Welcome and Call to Order

Reports (see attached)

Academic Policy Committee ........................................................................................................................................2
  International Undergraduate Admissions Ability to Accept Online English Proficiency Tests ..... 2
  Undergraduate Certificates ........................................................................................................................................8
Advising Committee .................................................................................................................................................. 9
Undergraduate Curriculum Committee ..................................................................................................................12
  Haslam College of Business ....................................................................................................................................13
  College of Social Work ...........................................................................................................................................18
  Honors & Scholars Programs ...................................................................................................................................20
  Intercollegiate ..........................................................................................................................................................26
Undergraduate Certificates .........................................................................................................................................27
Informational Item (Catalog Text for Lower- and Upper-Division Courses) .........................................................29
General Education Committee ..................................................................................................................................30
  October 7, 2020 .....................................................................................................................................................30
    Course Approvals .................................................................................................................................................30
    Vol Core Implementation Subcommittee ........................................................................................................31
      Notes about General Education/Volunteer Core Courses (Informational) ....................................................31
      Timeline .........................................................................................................................................................32
      Vol Core Logo .................................................................................................................................................33
    Other Business (Informational) ..........................................................................................................................33
  May 13, 2020 .........................................................................................................................................................34
    Course Approvals .................................................................................................................................................34
    Informational Items ............................................................................................................................................37

Items from the floor
Call to order: A regularly scheduled meeting of the Academic Policy Committee was held via online meeting software on October 7, 2020. The meeting was called to order once quorum was determined to be met at 1:32 p.m. by Jamie Coble, Chair.

Members present: Jamie Coble (Chair), Robyn Blakeman, Lisa Byrd, Leonard Clemons, Sarah Colby, Ozlem Kilic (by proxy Margie Russell), Roslyn Perry, and Phillip Stokes.

Others present: Kathy Abbott, Chuck Collins, Alison Connor, George Drinnon, Jennifer Hardy, R.J. Hinde, Sadie Hutson, Cheryl Kojima, Brent Lamons, Peggy Love, Lane Morris, Missy Parker, Doug Renalds, Janet Schmitt, Stephanie Sieggreen, Jana Spitzer, John Stier, Molly Sullivan, Anthony Welch, and Stephanie Workman.

Proposals:
- The committee approved a proposal to accept online English proficiency tests for international undergraduate students applying to the university as outlined in the attachment to these minutes.
- A proposal for offering undergraduate certificates was reviewed, discussed, and approved. The text approved by this committee varies in wording but not in intent from text approved by the Undergraduate Curriculum Committee yesterday. Text highlighted in green in the attachment (page 7) was text as approved by the Curriculum Committee. The text highlighted in yellow (none of which may be transfer course work) was this committee’s recommendation to replace the Curriculum Committee’s text (all completed at UT Knoxville) to avoid misunderstanding fully online courses offered by UTK that is technically not completed in Knoxville.

Items from the floor
Cheryl Kojima, Chair of the Undergraduate Council, received an email from representatives of the Undergraduate Student Senate saying they want to use the S/CR/NC grading mode for fall 2020. Cheryl and other UG Council representatives will be meeting with the student representatives to discuss this issue, especially in light of federal financial aid guidelines and the ways in which the grade mode could be viewed by graduate and professional schools.

Adjournment: The meeting was adjourned at 2:45 pm.

Approval of minutes: The minutes were certified correct via email on October 9, 2020.

Minutes submitted by: Molly Sullivan

Proposal:
International Undergraduate Admissions Ability to Accept Online English Proficiency Tests

International Student Recruitment

Proposal: International Undergraduate Admissions Ability to Accept Online English Proficiency Tests
Date: September 21, 2020
Submitted by: Stephanie Sieggreen
Proposal Overview:

Limitations on student mobility due to the pandemic generated a discussion by UTK Admissions regarding student inaccessibility to English testing centers around the world. The outcome of that discussion was to recommend the acceptance of online English proficiency tests as a viable international higher education option. To accommodate the current and continuous limitations faced by international student applicants in a changing world, and to offer options our peers allow, it is proposed to accept IELTS Indicator, TOEFL ITP Plus, and Duolingo along with Pearson PTE Academic as approved English proficiency tests for international undergraduate admissions purposes.

TOEFL ITP Plus: a version of TOEFL iBT English proficiency test providing an online test solution for mainland China
IELTS Indicator: a version of IELTS English proficiency test created and available online for many regions globally
Duolingo: an accessible and reasonably priced online English proficiency test
Pearson PTE Academic: a widely accessible and accepted English proficiency test

Expert Review & Recommendations:
Dr. Hooman Saeli, Ph.D., Interim Director of ESL, Lecturer in Linguistics & ESL, UT’s Department of English, and Mr. Doug Terry, Teaching Associate for UT’s English Language Institute, both experts within the field of English as a second language have reviewed each of the proposed English tests and have provided the following recommendations.

“…these are viable options under the current circumstances. So, advertising them to students is a great idea.” - Saeli

“Here is the recommendation from the ELI and the ESL Program:
1) We think that Duolingo and Pearson PTE should only be used for admission purposes.
2) We think that the TOEFL ITP Plus scores should only be used for admission purposes. Similar to #1, we suggest that students be placed into ELI 110 or take the EPE*. This version of the TOEFL lacks a writing component, so our EPE will provide a better picture of test-takers' writing skills in an academic context.
3) We think that the IELTS Indicator can be used for both placement and admission purposes."

*EPE: English placement exam

A detailed rubric indicating cutoff scores and placement recommendations is attached.

Peer Benchmarks:
UT’s International Recruitment and Admissions staff assess on a continuous basis international admissions’ best practices. Prior to the Pandemic, peer institutions have and continue to accept various online English proficiency tests which provide international students greater flexibility, convenience, and at times cost savings.

More than 50% of UT’s peers accept all of the proposed English proficiency tests, Pearson PTE Academic and Duolingo are as high as 80%. A complete collection of benchmark data is included below.
Summary:
Recommended additional English proficiency test options for admissibility proposed to commence with international undergraduate application review for the Spring 2021 semester.

### English Language Proficiency Test Requirement Comparison

#### Proposed English Proficiency Tests along with Scores:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Exams</th>
<th>Proposed Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IELTS</td>
<td>IELTS Indicator</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>6.0 or above</td>
<td>no</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>6.5 overall score → no section score below a 6.0</td>
<td>no</td>
</tr>
<tr>
<td>University of Florida</td>
<td>6.0 or above</td>
<td>accept (law school)</td>
</tr>
<tr>
<td>Auburn University</td>
<td>6.5 or above</td>
<td>accept</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>6.5 or above</td>
<td>no</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>6.0 or above</td>
<td>no</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>6.5 or above</td>
<td>no</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>77 or above</td>
<td>accept</td>
</tr>
<tr>
<td>University of Mississippi State University</td>
<td>6.5 or above</td>
<td>no</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>6.5 or above</td>
<td>no</td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>7.0 or above</td>
<td>no</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>6.5 or above</td>
<td>no</td>
</tr>
<tr>
<td>Purdue University</td>
<td>6.5 or above</td>
<td>accept</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>6.5 or above</td>
<td>accept</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>don't have a cut off</td>
<td>accept</td>
</tr>
<tr>
<td>Clemson University</td>
<td>6.5 or above</td>
<td>accept</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>6.0 or above</td>
<td>no</td>
</tr>
<tr>
<td>N. Carolina State University</td>
<td>6.5 or higher (minimum of 8.0 in each sub score)</td>
<td>accept</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>6.0 or above; minimum 5.5 Writing Subscore</td>
<td>accept</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>6.5 above; minimum 6.5 each subscore</td>
<td>no</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>6.5</td>
<td>proposing 6.5</td>
</tr>
</tbody>
</table>

### Examinations to Demonstrate English Proficiency

<table>
<thead>
<tr>
<th>Exam</th>
<th>Minimum Score</th>
<th>Exam</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL- paperbased</td>
<td>523</td>
<td>TOEFL- paperbased</td>
<td>523</td>
</tr>
<tr>
<td>TOEFL iBT</td>
<td>70</td>
<td>TOEFL iBT</td>
<td>70</td>
</tr>
<tr>
<td>IELTS</td>
<td>6.5</td>
<td>IELTS</td>
<td>6.5</td>
</tr>
<tr>
<td>ACT</td>
<td>21-English</td>
<td>ACT</td>
<td>21-English</td>
</tr>
<tr>
<td>SAT</td>
<td>540-Reading &amp; writing</td>
<td>SAT</td>
<td>540-reading &amp; writing</td>
</tr>
<tr>
<td>ELS</td>
<td>level 12</td>
<td>ELS</td>
<td>level 12</td>
</tr>
<tr>
<td>IELTS indicator</td>
<td>6.5</td>
<td>Duolingo</td>
<td>100/160*</td>
</tr>
<tr>
<td>Pearson PTE Academic</td>
<td>53*</td>
<td>TOEFL ITP Plus</td>
<td>523**</td>
</tr>
</tbody>
</table>

*Used for admission purposes but not placement.*
*ELI 110 placement with EPE option.*
**Used for admission and placement. EPE will be required as the test lacks a writing section.*
Supporting Information

EVALUATING POTENTIAL PLACEMENT TESTS FOR UTK INTERNATIONAL ADMISSIONS

DUOLINGO

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
<th>Test validity?</th>
<th>Test Scores for Admission</th>
<th>Recommendation or further questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>COST: $49</td>
<td>Reading: not designed to align with university reading tasks</td>
<td>Some evidence that it &quot;correlates with the TOEFL and IELTS to the same extent those tests correlate with each other&quot; - but critics say the tests don’t measure the same things...</td>
<td>100/160 - undergrad</td>
<td>USE FOR ADMISSION, BUT NOT PLACEMENT (ELI 110 placement with option for EPE)</td>
</tr>
<tr>
<td>1 hour - test time</td>
<td>Often used as a supplement (Georgia Tech - Duolingo + Vericant interview; Johns Hopkins -- Duolingo optional)</td>
<td></td>
<td>110/160 - graduate (due to lack of remedial options for entering grad students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critics say it's not a good measure of academic English (Redden, 2020)</td>
<td></td>
<td>(VT - 100 to enter highest level of pathway)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not provide subscores</td>
<td></td>
<td>(UK - 95)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fast results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ease of access</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer-adaptive testing saves time and provides more secure testing experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PEER INSTITUTIONS: Nebraska, Clemson, U of Alabama, LSU, Kentucky, Virginia Tech, U of Missouri</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pearson PTE Academic

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
<th>Test validity?</th>
<th>Test Scores for Admission</th>
<th>Further questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seems more rigorous than Duolingo (e.g., speaking test includes authentic lectures)</td>
<td>Like Duolingo, still doesn't measure as much academic English as do the TOEFL or IELTS</td>
<td>Has been shown to correlate strongly with IELTS scores (Riazzi, 2013)</td>
<td>53</td>
<td>USE FOR ADMISSION, BUT NOT PLACEMENT (ELI 110 placement, with EPE option)</td>
</tr>
<tr>
<td>Does include subscores</td>
<td>Some of the tests (Reading, e.g.) don’t provide extensive measure of authentic academic English</td>
<td></td>
<td>53 - USC (without interview)</td>
<td>Has how do we avoid prospective students confusing this test with other Pearson tests?</td>
</tr>
<tr>
<td>Computer-based; ease of access</td>
<td>A bit long (3 hrs.)</td>
<td></td>
<td>53 - VT (+-interview)</td>
<td></td>
</tr>
<tr>
<td>PEER INSTITUTIONS: Auburn, South Carolina, Clemson, Virginia Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost dependent on country of test taker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# IELTS Indicator

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
<th>Test validity?</th>
<th>Test Scores for Admission</th>
<th>Further questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligns with CEFR</td>
<td>Test takers could try to cheat</td>
<td>A standard benchmark (same as standard IELTS)</td>
<td>6.5</td>
<td>USE FOR ADMISSION AND PLACEMENT (use current IELTS cut scores)</td>
</tr>
<tr>
<td>Scores received within seven days</td>
<td>2 hrs 45 mins</td>
<td></td>
<td></td>
<td>Similar to TOEFL ITP (Plus)</td>
</tr>
<tr>
<td>Computer based/ at home (Secure Exam Browser)</td>
<td>Not available in mainland China</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video/AI monitoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS Examiners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lstg/ Rdg/ Wrtg/ Spkg</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$149.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign up for speaking interview after taking the other 3 sections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# TOEFL iTP Plus

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
<th>Test validity?</th>
<th>Test Scores for Admission</th>
<th>Further questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligns with CEFR</td>
<td>No writing sample</td>
<td>A standard benchmark</td>
<td>523 - undergraduate</td>
<td>USE FOR ADMISSION AND PLACEMENT (EPE will be required, as the test lacks a writing section)</td>
</tr>
<tr>
<td>Accommodates China</td>
<td>No engagement with IEP instruction (unlike ELI-referred students)</td>
<td></td>
<td>550 - graduate</td>
<td></td>
</tr>
<tr>
<td>Paper based</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS Protocol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scores received four days after completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lstg/ Rdg/ Structure+Written Exp</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vericant Spkg Interview (Unscored video)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hr 50 mins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$140.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# References


Revision to Catalog Language

Admission to the University
International Student Applicants

3. Evidence of English proficiency for students whose native language is not English. This can be done in one of the following ways:

   a. TOEFL (Test of English as a Foreign Language) score of 523 on the paper-based test, 193 on the computer-based test, or 70 on the internet-based test (IBT) \( \text{or 523 on the ITP Plus.} \) UT's code is 1843.
   b. Completion of the University of Tennessee English Language Institute's (ELI) core intensive curriculum with recommendation from the ELI faculty.
   c. Two semesters or three quarters of college-level English composition with a grade of C or better at a regionally accredited college or university in the United States.
   d. ACT (English sub-score of 21 is required) or SAT (critical reading or EBRW score of 540 is required). Scores must be received from the testing company (copies are not acceptable).
   e. IELTS (International English Language Testing System) or IELTS Indicator – a minimum score of 6.5.
   f. ELS - completion of the ELS 112 intensive program.
   g. Duolingo – a minimum score of 100 out of 160.
   h. Pearson PTE (Pearson Tests of English) Academic – a minimum score of 53.
   i. Proof of citizenship of a country from the approved list of official English language nations.
   j. Approved high school, college, or university transcript validating English was the language of instruction.

\( ^1 \) Use for admission and placement, EPE will be required.
\( ^2 \) Use for admission, but not placement, ELI 110 placement with option for EPE.

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

Undergraduate Certificates

Until June 2019, THEC prohibited public universities from awarding undergraduate certificates. That prohibition was lifted in June 2019, and in September 2019, the UT System established a memorandum of understanding (MOU) governing the development of undergraduate certificates at UT campuses.

This document describes the policies regarding undergraduate certificates at UTK.

As stipulated by the System MOU, UTK may award undergraduate certificates (1) “in any disciplinary or subject area for which there is not an existing major and/or minor”, (2) in interdisciplinary areas, or (3) when a certificate “cover[s] a particular skillset in unique cases that would prevent a student of a given major from acquiring a minor in the same discipline”.

Undergraduate certificates at UTK consist of between 9 and 15 hours of upper-division course work, none of which may be transfer course work. At least three of the credit hours used to satisfy the requirements of a certificate must be unique with respect to any other certificate, minor, or major earned by the student.

An undergraduate certificate may be established by a department or school, by a college, or by a collaborative team of faculty members from multiple colleges.

Certificates established by a department or school are governed by the curricular processes of that department or school and the college to which the department or school belongs. Petitions for substitutions will be evaluated by the faculty of the department or school.

Certificates established by a college are governed by the curricular processes of that college. Petitions for substitutions will be evaluated by the faculty of the college.

Certificates established by a collaborative team of faculty members from two or more colleges are listed in the Intercollegiate section of the Undergraduate Catalog, and are governed by the curricular processes described in that section of the Catalog.

Supporting Information

THE UNIVERSITY OF TENNESSEE

Memorandum of Understanding
September 3, 2019

(I) Between:

The Vice President of the University of Tennessee System Office of Academic Affairs and Student Success and the Chief Academic Officers of the University of Tennessee campuses at Chattanooga, the Health Sciences Center, Knoxville, and Martin agree to comply with the following substantive and procedural requirements for establishing and granting undergraduate certificates, in order to ensure the consistency and quality of such certificate programs throughout the University of Tennessee System.

(II) Background:

Prior to June 2019, the Tennessee Higher Education Commission (THEC) prohibited all public four-year institutions in the state from offering undergraduate certificates. While THEC will now accept undergraduate certificates from four-year institutions, only public two-year institutions may receive formula funding for issuing undergraduate certificates. Typically, undergraduate certificates range from 9-15
semester credit hours (SCH), whereas undergraduate minors range from 15-21 SCH. There are no changes to THEC policy regarding graduate certificates at four-year institutions, provided the certificates do not exceed 24 SCH.

(III) Purpose:

The University of Tennessee campuses agree that offering an undergraduate certificate in a discipline or program that offers a major or minor will yield limited benefits for the institution or the student. However, the University of Tennessee campuses also recognize the value of offering undergraduate students the opportunity to acquire interdisciplinary or skill-based knowledge packaged in a way that would support future employment opportunities when there is not an existing major or minor available in the student’s area of interest.

(IV) Establishment:

The University of Tennessee campuses are authorized to establish and deliver undergraduate certificate programs in any disciplinary or subject area for which there is not an existing major and/or minor. Such certificates may be interdisciplinary or cover a particular skillset in unique cases that would prevent a student of a given major from acquiring a minor in the same discipline. 1

(V) Procedures:

The development of undergraduate certificates outlined in Part IV shall follow the same procedures required for graduate certificates per THEC policy, which includes full review and approval at the campus level, signature by the campus Provost, and transmission to the System Office of Academic Affairs and Student Success a minimum of one month prior to the certificate taking effect.

1 Examples of exceptions for undergraduate certificates in programs that commonly offer a major and a minor, but would also potentially benefit by offering a certificate program, include: Geographic Information Systems, typically housed in the Department of Geography, or Accounting, typically housed in the College of Business

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In attendance: Adams, Talisha; Behrens, Jackie; Bridgeman, Stella; Brown, Laura; Buchan, Alison; Byrd, Lisa; Clemons, Leonard; Cline, Kerri; Connor, Alison; Curry, Darren; Davis, Wendy; Drinon, George; Dusselier, Lauri; Gandy, Amanda; Gardner, Denise; Hardy, Jennifer; Harrington, Norma; Hopper, Sara; Liu, Yuanyang; Ludwig, Jenny; Murphy, Barbara; Parker, Missy; Perry, Roslyn; Sawyer, Tressany; Schaer, Kelsi; Shey, Phyliss; Swan, Hannah; Tocci, Kristin; Tulloss, Celena; Turner, Sylvia; Wade, Anna; Ward, Jenny; White, Adam; Williams, Ronni; Workman, Stephanie

1. Welcome and call to order – Byrd began by reading the purpose of this committee from the bylaws.
   - To provide a forum for discussion of academic advising and student success related topics and policies, procedures and processes for faculty, advising administrators, enrollment management administrators, and student life administrators.
   - To share critical, cross-functional updates and address areas of concern related to advising and student success.
   - To support academic advising as part of the teaching mission of the university and the teaching role of faculty.

Advising Committee

The University of Tennessee, Knoxville
Advising Committee
Minutes of the Meeting
September 22, 2020
• To recommend policy, in conjunction with the Academic Policy Committee, to the Undergraduate Council on matters that pertain to academic advising and areas related to academic advising.

2. Old Business - (none)

3. New Business – Byrd introduced Leonard Clemons, Associate Vice Provost for Student Success and Roslyn Perry, University Registrar. The official members of the committee introduced themselves to the rest of the attendees.

4. Standing Reports

• Associate Vice Provost for Student Success – no report
• Undergraduate Council – no report
• Academic Policy Committee – Byrd reported for Jamie Coble that the Academic Policy Committee approved three proposals at their last meeting – a proposal to formally define lower and upper-division courses, a proposal to allow a student to elect to use 3 hours of Tennessee History toward the US History Requirement with contingencies for current and upcoming general education requirements, and a proposal to set dates for the 10% Rule for the shortened Fall term 2020.
• GENED Committee – Barbara Murphy reported Faculty Senate has approved the delay until 2022 catalog of Vol Core. The implementation committee is working on a timeline and will bring that to the full GENED committee soon. She also thanked the advising community for good questions at the recent conference.
• Division of Student Success representatives
  o Academic Inclusion – Talisha Adams announced the dates for this year’s College First-Generation Student week will be November 9-13. She also announced a Men of Color initiative. See handouts attached.
  o Academic Success Center – Jenny Ludwig announced tutoring and Supplemental Instruction offerings and Sunday evening online workshops on various student success topics. Academic Alerts have launched for this fall’s cohort of new first-year and transfer students. Instructors may use the link on ASC website to submit an adhoc report for a student not in the alert cohort. Advising Committee September 22, 2020
  o Center for Career Development – Jenny Ward reported that the Center for Career Development and Academic Exploration is meeting with FYS 101 and Transfer 201 students. She also noted upcoming job fair week in September which will be virtual this year and shared the link to the website.
  o First-Year Programs – Stella Bridgeman thanked the advising community for their service as instructors for First-Year Studies courses.
  o Honors and Scholars Programs – no report
  o Office of National Scholarships and Fellowships – no report
  o Orientation and Transition – Adam White noted they have wrapped up summer orientation and are working on next year’s dates and details. They were very pleased with the virtual advising and both virtual and in-person programming during Welcome Week.
• Academic Advising Leadership Group – no report
• TennACADA – Kerri Cline announced upcoming events of social lunch hour on September 23rd, panel discussion with Division of Student Success on October 14th, College Advising Strategies workshop on November 11th, and Career Ladder workshop on December 9th.
• Enrollment Management Administration representatives
  o Admissions – Norma Harrington announced that test scores are optional this year. High school information will be entered by applicants into a vendor portal that will be sent to UT. Applicants will still need to submit final high school transcript in June to be verified by UT. Applicants will be notified of admission status in December and February.
  o One Stop – Darren Curry noted that the outreach typically held at this time in the fall for spring registration is on hold due to the change in timetable.
  o Registrar – Roslyn Perry announced that the timetable will be open on September 23rd for department schedulers. The Registrar’s Office has held training sessions and will once again host open-house for assistance the department schedulers might need.
Timetable is projected to go live to students on October 26th with registration opening on November 2nd.

- **Financial Aid** – Celena Tulloss announced a new scholarship – Beacon Scholarship for students who apply without test scores. More information is available here. FAFSA opens on October 1st for students.
- **Transfer Center** – Sara Hopper noted the Transfer Center is hosting virtual open office hours as well as virtual one-on-one appointments. More information is available here.

**Student Life representatives**

- **Multicultural Student Life** – Ronni Williams announced that Multicultural Student Life is offering tutoring and hosting annual diversity dialogues and have a group of diversity educators. More information available is here.
- **Center for Health and Wellness** – Lauri Dusselier is hosting mostly virtual meetings for alcohol violations. They are doing a giveaway via UT’s social media. CHEW also worked with First-Year Programs to create the health and wellness module for the First-Year Studies 101 course. Advising Committee September 22, 2020
- **Dean of Students Care and Support** – 974-HELP continues to see rising number of calls. The office is conducting virtual meetings and reported that students seem to be feeling the stress of a semester without the usual breaks.
- **Student Government Association** – Tressany Sawyers noted that the SGA executive board held a successful retreat. Student Services are currently working on alternatives to tabling events due to the pandemic. SGA representatives are working to provide care packages to students in isolation in Massey Hall and are in communication with Vice Provost Amber Williams and Vice Chancellor Frank Cuevas regarding SGA thoughts for grading options this semester.
- **Thornton Athletics Student Life Center** – Kelsi Schaer announced new staff have joined TAC and everyone is looking forward to the first football game.
- **Office of Information Technology** – Stephanie Workman announced that OIT is working on many new projects
- **Office of Institutional Research and Assessment** – Denise Gardner announced the first-year retention rate of 88.6% which is a big increase from last year’s 86.5%

**Other** – a question was asked about how to volunteer to deliver meals to students in quarantine. Information below:

- It appears they need volunteers to assist with dinner shifts as well as Saturday and Sunday deliveries.
- Lunch: 11:00 a.m. to approximately 1:00 p.m.
- Dinner: 6:00 p.m. to approximately 8:00 p.m.
- He also mentioned a great need for those willing to drive the food delivery vans.
- To be added/considered for the volunteer list, please have them email the following criteria:
  - Email Jeff Wattenbarger, Manager, Warehousing Offices jwattenb@utk.edu and Sammy Parcell, Business Manager with Fleet Management sparcell@utk.edu
  - Employee Name:
  - Employee Personnel Number:
  - Department Name:
  - Supervisor:
  - Contact Email & Phone:

**Next meeting is November 17th 3:00-4:30**

**These minutes are correct on September 28, 2020**
Call to order: A regular meeting of the Undergraduate Curriculum Committee was held on October 6, 2020, via online meeting software. The meeting was called to order at 3:45 pm by Mark Barker, Chair.

Voting members present: Mark Barker, Chair, Chuck Collins, Kim Denton, Sadie Hutson, Ozlem Kilic (by proxy Margie Russell), Lindsay Mahony (by proxy Shawn Carson), Robert Mindrup, Christine Nattrass, Devendra Potnis, Urmila Seshagiri, Kathleen Thompson, Joshua Weinhandl, and Emma Willcox.

Others present: Mary Beth Burlison, Ryan Carter, David Cihak, Alison Connor, George Drinnon, Betsy Gullett, Heather Hartman, R.J. Hinde, Chris Lavan, Lane Morris, Roslyn Perry, Jana Spitzer, John Stier, Virginia Stormer, and Molly Sullivan.

Proposals
- The Haslam College of Business presented several low-impact proposals, a request to add one course and to end one concentration. All proposals are to take effect fall 2021. The proposals were approved.
- The College of Social Work presented one low-impact revision, added one course, and added a Social Justice minor. All proposals are to take effect fall 2021. The proposals were approved.
- The Honors & Scholars Programs presented several low-impact proposals as well as added or dropped courses effective fall 2021. In addition, the unit asked to drop one course effective fall 2022 and to add two courses specifically for Vol Core, also effective fall 2022. The proposals were approved.
- An Intercollegiate section to the undergraduate catalog was proposed, along with text describing the purpose of the section and statements regarding processes for proposals and for appeals within the unit. The proposal was approved.
- The committee reviewed the Memorandum of Understanding (MOU) between THEC and the individual UT institutions governing undergraduate certificates and considered a proposal to allow undergraduate certificates at UTK. After discussion and revision (see the highlighted added text), the proposal was approved.
- The committee reviewed an informational item describing catalog text to support a previously approved proposal by the Undergraduate Academic Policy Committee that has also been approved by both the Undergraduate Council and Faculty Senate to formally define lower- and upper-division course work. The addition of this statement to the 2020-2021 catalog was needed as part of the response to SACSCOC for the university’s Fifth Year Report. This did not require approval by this committee.

Items from the floor
- Titles of some positions have changed and the Undergraduate Council’s website will be updated to reflect the changes in those titles. This did not require approval by this committee.
- A chart for assisting departments/colleges to incorporate specific Vol Core courses into individual program requirements will be provided to departments/colleges. The charts can then be used by this committee to ensure that all programs have included both Vol Core and CIS requirements.

Adjournment: The meeting was adjourned at 5:03 pm.

Approval of minutes: The minutes were certified correct via email on October 9, 2020.
Courses

DEPARTMENT OF SUPPLY CHAIN MANAGEMENT
(SCM) Supply Chain Management

ADD COURSE

SCM 489 Internship in Supply Chain Management (0)
This course will monitor and assist Supply Chain Management students in fulfilling the internship requirement for graduation.
Grading Restriction: Satisfactory/No Credit Grading Only.
Registration Restriction(s): Supply Chain Management majors only.
Registration Permission: Consent of Instructor.

Rationale: Our large network of industry partners strongly support the need for an internship. The Center for Career Development confirms that an internship is critical to a successful job search. The foremost company that ranks university SCM programs puts a strong weight on whether a university program requires an internship. Impact on other units: None. Financial impact: No change. The coordination of this course will be included in the duties of the Assistant Department Head.

Programs

DEPARTMENT OF BUSINESS ANALYTICS AND STATISTICS

REVISE PROGRAM

Business Analytics Major – Collateral Option

Business Analytics Collateral Options
ECONOMICS – ECON 311, ECON 381 and one 400-level ECON course.
FINANCE – FINC 420, FINC 425, FINC 450.
INFORMATION MANAGEMENT – INMT 341 and any two 400-level INMT courses.
INTERNATIONAL BUSINESS -- Nine hours from IB 407, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD 400 or MGT 472; and IB 489.
MARKETING – MARK 350 and two of MARK 462, MARK 464, MARK 465, MARK 466, MARK 469, MARK 471.
SUPPLY CHAIN MANAGEMENT – SCM 309 and two from SCM 413, SCM 414, SCM 421.
WORKFORCE ANALYTICS – HRM 360, MGT 465, and one of HRM 481 or HRM 485.

Rationale: Analytics applied to Human Resource Management (HRM) is an important and growing activity in today’s business world. This collateral gives Business Analytics majors interested in applying their analytical skills to solving HRM problems the background to start their career in such an area. Impact on other units: This was originally proposed by the department of Management and Entrepreneurship, and they are aware of the size of the Business Analytics undergraduate program and are prepared to take on these additional students in their courses. Financial impact: This change might shift which courses Business Analytics majors take to fulfill their collateral from one department to another. Depending on how many students pursue this collateral, this could increase demand for the courses above. The Department of Management
and Entrepreneurship requested this collateral; as such, they are aware of the potential increase in demand for these courses, and, are prepared to take on these additional students.

REVISE PROGRAMS

Business Analytics Major – Heath Integrated Business and Engineering Program

<table>
<thead>
<tr>
<th>Term 6</th>
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<tbody>
<tr>
<td>BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*</td>
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<td>2.5 cumulative GPA</td>
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<td>BULW 301</td>
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<td>BUAD 331, BUAD 332</td>
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<tr>
<td>BAS 310 or BAS 340 or <strong>BAS 370S</strong> or BAS 454 or BAS 471 or BAS 475 or BAS 476</td>
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<td>BAS 320</td>
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<td>INMT 342</td>
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<td>EF 303</td>
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Business Analytics Major – International Business Concentration

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<tr>
<td>BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*</td>
<td>3</td>
<td>2.5 cumulative GPA</td>
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<td>BULW 301</td>
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<td>BUAD 331, BUAD 332</td>
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<tr>
<td>BAS 310 or BAS 340 or <strong>BAS 370S</strong> or BAS 454 or BAS 471 or BAS 475 or BAS 476</td>
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<td>BAS 320</td>
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<tr>
<td>INMT 342</td>
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<tr>
<td>6Unrestricted Elective</td>
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Business Analytics Major – Supply Chain Management Concentration

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<tbody>
<tr>
<td>SCM 309</td>
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<td>2.5 cumulative GPA</td>
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<tr>
<td>BAS 340 or <strong>BAS 370S</strong> or BAS 454 or BAS 471 or BAS 475 or BAS 476</td>
<td>3</td>
<td>BAS 320</td>
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<td>INMT 342</td>
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<td>5Unrestricted Elective</td>
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<tr>
<td>BUAD 205 or ECON 305 or MGT 311 or PHIL 244* or PHIL 252*</td>
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Rationale: A few students from one or more of these three programs have successfully petitioned to have BAS 370S count as a Business Analytics elective, even though it is not specifically listed in their showcase. The faculty in the Business Analytics & Statistics department feel that there is no reason to not specifically list this course as a Business Analytics elective for these two programs, thus eliminating the need for students and advisors to file a petition. Impact on other units: None. Financial impact: None. It is not anticipated that demand for BAS 370S will grow dramatically because of this change. There is currently capacity to take on a few more students each semester in this course.

DEPARTMENT OF ECONOMICS

REVISE PROGRAM

Economics Major – Collateral Option

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<thead>
<tr>
<th>Term 8</th>
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<tbody>
<tr>
<td>Collateral</td>
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<tr>
<td>4Economics Elective (400-level)</td>
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</tr>
</tbody>
</table>
ECON 381 or Economics Elective (400-level) 3

Unrestricted Electives 5

BUAD 405 1

### Economics Collateral Options

ACCOUNTING - ACCT 311 and two one of: ACCT 414, ACCT 431, ACCT 481 (INMT 341 prerequisite), or INMT 341.

BUSINESS ANALYTICS – BAS 474 and two of: BAS 320, BAS 454, BAS 471, or BAS 476; (Students who do not take BAS 320 must have proficiency in R programming language to take other indicated BAS courses to take other indicated BAS courses.) BAS 475, one of BAS 454 or BAS 471.

FINANCE – FINC 420, FINC 425 (FINC 420 corequisite); one of FINC 435, (FINC 420 prerequisite) or FINC 450, FINC 475, or FINC 481.

QUANTITATIVE ECONOMICS AND MATH – MATH 142*, MATH 241 (MATH 142* prerequisite), MATH 251.

Rationale: This proposal aligns the requirements for economics collaterals more closely to those of other departments within the college. Impact on other units: Possible slight impact in that an additional course is being required. However, the previous structure of these collaterals typically required that students take a third course anyway, due to prerequisites of the required courses. Financial impact: See impact statement on other units.

### DEPARTMENT OF FINANCE

#### REVISE PROGRAM

**Finance Major – Business Analytics Concentration**

Select courses from BAS 310, BAS 340, BAS 370S, BAS 454, BAS 471, BAS 475, BAS 476, or INMT 342.

Rationale: Currently, the list of Business Analytics electives for a Finance majors - concentration in Business Analytics contains every available Business Analytics elective except BAS 370S. We see no reason to exclude this one course from this list of electives. Impact on other units: None. Financial impact: None.

#### REVISE PROGRAM

**Finance Major – Collateral Option**

### Finance Collateral Options

ACCOUNTING – ACCT 311; two of: ACCT 414, ACCT 431, INMT 341.

BUSINESS ANALYTICS – BAS 320, BAS 474; and one of BAS 310, BAS 340, BAS 471, BAS 475, or BAS 476.

ECONOMICS – ECON 311, ECON 313; and either ECON 421 or ECON 482.

ENTREPRENEURSHIP – ENT 350, ENT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, ENT 460, ENT 462, ENT 470, or ENT 485.

INFORMATION MANAGEMENT – INMT 341, INMT 342, and one of INMT 442, INMT 443, INMT 441, or INMT 499.

INTERNATIONAL BUSINESS – Nine hours from IB 407, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD 400 or MGT 472; and IB 489.

LEADERSHIP – MGT 331, MGT 336, and one of ENT 410, ENT 460.

MARKETING – MARK 350, and two of MARK 360, MARK 462, MARK 464, MARK 465, MARK 466, MARK 469, MARK 470, or MARK 471.
SALES – MARK 350, MARK 469, and either MARK 470 or MARK 471.
SUPPLY CHAIN MANAGEMENT – SCM 309, select two of SCM 413, SCM 414, or SCM 421.

Rationale: Change was already approved by the Finance faculty for the 2020-2021 catalog, but change was inadvertently left out of document for faculty vote. Impact on other units: None. Financial impact: None.

DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

REVISE PROGRAM

Supply Chain Management Major – Business Analytics Concentration

<table>
<thead>
<tr>
<th>Term 7</th>
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<tbody>
<tr>
<td>BULW 301</td>
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<td>SCM 309</td>
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<td>SCM 413</td>
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<td>SCM 414</td>
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<td><strong>BAS 370S or BAS 454 or BAS 471 or BAS 475 or BAS 476 or INMT 342</strong></td>
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<tr>
<td><strong>SCM 489</strong></td>
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Rationale: Reflects addition of SCM internship requirement. Also allows SCM students to take BAS 370S for a BAS elective. We see no reason to exclude this one Business Analytics course as a choice for our majors. Impact on other units: None. Addition of BAS 370S suggested by BAS; they do not believe it will have any significant impact on demand. Financial impact: No change. The coordination of this course will be included in the duties of the Assistant Department Head.

REVISE PROGRAM

Supply Chain Management Major – Collateral Option

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<tbody>
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<td>BULW 301</td>
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<td>SCM 414</td>
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<td><strong>Unrestricted Elective</strong></td>
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<tr>
<td><strong>BUAD 453</strong></td>
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<td><strong>SCM 489</strong></td>
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Supply Chain Management Collateral Options

BUSINESS ANALYTICS – BAS 320, BAS 474, and one of: BAS 340, BAS 370S, BAS 454, BAS 471, BAS 475, BAS 476, or INMT 342.
ECONOMICS – ECON 311, ECON 435, and one 400-level economics elective.
ENTREPRENEURSHIP – ENT 350, ENT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, ENT 460, ENT 462, ENT 470, ENT 485, ENT 492, or ENT 499.
FINANCE – FINC 420, FINC 450, IB 449.
HUMAN RESOURCE MANAGEMENT – MGT 331; HRM 360, HRM 481.
INFORMATION MANAGEMENT – INMT 341, INMT 342, and one of INMT 442, INMT 443, INMT 441, or INMT 499.
INTERNATIONAL BUSINESS – Nine hours from: IB 407, IB 409, IB 429, IB 439, IB 449, IB 492; BUAD 400 or MGT 472; and IB 489.
LEADERSHIP – MGT 331, MGT 336, and one of ENT 410, ENT 460.
MARKETING – MARK 350, and two of MARK 360, MARK 462, MARK 464, MARK 465, MARK 466, MARK 469, MARK 470, or MARK 471.

SALES – MARK 350, MARK 469 and either MARK 470 or MARK 471.

Rationale: Feedback from employers confirm that it would be much better for our students to take a collateral in another discipline like Business Analytics, Finance, Information Management or International Business. Reflects addition of SCM internship requirement. Impact on other units: This will impact class sizes in the impacted areas. They have been notified so they can evaluate the impact. Financial impact: No budget impact on Supply Chain Management; other departments have been notified so they can evaluate future faculty loads.

**REVISE PROGRAM**

Supply Chain Management Major – Heath Integrated Business and Engineering Program

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<tr>
<td>EF 437</td>
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<tr>
<td>SCM 413</td>
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<td>SCM 414</td>
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<td>BUAD 453</td>
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<td>SCM 489</td>
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Rationale: Reflects addition of SCM internship requirement. Impact on other units: None. Financial impact: No change. The coordination of this course will be included in the duties of the Assistant Department Head.

**REVISE PROGRAM**

Supply Chain Management Major – Information Management Concentration

<table>
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<tr>
<th>Term 7</th>
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<tbody>
<tr>
<td>INMT 441, INMT 442, INMT 443, or INMT 499</td>
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<tr>
<td>SCM 413</td>
<td>3</td>
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<td>SCM 414</td>
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<tr>
<td>Unrestricted Elective</td>
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<td>BUAD 453</td>
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<td>SCM 489</td>
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</table>

Rationale: Reflects addition of SCM internship requirement. Impact on other units: None. Financial impact: No change. The coordination of this course will be included in the duties of the Assistant Department Head.

**REVISE PROGRAM**

Supply Chain Management Major – International Business Concentration

<table>
<thead>
<tr>
<th>Term 7</th>
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<tbody>
<tr>
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<tr>
<td>SCM 413</td>
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<tr>
<td>SCM 414</td>
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<tr>
<td>Unrestricted Elective</td>
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<tr>
<td>BUAD 453</td>
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<tr>
<td>SCM 489</td>
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</tbody>
</table>
Rationale: Reflects addition of SCM internship requirement. Impact on other units: None. Financial impact: No change. The coordination of this course will be included in the duties of the Assistant Department Head.

END CONCENTRATION

Bachelor of Science in Business Administration – Supply Chain Management Major – Marketing Concentration

Rationale: Feedback from employers confirm that it would be much better for our students to take a concentration in another discipline like Business Analytics, Finance, Information Management or International Business. Impact on other units: This will impact class sizes for some Marketing courses. They have been notified so they can evaluate the impact. Financial impact: No budget impact in Supply Chain Management; Marketing has been notified so they can evaluate future faculty loads.

College of Social Work
All changes effective Fall 2021

Courses

(SOWK) Social Work

REVISE TITLE AND DESCRIPTION

SOWK 200 Introduction to Social Work and Social Justice (3) Introduction to the field of social work and social justice practice. Examines interactions of social work practice with social justice, advocacy, the promotion of equity, and alleviation of social issues. Formerly SOWK 200 Introduction to Social Work (3). Emergence of the social work profession. Professional mission, knowledge, skills, and values. Practice settings, client groups, helping services, career patterns, and practice methods. Designed to assist students to consider their ability for careers in social work.

Rationale: The course was modified to reflect more social justice course content. Impact on other units: None. Financial impact: None.

ADD COURSE

SOWK 444 Critical Consciousness and Social Change: Social Justice Capstone (3) Provides a capstone experience designed to assess the skills and knowledge achieved throughout the Social Justice minors interdisciplinary focus. Registration Restriction(s): Minimum student level – junior; Social Justice Minor

Rationale: This course is available to all students pursuing the Social Justice Minor. Students enrolled in the minor will be required to take this course or SOCI 492 following the completion of all required minor courses as described in the minor description. Impact on other units: None. Financial impact: None.
Social Justice Minor

The College of Social Work minor in Social Justice is open to undergraduate students from any major across the university. In collaboration with Sociology and Psychology, this minor is intended to address the awareness, knowledge, and skills needed to engage in social justice practice. The minor consists of 18 hours.

Complete:
- SOCI 110* Social Problems/Social Justice
  OR
- SOWK 200 Introduction to Social Work
  OR
- SOWK 250* Introduction to Social Welfare

Select 12 hours from the following**:
- PSYC 335 Intergroup Dialogue Facilitation
- PSYC 409 Intergroup Dialogue Facilitation II
- PSYC 434 Psychology of Gender
- PSYC 435 Multicultural Psychology
- PSYC 471 Psychology of Prejudice
- SOCI 341 Social Inequalities
- SOCI 343 Race and Ethnicity
- SOCI 344 Political Sociology
- SOCI 345 Social Movements
- SOCI 363 Food, Agriculture, and Society
- SOCI 375 Gender in Society
- SOCI 442 Comparative Poverty and Development
- SOCI 452 Race/Ethnicity/Crime/Justice
- SOCI 456 Punishment and Society
- SOCI 460 Capitalism and Racism
- SOCI 461 Immigration Politics and Policies
- SOCI 472 Civil Rights Movement
- SOWK 314* Human Behavior in the Social Environment
- SOWK 316 Understanding Diversity in a Global Society
- SOWK 317* Honors: Human Behavior in the Social Environment
- SOWK 318 Honors: Understanding Diversity in a Global Society
- SOWK 416 Social Welfare Policies and Issues

Complete:
- SOWK 444 Critical Consciousness and Social Change: Social Justice Capstone
  OR
- SOCI 492 Off-Campus Study

NOTES:
*Meets General Education requirement
** ALL students pursuing the minor must take at least one course from each department listed.
- Admission to the minor and the combination of courses used for fulfillment of this minor must be approved by the Director of BSSW Programs in the College of Social Work.
- All courses have been approved for use in the minor by the relevant college or department.
- Participation in the minor does not waive any course prerequisites or affect scheduling of courses.
- Psychology majors can use no more than 6 credit hours in psychology to satisfy the minor requirements.
• Sociology majors can use no more than 6 credit hours in sociology to satisfy the minor requirements, not including SOCI 492.
• Social work majors can use no more than 6 credit hours in social work to satisfy both major and minor requirements, not including SOWK 444.

Rationale: This minor contributes to a growing need and desire for greater knowledge and awareness of social justice practice in the broader society. Impact on Other Units: No significant impact as the departments of psychology and sociology have agreed to participate in this minor. Financial Impact: No significant impact though the involved departments or college may elect to increase sections and/or change course capacities based on enrollment demand.

Honors & Scholars Programs
All changes effective Fall 2021

Courses

(HSP) Haslam Scholars Program

ADD COURSES

**HSP 207 Haslam Scholars Leadership Seminar (1)** Exploration of critical issues in leadership and community engagement. Topics will vary. HSP 207 and 208 required of all Haslam Scholars during their first and second years.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 2 hours.
Registration Restriction: Required of and limited to Haslam Scholars.

**HSP 208 Haslam Scholars Leadership Seminar (1)** Exploration of critical issues in leadership and community engagement. Topics will vary. HSP 207 and 208 required of all Haslam Scholars during their first and second years.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 2 hours.
Registration Restriction: Required of and limited to Haslam Scholars.

Rationale: See rationale under Drop Courses, below.

DROP COURSES

**HSP 257 Power (3)**
**HSP 267 Life (3)**
**HSP 268 Perspectives on Globalization (3)**
**HSP 288 Energy in the Modern World (3)**
**HSP 348 Service Learning Project/Internship (3)**
**HSP 368 Study Abroad: Edinburgh, Scotland (3)**

Rationale: An internal program review was conducted by the Office of the Provost in spring 2020 that resulted in several immediate changes to the program and plans to completely overhaul the curriculum. At the same time, Honors & Scholars was moved to the new Division of Student Success and made plans to streamline co-curricular requirements across their four programs. New courses reflect the transition to focus on leadership and service as was originally intended by the gift agreement with the Haslam family. Dropped courses will no longer be taught. Impact on other units: None. Financial impact: None.
### ADD COURSE

**HSP 397 Honors Research** (1) Designed for Haslam Scholars beginning their thesis/capstone research.
- **Grading Restriction**: Satisfactory/No Credit grading only.
- **Registration Restriction**: Required of and limited to Haslam Scholars.

Rationale: See rationale under Drop Courses, above.

### REVISE TITLE, REVISE CREDIT HOURS, REVISE GRADING RESTRICTION

**HSP 491 Haslam Scholars Study Abroad** (1)
- **Grading Restriction**: Satisfactory/No Credit grading only.
- **Registration Restriction**: Required of and limited to Haslam Scholars.
  - Formerly: HSP 491 Study Abroad Program (3)
  - **Grading Restriction**: Letter grade only.

### REVISE GRADING RESTRICTION

**HSP 497 Honors Thesis I** (3)
- **Grading Restriction**: Satisfactory/No Credit grading only.
  - Formerly: Grading Restriction: Letter grade only.

### (UNHO) University Honors

### REVISE TITLE, REVISE CREDIT HOURS, REMOVE GRADING RESTRICTION

**UNHO 497 Honors Capstone Research** (1-3)
- Formerly: UNHO 497 Honors Thesis Research (3)
- **Grading Restriction**: Letter grade only.

**Rationale**: The word “capstone” more broadly incorporates projects for students in disciplines for which a traditional “thesis” is not suitable. Honors students often need the flexibility of taking fewer credit hours for independent projects like their capstone. Because this course is the first of a sequence for many students, we want to allow flexibility for satisfactory/no credit grading since many faculty advisors prefer to confer a letter grade for their final project only. Impact on other units: None. Financial impact: None.

### REVISE TITLE, REVISE CREDIT HOURS

**UNHO 498 Honors Capstone Project** (1-3)
- Formerly: UNHO 498 Honors Thesis Project (3)

**Rationale**: The word “capstone” more broadly incorporates projects for students in disciplines for which a traditional “thesis” is not suitable. Honors students often need the flexibility of taking fewer credit hours for independent projects like their capstone. Impact on other units: None. Financial impact: None.
REVISE TEXT

Honors & Scholars Programs
(main page)

Benefits

Students in the Honors and Scholars Programs enjoy various privileges designed to facilitate their academic and personal achievement. Honors students are given early registration, advanced library privileges, and specialized honors coaching advising to ensure access to the necessary coursework and resources that an ambitious curriculum demands. Honors and Scholars students have access to exclusive study spaces and honors programming and the option of living in the Honors & Scholars a Living and Learning Community specific to their program.

Rationale: Revising to ensure information current and correct. Impact on other units: None. Financial impact: None.

REVISE PROGRAM TEXT

1794 SCHOLARS PROGRAM

Requirements

1794 students will complete one approved activity for each of the four program pillars each semester (fall and spring) the two years they are in the 1794 Scholars Program. A complete list of activities for each pillar will be provided on the Honors & Scholars Canvas site in the student handbook. During their first semester, students will take UNHO 101 in order to fulfill the academic engagement requirement. Students complete 25 hours of documented community service each year while in the program. Students will be expected to participate in honors coaching advising at least once per year while in the program. Students will be required to make timely progress towards graduation while maintaining a 3.0 cumulative GPA. Upon completion of the program, students will be expected to present their electronic portfolio as their culminating project complete a capstone project and presentation for the Annual 1794 Scholars Celebration.

Rationale: Revising to ensure information current and correct. Small changes to the 1794 Scholars Program requirements, re service and electronic portfolio, are in keeping with a broader move to streamline co-curricular requirements across all four Honors & Scholars Programs. Impact on other units: None. Financial impact: None.

REVISE PROGRAM TEXT

CHANCELLOR’S HONORS PROGRAM
(first section, paragraphs 1, 4, 5)

The Chancellor’s Honors Program is the University of Tennessee’s principal honors program with students representing majors in all nine of the university’s undergraduate colleges. The Chancellor’s Honors Program is built upon the core values of intellectual curiosity, critical awareness, and social responsibility. Through completion of an exclusive first-year honors writing sequence and electronic portfolio complemented with select honors courses offered by departments across the university, the Chancellor’s Honors Program offers high-achieving students the opportunity to engage with one another in a community of scholars. It also encourages them to participate with both the larger campus community through involvement, service, and research and the greater world through study abroad.

The Honors Living and Learning Community welcomes first-year students, while other specialized programs are geared primarily for returning students. Prominent among these are the Honors
Council, which is the Chancellor’s Honors Program student government; the Honors Ambassador Program, which provides liaison across program constituents and helps with program recruitment; and the Honors Peer Mentor Program, which connects advanced honors students with their first-year peers. Chancellor’s Honors students may also benefit from exclusive grants in support of research projects and required international and intercultural learning. In recognition of their exceptional academic achievement, Chancellor’s Honors students receive special graduation recognition.

The Chancellor’s Honors Program anchors the University of Tennessee’s uniquely decentralized system of honors programs and opportunities. Chancellor’s Honors students are encouraged to participate in one or more of the University of Tennessee’s many specialized college or departmental honors programs. In recognition of their exceptional academic achievement, Chancellor’s Honors students receive special graduation recognition.

Eligibility

The Chancellor’s Honors Program is available to entering first-year students. High school seniors with superior academic credentials are invited to apply. Recent entering classes have had an average high school core GPA of above 4.0 and an average composite ACT of 32. Current first- and second semester students, and qualified transfer students may be eligible to apply for membership.

Curricular Requirements

- Campus and Community Engagement: an annual requirement to actively participate in the life of the campus and community by:
  - Attendance at least three honors-approved events (called “Becker Seminars”) each semester
  - Completion of at least 25 hours of documented community service each year

Rationale: Revising to ensure information current and correct. Impact on other units: None. Financial impact: None.

HASLAM SCHOLARS PROGRAM

The Haslam Scholars Program is an intimate, four-year enrichment program that honors the legacy of the Haslam family in developing community-minded and intellectually-gifted young leaders through a series of transformational learning experiences. Scholars benefit from an exclusive academic curriculum focused on leadership and personal development, a cohort study abroad experience, and required internship experience. The Haslam Scholars Program is an intimate, four-year enrichment program in which elite students learn from and with one another through a series of integrated, interdisciplinary common seminars and extra- and co-curricular experiences, including a common study abroad program. The Haslam Scholars Program seeks a group of students who are academically strong, intellectually curious and who have a desire to change the world. Students should embrace the program’s emphasis on gaining a knowledge base that reflects both depth and breadth, becoming more globally engaged, and serving the communities in which they live and learn. Prospective Haslam Scholars will combine exceptional scholarly and intellectual merit with evidence of leadership, service and potential. Maturity and seriousness of purpose, along with evidence of special talents and skills, are among those intangibles essential to the success in an intensive scholars program.

Eligibility
Admission to the Haslam Scholars Program is available to entering first-year students. Scholars will have demonstrated knowledge and experience in leadership, service-learning, and civic engagement and are prepared to use such knowledge to contribute to the state of Tennessee. While no strict grade point average or test score minimums will be used in the Haslam Scholars Program selection process, Haslam Scholars are likely to have earned a truly superior GPA in a rigorous high school curriculum and scored in the top 1% of the national distribution of standardized test scores (e.g., 33+ ACT composite, 1460+ SAT or 2190+ new SAT).

Curricular Requirements

The Haslam Scholars Program curriculum includes a series of one-credit hour leadership courses and a three-semester sequence of in-depth, independent research through which scholars complete a substantial scholarly, scientific, or artistic project. The Haslam Scholars Program curriculum includes three core interdisciplinary courses and a study abroad course taken as a cohort in their first two years of study. Scholars also undertake 6 credit hours of independent, in-depth research in which they complete a substantial scholarly, scientific or artistic endeavor. Scholars must maintain a 3.50 cumulative GPA and obtain a B or higher in all HSP courses.

Required Courses

- HSP 207 – Haslam Scholars Leadership Seminar (1)
- HSP 208 – Haslam Scholars Leadership Seminar (1)
- HSP 257 – Power:* (3) (SS)
- HSP 267 – Life:* (3) (NS)
- HSP 287 – Knowledge:* (3) (AH)
- HSP 368 – Study Abroad: Edinburgh, Scotland* (3) (CC)
- HSP 397 – Honors Research (1)
- HSP 491 – Haslam Scholars Study Abroad (1)
- HSP 497 - Honors Thesis I (3)
- HSP 498 - Honors Thesis II (3)
- HSP 499 - Senior Colloquium (1)

Scholars are expected to augment the HSP curriculum with select honors coursework as appropriate for their academic and professional goals. Scholars are required to complete 12 hours of a foreign language regardless of the amount of foreign language credit they have at the time of matriculation.

The curriculum contributes significantly to General Education requirements in every undergraduate degree program.

Co-Curricular Requirements

Scholars must complete 15 hours of approved service and attend a combination of seven approved lectures each semester.

- Campus and Community Engagement: an annual requirement to actively participate in the life of the campus and community by:
  - Attendance at five honors-approved events (e.g. lectures, workshops) each semester
  - Completion of at least 25 hours of documented community service each year
- Internship: scholars will participate in an internship that aligns with their academic interests and professional goals
- Electronic Portfolio: electronic website (which can be private) where students will summarize and make connections between curricular and co-curricular experiences and reflect. Designed to be a four-year undertaking, the completed portfolio will be reviewed prior to graduation
Haslam Scholars are expected to make timely progress towards honors graduation while maintaining a minimum cumulative GPA of 3.5. Students risk losing their place in the program if they fail to meet these requirements.

REVISE TEXT

HONORS LEADERSHIP PROGRAM

The Honors Leadership Program (HLP) is the University of Tennessee’s campus-wide honors leadership program. In partnership with the Center for Leadership and Service and the Department of Educational, Leadership, and Policy Studies, the HLP provides students with a foundation in both leadership theory and practice. (DELETE PARAGRAPH BREAK)

The program is built upon the core values of personal and social responsibility, community engagement, experiential learning, and diversity and inclusion. HLP students complete the Honors Leadership Studies minor, participate actively in campus organizations, and engage with a community of leadership scholars. HLP students develop a personalized style of leadership that will serve them on campus and in their post-graduate endeavors.

The Honors Leadership Living and Learning Community welcomes first-year students. Students living in this LLC also participate in a specialized Ignite program prior to the fall semester, designed to foster a sense of community among Honors Leadership students. Subsequent programming is designed to engage students in academic conversations about leadership as well as provide them with opportunities to apply their developing leadership skills. Honors Leadership Program students maintain active involvement in campus organizations, participate enthusiastically in program-sponsored events, and engage in campus conversations about leadership and service.

Eligibility

Admission to the Honors Leadership Program is available to entering first-year students. High school seniors with superior academic credentials and an interest in the study and practice of leadership are invited to apply.

Requirements

Honors Leadership students complete the honors track of the Leadership Studies Minor, which includes coursework in leadership theory, leadership ethics, and the preparation of a leadership portfolio.

Student also complete co-curricular requirements, which include:

- Participation in an Honors Ignite session
- Participation in the Honors Leadership Living and Learning Community (first-year students)
- Completion of at least 25 twenty-five hours of documented community service annually
- Attendance at three designated honors seminars each semester a minimum of two Leadership Legacy Series offerings annually
- Annual coaching advising/planning sessions with Honors & Scholars HLP staff
Students in the HLP are required to maintain a 3.5 cumulative GPA while making timely progress on their graduation requirements and the requirements of the leadership studies minor. **Students risk losing their place in the program if they fail to meet these requirements.**

### Honors & Scholars Programs
**All changes effective Fall 2022**

(HSP) Haslam Scholars Program

**DROP COURSE**

**HSP 287 Knowledge (3)**

*Rationale:* An internal program review was conducted by the Office of the Provost in spring 2020 that resulted in several immediate changes to the program and plans to completely overhaul the curriculum. This course needs to be offered a final time in Fall 2021 and cannot be dropped until the next catalog. Impact on other units: None. Financial impact: None.

(UNHO) University Honors

**ADD COURSES, REQUEST VARIABLE TITLES**

**UNHO 237 Honors: Special Topics in Global Citizenship: US (3)** Examination of a selected issue in the area of global citizenship (U.S. focus) from a multi-disciplinary perspective. Topics vary.  
*Satisfies General Education Requirement:* (GCUS)  
*Repeatability:* May be repeated if topic differs. Maximum 6 hours.  
*Registration Restriction(s):* Membership in one of the following: Chancellor’s Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program

**UNHO 238 Honors: Special Topics in Global Citizenship: US (3)** Examination of a selected issue in the area of global citizenship (U.S. focus) from a multi-disciplinary perspective. Writing-intensive course. Topics vary.  
*Satisfies General Education Requirement:* (GCUS)(WC)  
*(RE)* Prerequisite(s): English ENGL 102*, ENGL 132*, ENGL 290*, or ENGL 298*.  
*Repeatability:* May be repeated if topic differs. Maximum 6 hours.  
*Registration Restriction(s):* Membership in one of the following: Chancellor’s Honors Program, Haslam Scholars Program, Honors Leadership Program, or 1794 Scholars Program

**Intercollegiate**

_(New Catalog Section)_

**ADD CATALOG SECTION**

Proposal:

Add an Intercollegiate section to the Undergraduate Catalog with the text listed below. Also add an Intercollegiate menu item to the Catalog’s navigation panel.
Courses classified as intercollegiate focus on areas of study that require disciplinary expertise drawn from units in two or more colleges. These courses have been designed by collaborative teams of faculty members from these colleges.

Intercollegiate certificates and minors provide students with the opportunity to earn a credential in a focused area of study that spans disciplines located in two or more colleges. These certificates and minors have been designed by collaborative teams of faculty members from these colleges.

Proposals to create or modify intercollegiate courses, certificates, and minors are developed by faculty teams involving faculty members from two or more colleges, and are submitted to the Undergraduate Council’s Curriculum Committee by the Vice Provost for Academic Affairs on behalf of these teams. These faculty teams must have (1) a clearly-defined membership with membership terms of definite and limited duration, (2) clearly-defined procedures for selecting new members to replace individuals whose terms have expired, (3) clearly-defined procedures for approving curricular changes, and (4) clearly-defined procedures for considering substitution petitions for certificates and minors. Curricular changes approved by a faculty team will be forwarded to the Vice Provost for Academic Affairs for submission to the Undergraduate Council’s Curriculum Committee.

For the purposes of resolving problems related to academic coursework (such as grade appeals) in intercollegiate courses, the department head (or equivalent) of the unit in which an instructor is appointed will serve as the department-level point of appeal. The Vice Provost for Academic Affairs will serve as the college-level point of appeal.

Contact the Vice Provost for Academic Affairs for more information.

Rationale: Unlike the Graduate Catalog, the Undergraduate Catalog has no home for courses and programs that are developed by faculty collaborations that span two or more colleges. As interest grows in interdisciplinary classes and academic programs and in more modular forms of educational credentialing, such as undergraduate certificates, it will become increasingly important to have an Undergraduate Catalog home for intercollegiate faculty collaborations. For example, a group of faculty members from several colleges is currently developing a set of undergraduate courses in Data Science that could contribute to a Data Science minor and major; however, there is no natural home in the Undergraduate Catalog for these courses.

Creating the Intercollegiate area of the Undergraduate Catalog will provide a natural home for these and similar courses and for academic programs (such as certificates and minors) with intercollegiate character.

**ADD GLOSSARY ITEM**

**Intercollegiate**

Courses classified as intercollegiate focus on areas of study that require disciplinary expertise drawn from units in two or more colleges. These courses have been designed by collaborative teams of faculty members from these colleges.

**Proposal:**

**Undergraduate Certificates**

Until June 2019, THEC prohibited public universities from awarding undergraduate certificates. That prohibition was lifted in June 2019, and in September 2019, the UT System established a memorandum of understanding (MOU) governing the development of undergraduate certificates at UT campuses.
This document describes the policies regarding undergraduate certificates at UTK.

As stipulated by the System MOU, UTK may award undergraduate certificates (1) “in any disciplinary or subject area for which there is not an existing major and/or minor”, (2) in interdisciplinary areas, or (3) when a certificate “cover[s] a particular skillset in unique cases that would prevent a student of a given major from acquiring a minor in the same discipline”.

Undergraduate certificates at UTK consist of between 9 and 15 hours of upper-division course work, all completed at UT Knoxville. At least three of the credit hours used to satisfy the requirements of a certificate must be unique with respect to any other certificate, minor, or major earned by the student.

An undergraduate certificate may be established by a department or school, by a college, or by a collaborative team of faculty members from multiple colleges.

Certificates established by a department or school are governed by the curricular processes of that department or school and the college to which the department or school belongs. Petitions for substitutions will be evaluated by the faculty of the department or school.

Certificates established by a college are governed by the curricular processes of that college. Petitions for substitutions will be evaluated by the faculty of the college.

Certificates established by a collaborative team of faculty members from two or more colleges are listed in the Intercollegiate section of the Undergraduate Catalog, and are governed by the curricular processes described in that section of the Catalog.

Supporting Information

THE UNIVERSITY OF TENNESSEE

Memorandum of Understanding
September 3, 2019
(300) Between:

The Vice President of the University of Tennessee System Office of Academic Affairs and Student Success and the Chief Academic Officers of the University of Tennessee campuses at Chattanooga, the Health Sciences Center, Knoxville, and Martin agree to comply with the following substantive and procedural requirements for establishing and granting undergraduate certificates, in order to ensure the consistency and quality of such certificate programs throughout the University of Tennessee System.

(II) Background:

Prior to June 2019, the Tennessee Higher Education Commission (THEC) prohibited all public four-year institutions in the state from offering undergraduate certificates. While THEC will now accept undergraduate certificates from four-year institutions, only public two-year institutions may receive formula funding for issuing undergraduate certificates. Typically, undergraduate certificates range from 9-15 semester credit hours (SCH), whereas undergraduate minors range from 15-21 SCH. There are no changes to THEC policy regarding graduate certificates at four-year institutions, provided the certificates do not exceed 24 SCH.

(III) Purpose:

The University of Tennessee campuses agree that offering an undergraduate certificate in a discipline or program that offers a major or minor will yield limited benefits for the institution or the student. However, the University of Tennessee campuses also recognize the value of offering undergraduate students the
opportunity to acquire interdisciplinary or skill-based knowledge packaged in a way that would support future employment opportunities when there is not an existing major or minor available in the student’s area of interest.

(IV) Establishment:

The University of Tennessee campuses are authorized to establish and deliver undergraduate certificate programs in any disciplinary or subject area for which there is not an existing major and/or minor. Such certificates may be interdisciplinary or cover a particular skillset in unique cases that would prevent a student of a given major from acquiring a minor in the same discipline.

(V) Procedures:

The development of undergraduate certificates outlined in Part IV shall follow the same procedures required for graduate certificates per THEC policy, which includes full review and approval at the campus level, signature by the campus Provost, and transmission to the System Office of Academic Affairs and Student Success a minimum of one month prior to the certificate taking effect.

300 Examples of exceptions for undergraduate certificates in programs that commonly offer a major and a minor, but would also potentially benefit by offering a certificate program, include: Geographic Information Systems, typically housed in the Department of Geography, or Accounting, typically housed in the College of Business

Informational Item (Catalog Text for Lower- and Upper-Division Courses)

Lower- and Upper-Division Courses

Lower-division courses are offered at the 100- and 200-levels. These courses generally have one or more of the following characteristics:

- The course has either no prerequisites or a very limited number of prerequisites, which are typically preceding courses in the same subject area or foundational courses in a closely-related subject area.
- Registration in the course is open to students of all classifications.
- The course is offered to students in all majors.

100-level courses should be suitable for first-year college students, although students beyond their first year frequently enroll in 100-level courses to explore new subjects or to satisfy prerequisite requirements for their major or minor courses. 200-level courses should be suitable for second-year college students, although well-prepared first-year students can succeed in these courses.

Upper-division courses are offered at the 300- and 400-levels. These courses often require students to have previously completed extensive college-level study in the same subject area or in closely-related subject areas, and generally have one or more of the following characteristics:

- The course has prerequisite requirements that ensure that students are prepared to succeed in the course.
- The course is designed for students with junior or higher classification.
- The course is limited to students in specific majors.
- Registration in the course requires permission of the instructor, department, or college office.

300-level courses should be suitable for third- and fourth-year college students, but are typically inappropriate for graduate students (except possibly for purposes of remediation). 400-level courses should be suitable for fourth-year college students, although well-prepared third-year students can succeed in these courses.
Some 400-level courses are available for graduate credit; these courses are listed in the Graduate Catalog. All 400-level courses taught for graduate credit must provide information in the syllabus describing the additional learning outcomes and/or other requirements that must be satisfied in order for a student to receive graduate credit.

Rationale: The Academic Policy Committee approved these definitions. The text needs to be added to the academic catalog per SACSCOC. This will be added directly below the section titled “Course Numbers and Levels” on the Academic Policies and Procedures page and directly above the section titled “Transfer Credit” and will be added to the 2020-2021 undergraduate catalog in order to be referenced within the university’s Fifth Year Report.

General Education Committee

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
October 7, 2020

Call to order: A regular meeting of the General Education Committee was held via online meeting software on October 7, 2020. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:31 am.

Members and Subcommittee Chairs present: Barbara Murphy, Chair, Ken Baker, Richard Bennett, Megan Bryson, Sarah Colby, Chuck Collins, Kim Denton, George Drinnon, John Haas, Ozlem Kilic (by proxy Margie Russell), Virginia Kupritz, Sarah Lamb, Mike McFall, Harrison Meadows, Lee Murphy, Tore Olsson, Missy Parker, Roslyn Perry (by proxy Jennifer Hardy), Charissa Powell (by proxy Allison Shepherd), Jeff Ringer, Casey Sams, John Stier, Scott Wall, and Amanda Warren

Others present: Mary Beth Burlison, Hyowon Bong, K’Cindra Cavin, Alison Connor, Betsy Gullett, Heather Hartman, R.J. Hinde, Jana Spitzer, and Molly Sullivan

Course Approvals
The following 18 courses were approved for Vol Core as noted. One proposal for AH was denied by the subcommittee and is included below for documentation purposes. No one from the Engaged Inquiries subcommittee was present, so those proposals will be considered at the next General Education Committee meeting.

- RA = Reapproval, already in the current general education curriculum, approved for Vol Core
- NGE = New to the Gen Ed category, but not new course, approved for Vol Core
- NC = New course, approved for Vol Core

Arts and Humanities (AH)

1. AMST 354 Popular Religion in the United States (cross-listed with REST 354, REST is primary), NGE
2. ENGL 232 American Literature II: Civil War to Present, RA
3. ENGL 238 Honors: American Literature II: Civil War to Present, RA
4. MUCO 125 Jazz in American Culture, RA
5. REST 280 Religions of Asia, RA
6. REST 306 Contemporary Christian Thought, NGE
7. AMST 354 Popular Religion in the United States (cross-listed with AMST 354, REST is primary), NGE

Denied:

1. ALEC 211, Foundations of Agricultural Leadership, Education, and Communications, NGE
Global Citizenship – International (GCI)
1. ARAB 222 Intermediate Arabic II, currently CC
2. ARAB 332 Advanced Arabic II (Cross-listed with MEST 332, ARAB is primary), NGE
3. ENGL 461 Global Communication for Science and Technology, NG
4. FREN 223 Intensive Intermediate French, currently CC
5. FREN 333 Intermediate Composition and Grammar, NGE
6. HIEU 336 Modern France, NGE
7. MEST 332 Advanced Arabic II (Cross-listed with ARAB 332, ARAB is primary), NGE
8. PORT 212 Intermediate Portuguese II, currently CC
9. PORT 223 Intensive Intermediate Portuguese, currently CC
10. REST 280 Religions of Asia, currently AH
11. RUSS 202 Intermediate Russian II, currently CC

Vol Core Implementation Subcommittee

The Vol Core Implementation subcommittee met and pointed out issues to be addressed and revised the implementation timeline. After discussion and additional revision of the timeline for clarification, the Gen Ed Committee approved the following.

Volunteer Core Implementation

Volunteer Core course proposal forms are available on Volunteer Core website (on Undergraduate Council website, https://ugcouncil.utk.edu/volunteer-core/).

Proposed courses will be reviewed by the General Education Committee Subcommittees, the General Education Committee, the UG Council, and the Faculty Senate. Proposers will be informed via email of the course’s progress in this process.

Once Volunteer Core courses are approved by the Faculty Senate, they are listed on the Volunteer Core website under the category for which they are approved.

Notes about General Education/Volunteer Core Courses (Informational)

See also the Gen Ed Committee Guidelines on the UGC website at https://ugcouncil.utk.edu/general-education-committee-operating-guidelines/.

Once a course has been approved as satisfying a General Education/Volunteer Core category, it must be taught under that criteria every time it is taught.

Courses that are currently General Education courses but are not applying for inclusion in Volunteer Core are required to be taught as General Education courses until the 2021-22 catalog expires (Summer 2027) or be dropped altogether from the catalog.

If a department wants to drop a General Education/Volunteer Core designation from a course, that course must continue to be taught under the criteria for the General Education/Volunteer Core designation for a six-year teach-out period.

If a department wants to change a General Education/Volunteer Core designation (that is, to drop one designation and replace it with another), they must drop the course under the old number and add it back under a new number.

Recommendations
Courses and their honors version should apply at the same time. If the proposal only contains one version of the course, then an explanation of why the other course is not applying should be included on the proposal.

All courses that are equivalent for repeat/replace should be submitted at the same time for consideration. If all versions are not included in the proposal, then an explanation of why the courses are not included on the application should be noted on the proposal form.

Timeline

December 15, 2020

All courses for Vol Core Courses to be incorporated into degree program requirements for other departments for Fall 2022 should be submitted for approval by December 15, 2020.

All current general education courses that want to be included in Volunteer Core should be submitted for approval by December 15, 2020.

- If the proposal for a current General Education is not received by December 15, 2020, then this course will not be guaranteed to be reviewed in time for inclusion in Volunteer Core for fall 2022.
- Courses on the current General Education list that are not part of Volunteer Core are still required to be taught as General Education courses until the 2021-22 catalog expires (Summer 2027) or be dropped altogether from the catalog.

Fall 2020-February 2021

General Education committee will work to approve as many courses as possible at all their meetings, but especially at the

- Feb 10, 2021 General Education Committee meeting for inclusion on the agenda of the UG Council on Feb 23, 2021.

Spring 2021

Departments should be finalizing the revision of their degree program requirements to include Volunteer Core courses and the Contemporary Issues and Solutions requirement.

We recommend that some of the revised degree programs that include Volunteer Core and CIS courses should start moving through their college’s curricular process in Spring 2021. (College and the University Curriculum Committees may want to consider additional meetings to review the revised degree programs.)

Fall 2021

Last chance for all new or revised degree program requirements and new or revised courses to move through their college’s approval process for inclusion in the 2022 catalog.

October 15, 2021

Regular deadline for Volunteer Core courses to be submitted to subcommittees for the 2022 Catalog.

December 1, 2021
Last possible date for all degree program requirements to be submitted to UT UG Council Curriculum Committee for the 2022 catalog.

**June 2022-August 2022**

Colleges review and approve the new degree program requirements in DARS.

**Fall 2022**

Volunteer Core is launched in all degree programs.

**Vol Core Logo**
The Committee held an online vote to choose a Vol Core logo design that may be used on syllabi of approved Vol Core courses. The approved logo is shown below.

![Vol Core Logo](image)

**Other Business (Informational)**

- R.J. Hinde presented a form that was created for departments/colleges to indicate how Vol Core requirements are met for each individual curriculum. The form, which will undergo additional revisions based on feedback from this group and others, will then be completed for each curriculum so that the UG Curriculum Committee can verify that Vol Core requirements are being met within each program’s requirements.
- R.J. Hinde presented a draft of a website which will show approved Vol Core courses in a searchable database for use by students, advisors, and our community college partners. The website will undergo additional revisions based on feedback from this Committee and other interested parties.
- Jeff Ringer suggested that an additional indicator be added to the subcommittee decision column in the proposal database for withdrawn proposals. These should not be included as denials nor included in the pending folder, but should be kept for documentation purposes.

**Adjournment:** The meeting was adjourned at 9:19 am.

**Next Meeting:** The next meeting will be held Wednesday, November 11, 2020, beginning at 8:30 am via online meeting software.

**Approval of Minutes:** These minutes were certified correct via email on October 9, 2020.

**Minutes Submitted by:** Molly Sullivan

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
May 13, 2020

Call to order: A special meeting of the General Education Committee was held via online software on May 13, 2020. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:30 am.

Members and Subcommittee Chairs present: Barb Murphy, Chair, Ken Baker, Richard Bennett, Megan Bryson, Sarah Burnley, Chuck Collins, Erin Darby, Marleen Davis, Kim Denton, George Drinnon, Jeff Fairbrother, Mary Gunther, John Haas, Ozlem Kilic (by proxy Margie Russell), Cheryl Kojima, Joanne Logan, Mike McFall, Harrison Meadows, Charissa Powell, Jeff Ringer, and Casey Sams

Others present: Mary Beth Burlison, Alison Connor, Betsy Gullett, Heather Hartman, R.J. Hinde, Jana Spitzer, Molly Sullivan, and Anthony Welch

Course Approvals
The following 76 courses were approved as noted, effective fall 2021.

Abbreviations:
- RA = 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
- NC = New course, approved as noted
- GE2020 = General Education Curriculum that ends with the 2020-2021 catalog and then enters a six-year teach-out phase

Written Communication (WC)
1. EDDE 425 - Foundations of Deaf Education (NGE, Vol Core)
2. MUDE 416 - Global Soundtracks (NC pending approval by UG Curriculum Committee, Vol Core; approved for WC, AH, and GCI in Vol Core) (formerly MUDE 414 - Music and Media)
3. PSYC 485 - Special Topics in Psychology (a specific topic was approved to be taught during the 2020-2021 academic year; however, since the course already carries the WC designation and the course is under an approved academic unit with stable and vetted faculty, approval of a particular topic is not necessary. The department may decide to add this particular topic under a new course number rather than teach it under a variable-title course; if so, the new course will be re-evaluated for Vol Core at a later date under the new course number.)

Applied Oral Communication (AOC)
1. BCMB 455 - Scientific Communication (currently OC under GE2020 and will continue to be OC during the teach-out period, but AOC for Vol Core)
2. BSE 403 - Design Presentation and Reporting (NC pending approval by UG Curriculum Committee, Vol Core)
3. BUAD 300 - Insight: Becoming Personally and Professionally Aware as a Leader (NGE, Vol Core)
4. CE 399 - Senior Design I (NGE, Vol Core) (base course to the equivalent service-learning version CE 399S; the base course is currently archived)
5. CE 399S - Senior Design I (NGE, Vol Core) (service-learning version of the equivalent base course CE 399; the base course is currently archived)
6. CFS 405 - Development of Professional Skills (currently OC under GE2020 and will continue to be OC during the teach-out period, but AOC for Vol Core)
7. JREM 499 - Enterprise and Leadership in Media (NGE, Vol Core)
8. MICR 495 - Seminar: Perspectives in Microbiology (currently OC under GE2020 and will continue to be OC during the teach-out period, but AOC for Vol Core)
9. MUTH 305 - Italian Musical Styles (currently AH under both GE2020 and Vol Core; approved for AOC in Vol Core)
10. SPAN 423 - Advanced Composition and Conversation (NGE, Vol Core). needs the contingency that they will record during the assessment years.
11. THEA 430 - Directing for the Stage (NGE, Vol Core)
Global Citizenship
Social Sciences (SS)
1. CLAS 462 - Ancient Greek and Roman Technology (NGE, Vol Core)
2. FREN 431 - Highlights of French Civilization (NGE, Vol Core)
3. GRDS 150 - The Idea of Design (RA)
4. MUCO 210 - History of Western Music, Ancient to the Baroque (RA)
5. MUCO 416, Global Soundtracks (pending approval by UG Curriculum Committee, Vol Core; approved for WC, AH, and GCI in Vol Core) (formerly MUCO 414 - Music and Media, which has already been approved as AH for Vol Core)

Natural Sciences (NS)
NSL = Nat Science lab; NSN = Nat Science non-lab
1. ESS 110 - Energy for the World, NSN (RA)
2. GEOG 132 - Landscapes and Environmental Change, NSN (RA)
3. GEOG 204 - Understanding Climate Change, NSN (NGE, Vol Core)

Social Sciences (SS)
1. AMST 345 - Social Movements (NGE, Vol Core, also approved for GE2020 during the teach-out period) (cross-listed with SOCI 345, SOCI is primary)
2. FWF 320 - Human Dimensions of Natural Resources (NGE, Vol Core)
3. SOCI 344 - Political Sociology (NGE, Vol Core, also approved for GE2020 during the teach-out period)
4. SOCI 345 - Social Movements (NGE, Vol Core, also approved for GE2020 during the teach-out period) (cross-listed with AMST 345, SOCI is primary)
5. SOCI 363 - Food, Agriculture, and Society (NGE, Vol Core, also approved for GE2020 during the teach-out period)
6. SOWK 250 - Introduction to Social Welfare (RA)

Global Citizenship – United States (GCUS)
1. AFST 233 - Major Black Writers (New Category for Vol Core, currently AH for both GE2020 and Vol Core) (cross-listed with ENGL 233, ENGL is primary)
2. AFST 331 - Race and Ethnicity in American Literature (New Category for Vol Core, previously approved for Vol Core AH) (cross-listed with ENGL 331, ENGL is primary)
3. ASL 211 - Intermediate American Sign Language I (currently CC under GE2020 and will continue to be CC during the teach-out period, but GCUS for Vol)
4. ASL 212 - Intermediate American Sign Language II (currently CC under GE2020 and will continue to be CC during the teach-out period, but GCUS for Vol)
5. CSE 300 - Social Justice, Education, and Service Learning (NGE, Vol Core)
6. ENGL 233 - Major Black Writers (New Category for Vol Core, currently AH for both GE2020 and Vol Core) (cross-listed with AFST 233, ENGL is primary)
7. ENGL 331 - Race and Ethnicity in American Literature (New Category for Vol Core, previously approved for Vol Core AH) (cross-listed with AFST 331, ENGL is primary)
8. ENGL 494 - Cultural Rhetorics (New Category for Vol Core, currently WC for GE2020 and will continue to be WC for the teach-out period, but has not yet been approved for WC under Vol Core)
9. GEOG 363 - Southern Spaces and Places (NGE, Vol Core)
10. JREM 466 - Media, Diversity, and Society (NGE, Vol Core)
11. SOCI 375 - Gender in Society (NGE, Vol Core) (cross-listed with SOCI 375, SOCI is primary)
12. WGS 375 - Gender in Society (NGE, Vol Core) (cross-listed with SOCI 375, SOCI is primary)

Global Citizenship - International (GCI)
1. AFST 226 - Introduction to Caribbean Literature (New Category for Vol Core, currently AH for both GE2020 and Vol Core) (cross-listed with ENGL 226, ENGL is primary)
2. AFST 335 - African Literature (NGE, Vol Core) (cross-listed with ENGL 335, AFST is primary)
3. AFST 336 - Caribbean Literature (NGE, Vol Core) (cross-listed with ENGL 336, ENGL is primary)
4. ENGL 209 - Introduction to Jane Austen (New Category for Vol Core, currently AH and WC for both GE2020 and Vol Core)
5. ENGL 226 - Introduction to Caribbean Literature (New Category for Vol Core, currently AH for both GE2020 and Vol Core) (cross-listed with AFST 226, ENGL is primary)
6. ENGL 301 - British Culture to 1660 (New Category for Vol Core, previously approved for AH in Vol Core)
7. ENGL 302 - British Culture: 1660 to Present (New Category for Vol Core, previously approved for AH in Vol Core)
8. ENGL 321 - Introduction to Old English (NGE, Vol Core) (cross-listed with LING 321, ENGL is primary)
9. ENGL 335 - African Literature (NGE, Vol Core) (cross-listed with AFST 335, AFST is primary)
10. ENGL 336 - Caribbean Literature (NGE, Vol Core) (cross-listed with AFST 336, ENGL is primary)
11. ENGL 371 - Foundations of the English Language (NGE, Vol Core) (cross-listed with LING 371, ENGL is primary)
12. ITAL 314 - Highlights of Italian Civilization, Culture, and Identity (NGE, Vol Core)
13. LAC 456 - Latin American Government and Politics (NGE, Vol Core) (cross-listed with POLS 456, POLS is primary)
14. LING 321 - Introduction to Old English (NGE, Vol Core) (cross-listed with ENGL 321, ENGL is primary)
15. LING 371 - Foundations of the English Language (NGE, Vol Core) (cross-listed with ENGL 371, ENGL is primary)
16. MUCO 290 - Soundscapes: Exploring Music in a Changing World (New Category for Vol Core, currently AH for GE2020 and will continue to be AH during the teach-out period; not yet approved for AH in Vol Core)
17. MUCO 380 - Music in World Cultures (New Category for Vol Core, currently WC under GE2020 and will continue to be WC during the teach-out period; not yet approved for WC in Vol Core)
18. MUCO 416 - Global Soundtracks (NC pending approval by UG Curriculum Committee, approved for WC, AH, and GCI in Vol Core) (formerly MUCO 414 - Music and Media)
19. POLS 456 - Latin American Government and Politics (NGE, Vol Core) (cross-listed with LAC 456, POLS is primary)
20. PORT 309 - Intermediate Conversation and Composition (NGE, Vol Core)
21. RCS 341 - Consumers in the Global Marketplace (NGE, Vol Core)

Engaged Inquiries (EI)
1. BCMB 482 - Physiology of Exercise (NGE, Vol Core) (cross-listed with KNS 480, KNS is primary)
2. BSE 402 - Design Project II (NGE, Vol Core)
3. EF 157 - Honors: Physics for Engineers I (New Category for Vol Core, currently NS for GE2020 and will continue to be NS for the teach-out period, not yet approved NS in Vol Core; note: the non-honors version has already been approved for EI)
4. EF 158 - Honors: Physics for Engineers II (New Category for Vol Core, currently NS for GE2020 and will continue to be NS for the teach-out period, not yet approved NS in Vol Core; note: the non-honors version has already been approved for EI)
5. HRT 361 - Issues and Trends in Consumer Service (NGE, Vol Core)
6. IE 404 - Industrial Engineering Design I (NGE, Vol Core)
7. KNS 332 - Applied Anatomy (NGE, Vol Core)
8. KNS 422 - Biomechanics of Human Movement (NGE, Vol Core)
9. KNS 480 - Physiology of Exercise (NGE, Vol Core) (cross-listed with BCMB 482, KNS is primary)
10. RCS 422 - Professional Experience in Retail and Consumer Sciences (NGE, Vol Core)
11. REED 430 - Elementary Literacy K-12 (NGE, Vol Core)
12. RSM 294 - Therapeutic Recreation Practicum I (NGE, Vol Core)
13. RSM 326 - Therapeutic Recreation Programming (NGE, Vol Core)
14. SPED 335 - Language and Literacy Development and Disorders (NGE, Vol Core)
15. THEA 262 - Fundamentals of Lighting Design and Technology (NGE, Vol Core)
16. THEA 373 - Introduction to Sound Design (New Category for Vol Core, previously approved for AAH in Vol Core)
Informational Items
The following items were discussed but did not require action by the committee. (See attached for additional details.)

- Several courses that have been approved as satisfying requirements under either the current general education curriculum or Vol Core have equivalents for repeat/replace purposes, but those equivalents have not been approved. If an equivalent course does not satisfy the same general education/Vol Core requirement, students who take the version without the GE/Vol Core designation would be disadvantaged. What should be done about these non-approved equivalent courses?
  - Is there a valid reason that both/all versions are not approved? For instance, does one version satisfy the learning outcomes of EI but the other version is taught differently so that it does not satisfy EI? If so, the courses would not be equivalent for general education/Vol Core purposes and advisors would need to be aware of this in order to guide students appropriately.
  - Should the non-approved version be evaluated and, if appropriate, approved under the same category as the approved version?
  - Should the non-approved version be archived? This would be a temporary solution. Archived courses can be reinstated without going through any approval process per the guidelines for archived courses as explained in the Curricular Submission Guide. If the non-approved course is archived and then reactivated, the problem of non-equivalency for the courses that are equivalent for repeat/replace remains and has the potential to negatively impact students.
  - Current courses that fall into this category are listed in the attachment to these minutes.
- Advisors have raised several questions about the transition to the Vol Core general education curriculum. The General Education Implementation Committee met to address these questions. Both the questions and the answers are in the attachment to these minutes.

Adjournment: The meeting was adjourned at 9:42 am.

Next Meeting: The next scheduled meeting will be held Wednesday, August 26, 2020, beginning at 8:30 with the venue to be determined.

Approval of Minutes: These minutes were approved via email on May 20, 2020.

Minutes Submitted by: Molly Sullivan

ATTACHMENT 1

Approved courses that have unapproved equivalent courses for repeat/replace purposes
Students could take the equivalent course to replace a grade but if they replace the grade in an approved GE/VC course with the unapproved course, they will lose the GE/VC credit. Here are the courses that need to be addressed:

<table>
<thead>
<tr>
<th>Approved Course</th>
<th>Area</th>
<th>Gen ed or Vol Core</th>
<th>Unapproved Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST 235</td>
<td>CC</td>
<td>GE</td>
<td>AFST 235S</td>
</tr>
<tr>
<td>ARTD 452</td>
<td>OC</td>
<td>GE</td>
<td>ARTD 452R</td>
</tr>
<tr>
<td>BUAD 453</td>
<td>EI</td>
<td>VC</td>
<td>BUAD 457</td>
</tr>
<tr>
<td>EEB 415</td>
<td>WC</td>
<td>VC</td>
<td>EEB 415R</td>
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<tr>
<td>ENGL 363</td>
<td>AAH</td>
<td>VC</td>
<td>ENGL 367</td>
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<tr>
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<td>AAH</td>
<td>VC</td>
<td>ENGL 368</td>
</tr>
<tr>
<td>GRDS 472</td>
<td>OC</td>
<td>GE</td>
<td>GRDS 472R</td>
</tr>
</tbody>
</table>
ATTACHMENT 2

Vol Core Advisor Questions
(Notes/Answers from Implementation committee meeting on 4-17-2020)

1. History - International students that did not study US History in their home country, currently take US History 221-222 for the State Law requirement on DARS and in Engineering this US 221-222 satisfies their Culture & Civilizations. Will this still work in Vol Core? (courses not applied yet)

   Answer: Yes.

   Possible Catalog wording:
   Undergraduate students who graduated from a high school outside the United States, and who complete HIUS 221-222 in order to satisfy the American History requirement imposed by the State of Tennessee, may apply HIUS 221 and HIUS 222 towards Volunteer Core requirements. For these students, HIUS 221 and HIUS 222 will each satisfy three hours of Global Citizenship US requirements. If a student who graduated from a high school outside the United States elects to substitute three hours of Tennessee history for either HIUS 221 or HIUS 222, the Tennessee history course will also satisfy three hours of Global Citizenship US requirements.

   These six hours will count for 1 course in the GCUS requirement and one course for the Expanded Perspectives Electives.

2. Gen ed petitions - If a student moves catalog year from existing 6 years to Fall 2021, are the existing Gen Ed petitions approved and in DARS allowed to be moved to the new catalog year? What do we do if the course approvals do not match existing Vol Core course approvals? What if Gen Ed categories are different?

   Answer: Whatever counts in the student’s current DARS will count in the new catalog; the petitions will be honored.

   The easiest of these are going to be courses in current categories that are in the same category in Vol Core. If the course has changed category, then the course will count for the new category. EX: course taken as OC is now an AOC course. The course will count as AOC. If the student wants the course to be counted for OC, they would talk to their advisor.

   “If the course was something and will be something, it will count as something.” - Chuck Collins

3. Minors - Some of our departments (Ex. EECS) are working on new minors that they plan to unveil in Fall 2021. This would mean that students wanting to do the new minor(s) would have to move to catalog Fall 2021 and this will have impacts on their Gen Ed/Vol Core. Is there any thought to unhooking the major/minors so they do not have to be on the same catalog year? Would there be a “grace period” of two semesters to allow students wanting to do the minor NOT have to change catalog year, but rather allow the minor with current catalog year?

   Answer: did not talk about this specifically, but goes under the question of ease of changing catalogs. Any course that is already counting as gen ed will still count for Vol Core. If the student took the course thinking it will count, it will still count.
4. **Gen ed petitions** - Will there be a “grace period” of two semesters in order to be more flexible with petitions to assist students in graduating? Will students be able to petition to have UTK courses that students have taken that were not on lists (such as upper division courses) count in Vol Core?

   **Answer:** Yes. When the student changes catalog, it the upper division course is now on a list, it will count in that new category.

5. **Petitions** - Will there be a new Gen Ed petition form or will Vol Core be added to the existing Gen Ed petition form?

   **Answer:** Yes. These forms will highlight that the petition is for Vol Core and have the new categories on the form. Ideally, these forms will be able to be completed and subcommittee electronically. Also, ideally, all categories in which the course is to count will be selected on the one form and then routed to all subcommittee chairs to be reviewed.

   We will need to talk to OIT about the possibility of having such a form. (RJ Hinde and Allison Connor will talk to Mark Savage/OIT about making this workflow form.)

   Also, subcommittee chairs are encouraged to put full reasons for denying petitions into the petition database. Advisors need to be able to communicate with students fully as to why a petition was turned down.

6. **Transfers** - Will the transfer equivalency tables be updated to reflect Vol Core AND still keep GEN ED for existing catalogs?

   **Answer:** Yes. Online it would be best to list what the course is counting for currently and how it would count in Vol Core.

   **Transfers** - Transfer students from TN community college partners should be strongly encouraged to stay and earn AS degree so that general education/Vol Core will be waived. Especially for students currently in the "pipeline." What is the communication plan for transfer partners?

   **Answer:** RJ Hinde has already talked to the Community colleges once in the fall and has plans to talk to them again this spring, showing the list of courses that have been approved. RJ is also working with Communications to develop a website with a list of all approved courses – for CCs as well as for our faculty when they are working on their revised curricula.

   Barb Murphy will also work on list of courses currently in gen ed, cross checking with those that have already been reapproved and in the pipeline.

7. **Honors** - The Engineering Advising Team is adamant that if a standard course is approved for Vol Core that the HONORS version of the same course is approved too. Otherwise there are multiple concerns about advising issues and also explanations to students. Just make it a rule- if standard course is approved so is the Honors version.

   Gen ed subcommittees will continue to ask and encourage proposers for courses that have honors versions to include both the regular and honors version of the course for consideration. Doing so helps with repeating courses and course equivalency.

   Gen ed will include in our list of classes those classes that have Honors versions that are not approved for Vol Core.

8. **Oversight** - Who is overseeing the curricula submitted to make sure they meet Vol Core?
Answer: Chuck Collin’s Vol Core checklist is now on the Vol Core website and will be used by areas when creating their curricula for Vol Core. This checklist will be included with curricula proposals so that Colleges, Molly Sullivan, Allison Connor and others will have an easy way to see what each Vol Core category is to be fulfilled in each new curriculum.

9. Announcement - What is the communication plan for current UT students about Vol Core?

Did not cover.