Curricular Submission
Guidelines for the
Undergraduate Council
2016-2017
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I. Overview

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.

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://brand.utk.edu/editorial/).

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 Main Agenda proposals, 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)
   - (DE) Department Enforced Prerequisite(s)
   - (RE) Registration Enforced Corequisite(s)
   - (DE) Department Enforced Corequisite(s)
   - Recommended Background
   - Comment(s)
   - Credit Level Restriction (for 500-level courses which do not permit undergraduate credit)
   - Registration Restriction(s)
   - Registration Permission

C. Banner Enforcement
   a. Pay close attention to course proposal presentation: certain fields are automatically enforced in the Banner system while others are not.
   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 NOT required; however, the change to the primary course should be clearly noted on the secondary courses.
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.
      vi. Experience Learning courses will use the prefix and number of the non-designated course, but will also have either an R (for undergraduate research) or S (for service learning) added to the number; for example, ABCD 310R or ABCD 310S, where “ABCD” stands for an academic discipline.
   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. General Education courses must follow the General Education policies, which include the following:
   i. Courses on the General Education list in one year will be carried over to the next year’s catalog.
   ii. Once a course is approved for a General Education requirement, it must continue to be taught following the approved General Education characteristics anytime it is offered.
   iii. If a department wishes to drop the General Education designation for a course
      1. The Coordinator of Curriculum and Catalog must be informed of the intent to drop the General Education designation by October 1.
      2. There will be a 6-year phase out period for all courses dropped from the General Education list.
      3. If still offered during the 6-year phase out period, a course must be taught following the approved General Education characteristics.
      4. The department may choose not to offer a course if it does not wish to continue teaching it as a General Education course during the 6 year phase out period.
      5. The General Education designation for a dropped course will be date-ranged in the Undergraduate Catalog (both on the General Education list and in the course description), on the list maintained on the web, and on students’ DARS reports.
   iv. Courses dropped from the Undergraduate Catalog will be dropped from the General Education list.
v. Archived courses (i.e., not listed in the UG Catalog but not dropped) will be temporarily dropped from the General Education list but will be added back when the course is taught again. Once reinstated, the course must be taught following the originally approved General Education characteristics.

vi. If a course is dropped from the UG Catalog but is reinstated with a new number through an equivalency table, it would need to be resubmitted to the General Education Committee for approval in order to retain the General Education designation.

vii. If a department wants to change the General Education category(ies) for a course, the old course number must be dropped and a new course must be proposed to the UG Council and to the General Education Committee.

d. See Section VII High Impact Changes for additional requirements.

K. Contact Hour Distribution Changes
   a. 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.”
   b. 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. Please note, however, that Banner processes multiple restrictions as an “and” relationship. For instance, Banner can restrict registration to students who are majoring in Audiology and Speech Pathology AND have been admitted to teacher education (TEP) but cannot restrict students in Audiology and Speech Pathology OR those admitted to TEP. If a department wants to restrict students within an “or” relationship, the larger group will be restricted in Banner and the smaller group will be restricted by manually the department.

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>BR Brass</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>CLN Clinical</td>
<td>10 Clinical</td>
</tr>
<tr>
<td>CON Contract</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>DIS Discussion</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>DRM Drum</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>ENS Ensembles</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>FAC Use of Facilities</td>
<td>13 Other Non-Conventional Media</td>
</tr>
<tr>
<td>FLU Flute</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>FS Field Study/Supervision</td>
<td>06 Student Teaching &amp; Field Supervision</td>
</tr>
<tr>
<td>GMI Group Musical Instruction</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>GUI Guitar</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>HRN Horn</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>IMI Individual Music Instruction</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>INS Instrumental</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>INT Intensive Study</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>KBD Keyboard</td>
<td>01 Conventional Methodology</td>
</tr>
<tr>
<td>LAB</td>
<td>Lab</td>
</tr>
<tr>
<td>------</td>
<td>----------</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>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 ❧ (star) symbol. Course proposal forms and category criteria are available at: [http://web.utk.edu/~ugcouncl/public_html/genedrequirement.html](http://web.utk.edu/~ugcouncl/public_html/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 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. 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
   Program drops should be designated with a ◊ (diamond) symbol.

D. Revisions
   a. Course additions, drops, and credit hour changes must be reflected in the showcase.
   b. The program's total hours should be updated to reflect the changes.
   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.
 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.”

X. Required Approvals for Curricular Changes

<table>
<thead>
<tr>
<th>Action</th>
<th>New Code Required</th>
<th>Additional Approval Required</th>
<th>Deadline</th>
<th>SACSCOC Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes to Academic Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add academic unit (division, college or school)</td>
<td>YES</td>
<td>YES (VPS², THEC, BOARD)</td>
<td>Dec. 1</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>---</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>---</td>
</tr>
<tr>
<td>Changes to Departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add department</td>
<td>YES</td>
<td>YES (CHANC²)</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>
</tr>
<tr>
<td>Drop academic department</td>
<td>---</td>
<td>YES (CHANC)</td>
<td>Dec. 1</td>
<td>----</td>
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<tr>
<td>Changes to Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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)</td>
<td>Dec. 1</td>
<td>YES</td>
</tr>
<tr>
<td>Drop degree</td>
<td>---</td>
<td>----</td>
<td>Dec. 1</td>
<td>YES</td>
</tr>
<tr>
<td>Adding/dropping joint/dual degree programs</td>
<td>---</td>
<td>YES (VPR)</td>
<td>Dec. 1</td>
<td>YES</td>
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<tr>
<td>Changes to Majors</td>
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<td></td>
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<tr>
<td>Add new major</td>
<td>YES</td>
<td>YES (VPS, THEC, BOARD)</td>
<td>Dec. 1</td>
<td>YES</td>
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<tr>
<td>Revise major requirements</td>
<td>---</td>
<td>---</td>
<td>Dec. 1</td>
<td>----</td>
</tr>
<tr>
<td>Rename/consolidate majors</td>
<td>YES</td>
<td>YES (VPR)</td>
<td>Dec. 1</td>
<td>YES</td>
</tr>
<tr>
<td>Drop major</td>
<td>---</td>
<td>---</td>
<td>Dec. 1</td>
<td>YES</td>
</tr>
<tr>
<td>Revise major “ownership”</td>
<td>YES</td>
<td>---</td>
<td>Dec. 1</td>
<td>----</td>
</tr>
<tr>
<td>Changes to Concentrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add new concentration</td>
<td>YES</td>
<td>---</td>
<td>Dec. 1</td>
<td>---</td>
</tr>
<tr>
<td>Revise concentration requirements</td>
<td>---</td>
<td>---</td>
<td>Dec. 1</td>
<td>---</td>
</tr>
<tr>
<td>Rename/consolidate concentrations</td>
<td>YES</td>
<td>---</td>
<td>Dec. 1</td>
<td>---</td>
</tr>
<tr>
<td>Drop concentration</td>
<td>---</td>
<td>---</td>
<td>Dec. 1</td>
<td>---</td>
</tr>
<tr>
<td>Changes to Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Rename/consolidate minors</td>
<td>YES</td>
<td>---</td>
<td>Dec. 1</td>
<td>----</td>
</tr>
<tr>
<td>Changes to Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>New Code Required¹</td>
<td>Additional Approval Required</td>
<td>Deadline</td>
<td>SACSCOC Action²</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>----------------------------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Drop academic discipline/subject</td>
<td></td>
<td></td>
<td>Dec. 1</td>
<td></td>
</tr>
<tr>
<td>Add high impact course</td>
<td></td>
<td></td>
<td>Oct. 1</td>
<td></td>
</tr>
<tr>
<td>Revise high impact course</td>
<td></td>
<td>YES (VPR)</td>
<td>Oct. 1</td>
<td></td>
</tr>
<tr>
<td>Drop high impact course</td>
<td></td>
<td>YES (VPR)</td>
<td>Oct. 1</td>
<td></td>
</tr>
<tr>
<td>Add low impact course</td>
<td></td>
<td></td>
<td>Dec. 1</td>
<td></td>
</tr>
<tr>
<td>Revise low impact course</td>
<td></td>
<td></td>
<td>Dec. 1</td>
<td></td>
</tr>
<tr>
<td>Drop low impact course</td>
<td></td>
<td></td>
<td>Dec. 1</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>
</tr>
<tr>
<td>Initiate off-campus sites where student can obtain 50% or more credits toward a program</td>
<td></td>
<td>YES (PRV, CHANC, VPS, THEC)</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>Initiate dual or joint degree with other institution</td>
<td></td>
<td>YES (PRV, CHANC)</td>
<td></td>
<td>YES</td>
</tr>
</tbody>
</table>

**Changes to Program Policies**

- Revise admission criteria
- Revise progression standards
- Revise graduation policies

¹ For undergraduate code requests, contact The Catalog Editor (Molly Sullivan, msull27@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, malbrech@utk.edu), UTK SACSCOC Liaison to determine SACSCOC requirement for specific changes.

### XI. Sample Proposals

**COLLEGE OF ARTS AND SCIENCES**

All changes effective Fall 20xx

#### I. CONSENT AGENDA

**SCHOOL OF ART (ARTH) Art History**

**DROP**

**ARTH 297 Art of Southeast Asia (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 479 Special Topics in Art 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 xxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

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

*(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: xxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

**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: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

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.

ARTH 482R Art History Methodology (3)
Same as ARTH 482 with a research component.
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 and had done a research project of their own.

SCHOOL OF MUSIC

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

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>First Year Freshman</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101*, ENGL 102*</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUTH 110, MUTH 120</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUTH 130, MUTH 140</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUCO 110*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUPF 180, MUPF 181</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2Music Ensemble (1, 1)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUSC 200 (0, 0)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2Cultures and Civilizations*</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Requirements for Music Major – Piano Concentration

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultures and Civilizations Elective*</td>
<td>3</td>
<td>ENGL 101*</td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
<td>MUCO 110*</td>
</tr>
<tr>
<td>MUUCO 110</td>
<td>3</td>
<td>MUPF 180</td>
</tr>
<tr>
<td>MUPF 181 MUPF-180</td>
<td>3</td>
<td>MUSC 200 (2nd time)</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>0</td>
<td>A second MUEN course – MUEN 330, MUEN 350, MUEN 352, MUEN 353, MUEN 370, MUEN 380, MUEN 383, MUEN 389</td>
</tr>
<tr>
<td>MUTH 120</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUTH 140</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Music Ensemble</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

(Note: Many of the programs in the College of Arts and Sciences use two formats for showcases and need to include both when they revise their programs, making sure that the changes are duplicated in each format. Programs that use only the second (uTrack) format above need to include on the uTrack format. Please also double-check the program’s total hours to be sure they add up correctly.)


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. 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

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

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

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

YES YES

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.ukr.edu) (April)
XIII. Curricular Calendar

2016-2017
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 16, 2016</td>
<td>Tuesday, August 30, 2016</td>
<td>3:45 pm – 4th floor conf room, AHT</td>
</tr>
<tr>
<td>Tuesday, September 20, 2016</td>
<td>Tuesday, October 4, 2016</td>
<td>3:45 pm – 4th floor conf room, AHT</td>
</tr>
<tr>
<td>Tuesday, December 1, 2016</td>
<td>Tuesday, January 17, 2017</td>
<td>2:00 pm – 8th floor conf room, AHT</td>
</tr>
<tr>
<td>(last opportunity to submit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>changes for 2017-2018 UG Catalog)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, March 14, 2017</td>
<td>Tuesday, March 28, 2017</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</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, September 13, 2016</td>
<td>3:40 pm</td>
<td>Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
<tr>
<td>Tuesday, October 18, 2016</td>
<td>3:40 pm</td>
<td>Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
<tr>
<td>Tuesday, January 31, 2017</td>
<td>3:40 pm</td>
<td>Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
<tr>
<td>Tuesday, February 28, 2017</td>
<td>3:40 pm</td>
<td>Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
<tr>
<td>Tuesday, April 11, 2017</td>
<td>3:40 pm</td>
<td>Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
</tbody>
</table>

Faculty Senate Meeting Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 19, 2016</td>
<td></td>
</tr>
<tr>
<td>Monday, October 17, 2016</td>
<td>- approval of September 13, 2016 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, November 21, 2016</td>
<td>- approval of October 18, 2016 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, February 6, 2017</td>
<td></td>
</tr>
<tr>
<td>Monday, March 6, 2017</td>
<td>- approval of January 31, 2017 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, April 3, 2017</td>
<td>- approval of February 28, 2017 UG Council Minutes</td>
</tr>
<tr>
<td>Monday, May 1, 2017</td>
<td>- approval of April 11, 2017 UG Council Minutes</td>
</tr>
</tbody>
</table>
Appendix A – Expectations for General Education Courses

A course that is on the General Education list has the following expectations:

A. Any course that is to fulfill a General Education requirement must be proposed to and approved by the General Education Committee and approved by the Undergraduate Council and Faculty Senate.

B. Courses on the General Education list in one year will be carried over to the next year’s catalog.

C. Once a course is approved for a General Education requirement, it must continue to be taught following the approved General Education characteristics anytime it is offered.

D. If a department wishes to drop the General Education designation for a course:
   a. The Coordinator of Curriculum and Catalog must be informed of the intent to drop the General Education designation by October 1.
   b. There will be a 6-year phase out period for all courses dropped from the General Education list.
   c. If still offered during the 6-year phase out period, a course must be taught following the approved General Education characteristics.
   d. The department may choose not to offer a course if it does not wish to continue teaching it as a General Education course during the 6 year phase out period.
   e. The General Education designation for a dropped course will be date-ranged in the Undergraduate Catalog (both on the General Education list and in the course description), on the list maintained on the web, and on students’ DARS reports.

E. Courses dropped from the Undergraduate Catalog will be dropped from the General Education list.

F. Archived courses (i.e., not listed in the UG Catalog but not dropped) will be temporarily dropped from the General Education list but will be added back when the course is taught again. Once reinstated, the course must be taught following the originally approved General Education characteristics.

G. If a course is dropped from the UG Catalog but is reinstated with a new number through an equivalency table, it would need to be resubmitted to the General Education Committee for approval in order to retain the General Education designation.

H. If a department wants to change the General Education category(ies) for a course, the old course number must be dropped and a new course must be proposed to the UG Council and to the General Education Committee.

Appendix B – Experience Learning Course Designation

Catalog Policies on Repeat and Replacement  
(For Reference Only)

General Repeat Policy

- Courses may be repeated twice, for a total of three attempts per course.
- A grade of W does not count as one of the three attempts.
- Grades of C−, D+, D, D−, F, Incomplete, and NC are counted as one of the three attempts.
- No course may be repeated if a grade of C or better has already been earned.
- Each repeated course is counted only once in determining credit hours presented for graduation.
- With limited exceptions (see Grade Replacement Policy), all grades earned in repeated courses will count in calculating the GPA.
- Exceptions to the number of times a course may be repeated will be allowed only with prior written permission from the head of the department where the course is being offered and the student's college dean or designee.

Grade Replacement Policy for Three Lower Division (100-200 Level) Courses
• The first three lower-division (100-200 level) course grades may be replaced when a course is repeated. All other grades will be included in computing the cumulative grade point average.
• If the same course is repeated more than once, the additional repeat(s) will count toward the grade replacement total.
• Repeating a course in which an NC or a W grade has been earned does not count as one of the three grade replacements.
• The grade earned during the final attempt will be used in computing the cumulative GPA.
• All grades for all courses remain on the transcript.
• Transfer course grades cannot be replaced (see Transfer Admission policy).

Definitions of EL Courses
(where ABCD stands for academic discipline)

• ABCD 310  Non Designated courses
• ABCD 310R Designated Undergraduate Research course
• ABCD 310S Designated Service-Learning course

Equivalency of EL Courses

For Registration

Each designation of the course will be equivalent to the other designations, as defined in Banner.

- ABCD 310 is equivalent to ABCD 310S
- ABCD 310 is equivalent to ABCD 310R
- ABCD 310S is equivalent to ABCD 310
- ABCD 310R is equivalent to ABCD 310S
- ABCD 310 is equivalent to ABCD 310R
- ABCD 310S is equivalent to ABCD 310

General Repeat Policies and Grade Replacement Policies apply, as applicable.

Example: Student takes ABCD 310S and earns an F. Student registers for ABCD 310 and earns grade of B, which is treated as a repeat of ABCD 310S. Student attempts to register for ABCD 310R and is not allowed because credit has already been earned for the course.

For Curricular Requirements

Colleges and departments may require a specific designation for a concentration, major, or program. The curricular requirement is enforced in DARS after the credit is earned for the course.

Each college can determine if a particular version of a course is required for a specific program. Some departments may require only the R designation, or one R and one S. (Note that Banner will consider these courses equivalent, but DARS can make a distinction between the courses.)

Example: Department requires a course with an “R” designation. Student takes ABCD 310R and earns an F. Student takes ABCD 310S and earns a B-. The course has been repeated one time successfully for the student to earn the credit for that course, but the curricular requirement in DARS is still incomplete.
Prerequisites for/of EL Courses

Because the designated and non-designated courses are defined as equivalents in Banner, requiring one of the options as a Registration Enforced (RE) prerequisite will not work.

Example: Department defines ABCD 310R as a prerequisite for ABCD 410R. Because all designations of ABCD 310 are equivalent, Banner will allow a student to register for ABCD 410R if the student has received credit for any one of ABCD 310, ABCD 310R, or ABCD 310S.

A department has the option to add a Department Enforced (DE) prerequisite. Departmental enforcement can be handled by placing a Permission on the course to prevent initial registration without review, or at the start of the term by monitoring the class roster to determine eligibility of those who have registered.

Catalog Description for EL Courses

The non-designated course will have been approved through the curricular process with a course description for the appropriate catalog. The designated course may refer to the non-designated course with an additional statement describing the designation.

Example: ABCD 362 Development of politics and policy-making in the modern American city.  
ABCD 362S Same as ABCD 362 with a service-learning component.

(Note that this is an example and not a required course description. Departments may choose to describe the course as they think best, but text that emphasizes the research or service-learning nature of the course is strongly encouraged.)

Timeline

1. Proposals should be sent to Molly Sullivan, Coordinator for Curriculum and Catalogue, by email at msulli27@utk.edu at any time during the academic year, but no later than October 15th (permanent deadline) to be considered for the next fall term. (Note that the deadline for the 2016-2017 academic year for courses to be added in fall 2017 has been extended to October 31, 2016.)
2. Molly will then send each proposal to the appropriate Advisory Group chair (Kelly Ellenburg for Service-Learning and Marisa Moazen for Undergraduate Research).
3. Kelly and Marisa would then convene each Advisory Group and submit approved proposals back to Molly as quickly as possible, but no later than December 1st (permanent deadline) to be considered for the next fall term.
4. Molly will then incorporate approved proposals into the agenda of the next regularly scheduled meeting of the Curriculum Committee, but no later than the January meeting in order to be considered for the next fall term.
5. If approved by the Curriculum Committee, proposals will be included on the agenda of the next meeting of the Undergraduate Council, but no later than the first meeting of the spring semester to be considered for the next fall term.
6. If approved by the Undergraduate Council, proposals will be submitted to the Faculty Senate for their consideration at their next meeting, but no later than their March meeting in order to take effect the next fall term.
Defining Research Intensive (R) Courses

For a course to be designated as “Undergraduate Research Intensive”, it must meet all of the following criteria. Criteria for undergraduate research courses are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).

1. The field research course engages students on an original research* project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor.
2. Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.
3. Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.
4. The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.
5. There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.
6. The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.
7. There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.

*At UT, research is defined as an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.

Defining Service-Learning (S) Courses

Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content. When implemented according to the below standards of best practice, service-learning can enhance academic learning, promote civic responsiveness, and strengthen

The “S” designation is intended to identify courses in which service-learning is implemented in accordance with the below standards.

1. The course includes one or more academic learning outcomes that will be enhanced by the service.¹
2. The course includes one or more civic learning outcomes that will be enhanced by the service.²
3. The instructor and one or more community partners³ will collaboratively design a service project or experience that advances the above mentioned student learning outcomes while meeting one or more needs identified by the community partners/organization.⁴
4. The course includes structured reflection upon the service project/experience by the students in light of intended academic and civic learning outcomes.⁵

¹ Enhanced academic learning refers to the added value the service experience brings to the students’ learning. Generally there are two ways that the integration of service can enhance learning: 1) through complementing more traditional classroom- and book-based pedagogies (e.g. students improving Spanish speaking abilities by serving in a Latino/a community organization), or 2) through enabling learning possibilities precluded in more traditional pedagogies (e.g. the same students learning about Latino/a culture as a complement to their language learning). The instructor should be purposeful to design the service experience and accompanying coursework in a way that enhances the students’ academic learning in one or both of these ways. The instructor should communicate these provisions to the community partner during the planning stage.

² Civic learning involves the personalizing of the learning experience in light of the student’s role as a citizen, scholar, or professional. The civic knowledge, skills, values, or propensities to be advanced through the service-learning should be determined by the instructor, and should be reflected in the student learning outcomes and content of the course. Civic learning can range in its level of intensity from a general focus on responsible citizenship (e.g. democratic preparedness or professional ethics) to an emphasis on change-making (e.g. political or social action).

³ A service-learning community partner can be 1) any nonprofit or public sector organization, agency, or institution, or 2) a private sector business or establishment that is underserved in the traditional market economy. In cases such as university-operated legal or veterinary clinics, the community partner can also be the client.

⁴ The service project or experience should 1) clearly contribute to the community partner organization’s ability to fulfill their mission or charge, and 2) clearly advance one or more academic and civic student learning outcomes from the course. The instructor and the community partner should work together to define an appropriate service project or experience in line with these goals. This entails the instructor sharing the anticipated student learning outcomes with the community partner, and the community partner sharing information about the organization’s mission and needs.

⁵ Reflection is the purposeful consideration of the service project or experience by students in light of intended academic and civic learning outcomes. For example, a reflection assignment may include examining some aspect of the service project/experience in light of a theory or framework observed within the discipline. Through ongoing reflection, the service should continually inform the learning and the learning should continually inform the service so that each adds value to the other. Reflection activities can include guided discussion, structured journals, blog entries, oral presentations, or written papers. Reflection questions should be rooted in course content, and should prompt students to consider their roles and responsibilities as citizens, academics, and professionals in a complex and diverse society.