WELCOME TO TEACHING AT THE UNIVERSITY OF TENNESSEE

This guide is intended for those new to university teaching and for those transitioning to UT from teaching positions elsewhere. Included in this guide is information regarding teaching and learning support centers, academic policies, advising information, classroom locations, and the evaluation of students. The table of contents below provides easy to use links to specific topical areas by hovering over the section you need to go to and holding down the control key while you click (Ctrl + Click) to follow the link. Although no single guide is able to address all teaching concerns, this guide is a resource to help you find out what you need to know and who you may need to contact for teaching support. We are always interested in improving this document, so please feel free to make suggestions to the Tennessee Teaching and Learning Center.

The University of Tennessee Teaching Guide is an annual publication of the Tennessee Teaching and Learning Center (revised July 2009).

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UNIVERSITY VISION STATEMENT

The University of Tennessee, Knoxville intends to be the preeminent public research and teaching university linking the people of Tennessee to the nation and the world.

UNIVERSITY MISSION STATEMENT

As the state's flagship comprehensive research institution, UT Knoxville's primary purpose is to move forward the frontiers of human knowledge in order to enrich and elevate society. The mission of the University of Tennessee is to:

- Advance the community of learning by engaging in scientific research, humanistic scholarship, and artistic creation;
- Provide a high quality educational experience to undergraduate students in a diverse learning environment—promoting the values and institutions of democracy that prepare students to lead lives of personal integrity and civic responsibility in a global society;
- Prepare the next generations of skilled and ethical professionals by providing excellent graduate and professional education that allows graduates to compete in a diverse world market;
- Promote a campus environment that welcomes and honors women and men of all races, creeds, and cultures into an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity;
- Conduct research, teaching, and outreach to improve human and animal medicine and health;
- Contribute to improving the quality of life, increasing agricultural productivity, protecting the environment, promoting the well-being of families, and conserving natural resources;
- Offer a wide variety of off-campus educational and training programs, including the use of information technologies, to individual and groups;
- Partner with communities to provide educational, technical and cultural support to increase the livability of those communities; and
- Partner with industry and government to improve the quality of the workplace and to serve as an engine for economic and cultural development.
TEACHING AND LEARNING SUPPORT CENTERS

TENNESSEE TEACHING AND LEARNING CENTER (TENN TLC)

The mission of the Tennessee Teaching and Learning Center is to facilitate the continuing improvement of teaching and learning at the University of Tennessee, Knoxville. Tenure-track faculty, lecturers, adjuncts, and GTAs are all welcome to use the services of the Center. The TENN TLC’s focus reflects both the instructional needs of faculty and the learning process for the students. Individual consultation with faculty may include one or more of the following: (1) strategies to improve student engagement; (2) enrichment of course pedagogy; (3) improvement in learning assessment techniques; (4) redesign of courses; (5) interpretation of student evaluations; (6) improving speaking and listening skills; (7) methods to improve class discussions; (8) classroom observation; (9) and video recording and coaching.

The TENN TLC sponsors UT seminars and workshops on a regular basis, as well as customized workshops to individual departments and colleges. The Center provides a comprehensive New Faculty Teaching Institute in early August for all new assistant professors and lecturers across the university.

The TENN TLC houses both a print and electronic library of relevant materials regarding teaching and learning. Annually, it sponsors a set of faculty inquiry groups (FIGS) to focus on specific topics. These are facilitated by a senior faculty member with significant topic expertise. The Center also works directly with other teaching and learning support centers on campus (described below). Please direct your questions regarding the TENN TLC to the director, Dr. David Schumann, at tenntlc@utk.edu or (865) 974-3932.

STUDENT SUCCESS CENTER (SSC)

The mission of the Student Success Center is to ensure all students have the opportunity to succeed by providing campus leadership and advocacy for student success at UT and by identifying and implementing academic success programs that support progress toward graduation and enrich the undergraduate experience.

The Student Success Center works closely and collaboratively with faculty in order to provide professors, lecturers, and GTAs with various academic support resources including opportunities for students to work one-on-one with Academic Coaches who can assist, refer, and connect students to key resources and address any issues or concerns that may arise. In addition, the Student Success Center coordinates First Year Studies 101, the UT Experience course, National Scholarship and Fellowships program, Supplemental Instruction for mathematics, chemistry, biology, and engineering, fundamentals, UT Lead academic support program, academic success workshops and undergraduate academic appeals.

For more information on the Student Success Center, please see page 22 of this document and the SSC website: http://studentsuccess.utk.edu.

OFFICE OF INFORMATION TECHNOLOGY (OIT) AND INNOVATIVE TECHNOLOGY CONSULTING (ITC) SERVICES

The Office of Information Technology provides teaching support and consulting services for faculty. Innovative Technology Consulting (ITC) provides services related to Course Management tools (Blackboard and Centra), development assistance for course materials that reside online, personal response systems (clickers) support, research computing support, and workshops on instructional technology topics. OIT offers a centralized gateway to all service requests and inquiries though (865) 974-9900 and http://www.help.utk.edu. For more information about ITC, visit http://www.itc.utk.edu.

UT LIBRARIES

Subject librarians in the John C. Hodges Library (the main library), the Agriculture and Veterinary Medicine Library, the Music Library, and the Social Work Library (Nashville) serve as library liaisons to all academic departments. These subject specialists are available to deliver library instruction geared specifically to your courses and assignments and to provide research consultation for your students. Librarians also are available to develop customizable Library Research Guides for
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courses or special topics. These guides will link to the essential databases in your field, provide information on new library resources and services, and connect to subject librarians’ contact information. For the list of Library Research Guides go to http://libguides.utk.edu.

Schedule library orientations and tours for undergraduate classes or collaborate with a librarian to create research assignments. Subject librarians are available to teach upper level and graduate students how to use the many research materials and tools available through the UT Libraries.

Library Instruction Request Form http://www.lib.utk.edu/instruction/request.html
Subject Librarians Pages - http://www.lib.utk.edu/refs/reference/services.html

Located in the Hodges Library, faculty and students conveniently utilize the Commons (http://commons.utk.edu/), a jointly managed and staffed Libraries and Office of Information Technology learning space. Research Services librarians provide reference service (Commons North), in proximity to OIT Help Desk and Computer Support service (Commons South), a wide range of software applications and computer equipment, spaces for individual and group study, and loaner laptops configured to access the wireless network. Innovative Technology consultants staff an assistance desk (Commons South) for faculty who are integrating various technologies into their instruction. Digital Media Services (Room 209) provide a full range of digitization services to UT faculty, staff, and departments. Core services include conversion of analog and paper based materials into electronic text, digital images, streaming audio or streaming video. CD/DVD duplication, webcasting, copyright clearance assistance, and referrals to related media or technology services are also available at DMS. The Studio (Room 245) offers students a state-of-the-art lab for graphics, video and web production. Still and video cameras are available for checkout from the Studio. Library Media Services assists faculty with a wide array of media materials, equipment, and group viewing spaces. For further information about the Libraries services or to arrange for research or instructional services contact your subject librarian directly. A list is available at

http://www.lib.utk.edu/refs/reference/services.html. Assistance is also a click away at AskUsNow!: http://www.lib.utk.edu/askusnow/.

GETTING STARTED: PREPARING FOR YOUR CLASSES

PREPARING THE SYLLABUS

Whether you are a GTA, Lecturer, or Professor, you will receive your teaching assignment from your department head (or associate head) in advance. One of the most important instruments in your course preparation and design is the syllabus, which conveys course organization, learning objectives and instructor expectations. If you are teaching a section or sections of a multi-section introductory course, there may be a departmental syllabus or template and there will probably be a departmentally-organized orientation. If you are teaching an upper-division, graduate course or a lower-division course for which you are the only instructor, you will be responsible for constructing the syllabus. Before you begin, you should read the course description in the Undergraduate or Graduate Catalog (http://diglib.lib.utk.edu/dlc/catalog) noting specified content, pre-requisites and co-requisites.

You may wish to ask for copies of syllabi from earlier semesters and seek advice from your departmental colleagues. The course syllabus should give your name, office number, office hours, and contact information. Information about books and other material utilized (departmental offices have the forms used for ordering texts and desk copies of your textbooks) as well as a schedule of topics, lectures, discussions, etc., along with the schedule of quizzes, exams, and other assignments. The process for evaluating student performance and assigning grades should be described in detail and include information about how the course grades will be determined (the graded value of course assignments and the grading scale used to determine the final course grade).

It is often helpful to provide a section entitled “How to succeed in this course.” It may also be helpful to explicitly state your expectations for students regarding attendance, participation in class, working in teams (if appropriate), and the use of
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technology (cell phones, laptop computers, iPods, etc.
Please refer to the following website for more information and assistance:

It is important to reinforce your expectations for academic integrity. See Hilltopics (http://web.utk.edu/~homepage/hilltopics) for the university statement about plagiarism, academic honesty and classroom attendance. Many instructors include the honor statement below in their syllabus, which can be found at http://www.lib.utk.edu/instruction/plagiarism/honor.html. It states:

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

It is often helpful to provide specific examples of acceptable and unacceptable forms of collaboration and documentation. You may want to include this statement on your syllabus and to ask your students to sign a pledge statement sheet.

You may also decide to include a statement about drop deadlines. Key dates are provided on Circle Park Online (http://www.cpo.utk.edu) and on the University Registrar’s website at http://registrar.tennessee.edu/academic_calendar.

You must also include the following University Disability Statement, which states:

"Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Office of Disability Services at 865-974-6087 in Dunford Hall to coordinate reasonable accommodations for students with documented disabilities."

Finally, some faculty members have employed the technique of a tear-off page that requires the students to sign a statement stating that they have read and understand the expectations and policies described in the syllabus.

COURSE MANAGEMENT TOOLS AND FACULTY SUPPORT

Online@UT (Blackboard)
The University of Tennessee, Knoxville currently uses Blackboard software for online course management called Online@UT and it can be found at http://online.utk.edu. All students, faculty, and staff have access to Online@UT.

Faculty use of Online@UT requires completion of a certification workshop- CMS110: Introduction to Online@UT. This certification may be completed in a face-to-face 2.5 hour workshop, or in an online self-paced format. Individual tutoring for CMS110 is available upon request. CMS110 will acquaint you with the system's main functions and features, including posting content, creating online assessments, tracking grades, transferring documents, and fostering effective electronic communication (e-mail, discussion boards, and chats). There is a fast-track option available for experienced Blackboard users who are new to teaching with Blackboard at UT. Please contact OIT Helpdesk at (865) 974-9900.

CMS110 Registration is available online at https://itc.utk.edu/training/register. For additional information about Online@UT, visit http://online.utk.edu or schedule a consultation by calling the OIT Helpdesk at (865) 974-9900.

OIT also offers multiple workshops during the year to address using technology in your courses such as digital images, video clips, or audio files to engage your students. Other workshops may focus on posting your syllabus online to publicizing your research. These workshops are open to all teaching faculty at UT. For more information about Online@UT, OIT’s workshops, or OIT’s free services for faculty, visit http://oit.utk.edu, call (865) 974-9900, or complete a Helpdesk Contact Form at http://help.utk.edu.

Activating your Online@UT Course Site
Upon completion of CMS110 certification, you will need to activate the courses you are teaching. After accessing http://online.utk.edu, select the Course Activation Form <https://online.utk.edu/cgi-
bin/forms/forms_login.cgi?A>. The Course Activation Form allows you to select the specific sections you will be teaching. If you are teaching multiple sections of the same class, or have a class that is cross-listed with other departments, you can use the Combined Course Form <https://online.utk.edu/cgi-bin/forms/forms_login.cgi?C> to combine all of the sections into a new course site. You may also request a custom course site using our Custom Course Site Request Form <http://online.utk.edu/instructors/forms_custom.shtml>. There are many reasons you may need a custom site such as developing content in advance of a section number being available, allowing students to explore the online teaching process, or preparing a site for tenure review purposes.

**LiveOnline@UT (Saba Centra)**

Ever wish you could quickly create online group meetings, conduct office hours online, or offer special tutoring sessions online? LiveOnline@UT may have the solution for you. LiveOnline@UT is a powerful tool for online multiple-user interaction and course organization that includes real-time two-way audio, application sharing, web browsing, content viewing and markup, white boarding, and texting. The LiveOnline@UT (Centra) Building Block for Online@UT (Blackboard) allows instructors to create Centra events from within their Blackboard course sites. The Building Block gives instructors the ability to add a LiveOnline Event to Content Areas and lead these events from the resulting links within their Blackboard course site. Students enrolled in the course site are automatically given access to the online meeting via the link created by the instructor. These live sessions allow instructors to meet with students online to review course content, conduct virtual office hours, or facilitate other online meeting requirements. LiveOnline events can accommodate up to 50 people at one time, including the instructor, and are not currently available for recorded playback. If you are interested in learning more about LiveOnline@UT, please call 974-9900 or visit http://liveonline.utk.edu.

**Course Capture**

If you need to Webcast one or more class sessions or capture sessions for later use from time to time, OIT Initiative Technology Consulting maintains a classroom in 110 Hoskins that offers Webcasting and course capture capability via Mediasite. This technology can also be used to create supplemental presentations, to preserve presentations by guest lecturers, and for advance recording of review sessions prior to exams. This free service must be scheduled no less than 48 hours in advance and may not be available at certain times. OIT Engineering Services offers mobile Webcasting and course capture in any classroom with a wired internet connection. However, this service requires on-site technicians, and there is a fee structure to offset costs. Visit <http://web.utk.edu/~ites/capture.html> to learn more about course capture or request a session call (865) 974-9900 or complete a Helpdesk Contact Form at http://help.utk.edu.

**Using Personal Response Systems (Clickers)**

Remote-controlled polling devices, called clickers, have been quite successful in engaging students and enhancing their learning experience. Students send their responses to questions, via radio frequency (rf) technology, to a receiver connected to the instructor’s laptop computer. Software installed on the computer analyzes the data and instantly displays the results graphically; providing both students and faculty an immediate idea of what concepts might need further review or
preparation. Faculty use of clickers may include: taking attendance at the beginning of class, asking recall, processing, or application questions, and polling student opinions on controversial issues. While clickers furnish students and faculty with instant assessment of student understanding of material; faculty members have also observed that the use of clickers may increase student attendance, encourage better preparation for class, and enhance class participation via peer discussion and conceptual thinking. The ITC has a limited number of clickers for short-term loan to try out in your class(es).

The standardized clicker technology supported on the Knoxville campus is Turning Technologies’ TurningPointSystem. If you are interested in using clicker technology, call (865) 974-9900. You must also contact the UT Bookstore to order clickers for your class(es). Students only need to purchase one (1) clicker for all classes that utilize them. OIT staff will provide on-campus training, question structuring, and assistance developing interactive instructional strategies using clicker technology. For more information on using clickers, please visit: http://itc.utk.edu/technology/clickers.shtml.

Technology Enhanced Classrooms (TEC)
The Knoxville campus has more than 100 technologically enhanced classrooms with a range of equipment including connections for laptops, projectors, document cameras, VCR and DVD/CD disk players, and Smart Boards and Smart Symposiums. Classrooms vary in available equipment. To learn more about the types of technologies available, visit http://itc.utk.edu/classrooms.technology/
To report problems with TEC equipment, call (865) 974-9900.

OIT offers TEC training workshops at the beginning of each semester. Training is also provided in the Practice Presentation Room (Commons South) to UT faculty, staff, or students using equipment in OIT’s TECs across campus. Ad hoc training is available at any time. Call 974-9900 to schedule a session.

For User Guides on how to use room-specific equipment, visit http://itc.utk.edu/classrooms/technology/userguides.shtml

COURSE SCHEDULING

Semester Dates
The Academic Calendar for each year is established by a committee comprised of faculty, staff, and students. The Academic Calendar includes important dates for the academic year such as when classes begin and end, commencement dates, etc. The Academic Calendar is available on the Office of the University Registrar’s website (http://registrar.tennessee.edu) under the “Calendars” option. Specific deadlines established by the Office of the University Registrar for each term can also be found on Circle Park Online (https://cpo.utk.edu/CPOWEB/)

Class Times
Classes meet for 50 minutes on Monday/ Wednesday/Friday (M/W/F) and for 75 minutes on Tuesday/Thursday (T/TH), with some classes scheduled for three hours once a week, usually in the late afternoon or evening. The valid class times, as established by university policy, allow efficient use of space and accommodate student schedules. A copy of the valid class times schedule can be found in Appendix 1. These valid times are also available on the Office of the University Registrar’s website at http://registrar.tennessee.edu under “Faculty and Staff.” Do not reschedule your class meetings on your own. Deviation from valid class times is rarely allowed and requires written approval from your department head, college dean, and the provost’s office (see Appendix 1).

Scheduling and Giving Final Examinations
Final exams must be given during the final exam period at the scheduled time. No in-class written quizzes or tests counting more than 10 percent of the semester grade may be given in the last five calendar days before the study period. The study period, designated as “Study Day” in the Academic Calendar, is set aside for final examination study. There should be no assignments or projects due during this time. In cases where no final exam is given, alternative uses of the scheduled exam period may be designated by the instructor. The final exam schedule is listed on the University Registrar’s website for fall and spring semesters. Summer semester final exams are given during regular class meetings. Students are not required to take more than two written final exams on any
one day. The instructor(s) of the last non-departmental common exam(s) on that day must reschedule the student’s exam during the exam period. It is the obligation of students with such conflicts to make appropriate arrangements with the instructor at least two weeks before the end of classes. This final exam information is also available in the Undergraduate Catalog.

CLASS ATTENDANCE

It is the prerogative of the individual instructor to set the attendance requirements for a particular class. Students who attend class regularly earn better grades and faculty members are encouraged to develop policies and practices that will encourage regular attendance. Monitoring of attendance, letter grade deductions for absences beyond some specified number, and brief in-class written exercises are among the many ways by which effective faculty ensure regular attendance. Some departments have standard policies for all introductory courses.

Students are expected to attend class regularly (see Hilltopics). Students are expected to inform faculty of conflicts as soon as possible in each semester whenever official university activities such as musical or athletic performances, course-related field trips, and other events will conflict with scheduled classes. Faculty members are encouraged to seek accommodations that will allow students to participate in university-sanctioned activities. However, in no case is a faculty member required to provide accommodations that compromise the educational integrity of a course.

In the case of student-athletes, Southeastern Conference guidelines limit the number of athletic events that can be scheduled, and the number of days that a student can be asked to miss class because of such events, to no more than 20% of class meetings. In most sports, and especially in football, the number of conflicts between class times and competition schedules is far less than 20% and should not be used as an excuse for missing classes. However, in some sports, multiple conflicts do occur, and in some courses missing 20% of classes is inconsistent with a passing performance in the course. In these cases, students should be so informed when they present their athletic schedule to faculty at the beginning of the term (see Appendices 2 and 3).

The University of Tennessee tries to schedule final examinations and commencements in ways that recognize the religious diversity of our faculty, staff, and student body. However, it is inevitable that some conflicts arise and that some courses meet during periods of religious observation. Faculty members are expected to work with students of all faiths to accommodate course schedules and religious holidays. However, as is the case with university-sanctioned activities, faculty members are not required to provide accommodations that compromise the educational integrity of their courses.

MANAGEMENT OF CLASS ROLLS

Official class rolls are available electronically and may be sent to remote printers in each department through the registration system. Departmental schedulers also have the ability to print class rolls for instructors, as needed, in their department. You may also use Blackboard to get your class roster and may do so without obtaining CMS certification. Instructors can access an online version of the official course roster via their Online@UT (Blackboard) course site. This information is updated daily with information from the Office of the University Registrar. By completing the Online@UT Instructor of Record form available at http://online.utk.edu, you will be assigned to the course sites for all sections you are teaching and provided limited access to view the course roster and preview the course tools. For questions or assistance, contact the ITC at 974-9670 or e-mail itc@utk.edu.

Title IV Attendance Record

Federal financial aid regulations require that the university track class attendance of students who receive Title IV financial aid. Faculty are asked to monitor attendance of those receiving financial aid so the university can make efforts to retrieve money from students who fail to maintain the number of credit hours for which aid was disbursed. A printable version of the Title IV class roll is available online to departmental personnel who print class rolls.

Departmental personnel update Title IV attendance for fall and spring terms from the 15th day of classes until the 29th day of the term via UT GO or IMS. Faculty can also update Title IV information at
the end of each term as part of their grade entry process using UT GO. Title IV reporting for summer term is done at the same time as online grade entry.

The University will be using the new Banner Student Information System for Spring 2011 registration. Training sessions to learn registration basics and an introduction to the new format for academic histories can be scheduled by contacting Peggy Love – plove1@utk.edu.

Students who attend but are not registered
(Note: this information applies to fall and spring terms which are considered full term sessions. Different deadlines apply to mini-term and summer sessions.)

Sometimes students attend class but are not officially registered and, therefore, are not included on the official class roll. These students may be shopping for a course before they officially add it to their schedule. Students may add courses through the 10th calendar day, counted from the first day of classes, if seats are available. After the add deadline, permission of the instructor and department head are required for a student to add a course. Students are required to bring a completed Change of Registration Form (see Appendix 4) to the Office of the University Registrar, 209 Student Services Building, for processing. If this step is not accomplished early in the semester, students will not be listed on the final grade roll. Students who are not listed on the final grade roll will not receive credit for the course even though they may have attended regularly and completed course work. Some students attend closed classes even though they are not registered because they hope to be able to add. Faculty may add students to their courses up to the 10th day, but if they add more students than the assigned room will accommodate, they should check first to determine whether or not a room with the required new capacity is available. It is not acceptable practice to schedule courses with a lower enrollment capacity than is intended as it may not be possible to find acceptable rooms once classes have started, and it is equally unacceptable to add students when there is not enough seating.

The university registration system gives priority to students who are seniors and graduate students. There are very few cases in which seniors who need a course to graduate are prevented by lack of capacity from registering for the course. If students ask to add because they are graduating seniors, faculty should investigate to see if there are alternatives before they try to accommodate more students.

Students who attend but are not registered
(Note: this information applies to fall and spring terms which are considered full term sessions. Different deadlines apply to mini-term and summer sessions.)

Students who do not meet pre-requisites/co-requisites requirements
Pre-requisite and co-requisite requirements are listed in the catalog. However, they have not been enforced by our registration system until the implementation of Banner for the Spring 2011 registration. Therefore, some students registered for your course may not have met the requirements. It is up to instructors to determine whether or not students have the appropriate pre-requisites and co-requisites.

CHANGE OF REGISTRATION
(Students who want to drop the course)

Drop Policies
Full Term
• Students may drop courses until the 10th calendar day from the start of classes with no notation on the academic record for full term courses in the fall and spring.
• From the 11th calendar day until the 63rd calendar day, students may drop courses and will receive the notation of W (Withdrawn) for full term courses in the fall and spring.
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• The W grade is not computed in the grade point average.
• Courses may be dropped on the web at https://cpo.utk.edu/CPOWEB/.
• After the 63rd calendar day and to the 84th day of classes, undergraduate students may drop courses and will be assigned a WP (Withdrawn Passing) or a WF (Withdrawn Failing) for full term courses in the fall and spring. Instructor’s signature is required. The form, once signed, should be taken to the Office of the University Registrar for processing (see Appendix 5).
• The periods for add, drop, change of grading for sessions within the full term, summer, and mini term are determined based on a percentage of the equivalent deadline within the full term. See Timetable of Classes each term for exact dates on the Circle Park online website (https://cpo.utk.edu/CPOWEB/). Deadline dates may be adjusted if the deadline falls on a holiday, weekend day or spring recess.
• Failure to attend a course is not an official withdrawal and will result in the assignment of a grade of F.

Mini Term
• Students may drop courses until the 2nd calendar day from the start of classes with no notation on the academic record.
• From the 2nd calendar day until the 7th calendar day, students may drop courses and will receive the notation of W (Withdrawn). The W grade is not computed in the grade point average. Courses may be dropped on the web (https://cpo.utk.edu/CPOWEB/).
• After the 7th calendar day and the 15th day of classes, undergraduate students may drop courses with the instructor’s permission (signature) and will be assigned a WP (Withdrawn Passing) or a WF (Withdrawn Failing). The form, once signed, should be taken to the Office of the University Registrar for processing (see Appendix 5). After the 15th day, no drops are permitted. (The only exceptions to the stated deadlines for add and drop occurs during summer and other special sessions. Students should consult the academic calendar for the appropriate deadlines.)
• Failure to attend a course is not an official withdrawal and will result in the assignment of an F grade.

Withdrawing from the University
Through the Fall 2010 semester students who need to leave the university before a term is finished must apply for withdrawal in the Office of the University Registrar. The word “withdrawn” will be posted on the transcript. Students must withdraw prior to the last day of classes for the term. After the last day of classes (the 105th day), no withdrawals are permitted.

Beginning with Spring 2011 semester, students may request a complete withdrawal from the university online through the 63rd calendar day of the term. After the 63rd calendar day, students that need to withdraw must apply for withdrawal in the Office of the University Registrar. The word “withdrawn” will be posted on the transcript. Students must withdraw prior to the last day of classes for the term. After the last day of classes (the 105th day), no withdrawals are permitted.

FACULTY RIGHTS
Standards of conduct for students are outlined in Hilltopics, The Student Handbook, published annually by the Office of the Dean of Students. Hilltopics is also available online on the UT website (http://dos.utk.edu/hilltopics). This handbook is essential reading for all instructional faculty members. As an instructor in a classroom, you have the right to expect students to comply with these standards. In any case of obstruction or disruption of teaching, you have the right to ask the disruptive student(s) to leave the classroom. In the case of an emergency, you may call (865) 974-3114 to contact security. Please report such instances to the Dean of Students (865) 974-3179.

WORKING WITH DISTRESSED STUDENTS
Should you encounter a student who seems distressed or who is causing discomfort or alarm to you and/or other students, please follow the protocol contained in this document (Appendix 7).

Specifically, if a student is threatening immediate harm to self or others, call 911. If a threat is not immediate but you are still concerned that the student may harm self or others, call the Office of the Dean of Students (865) 974-3179 and the Student Counseling Center (865) 974-2196. If you would like assistance in assessing the
VALID GRADES

UNDERGRADUATE GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Level</th>
<th>Quality Points/Credit Hour</th>
<th>Affect GPA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
<td>Yes</td>
</tr>
<tr>
<td>A-</td>
<td>Intermediate Grade</td>
<td>3.7</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.5</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>Intermediate Grade</td>
<td>2.7</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>Fair</td>
<td>2.5</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
<td>Yes</td>
</tr>
<tr>
<td>C-</td>
<td>Unsatisfactory</td>
<td>1.7</td>
<td>Yes</td>
</tr>
<tr>
<td>D+</td>
<td>Unsatisfactory</td>
<td>1.3</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>1.0</td>
<td>Yes</td>
</tr>
<tr>
<td>D-</td>
<td>Unsatisfactory</td>
<td>0.7</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td>Yes</td>
</tr>
<tr>
<td>I*</td>
<td>Incomplete</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>IW*</td>
<td>Incomplete Due to Writing</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn Passing</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

*Grades of I or IW which are not resolved within one calendar year are changed to F and are computed in the grade point average.

process. The web-based academic progress reporting system provides a tool for university academic support staff and academic advisors to request feedback and advice from faculty concerning first-year students’ academic performance in a course. Academic performance includes attendance, homework completion, motivation, engagement with courses, and grades. All first-year students are automatically enrolled in early alert.

How FYI Works
1. At two points in the semester, faculty/instructors are asked to provide performance data and advice, via the Blackboard web-based system, for first-year students and students in specific academic support programs.

2. Students and university academic support staff view and discuss faculty/instructor feedback provided in the web-based system.

3. Based on early alert information provided by the faculty/instructors, academic support staff and advisors can help students to access appropriate resources and reposition students for academic success.

ACADEMIC DISHONESTY
Faculty members who encounter academic dishonesty in a student’s work or suspect that a student has plagiarized the work of another, should review the procedure on Academic Dishonesty in Hilltopics, the student handbook, and, if necessary, seek further guidance from the department head or from the Office of Student Judicial Affairs (865) 974-3171.

Requirement of Notification
Before assessing any penalty, the instructor shall notify, in writing, countersigned by the department head, any student to whom a penalty is to be assigned, pointing out to the student the penalty and the route of appeal. Copies shall go to the Office of the Dean of Students, the administrative head of the instructor’s academic unit, and where different, the head of the academic unit in which the student is enrolled. A sample letter of notification is included in Appendix 8.
SUBMITTING GRADES

UT GO or Grades Online is the University of Tennessee’s web-based grade and Title IV entry system that allows you to enter grades from anywhere you can access the Internet. Entry into UT GO requires your NetID and NetID password. If you do not know your NetID and NetID password, please visit the University Registrar’s website and choose “IDs and Passwords” for more information.

You can access UT GO from the UT homepage A-Z index and choosing G for Grades/Faculty. You may also visit the Faculty & Staff section of the Office of the University Registrar’s website. Please carefully read the “Welcome to UT GO” page as it provides information on using the grade entry system.

Incompletes

Students who are failing a course sometimes ask faculty to give them an Incomplete (I) so that they can repeat the course later and do better. This is an inappropriate use of the grade of “I”. The grade of Incomplete is to be awarded only when a student has satisfactorily completed a substantial portion of the course but cannot complete the course work for reasons beyond their control, such as serious illness. The “I” grade is not to be issued in lieu of the grade “F”. Faculty set the terms for the removal of the “I”, including the time limit for removal. However, if the “I” grade is not removed within one calendar year or upon graduation, it will be changed to an “F” and count as a failure in the computation of the grade point average. Students may not remove an “I” by re-enrolling in the course.

Grades for Graduate Students

Courses numbered 500-699 are eligible for letter grade only, except where the Graduate Catalog indicates Satisfactory/No Credit only or optional Satisfactory/No Credit or letter grade. Veterinary Medicine courses are letter grade only except where noted as Satisfactory/No Credit only. Law courses are numeric, except where noted otherwise. There are further restrictions regarding the use of Satisfactory/No Credit graded courses, including the number of hours that may be used toward any degree program.

No graduate student may repeat a course for the purpose of raising a grade received. A graduate student may not do additional work or repeat an examination to raise a final grade. A change of grade may occur only in cases of arithmetical or clerical error. An instructor may not initiate a change of grade as a result of a reevaluation of the quality of the student’s performance or as a result of additional work performed by the student.

Grades that do not influence grade point average are P/NP and S/NC. These grades carry credit hours but no quality points. P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress. S indicates satisfactory grading and NC indicates no credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Level</th>
<th>Quality Points/Credit Hour</th>
<th>Affect GPA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>Better than Satisfactory</td>
<td>3.5</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3.0</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>Less than Satisfactory</td>
<td>2.5</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Well Below Standard</td>
<td>2.0</td>
<td>Yes</td>
</tr>
<tr>
<td>D*</td>
<td>Clearly Unsatisfactory</td>
<td>1.0</td>
<td>Yes</td>
</tr>
<tr>
<td>F*</td>
<td>Extremely Unsatisfactory</td>
<td>0.0</td>
<td>Yes</td>
</tr>
<tr>
<td>I**</td>
<td>Incomplete</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Equivalent to B or Better</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Progress toward Completion</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>No Progress toward Completion</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

* Cannot be used to satisfy degree requirements.
** Grades of I which are not resolved within one calendar year are changed to F and are computed in the grade point average.
NOTIFYING STUDENTS OF GRADES

Grades begin displaying at CPO (https://cpo.utk.edu/CPOWeb/) as soon as instructors submit them. CPO reflects grade changes or grades that have been submitted after the printed deadline for due grades. The staff in the Office of the University Registrar often receive questions about an assigned grade or more information may be needed before grades can be entered. It is a good idea to leave a copy of your grades with someone in your department’s main office who can answer questions for you if you are not available.

Grade Appeals

Students have the right to ask course instructors to verify the correctness of course grades. It is expected that in the vast majority of cases, disputes over grades will be settled in discussion between the instructor and the student. However, there is also an appeal process for undergraduate and graduate students. Grades may be appealed for one or more of the following reasons:

1. A clearly unfair decision (such as lack of consideration of circumstances beyond the student’s control, e.g., a death in the family, illness or accident);
2. Unacceptable instruction/evaluation procedures (such as deviation from stated policies on grading criteria, incompletes, late paper, examinations, or class attendance);
3. Inability of instructor to deal with course responsibilities; or
4. An exam setting which makes concentration extremely difficult.

The student must take the following steps to appeal a grade:

The Appeals Procedure

Instructor Level

The student should first consult with the instructor and if agreement cannot be reached, the student may appeal to the department head. If the student believes the grade assignment was based on criteria other than academic, such as race, gender, religious beliefs, national origin, age or handicap, then the student should make an appeal in writing to the Office of Equity and Diversity with a copy to the department head.

Departmental Level

If the student appeals to the department head after attempts to resolve the matter with the instructor have failed, it is the responsibility of the department head to determine the circumstances surrounding the assignment of the grade.

If the department head has reason to believe that none of the four academic conditions specified above apply, then the department head should encourage the student to accept the assigned grade. If the student wishes to pursue the appeal further, he or she may appeal in writing to the dean of the college in which the department is located.

If the department head has reason to believe that any of the four conditions do apply, then the instructor should be encouraged by the department head to reconsider the grade. If the instructor elects not to change the grade, then the department head will appoint a committee of at least three faculty members to review the matter. This committee will be charged with making a timely recommendation to the department head concerning the student’s grade. The student must submit a written appeal for the committee’s consideration or for any appeal made beyond the departmental level. If the departmental committee’s recommendation is that the student’s grade should be higher than the one assigned and the instructor still elects not to assign the recommended higher grade, the department head will assign the grade of pass, or, at the student’s option, he/she may accept the existing grade. In such a case, all other restrictions to use of the grade to satisfy graduation requirements are waived. If the departmental committee’s recommendation is that the student’s grade should not be higher than the one assigned, the department head will inform the student that the appeal has been denied.

College Level

If the student wishes to pursue the appeal further, he or she may appeal in writing to the dean of the college in which the department is located. It is the responsibility of the dean to determine the circumstances surrounding the assignment of the
grade. After reviewing the appeal, the dean may grant the appeal, deny the appeal, or appoint a committee to review the appeal similar to the process outlined on the departmental level. If the Dean grants the appeal, a grade of pass will be assigned, or, at the student’s option, he/she may accept the existing grade. In such a case, all other restrictions to use of the grade of pass to satisfy graduation requirements are waived. If the Dean determines that the student’s grade should not be higher than the one assigned, the Dean will inform the student that the appeal has been denied.

Undergraduate Council Level

The student may forward to the Associate Vice Provost for Academic Affairs and Chair of the Undergraduate Council a statement requesting a review of the student’s complaint concerning his or her grade. The appeal must be written and must be based upon one or more of the four allowable grounds, explaining in detail why the appeal is based upon these grounds. No appeals will be accepted via fax or e-mail. The appeal must be sent via mail or hand delivered and must include a signature. Appeals can be mailed to The Student Success Center, Attention Appeals Committee; 1817 Melrose Ave.; University of Tennessee; Knoxville, TN 37996-3707.

First, the Associate Vice Provost for Academic Affairs will consult with the student and the college office to determine that the appeal does in fact fall under the jurisdiction of the Undergraduate Council and has been brought forward in the proper form, Then he or she will forward the appeal to the Appeals Committee of the Undergraduate Council for review. Second, the dean, department head, course instructors, and the student will be notified that the Appeals Committee has the case under review. Upon receipt of the appeal, the chairperson of the Appeals Committee will call a special meeting of the committee for purposes of hearing the appeal. The chair will invite the student, the instructor, and the department head to appear in person if they choose or to supply a written statement (in the student’s case this statement will already have been provided). The committee will maintain minutes of the hearing. After hearing the appeal, the Appeals Committee will vote as to whether the grade should be overturned. A majority vote will constitute the decision of the committee. A tie vote will be decided by the chair. The decision of the Appeals Committee will be relayed by the chair of the committee in writing to the principals.

If the appeal has been denied by the Appeals Committee, the student may appeal to the full Undergraduate Council. If the council denies the appeal, the grade stands.

If the student’s appeal is upheld by the Appeals Committee, the instructor may appeal to the full Undergraduate Council. If the council holds for the instructor, the grade stands. If the student’s appeal is upheld by the Appeals Committee and there is no appeal by the instructor to the full Undergraduate Council, or if the instructor does appeal to the full Undergraduate Council and the council holds for the student, the instructor may either elect to change the grade to a higher grade or refuse to do so. If the instructor refuses to change the grade, the chancellor will instruct the University Registrar to change the course grade to Pass.

In all cases of appeal to the full Undergraduate Council, the chairperson of the Undergraduate Council will notify the student or instructor, in writing, of the council’s decision and if applicable, of the right to further appeal in accordance with Article 5, Section 7, of the University Bylaws: Officers, faculty and staff members, students, employees, alumni, and all other officers who feel that they may have a grievance against the university shall have the right of appeal through the chancellor or vice-president to the president of the university.

An appeal to the chancellor must be filed within 60 days of the Undergraduate Council decision.

Graduate students seeking formal appeal through the Graduate Council should review the appeal process at [http://gradschool.utk.edu](http://gradschool.utk.edu).

Submitting Grade Changes

Grade changes must be submitted to the Office of the University Registrar on an official Graduate/Undergraduate Supplementary Grade Form. All student information and proper signatures must be completely and accurately submitted. Signatures of the instructor and department head are required; a departmental signature stamp will not be accepted. Students
MAY NOT deliver their own grade changes. You should submit these forms in a sealed envelope via campus mail or hand deliver them to 209 Student Services Building (see Appendix 6).

Undergraduate Grade Change Policy (effective Fall 2009)
A change of the final course grade may occur in cases of arithmetical or clerical error, removal of a grade of incomplete, or as the result of a successful grade appeal. An undergraduate student may not submit additional work, rewrite an assignment, nor repeat an examination to raise a final grade.

Grade Confidentiality
Your Net ID and password may not be shared with anyone. This account is set up for your use only. You may not log anyone else on to UT GO with your Net ID and password. You may not leave your account active while you are out of your office. To secure your account, you must either log off the system or protect your PC with a password (e.g. screensaver password). Violation of this policy could result in revocation of access to SIS and disciplinary action up to and including termination of employment. As a faculty member or GTA, you will be asked to sign the following if you request access to student records:

"The confidentiality of education records is governed by The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, as amended, and its implementing regulations, and the confidentiality provisions of the Tennessee Public Records Act, Tenn. Code Ann. § 10-7-504 (a)(4). Absent the student's written consent, review and approval by the Chancellor, the Dean of Students, the Assistant Provost (Enrollment Services), or the University Registrar (or their designees) is required for the exercise of the statutory exceptions to the confidentiality of education records, including any lawful disclosure to non-university persons or agencies and disclosure under emergency circumstances."

Confidentiality: I understand that under mandate of federal and state laws identified on this form, university policy protects the confidentiality of education records (including student academic histories) and information contained in education records. Without the student's written consent, I will not disclose education records or information contained in education records (1) to any person or organization outside the university or (2) to any office or individual within the university community unless that university office or individual has been determined by the university to have a legitimate educational interest. I will keep the records and information I retrieve in such a way that they cannot be accessed by unauthorized persons, and when no longer needed for the purpose(s) described below, I will destroy all copies so that they are no longer recognizable. I will use the education records and information in those records solely for legitimate educational purpose(s) related to my university employment.

By accepting below, I certify that I understand and will comply with the above-stated limitations on disclosure and use of all education records I access herein. I understand that failure to comply with these limitations is a violation of university policy subject to disciplinary action up to and including termination of employment. I further understand that failure to comply with the restrictions outlined on this form concerning security of my Net ID and password is a violation of university policy subject to revocation of SIS access and disciplinary action up to and including termination of employment.

_____ I agree
_____ I do not agree

FERPA/Privacy Policies
FERPA – The Family Education Rights and Privacy Act of 1974 (federal law) – is commonly known as the Privacy Act or the Buckley Amendment. This law is designed to protect the privacy of educational records, establish the rights of students to inspect their records, and provide guidelines for correcting inaccurate data. It is important to note the “Faculty Don'ts” regarding FERPA. Learn more about FERPA on the Office of the University Registrar’s website at http://registrar.tennessee.edu/records/privacy.shtml

Student Privacy
In accordance with FERPA, the University of Tennessee may disclose public/directory information from the educational records of a student who is in attendance at UT. However, anyone has the right to refuse to permit the university to disclose directory information. Students wishing to invoke directory exclusion may visit the “Student Records” section of the Office of the University Registrar’s website
Welcome to Teaching at the University of Tennessee

(http://registrar.tennessee.edu/records/request_privacy.shtml) to utilize the form entitled "Request Privacy."

The completed form should be mailed or brought to the Office of Student Data Resources, 218 Student Services Building, Knoxville TN 37996-0200. The fax number is (865) 974-6341. Students who have questions about the exclusion process or who need to discuss procedures for more stringently ensuring privacy may call the Office of Student Data Resources at (865) 974-2108.

Faculty Don’ts” regarding FERPA

- Don’t at any time use the Social Security Number (SSN) or student ID of a student in a public posting of grades.

- Don’t link the name of a student with his or her SSN or student ID in any public manner.

- Don’t leave graded tests or papers in a stack for students to pick up by sorting through tests or papers of other students.

- Don’t circulate a printed class list with names and SSN or student ID or grades as an attendance roster.

- Don’t discuss the progress of any student with anyone outside of the university (including parents/guardians) without the consent of the student. Please note that faculty responses to FYI requests for updates on student performance in a course are allowed under the FERPA legitimate educational access clause.

- Don’t provide anyone with lists of students enrolled in your class for any commercial purpose.

- Don’t provide anyone with student schedules or assist anyone other than UT employees in finding a student on campus.

If you are ever unsure about providing information about a student, please contact the Office of the University Registrar for assistance.

UNDERGRADUATE ACADEMIC ADVISING

One of the most important activities in which a student engages while at the university is academic advising. Also referred to as academic planning, academic advising is a time for a student and an advisor to discuss academic and career goals, to explore options, to make informed decisions about an educational plan, and to evaluate those decisions on a regular basis. Faculty’s role in academic advising is determined within specific colleges and departments.

At the top of the next page, please find a table reflecting information on the different college advising offices.
All students who have earned fewer than 30 hours at UT or are on Academic Probation are required to meet with an advisor during each main term of the academic year. All other students are required to consult an advisor for a substantial conference during a designated term each year. Students who do not have their required advising conference will not be permitted to register for the next semester.

Each of the nine undergraduate colleges has a center or advising coordinator devoted to academic planning and assistance (see chart above). http://www.utk.edu/academics/advising/

**DARS (Degree Audit Reporting System)**

DARS is a computer application that tracks a student’s academic progress toward graduation. After a major has been declared, students and faculty use the system by running a DARS audit. An audit lists all the courses a student has taken at UT, as well as any courses that have been transferred in to the university. The audit shows how the completed courses factor into the chosen major. The university uses the DARS audit to certify students for graduation and colleges use audits as a primary advising tool. A DARS audit also lists the courses that need to be taken, making it a great tool in planning for future semesters.

DARS allows a student and advisor to investigate alternative majors by submitting a “What If” audit. The “What If” audit functions similarly to a standard audit by using courses a student has taken and factoring them into the curriculum of the proposed major providing the student and advisor an idea of where the student stands in respect to completing the proposed degree.

The DARS system is managed by the Office of the University Registrar. Currently, DARS is available only to undergraduate students. Students can request DARS reports from the Office of the University Registrar (209 Student Services Building), college advising offices, departmental representatives, their advisors or they can print their own audits from the web.

Complete instructions on how to interpret DARS reports can be found at the University Registrar’s website at http://registrar.tennessee.edu/dars.

Advisors can access DARSweb at https://darsweb.utk.edu/ or through the CPO (Circle Park Online) webpage. Security approval to access students’ DARS reports may be obtained by completing a “DARSweb faculty Advisor Access Request” form found on the webpage of the University Registrar.

**REGISTRATION**

Students register and search for courses online at Circle Park Online (CPO) at https://www.cpo.utk.edu/CPOWEB/. CPO is available from 7:00 a.m. to 3:00 a.m. Monday –
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Thursday, 7:00 a.m. to 12:00 a.m. on Friday, 7:00 a.m. to 3:00 a.m. on Saturday and 12:00 p.m. to 3:00 a.m. on Sunday. In addition to registration, students can also change their address; confirm attendance; pay fees; order transcripts; and view grades at CPO. The full text timetable is available 24 hours a day, 7 days a week for viewing of course offerings on the Office of the University Registrar homepage, and also on CPO.

**Fees/Bursar Information**

University fees and other charges are determined by the Board of Trustees and are subject to change without notice. All student fees are due in advance. The Bursar’s Office website contains fee and payment information and is located at [http://web.utk.edu/~bursar](http://web.utk.edu/~bursar). You may contact the Bursar’s Office by calling (865) 974-4495 or visiting campus offices at 211 Student Services Building or 128 University Center.

**REFERRALS TO STUDENT SERVICES**

When teaching and advising, it is useful to remember that there are many support services available to students on campus.

**CAREER SERVICES**

Career Services provides career-related programs, resources, and services to students and alumni. It offers individuals the opportunity to explore majors and related career fields, plan and implement career goals, prepare for a job search, conduct on-campus interviews with employers, and identify off-campus employers through various resource materials.

Students can find help selecting or changing majors and identifying career fields of interest through courses, workshops, or vocational assessments. Individual appointments with staff can be scheduled to discuss career inventory results, ask questions, and obtain career-related information. Career Services also offers students a one-credit course, Counselor Education and Counseling Psychology 205: Exploring Majors and Careers, designed to help with choosing a major.

Approximately 200 organizations conduct more than 5,500 on-campus interviews each year. To help students prepare for these and other types of job interviews, workshops on topics such as résumé writing and interviewing skills are offered on a regular basis.

Contact Career Services, 100 Dunford Hall, (865) 974-5435 or see [http://career.utk.edu](http://career.utk.edu) for more information.
### FREE TUTORIAL CENTERS

(Check for updates at [http://studentsuccess.utk.edu/support/tutoring/](http://studentsuccess.utk.edu/support/tutoring/))

<table>
<thead>
<tr>
<th>Tutorial Center Location</th>
<th>Services Provided</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Tutoring for Architecture students (provided by Tau Sigma Delta Honor Society)</td>
<td>Contact Laurie Roberson, Architecture Advising Office, (865) 974-3258</td>
</tr>
<tr>
<td>Black Cultural Center</td>
<td>Tutoring for select 100 and 200 level courses in math, chemistry, biology, and</td>
<td>Mon.-Thurs.: 8 a.m. – 7 p.m.</td>
</tr>
<tr>
<td>1800 Melrose Avenue</td>
<td>foreign languages</td>
<td>Fri: 8 a.m. – 10 p.m.</td>
</tr>
<tr>
<td>(865) 974-6861</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://web.utk.edu/~omsa/">http://web.utk.edu/~omsa/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry Tutorial Center</td>
<td>Tutoring for students enrolled in general chemistry</td>
<td>Call (865) 974-3413 or go to 514 Beuhler Hall for hours.</td>
</tr>
<tr>
<td>514 Beuhler Hall</td>
<td></td>
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</tr>
<tr>
<td>Educational Advancement Program</td>
<td>Tutoring for EAP students</td>
<td>Arranged. Call EAP to discuss.</td>
</tr>
<tr>
<td>201 Aconda Court</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(865) 974-7900</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://web.utk.edu/~tracyb/EAPHomepage.html">http://web.utk.edu/~tracyb/EAPHomepage.html</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>Help sessions for students enrolled in select engineering courses.</td>
<td>See <a href="http://ef.engr.utk.edu/">http://ef.engr.utk.edu/</a></td>
</tr>
<tr>
<td>Math Tutorial Center</td>
<td>Tutoring for students enrolled in any math course to level 142.</td>
<td>Call (865) 974-2462 for current hours.</td>
</tr>
<tr>
<td>322 Ayres Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(865) 974-0469</td>
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</tr>
<tr>
<td><a href="http://www.math.utk.edu">http://www.math.utk.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics Tutorial Center</td>
<td>Tutoring for undergraduates enrolled in several 100 and 200-level physics</td>
<td>See website for hours.</td>
</tr>
<tr>
<td>Rooms 201/203 Nielsen Physics Building</td>
<td>courses.</td>
<td></td>
</tr>
<tr>
<td>(865) 974-3342</td>
<td></td>
<td></td>
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<tr>
<td>Supplemental Instruction</td>
<td>Help sessions for students enrolled in select math, biology, chemistry, and</td>
<td>Weekly session schedules available online. Individual assistance available daily.</td>
</tr>
<tr>
<td>812 Volunteer Blvd</td>
<td>engineering courses.</td>
<td></td>
</tr>
<tr>
<td>(865) 974-6641</td>
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<tr>
<td><a href="http://studentsuccess.utk.edu/support/supplemental/">http://studentsuccess.utk.edu/support/supplemental/</a></td>
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</tbody>
</table>
Welcome to Teaching at the University of Tennessee

<table>
<thead>
<tr>
<th>Tutorial Center Location</th>
<th>Services Provided</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thornton Center</td>
<td>Tutoring for student-athletes</td>
<td>Arranged</td>
</tr>
<tr>
<td>1801 Volunteer Blvd.</td>
<td></td>
<td></td>
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<tr>
<td>(865) 974-1250</td>
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<tr>
<td><a href="http://www.thorntoncenter.com">http://www.thorntoncenter.com</a></td>
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<tr>
<td>Writing Center</td>
<td>Individual assistance with writing</td>
<td>Call the Writing</td>
</tr>
<tr>
<td>211 Humanities &amp; Social Sciences</td>
<td>available for ALL undergraduate and</td>
<td>Center or check the</td>
</tr>
<tr>
<td>Library Reference,</td>
<td>graduate students.</td>
<td>website for hours.</td>
</tr>
<tr>
<td>Room 135G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(865) 974-2611</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://web.utk.edu/~engligh/writing/writing.shtml/">http://web.utk.edu/~engligh/writing/writing.shtml/</a></td>
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</tbody>
</table>

If the free tutoring services listed above do not provide tutoring for a student’s particular needs, contact the college or department to arrange private tutoring. The Student Success Center Tutor/Learning Assistance web site (http://studentsuccess.utk.edu/support/tutoring) lists current information for departmental and college tutor contacts and services. http://edtech.tennessee.edu/projects/tutoring/ Students will need their NetID and password to log on to the Tutoring@UT Database site.

DISABILITY SERVICES
The Office of Disability Services seeks to eliminate the barriers persons with disabilities encounter and to work with them to achieve and maintain individual autonomy. The program’s primary objective is to provide faculty, staff and students with access to the academic, social, cultural, and recreational opportunities of the university.

The program can be of service to any student to the extent that his/her individual needs are made known. In order to receive services, a student must provide the office with documentation obtained within the last three years. Students should contact Disability Services prior to registration to enable them to assess better the need for interpreters, readers, accessible facilities, and other support services. Requests by enrolled deaf students for interpreting services must be made to Disability Services at least one month prior to the beginning of the semester.

Instructors will be notified by ODS if a student in a specific course requires accommodations. The student will give the instructor a letter from ODS that specifies what accommodations are needed by the student. ODS provides specific information for instructors on its website, http://ods.utk.edu.

Contact Disability Services in person at 2227 Dunford Hall, 915 Volunteer Blvd by phone at (865) 974-6087 (v/tty), via e-mail at ods@utk.edu, or online at http://ods.utk.edu.

EDUCATIONAL ADVANCEMENT PROGRAM (EAP)
The Educational Advancement Program is designed for students with demonstrated academic need who are also first-generation college students, from low income families, or who have physical or learning disabilities. The Educational Advancement Program

- Assists entering students deficient in the basic skills and academic preparation necessary for successful university work.
- Offers special sections of mathematics and chemistry.
- Offers tutorial assistance free of charge to program members.
- Provides academic advising and counseling.

Contact the Educational Advancement Program, 201 Aconda Court, (865) 974-7900.
MATH TUTORIAL CENTER
The Math Tutorial Center, located in 101 & 109 Temple Ct., offers free individualized help on a walk-in basis to students enrolled in 100-level math courses. Tutors help students find mistakes, answer questions about concepts, and check work for errors.

Contact the Math Department, (865) 974-2461, or online at http://math.utk.edu.

MINORITY STUDENT AFFAIRS (ACADEMIC SUPPORT UNIT)
The Tutorial Program provides free tutoring for students who have determined a need for academic assistance. A student can stop by the Black Cultural Center and complete an application. A letter will be sent to the student with the name and phone number of the assigned tutor.

Contact the Office of Minority Student Affairs, (865) 974-6861, or online at http://web.utk.edu/~omsa/.

STUDENT COUNSELING SERVICES
The Student Counseling Center provides confidential support for any personal, emotional, or academic concern. The center is staffed by professionals who provide group or individual therapy and workshops on various topics (e.g., study skills, test-taking strategies, and time management).

Students may find out about the therapy services by coming to the center for an interview during walk-in hours: Monday - Friday, 10:00 a.m.–11:30 a.m. and 1:00 p.m.–3:30 p.m.

The center staff also teaches courses intended to enhance academic performance and personal relationships. Course offerings may be found in the Timetable of Classes each term under Counselor Education and Counseling Psychology 205: Student Development. The courses are offered for S/NC credit, and students receive one credit hour. Stress Management, How to Study, Take Charge of Your Life, and Seminar on Personal Relationships are courses that are offered each term.

In addition, the Student Counseling Center staff provides individual consultation to students concerning academic difficulties, test-taking anxiety, and time management.

The university has an established protocol that may be used as a guideline in working with distressed students. The protocol addresses the characteristics to look for in students you believe may be a risk to themselves or to those around them. Faculty should be familiar with the protocol in the event they need to use it. Please see the “Protocol for Helping Distressed Students” (Appendix 7).

NOTE: Staff members of the Student Counseling Services Center do not use e-mail to communicate confidential information. Further, we cannot guarantee that e-mail messages will be read regularly or within a given period of time. It is especially important to note this in case of an emergency situation.

If you have a need to communicate about matters other than scheduling, please contact the office in person at 900 Volunteer Blvd. or by phone at (865) 974-2196.

THORNTON ATHLETICS STUDENT LIFE CENTER
The purpose of the Thornton Center is to provide academic support, educational and life skills programs, and a learning environment in which all student athletes have the opportunity to achieve their academic and personal goals. The center also encourages student athletes' participation in the many enriching opportunities available at the university and in the surrounding community.

Academic support includes academic counseling, tutoring, study hall, and special programs for students at risk and with learning disabilities. The center provides a writing center, math lab, study hall, and a computer lab. Academic counselors, in collaboration with college academic advisors, plan programs of study for student athletes that meet degree requirements as well as NCAA continuing eligibility requirements.

Contact the Student Success Center by phone, (865) 974-6641, e-mail studentsuccess@utk.edu, in person, 8:00 am – 5:00 pm, Monday – Friday, or online at http://studentsuccess.utk.edu.
STUDENT SUCCESS CENTER

The Student Success Center’s purpose is to provide a comprehensive array of services for students and assist them on their path to graduation. Providing academic success programs that focus on student success and serving as a single source of support the Student Success Center helps students sort through the many campus resources and programs available, connecting students with those that will best meet their needs and academic goals.

The Student Success Center website is available at http://studentsuccess.utk.edu. Just like the actual center, the purpose of the website is to provide not only students, but faculty, staff and parents with a wealth of easy to access information designed to promote students success and access to resources. The website provides information in the areas of academic advising, tutoring and academic support, on-line academic success modules, student opportunities for campus involvement, and academic appeals, probation and dismissal policies and programs.

The Student Success Center is housed in two locations, 1817 Melrose Avenue and 812 Volunteer Blvd. Programs offered by the Student Success Center include: academic coaching (study skills, time management, and academic success strategies), Supplemental Instruction (Math 119 & 130, Biology 101 & 102, Chemistry 120 & 130 and Engineering Fundamentals 151 & 152), First Year Studies 101, and UT LEAD (academic support program for selected TN Pledge and TN Promise students). In addition, the Student Success Center staff coordinates the readmission process for academically dismissed students, the dismissal appeals process, and other academic appeals for undergraduate students. Contact by phone at (865) 946-HELP (4357) or (865) 974-6641, e-mail studentsuccess@utk.edu, hours are 8:00 a.m. – 5:00 p.m. Monday – Friday.

WRITING CENTER

The Writing Center (HSS 211) offers assistance in preparing written materials for all classes. Tutors will help any student, graduate or undergraduate, decide on topics, revise drafts, find grammatical errors, and prepare outlines. Students must be actively involved in the tutoring sessions and be willing to learn to write better English. The Writing Center does not provide editing or proofreading services. Thesis or dissertation students needing such services may contact the Writing Center for referrals.

Students may go to the center on their own or may be referred by their instructors. English 101 or 102 students who feel they will need tutoring throughout the semester may enroll, respectively, in English 103 and 104, one-hour courses that allow students additional tutoring in writing.

Appointments for tutoring in the center are not necessary, but they can eliminate the risk of coming to the center and finding all tutors busy with other students.

Contact the Writing Center, 211 Humanities and Social Sciences Building, (865) 974-2611. There is also an after-hours Writing Center located in the Commons at Hodges Library.

GENERAL EDUCATION REQUIREMENT

As you meet your students in class and as you advise them, you should be aware of the general education requirements for all students.

STATEMENT OF PURPOSE

General education provides the foundation for successful academic study, for lifelong learning, and for carrying out the duties of local, national, and global citizenship. By building basic skills in communication, analysis, and computation as well as by broadening students' historical and cultural perspectives, the general education curriculum helps students acquire an understanding of both self and society, and thus contributes to their personal enrichment while enrolled and after graduation.

The University of Tennessee’s general education program has been designed to enable the student to move among colleges within the university or to move to another institution of higher learning. Although it will provide students with the skills required by college study, those skills are specific neither to UT Knoxville nor to a particular major or career path.
OUTCOMES
The program is expected to produce the following outcomes for students:

Building Basic Skills
Because the hallmark of the educated person is the ability to think independently, students must be trained to acquire, evaluate, and use information.

- Students must be able to acquire information by conducting independent research, both in a conventional library setting and through the use of the rapidly developing electronic technologies, including data bases and internet resources.
- Students must then learn to evaluate the reliability, accuracy, and logical soundness of that information. Students will be taught to apply evaluative techniques to statistical and rhetorical presentations in arts, humanities, natural sciences, and social sciences.
- Students must be trained to use well the information that they have acquired. They must write clearly, speak convincingly, and solve problems using creative approaches.

Developing Broadened Perspectives
General education should help students develop habits of self-examination in the context of the individual’s relationship to family, community, society, and world. To this end, general education should also help foster a commitment to respecting the diversity of personal and cultural values.

- Students should be able to explain their own values and beliefs, as well as to understand the histories and cultures behind those values. Students should also develop a commitment to lifelong learning so that they may continue to examine the relationships between their personal perspectives and the perspectives that arise from other cultures.
- Students should strengthen their sensitivity to cultural diversity by learning other languages, which knowledge can provide them with a gateway to the histories and traditions of other cultures, both within and outside the United States; and by understanding the dynamic nature of a multicultural world through interdisciplinary perspectives.

The following are the General Education requirements. Refer to the Undergraduate Catalog for detailed course lists.

For Building Basic Skills

- Communicating through Writing (3 courses): Good writing skills enable students to create and share ideas, investigate and describe values, and record discoveries—all skills that are necessary not only for professional success but also for personal fulfillment in a world where communication increasingly takes place through electronic media. Students must be able to identify areas for inquiry, locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically. They must be able to write correctly, and they must be aware that different audiences and purposes call for different rhetorical responses. To satisfy this requirement, students take the first-year composition sequence and, upon completion of English 101 and 102 or their equivalent, take one other course designated as “writing-intensive” (WC) in the Undergraduate Catalog. The writing-intensive courses can be within the student’s major or an elective. In order to gain a “WC” designation, courses shall require formal and informal writing assignments that total 5,000 words.
- Communicating Orally (1 course): The ability to communicate one’s ideas orally and effectively is as important as the ability to express them well in writing. The well-educated person should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. Being able to express one’s thoughts clearly has always been a critical component of good citizenship. Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in public address.
- Quantitative Reasoning (2 courses): In today’s world, arguments and claims often rely for support on scientific studies and statistical evidence. Students should possess the mathematical and quantitative skills to evaluate such evidence.
Furthermore, students should possess the skills both to recognize the quantitative dimension of problems and to use mathematical reasoning to formulate and solve problems. Finally, students need strong quantitative skills because these are indispensable in managing everyday-life situations.

For Developing Broadened Perspectives

- **Natural Sciences** (2 courses): As science and technology come to play an increasingly important role in contemporary life, it is essential for all educated persons to have a fundamental understanding of science and its methods. All students should be familiar with one or more scientific disciplines and the role of science in contemporary society. Such familiarity may be gained through acquisition of knowledge of a discipline’s basic vocabulary, chief discoveries, and fundamental principles; exposure to a discipline’s experimental techniques; and the ability to analyze issues with scientific dimensions. This requirement is satisfied by taking two courses from the approved list. At least one of the courses must have a laboratory requirement.

- **Arts and Humanities** (2 courses): To live well in the present, one must have an acquaintance with the past, especially with the cultural achievements that are the distinctive hallmarks of all human societies. An appreciation of art, music, theater, literature, and philosophy will not only enrich the lives of students, but it will also help them understand their own and others’ aspirations, both in a historical and a contemporary context. This requirement is satisfied by taking two courses from the approved list.

- **Social Sciences** (2 courses): The goal of the social sciences is to help us understand the way that we live, especially the relationship between the individual and the group, sometimes from a historical but often from a contemporary perspective. Vital to the continued health and success of our society is an understanding of the complex individual, political, and social dynamics that make up the modern world. Students should not only have knowledge of the principal concerns of the social sciences, but they should also understand the methods by which social scientists collect and evaluate knowledge. This requirement is satisfied by taking two courses from the approved list.

- **Cultures and Civilizations** (2 courses): Knowledge of foreign languages and cultures and their histories have long been required of educated people. Today technologies of travel and communication create global communities and so increase the importance of this knowledge. While it is not possible to become an expert in all cultures and civilizations, a perspective on which to build knowledge over a lifetime can be gained by the study of foreign languages and the study of the cultures and histories of their speakers. This perspective improves the ability of students to function effectively in the global community of the twenty-first century by developing an appreciation of linguistic, historical, and cultural diversity.

**SPECIAL STUDENT POPULATIONS**

**Students on Academic Probation**

A student will be placed on Academic Probation when (1) his/her cumulative GPA falls below the minimum acceptable level of 2.00 for one semester or (2) the semester GPA falls below the minimum acceptable level of 2.00 two consecutive terms of enrollment. During the semester that a student is placed on Academic Probation, and any other semesters in Academic Probation, a student must participate in a special directive advising program to help the student address concerns that are impacting his/her academic performance, and to outline a plan for achieving academic success. This model of early intervention is designed to help students regroup and position themselves for academic success.

Students on Academic Probation status during a term will automatically be dismissed at the end of that term if both:

- The cumulative GPA is below a 2.00, and
- The term GPA is below a 2.00

A student will no longer be on academic probation when his or her cumulative grade point average is 2.00 or higher and the term grade point average is
Welcome to Teaching at the University of Tennessee

2.00 or higher. This policy is in place in recognition of the University of Tennessee, Knoxville’s minimum grade point average of 2.00 for graduation.

International Students

Immigration regulations require that students on F-1 or J-1 visas complete a full-time course load each semester. Undergraduates are required to complete 12 credits per semester while graduates must complete 9 credits per semester. Audited courses do not count toward this requirement. Some exceptions to this rule are allowed. All exceptions to this rule must be approved by the Center for International Education before students may drop below the required minimum credits. Refer international students with questions about visa or other non-academic matters to the Center for International Education, 1620 Melrose Ave., (865) 974-3177. (http://web.utk.edu/~globe/)

Veterans/VA Benefits/
Students in the Armed Services

Veterans receiving full VA benefits must be full-time students carrying at least 12 hours per semester. Repeats of courses for which students have already received credit may not be counted toward this total unless students obtain a letter from their college dean’s office stating that repeating is essential for their academic programs. When a course drop will bring a veteran’s total registration below 12 hours, he/she should discuss the effect of this action on his/her VA benefits with a counselor in the Veterans Affairs Office, 209 Student Services.

If a current student is required to report for duty in the armed services, the University Registrar’s Office must be notified regarding withdrawal from the term.

More information about veteran’s attending the University can be found in the “Veterans Affairs” section of the Office of the University Registrar website.

Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. The Office of Disability Services assists students with disabilities in eliminating barriers so that they may have access to all the academic, social, cultural, and recreational opportunities of the University. Documentation from an attending physician or the Student Health Center regarding the disability is required. The Office of Disability Services (ODS) is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations, and develops plans for the provision of such accommodations.

In post-secondary settings, it is the student’s responsibility to request in advance any individual assistance. It is important to understand that not every student with a disability requires accommodations. It is equally important to understand that even though two individuals may have the same disability, they may not require the same accommodations. The University of Tennessee is a caring and supportive community with high academic and personal expectations for each student. The goal of the University and ODS is to enable each student to achieve a full and productive life.

Contact the Office of Disability Services, 2227 Dunford Hall, 915 Volunteer Blvd, (865) 964-6087 (v/tty) or e-mail: ods@utk.edu.

Student Athletes

The Thornton Athletics Student Life Center (Academic Affairs) provides academic support services for all student athletes. Academic support includes academic counseling, tutoring, study hall, and special programs for students at risk and with learning disabilities. The Center provides a Writing Center, Math Lab, study halls, and a computer lab. To assist students, academic counselors and college academic advisors plan programs of study that meet degree requirements as well as NCAA continuing eligibility requirements. Student athletes must be enrolled in a minimum of 12 credit hours to be eligible to compete.

Thornton Center staff members also monitor course scheduling for student athletes relative to practice, competition, and travel schedules. Instructors who have student athletes in class will receive notification from the Thornton Center concerning team travel and off-campus competitions. Student athletes, along with their Thornton Center
counselors, participate in the First Year Intervention (FYI) early academic warning program, which requests academic progress information from instructors during the semester. If instructors have concerns they would like to share with the academic counselors, they should contact the Thornton Center at (865) 974-1250 and ask to speak with an academic counselor.

CHANGING COURSE DESCRIPTIONS AND CREATING NEW COURSES

The course titles and descriptions found in the Graduate and Undergraduate Catalogs are the creations of the faculty and may be changed, deleted, or added to by faculty action. The Graduate and Undergraduate Councils are committees of the Faculty Senate. Each college elects members to serve on the councils, which meet several times each semester to review curricular proposals from the various colleges at UT. As a faculty member, you can work with your departmental colleagues to make changes to courses, propose new courses, and revise the curriculum for programs in your department.

Changing your course description

Each course at UT has a course description that has been approved by department and college faculty, as well as by the campus-wide Undergraduate and Graduate Councils. This description is found in the university catalogs. After becoming familiar with the curriculum in your department, you may wish to propose a change to a course description. Perhaps the content of the course has changed slightly, or the description is too narrow or broad.

The process for changing a course description starts with your department colleagues. Generally, departments have a curriculum committee that considers course description changes proposed by faculty. Once the department faculty agrees on a change to a course, the proposed change is submitted to the college faculty for review. After approval by the department and college faculty, the proposed changes are submitted to the Undergraduate or Graduate Council for review. Both councils have specific requirements and a format for submitting changes. A timeline for submitting course changes to the Undergraduate and Graduate Councils is published each year on the respective council’s websites.

Creating a new course

Curriculum revision is an ongoing process. Each year faculty members revise existing courses and propose new courses. Based on your area of expertise and the needs of the undergraduate or graduate program in your department, you may propose a new course or courses. Adding a course requires a strong rationale and a clear indication of the resources available to support adding a new course.

The new course approval process follows the same steps as the process for changing a course description. The new course must first be approved by the departmental faculty. Then the proposal moves forward for approval at the college and university level.

Council Quick Links

Undergraduate Council
http://web.utk.edu/~ugcouncl/

Graduate Council
http://gradschool.utk.edu/GraduateCouncil/gcouncil.shtml
## APPENDIX 1 - VALID CLASS TIMES

### VALID CLASS TIMES

<table>
<thead>
<tr>
<th>Fall &amp; Spring, Valid MWF 50-Minute Class Times</th>
<th>Fall &amp; Spring, Valid TR 75-Minute Class Times</th>
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<table>
<thead>
<tr>
<th>Summer Valid 60-Minute Class Times</th>
<th>Summer Valid 75-Minute Class Times</th>
<th>Summer Valid 90-Minute Class Times</th>
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</thead>
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<td>9:00 – 12:00</td>
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<td>1:00 – 4:00</td>
<td>1:00 – 5:00</td>
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<tr>
<td>5:00 – 8:00</td>
<td>6:00 – 10:00</td>
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</table>

For questions regarding class times, contact The Office of the University Registrar.
Jennifer Hardy: (865) 974-1310  Gail Mills: (865) 974-1306
August 22, 2009

Dear Colleague:

Please find attached a travel and competition schedule for [student-athlete’s name], a member of the [team name] team and a student in your class. If there are significant changes to this schedule, you will be notified immediately. This student-athlete is aware that he/she is responsible for advising you of any scheduled absences in advance to discuss missed class work and assignments. Please be assured that we stress the importance of regular class attendance and appropriate class participation to all of our student-athletes.

Should you desire any further information regarding this matter, please feel free to contact me at 4-XXXX or xxxx @ utk.edu.

Sincerely,

Academic Counselor

CC: Eric Brey, Director
APPENDIX 3 - TEAM TRAVEL SCHEDULE

<table>
<thead>
<tr>
<th>Opponent</th>
<th>Place</th>
<th>Date &amp; Time of Departure</th>
<th>Date &amp; Time of Return</th>
<th>Day(s) of Travel</th>
<th>M,W,F</th>
<th>T, R</th>
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In accordance with Southeastern Conference guidelines, no student-athlete shall be permitted to miss more than 20% of his or her classes due to regular season team travel.

Number of MWF Classes = \_\_\_\_\_\_ x 20% = \_\_\_\_\_\_\_\_

Number of TR Classes = \_\_\_\_\_\_ x 20% = \_\_\_\_\_\_\_\_

Number of W Classes = \_\_\_\_\_\_ x 20% = \_\_\_\_\_\_\_\_

Number of R Classes = \_\_\_\_\_\_ x 20% = \_\_\_\_\_\_\_\_

Approved: ___________________________ Date: ________________

Director, Thornton Center
# APPENDIX 4 - CHANGE OF REGISTRATION

**CHANGE OF REGISTRATION**

Name ___________________________  Last  First  Middle  Student ID# __________  __________  __________  
Date: __ / __ / _____  □ Graduate Student  □ Undergraduate Student  Year ______ Term ______

## COURSES TO BE ADDED

<table>
<thead>
<tr>
<th>Dept. Name</th>
<th>Course Number</th>
<th>Section Number</th>
<th>Hours</th>
<th>Credit</th>
<th>Grad</th>
<th>UG</th>
<th>AUD</th>
<th>S/N/C</th>
<th>Repeat</th>
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## CHANGE SECTION

1. 
2. 

## CHANGE CREDIT

1. 
2. 

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For hour overload permission: Undergraduates, please see your college dean or advising center for approval. Graduate students, please see the Graduate Student Services Office, P-105 Andy Holt Tower, 865/974-2475.

**CHANGE OF REGISTRATION INSTRUCTION**

Undergraduate Students - to add into a closed section, before or after the deadline, the department head’s signature or stamp is required. The change of credit from audit or S/N/C grading must be made by the Add Deadline. Consult Circle Park Online (http://cpc.utk.edu) for change of registration deadlines and information.

Instructor Signature

Undergraduate Students Seeking Permission to Enroll in Architecture or Engineering Courses

Dean of Architecture / Dean of Engineering

All Students Seeking Permission to Enroll in Teacher Education Courses

Dean of Education, Health and Human Sciences Signature/Stamp
Welcome to Teaching at the University of Tennessee

APPENDIX 5 - WP/WF DROP (WITHDRAWAL) FORM

COURSE WITHDRAWAL (WP/WF Grading)

PLEASE NOTE: If this is your last or only course, you must withdraw from the term (see Timetable of Classes for deadline date [http://registrar.tennessee.edu/registration/]). Withdrawal forms are available in the Office of the University Registrar, 209 Student Services Building and online at http://registrar.tennessee.edu.

Name ___________________________________________ First ____________ Middle ____________ Last ____________ Year ____________ Term ____________

Student ID# _______ _______ _______

I understand that the instructor’s signature acknowledges notification of my intent to drop. I also understand that I will receive a WP (withdrawn passing) or WF (withdrawn failing) grade. Between the 64th and the 84th calendar days of the spring and fall terms, students may drop a course after obtaining the instructor’s signature. The instructor, at grade time, will assign a grade of "WP" or "WF". This assessment is made based on the student’s work up until the time the course is dropped. Neither a "WP" or "WF" grade will compute in the GPA.

This form must be submitted to the Office of the University Registrar by 5:00 p.m. on the 84th calendar day of the term. No forms will be accepted after the 84th calendar day of the term. No drops are permitted after the 84th calendar day (see timetable of classes for specific dates [http://registrar.tennessee.edu]). If a student stops attending a course and does not drop it, the student will receive a grade of "F" for the course.

________________________________________
Student Signature

<table>
<thead>
<tr>
<th>DEPT. NAME</th>
<th>COURSE NUMBER</th>
<th>SECTION NUMBER</th>
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FOR OFFICE USE ONLY

INSTRUCTOR’S SIGNATURE (Required)

Received
Date: ___________________________ Recorded
Date: ___________________________

Initials: __________________ Initials: __________________
# APPENDIX 6 - SUPPLEMENTARY GRADE FORM

**GRADUATE / UNDERGRADUATE SUPPLEMENTARY GRADE FORM**

**The University of Tennessee**

Send to: Office of the University Registrar,

209 Student Services Building/0200

(See processing instructions on reverse side)

<table>
<thead>
<tr>
<th>Last:</th>
<th>First:</th>
<th>Student ID Number</th>
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<thead>
<tr>
<th>Dept. Number</th>
<th>Course Number</th>
<th>Section Number</th>
<th>Credit Hours</th>
<th>Term &amp; Year</th>
<th>New Grade</th>
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Reason for Change: Indicate: grade removes I, is a corrected grade (state explanation), or is a proficiency report.

Instructor (Print Name) ____________________________ Department _____________

Instructor’s Signature ____________________________ Date ________________

Campus Address ____________________________ Office Phone _____________

Department Head (Print Name) __________________________

Department Head Signature ________________________

(Departmental Signature Stamp will not be accepted)

For Office of University Registrar use only:

<table>
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<th>Date Received:</th>
<th>Posted:</th>
<th>Returned to Dept:</th>
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Distribution: White – University Registrar Copy / Pink - Returned to the Department after processing / Yellow – Instructor’s Copy
APPENDIX 7 - HELPING DISTRESSED STUDENTS: DISTRESSED STUDENT PROTOCOL

If a student’s behavior represents an immediate threat, call 911.

If the threat is not immediate, but you are concerned the student may harm self or others, call (865) 974-HELP (4357).

STUDENT BEHAVIORS

You may want to refer a student to get help if you observe the following:

- Excessive or inappropriate anger
- Behavioral or emotional change
- Withdrawal
- Change in hygiene or appearance
- Alcohol or drug abuse
- Expressing unusual thoughts
- Exhibiting unusual behaviors
- Decline in academic performance

Faculty/Staff Reactions

- Feeling uncomfortable or uneasy
- Feeling alarmed or frightened
- Feeling that something is not right
- Concern about student’s ability to function
- Worry about student’s comments or behavior

Case Management Team

The case management team was formed to assist students at risk. The team is chaired by the Case Management Specialist. Members of the team include representatives from: Disability Services, Dean of Students, Counseling Center, Safety, Environment, & Education (SEE) Center, Student Health Center, Student Judicial Affairs, Student Success Center, University Housing and UT Police Department.

Threat Assessment Team

In extreme cases, a threat assessment team comprised of a subset of the representatives from the Case Management Team may be convened to address immediate safety concerns.
QPR and QPR+ Training

QPR—Question, Persuade, and Refer—is a training program aimed at suicide prevention. It provides techniques on direct and effective questioning of the suicidal individual, how to persuade someone to get help, and how to refer someone to the appropriate professional. QPR+ includes the QPR training with added information about the University of Tennessee’s protocols for helping distressed students. QPR+ expands the information provided to cover issues beyond suicide and depression.

Referring a student to the counseling center:

University Counseling Center
900 Volunteer Blvd
Knoxville, TN 37996
Phone: 865-974-2196
Fax: 865-974-7039
Email: studentcounseling@utk.edu

1. How might I know when a student is in distress?

Some signs of student distress are: (1) social withdrawal, lack of energy, (2) falling asleep in class, (3) inability to concentrate, (4) marked changes in personal hygiene, (5) impaired speech, (6) garbled and disjointed thoughts, (7) threats to harm self or others, and (8) marked irritability. Faculty members may observe other behaviors that indicate distress such as frequently missing class, a drop in the quality of academic work, crying in class or the office, or disturbing material in submitted assignments.

2. How do I know when to refer?

Referring others for counseling is an important and sometimes difficult task. Every year many students, faculty and staff call or come to the Student Counseling Center expressing concern about someone - a friend, relative, roommate, or student. Student problems may include stress overload, depression, anxiety, family or relationship issues, physical or sexual abuse, academic difficulties, substance abuse, eating issues, and identity concerns.

Here are some situations in which a referral is appropriate:

• The problem is more serious than you feel comfortable or capable of dealing with
• You are extremely busy or are experiencing stress in your own life and are unable or unwilling to handle the student's needs
• You have talked to the student and helped as much as you can but further assistance is needed
• You think that your personal feelings about the student would interfere with your ability to be helpful
• The student admits there is a problem but does not want to talk to you about it
• The student asks for information or assistance which you are unable to provide

3. Should I walk the student over?

Sometimes offering to accompany a student over to the Center will greatly reduce the student's anxiety about coming to see us. If you do agree to accompany the student, ask the student if he or she would like you to remain in the waiting room until they are seen by the intake counselor or if they would prefer that you leave. If the student does not want you to walk them over or if you decide this is not an option for you, it is often helpful to provide the student with a brief description of our walk-in/intake procedure and/or offer to call ahead and let the Center know the student is coming.

4. How do I bring it up to the student?

Acknowledge and discuss the student's fears and concerns about seeking help. Remind the student that counseling sessions are strictly confidential and that counseling at the Counseling Center is free. Point out that a situation does not have to reach crisis proportions for him/her to benefit from professional help. A medical analogy may be useful. Emphasize that, although some people believe that seeking counseling is an admission of weakness and failure, in fact it often takes considerable courage to face oneself and
acknowledge one's limitations. Offer to accompany the student to the Counseling Center. It can also be helpful to mention to the student that a walk-in session is not a commitment to therapy. Some students decide that there needs were met in the initial walk-in session, and some students decide that they are not ready to begin counseling at that time.

5. Can I just consult with you first?
Yes. If you have a concern about a student, feel free to call the Center and ask to consult with one of our staff members.

6. What if the student refuses help?
While it is important to care about the emotional well-being of students, we cannot make their decisions for them. If the student resists referral and you remain uncomfortable with the situation, contact the Counseling Center (865-974-2196) to discuss your concern.
If you think that the student is an immediate danger to self or others call the UT Police (x3114).

7. How do I know if the person I referred received counseling?
Ask that person. Because counseling is confidential, we cannot inform you if the person of concern came to the Counseling Center or reveal what they talked about. Therefore, the best way to find out if the person came to the Center is to follow-up with this individual yourself.
If you feel that it is vital for you to learn whether this student came to the Center from the counselor, ask the student to sign a release of information form when they are here, giving us permission to confirm with you that they came.

REFERRING A DISTRESSED STUDENT
Referring others for counseling is an important and sometimes difficult task. Every year many students, faculty and staff call or come to the Counseling Center expressing concern about someone - a friend, relative, roommate, or student. Student problems may include stress overload, depression, anxiety, family or relationship issues, physical or sexual abuse, academic difficulties, substance abuse, eating issues, and identity concerns (continued on next page).

How to Intervene:
• Talk to the student in private
• Be gentle and caring
• Specifically state your reasons for concern
• Listen carefully
• Avoid criticizing or sounding judgmental

When to Intervene:
Some signs of student distress are: social withdrawal, lack of energy, falling asleep in class, inability to concentrate, marked changes in personal hygiene, impaired speech, garbled and disjointed thoughts, threats to harm self or others, and marked irritability. Faculty members may observe other behaviors that indicate distress such as frequently missing class, a drop in the quality of academic work, crying in class or the office, or disturbing material in submitted assignments.

IN AN EMERGENCY:
Signs That a Student Is in Crisis and Needs Emergency Care:
• Highly disruptive behavior (hostility, aggression, etc.).
• Strange or bizarre behavior indicating a loss of contact with reality.
• Suicidal or other self-destructive thoughts or actions: direct or indirect; verbal or in written material (assignments, journals, etc.).
• Homicidal threats.
What You Can Do To Help:
• Stay safe: If danger seems imminent, call Campus Police at x3114. Maintain a safe distance and route of escape should you need it.
• Stay calm and avoid escalation.
• Call the Counseling Center at x2196 (make sure someone is with the student while the call is being made).
• Ask the student directly if she or he is drunk, confused, or having thoughts of hurting her- or himself.
• Show that you take the student’s feelings seriously.
• Let the student know that you want to help.
• Reassure the student that with help she or he will recover and feel better.
• Stay close until help is available.

When Is A Referral Appropriate?
• The problem is more serious than you feel comfortable or capable of dealing with
• You are extremely busy or are experiencing stress in your own life and are unable or unwilling to handle the student’s needs
• You have talked to the student and helped as much as you can but further assistance is needed
• You think that your personal feelings about the student would interfere with your ability to be helpful
• The student admits there is a problem but does not want to talk to you about it
• The student asks for information or assistance which you are unable to provide

What to Do If the Student Refuses Help
While it is important to care about the emotional well-being of students, we cannot make their decisions for them. If the student resists referral and you remain uncomfortable with the situation, contact the Counseling Center (865-974-2196) to discuss your concern.

Ways to Assist a Student Reluctant To Accept a Referral
• Acknowledge and discuss the student’s fears and concerns seeking help
• Remind the student that counseling sessions are strictly confidential
• Remind the student that counseling at the Counseling Center is free
• Point out that a situation does not have to reach crisis proportions for him/her to benefit from professional help. A medical analogy may be useful
• Emphasize that, although some people believe that seeking counseling is an admission of weakness and failure, in fact it is often takes considerable courage to face oneself and acknowledge one’s limitations
• Offer to accompany the student to the Counseling Center

About the Counseling Center
The Counseling Center is the university’s primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. Our mission is to promote the psychological, educational, and social well-being of the students of The University of Tennessee and to help prepare them to be productive members of society. Our staff members provide a variety of services for students, faculty and staff, including walk-in intake; crisis intervention; individual, couples and group counseling and psychotherapy; psycho-educational workshops, and consultation.

Hours of Service
During the regular academic year, the Center's business hours are:
Mon - Fri: 8:00 am to 5:00 pm
Walk-in services are available:
Mon - Fri: 10:00 am to 11:30 am & 1:00 pm to 3:30 pm

[40]
March 12, 2009

Ms. Susan Q. Public (Student Identification Number: 000-00-0000)
100 Knoxville Road, #345
Knoxville, TN 37916

Dear Ms. Public:

The purpose of this correspondence is to officially inform you that I am assigning you the grade of “F” in Sociology 120 for the Spring 2000 academic semester. As you should be aware, I am assigning this letter grade based on the recent allegation of academic dishonesty I have made against you in the aforementioned course. Please be advised that I am forwarding this academic dishonesty case to the Office of Student Judicial Affairs for whatever additional action that office deems necessary.

On March 1, 2001, during the administering of Exam #1 for this course, I personally observed you utilizing an unauthorized sheet of paper containing numerous answers for this specific examination. You should recall from our course syllabus, class discussions, and the examination instructions that such aid was strictly prohibited. Furthermore, when I asked to speak with you during this examination, and then confronted you about this unauthorized aid, you admitted to this misconduct.

Should you wish to appeal this grade I have assigned as a penalty for academic dishonesty, you should consult and follow the procedures outlined in Hilltopics, The University of Tennessee Student Handbook, 2000-2001, pages 31-33. You may appeal this penalty within seven calendar days of your receipt of this letter by notifying the University’s Office of Student Judicial Affairs, 409 Student Services Building, Knoxville, TN 37996. This office can provide you with additional information regarding your rights and options in this matter.

Please know that while I regret the need for this action on my part, your behavior unfortunately leaves me with no other alternative.

Sincerely,

Dr. John B. Ethical
Associate Professor
Department of Sociology

Dr. Anne Donotcheat
Department Head and Professor
Department of Sociology

CC:
Michelle Espinosa, Director of Student Judicial Affairs
Dr. Jay Academia, Dean, College of Arts and Sciences (college in which violation occurred)
Dr. Sandy Academia, Dean, College of Business Administration (college in which student is enrolled, if different from above)