Curricular Submission
Guidelines for the
Undergraduate Council
2015-2016
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I. Overview from Provost Martin

Dear Faculty,

Managing the curriculum is one of the most important roles of faculty members at a university. With their broad base of knowledge and deep understanding of disciplines, faculty members are responsible for defining learning outcomes for students. As a result, the curriculum must balance the need for currency with the need for grounded contemplation.

In the 2014-2015 academic year, we piloted two innovations to the way we manage curricular revisions, and both reflect the importance of thoughtful consideration to this process. First, we developed a mechanism for identifying items for a “consent agenda.” Minor changes were then placed on this agenda, which was reviewed by all curriculum committee members to make sure there were no items of concern. Such items were moved to the main agenda. This mechanism allowed the curriculum committee to focus on more substantive changes by shortening the time spent on low-impact curricular changes.

Second, for all changes that are not on the consent agenda, the following additions to the curriculum submission was required:

- The unit will list program learning outcomes.
- The unit will indicate which of those outcomes, if any, are supported by the requested change.
- The unit will provide a brief (one-sentence) summary of how assessment activities supported the need for this change.

The implementation of these processes was effective in streamlining the curriculum review and enhancing our focus on learning outcomes and assessments. Thank you for all you do to support student learning at the University of Tennessee.

With best regards,

Susan D. Martin, Provost & Senior Vice Chancellor
II. General Guidelines
A. The dean or designee of each college should email course and program changes in a Microsoft® Word file to the Curriculum Coordinator/Catalog Editor (Molly Sullivan, msulli27@utk.edu, 865-974-1466). For specific deadlines, see the Undergraduate Curricular Approval Calendar.
B. All consent agenda items for the college should be included in Part I of the document and arranged alphabetically by department and numerically by course number. All main agenda items should be included in Part II, also arranged alphabetically by department and numerically by course number. (See Sections III Consent Agenda Guidelines and IV Main Agenda Guidelines.)
C. An effective date for the proposed changes should be included at the beginning of the document.
D. When creating catalog text, follow the established conventions found in the UT Editorial Guide (available at: http://communications.utk.edu/resources/editorial.php).

III. Consent Agenda Guidelines
Consent Agenda Items are minor (low-impact) changes that include, but are not limited, to
A. Changing the text of course descriptions without significant changes to the course
B. Changing the repeatability of a course
C. Changing a prerequisite or corequisite that only impacts one college
D. Changing a credit-level restriction
E. Changing a registration restriction that only impacts one college
F. Changing a cross-listing that involves only one college
G. Changing a course title without significant changes to the description
H. Changing a grading restriction
I. Changes to the comment field (e.g., “Recommended Background: Introductory animal or human physiology course” to “Recommended Background: Introductory animal and human physiology course.”)
J. Dropping a non-high-impact course

Please note that this list is not exhaustive. Please note also that any item listed above may be placed on the Main Agenda if the item impacts any item that must be on the Main Agenda (e.g., a course that is being dropped may be placed onto the Main Agenda along with the course that is being added to replace the dropped course). See also Sections VI Course Proposals and XI Sample Proposals for additional information.

IV. Main Agenda Guidelines
Main Agenda Items are high-impact changes that include, but are not limited, to
A. Adding a course
B. Dropping a high-impact course
C. Changing program requirements
D. Changing an academic discipline/subject
E. Adding a new program
F. Closing/dropping a major or certificate program (required SACS and THEC notification)
G. Closing/dropping a minor
H. Adding or dropping courses at the 400-level that are listed in both the graduate and undergraduate catalogs.
I. Changes to a cross-listed course that involves two or more colleges

Please note that this list is not exhaustive.
See also Sections VI Course Proposals, VII High Impact Changes, VIII Program Proposals, IX Academic Unit Proposals, and XI Sample Proposals for additional information.

V. Supporting Information

PROPOSALS MUST ADDRESS THE FOLLOWING QUESTIONS.

A. Rationale

Why is the curricular revision needed? If supporting information is the same for a group of changes, the rationale can be stated at the end of the group.

B. Impact on Other Units

a. Does the proposed change drop or alter courses required by other programs?
b. Does the proposed change require courses offered by other programs?
c. Is the course a general education, tracking, or high demand course? If yes, see Section VII High Impact Changes.
d. Is the course a prerequisite or corequisite for other courses?
e. Is the course cross-listed in other units?

C. Financial Impact

Does the course require additional resources or workload for faculty? If yes, provide source(s) of funding.

D. Additional Documentation

a. Does the change require academic officer or higher approval (see Required Approvals for Curricular Changes chart)?
b. For substantive changes, provide a list of the student learning outcomes (SLOs) for the course and/or program and evidence from programmatic assessment that supports the change. The unit will indicate which of these outcomes, if any, are supported by the requested change.

VI. Course Proposals

A. Curricular Approval Process

Consult the Required Approvals for Curricular Changes chart to determine the level of approval(s) required. Documentation of academic officer approval (email, memo, etc.), if required, must accompany the proposal. (See Section X Required Approvals for Curricular Changes.)

B. Arrangement of Information

Course information should be ordered as follows:

- Course Number
- Course Title
- Course Credit Hours
- Course Description
- Writing-Emphasis (used by Arts and Sciences)
- Cross-listing
- General Education Designation (undergraduate courses only)
- Contact Hour Distribution (required if more than one instructional mode, i.e., lecture and lab)
- Grading Restriction(s)
- Repeatability
- Credit Restriction
- (RE) Registration Enforced Prerequisite(s)
C. Banner Enforcement
a. Pay close attention to course proposal presentation: certain fields are automatically
   enforced in the Banner system while others are not.
   i. Cross-listing
   ii. General Education (via Banner DARS)
   iii. Grading Restriction
   iv. Repeatability
   v. Credit Restriction (via Banner DARS)
   vi. (RE) Registration Enforced Prerequisite
   vii. (RE) Registration Enforced Corequisite
   viii. Credit Level Restriction
   ix. Registration Restriction
   x. Registration Permission (maintained at the CRN level and may vary)

b. The following fields ARE enforced in Banner:
   i. Cross-listing
   ii. General Education (via Banner DARS)
   iii. Grading Restriction
   iv. Repeatability
   v. Credit Restriction (via Banner DARS)
   vi. (RE) Registration Enforced Prerequisite
   vii. (RE) Registration Enforced Corequisite
   viii. Credit Level Restriction
   ix. Registration Restriction
   x. Registration Permission (maintained at the CRN level and may vary)

c. The following fields ARE NOT enforced in Banner:
   i. (DE) Department Enforced Prerequisite
   ii. (DE) Department Enforced Corequisite
   iii. Recommended Background
   iv. Comment(s)

D. Academic Discipline/Subject Changes
a. If the name of an academic discipline is being changed, all courses in the former academic
discipline must be dropped and added under the new academic discipline.

b. An equivalency table is required, listing current courses and the proposed equivalent
replacements. (See example below).

c. If the academic discipline includes secondary cross-listed courses, new course numbers for
the secondary cross-lists are required.

d. Prior to submitting the proposal, contact the Catalog Editor to request a new academic
discipline code (Molly Sullivan, msulli27@utk.edu, 865-974-1466).

   Equivalency Table

<table>
<thead>
<tr>
<th>Current Courses</th>
<th>Equivalent Courses Effective Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Economics (AGEC)</td>
<td>Agricultural and Resource Economics (AREC)</td>
</tr>
<tr>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>201</td>
<td>201</td>
</tr>
</tbody>
</table>

E. Course Adds
a. Course Numbers
   i. If proposing a new course, contact the Curriculum Coordinator/Catalog Editor for course
numbers available for use.
   ii. Course numbers (of recently dropped courses) may not be reused for six years.
iii. Course numbers 491, 492, and 493 are reserved for Foreign Study, Off-Campus Study, and Independent Study respectively.
iv. Course numbers ending in 7 and 8 are reserved for honors courses.
v. Course number 129 is reserved for use by the Vice Provost for Academic Affairs.
b. Course Attributes
   See the remainder of this section for other required course elements.

F. Course Title Changes
   a. The short course title must be limited to 30 characters including spaces.
   b. The long course title must be limited to 100 characters including spaces.
   c. Requests for variable title (Special Topics, Selected Readings, etc.) must be approved by the Curriculum Committee and the Council.

G. Credit Hour Changes
   a. If course credit hours change, the program outlines/showcases must be revised to accommodate the increase/decrease in hours.
   b. Credit hour changes should comply with the university’s credit hour definition:
      The unit of credit is the semester credit hour. One semester credit hour represents an amount of instruction that reasonably approximates both 50 minutes per week of classroom-based direct instruction and a minimum of two hours per week of student work outside the classroom over a fall or spring semester. Normally, each semester credit hour represents an amount of instruction that is equivalent to 700 minutes of classroom-based direct instruction. The amount of time that is required to earn one semester credit hour in a laboratory, fieldwork, studio, or seminar-based course varies with the nature of the subject and the aims of the course; typically, a minimum of two or three hours of work in a laboratory, field, studio, or seminar-based setting is considered the equivalent of 50 minutes of classroom-based direct instruction. Semester credit hours earned in courses such as internships, research, theses, dissertation, etc. are based on outcome expectations established by the academic program.

H. Description Changes
   A course description should be provided for every course, no matter how brief.

I. Cross-List Changes
   a. Any changes to cross-listed courses must come from the primary department and should be designated with a † (cross) symbol.
   b. The supporting information must identify the secondary course and provide evidence that the collaborating department has been notified of the change.

J. General Education Changes
   a. General education courses should be designated with a ✽ (star) symbol.
   b. Proposals must be sent to the Curriculum Committee (if the course is brand new) as well as the General Education Committee (proposals can be processed concurrently).
   c. See Section VII High Impact Changes for additional requirements.

K. Contact Hour Distribution Changes
   d. If a course utilizes more than one schedule type/instructional mode (lecture and lab, studio and discussion, etc.), the distribution of hours must be included, such as “3 hours lecture and 1 hour lab.”
   e. In the Banner system, the credit hours for a course must be distributed among the “lecture,” “lab,” and “other” options; so this information must be accurate.

L. Grading Restriction Changes
   If a course does not include the standard grading options (A-F, S/NC, and audit), the restricted grading option(s) must be noted (Satisfactory/No Credit grading only, Letter grade only, etc.)
M. Repeatability Changes
Repeat limits must be included for all variable credit courses, either by the number of times the course may be repeated or by the maximum number of hours earned.

N. Credit Restriction Changes
If a course includes restrictions on how the credit may be applied, the restriction must be indicated (e.g., “May not be applied toward the microbiology concentration,” “Students may not receive credit for both 410 and 510,” etc.).

O. Prerequisite and/or Corequisite Changes
a. Course prerequisites and corequisites that are enforced by the registration system (Banner) should be labeled (RE) for “registration enforced.”
   b. Course prerequisites and corequisites that are enforced by the department (not Banner) should be labeled (DE) for “department enforced.” Whether or not to enforce (DE) prerequisites or corequisites is solely at the discretion of the department.
   c. If a prerequisite or corequisite includes a cross-listed course, list the primary version of the course.
   d. The Banner system has a limited ability to enforce GPA restrictions at this time. Please contact the Catalog Editor for information, if needed.

P. Recommended Background Changes
Recommended background is just that - a recommendation - and is not enforced in Banner.

Q. Comment Changes
The comment field is used for additional information that does not fit into one of the other categories. Comments are not enforced in Banner.

R. Credit Level Restriction Changes
Credit level restrictions are used to limit the type of credit awarded (e.g. some 500-level courses are for graduate level credit only).

S. Registration Restriction Changes
Registration may be restricted to a particular major, student level (UG, GR, etc.), classification (freshman, sophomore, etc.), degree, concentration, minor, college, or a specific qualification (teacher licensure, honors program, etc.). Registration restrictions are enforced in Banner.

T. Registration Permission Changes
a. If the course requires consent of the instructor, department, etc., that must be indicated.
b. Permissions are enforced in Banner at the CRN level. This provides flexibility for courses such as Special Topics where some instructors may want a permission on their particular topic/CRN while others may prefer open enrollment.

U. Course Changes with Fees
Any changes to courses with fees should be designated with a $ (dollar sign) symbol.

V. Course Drops
a. If the course being dropped is a prerequisite and/or corequisite, provide a list of those courses to insure they are updated.
b. If the course being dropped is a general education or other high demand course, see Section VII High Impact Changes.
c. If the course being dropped is cross-listed in other units, provide a list of the cross-list(s) to insure they are updated.
d. If the course being dropped is required by other programs, provide a list of those programs to insure they are updated.

W. Schedule Type/Instructional Method Changes
a. The default schedule type/instructional method is lecture and conventional classroom/lab.
b. The schedule type/instructional method must be specified if it is different than the default.
c. Each schedule type is linked to an instructional method as outlined below.

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Instructional Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>BR</td>
<td>Brass</td>
</tr>
<tr>
<td>CLN</td>
<td>Clinical</td>
</tr>
<tr>
<td>CON</td>
<td>Contract</td>
</tr>
<tr>
<td>DIS</td>
<td>Discussion</td>
</tr>
<tr>
<td>DRM</td>
<td>Drum</td>
</tr>
<tr>
<td>ENS</td>
<td>Ensembles</td>
</tr>
<tr>
<td>FAC</td>
<td>Use of Facilities</td>
</tr>
<tr>
<td>FLU</td>
<td>Flute</td>
</tr>
<tr>
<td>FS</td>
<td>Field Study/Supervision</td>
</tr>
<tr>
<td>GMI</td>
<td>Group Musical Instruction</td>
</tr>
<tr>
<td>GUI</td>
<td>Guitar</td>
</tr>
<tr>
<td>HRN</td>
<td>Horn</td>
</tr>
<tr>
<td>IMI</td>
<td>Individual Music Instruction</td>
</tr>
<tr>
<td>INS</td>
<td>Instrumental</td>
</tr>
<tr>
<td>INT</td>
<td>Intensive Study</td>
</tr>
<tr>
<td>KBD</td>
<td>Keyboard</td>
</tr>
<tr>
<td>LAB</td>
<td>Lab</td>
</tr>
<tr>
<td>LEC</td>
<td>Lecture</td>
</tr>
<tr>
<td>LL</td>
<td>Lecture/Lab Combined</td>
</tr>
<tr>
<td>LO</td>
<td>Live Online</td>
</tr>
<tr>
<td>OBO</td>
<td>Oboe</td>
</tr>
<tr>
<td>OFF</td>
<td>Off Campus Study</td>
</tr>
<tr>
<td>PER</td>
<td>Percussion</td>
</tr>
<tr>
<td>PRA</td>
<td>Practicum</td>
</tr>
<tr>
<td>PSI</td>
<td>Personalized Self Instruction</td>
</tr>
<tr>
<td>PVL</td>
<td>Private Lessons</td>
</tr>
<tr>
<td>RCL</td>
<td>Recital</td>
</tr>
<tr>
<td>REC</td>
<td>Recitation</td>
</tr>
<tr>
<td>RES</td>
<td>Research</td>
</tr>
<tr>
<td>SAX</td>
<td>Saxophone</td>
</tr>
<tr>
<td>SEM</td>
<td>Seminar</td>
</tr>
<tr>
<td>STD</td>
<td>Studio Work</td>
</tr>
<tr>
<td>STR</td>
<td>String</td>
</tr>
<tr>
<td>TE</td>
<td>Technology Enhanced</td>
</tr>
<tr>
<td>TN</td>
<td>Tennessee Online</td>
</tr>
<tr>
<td>TRP</td>
<td>Trumpet</td>
</tr>
<tr>
<td>VOC</td>
<td>Voice</td>
</tr>
<tr>
<td>WS</td>
<td>Workshop</td>
</tr>
<tr>
<td>WW</td>
<td>Woodwind</td>
</tr>
</tbody>
</table>
VII. High Impact Changes

A. Adds
a. Adding a general education or other high demand course carries with it significant responsibility. As enrollment grows, so might departments’ dependence on the course to be available for their students at the appropriate times (particularly in structured programs like nursing). Some courses might even serve accreditation requirements. Therefore, if a course with interdisciplinary applications is proposed and approved, the department must be prepared to meet campus demand. Further, the department must communicate early and often whenever modifications to the course are being considered.

b. Proposals to add a new general education course must be submitted to both the Curriculum Committee (if the course is brand new) and the General Education Committee. General education courses should be designated with a symbol. Course proposal forms and category criteria are available at: http://web.utk.edu/~ugcouncl/genedrequirement.html.

B. Drops
a. To drop a general education course, a tracking course, or a similar high demand course, a proposal must be submitted to the Curriculum Coordinator/Catalog Editor no later than October 1st. The proposal must include a timeline for notifying affected departments and a phase out schedule that reasonably accommodates student demand.

b. The Curriculum Committee and the General Education Committee (when applicable) may require a one-year phase out period to allow adequate time for curricular adjustments.

C. Revisions
a. Enrollment-related revisions to a general education course, a tracking course, or a similar high demand course must be submitted to the Curriculum Coordinator/Catalog Editor no later than October 1st. Enrollment-related revisions include:
   i. Adding a registration restriction that significantly reduces the number of eligible enrollees (e.g. advertising majors only, admission to teacher education, etc.)
   ii. Adding a registration permission that blocks all potential enrollees (e.g. consent of instructor, consent of program director, etc.)
   iii. Adding a prerequisite/corequisite not required by other programs
   iv. Increasing or decreasing credit hours

b. The Curriculum Committee and the General Education Committee (when applicable) may postpone implementation of requested revisions to allow adequate time for curricular adjustments.

c. Minor revisions to general education courses (title change, description change, etc.) must be reviewed by the general education committee to reaffirm eligibility.

VIII. Program Proposals

A. Curricular Approval Process
a. Consult the Required Approvals for Curricular Changes chart to determine the level of approval(s) required. Documentation of academic officer approval (email, memo, etc.), if required, must accompany the proposal.

b. THEC Policy A1.1
   i. “New academic programs requiring Commission approval are those that differ from currently approved programs in level of degree or major offered, as reflected in the institution’s catalog and the Commission’s academic inventory, subject to specified provisions.”
ii. “Renaming an existing program without an essential change in the originally approved curriculum does not require Commission approval.”

iii. “A reconfiguration of existing programs without an essential change in the originally approved curriculum and without a net gain in the number of programs (e.g., a consolidation of two programs into one) does not require Commission approval.”

iv. “Additions, deletions, and revisions of sub-majors (options, concentrations emphases, tracks, etc.) without an essential change in the originally approved major curriculum do not require Commission approval.”

B. Adds
   a. New programs should be designated with a  (diamond) symbol.
   b. See http://www.tennessee.edu/system/academicaffairs/resources/index.html for information on new program proposals.
   c. If a program is changing its name, the proposal should reflect the old program being dropped and the newly named program being added.

C. Drops
   a. Program drops should be designated with a  (diamond) symbol.
   b. See http://www.tennessee.edu/system/academicaffairs/resources/index.html for academic program discontinuance procedures.

D. Revisions
   a. Course additions, drops, and credit hour changes must be reflected in the showcase.
   b. The program’s total hours must be displayed correctly with a minimum of 120 hours for a bachelor’s degree.
   c. Each program must clearly indicate that all general education requirements are met. Use an asterisk (*) to identify these courses.
   d. If the revision is limited to one or two changes, only the affected semester(s) should be included. If the changes are more extensive, the entire showcase should be included.
   e. Consult the Undergraduate Catalog for showcase examples.

IX. Academic Unit Proposals
A. Departmental Changes
   a. Departmental name changes must be approved by the chancellor.
   b. Documentation of approval (email, memo, etc.) must accompany the proposal.

B. Academic Unit (Divisions, Colleges, Schools) Changes
   a. Academic unit changes must be approved by THEC.
   b. Documentation of approval (or at the very least, communication with the Vice President for Academic Affairs and Student Success) must accompany the proposal.
   c. “In accordance with Chapter 179 of the Legislative Act creating the Higher Education Commission in 1967, the Commission has the statutory responsibility to review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools) and new instructional locations for public institutions of higher education in the State of Tennessee.”
### Required Approvals for Curricular Changes

<table>
<thead>
<tr>
<th>Changes to Academic Units</th>
<th>Action</th>
<th>New Code Required(^1)</th>
<th>Additional Approval Required</th>
<th>Deadline</th>
<th>SACS Action(^5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add academic unit (division, college or school)</td>
<td>YES</td>
<td>YES (VPS(^2), THEC, BOARD)</td>
<td>Dec. 1</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Rename/consolidate academic units (divisions, colleges, or schools)</td>
<td>YES</td>
<td>YES (VPS, THEC, BOARD)</td>
<td>Dec. 1</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Drop academic unit (division, college or school)</td>
<td>----</td>
<td>YES (VPS, THEC, BOARD)</td>
<td>Dec. 1</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Changes to Departments</td>
<td>Add department</td>
<td>YES</td>
<td>YES (CHANC(^3))</td>
<td>Dec. 1</td>
<td>----</td>
</tr>
<tr>
<td>Rename/consolidate departments</td>
<td>YES</td>
<td>YES (CHANC)</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Drop academic department</td>
<td>----</td>
<td>YES (CHANC)</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Changes to Degrees</td>
<td>Add new degree</td>
<td>YES</td>
<td>YES (VPS, THEC, BOARD)</td>
<td>Dec. 1</td>
<td>YES</td>
</tr>
<tr>
<td>Rename/consolidate degrees</td>
<td>YES</td>
<td>YES (VPR(^4))</td>
<td>Dec. 1</td>
<td>YES</td>
<td></td>
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<tr>
<td>Drop degree</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Adding/dropping joint/dual degree programs</td>
<td></td>
<td></td>
<td></td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Changes to Majors</td>
<td>Add new major</td>
<td>YES</td>
<td>YES (VPS, THEC, BOARD)</td>
<td>Dec. 1</td>
<td>YES</td>
</tr>
<tr>
<td>Revise major requirements</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Rename/consolidate majors</td>
<td>YES</td>
<td>YES (VPR)</td>
<td>Dec. 1</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Drop major</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Revise major “ownership”</td>
<td>YES</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Changes to Concentrations</td>
<td>Add new concentration</td>
<td>YES</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
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<tr>
<td>Revise concentration requirements</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Rename/consolidate concentrations</td>
<td>YES</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
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<tr>
<td>Drop concentration</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
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<tr>
<td>Changes to Minors</td>
<td>Add new minor</td>
<td>YES</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
</tr>
<tr>
<td>Revise minor requirements</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Rename/consolidate minors</td>
<td>YES</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Changes to Courses</td>
<td>New academic discipline/subject</td>
<td>YES</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
</tr>
<tr>
<td>Rename/consolidate academic disciplines/subjects</td>
<td>YES</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Drop academic discipline/subject</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Add high impact course</td>
<td>----</td>
<td>----</td>
<td>Oct. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Revise high impact course</td>
<td>----</td>
<td>YES (VPR)</td>
<td>Oct. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Drop high impact course</td>
<td>----</td>
<td>YES (VPR)</td>
<td>Oct. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Add low impact course</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Revise low impact course</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Drop low impact course</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Initiate programs or courses offered through contractual agreement or consortium</td>
<td>----</td>
<td>----</td>
<td>Dec. 1</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

1 For undergraduate code requests, contact The Catalog Editor (Molly Sullivan, msulli27@utk.edu, 974-1466).
2 VPS = Vice President for Academic Affairs and Student Success
3 CHANC = Chancellor
4 VPR = Vice Provost for Academic Affairs
5 Contact the Mary Lewnes Albrecht (974-3635, mlalbrecht@utk.edu), UTK SACS Liaison to determine SACS requirement for specific changes.
XI. Sample Proposals

SCHOOL OF ART
(ARTH) Art History

I. CONSENT AGENDA

DROP

ARTH 297 Special Topics in Art History (3)

REVISE TITLE

ARTH 413 American Art from Colonial Settlement through the Civil War (3)
Formerly: Early American Art

REVISE DESCRIPTION

ARTH 442 Art of Northern Europe (3) Painting north of the Alps, primarily in Flanders and Germany from the 14th to the 16th century, with special attention to the van Eycks, van der Weyden, Bosch, Durer, and Grunewald.
Formerly: Concentrated study of van Eyck, van der Weyden, Durer, and early printmakers.

REVISE REPEATABILITY

ARTH 470 Studies in British History (3)
Repeatability: May be repeated. Maximum 6 hours.
Formerly: Maximum 9 hours.

II. MAIN AGENDA

SCHOOL OF ART

Program Learning Outcomes for the BA in Art History:
1. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
2. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
3. Students will demonstrate an understanding of xxxxxxxxxxxxxxxxxxxxxxxxxxxx.

Program Learning Outcomes for the BA in Art:
1. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxx.
2. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxx.
3. Students will demonstrate an understanding of xxxxxxxxxxxxxxxxxxxxxxxxxxxx.

(NOTE: List Program Learning Objectives for all programs in the department that are impacted by these course or program changes. For instance, see the notes under ARTH 455, below.)

(ARTH) Art History

ADD AND REQUEST APPROVAL FOR VARIABLE TITLE

ARTH 455 Topics in Renaissance and Baroque Art (3) Selected topics in Renaissance and Baroque art and architecture treated in depth.
Repeatability: May be repeated. Maximum 6 hours.
(RE) Prerequisite(s): 454.
This supports Program Learning Outcome x for the BA in Art History and serves as an elective that supports Program Learning Outcome x for the BA in Art.
Support from assessment activities: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

ADD PRIMARY COURSE AND CROSS LIST

ARTH 465 Art of India (3) Traditional art of India from the Indus valley civilization to the Muslim conquest. Major monuments of architecture, sculpture, and painting are investigated in the context of political and religious developments in the Indian subcontinent, including influences of the Indic religions of Buddhism, Hinduism, and Jainism. (Same as Religious Studies 465.)
(RE) Prerequisite(s): 183 or 187.
This supports Program Learning Outcomes x and y for the BA in Art History.
Support from assessment activities: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

ADD

ARTH 482 Art History Methodology (3) Art historical methodologies as they developed from the Renaissance to the present and as they are currently employed in the diverse fields and periods of art history. Students will work with the entire art history faculty in the presentation of different methodologies.
(RE) Prerequisite(s): 172 and 173.
This supports Program Learning Outcome x for the BA in Art History.
Support from assessment activities: Assessment conducted in AY 2014-2015 indicated that students continuing into graduate programs would be stronger if they had greater familiarity with different methodologies.

SCHOOL OF MUSIC

Program Learning Outcomes for the BM in Music, Piano Concentration:
1. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxx.
2. Students will be able to xxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
3. Students will demonstrate an understanding of xxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

REVISE MUSIC PROGRESSION REQUIREMENTS FOR THE MUSIC MAJOR (BM) – PIANO CONCENTRATION

All new music students (freshman and transfers) must perform an audition in applied music and take a music theory examination. No student officially progresses to major in music until the audition has been passed and the theory placement examination has been taken. The results of the audition and theory exam will determine the student’s placement in applied music and theory. Both the audition and theory exam should be completed during a visit to the University prior to final arrival to begin classes. Applicants are urged to contact the School of Music to schedule appointments for satisfying both requirements as early as possible, but certainly no later than the summer orientation period.

REVISE MUSIC MAJOR (BM) – PIANO CONCENTRATION

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101*, 102*</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Music Theory 110, 120</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Music Theory 130, 140</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Musicology 110*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Music Performance 180 (3,3)</td>
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<td>6</td>
</tr>
<tr>
<td>Music Ensemble (1,1)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Music General 200 (0,0)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>^Cultures and Civilizations*</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

This supports Program Learning Outcomes 1, 2, and 3 for the BM in Music, Piano Concentration. Support from assessment activities: Senior exit surveys and interviews with department advisory board members and faculty indicate that some students need additional preparation in order to progress in the major. Assessing current knowledge and abilities of entering students will allow advisors to guide these students into the path best suited to each student.
XII. Sample Assessment Report

Sample Assessment Report for Learning Outcomes for a Program
This report is not normally required to be submitted with proposed curriculum changes, but it provides a source of information for Program Learning Outcomes and the rationale for adding or dropping a course, and provided here for illustrative purposes. This information is available in Compliance Assist.

<table>
<thead>
<tr>
<th>Academic Major:</th>
<th>Rocketry-BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY Start:</td>
<td>7/1/2013</td>
</tr>
<tr>
<td>AY End:</td>
<td>6/30/2014</td>
</tr>
<tr>
<td>Program Learning Outcome Number:</td>
<td>1</td>
</tr>
<tr>
<td>Program Learning Outcome (Required):</td>
<td>Students will be able to analyze and interpret observational data and report their findings clearly in writing.</td>
</tr>
<tr>
<td>Description (Optional):</td>
<td></td>
</tr>
<tr>
<td>Term data collected (Required):</td>
<td>Fall semester, Spring semester</td>
</tr>
<tr>
<td>Course(s) or collection schedule detail (optional):</td>
<td></td>
</tr>
<tr>
<td>Direct Assessment Method(s) (Required):</td>
<td>Embedded course work; Rubric for a direct measure</td>
</tr>
<tr>
<td>Direct Assessment Method(s) Description:</td>
<td>Review by a 3-person faculty committee of final laboratory reports submitted in Rocketry 389 (Propulsion Lab II). Review is conducted using a faculty-designed evaluation rubric with a 5-point rating scale.</td>
</tr>
<tr>
<td>Indirect Assessment Method(s):</td>
<td></td>
</tr>
<tr>
<td>Indirect Assessment Method(s) Description:</td>
<td></td>
</tr>
<tr>
<td>Assessment Results &amp; Analysis (Required):</td>
<td>8 of the 15 reports evaluated received an average rating of 3 (satisfactory) or higher. This is below the departmental goal that 80% of all laboratory reports are rated satisfactory.</td>
</tr>
<tr>
<td>Baseline Resources (Optional):</td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td>No items to display.</td>
</tr>
<tr>
<td>Action(s) Taken Category(ies) (Required):</td>
<td>Course revision</td>
</tr>
<tr>
<td>Action(s) Taken (Required):</td>
<td>Written guidelines for laboratory reports added to course materials for both Rocketry 379 (Propulsion Lab I) and Rocketry 389. One class session added to both Rocketry 379 and Rocketry 389 in which students analyze the structure of two journal articles, one well written and one poorly written.</td>
</tr>
<tr>
<td>Next Scheduled Assessment Analysis Term (Required):</td>
<td>Fall semester, Spring semester</td>
</tr>
<tr>
<td>Next Scheduled Assessment Analysis Year (Required):</td>
<td>AY 2015-2016</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
</tbody>
</table>
XIII. Assessment of Student Learning Outcomes
Procedures for SACSCOC Accreditation

I. COURSE CHANGES
*Please note that this would be part of the Main Agenda.*

DEPARTMENT OF ROCKETERY

**Learning objectives for the B.S. in Rocketry:**
1. Students will be able to analyze and interpret observational data and report their findings clearly in writing.
2. Students will be able to use mathematical and computational tools to solve problems in orbital dynamics.
3. Students will be able to design propulsion systems.
4. Students will demonstrate an understanding of the three main subfields of rocketry (aeronautics, orbital dynamics, propulsion systems).

**Learning objectives for the Ph.D. in Rocketry:**
4. Students will be able to construct and test research hypotheses in the field of rocketry.
5. Students will be able to communicate their research findings clearly.
6. Students will demonstrate an understanding of specialized subject matter in at least one subfield of rocketry.

(ORBD) Orbital Dynamics

**REVISE TITLE**

**110 Brahe, Kepler, and Newton: Founders of Modern Orbital Dynamics (3)** Survey of the historical roots of the field of orbital dynamics.

Formerly: Origins of Modern Orbital Dynamics (3) Survey of the historical roots of the field of orbital dynamics.
Rationale: New title emphasizes the historical focus of the course.
Support from assessment activities: Minor change; none needed.

**REVISE DESCRIPTION**

**220 Satellite Placement (3)** Mathematical description of the motions of satellites and techniques for placing satellites in desired locations. Newton’s and Kepler’s laws; Lagrange points; gravitational assists; geosynchronous and geostationary orbits.

Formerly: Satellite Placement (3) Mathematical description of the motions of satellites and techniques for placing satellites in desired locations.
Rationale: New description lists the major topics covered in the course.
This course supports learning objectives 2 and 4 for the B.S. in Rocketry.
Support from assessment activities: Assessment conducted in AY 2013-14 indicated that students lacked familiarity with Lagrange points, and the course has been revised to emphasize this important topic in orbital dynamics.
REVISE PREREQUISITE

550 Proposal Writing (2) Development of a research proposal for thesis or dissertation work. \( (RE) \)
Prerequisite(s): 510, 520, or 530.

Formerly: Proposal Writing (2) Development of a research proposal for thesis or dissertation work.
Rationale: The change will require students to take a core course in one of the three main subfields of rocketry before beginning to write their graduate research proposals. This will ensure that students have mastered a sufficiently large body of specialized subject matter on which to base their proposals.
This course supports learning objectives 1, 2, and 3 for the Ph.D. in Rocketry.
Support from assessment activities: Assessment conducted in AY 2013-14 indicated that student proposals would be stronger if students had greater familiarity with the recent research literature in a subfield of rocketry.

(ROCK) Rocketry

REVISE DESCRIPTION

140 Propellants (4) Survey of common rocket propellants and propellant blends and their physical and chemical properties. Formulation of propellant blends; specific impulse; propellant thermochemistry. Students carry out a case study of the development of the propellant formulations used in the Space Transportation System.

Formerly: Propellants (4) Survey of common rocket propellants and propellant blends.
Rationale: New description lists the major topics covered in the course and emphasizes the physics- and chemistry-related course content. A case study module has been added to the course.
This course supports learning objectives 3 and 4 for the B.S. in Rocketry and learning objectives associated with the General Education Natural Sciences (with laboratory) requirement.
Support from assessment activities: Following assessment conducted in AY 2013-14, faculty members developed a set of case studies to support the Natural Sciences learning objective that students demonstrate “the ability to analyze issues with scientific dimensions.”

ADD

479 Advanced Propulsion Laboratory (2) Design and testing of propulsion systems for interstellar travel, including light sails, plasma thrusters, and fission-fragment rocket engines. \( (RE) \)
Prerequisite(s): 389.

Rationale: None of the Rocketry department’s current laboratory courses focus specifically on the technical challenges of interstellar travel. Long-duration interstellar missions are receiving increasing emphasis in the profession of rocketry. Our students will therefore benefit from a course that provides initial exposure to propulsion systems designed for interstellar missions.
This course supports learning objectives 3 and 4 for the B.S. in Rocketry.
Support from assessment activities: Senior exit surveys, alumni surveys, and interviews with department advisory board members, all conducted in AY 2013-14, indicate the need for the course.
XIV. Curricular Change Process Outline

Faculty member(s) propose new courses, course revisions, general education courses, new programs, program changes

- Departments - review and forward approved proposals to college

- Colleges - review and forward approved proposals to appropriate office or committee

- Office of the University Registrar - Curriculum Coordinator/Catalog Editor (CC/CE) reviews curricular proposals with colleges (December)

- CC/CE edits and formats material to create UG Curriculum Committee agenda

- UG Curriculum Committee agenda posted online at least one week prior to meeting

- General Education Committee - reviews and forwards approved proposals for UG Council review (Jan)

- UG Academic Policy Committee - reviews and forwards approved proposals for UG Council review

- CC/CE compiles committee reports and additional business to create UG Council agenda

- UG Council agenda posted online at least one week prior to meeting

- Undergraduate Council - reviews and approves proposals and committee reports (late Jan/early Feb)

- CC/CE drafts Council minutes for review and approval by Council chairs

- Council minutes posted online at least two weeks prior to FS meeting

- Faculty Senate - reviews and approves UG Council minutes (March)

- Course change? NO

- Minor program or unit change? NO

- Minor program or unit change? YES

- Minor program or unit change? YES

- VP/THEC/Board - review and grant final approval for substantive program and academic unit changes

- Office of the University Registrar - CC/CE enters changes in Banner and in online catalog system (March)

- CC/CE submits catalog proofs to colleges (March)

- Colleges - note minor edits and sign off on proofs

- CC/CE completes final edits

- Undergraduate Catalog published online at (http://catalog.uk.edu/ Aprll)
XV. Curricular Calendar

2015-2016
UNDERGRADUATE CURRICULAR APPROVAL CALENDAR

Deadlines

- **October 1**: Deadline to submit high impact changes. (See Section VII High Impact Changes.)
- **December 1**: Deadline to submit all changes for the 2016-2017 undergraduate catalog.

Undergraduate Curriculum Committee Meetings

<table>
<thead>
<tr>
<th>Curriculum Due</th>
<th>Curriculum Committee Meeting</th>
<th>Time - Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 11, 2015</td>
<td>Tuesday, August 25, 2015</td>
<td>3:45 pm – Arena Dining, Room A</td>
</tr>
<tr>
<td>Tuesday, September 22, 2015</td>
<td>Tuesday, October 6, 2015</td>
<td>3:45 pm – 4th floor conf room, AHT</td>
</tr>
<tr>
<td>Tuesday, December 1, 2015 (last opportunity to submit changes for 2016-2017 UG Catalog)</td>
<td>Tuesday, January 12, 2016</td>
<td>2:00 pm – Arena Dining, Room A</td>
</tr>
<tr>
<td>Tuesday, March 8, 2016</td>
<td>Tuesday, March 22, 2016</td>
<td>3:45 pm – 4th floor conf room, AHT</td>
</tr>
</tbody>
</table>

Undergraduate Council Meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Time - Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, September 8, 2015</td>
<td>3:40 pm – Black Cultural Center, Multipurpose Room*</td>
</tr>
<tr>
<td>Tuesday, October 20, 2015</td>
<td>3:40 pm – Black Cultural Center, Multipurpose Room*</td>
</tr>
<tr>
<td>Tuesday, January 26, 2016</td>
<td>3:40 pm – Black Cultural Center, Multipurpose Room*</td>
</tr>
<tr>
<td>Tuesday, February 23, 2016</td>
<td>3:40 pm – Black Cultural Center, Multipurpose Room*</td>
</tr>
<tr>
<td>Tuesday, April 12, 2016</td>
<td>3:40 pm – Black Cultural Center, Multipurpose Room*</td>
</tr>
</tbody>
</table>

*Request form submitted. Waiting for response.

Faculty Senate Meeting Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Time - Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 21, 2015</td>
<td>- approval of September 8, 2015 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, October 19, 2015</td>
<td>- approval of October 20, 2015 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, November 16, 2015</td>
<td>- approval of November 16, 2015 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, February 1, 2016</td>
<td>- approval of February 1, 2016 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, March 7, 2016</td>
<td>- approval of March 7, 2016 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, April 4, 2016</td>
<td>- approval of April 4, 2016 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, May 2, 2016</td>
<td>- approval of May 2, 2016 UG Council Minutes</td>
</tr>
</tbody>
</table>