Managing the curriculum is one of the most important roles of faculty members. With their broad knowledge and deep understanding of disciplines, faculty members are responsible for defining learning outcomes for students. In addition, faculty perform periodic assessment activities to determine how well those outcomes are being met as well as whether changes within the professional field or programmatic accrediting standards indicate that the learning outcomes need to be modified. As a result, faculty ensure the curriculum balances currency with grounded contemplation.

Curricular changes at the University of Tennessee are categorized into three subsets:

- High-impact changes, which include adding, dropping, archiving, or making major revisions to any high-demand course.
- Mid-impact changes, which include adding, dropping, archiving, or making major revisions to any course that is not high-demand or adding, ending or making major revisions to programs.
- Low-impact changes, which include routine maintenance to courses or programs.

*Please see Impact Level of Changes in the Glossary for additional information. Contact the Coordinator of Curriculum and Catalog (CCC) if you have additional questions.*

The CCC will identify the impact of items on the Curriculum Committee agenda through the use of appropriate labels. This will allow the Committee to focus on significant changes, while spending less time on minor maintenance.
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CURRICULAR SUBMISSION GUIDELINES

General

- The curricular change process is outlined in Appendix A.
- Deadlines for submitting curricular changes are listed in Appendix B.
- Curricular change submissions are sent from the college representative to the Coordinator of Curriculum and Catalog (CCC) in a Microsoft® Word document. (See Appendix A.)
- The date the changes are to go into effect is listed at the top of the submission.
- Each college should list departments in alphabetical order. Within each department, submissions should be listed in the following order:
  - Course changes in alpha/numeric order
  - Text edits
  - Program changes, with programs in alphabetical order
- Academic discipline/subject changes are explained in Appendix C.
- For each change, indicate the following:
  - Rationale
    The reason for the change(s), including any learning outcome(s) and/or course or program assessment activities that influenced the change.
  - Impact on other units
    A course that is required by other departments/colleges will have more impact than courses that are specific to programs within the course’s department. The CCC can provide a report to indicate the impact of the change(s). See also Impact Level of Changes in Glossary.
  - Financial impact
    Changing credit hours, limiting registration to a select group students, or procuring additional resources are examples of revisions that would have a financial impact. If there is a financial impact, then this issue must be addressed in the proposal.
- Other Documentation
  - Any change that needs additional approval (see Appendix L) may require additional documentation.

Courses

General

- List courses in alpha/numeric order.
- Minimum information for course revisions or for requests to drop or archive a course includes course prefix, number, title, and credit hours.
- Equivalency tables need to be included if a new course is replacing an old course and the two will be equivalent for repeat/replace purposes.
- Some courses should be marked with a designated symbol to draw attention to a specific course characteristic.
  - Courses with attached fees should be designated with a dollar sign ($). Please note that new course fees, including new courses that are replacing dropped courses or that are cross-listed with a course that has attached fees, will need to be approved by the Office of Budget and Finance. Please complete the Fee Request Form and submit it as indicated on the online form: http://budget.utdev4.wpengine.com/wp-content/uploads/sites/36/2015/04/FeeRequestForm.pdf.
  - General Education courses should be designated with an asterisk (*).
  - Cross-listed courses should be designated by a plus sign (+).
- Information for courses should be in the order listed in Appendix D.
- See Appendix E for a list of commonly used headings related to changes in courses. Multiple headings should be used when appropriate.
- Courses fall into three categories, based on the impact of the change:
Please note that the CCC can run a course impact report to identify whether a particular curricular change affects colleges other than the host college.

- **High-impact**
  - Adding, dropping, or archiving a general education or other high demand course, such as one with interdisciplinary applications that could be required for programs in two or more colleges or one that could impact individual program accreditation.
  - Course revisions that significantly change the course content or enrollment-related or credit-hour revisions to a general education, tracking, or other high demand course. These revisions include registration restrictions, registration permissions, adding a pre- or corequisite that is not required by other programs that require the course, or increasing or decreasing credit hours.

- **Mid-impact**
  - Adding, dropping, or archiving any course other than high-impact courses. (See high-impact courses, above.)
  - Course revisions that significantly change the course content or impact enrollment numbers and revisions to courses required by programs in colleges other than the host college.

- **Low-impact**
  - Routine maintenance of existing courses that does not significantly change course content or impact enrollment.

### Add Courses
- New courses are high- or mid-impact changes. (See category characteristics under General information, above.)
- Contact the CCC for available course numbers. (Course numbers may not be reused for at least six years.)
- Numbers ending in 7 and 8 are reserved for honors courses.
- Course number 129 is reserved for use by the Vice Provost for Academic Affairs.
- Numbers 491, 492, and 493 are reserved for Foreign Study, Off-Campus Study, and Independent Study respectively.
- Course titles are limited to 30 characters (for the short and/or abbreviated title) or 100 characters (for the long title).
- Courses that are to use variable titles (Special Topics, Selected Readings, etc.) must specifically request that privilege.
- Credit hours must comply with the university’s definition. (See Glossary.)
- New course proposals must include a course description.
- Courses that will have an Experience Learning designation (currently N for Internship, R for Research, or S for Service Learning) are new courses and must also undergo an evaluation by a subcommittee of the Curriculum Committee. See Appendix F for additional information.
- New courses seeking to be approved as satisfying general education requirements must be reviewed by both the Curriculum Committee and the General Education Committee. See Appendix G for further information.
- See Appendix H for examples of new course submissions.

### Drop or Archive Courses
- Dropped or archived courses are considered high- or mid-impact changes. (See category characteristics under General information, above.)
  - A dropped course is removed from the course catalog (and therefore cannot be added to the course schedule) beginning with the term the change takes effect. The course number will be available for reuse after six academic years.
  - An archived course is removed from the Undergraduate Catalog, but not permanently dropped. (Please see Glossary for additional information.) The course number does not become available for reuse if the course is archived. For the number to become available, the archived course would need to be dropped. The number would then become available six years after being dropped.
Dropped or archived courses can impact two or more colleges. Impact reports can be run by the CCC, so that all colleges currently listing the course(s) as pre- or corequisites for courses or as requirement(s) for their programs can revise their curriculum accordingly. Courses not taught in four years or more are identified by the CCC, who then works with the colleges to determine if these courses should be retained, dropped, or archived.

Revise Courses
- Course revisions can be high-, mid-, or low-impact changes. (See category characteristics under General information, above.) See Appendix E for a list of commonly used headings related to course revisions. Multiple headings should be used when appropriate.
- Other than the course’s identifying information (course prefix/number, title, and credit hours), the only information needed for a revision proposal is the part that is changing. The new information is listed first, with the previous version listed below with the word formerly. See Appendix J for examples.
- Changes to the credit hours for a course may necessitate changes to program requirements and the accompanying uTrack showcase. These changes would need to be listed under Program Changes, Revise Program.
- Revisions to Experience Learning designated courses or to General Education course(s) may necessitate re-evaluation by the appropriate subcommittee of the Curriculum Committee or by the General Education Committee.
- Revising course numbers: Course numbers cannot be revised. The course with the old number will need to be dropped and the course with the new number will need to be added, along with an equivalency chart to indicate that these two courses are equivalent for repeat/replace purposes.

Programs and Text

General
- Changes should be indicated as follows:
  - Enter new text or course requirements in red font with gray highlight.
  - Indicate text or course requirements to be deleted in red font with strikethrough.
- Program changes must include uTrack showcases with the changes indicated as noted above. If there is accompanying text and/or a separate page/list of requirements, then that information must be included, as well.
- Text changes must follow the established conventions found in the UT Editorial Guide, which may be viewed at http://brand.utk.edu/editorial/. For questions other than those regarding the UT brand, please refer to the Chicago Manual of Style.
- See Appendix K for sample headings related to changes in programs.

Add Programs
- New majors or degrees need approval by THEC.
- New concentrations or minors do not need THEC approval.
- See Appendix L for required approvals.
- All bachelor’s degrees must require a minimum of 120 credit hours for completion of the degree and the new major and/or concentration proposal must include a uTrack showcase.
- New programs should include a caret (^) symbol. (See Appendix M for examples.)
- New programs should include a list of learning outcomes.
- If the new program is replacing an old program, then the new program is listed as an “Add” and the old program is listed as “End.” Note that this happens when a program is changing names, because students who graduated under the program with the old name would need to continue to have the old program name on their transcripts.

End Programs
- Programs are “ended” rather than dropped.
Ended programs are removed from the catalog of the “effective year” of the change but remain active for those students who are on catalog years that allow that program as a valid choice. Ended programs enter a six-year teach-out period and can be inactivated in Banner at the end of that time. (In contrast, dropped courses become inactive with the catalog of the effective year.)

Revise Programs

- Revisions to programs can be mid- or low-impact revisions.
  - Mid-impact revisions include significant changes to program requirements, such as significant changes to the courses required for the degree.
  - Low-impact revisions include slight changes to program requirements, such as replacing a dropped course or changing the recommended term for a course.
- Bachelor’s programs must continue to meet the required minimum of 120 hours.
- When submitting program revisions, the entire uTrack showcase should be included. This allows the CCC to easily double check that the degree continues to require a minimum of 120 hours.
- Changing the name of a program requires ending the old program and adding the new one. (See “if the new program is replacing an old program” under “Add” above.)
- See Appendix M for examples of program revisions.
Appendix A. Curricular Change Process

1. **College-level approval**
   a. **Faculty members** submit proposals for new courses (including requests for Experience Learning course designation), course revisions, general education courses, new programs, and program revisions to their departments.
   b. **Faculty within the department** review these proposals, following policies and procedures established by the department, and forward approved proposals to their colleges.
   c. **Faculty within the college** review departmental proposals, following policies and procedures established by the college, and forward approved proposals to the **Coordinator of Curriculum and Catalog (CCC)** in the Office of the University Registrar.

2. **Undergraduate Council** approval
   a. The **Coordinator of Curriculum and Catalog (CCC)** reviews submissions from the colleges for potential problems, such as incomplete information or a course number that is not available for reuse, and runs impact reports to determine if/how proposals impact other units, resolving any issues with the administrator(s) from the corresponding college(s). The CCC then forwards proposals to the appropriate UGC committee or subcommittee.
   b. **Subcommittees**, such as the R-designated subcommittee of the Curriculum Committee or the WC subcommittee of the General Education Committee, review proposals and forward approved proposals to their full committee for review.
   c. **Committees** receive proposals from the colleges via the **CCC** or from their subcommittees, review curricular changes, and forward approved proposals to the Undergraduate Council.
   d. **The Undergraduate Council (UGC)** reviews proposals and forwards approved proposals to the Faculty Senate. Actions by the UGC and its committees are entered into the minutes of the UGC and become part of a permanent record of the university.

3. **Faculty Senate** approval
   a. The Faculty Senate reviews and makes decisions regarding the proposals.
   b. The UGC Chair attends Faculty Senate meetings and informs the **CCC** of their decisions.

4. **Next steps**
   a. The **CCC** enters and/or oversees entry of approved changes into Banner and Acalog, the university’s SIS and catalog software respectively.
   b. The **CCC** solicits approval of the catalog draft from college administrators and makes corrections, if necessary.
   c. The **CCC** activates Banner updates and publishes the catalog, usually by the first day of registration for the upcoming fall term (mid to late March).

Appendix B. Undergraduate Curricular Approval Calendar

**UNDERGRADUATE CURRICULAR APPROVAL CALENDAR**

**2017-2018**

**Deadlines**
- **October 1**: High-impact items may need to be reviewed by the General Education Committee or may affect courses or programs in colleges other than the host college. It is imperative that the host college begin working with the General Education Committee and/or other affected colleges no later than October 1. (See the definition of High-Impact Changes in the Glossary or the General section under Courses above. Please note that the **CCC** can run a course impact report to identify whether a particular curricular change affects colleges other than the host college.)
- **October 15**: Deadline to submit courses for Experience Learning course designation. These submissions must come from the host college.
- **December 1**: Deadline to submit all other changes for the 2017-2018 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>August 15, 2017</td>
<td>Tuesday, August 29, 2017</td>
<td>3:45 pm – 4th floor conf room, AHT</td>
</tr>
<tr>
<td>September 19, 2017</td>
<td>Tuesday, October 3, 2017</td>
<td>3:45 pm – 4th floor conf room, AHT</td>
</tr>
<tr>
<td>December 1, 2017 (last opportunity to submit changes for 2017-2018 UG Catalog)</td>
<td>Tuesday, January 16, 2018</td>
<td>2:00 pm – 8th floor conf room, AHT</td>
</tr>
<tr>
<td>March 13, 2018</td>
<td>Tuesday, March 27, 2018</td>
<td>3:45 pm – 4th floor conf room, AHT</td>
</tr>
</tbody>
</table>

Undergraduate Council Meetings

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, September 19, 2017</td>
<td>3:40 pm – Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
<tr>
<td>Tuesday, October 17, 2017</td>
<td>3:40 pm – Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
<tr>
<td>Tuesday, January 30, 2018</td>
<td>3:40 pm – Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
<tr>
<td>Tuesday, February 27, 2018</td>
<td>3:40 pm – Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
<tr>
<td>Tuesday, April 10, 2018</td>
<td>3:40 pm – Frieson Black Cultural Center, Multipurpose Room</td>
</tr>
</tbody>
</table>

Faculty Senate Meeting Dates

| Saturday, September 18, 2017 | ----------------------------------------------- |
| Monday, October 16, 2017     | - approval of September 19, 2017 UG Council Minutes |
| Monday, November 20, 2017    | - approval of October 17, 2017 UG Council Minutes |
| Monday, February 5, 2018     | - approval of January 30, 2018 UG Council Minutes |
| Monday, March 5, 2018        | - approval of February 27, 2018 UG Council Minutes |
| Monday, April 2 2018         | - approval of April 10, 2018 UG Council Minutes |

Please note that these are anticipated approval dates and are subject to change based on Faculty Senate agenda constraints.

Appendix C. Academic Discipline/Subject Changes

Changing the name of an academic discipline must be approved by the Office of the Chancellor, and is then presented to the Curriculum Committee as an informational item. (See Appendix L for additional information.) Changing a subject code needs approval of the Curriculum Committee. After approval, the following steps must be taken.

- A new subject code must be created. The Coordinator of Curriculum and Catalog (CCC) can provide assistance by researching to be sure the proposed code has not been used previously.
- All courses under the old subject code must be dropped.
- Courses with the new subject code must be added. Please note that if the old course had attached fees, then the fees for the new course will need to be approved by the Office of Budget and Finance. Please complete the Fee Request Form and submit it as indicated on the form: http://budget.utdev4.wpengine.com/wp-content/uploads/sites/36/2015/04/FeeRequestForm.pdf.
- An equivalency table must be set up to show the equivalencies between the old courses and the new ones. (See example below.)
- If cross-listed courses are included, all departments affected by the change must be informed so they may update their own courses. New course numbers for secondary cross-listed courses are NOT needed, however, both primary and secondary courses should be updated appropriately.

<table>
<thead>
<tr>
<th>Current Courses Architecture (ARCH)</th>
<th>Equivalent Courses Effective Fall 2017 Architecture (ARCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 233</td>
<td>ARCH 261</td>
</tr>
<tr>
<td>ARCH 234</td>
<td>ARCH 262</td>
</tr>
<tr>
<td>ARCH 235</td>
<td>ARCH 263</td>
</tr>
<tr>
<td>ARCH 236</td>
<td>ARCH 264</td>
</tr>
<tr>
<td>ARCH 421</td>
<td>ARCH 321</td>
</tr>
</tbody>
</table>
Appendix D. Course Information Order

The established order for course information is listed below. See Glossary for definitions/explanations of these items.

- Course Prefix
- 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

Appendix E. Sample Headings for Course Changes and Impact Categories

General

- The heading helps to indicate whether the change is high-, mid-, or low-impact. See the definition of these categories in the Glossary.
- Multiple headings should be used when appropriate.
- See Appendix J for examples.

Commonly used headings for courses

- ADD COURSE – Course is entirely new.
- DROP COURSE – Course is to be dropped from the catalog.
- ARCHIVE COURSE – Course is to be archived (temporarily removed from the catalog).
- REVISE TITLE – Course title is to be changed.
- REVISE CREDIT HOURS – Credit hours are to be changed.
- REVISE DESCRIPTION – Description is to be changed.
- + ADD CROSS-LISTING – A new cross-listed relationship is to be set up. Indicate whether the course is primary or secondary and reference all connected courses. Note: please use the plus symbol (+) to draw attention to the cross-listed relationship.
- + REVISE CROSS-LISTING – Changes are made to an existing cross-listed relationship. Indicate whether the course is primary or secondary and reference all connected cross-listed courses. Note: please use the plus symbol (+) to draw attention to the cross-listed relationship.
- + REMOVE CROSS-LISTING – End a cross-listed relationship. Note: please use the plus symbol (+) to draw attention to the cross-listed relationship.
- + DROP CROSS-LISTED COURSE – Drop a course that is cross-listed. Reference the connected cross-listed course under the heading “+ REMOVE CROSS-LISTING” unless it is also being dropped. Note: please use the plus symbol (+) to draw attention to the cross-listed relationship.
- **ADD CONTACT HOUR DISTRIBUTION** – Contact hour distribution is to be changed from the default (lecture) to any other distribution. See Appendix N for the list of Instructional Methods.
- **REVISE CONTACT HOUR DISTRIBUTION** – Contact hour distribution is to be changed from one non-standard distribution to another.
- **REMOVE CONTACT HOUR DISTRIBUTION** – Contact hour distribution is to be changed from a non-standard distribution to the default (lecture).
- **ADD GRADING RESTRICTION** – Grading restriction is to be added to a course that has been using the standard grading system. (See Glossary for definition of grading restrictions.)
- **REVISE GRADING RESTRICTION** – Grading system for a course is to be changed.
- **REMOVE GRADING RESTRICTION** – Non-standard grading system for a course is to be changed to the default (A-F, S/NC, and audit).
- **ADD REPEATABILITY** – Course that was non-repeatable for credit will be repeatable. Note that the maximum number of times or hours must be indicated in the proposal.
- **REVISE REPEATABILITY** – Number of maximum hours or number of times a course may be repeated is changing. Note that the maximum number of times or hours must be indicated in the proposal.
- **END REPEATABILITY** - Course that was repeatable will no longer be repeatable for credit.
- **REQUEST VARIABLE TITLE** – Course will be taught under variable titles.
- **ADD CREDIT RESTRICTION** – Credit restriction will be added to a course that has not had such a restriction.
- **REVISE CREDIT RESTRICTION** – Changes are made to existing credit restrictions.
- **REMOVE CREDIT RESTRICTION** – Course with a credit restriction will no longer have any restriction.
- **ADD (RE) PREREQUISITE(S)** – Prerequisites that are enforced by Banner are being added to a course that previously did not have such requirements.
- **REVISE (RE) PREREQUISITE(S)** – Prerequisites that are enforced by Banner are being changed.
- **REMOVE (RE) PREREQUISITE(S)** – Course is dropping all prerequisites that are enforced by Banner and will no longer have such requirements.
- **ADD (DE) PREREQUISITE(S)** – Prerequisites that are enforced at the department or college level rather than by Banner are being added to a course that did not previously have such requirements.
- **REVISE (DE) PREREQUISITE(S)** – Course is changing prerequisites that are enforced at the department or college level rather than by Banner.
- **REMOVE (DE) PREREQUISITE(S)** – Course is removing all prerequisites that are enforced at the department or college level rather than by Banner and will no longer have such requirements.
- **ADD (RE) COREQUISITE(S)** – Corequisites that are enforced by Banner are being added to a course that did not previously have such requirements.
- **REVISE (RE) COREQUISITE(S)** – Corequisites that are enforced by Banner are being changed.
- **REMOVE (RE) COREQUISITE(S)** – Course is dropping all corequisites that are enforced by Banner and will no longer have such requirements.
- **ADD (DE) COREQUISITE(S)** – Corequisites that are enforced by the department or college rather than by Banner are being added to a course that did not previously have such requirements.
- **REVISE (DE) COREQUISITE(S)** – Corequisites that are enforced by the department or college rather than by Banner are being revised.
- **REMOVE (DE) COREQUISITE(S)** – Course is removing all corequisites that are enforced by the department or college rather than by Banner and will no longer have such requirements.
- **ADD RECOMMENDED BACKGROUND** – Recommended background is being added to a course that did not previously contain any recommendation.
• **REVISE RECOMMENDED BACKGROUND** – Changes are being made to the existing recommended background.
• **REMOVE RECOMMENDED BACKGROUND** – Recommended background is being removed from the course.
• **ADD COMMENT(S)** – New comment(s) are being added to a course.
• **REVISE COMMENT(S)** – Edits are being made to existing comments.
• **REMOVE COMMENT(S)** – All existing comments are being removed.
• **ADD REGISTRATION RESTRICTION(S)** – Registration restriction is being added to a course that did not have such requirements.
• **REVISE REGISTRATION RESTRICTION(S)** – Change existing registration restriction(s).
• **REMOVE REGISTRATION RESTRICTION(S)** – Course is removing all registration restrictions and will no longer have such restrictions.
• **ADD REGISTRATION PERMISSION** – Registration permission is being added to a course that did not previously have one.
• **REVISE REGISTRATION PERMISSION** – Changes are being made to an existing registration permission.
• **REMOVE REGISTRATION PERMISSION** – Course is dropping all registration permissions from a course.

Appendix F. Experience Learning Designated Courses

**General**

- Courses that contain an Experience Learning component will be identified on student transcripts by a three-digit course number followed by one letter, such as “310R.” Three such designations have been approved:
  - N – Internship
  - R – Research
  - S – Service learning
- For repeat/replace purposes, the base course (the version of the course without the added letter, such as 310) and all EL-designated versions of that course will be treated as equivalents in Banner.
- For program or general education requirements, DARS can distinguish between the various versions of the course.
- Additional Information is available online
  - Internship-designated courses: [http://career.utk.edu/faculty-and-staff/internship-n-designated-courses/](http://career.utk.edu/faculty-and-staff/internship-n-designated-courses/)
  - Research-designated courses: [http://ugresearch.utk.edu/faculty/r-designation/](http://ugresearch.utk.edu/faculty/r-designation/)

Adding an EL designation to a course

- EL-designated courses are treated as new courses. Proposals for Experience Learning Course Designation (N, R, or S) must be submitted through the host college’s standard curricular approval process. The designated college representative then submits any proposals that have received college-level approval to the CCC no later than October 15. See the approval process chart in Appendix A.

Revising an EL-designated course

- Revisions will be submitted via the normal approval procedure as outlined in Appendix A.
- Low-impact revisions are reviewed by the Curriculum Committee.
- High- and mid-impact revisions must be reviewed by the EL subcommittee before being forwarded to the full Curriculum Committee, so a new application for the EL designation should be submitted with an indication that this is for re-approval.

Dropping an EL designation from a course

- Dropping an EL designation is the same as dropping a course. For example, requesting to drop ABC 310R would effectively remove the designation, leaving only the base course and any other EL versions of ABC 310.
Appendix G. General Education Courses

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

- 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.
- Courses on the General Education list in one year will be carried over to the next year’s catalog.
- Once a course is approved for a General Education requirement, it must continue to be taught following the approved General Education characteristics any time it is offered.
- 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.

Adding a General Education Course
- An entirely new course would need to follow the approval process outlined in Appendix A, which includes submission to the Curriculum Committee and submission to the General Education Committee.
- To request that an existing course be approved as satisfying a general education requirement, an application would need to be submitted to the General Education Committee.

Revising a General Education Course
- Submit the change to the Curriculum Committee as outlined in Courses/Revise and in Appendix E. Note: please use the asterisk symbol (*) to draw attention to the general education relationship.
- If there are significant changes to content, instructional method, or credit hours for any course already approved as satisfying a general education requirement, then the course must be re-submitted to the General Education Committee for re-approval.
- 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.

Dropping a General Education Course
- If a department wishes to drop the General Education designation for a course:
  - The Coordinator of Curriculum and Catalog (CCC) must be informed of the intent to drop the General Education designation by October 1.
  - There will be a 6-year phase out period for all courses dropped from the General Education list.
  - If still offered during the 6-year phase out period, a course must be taught following the approved General Education characteristics.
  - 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.
  - 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.
- Courses dropped from the Undergraduate Catalog will be dropped from the General Education list.
- 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.
- 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.
Appendix H. Examples of New Course Submissions

**ADD COURSE**

**ALEC 442 Layout and Design (3)** Explore elements of desktop layout and visual design principles to develop effective communication material for agricultural audiences.

(RE) Prerequisite(s): 330

Rationale: Identified as course of need in a national agricultural communications programs of study evaluation; expected enrollment: 15-30 and will primarily be comprised of communication majors. This supports Program Learning Outcome 2 for BS in Agriculture: Students will demonstrate the ability to communicate through written scholarly work and formal oral presentations. Impact on other units: Negligible. Financial impact: None.

Note: this would be a mid-impact change, because it is a new course but is not seeking general education or experience learning approval and would not expect to be required by programs outside the host college.

**ADD COURSE**

***ESS 110 Energy for the World (3)** Energy is one of the basic units of our physical world, and its availability strongly defines a populace’s standard of living. Debates over the risks related to fracking, mining, nuclear power, hydroelectric dams, wind farms, solar farms, burning fossil fuels and implications for climate change will be weighed against the need to deliver power to an increasing human population. In this course we will investigate how energy is derived from all the available technologies: from coal to tidal. This will include the full aspect of energy consumption including: infrastructure, mining, energy storage, energy delivery, and waste disposal. As we discuss various countries and how they derive their energy, we will see that the proportion and the total amount of energy generated by the various technologies differ dramatically. Lastly we will discuss the inherent conflict generally between energy producers (generating self-wealth) and those downstream of the energy production (enduring poor environmental conditions), and how this conflict is becoming intergenerational.

Satisfies General Education Requirement: (NS)

Rationale: A general science class on energy and power is becoming increasingly available at universities across the country. At UT, a somewhat similar course (HSP 288 – Energy in the Modern World) is taught, but it is only available to the 30 or so students in the Haslam Scholars Program each year. This course would deliver a similar class offering to the other undergraduate students. The course is designed to meet Gen Ed Natural Science Student Learning Outcomes. Impact on other units: negligible, although this would offer a general education elective that could be popular with a wide range of students. Financial impact: None - using faculty time released from teaching another course being merged.

Note: this would be a high-impact change, because the department is seeking general education approval; therefore, the college would want to be sure to submit a request for General Education approval.

**ADD COURSE**

**FDSC 499 Undergraduate Research in Food Science (1-3)** Experience in research projects under supervision of staff members. Student should make arrangements for research project with instructor prior to enrollment.

Repeatability: May be repeated. Maximum 12 hours.

Registration Permission: Consent of instructor.

Rationale: This course is being added using a new departmental prefix (FDSC) that results from renaming the department and replaces a course offered under the former prefix (FDST). Impact on other units: None. Appropriate catalog changes and equivalency tables will alleviate any issues with course numbers/names. Financial impact: None.

<table>
<thead>
<tr>
<th>Former Prefix/Course Number</th>
<th>Equivalent New Prefix/Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDST 499 Undergraduate Research in Food Science</td>
<td>FDSC 499 Undergraduate Research in Food Science</td>
</tr>
</tbody>
</table>

Note: this would be a mid-impact change, because it is new but is not seeking general education or experience learning approval and is not expected to be taken by anyone outside the host college.

**ADD COURSE**

**ARCH 370S Research and Design – Collaborative Engagement (3)** Research as an intrinsic aspect of the design process. Use of investigative skills in documentation, research, and analysis of program, site, relevant laws, precedents, and user requirements. Formation of comprehensive program. Supports service learning with engaged community partner. Includes purposeful service experience and student reflection. Combination lecture, seminar, and studio format. First half semester course.

Contact Hour Distribution: 1 hour lecture, 1 hour seminar, and 1 hour studio.

(Re) Prerequisite(s): 272 with a grade of C or better.

(Re) Corequisite(s): 361

(DE) Corequisite(s): 371S.
ARCH 371S Design as Applied Research – Collaborative Engagement (3) Understand the design process in relation to research. Execution of design project (as defined in Architecture 370), exploring the implications of research on schematic design. Completed projects apply research from Architecture 370 through assessment of alternative approaches and well-reasoned design decisions. Supports service learning with engaged community partner. Includes purposeful service experience and student reflection. Second half semester. 
(Re) Prerequisite(s): 272 with a grade of C or better.
(Re) Corequisite(s): 362
(De) Corequisite(s): 370S.

Program Learning Outcomes for B. Architecture
1. Graduates of the Bachelor of Architecture (B. Arch) program will be able to demonstrate that they have the basic knowledge, skills, and abilities necessary to enter the profession and to become licensed architects.
2. Graduating students must demonstrate the ability to build abstract relationships and understand the impact of architectural design based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts.
3. Leadership and Practice: Graduating students must have an understanding of the architect’s role in managing and advocating for legal, ethical, and critical action for the good of the client, society and the public.

Rationale: The School of Architecture currently conducts multiple studio and seminar courses that support service-learning pedagogies and principles. In review of recent years, faculty who teach sections of 370 and 371 have taught them with collaborative and service-learning focus more than fifty percent of the time. While we will maintain the previous 370 and 371 courses for faculty who teach these courses without the service learning component, we wish to also offer these courses with an S-designation. These courses support Program Learning Outcomes 1, 2, and 4. Impact on other units: None. Financial impact: None.

Note: these are both high-impact changes because they are new and are seeking experience learning course designation. They would need to be submitted by the Experience Learning deadline. Because it references learning outcomes by number, these three learning outcomes should be listed and may be listed just above the rationale. If, however, these same learning outcomes are mentioned in the rationales of other courses or programs, they may be listed directly under the department’s name and then referenced by number within the various rationales. If this rationale were only referring to one learning outcome, then the outcome could be listed within the rationale.

ADD COURSE, REQUEST VARIABLE TITLE

HIST 483 – Historical Issues (3) Content varies. Selected topics in history. Writing emphasis course.
Repeatability: May be repeated. Maximum 6 hours.

Rationale: To avoid excessive petitioning, History needs a topics course at the 400 level. Impact on other units: None. Financial impact: None.

Note: this would be a mid-impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.

ADD COURSE

ARTC 431 The Business of Cinema (3) Advanced study of motion picture producing and of the film and video industries.

Rationale: This course has been taught under a special topics number and enrollment was very strong. It will be taught again in Spring 2017 and will also satisfy requirements for Cinema Studies majors and minors. Impact on other units: Will add an elective that can be used to satisfy the Cinema Studies major/minor. Financial impact: None.

Note: this would be a mid-impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.

ADD COURSE

BCMB 405 Biophysical Chemistry (4) Covers (1) thermodynamics; free energy; entropy and enthalpy; chemical equilibrium; solution chemistry; protein folding; DNA melting; protein-ligand association; phase transition; (2) enzymatics; protonation and electron transport. (3) Molecular Structure and Interaction (3a) Theory: Quantum theory, Duality principle, Wave Equation, Single atom model, (3b) Applications: Simulated Molecular Dynamics. Spectroscopy (UV-Vis, Raman, Fluorescence, Circular dichroism, NMR), X-ray diffraction and scattering.
(Re) Prerequisite(s): 401 or equivalent. Recommended Background: Calculus.
Comment(s): Intended for biology majors in the biochemistry and cellular and molecular biology (BCMB) concentration, but also open to majors in other concentrations.

Rationale: Biophysical chemistry is currently taught as a joint course with the Chemistry Department spanning the fall (BCMB/CHM 471) and spring (BCMB/CHM 481) semesters. Chemistry will be dropping those courses from their curriculum. This course is designed to replace 471/481 and the coursework from the earlier courses is consolidated into a single course. This course is a foundation to all Program Learning Outcomes. Impact on other units: None Financial impact: None. 
Note: this would be a mid-impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.

**ADD COURSE**

**LING 421 Phonetics (3)** Introduction to the basics of phonetics – the nature of speech sounds, speech production, and speech acoustics – as well as the International Phonetic Alphabet. The class will be conducted in English, but students will examine speech sounds in many different languages. No background in any language is required.

(DE) Prerequisite(s): LING 200 or permission of instructor.

Rationale: Phonetics is one of the core areas in linguistics, and it serves as the foundation for the majority of linguistic analyses. A phonetics course that teaches students how to articulate and transcribe speech sounds in world languages will greatly strengthen students’ training in linguistics as well as other majors such as language education. Impact on other units: No direct impact. This course could be used to satisfy requirements for some graduate programs in the College of Education, and could later be cross listed with ENGL or MFLL courses. Financial impact: None.

Note: this would be a mid-impact change because it is new but is not seeking general education or experience learning approval and is not expected to be a required course for majors outside the host college.

**+ADD COURSE**

**+WGS 319 Gender and Religion in Asia (3)**

(See Religious Studies 319.)

Religious Studies is primary

Rationale: Religious Studies is adding this course and it fits well within Women, Gender, and Sexuality, as well. The course will be cross-listed. Impact on other units: Both affected departments have agreed to the cross-listing. Financial impact: None. Course will be taught by existing faculty.

**+ADD COURSE**

**+REST 319 Gender, Sexuality, and Religion in Asia (3)** Examines gender and sexuality in the histories, canonical texts, popular literature and film, and practices of the religions and cultures of Asia.

(Same as Women, Gender, and Sexuality 319.)

Religious Studies is primary.

Rationale: Religious Studies courses on gender and sexuality are in high demand. This course will focus exclusively on Asia and Asian religions. Program Learning Outcomes: Religious Studies-BA 1, 3, 5. Impact on other units: The secondary cross-listed course’s department is in agreement with adding this course. Financial impact: None.

Note: These would be a mid-impact change because they are not seeking general education or experience learning approval and the cross-listing is within the same college.

**ADD COURSE**

**FINC 450 Advanced Capital Budgeting (3)** Application of capital budgeting techniques, including cash flow projections, risk analysis, capital rationing, and cost of capital estimation, to complex business situations. Course is designed to incorporate a greater understanding of capital budgeting across various business disciplines.

(RE) Prerequisite(s): 301 or 307, and 420 with grades of C or better.

Registration Restriction(s): Majors in the Haslam College of Business.

Rationale: Course designed to provide a more comprehensive treatment of capital budgeting across business disciplines. Course viewed as more appropriately suited for students seeking a collateral in finance (versus capstone finance course, FINC 455). Impact on other units: Course would replace FINC 455 for all collateral options. Course is designed for students in other majors pursuing a Finance collateral; therefore, learning outcomes information not applicable. Financial impact: None; enrollment in 455 will decrease, offsetting any needed resources for teaching this course.

Note: this would be a mid-impact change because it is new but is not seeking general education or experience learning approval and cannot be a required course for majors outside the host college.

**ADD COURSE**

**PBRL 340R Advertising and Public Relations Research Methods (3)** Secondary data and primary research techniques for advertising and public relations decisions.

(RE) Prerequisite(s): 270 or Advertising 250

(RE) Corequisite(s): Statistics 201 or 207.

Registration Restriction(s): Public relations major.
Program Learning Outcomes for the B. S. in Public Relations:
5. Understand the various types of research used in public relations.
6. Understand the research, strategy, and tactics involved in developing and evaluating a public relations campaign.
7. Understand how to conduct secondary and primary public relations research.
8. Understand how to translate research findings into actionable public relations strategies and tactics.

Rationale: The course addition, which supports Program Learning Outcomes 5, 6, 7, and 8, reflects the addition of an "R" designation to the Advertising and Public Relations Research Methods course. Feedback from undergraduate council indicated the added value of research intensive courses for students; value added to student transcripts for completing courses that meet the criteria of being research intensive. Impact on other units: None. Financial impact: None.

Note: this would be a high-impact change because it is seeking experience learning designation. Because it references learning outcomes by number, these four learning outcomes should be listed and may be listed just above the rationale. If, however, these same learning outcomes are mentioned in the rationales of other courses or programs, they may be listed directly under the department’s name and then referenced by number within the various rationales. If this rationale were only referring to one learning outcome, then the outcome could be listed within the rationale.

Appendix J. Examples of Course Drop/Archive or Revision Submissions

DROP COURSE

CHEM 350 Organic Chemistry I (3)

Rationale: The Department of Chemistry is doing a complete update of their major programs and courses to bring them in line with current national practices. Impact on other units: All affected units have been advised of the Chemistry revisions. Financial impact: None.

Impact Report

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 350</td>
<td>Animal Science Major – Pre-Veterinary Medicine 3+1 Concentration, Term 3</td>
</tr>
<tr>
<td></td>
<td>Animal Science Major – Pre-Veterinary Medicine Concentration, Term 3</td>
</tr>
<tr>
<td></td>
<td>Biosystems Engineering Major – Footnote 2</td>
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<tr>
<td></td>
<td>Biosystems Engineering Major – Pre-Professional Concentration, Term 4</td>
</tr>
<tr>
<td></td>
<td>Environmental and Soil Sciences Major – Environmental Science Concentration, Term 6</td>
</tr>
<tr>
<td></td>
<td>Environmental and Soil Sciences Major – Soil Science Concentration, Term 4</td>
</tr>
<tr>
<td></td>
<td>Food Science and Technology Major – Five-Year BS/MS Program, Term 4</td>
</tr>
<tr>
<td></td>
<td>Food Science and Technology Major – Pre-Professional 3+1 Concentration, Term 3</td>
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<tr>
<td></td>
<td>Food Science and Technology Major – Pre-Professional Concentration, Term 4</td>
</tr>
<tr>
<td></td>
<td>Food Science and Technology Major – Science Concentration, Term 4</td>
</tr>
<tr>
<td></td>
<td>Food Science and Technology Major – Technology Concentration, Term 4; Footnote 6</td>
</tr>
<tr>
<td></td>
<td>Wildlife and Fisheries Science Major – Wildlife Health Concentration, Term 4</td>
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<tr>
<td></td>
<td>Plant Sciences Major – Bioenergy Concentration, Specialty Areas, Chemistry list</td>
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<tr>
<td></td>
<td>Plant Sciences Major – Biotechnology Concentration, Term 6</td>
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<td></td>
<td>Arts and Sciences Exploratory Program – Pre-Professional Track, Term 3</td>
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<td></td>
<td>Biological Sciences Major – Biochemistry and Cellular and Molecular Biology Concentration, I. Complete: list</td>
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<td></td>
<td>Biological Sciences Major – Biochemistry and Cellular and Molecular Biology Concentration (uTrack Requirements), Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes</td>
</tr>
<tr>
<td></td>
<td>Biological Sciences Major – Ecology and Evolutionary Biology Concentration, III. Remaining Hours list</td>
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<tr>
<td></td>
<td>Biological Sciences Major – Microbiology Concentration, I. Complete list</td>
</tr>
<tr>
<td></td>
<td>Biological Sciences Major – Microbiology Concentration (uTrack Requirements), Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes</td>
</tr>
<tr>
<td></td>
<td>Chemistry Major – Major Requirements, Select one sequence, second instance</td>
</tr>
<tr>
<td></td>
<td>Chemistry Major (uTrack Requirements) – Term 3; Term 4 Milestone Notes</td>
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<tr>
<td></td>
<td>Chemistry Major, ACS Certified – Second Year</td>
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<tr>
<td></td>
<td>Chemistry Major, ACS Certified (uTrack Requirements) – Term 3; Term 4 Milestone Notes</td>
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<td></td>
<td>Chemistry Minor – II. Complete A, B, C, or D (8 hours); section A</td>
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<td></td>
<td>Medical Laboratory Science Major – Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes</td>
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<td></td>
<td>Physics Major – General Concentration, 2nd paragraph</td>
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<td>Pre-Professional Programs Major – Pre-Dentistry Concentration, Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes</td>
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<td>Pre-Professional Programs Major – Pre-Medicine Concentration, Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes</td>
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<tr>
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<td>Pre-Professional Programs Major – Pre-Pharmacy Concentration, Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes</td>
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<tr>
<td></td>
<td>Pre-Professional Programs Major – Pre-Veterinary Medicine Concentration, Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes</td>
</tr>
<tr>
<td></td>
<td>Kinesiology Major – Footnote 6</td>
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<tr>
<td></td>
<td>Nutrition Major – Basic Science Concentration, Term 3; Term 4 Milestone Notes</td>
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<tr>
<td></td>
<td>Nutrition Major – Dietetics Concentration, Term 3; Term 4 Milestone Note</td>
</tr>
</tbody>
</table>
Note: this would be a high-impact change because it is a high demand course, required by majors in two or more colleges. The host college should begin working with other colleges that require this course no later than October 1 to give those colleges time to revise their programs and/or course requirements. The CCC was able to run an impact report to identify all colleges affected by dropping CHEM 350.

+ARCHIVE COURSE

Africana Studies (AFST)

AFST 352 African-American Religion in the United States (3)

Rationale: Cross-listed with REST 352, and neither has not been taught in 5 years; but Religious Studies would like this course to be archived.

Impact Report

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Desc</th>
<th>Course Impact</th>
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</thead>
<tbody>
<tr>
<td>AFST 352</td>
<td>Interdisciplinary Programs Major – Africana Studies Concentration, Select 3 hours</td>
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<tr>
<td></td>
<td>Interdisciplinary Programs Major – Africana Studies Concentration, Select 21 hours</td>
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<tr>
<td></td>
<td>Interdisciplinary Programs Minor – Select 9 hours</td>
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</tr>
<tr>
<td></td>
<td>Crosslist – REST 352</td>
<td></td>
</tr>
</tbody>
</table>

Note: this would be a mid-impact change because it is to be archived but is not a general education course, would not be required of a program outside the host college, and is cross-listed with a department in the same college. An impact report was run to be sure there was no impact outside the host college.

REVISE TITLE AND DESCRIPTION

ALEC 441 Professional Communication in Agriculture (3) Develop professional and effective interactions through written and electronic communication.

Formerly: ALEC 441 Advanced Communication Techniques in Agriculture (3). Production of contemporary radio broadcasts; photojournalism concepts and production; and development of news and feature photo essays for agricultural audiences.

Rationale: To more accurately describe the course content. Impact on other units: None. Financial impact: None.

Note: this would be a low-impact change because the revisions are for clarification and do not indicate substantial change to the course content.

REVISE REGISTRATION RESTRICTION(S)

ANSC 395 Careers in Animal Agriculture (1)
Registration Restriction(s): Minimum student level – sophomore.  
Formerly: Registration Restriction(s): Minimum student level – junior.

Rationale: This will allow transfer students coming in with less than 60 hours to take the course and remain on track to graduate on time. Impact on other units: None. Financial impact: None.

Note: This would be a low-impact change because it does not restrict additional students; in fact it allows additional students to register.

REVISE CREDIT HOURS

FORS 345 Practical Arboriculture (3)  
Formerly: FORS 345 Practical Arboriculture (2)

Rationale: Credits increased to reflect additional material added to course. Impact on other units: None. Financial Impact: None – instructor is reformatting several courses; net teaching load will not change.

Note: this is a low-impact change because it does not affect students outside the host college and the net financial impact is neutral.

REVISE (RE) PREREQUISITE(S)

BCMB 401 Biochemistry I (4)  
(RE) Prerequisite(s): Chemistry 260.  
Formerly: (RE) Prerequisite(s): Chemistry 350.

Rationale: Chemistry is dropping CHEM 350 and replacing it with CHEM 260. Impact on other units: None. Financial impact: None.

Note: this is a low-impact change in response to changes made by the Department of Chemistry, which dropped CHEM 350 and replaced it with the equivalent CHEM 260.

+REMOVE CROSS LISTING, REVISE (RE) PREREQUISITE(S)

+BCMB 471 Biophysical Chemistry (3)  
(RE) Prerequisite(s): Biology 102 or 150-159 or 113-115 or equivalent; and Chemistry 260, 360, 369.  
Formerly: (Same as Chemistry 471.) BCMB 471 is primary.  
(RE) Prerequisite(s): Biology 102 or 150-159 or 113-115 or equivalent; and Chemistry 350, 360, 369.

+BCMB 481 Biophysical Chemistry (3)  
(RE) Prerequisite(s): Biology 102 or 150-159 or 113-115 or equivalent; and Chemistry 260, 360, 369.  
Formerly: (Same as Chemistry 481.) BCMB 481 is primary.  
(RE) Prerequisite(s): Biology 102 or 150-159 or 113-115 or equivalent; and Chemistry 350, 360, 369.

Biochemistry and Cellular and Molecular Biology is primary.

Rationale: Chemistry is dropping 471 and 481. In addition, they are restructuring other courses, which requires a corresponding change in the prerequisites for BCMB 471 and 481. Impact on other units: Cross listed with Chemistry. Financial impact: None.

Note: this is a low-impact change in response to the Department of Chemistry dropping the secondary cross-listed courses.

*REMOVE (RE) PREREQUISITE(S), ADD (DE) PREREQUISITE(S)

*CHEM 128 Honors: General Chemistry I (4)  
(DE) Prerequisite(s): ACT Composite score of 30 or higher or permission of instructor.  
Formerly: (RE) Prerequisite(s): ACT Composite score of 30 or higher or permission of instructor.

Rationale: The computer monitoring of student registration for this freshman course is preventing some students from registering who otherwise might benefit from the honors course. The department would like to monitor the prerequisite on a case-by-case basis. Impact on other units: None. Financial impact: None.

Note: this is a low-impact change because they are retaining the prerequisite, but changing it from a Registration Enforced (RE) prerequisite to a Department Enforced (DE) prerequisite.

ADD (RE) PREREQUISITE(S), REMOVE COMMENT(S)

CHEM 200 Introduction to Chemical Research (1)  
(RE) Prerequisite(s): 120 or 128.  
Formerly: Comment(s) Chemistry course numbered 230 or higher is a corequisite.
Rationale: The comment is being removed and the prereq added so that any student who has passed one semester of general chemistry will be allowed to take CHEM 200. This will allow broader participation by students interested in chemical research. Impact on other units: None. Financial impact: None.

This is a low-impact change because they are allowing additional students to take the course, rather than restricting more students.

+REVISE CROSS LISTING

+CLAS 384 Gender and Sexuality in Greece and Rome (3)  
(Same as Women, Gender, and Sexuality 384.)  
Formerly: Same as Women’s Studies 384.  
Classics is primary.

Rationale: Women’s Studies is changing to Women, Gender, and Sexuality. Impact on other units: None. Financial impact: None.

Note: this is a low-impact change in response to the equivalency of the drop/add of the secondary cross-listed course. (Women’s Studies 384 was changed to Women, Gender, and Sexuality 384.)

+ADD SECONDARY CROSS LISTING

+HIUS 326 Gay American History (3)  
(Same as American Studies 326; Women, Gender, and Sexuality 326.)  
Formerly: (Same as American Studies 326.)  
History – United States is primary.

Rationale: These are appropriate courses for Women, Gender, and Sexuality. Impact on other units: Cross listing with AMST and WGS. Financial impact: None.

Note: this is a low-impact change because the change in name/focus of the Women’s Studies to Women, Gender, and Sexuality made this an appropriate secondary cross-listed course and all three of the cross-listed courses are in the same college.

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

GEOG 334 Meteorology (4)  
Recommended Background: Introductory physical geography or coursework in climatology, meteorology, or atmospheric science.  
Formerly: (RE) Prerequisite(s): 131.

Rationale: This course attracts students from across campus that may have suitable backgrounds for the course but not specifically GEOG 131. Impact on other units: None. Financial impact: None.

Note: this is a low-impact change because it allows additional students to register.

REMOVE (RE) PREREQUISITE(S), ADD (RE) COREQUISITE(S)

INPG 120 VolsTeach: Inquiry-Based Lesson Design (1)  
(RE) Corequisite(s): 110.  
Formerly: (RE) Prerequisite(s): 110 with a grade of B- or better, or permission of instructor.

Rationale: To accommodate completion of the VolsTeach program in four years when a student does not enter during freshman year. Impact on other units: None. Financial impact: None.

Note: this is a low-impact change because it simply changes the prerequisite to a corequisite and only affects students in the VolsTeach program.

REVISE GRADING RESTRICTION

BUAD 100 Inclusion: Becoming an Engaged Leader in a Diverse Community (1)  
Grading Restriction: A-F grading only.  
Formerly: Grading Restriction: A, B, C, No credit grading only.

Rationale: Aligns course with grading standard of similar classes (200, 300, 405) that all HCB students will take as part of Haslam Leaders series. Impact on other units: None. Financial Impact: No negative impact; giving instructors more flexibility in grading will likely reduce number of students that will need to retake the course.

Note: this is a low-impact change because it moves to a less-restrictive grading restriction.

REVISE (RE) COREQUISITE(S)

ACCT 301 Financial Reporting (3)
**ADD (RE) COREQUISITE(S)**

**ACCT 311 Financial Reporting and Analysis (3)**

(RE) Corequisite(s): FINC 301.

Rationale: Reflects movement of FINC 301 as co-requisite to this course as opposed to ACCT 301. Impact on other units: none. Financial impact: none.

NOTE: these are low-impact changes because the corequisite of FINC 301 was simply moved to a different course within the same field and these courses would not be required by programs outside the host college.

**Appendix K. Sample Headings for Program Changes**

There are three headings that are normally used with program submissions.

- **ADD PROGRAM** – Add a new degree, major, concentration, or minor.
- **REVISE PROGRAM** – Make revisions to an existing program.
- **END PROGRAM** – Indicate the program will be dropped from the catalog on the effective date of change. Note that “end” is used to refer to programs and “drop” refers to courses. This calls attention to the fact that programs remain active for six years after being ended, but courses become inactive as soon as they are dropped.

**Appendix L. 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><strong>Changes to Academic Units</strong></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 (VPS, THEC, BOARD)</td>
<td>Dec. 1</td>
<td>---</td>
</tr>
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<td>Rename/consolidate academic units (divisions, colleges, or schools)</td>
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<td>YES (VPS, THEC, BOARD)</td>
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<tr>
<td>Add department</td>
<td>YES</td>
<td>YES (CHANC)</td>
<td>Dec. 1</td>
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<td>YES (CHANC)</td>
<td>Dec. 1</td>
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<td>YES (CHANC)</td>
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<td>Adding/dropping joint/dual degree programs</td>
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<td>Rename/consolidate majors</td>
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<td>Drop major</td>
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<td>Revise major “ownership”</td>
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<td><strong>Changes to Concentrations</strong></td>
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<td>---</td>
<td>Dec. 1</td>
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<tr>
<td>Drop concentration</td>
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<td>---</td>
<td>Dec. 1</td>
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<td><strong>Changes to Minors</strong></td>
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<td></td>
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<td>Dec. 1</td>
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</tr>
<tr>
<td>Rename/consolidate minors</td>
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<td>Dec. 1</td>
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<td><strong>Changes to Courses</strong></td>
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<td>Dec. 1</td>
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</tr>
<tr>
<td>Rename/consolidate academic disciplines/subjects</td>
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<td>Drop academic discipline/subject</td>
<td>---</td>
<td>---</td>
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</tr>
</tbody>
</table>
Appendix M. Examples of Adding, Ending, or Revising Programs

DEPARTMENT OF FORESTRY, WILDLIFE AND FISHERIES

^ADD PROGRAM

Program Learning Outcomes for the B.S. degree in Forestry:
1. Students will demonstrate knowledge and understanding of forestry in one of the three concentrations.
2. Students can apply forest and land management techniques presented in the curriculum.
3. Students will develop a depth of professional knowledge, the ability to problem solve, and critical thinking skills comparable to other professional forestry programs.

Forestry Major, BS in Forestry – Restoration and Conservation Science Concentration

The profession of forestry is the science, the art, and the practice of managing and using for human benefit the natural resources that occur on and in association with forest lands. Benefits are derived from the multiple resources of the forest — wood, water, wildlife, recreation, forage, and environmental amenities. Foresters are managers of these resources. Thus, our principal instructional objective is to provide the broad education needed to deal effectively with the complex of forest resources.

The conservation and restoration concentration is an interdisciplinary program emphasizing forestry, ecology, soil and waters, and wildlife. In addition to the general education courses, the conservation and restoration curriculum includes core courses in the traditional forestry discipline. The curriculum is designed to prepare graduates who can evaluate terrestrial ecosystems and plan for the conservation of healthy ecosystems, the improvement of degraded ones, and the reclamation or restoration of severely disturbed land. Students may choose from a broad range of technical courses, or may choose to focus their program on a particular aspect of restoring or conserving ecosystems such as wildlife habitat, watersheds, ecosystem construction, or ecology and biodiversity.
Students prepare for professional positions in the planning, development, and implementation of projects to maintain, improve or restore ecosystem function and health on private and public lands. Foresters work closely with the public and private sector, so the development of excellent personnel management and communication skill is encouraged. In addition to the completion of courses, students are required to complete a six to ten week professional internship experience to address specific learning objectives established by the instructor and field supervisor.

**uTrack Requirements (for students entering Fall 2013 or later)**

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101* or BIOL 111* or BIOL 150/159*</td>
<td>4-5</td>
<td>2.0 cumulative GPA</td>
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<tr>
<td>ENGL 101* or ENGL 118*</td>
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<tr>
<td>FORS 100</td>
<td>3</td>
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<tr>
<td>CHEM 100* or CHEM 120* or CHEM 128*</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Term 2**

1. Cultures and Civilizations Elective* | 3 | 2.0 cumulative GPA |
2. PHIL 101* or PHIL 244* or PHIL 252* | 3 | One general education elective* |
3. ENGL 102* | 3 |
4. MATH 125* | 3 |
5. FWF 250* | 3 |

**Term 3**

1. CMST 210* or CMST 240* | 3 | 2.0 cumulative GPA |
2. Cultures and Civilizations Elective* | 3 | One additional general education elective* |
3. ESS 210 | 4 |
4. BIOL 112* or FORS 214 or FORS 217 | 3 |
5. FWF 212 | 3 |

**Term 4**

1. AREC 201* or ECON 201* or ECON 207* | 4 | 2.0 cumulative GPA |
2. FORS 215 or BIOL 260/269 | 3-4 | One additional general education elective* |
3. Arts and Humanities Elective* | 3 |
4. STAT 201* or STAT 207* | 3 |
5. Social Sciences Elective* | 3 |

**Term 5**

1. Technical Elective | 3 | 2.0 cumulative GPA |
2. EEB 330 or FWF 325 | 3 | One additional general education elective* |
3. GEOL 454 | 3 |
4. FWF 317, FWF 320 | 6 |

**Term 6**

1. Technical Elective | 3 | No milestones |
2. FWF 324 | 3 |
3. FWF 312*, FWF 313, FWF 310 | 7 |
4. ESS 424 | 3 |

**Term 7**

1. FORS 305, 322, 323, 329 | 9 | Apply to graduate |
2. FWF 415 | 2 |
3. FORS 496 | 3 |

**Term 8**

1. Technical Elective | 1-3 | No milestones |
2. BSET 326 or GEOG 411 | 3 |
3. FORS 422 | 3 |
4. FWF 416 | 3 |
5. Communications Elective | 3 |

**TOTAL**

120

* Meets University General Education Requirement.
Students must complete two courses from the University Arts and Humanities list and two courses from the Cultures and Civilizations General Education list.

2. Chosen from approved Social Sciences General Education courses excluding AREC 201, ECON 201 and ECON 207.

3. Chosen from AGNR 491, AREC 315; BSET 355, BSET 474; ECON 362; EEB 353, EEB 404, EEB 415, EEB 421, EEB 426, EEB 433, EEB 470, EEB 474, EEB 484; ESS 454, ESS 462; FORS 314, FORS 321, FORS 335, FORS 423, FORS 433; FWF 420, FWF 499; GEOG 439; GEOL 201, GEOL 450; PLSC 280, PLSC 350, PLSC 421, PLSC 460; SOCI 360; WFS 433, WFS 443, WFS 445. Of these, at least 6 credits must be at the 300 level or above. A maximum of 3 credits is allowed for FWF 499. Note that some of these courses have prerequisites.

4. Students may choose to group their 7-9 hours of technical electives in a particular area such as Wildlife Habitat (chosen from EEB 353, EEB 404, EEB 426; WFS 433, WFS 445); Watershed Conservation (chosen from AREC 315; BSET 474; EEB 404, EEB 470, EEB 474; ESS 462, GEOL 450; SOCI 360; WFS 433, WFS 443); Ecosystem Construction (chosen from BSET 355; PLSC 280, PLSC 350, PLSC 421, PLSC 460); or Ecology and Biodiversity (chosen from EEB 404, EEB 415, EEB 421, EEB 433, EEB 470, EEB 484; ESS 454; GEOL 201; GEOG 439; WFS 433, WFS 445).


Rationale: This program meets a growing need in developing professionals with a background in restoration ecology. Impact on Other Units: No significant impact; it will not directly compete with any existing program for students and should attract new majors to the department. Financial Impact: No additional resources are required; the program includes little change (one course) to the current forestry offerings that will be offered by an existing program for students and should attract new majors to the department. Financial Impact: No additional resources are required; the program includes little change (one course) to the current forestry offerings that will be offered by an existing program for students and should attract new majors to the department.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

ADD PROGRAM

Learning objectives for Special Education, BS:
1. Planning: Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Instruction: Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3. Assessment: Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. Uses current technologies to maximize content learning in varied contexts.
5. Learning Environments: Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6. (From InTASC Standard 2) Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.
7. a) (From InTASC Standard 10) Seeks appropriate roles and opportunities to take responsibility for well-being of individuals with disabilities, to collaborate with students, families, colleagues, school professionals, and community members to ensure individual learner growth, and to advance well-being of individuals with disabilities.

Special Education Major, BS in Education - Interventionist and Comprehensive Special Education with Secondary Concentration (with Optional Endorsement in Early Childhood Education)

uTrack Requirements (for students entering Fall 2013 or later)
Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

Progression Requirements
Progression to the interventionist and comprehensive with secondary concentration requires a 2.7 cumulative GPA after a minimum of 45 semester hours of course work. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.7 while in the program. Students must earn a grade of C or better in all teacher education courses. Students with less than a 2.7 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Requirements for the Bachelor of Science in Education • Special Education Major • Interventionist and Comprehensive Special Education with Secondary Concentration (with Optional Endorsement in Early Childhood Education)

<table>
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<tr>
<th>Term 1</th>
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<th>Milestone Notes</th>
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<tr>
<td><em>Biological Sciences with Lab Electives</em></td>
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<td>ENGL 101* or ENGL 11B*</td>
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<td><em>Quantitative Reasoning Elective</em></td>
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<tr>
<td><em>Social Sciences Elective</em></td>
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<tr>
<td>*Unrestricted or Professional Elective</td>
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Term 2
<table>
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<tr>
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<th>EDPY 210*</th>
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<td>PHIL 252*</td>
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<td>&quot;Professional Elective</td>
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<td>PHIL 244*</td>
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<td>RSM 226</td>
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<td>Term 5</td>
<td>&quot;Educational Methods</td>
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<td>Two Natural Sciences Electives*</td>
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<td>REED 461</td>
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<td>SPED 402</td>
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<td>EDPY 491</td>
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<td>SPED 419, SPED 420, SPED 430, SPED 490</td>
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<td>Term 8</td>
<td>SPED 422, SPED 432, SPED 456, SPED 459</td>
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<td>UNDERGRADUATE TOTAL</td>
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POST-BACCALAUREATE PROFESSIONAL YEAR
Students must apply to and be admitted by the Graduate School prior to registration.

| Term 9 | ELED Course | 3 | No milestones |
| TPTE 574, TPTE 575 | 9 |
| Term 10 | ELED Course | 3 | No milestones |
| TPTE 575, TPTE 591 | 9 |
| GRADUATE TOTAL | 24 |

* Meets University General Education Requirement.

NOTE: Optional early childhood special education licensure (requires ELED 445, MEDU 530, REED 530, SPED 410, SPED 471).

1 Chosen from University General Education list.

2 Students are required to complete two math or one math and one statistics course from the University General Education list.

3 Select six hours of the same foreign language at the intermediate level chosen from the University General Education list.


5 Interview in term 4 due to course sequencing.

6 Select the course that correlates with the specialization for your secondary endorsement from ENED 459, MEDU 485, SSCE 454, SCED 496.

7 Choose courses from Professional Elective List below, corresponding to the secondary subject area chosen.

English Education - choose 15 credit hours of English courses at 300 level and above;
Mathematics Education - MATH 142* or MATH 148*, MATH 241 or MATH 247, MATH 300 or MATH 307, MATH 460, and MATH 423 or MATH 424.
Natural Sciences (Biology) - BIOL 160*, BIOL 240, BIOL 260-BIOL 269, and 3 credit hours of biological sciences courses at 300 level or above;
Natural Sciences (Chemistry) - CHEM 130* or CHEM 138*, CHEM 310-CHEM 319, and 6 credit hours of chemistry courses at 300 level or above and choose 3 credit hours from CHEM 350 or CHEM 358, CHEM 360 or CHEM 368, CHEM 369, CHEM 471, CHEM 473, CHEM 479*, CHEM 481, CHEM 483;
Natural Sciences (Physics) - PHYS 135*, PHYS 136*, PHYS 250, and 6 credit hours of astronomy or physics at 300 level or above;
Natural Sciences (Earth Science) - GEOL 101* or GEOL 107* and (GEOL 102* or GEOL 108* or GEOL 103* or GEOL 104*), and 9 credit hours in geology at the 300 level or above;
Social Science (Economics) - ECON 201* or ECON 207*, ECON 311, ECON 313, and 6 credit hours of economic courses at 300 level or above;
Social Science (Geography) - Choose 6 hours from GEOG 101, GEOG 121, GEOG 131* or GEOG 137*, GEOG 132*, and 9 hours of geography courses at 300 level or above;
Social Science (Government) - POLS 101* or POLS 107*, POLS 102*, and 9 credit hours of political science courses 300 level or above;
Social Science (History) - HIST 221 or HIST 227, HIST 222 or HIST 228, and 9 credit hours of history courses at 300 level or above to include a course in World History.

Rationale: The TN Department of Education changed the special education licensure names. These changes are necessary to align our program name using the State's language. Additionally, this corrects the credit hours for ELED 351 and REED 430 in the elementary education concentration to align with the changes to the credit hours for those courses (up for approval in this same narrative). Impact on other units: No impact on other units as this is a change of name only. Financial Impact: none.

Learning outcomes supported by this change: Revision is not related to learning outcomes. Support from Assessments Activities: none. This is a name change to align our program names with the new state licensure names.

DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS

ADD PROGRAM
B.S. in Agricultural & Resource Economics, Major in Food & Agricultural Business
1. Students can explain and illustrate economic concepts and principles related to the market system's role in allocating society’s resources to and within the food and fiber system.
2. Students can explain and illustrate economic concepts and principles related to decision-making by consumers and producers with regard to agricultural commodities, food products, and natural resources.
3. Students can explain basic principles in the areas of management, marketing and finance, and apply them in the context of agribusiness decision making.
4. Students can use economic logic and quantitative data to analyze problems and identify solutions related to the food and fiber system, the natural resource base, and environmental quality.

Food and Agricultural Business Major, BS in Agricultural and Resource Economics - Food and Agricultural Business Major – Law and Policy Concentration

Compared to the base major, this concentration requires courses in two of three areas of law (agricultural, business, environmental) and two of three areas of policy (commodity, conservation, and food). Two additional courses related to law and/or policy are also required from a list of directed electives. This concentration would be appropriate for students pointing toward law school or a graduate program in public administration or public policy. Students seeking to work for a government agency or and industry organization would also benefit greatly from pursuing this concentration.

Requirements for the Bachelor of Science in Agricultural and Resource Economics – Food and Agricultural Business Major – Law and Policy Concentration

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>AREC 110</td>
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<td>One general education elective*</td>
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<td><em>Biological Sciences Electives</em></td>
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<tr>
<td><em>Cultures and Civilizations Elective</em></td>
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<td>ENGL 101* or ENGL 118*</td>
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<td>MATH 123*</td>
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<tbody>
<tr>
<td><em>Cultures and Civilizations Elective</em></td>
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<tr>
<td>ENGL 102*</td>
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<tr>
<td>MATH 125*</td>
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<td>NUTR 100*</td>
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<td>ECON 211*</td>
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<td>ACCT 200 or ACCT 207</td>
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<td>POLS 101* or POLS 102*</td>
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<td>ECON 213*</td>
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<td>CMST 210*, CMST 217, CMST 240*, CMST 247* or ALEC 240*</td>
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<td><em>Physical Sciences Electives</em></td>
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<td>AREC 212</td>
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<td>FDST 100 or FDST 150*</td>
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<td>STAT 201* or STAT 207*</td>
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<tr>
<td>Written Communication (WC) Course</td>
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<tr>
<td>AREC 310</td>
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</tbody>
</table>
Rationale: An analysis of market demands indicated that this program could supply a demand for graduates with this knowledge to work for government agencies or industry organizations or to advance to a law school or graduate program in public administration or public policy. Impact on other units: None. This program is expected to attract additional students rather than take current students away from other programs. Financial impact: This program will not require additional resources, but does have the potential of increasing enrollment.

^END PROGRAM

Food Technology Minor

Rationale: After careful evaluation of our curricula, we have decided that this minor concentration is insufficiently rigorous for preparing students for careers in the food industry, specifically given that it does not require Food Chemistry or Food Microbiology, two areas essential as background for anyone pursuing a career in the food industry. Historically, very few students have pursued this minor. Impact on other units: None. Financial impact: Negligible.

^END PROGRAM

Modern Foreign Languages and Literatures Major, BA – German Language and Literature Concentration.

Modern Foreign Languages and Literatures Major, BA – German Studies Concentration

Rationale: To simplify and merge our two concentrations in German into one in accordance with the courses we are offering regularly. The description of the German Studies Concentration was outdated and many courses on it are no longer offered at UT. These proposals allow students a maximum flexibility in pursuing the Major but does not compromise on intellectual rigidity. Impact on other units: None. Financial impact: None.

College of Nursing

REVISE TEXT
(Main college page, paragraph 1)

The College of Nursing at the University of Tennessee, Knoxville, was established in July 1971 in response to a long recognized and well-established need for nurses prepared at the collegiate level. The undergraduate program at The University of Tennessee partners with multiple combines the unique resources of the University of Tennessee, Knoxville, campus with those of the university’s comprehensive teaching hospital and other health care agencies in a manner that enables both faculty and students to participate fully in all facets of the health care delivery system. The program is accredited by the Commission on Collegiate Nursing Education at One Dupont Circle, NW, Suite 530, Washington, DC 20036, phone (202) 887-6791. The program is also unconditionally approved by the Tennessee Board of Nursing.
REVISE TEXT AND REQUIREMENTS

Recreation and Sport Management Major, BS in Education – Therapeutic Recreation Concentration
(Main program page - note – no change to Service Learning Honors Program statement)

The Recreation and Sport Management major with a concentration in Therapeutic Recreation prepares students for employment in a variety of health care settings including programs for mental health and intellectual disabilities, mental retardation, physical rehabilitation centers, drug and alcohol treatment centers, and community-based programs. Graduates fulfill the eligibility requirements for National Council for Therapeutic Recreation Certification. The program concludes with a semester-long internship experience.

Major Requirements & Rules Progression Requirements

Advising Transition
Academic advising for freshmen, sophomores, and transfer students in the Recreation and Sport Management major occurs in the College of Education, Health, and Human Sciences’ Office of Advising and Student Services (BEC 332). To transition from college to department advising, the student must complete an application form and submit it to department advising staff (322 HPER or via email to the staff member listed on the application.) Applications for the transition from college to department advising can be obtained by visiting HPER 322 or the Kinesiology, Recreation, and Sport Studies department website (krss.utk.edu). College and department advising staff will assist students making this transition. Students must submit an application upon meeting the following minimum criteria.

- Minimum of 30 semester hours earned.
- Minimum 2.5 GPA for all college work.
- Completion of RSM 201 with a grade of C or better.
- Completion of ENGL 101* and ENGL 102*, and three (3) hours of quantitative reasoning.

Board of Admissions
The Board of Admissions meets at the end of each term to review applications. Applications must be submitted by December 1, May 1, or August 1 to be considered for the following term. A complete application and all transition criteria must be met to transition be admitted. Students will submit an application to transition after meeting the following minimum criteria:

- Minimum of 30 semester hours earned
- Minimum cumulative University of Tennessee GPA of 2.5
- Completion of RSM 201 with a grade of C or better
- Completion of ENGL 101* and ENGL 102*, and three (3) hours of Quantitative Reasoning

Once the application is approved by the department, students will be emailed an acceptance letter with the name and contact information of their new department advisor. Students will then be responsible for scheduling a meeting with their new advisor for entrance advising to complete the process.

Minimum Grades and Required GPA for Continuation in the Major Retention
Any Recreation and Sport Management course taken before or after progression into the Sport Management concentration must be passed with a minimum grade of C. A minimum of a 2.5 GPA is required to register for RSM 290, RSM 390, and RSM 490.

Rationale: The major requires a 2.5 to progress to departmental advising, enroll in 2XX (294), 3XX (394), and 4XX (494), and to graduate. In the advisors’ experience, students who start out college with a lower GPA are not likely to recover because the curriculum continues to be difficult. In addition to providing consistency to the GPA milestones, this change may help guide students in switching to a different major earlier in their college career. Impact on other units: none. Financial impact: none.

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Education – Recreation and Sport Management Major – Therapeutic Recreation Concentration

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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</thead>
<tbody>
<tr>
<td>CFS 210*</td>
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<tr>
<td>CHEM 100* or CHEM 120* or CHEM 128* or BIOL 101*</td>
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</tr>
<tr>
<td>ENGL 101* or ENGL 118*</td>
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<tr>
<td>PSYC 110* or PSYC 117*</td>
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<td></td>
</tr>
<tr>
<td>Quantitative Reasoning Elective*</td>
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<th>Term 2</th>
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<tr>
<td>CHEM 110* or CHEM 130* or CHEM 138* or BIOL 102*</td>
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<td>ENGL 101*</td>
</tr>
<tr>
<td>ENGL 102*</td>
<td>3</td>
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<tr>
<td>Quantitative Reasoning Elective*</td>
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<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>Hours</td>
<td>Milestone Notes</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------</td>
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</tr>
<tr>
<td>SOWK 200 or SOWK 207</td>
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<td>ENGL 118*</td>
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<td>RSM 201</td>
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<tr>
<td>CMST 210*, CMST 217*, CMST 240*, or CMST 247*</td>
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<td>Quantitative Reasoning Elective*</td>
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<td>RSM 201</td>
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<td>PHIL 252*</td>
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<td>RSM 326</td>
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<tr>
<td>RSM 320</td>
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<td>RSM 294</td>
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<td>PSYC 110*</td>
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<th>Term 6</th>
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<tr>
<td>RSM 310, RSM 394, RSM 326, RSM 390</td>
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<td>Psychology Elective (300-400 level course)</td>
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<tr>
<th>Term 8</th>
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<th>TOTAL</th>
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<td>120</td>
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</table>

* Unrestricted Elective
Rationale: Moving courses to different terms was to more accurately reflect when students are likely to get into/take courses.

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Social Work – Honors Program

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hours</th>
<th>Milestone Notes</th>
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<tbody>
<tr>
<td>SOWK 200 or SOWK 207</td>
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</tr>
<tr>
<td>ENGL 118*</td>
<td>3</td>
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</tr>
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</table>

Footnote 1 – Students taking BCMB 230 at UTK must take a chemistry sequence.
Footnote 2 – Select courses from the University General Education list.
Footnote 3 – Requires advancement progression into the recreation and sport management major.
Footnote 4 – Select any course not already required for the major.
Footnote 5 – Courses must be in addition to those specified for the major and must be selected from 300- or 400-level courses in the following disciplines: child and family studies, psychology, sociology, recreation and sport management, special education, or kinesiology and educational interpreting and audiology and speech pathology, or KNS 290, PHYS 221, PHYS 222, SOC 120, ANTH 110 or ANTH 130, STAT 201, PUBH 315, PUBH 350, or PUBH 301, BIOL 101, BIOL 102, BIOL 150, BIOL 160, or BIOL 159, CHEM 100, CHEM 110, CHEM 120, or CHEM 130. All Statistics, Biology, and Chemistry course credits cannot be applied to both a general education and professional support elective requirement.
Footnote 6 – Must meet guidelines for national NCTRC certification.

Foreign Language (100-level) 3
MATH 113* or MATH 117* 3
1Natural Sciences Electives with lab* 4

Term 3
2Arts and Humanities Elective* 3 3.5 cumulative GPA No milestones
3Cultures and Civilizations Elective* 3
ECON 201* or ECON 207* 4
SOCI 120* or SOCI 127* 3
ANTH 130* or ANTH 137* 3

Term 4
SOWK 250* 3 SOWK 250*
2Arts and Humanities Elective* 3 3.5 cumulative GPA
4Unrestricted Elective 3
POLS 107* 3
3Cultures and Civilizations Elective* 3

Term 5
SOWK 312 3 SOWK 312
SOWK 317* 3 3.5 cumulative GPA
MATH 115* or STAT 201* 3
SOWK 416 3
Social Work Elective (400-500 level) 3

Term 6
SOWK 313 3 SOWK 380
SOWK 315 3 3.5 cumulative GPA
SOWK 318 3
SOWK 380 3
4Unrestricted Elective 3

Term 7
SOWK 417 (3) 9 3.5 cumulative GPA No milestones
SOWK 480 (6) 6
SOWK 512 (2) or Elective (3) 2-3
Elective (400-level) (3) 3

Term 8
SOWK 467 (3) 3 SOWK 481 or SOWK 483
SOWK 481 (6) 6 3.5 cumulative GPA
5Social Work Electives (400-500 level) (6) 6

TOTAL (minimum) 121-123

Rationale: Updating milestones to be consistent with the already implemented progression to upper division process for Social Work majors and Social Work Honor's program. Removing SOWK 207 from the milestones since this course is no longer offered. Impact on other units: None. Financial impact: No financial impact is expected.

Appendix N. Instructional Methods

General
- The default schedule type/instructional method is lecture.
- The schedule type/instructional method (contact hour distribution) must be specified if it is different than the default, with the hours determined by the university’s standard credit hour.
- Each schedule type is linked to an instructional method as outlined below.

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Code</th>
<th>Instructional Method</th>
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<tbody>
<tr>
<td>BR</td>
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<td>Ensembles</td>
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<tr>
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29
<table>
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<tr>
<th>FAC</th>
<th>Use of Facilities</th>
<th>13</th>
<th>Other Non-Conventional Media</th>
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<tbody>
<tr>
<td>FLU</td>
<td>Flute</td>
<td>01</td>
<td>Conventional Methodology</td>
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<tr>
<td>FS</td>
<td>Field Study/Supervision</td>
<td>06</td>
<td>Student Teaching &amp; Field Supervision</td>
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<td>GMI</td>
<td>Group Musical Instruction</td>
<td>01</td>
<td>Conventional Methodology</td>
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<tr>
<td>GUI</td>
<td>Guitar</td>
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</tr>
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<td>HRN</td>
<td>Horn</td>
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</tr>
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<td>IMI</td>
<td>Individual Music Instruction</td>
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<td>INS</td>
<td>Instrumental</td>
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<td>Intensive Study</td>
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<td>Keyboard</td>
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<td>Lecture</td>
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<td>LL</td>
<td>Lecture/Lab Combined</td>
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<td>LO</td>
<td>Live Online</td>
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<td>Other Computer-Based Instruction</td>
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<td>Oboe</td>
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<td>Off Campus Study</td>
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<td>PRA</td>
<td>Practicum</td>
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<td>Personalized Self Instruction</td>
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<tr>
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<td>Research</td>
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<td>WW</td>
<td>Woodwind</td>
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**Glossary**

**Archived Course** – An archived course is removed from the Undergraduate Catalog, but not permanently dropped. The course number is retained, but the course cannot be taught until/unless it is reactivated. The request to archive a course must be approved by the Curriculum Committee, the UG Council, and the Faculty Senate. To reinstate an archived course, the dean in charge of academic or curricular affairs for the host college must send a request to the Registrar’s Office by February 1 (for summer and fall offerings) or September 1 (for spring offerings). Restating an archived course does not require Curriculum Committee, UG Council, or Faculty Senate approval, but will be included in the minutes of the UG Council for documentation purposes.

**Comment(s)** – A field for information that does not fit into any other category and not enforceable by the Banner registration system.

**Contact Hour Distribution** – The breakdown of schedule type/instructional mode if more than one style is used. If a course is comprised of 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.”

**Coordinator of Curriculum and Catalog (CCC)** – Molly Sullivan, contact person in the Office of the University Registrar for issues concerning the undergraduate curriculum and catalog.
Corequisite(s): (DE) Department Enforced – Corequisite(s) enforced by the department and not by the Banner registration system.

Corequisite(s): (RE) Registration Enforced – Corequisite(s) enforced by the Banner registration system.

Course Description – The description of the course content.

Course Prefix – The code that identifies each department or division. This code is comprised of two to four letters.

Course Number – The three-digit number that identifies a specific course within a department or division. (See also Experience Learning Designated Courses.)

Course Title – The name given to a particular course. The short name is limited 30 characters including spaces, and the long name may be up to 100 characters including spaces.

Credit Hour – 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.

Credit Level Restriction – A designation used for graduate courses only, such as for 500-level courses which do not permit undergraduate credit.

Credit Restriction – The limit to the way in which the credit can be applied, such as “May not be applied toward the microbiology concentration” or “Students may not receive credit for both 410 and 510.”

Cross-listing – Two or more courses that contain identical course content, hours, repeatability, etc., but are taught under different departments or divisions. These courses are noted within the curriculum submission with a plus sign (+).

Drop a Course – If a course is dropped, it is removed from the course catalog and no longer available to be added to the course schedule beginning with the effective term. The course number becomes available for reuse at the end of six academic years.

End Program – If a program is ended, it is removed from the course catalog for beginning with the effective term. The program then enters a six-year teach-out phase and remains available to students already in the program and to those students who are on catalog years that allow the program as a valid choice.

Experience Learning Designated Courses – Courses approved to be designated as Experience Learning with the accompanying course designation of R (Research) or S (Service Learning), such as ABC 310R or ABC 310S. The base course (i.e., “ABC 310” in these examples) and all EL designated versions are equivalents for repeat/replace purposes.

General Education Designation – Courses approved to satisfy general education requirements. Courses in this category must also be reviewed by the General Education Committee of the Undergraduate Council. These courses are noted within the curriculum submission and within the course catalog with an asterisk (*).

Grading Restriction(s) – The designation to indicate that the course uses non-standard grading options; that is, anything other than “A-F, S/NC, and Audit.”

Impact Level of Changes – Courses fall into three categories:

- High-impact
  - Adding, dropping, or archiving a general education or other high demand course, such as one with interdisciplinary applications that could be required for programs in two or more colleges or one that could impact individual program accreditation.
  - Course revisions that significantly change the course content or enrollment-related or credit-hour revisions to a general education, tracking, or other high demand course. These revisions include registration restrictions, registration permissions, adding a pre- or corequisite that is not required by other programs that require the course, or increasing or decreasing credit hours.
- Mid-impact
  - Adding, dropping, or archiving any course other than high-impact courses. (See high-impact courses, above.)
  - Course revisions that significantly change the course content or impact enrollment numbers and revisions to courses required by programs in colleges other than the host college.
- Low-impact
  - Routine maintenance of existing courses that does not significantly change course content or impact enrollment.

High-impact curricular changes have an earlier deadline than mid- and low-impact changes. See Appendix B.

**Prerequisite(s): (DE) Department Enforced** – Prerequisite(s) enforced by the department and not by the Banner registration system.

**Prerequisite(s): (RE) Registration Enforced** – Prerequisite(s) enforced by the Banner registration system.

**Recommended Background** – A recommendation not enforced by the Banner registration system.

**Registration Permission** – The designation to indicate that all students must have permission from the instructor, department, or other entity in order to register for the course. These are enforced by the Banner registration system at the CRN (course registration number; i.e., specific session of a course for a particular term) level. This designation 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.

**Registration Restriction(s)** – An indication that only students with certain characteristics may register for the course. Characteristics include, but are not limited to, degree, major, concentration, minor, college, student level (undergraduate or graduate), student classification (freshman, sophomore, etc.), or special qualification (such as teacher licensure or honors program). Many of these can be enforced by the Banner registration system. Multiple restrictions are treated by Banner as an “and” relationship and never an “or” relationship; therefore, Banner can restrict registration to students majoring in Audiology and Speech Pathology AND have been admitted to teacher education (TEP), but Banner 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.

**Repeatability** – The designation to indicate whether or not a course can be repeated for credit. Most courses are not repeatable for credit, so retaking a course would result in the replacement of the previous grade(s) with the most recent, per established university policy. Variable title and certain other courses such as internships may be set up as repeatable. These courses must indicate the maximum times the course may be repeated or the maximum credit hours that may be earned.

**Writing-Emphasis** – A designation used by Arts and Sciences. Its use is determined by the College of Arts and Sciences.

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