analytics and Metrics for User Experience
INSC 484 - Database Applications
INSC 486 - Data Analytics
INSC 489 - Information Visualization
JREM 416 - Audience Analytics
JREM 419 - Communicating with Data
PUBH 340 - Data Management in Public Health

```
Health and Social Justice Policy
ECON 436 - Economics of Health and Health Care
ECON 441 -Labor Economics
PUBH 330 - Public Health Emergency Preparedness and Response Management
PUBH 401 - Global Public Health
PUBH 420 - Environmental Public Health
SOCl 341 - Social Inequalities *
SOCl 442 - Comparative Poverty and Dovelopment
SOCI 446 - The Modern World System
SOCI 449 - Youth Justice
SOCI 452 - Race, Ethnicity, Crime, and Justice
SOCI 465 - Social Values and the Environment *
SOWK 416-Social Welfare Policy and Programs
Foreign Policy**
ECON 421-International Economics
GEOG 451 - The Global Economy *
PHIL 441 - Global Justice and Human Rights
POLS 350 - Sources of Political Change in the Global South: Coups, Climate, and Conflict
POLS 366 - United States Foreign Policy Process
POLS 370 - Contemporary International Problems
POLS 461 - Comparative Public Policy: Ideas, Interests, and Institutions *
POLS 471 - International Political Economy
POLS 473-Negotiation, Bargaining, and Diplomacy
POLS 479-Regional Analysis of International Politics
SOCI 442-Comparative Poverty and Dovelopment
SOCI 446 - The Modern World System
WGS 370-Gendor and Globalization *
**Can only take one of the following to satisfy requirement:
POLS 452 - Foundations of African Politics: Dictators, Democratization, and Development
POLS 453-Europe in Transition: The Political Transformation of a Continent *
POLS 454 - Politics in China and Japan: Gulture, Power and Competition
POLS 455-Identity, Conflict and State Building in South Asian Gountries
POLS 456-Development and Decay of Democracy in Latin America *
POLS-463-Politics and Power in the Middle East
```

* Meets Volunteer Core Requirements.

Rationale: This update to the catalog language reflects the creation of the Baker School of Public Policy and Public Affairs. It also updates the specialized tracks for the minor in keeping with the policy emphases of the new Baker School. Currently, less than 10 students graduate with this minor each year. Although we hope to increase this number, the impact on other departments is (and will be for the foreseeable future) de minimis. Nevertheless, we reached out and obtained approval from each department whose courses are being added to the minor.
Impact on staffing: Low
Financial impact: Low
Impact on other academic units including those in other colleges: Low, and all other units have been contacted and have agreed that we may offer their courses.
Program learning outcomes: No changes.
Support from assessment activities: No changes.

# University Libraries 

## Programs and Text

Low
impact: update types of media available

## REVISE TEXT

The library is everywhere you are. Research assistance (lib.utk.edu/askusnow) is available by walk-in, e-mail, phone, chat and text, and by appointment with the librarian who specializes in your discipline (lib.utk.edu/librarians). The UT Libraries holds 3.6 million print volumes and provides access to a vast collection of electronic journals, books, and media. The UT libraries provides access to over 3.6 million titles, including print and electronic books, journals, and media. Even when you are not on campus or at the library, we are available to answer questions and help you find the resources you need. Visit library.utk.edu to chat with a librarian, find books and electronic resources, or watch a video tutorial about using the library,
, or connect with us on social media.

## Courses Not Taught in Four or More Years

## Courses

Please note that dropping or archiving a course from the Courses Not Taught in Four or More Years will also result in removing them from any program or other requirements in the 2023-2024 undergraduate catalog.

Low DROP COURSES<br>impact:<br>courses ANTH 310 North American Indians not ANTH 311 Southeastern Indians taught in 4 or more years<br>Low impact: special topics<br>Rationale: Drop courses from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. Impact on other units: None. These courses do not appear in the program requirements for any program nor as pre/co-requisites for any course.<br>Impact reports<br>ANTH 310: None<br>ANTH 311: Program: Anthropology Major, BA - Disasters, Displacement and Human Rights<br>Concentration » Core: Cultural Area<br>courses<br>Low<br>impact:<br>courses<br>not taught in 4 or<br>KEEP COURSES<br>ANTH 323 Topics in Latin American Ethnography to be taught Fall 2023<br>ANTH 324 Topics in African Ethnography to be taught Spring 2023<br>Rationale: Keep courses from the Courses Not Taught in Four Years Report.<br>\section*{ARCHIVE CROSS-LISTED COURSES}<br>ARAB 431 Media Arabic<br>MEST 431 Media Arabic<br>Rationale: Archive courses from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other

more requirements. Impact on other units: Minor. ARAB 431 is listed as an optional course for the

International Business major in Haslam College of Business; therefore, the course will be removed from that program while the course is archived.

Impact reports
ARAB 431:
Course: MEST 431 - Media Arabic
Program: International Business Major (serves as a second major only with a BS in Business Administration)

MEST 431:
Course: ARAB 431 - Media Arabic

## KEEP CROSS-LISTED COURSES

## ART 484 Museum Studies III: Field Projects <br> ANTH 484 Museum Studies III: Field Projects

Rationale: ANTH 484 is to be taught Fall 2023. Because these courses are cross-listed, both should be kept.

## KEEP COURSE

ARTB 343 Intermediate Mold-Making and Casting
Rationale: Keep course. Course will be offered Fall 2023.

## ARCHIVE CROSS-LISTED COURSES

ARTH 431 Medieval Art of the West, 800-1400
JST 432 Medieval Art of the West, 800-1400
MRST 432 Medieval Art of the West, 800-1400
Rationale: Archive courses from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. ANTH 431 is an optional course for the Art History Major in the College of Arts and Sciences; therefore, the course will be removed from that program while the course is archived.

Impact reports
ARTH 431:
Course: JST 432 Medieval Art of the West, 800-1400
Course: MRST 432 Medieval Art of the West 800-1400
Program: Art History Major, BA (uTrack Requirements) » Core: Requirements for Art History Major

JST 432:
Course: ARTH 431 Medieval Art of the West, 800-1400
MRST 432
Course: ARTH 431 Medieval Art of the West, 800-1400


## more

 yearsLow impact: courses not taught in 4 or more years

Low impact: courses not
taught in 4 or more years Low impact:
courses not taught in 4 or more years

Low
impact: courses not
taught in 4 or more years

Low
impact:
courses
not taught in 4 or more years

Rationale: To be offered in the terms noted above.
DROP COURSES
ENGL 413 Restoration and 18th-Century Genres and Modes
ENGL 419 Later Victorian Literature
Rationale: Drop courses from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. These courses are not currently listed within the requirements or options for any active program.

Impact reports
ENGL 413: none
ENGL 419: none

## KEEP COURSES

ENGL 423 Colonial and Post-Colonial Literature being offered Fall 2022
GEOL 201 Biodiversity: Past, Present, and Future to be offered Spring 2024
Rationale: To be offered in the terms noted above.

## DROP COURSE

## GEOL 480 Careers in the Natural Sciences

Rationale: Drop course from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. This course is not currently listed within the requirements or options for any active program.

Impact report
none

## KEEP COURSES

HIAF 484 Studies in African History to be offered Spring 2024
AFST 483 Studies in African History to be offered Spring 2024
HIAS 383 Studies in Asian History to be taught Fall 2024
Rationale: These courses are scheduled to be taught in the term noted.

## DROP COURSES

HIAS 495 Modern China in Film CNST 495 Modern China in Film

Rationale: Drop course from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. These courses are not currently listed within the requirements or options for any active program.

Impact report
HIAS 495: CNST 495
CNST 495: HIAS 495

## KEEP COURSES

HIEU 332 Europe in the Age of Total War, 1900-2000 plan to offer in Fall 2024
HIEU 335 Modern Germany plan to offer Spring 2025
Rationale: These courses are scheduled to be taught in the term noted.

## DROP COURSES

HIEU 395 The Crusades and Medieval Christian-Muslim Relations JST 395 The Crusades and Medieval Christian-Muslim Relations

Rationale: Drop course from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. HIEU 395 is listed as an optional course for the History major in the College of Arts and Sciences; therefore, it will be removed as an option for that program.

## Impact report <br> HIEU 395

JST 395 - The Crusades and the Medieval Christian-Muslim Relations
Program: History Major, BA » Core: Select two courses (from two different areas):
JST 395
HIEU 395 - The Crusades and Medieval Christian-Muslim Relations

Low impact: courses not taught in 4 or more years Low impact: courses not taught in 4 or more years

Low
impact:
courses
not taught in 4 or more years

## KEEP COURSE

HIEU 426 Dark Age Empire to be taught Fall 2023
Rationale: This course is scheduled to be taught in the term noted.

## DROP COURSE

HIEU 431 European Culture and Intellectual History
Rationale: Drop course from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. This course is not currently listed within the requirements or options for any active program.

Impact report
none
KEEP COURSES
HIEU 434 Modern European Imperialism to be taught during Academic year 2024
HILA 360 History of Early Latin America to be taught during Academic year 2024 LAC 360 History of Early Latin America to be taught during Academic year 2024 HIME 350 Early Muslim Christian Relations in the Middle East to be taught during Academic year 2024
HIST 310 Death: A Global History to be taught during Academic year 2024 HIUS 349 United States Military History to be taught during Academic year 2024

```
Low impact: courses not taught in 4 or more years
```

Low impact: courses not taught in 4 or more years

Low impact: courses not taught in 4 or more years Low impact: courses not taught in 4 or more years

MLSL 349 United States Military History, 1754 to the Present to be taught during Academic year 2024
HIUS 356 The 1960s in America to be taught during Academic year 2024
Rationale: These courses are scheduled to be taught in the terms noted.

## DROP COURSE

## HIUS 362 History of American Education

Rationale: Drop course from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. This course is not currently listed within the requirements or options for any active program.

Impact report
none

## ARCHIVE COURSES

ITAL 409 Directed Readings
ITAL 411 Aspects of Modern Literature and Culture
Rationale: Archive course from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. ITAL 409 is not listed as a requirement or an optional course for any program. ITAL 411 is listed as an optional course for the International Business major in the Haslam College of Business; therefore, it will be removed from those program requirements while in archive status.

## Impact reports

ITAL 409: Custom Page: Upper-Division Modern Foreign Language Courses Taught in the Language of Study

ITAL 411:
Custom Page: Upper-Division Modern Foreign Language Courses Taught in the Language of Study
Program: International Business Major (serves as a second major only with a BS in Business Administration)

## KEEP COURSE

JAPA 313 Japanese Literature in English Translation being taught Fall 2022
Rationale: This course is scheduled to be taught in the term noted.

## ARCHIVE COURSE

## JST 320 Gender and Religion

Rationale: Archive course from the Courses Not Taught in Four Years Report. This will include removing it from any program, course description/prerequisites/comments or other requirements. This course is not currently listed within the requirements or options for any active program.

Impact report

|  | none |
| :---: | :--- |
| Low | KEEP COURSE |
| impact: |  |
| courses | MATH 299 Studies in Mathematics to be taught in 2023-2024 |
| not |  |
| taught in | Rationale: Keep course to be taught as noted. |
| 4or |  |
| more |  |
| years |  |
| impact: | DROP COURSES |
| imparses | MATH 451 Abstract Algebra |
| not | MUEN 301 Woodwind Choir |
| taught | MUEN 205 Studio Orchestra |
| in 4or |  |
| more | Rationale: Drop course from the Courses Not Taught in Four Years Report. This will include |
| years | removing them from any program, course description/prerequisites/comments or other |
|  | requirements. MATH 451 is not currently listed within the requirements or options for any active |
|  | program. MUEN 301 is listed as an optional course for the Music major, BA - Music \& Culture |
|  | concentration; therefore, it will be removed as an option for that program. MUEN 305 is listed as |
|  | an optional course for the Music major, BA - Music \& Culture concentration, Music major, BM |

## Modern Foreign Languages and Literatures major - Language \& World

Business/Portuguese Concentration in the College of Arts and Sciences; therefore, it will be removed as an option from those places while in archive status.

Impact reports
PHIL 265S: none
POLS 451: none
PORT 123:
Course: PORT 211 Intermediate Portuguese
Course: PORT 223 Intensive Intermediate Portuguese
Program: Modern Foreign Languages and Literatures Major, BA - Language and World Business/Portuguese Concentration (uTrack Requirements) " Core: Requirements for Modern Foreign Languages and Literatures Major - Language and World Business/Portuguese Concentration

Low impact: courses not taught in 4 or more years

Low
impact:
courses
not taught in 4 or more years

Low impact: courses not
taught in 4 or

## KEEP COURSES

PORT 315 Aspects of Luso-Brazilian Literature plan to teach Fall 2023
LAC 315 Aspects of Luso-Brazilian Literature cross-listed course to be taught Fall 2023
PSYC 415 Psychology of Religion being taught Fall 2022 ad Spring 2023
PSYC 445 Measurement and Testing to be taught during 2023-2024 academic year
REST 336 The Qur'an and the Literatures of Islam have submitted a title change and plan to teach during 2023-2024
REST 374 Hindu Traditions to be taught Spring 2024
REST 385 Contemporary Jewish Thinkers cross-listed course to be offered Spring 2023
JST 385 Contemporary Jewish Thinkers to be offered Spring 2023
RUSS 373 Despotism and Totalitarianism in Russian Culture to be taught during 2023-2024
Rationale: Keep course to be taught as noted.

## ARCHIVE

## RUSS 430 Selected Topics in Russian Literature <br> SOCI 495 Social Justice and Community Service

Rationale: Archive courses from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. RUSS 430 is not currently listed within the requirements or options for any active program. SOCI 495 is a WC course under the old general education curriculum that ended after the 2021-2022 academic year, but there are other courses that could satisfy a student's WC requirement.

Impact reports
RUSS 430: none
SOCI 495: Program: General Education Requirements 2021-2022 or earlier » Core: I. Communicating through Writing (WC)

## KEEP COURSE

RSM 424 Recreation and Aging to be offered Winter Mini-term 2023
Rationale: Keep course to be taught as noted.

```
more
years
Low
impact:
courses
    not
taught
in 4 or
more
years
```

Low
impact: courses not taught in 4 or more years

Low impact: courses not
taught in 4 or more years Low impact: courses not taught in 4 or more years

## ARCHIVE COURSE

## BUAD 401 Peer Mentor Techniques

Rationale: Archive course from the Courses Not Taught in Four Years Report. This will include removing it from any program, course description/prerequisites/comments or other requirements. This course is currently a Department Enforced prerequisite for BUAD 402; therefore, it will be removed as a DE prereq while it is archived.

Impact report:
Course: BUAD 402 - Peer Mentor Practicum
DROP COURSE
HRM 480 Developing Human Resources
Rationale: Drop course from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. This course is not currently listed within the requirements or options for any active program.

Impact report
none
KEEP COURSES

## BSE 480 Selected Topics in Biosystems Engineering

Rationale: Please retain. Departments use the special topics to accommodate unique opportunities and needs.

KEEP COURSES
PLSC 230 Interior Plantscaping plan to teach Fall 2023
BCPP 101 Introduction to Public Policy to be taught Fall 2024
BCPP 102 Freshman Seminar to be taught Fall 2023
BME 485 Advanced Biomaterials: Biological Application of Nanomaterials to be taught Fall 2023 or Spring 2024

Rationale: Keep course to be taught as noted.

## DROP COURSE

## COSC 482 Theory of Computation

Rationale: Drop course from the Courses Not Taught in Four Years Report. This will include removing them from any program, course description/prerequisites/comments or other requirements. This course is currently a required course for the Computer Science major Theory option in the Tickle College of Engineering. The department will need to make appropriate changes and/or blanket substitutions for students in this program.

Impact report
Program: Computer Science Major, BS in Computer Science » Core: Requirements for the Bachelor of Science in Computer Science

## KEEP COURSES

ECE 406 Introduction to Real-time Digital Signal Processing to be taught Fall 2023
MSE 466 Magnetism and Magnetic Materials to be taught Spring 2033
Rationale: Keep courses to be taught as noted.

## SACSCOC Accreditation Statement

## REVISE ACCREDITATION STATEMENT (Informational only)

## About the University <br> Accreditation

## Current text:

The University of Tennessee, Knoxville, is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Questions about the accreditation of University of Tennessee, Knoxville, may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

## New text:

The University of Tennessee, Knoxville, is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, educational specialist, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of University of Tennessee, Knoxville may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 300334097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Rationale: SACSCOC has updated its required statement regarding the institution's accreditation. We have replaced the currently published statement in the undergraduate catalog with the language they requested.

## Volunteer Core Committee

> The University of Tennessee, Knoxville Volunteer Core (General Education) Committee Minutes of the Meeting February 1, 2023

Call to order: A regular meeting of the Volunteer Core (General Education) Committee was held via online meeting software on February 1, 2023. The meeting was called to order by Chair Sarah Colby when quorum was met at 9:10 am.

Members and Subcommittee Chairs present: Chair Sarah Colby, Justin Arft, Ken Baker, Kristen Block, Toby Boulet, Mari Beth Coleman, Chuck Collins, Alison Connor, Marleen Davis, George Drinnon, Megan Fields, John Haas, Erin Hardin, Julie Longmire, Lindsay Mahony, Mike McFall, Robert Mindrup, Sean

Morey, Drew Paul, Brittany Shelton, Carrie Stephens, Kathleen Thompson, Michelle Violanti, and Nick Zhou

Others present: Mary Beth Burlison, Leonard Clemons, Betsy Gullett, Jake Haramule, Jon Hess, Ozlem Kilic, Marissa McKeague, Margie Russell, Molly Sullivan, Merrill Walker, and Emma Wilcox

## Course Approvals

56 courses were approved for Vol Core as noted.

- $R A=$ Reapproval, already in the current general education curriculum, approved for Vol Core
- NGE = New to the Gen Ed category, but not new course, approved as noted
- $\mathrm{NC}=$ New course, approved as noted

Arts and Humanities (AH)

1. ALEC 325 Philosophy of Sustainable Agriculture
2. ARCN 111 Intro to the Built Environment
3. ARCN 117 Honors: Intro to the Built Environment
4. ARCN 211 History and Theory of Architecture
5. ARCN 212 History and Theory of Architecture II
6. ARCN 217 Honors: History and Theory of Architecture I
7. ARCN 218 Honors: History and Theory of Architecture II
8. CLAS 223 Classical Mythology
9. CLAS 224 World Mythology
10. ENGL 217 Honors: Introduction to Shakespeare
11. ENGL 218 Honors: Introduction to Jane Austen
12. ENGL 278 Honors: Themes in Literature
13. GERM 324 Animal Stories
14. PHIL 320 Ancient Western Philosophy
15. PHIL 324 17th and 18th century philosophy
16. PHIL 326 19th and 20th century Philosophy
17. PHIL 327 Honors: Ancient Western Philosophy (Honors version of PHIL 320)
18. PHIL 328 Honors: 17th- and 18th-Century Philosophy (Honors version of PHIL 324)
19. PHIL 340 Ethical Theory
20. PHIL 347 Honors: Ethical Theory
21. PHIL 391 Social and Political Philosophy

## Applied Oral Communication (AOC)

1. BUAD 317 Leadership Seminar: Thesis Preparation (Honors version of BUAD 300) (effective fall 2022 catalog)
2. PUBH 489 Practice Experience (equivalent to the previously approved PUBH 389, which is being dropped)

The following courses were incorrectly entered into the previous minutes as approved. These have not been approved.

- ALEC 300 Careers and Professional Development in Agriculture
- CLAS 445 Ancient and Medieval Seafaring
- CSM 430 Construction Field Operations and Sustainability (equivalent to the previously approved CSAS 430, which is being dropped)
- GEOG 334 Meteorology


## Engaged Inquiries (EI)

1. BUAD 457 Honors Global Strategic Management: Integrating Concepts and Applications
2. ELPS 251 Educational Policy in the United States
3. ENVE 399 Senior Design I
4. IARN 130 Basic Design Thinking and Innovation
5. IARN 430 Design Thinking and Innovation
6. PLSC 330 Plant Propagation
7. PLSC 333 Plant Physiology and Nutrition
8. PLSC 415 Agroecology
9. RUSS 373 Despotism and Totalitarianism in Russian Culture
10. SOWK 483N Block Field Practicum

Global Citizenship - International (GCI)

1. ARAB 215 Human Rights in the Middle East
2. ARCN 211 History and Theory of Architecture I
3. ARCN 212 History and Theory of Architecture II
4. ARCN 217 History and Theory of Architecture I (Honors)
5. ARCN 218 History and Theory of Architecture II (Honors)
6. ENGL 218 Honors: Introduction to Jane Austen
7. FREN 214 Intermediate French II with Business Emphasis
8. FREN 216 Intermediate French II with Health and Humanitarian Emphasis
9. GERM 326 Coming of Age Stories
10. GERM 350 The Afterlife of the Holocaust (cross-listed with JST 350, GERM is primary)
11. HIEU 313 Later Middle Ages
12. IAC 202 Civil Society and the State
13. IARN 495 International Design Travel (equivalent to previously approved IARC 491)
14. JST 350 The Afterlife of the Holocaust (cross-listed with GERM 350, GERM is primary)

## Natural Sciences (NS)

1. BIOL 104 Biology in the Real World (w/lab)

## Quantitative Reasoning

1. DATA 302 Analytic Methods of Data Science
2. ESM 350 Applied Statistical Concepts for Educators
3. POLS 301 Research Methods

## Social Sciences (SS)

1. IARN 200 (equivalent to IARC 200)
2. IARN 207 (equivalent to IARC 207)
3. PUBH 320 (equivalent to the previously approved PUBH 220, which is being dropped)

## Petition Process Proposal

Issue: Some petitions that have been in the database since August 2022 have not yet been reviewed. Two of the newer subcommittee chairs stated they were unaware of the petitions (or the petition site). At least one other subcommittee chair has been on leave. Some petitions are received during the summer and, if a subcommittee does not have a faculty member on a 12 -month contract, there might not be a subcommittee member available to review petitions when they first come in. Issues such as this could be resolved if the Committee Chair were to monitor the petition site, stepping in as needed to facilitate action on the petitions.

Proposal: The Volunteer Core (General Education) Committee Chair will monitor the petition database. In urgent or unusual circumstances, the Chair will contact the appropriate subcommittee chair (or a member of that subcommittee if the chair is not available) to facilitate the review of the petition. If no members of the subcommittee are available to review the petition(s), the Chair will act on the petition(s) and inform the subcommittee members of the action taken.

The proposal was approved.

## Discussions regarding the new budget model

Subcommittee chairs are seeing proposals for courses that do not meet the category's standards, and they suspect this could be a response to the new budget allocation model (BAM). This led to a discussion of whether this Committee should be concerned with BAM or simply with whether a course meets the
established criteria. The consensus of the group was that this group should only look at Vol Core criteria and leave the BAM implications and affects to the Associate Deans (ADs).

Adjournment: The meeting was adjourned at 10:46 am.
Next Meeting: The next meeting is scheduled for February 22, 2023.
Approval of Minutes: These minutes were certified correct via email on February 6, 2023.
Minutes Submitted by: Molly Sullivan


[^0]:    +CE 496 Water Resources Engineering Laboratory (1)
    Transcript Title: Water Resources Engr Lab
    (See ENVE 496)

