



CURRICULAR SUBMISSION GUIDE

2021-2022

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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 a new major or 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 are routine maintenance to existing 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.

In spring 2017, the university approved a proposal to redesign the general education curriculum. The new Volunteer Core (Vol Core) is in the implementation stage. Please see **Appendix H** of this guide and the Undergraduate Council's website (<https://ugcouncil.utk.edu/volunteer-core/>).

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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 designated 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 submissions in the following order.
 - Course changes in alphabetical order by department and then alpha/numeric order by subject and course number
 - Text edits and program changes with college-wide edits first, followed by departments in alphabetical order, and then each department's 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). Similar information is available by doing an *advanced search* in the online catalog. Anyone who needs help understanding this process may contact the CCC. See also *Impact Level of Changes* in **Glossary**.
 - Financial impact
Changing credit hours, limiting registration to a select group of 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. If a new course is replacing a dropped course that had attached fees, then this must be addressed in the financial impact statement. *Moving fees from a dropped course to a new course is not automatic.*
 - Other Documentation
Any change that needs additional approval (see **Appendix N**) 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. *Moving fees from a dropped course to a new course is not automatic.*
- Courses are always equivalent to themselves; therefore, if revisions to an existing course are so extensive that the new version will no longer be equivalent to the previous version for repeat/replace purposes, then the old course should be dropped and a new course created under a new course number.
- 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 contact the CCC or the Bursar's Office with any questions about course fees. Approval of fees is not automatic.*
 - General Education or Volunteer Core 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**.
- The instructional method is assumed to be Lecture unless clearly stated in the Contact Hour Distribution field. See **Appendix F** for additional information.
- See **Appendix E** for a list of commonly used headings related to changes in courses. Multiple headings should be used when appropriate and should be in the same order as they appear in **Appendix E**.
- 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 curricular changes that affect colleges other than the host college.

- High-impact
 - Adding, dropping, or archiving any 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 prerequisite 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.
 - Course revisions that significantly change the course content, impact enrollment numbers, or are revisions to courses required by programs in colleges other than the host college. *Please remember that courses are always equivalent to themselves; therefore, if revisions to an existing course are so extensive that the new course will no longer be equivalent for repeat/replace purposes, then the old course should be dropped and a new course created under a new course number.*
- 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 transcript title) or 100 characters (for the catalog title). (See Course Title in the **Glossary**.)
- 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 (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. The deadline for these proposals is October 15. See **Appendix G** for additional information.
- New courses seeking to be approved as satisfying general education or Vol Core requirements must be reviewed by both the Curriculum Committee and the General Education Committee. The deadline for these proposals is October 15. See **Appendix H** for further information.
- See **Appendix J** 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 six academic years after that effective term.
 - 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 academic years after being dropped.
- Dropped or archived courses may impact two or more colleges. Impact reports can be run by the [CCC](#), so that all colleges currently listing the course(s) as prerequisites or corequisites for courses or as requirement(s) for their programs can revise their curriculum accordingly. This report is equally important if the dropped or archived course is being replaced by a new equivalent course.
- 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.
- See **Appendix K** for examples of dropped or archived course proposals.

Revise Courses

- Course revisions can be high-, mid-, or low-impact changes. (See category characteristics under General information, above.)
- Courses are always equivalent to themselves; therefore, if revisions to an existing course are so extensive that the new course will no longer be equivalent for repeat/replace purposes, then the old course must be dropped and a new course created under a new course number.
- 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 L** for examples of course revision proposals.
- Changes to the credit hours for a course may necessitate changes to program requirements and the accompanying uTrack showcase, which would be listed under Program Changes, Revise Program. Impact reports can identify programs that need updating.
- Revisions to Experience Learning designated courses or to general education or Vol Core courses may necessitate re-evaluation by the appropriate subcommittee of the Curriculum Committee or 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. If the course that is being dropped carries a general education or Vol Core designation, the department must submit a proposal to the General Education Committee asking that the equivalent course carry the same designation. *Approval is not automatic. Any applicable course fees will need to be transferred to the new equivalent course. See Course Fees in the **Glossary**. Please contact the [CCC](#) or the Bursar's Office with any questions about these fees. Approval of fees is not automatic.*

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 <https://brand.utk.edu/standards/editorial/>. For questions other than those regarding the UT brand, please refer to the *Chicago Manual of Style*.
- See **Appendix M** for sample headings related to changes in programs.

Add Programs

- New majors or degrees need approval by THEC after approval by the UG Council and the Faculty Senate.
- New concentrations, minors, or certificates do not require THEC approval.
- 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 list of learning outcomes. (See **Appendix O** for examples.)
- 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. The rationale should address the change to the program name.*

End Programs

- Programs are "ended" rather than dropped.
- Ended programs are removed from the catalog of the "effective term" 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 are usually 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 especially if those changes involve courses from a college other than the program's host college.
 - Low-impact revisions include slight changes to program requirements, such as replacing a dropped course, changing the recommended term for a course, or updating a milestone.
- 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 O** 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, new programs, and program revisions to their departments. (Note that new courses proposed as satisfying a general education or Vol Core requirement may be submitted concurrently by the faculty member to their department and to the General Education Committee. New courses that have not yet been approved by their colleges can be reviewed by the General Education Committee, but are approved pending approval by all other governing bodies. If the new course proposal is rejected by the department, college, Curriculum Committee, Undergraduate Council, or Faculty Senate, then the approval by the General Education Committee is voided.)
 - 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. The designated college representative forwards 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 use, 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 via their official minutes.
 - 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. **THEC or other approvals**
 - a. New majors and new degrees must be approved by THEC.
 - b. The college is responsible for submitting the proposal to THEC. See **Appendix N**.
 - c. Programs needing THEC approval will not be entered into the academic catalog until approved by THEC.
5. **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](#) and DARS encoders proof the catalog draft and make corrections, if necessary.
 - c. The [CCC](#) activates Banner updates and publishes the catalog, with the goal of publishing before the first day of registration for the upcoming fall term (early- to mid-April 2022).

- d. Proposals awaiting THEC approval are not entered into the catalog until THEC acts on them. Approved proposal(s) can be added to the catalog after initial publication of the corresponding catalog as long as THEC acts on the proposal(s) prior to the beginning of the fall term. See **Appendix N**.

Appendix B. Undergraduate Curricular Approval Calendar

UNDERGRADUATE CURRICULAR APPROVAL CALENDAR 2021-2022

Deadlines

Proposals are accepted on a rolling basis, but no later than the following:

- **October 1:** Deadline to submit a request to remove the general education or Vol Core designation from a course, but to keep the course active. *Note: there is a teach-out period for this type of curricular change. Please see **Appendix H**.*
- **October 15:** Deadline to submit high-impact items, which include proposals to be reviewed by the General Education Committee or that 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 15. (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 designated representative of the host college.
- **December 1:** Deadline to submit all other changes for the 2022-2023 undergraduate catalog.

Undergraduate Curriculum Committee Meetings

Curriculum Due	Curriculum Committee Meeting	Time - Location
August 16, 2021	Tuesday, August 24, 2021	2:50 pm – TBD
September 27, 2021	Tuesday, October 5, 2021	2:50 pm – TBD
December 1, 2021 (last opportunity to submit changes for 2022-2023 UG Catalog)	Tuesday, February 8, 2022	noon – TBD
March 21, 2022	Tuesday, March 29, 2022	2:50 pm – TBD

Undergraduate Council Meetings

Tuesday, September 14, 2021	2:50 pm – Zoom
Tuesday, October 19, 2021	2:50 pm – Zoom
Tuesday, November 30, 2021 (if needed)	2:50 pm – Zoom
Tuesday, February 1, 2022	2:50 pm – Frieson Black Cultural Center, Multipurpose Room
Tuesday, February 22, 2022	2:50 pm – Frieson Black Cultural Center, Multipurpose Room
Tuesday, April 12, 2022	2:50 pm – Frieson Black Cultural Center, Multipurpose Room

Faculty Senate Meeting Dates

Monday, September 20, 2021	-----
Monday, October 18, 2021	- approval of September 14, 2021 UG Council Proposals
Monday, November 15, 2021	- approval of October 19, 2021 UG Council Proposals
Monday, January 10, 2022 (if needed)	-----
Monday, February 7, 2022	-----
Monday, March 7, 2022	- approval of February 1, 2022 UG Council Proposals
Monday, April 4, 2022	- approval of February 22, 2022 UG Council Proposals
Monday, May 2, 2022	- approval of April 12, 2022 UG Council Proposals

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 N** 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. If the course that is being dropped carries a general education or Vol Core designation, the department must submit a proposal to the General Education Committee asking that the equivalent course carry the same designation. *Approval is not automatic. 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 contact the CCC or the Bursar's Office with any questions about these fees. Approval of fees is not automatic.*
- 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.

Equivalency Table

Current Courses Interior Design (IDS)	Equivalent Courses Effective Fall 2017 Interior Architecture (IARC)
101	101
107	107
200	200
207	207
211	211
212	212
217	217
218	218
221	221
261	261
271	271
331	331
360	360
371	371
420	420
425	425
430	430
460	460
471	471
473	473
477	477
480	480
491	491
493	493
497	497

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
 - Catalog title may be up to 100 characters, including spaces, and appears in the academic catalog
 - Transcript title may be up to 30 characters, including spaces, and appears in the timetable and on transcripts
- Course Credit Hours
- Course Description
- Writing-Emphasis (used by Arts and Sciences)
- Cross-listing
- General Education and/or Vol Core 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
- Registration Enforced (RE) Prerequisite(s)
- Department Enforced (DE) Prerequisite(s)
- Registration Enforced (RE) Corequisite(s)
- Department Enforced (DE) Corequisite(s)
- Recommended Background
- Comment(s)
- 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 L** 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, which will require an entry for that course under the heading “+DROP CROSS-LISTING.” *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 F** for the list of Instructional Methods.
- **REVISE CONTACT HOUR DISTRIBUTION** – Contact hour distribution is to be changed from one non-standard distribution to another. See **Appendix F** for the list of Instructional Methods.
- **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 (A-F as default and S/NC as an option). (See **Glossary** for definition of grading restrictions.)
- **REVISE GRADING RESTRICTION** – Grading system for a course is to be changed from one non-standard system to another non-standard system.
- **REMOVE GRADING RESTRICTION** – Non-standard grading system for a course is to be changed to the standard system (A-F as default and S/NC as an option).
- **ADD REPEATABILITY** – Course that was non-repeatable for credit will be repeatable. *Note that the maximum number of times or maximum 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 maximum 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 various titles.
- **ADD CREDIT RESTRICTION** – Credit restriction will be added to a course that has not had such a restriction. *Note: this is enforced by DARS. Banner does not enforce this, so will NOT display a registration error.*

Students are encouraged to run a DARS report after registration to be sure courses are being applied as expected.

- **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. *Note: Banner does not enforce this, so will NOT display a registration error. The department or college must monitor enrollment in the course.*
- **REVISE (DE) PREREQUISITE(S)** – Course is changing prerequisites that are enforced at the department or college level rather than by Banner. *Note: Banner does not enforce this, so will NOT display a registration error. The department or college must monitor enrollment in the course.*
- **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. *See also Mutual Corequisites in the Glossary.*
- **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. *Note: Banner does not enforce this, so will NOT display a registration error. The department or college must monitor enrollment in the course(s).*
- **REVISE (DE) COREQUISITE(S)** – Corequisites that are enforced by the department or college rather than by Banner are being revised. *Note: Banner does not enforce this, so will NOT display a registration error. The department or college must monitor enrollment in the course(s).*
- **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. *Note: Banner does not enforce this, so will NOT display a registration error. The department or college must monitor enrollment in the course.*
- **REVISE RECOMMENDED BACKGROUND** – Changes are being made to the existing recommended background. *Note: Banner does not enforce this, so will NOT display a registration error. The department or college must monitor enrollment in the course.*
- **REMOVE RECOMMENDED BACKGROUND** – Recommended background is being removed from the course.
- **ADD COMMENT(S)** – New comment(s) are being added to a course. *Note: this field is used for items that do not fit into any of the other categories. Banner does NOT enforce this item.*
- **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. *Note: if there is more than one restriction, Banner treats them as an “and” relationship (for example, major in Communication Studies AND minimum class level of junior). Banner does NOT recognize “or” relationships (for example, have a major in the Department of Theory and Practice in Teacher Education OR admitted to the Teacher Education Program). An “or” relationship would have to be handled manually; so the condition with the greater number of students would be enforced by Banner and the smaller group would be handled manually. Please contact the [CCC](#) for additional information.*
- **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. *Note: if “permission of instructor” or a similar permission is added to a course in the catalog, then every section of that course must have this permission. Departments may add this permission to a particular section of a course, even if the catalog does not mention this permission; but departments may*

NOT remove this permission from a section of a course if the course lists this permission in the catalog. A registration permission will require a manual override in Banner for each student who registers.

- **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. 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.
- Courses may have more than one schedule type/instructional method, such as a course that includes both lecture and lab.
- The total hours for instruction must equal the total credit hours for the course even if that differs from clock hours.
- Each schedule type is linked to an instructional method as outlined below.

Schedule Type		Instructional Method	
Code	Description	Code	Description
BR	Brass	01	Conventional Methodology
CLN	Clinical	10	Clinical
CON	Contract	01	Conventional Methodology
DIS	Discussion	01	Conventional Methodology
DRM	Drum	01	Conventional Methodology
ENS	Ensembles	01	Conventional Methodology
FAC	Use of Facilities	13	Other Non-Conventional Media
FLU	Flute	01	Conventional Methodology
FS	Field Study/Supervision	06	Student Teaching & Field Supervision
GMI	Group Musical Instruction	01	Conventional Methodology
GUI	Guitar	01	Conventional Methodology
HRN	Horn	01	Conventional Methodology
IMI	Individual Music Instruction	01	Conventional Methodology
INS	Instrumental	01	Conventional Methodology
INT	Intensive Study	01	Conventional Methodology
KBD	Keyboard	01	Conventional Methodology
LAB	Lab	01	Conventional Methodology
LEC	Lecture	01	Conventional Methodology
LL	Lecture/Lab Combined	01	Conventional Methodology
LO	Live Online	03	Other Computer-Based Instruction
OBO	Oboe	01	Conventional Methodology
OFF	Off Campus Study	06	Student Teaching & Field Supervision
PER	Percussion	01	Conventional Methodology
PRA	Practicum	06	Student Teaching & Field Supervision
PSI	Personalized Self Instruction	09	Independent Study
PVL	Private Lessons	01	Conventional Methodology
RCL	Recital	01	Conventional Methodology
REC	Recitation	01	Conventional Methodology
RES	Research	09	Independent Study
SAX	Saxophone	01	Conventional Methodology
SEM	Seminar	01	Conventional Methodology
STD	Studio Work	01	Conventional Methodology
STR	String	01	Conventional Methodology
TE	Technology Enhanced	03	Other Computer-Based Instruction
TN	Tennessee Online	02	Internet/Web Based/Online
TRP	Trumpet	01	Conventional Methodology
VOC	Voice	01	Conventional Methodology
WS	Workshop	01	Conventional Methodology
WW	Woodwind	01	Conventional Methodology

Appendix G. 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 (310N, 310R, and/or 310S) 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
 - General information: <https://ugcouncil.utk.edu/curriculum-committee-experience-learning-subcommittees/>
 - Internship-designated courses: <https://career.utk.edu/faculty-and-staff/internship-n-designated-courses/>
 - Research-designated courses: <https://ugresearch.utk.edu/faculty/r-designation/>
 - Service Learning-designated courses: <https://teaching.utk.edu/s-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 may need to be reviewed by the EL subcommittee before being forwarded to the full Curriculum Committee. Please contact the subcommittee chair prior to October 1 to see if a subcommittee review will be necessary.

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 H. General Education and Vol Core Courses

General

In spring 2017, the University of Tennessee, Knoxville, approved a proposal to redesign the general education curriculum. **The Volunteer Core (Vol Core) is in the implementation stage and will take effect Fall 2022.** The following instructions apply to both the current general education curriculum and to the Vol Core. Please note, however, that the approval of courses on the current curriculum and the Vol Core may be based on different criteria even when the category names are the same. In many cases, course proposals may use the same form to apply to both curricula. ***All courses approved under the current general education curriculum must reapply for approval under the Vol Core curriculum. If a course on the current curriculum is not approved under the Vol Core criteria, then the course will enter a six-year phase-out period for general education designation.***

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 be 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. The exception to this rule is that **courses approved for the current general education curriculum must apply for approval for the Vol Core**. Approved Vol Core courses will be carried over to subsequent catalogs.
- Once a course is approved for a general education or Vol Core requirement, it must continue to be taught following the approved characteristics any time it is offered.

- If a department wants to change the category(ies) for a course, the course under the old number must be dropped and a course with a new number must be proposed to the UG Curriculum Committee and to the General Education Committee.
- Courses approved under the old general education curriculum will continue to satisfy that same requirement for a six-year phase-out period. Courses that satisfy a general education requirement under the old curriculum may also satisfy a requirement under the new curriculum *if the course undergoes the approval process for the new curriculum*. Please see the Vol Core page of the Undergraduate Council's website for additional information: <https://ugcouncil.utk.edu/volunteer-core/>.

Adding a General Education or Vol Core Course

- New courses will follow the approval process outlined in **Appendix A**, which includes concurrent submission to the Curriculum Committee and to the General Education Committee.
- To request that an existing course be approved as satisfying a general education or Vol Core requirement, submit an application to the General Education Committee. Links to forms and detailed instructions can be found on the [Vol Core website](#).

Revising a General Education or Vol Core 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 may need to be submitted to the General Education Committee for re-approval. Please contact the subcommittee chair prior to October 1 to determine if the proposed change needs to be reviewed by the subcommittee.
- If a course is dropped from the undergraduate catalog but is reinstated with a new number through an equivalency table, it would need to be resubmitted to the General Education Committee in order to retain the general education designation.

Dropping a General Education or Vol Core Course

- If a department wishes to drop the general education or Vol Core 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**. Impact reports will be run and distributed to affected colleges to give them time to revise any programs affected by the dropped course.
 - There will be a six-year phase-out period for all courses dropped from the general education or Vol Core list.
 - If still offered during the six-year phase-out period, a course must be taught following the applicable general education or Vol Core characteristics.
 - The department may choose not to offer a course if it does not wish to continue teaching it as a general education or Vol Core course during the six-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/Vol Core list and in the course description) 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 undergraduate catalog but not dropped) will be temporarily removed 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 undergraduate catalog but is reinstated with a new number through an equivalency table, it would need to be resubmitted to the General Education Committee in order to retain the general education designation.

Appendix J. 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): ALEC 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 with a deadline of December 1, 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 by the October 15 deadline.

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.

COURSE EQUIVALENCY TABLE

Former Prefix/Course Number	Equivalent New Prefix/Course Number
FDST 499 Undergraduate Research in Food Science	FDSC 499 Undergraduate Research in Food Science

Note: this would be a mid-impact change with a deadline of December 1, 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): ARCH 272 with a grade of C or better.

(RE) Corequisite(s): ARCH 361.

(DE) Corequisite(s): ARCH 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): ARCH 272 with a grade of C or better.

(RE) Corequisite(s): ARCH 362.

(DE) Corequisite(s): ARCH 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.
4. 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 to the Experience Learning subcommittee by October 15. Because it references learning outcomes by number, these three learning outcomes should be listed and may appear 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 with a deadline of December 1 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 with a deadline of December 1 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): BCMB 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/CHEM 471) and spring (BCMB/CHEM 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 with a deadline of December 1 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 MFL courses. Financial impact: None.

Note: this would be a mid-impact change with a deadline of December 1 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 REST 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 WGS 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 with a deadline of December 1 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): FINC 301 or FINC 307, and FINC 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, off-setting any needed resources for teaching this course.

Note: this would be a mid-impact change with a deadline of December 1 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): PBRL 270 or ADVT 250.

(RE) Corequisite(s): STAT 201 or STAT 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. It would need to be submitted to the Experience Learning subcommittee by October 15. 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 K. Examples of Course Drop/Archive 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

CHEM 350	Animal Science Major – Pre-Veterinary Medicine 3+1 Concentration, Term 3
	Animal Science Major – Pre-Veterinary Medicine Concentration, Term 3
	Biosystems Engineering Major – Footnote 2
	Biosystems Engineering Major – Pre-Professional Concentration, Term 4
	Environmental and Soil Sciences Major – Environmental Science Concentration, Term 6
	Environmental and Soil Sciences Major – Soil Science Concentration, Term 4
	Food Science and Technology Major – Five-Year BS/MS Program, Term 4
	Food Science and Technology Major – Pre-Professional 3+1 Concentration, Term 3
	Food Science and Technology Major – Pre-Professional Concentration, Term 4
	Food Science and Technology Major – Science Concentration, Term 4
	Food Science and Technology Major – Technology Concentration, Term 4; Footnote 6
	Wildlife and Fisheries Science Major – Wildlife Health Concentration, Term 4
	Plant Sciences Major – Bioenergy Concentration, Specialty Areas, Chemistry list
	Plant Sciences Major – Biotechnology Concentration, Term 6
	Arts and Sciences Exploratory Program – Pre-Professional Track, Term 3
	Biological Sciences Major – Biochemistry and Cellular and Molecular Biology Concentration, I. Complete: list
	Biological Sciences Major – Biochemistry and Cellular and Molecular Biology Concentration (uTrack Requirements), Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes
	Biological Sciences Major – Ecology and Evolutionary Biology Concentration, III. Remaining Hours list
	Biological Sciences Major – Microbiology Concentration, I. Complete list
	Biological Sciences Major – Microbiology Concentration (uTrack Requirements), Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes
	Chemistry Major – Major Requirements, Select one sequence:, second instance
	Chemistry Major (uTrack Requirements) – Term 3; Term 4 Milestone Notes
	Chemistry Major, ACS Certified – Second Year
	Chemistry Major, ACS Certified (uTrack Requirements) – Term 3; Term 4 Milestone Notes
	Chemistry Minor – II. Complete A, B, C, or D (8 hours):, section A
	Medical Laboratory Science Major – Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes
	Physics Major – General Concentration, 2nd paragraph
	Pre-Professional Programs Major – Pre-Dentistry Concentration, Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes
	Pre-Professional Programs Major – Pre-Medicine Concentration, Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes
	Pre-Professional Programs Major – Pre-Pharmacy Concentration, Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes
	Pre-Professional Programs Major – Pre-Veterinary Medicine Concentration, Term 3; Term 4 Milestone Notes; Term 5 Milestone Notes
	Kinesiology Major – Footnote 6
	Nutrition Major – Basic Science Concentration, Term 3; Term 4 Milestone Notes
	Nutrition Major – Dietetics Concentration, Term 3; Term 4 Milestone Note
	Nutrition Minor – 1st paragraph; Prerequisites, Select one course: list
	Special Education Major – Education of the Deaf and Hard of Hearing Concentration, Secondary License, 4th bullet
	Special Education Major – Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education), Footnote 7, 4th bullet
	Chemical Engineering Major – Term 5
	Chemical Engineering Major – Biomolecular Engineering Concentration, Term 5
	Environmental Engineering Minor – Select one course: list (1st instance)
Materials Science and Engineering Major – Footnote 2	
Biomedical Engineering Major – Footnote 4	
Nuclear Engineering Major – Radiological Engineering Concentration, Footnote 2	
<i>CHEM 350 – Credit Restriction</i>	
<i>CHEM 358 – Description</i>	
<i>CHEM 358 – Credit Restriction</i>	

	CHEM 360 – (RE) Prerequisite
	CHEM 368 – (RE) Prerequisite
	CHEM 368 – Comment
	CHEM 369 – Description
	ANSC 431 – (RE) Prerequisite
	BCMB 401 – (RE) Prerequisite
	BCMB 471 – (RE) Prerequisite
	BCMB 481 – (RE) Prerequisite
	CBE 480 – (RE) Prerequisite
	ESS 434 – (RE) Prerequisite
	NUTR 311 – (RE) Prerequisite
	NUTR 313 – (RE) Prerequisite
	NUTR 314 – (RE) Prerequisite

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 15 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

Subject Code	Subject Desc	Course Impact
AFST	352	Interdisciplinary Programs Major – Africana Studies Concentration, Select 3 hours
		Interdisciplinary Programs Major – Africana Studies Concentration, Select 21 hours
		Interdisciplinary Programs Minor – Select 9 hours
		Cross-list – REST 352

Note: this would be a mid-impact change with a December 1 deadline 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.

[Appendix L. Examples of Course Revision Submissions](#)

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 with a deadline of December 1 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 with a deadline of December 1 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 with a deadline of December 1 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): CHEM 260.

Formerly: (RE) Prerequisite(s): CHEM 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): BIOL 102 or BIOL 150- BIOL 159 or BIOL 113- BIOL 115 or equivalent; and CHEM 260, CHEM 360, CHEM 369.

Formerly: (Same as CHEM 471.) BCMB 471 is primary.

(RE) Prerequisite(s): BIOL 102 or BIOL 150- BIOL 159 or BIOL 113- BIOL 115 or equivalent; and CHEM 350, CHEM 360, CHEM 369.

+BCMB 481 Biophysical Chemistry (3)

(RE) Prerequisite(s): BIOL 102 or BIOL 150- BIOL 159 or BIOL 113- BIOL 115 or equivalent; and CHEM 260, CHEM 360, CHEM 369.

Formerly: (Same as CHEM 481.) BCMB 481 is primary.

(RE) Prerequisite(s): BIOL 102 or BIOL 150- BIOL 159 or BIOL 113- BIOL 115 or equivalent; and CHEM 350, CHEM 360, CHEM 369.

Biochemistry and Cellular and Molecular Biology is primary.

Rationale: Chemistry is dropping CHEM 471 and CHEM 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 with a deadline of December 1 because the prerequisite is remaining, but changing 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): CHEM 120 or CHEM 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 with a deadline of December 1 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 WGS 384.)

Formerly: Same as WOST 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. (WOST 384 was changed to WGS 384.)

+ADD SECONDARY CROSS-LISTING

+HIUS 326 Gay American History (3)

(Same as AMST 326; WGS 326.)

Formerly: (Same as AMST 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 with a deadline of December 1 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): GEOG 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. Banner will not enforce the recommended background, so the department will have the responsibility of monitoring enrollment in the class.

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

INPG 120 VolsTeach: Inquiry-Based Lesson Design (1)

(RE) Corequisite(s): INPG 110.

Formerly: (RE) Prerequisite(s): INPG 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 with a deadline of December 1 because it 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 (BUAD 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 with a deadline of December 1 because it moves to a less-restrictive grading restriction.

REVISE (RE) COREQUISITE(S)

ACCT 301 Financial Reporting (3)

(RE) Corequisite(s): BUAD 342.

Formerly: (RE) Corequisite(s): FINC 301 and BUAD 342.

Rationale: Increases flexibility for Accounting majors; content in FINC 301 is not critical for success in ACCT 301. Impact on other units: none. Financial impact: none.

ADD (RE) COREQUISITE(S)

ACCT 311 Financial Reporting and Analysis (3)

(RE) Corequisite(s): FINC 301.

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

Note: these are low-impact changes with a deadline of December 1 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 M. Sample Headings for Program Changes](#)

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

- **ADD PROGRAM** – Add a new degree, major, concentration, certificate, or minor.
- **REVISE PROGRAM** – Make revisions to an existing program.
- **END PROGRAM** – Indicates 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 enter a six-year teach-out period after being ended, but courses become inactive as soon as they are dropped.*

Appendix N. Required Approvals for Curricular Changes

Action	New Code Required ¹	Additional Approval Required	Deadline	SACSCOC Action ⁵
Changes to Academic Units				
Add academic unit (division, college or school)	YES	YES (VPS ² , THEC, BOARD)	Dec. 1	---
Rename/consolidate academic units (divisions, colleges, or schools)	YES	YES (VPS, THEC, BOARD)	Dec. 1	---
Drop academic unit (division, college or school)	----	YES (VPS, THEC, BOARD)	Dec. 1	---
Changes to Departments				
Add department	YES	YES (CHANC ³)	Dec. 1	----
Rename/consolidate departments	YES	YES (CHANC)	Dec. 1	----
Drop academic department	----	YES (CHANC)	Dec. 1	----
Changes to Degrees				
Add new degree	YES	YES (VPS, THEC, BOARD)	Dec. 1	YES
Rename/consolidate degrees	YES	YES (VPR ⁴)	Dec. 1	YES
Drop degree	----	----	Dec. 1	YES
Adding/dropping joint/dual degree programs				YES
Changes to Majors				
Add new major	YES	YES (VPS, THEC, BOARD)	Dec. 1	YES
Revise major requirements	----	----	Dec. 1	----
Rename/consolidate majors	YES	YES (VPR)	Dec. 1	YES
Drop major	----	----	Dec. 1	YES
Revise major "ownership"	YES	----	Dec. 1	----
Changes to Concentrations				
Add new concentration	YES	----	Dec. 1	----
Revise concentration requirements	----	----	Dec. 1	----
Rename/consolidate concentrations	YES	----	Dec. 1	----
Drop concentration	----	----	Dec. 1	----
Changes to Minors				
Add new minor	YES	----	Dec. 1	----
Revise minor requirements	----	----	Dec. 1	----
Rename/consolidate minors	YES	----	Dec. 1	----
Changes to Courses				
New academic discipline/subject	YES	----	Dec. 1	----
Rename/consolidate academic disciplines/subjects	YES	----	Dec. 1	----
Drop academic discipline/subject	----	----	Dec. 1	----
Remove General Education Course Designation	----	----	Oct. 1	----
Add high-impact course, non-EL designated	----	----	Oct. 15	----
Revise high-impact course	----	YES (VPR)	Oct. 15	----
Drop high-impact course	----	YES (VPR)	Oct. 15	----
Add high impact course, EL-designated	----	----	Oct. 15	----
Add low-impact course	----	----	Dec. 1	----
Revise low-impact course	----	----	Dec. 1	----
Drop low-impact course	----	----	Dec. 1	----
Initiate programs or courses offered through contractual agreement or consortium	----	----	Dec. 1	YES
Initiate off-campus sites where student can obtain 50% or more credits toward a program	---	YES (PRV ⁶ , CHANC, VPS, THEC)		YES
Initiate dual or joint degree with other institution	---	YES (PRV, CHANC)		YES
Changes to Program Policies				
Revise admission criteria	----	----	Dec. 1	----
Revise progression standards	----	----	Dec. 1	----
Revise graduation policies	----	----	Dec. 1	----

1 For undergraduate code requests, contact The Coordinator of Curriculum and Catalog (Molly Sullivan, msulli27@utk.edu, 865-974-1466).

2 VPS = Vice President for Academic Affairs and Student Success

3 CHANC = Chancellor

4 VPR = Vice Provost for Academic Affairs

5 Contact the Mary Lewnes Albrecht (865-974-3635, malbrech@utk.edu), UTK SACSCOC Liaison to determine SACSCOC requirement for specific changes.

6 PRV = Provost

"In accordance with Chapter 179 of the Legislative Act creating the Higher Education Commission in 1967, the Commission has the statutory responsibility to review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools) and new instructional locations for public institutions of higher education in the State of Tennessee."

THEC Policy A1.1, which addresses approval levels, states

- "New academic programs requiring Commission approval are those that differ from currently approved programs in level of degree or major offered, as reflected in the institution's catalog and the Commission's academic inventory, subject to specified provisions."
- "Renaming an existing program without an essential change in the originally approved curriculum does not require Commission approval."
- "A reconfiguration of existing programs without an essential change in the originally approved curriculum and without a net gain in the number of programs (e.g., a consolidation of two programs into one) does not require Commission approval."
- "Additions, deletions, and revisions of sub-majors (options, concentrations emphases, tracks, etc.) without an essential change in the originally approved major curriculum do not require Commission approval."

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 entered prior to Fall 2015.

Term 1	Hours	Milestone Notes
BIOL 101* or BIOL 111* or BIOL 150/159*	4-5	2.0 cumulative GPA
ENGL 101* or ENGL 118*	3	
FORS 100	3	
CHEM 100* or CHEM 120* or CHEM 128*	4	
Term 2		
¹ Cultures and Civilizations Elective*	3	2.0 cumulative GPA
¹ PHIL 101* or PHIL 244* or PHIL 252*	3	One general education elective*
ENGL 102*	3	
MATH 125*	3	
FWF 250*	3	
Term 3		
CMST 210* or CMST 240*	3	2.0 cumulative GPA
¹ Cultures and Civilizations Elective*	3	One additional general education elective*
ESS 210	4	
BIOL 112* or FORS 214 or FORS 217	3	
FWF 212	3	

Term 4		
AREC 201* or ECON 201* or ECON 207*	4	2.0 cumulative GPA
FORS 215 or BIOL 260/269	3-4	One additional general education elective*
¹ Arts and Humanities Elective*	3	
STAT 201* or STAT 207*	3	
² Social Sciences Elective*	3	
Term 5		
^{3,4} Technical Elective	3	2.0 cumulative GPA
EEB 330 or FWF 325	3	One additional general education elective*
GEOL 454	3	
FWF 317, FWF 320	6	
Term 6		
^{3,4} Technical Elective	3	No milestones
FWF 324	3	
FWF 312*, FWF 313, FWF 310	7	
ESS 424	3	
Term 7		
FORS 305, 322, 323, 329	9	Apply to graduate
FWF 415	2	
FORS 496	3	
Term 8		
^{3,4} Technical Elective	1-3	No milestones
BSET 326 or GEOG 411	3	
FORS 422	3	
FWF 416	3	
⁵ Communications Elective	3	
TOTAL	120	

* Meets University General Education Requirement.

¹ 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).

⁵ Communications elective chosen from ALEC 440; ENGL 295*, ENGL 355*, ENGL 360*, ENGL 363, ENGL 364, ENGL 455*, ENGL 456, ENGL 460, ENGL 463, ENGL 464; JREM 412, JREM 414, JREM 450, JREM 451.

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 faculty member as part of their existing teaching responsibilities.

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-b (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 entered 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)

Term 1	Hours	Milestone Notes
¹ Biological Sciences with Lab Electives*	4	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
⁷ Unrestricted or Professional Elective	3	
Term 2		
ENGL 102*	3	Quantitative Reasoning Elective*
¹ Physical Science w/out Lab Elective*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
⁷ Unrestricted or Professional Elective	3	
Term 3		
EDPY 210*	3	2.7 cumulative GPA
³ Intermediate Foreign Language*	3	ENGL 102*
⁴ Non-U.S. History	3	
PHIL 252*	3	
⁷ Professional Elective	3	
Term 4 ⁵		
³ Intermediate Foreign Language*	3	Intermediate Foreign Language Elective*
⁴ Non-U.S. History	3	
PHIL 244*	3	
⁷ Professional Elective	3	
RSM 226	3	
Term 5		
⁶ Educational Methods	3	Two Natural Sciences Electives*
⁷ Professional Elective	3	
REED 461	3	
SPED 402	3	
ETEC 486	3	
Term 6		
EDPY 401	3	No milestones

⁷ Professional Electives	6	
REED 543	3	
SPED 325	1	
TPTE 352	1	
Term 7		
SPED 419, SPED 420, SPED 430, SPED 490	15	No milestones
Term 8		
SPED 422, SPED 432, SPED 456, SPED 459	15	No milestones
UNDERGRADUATE TOTAL	120	
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.

⁴ Two courses from AFST 235*, AFST 236*; HIST 241*, HIST 242*, HIST 247*, HIST 248*, HIST 261*, HIST 262*, HIST 267*, HIST 268*; LAC 251*, LAC 252*; MRST 201*, MRST 202*.

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

Term 1	Hours	Milestone Notes
AREC 110	1	One general education elective*
¹ Biological Sciences Electives*	4	
² Cultures and Civilizations Elective*	3	
ENGL 101* or ENGL 118*	3	
MATH 123*	3	
Term 2		
² Cultures and Civilizations Elective*	3	One additional general education elective*
ENGL 102*	3	
MATH 125*	3	
NUTR 100*	3	
ECON 211*	3	
Term 3		
ACCT 200 or ACCT 207	3	ENG 101*
POLS 101* or POLS 102*	3	
ECON 213*	3	
CMST 210*, CMST 217, CMST 240*, CMST 247* or ALEC 240*	3	
³ Physical Sciences Electives*	4	
Term 4		
AGNR 291, 292	2	ECON 211* or ECON 213*
AREC 212	3	
FDST 100 or FDST 150*	3	
³ Physical Sciences Electives*	4	
STAT 201* or STAT 207*	3	
Term 5		
Written Communication (WC) Course	3	AREC 212
AREC 310	1	MATH 119 or MATH 123* or MATH 125*
ECON 311	3	
Select two of the following courses: AREC 313, AREC 314, BULW 301	4	
² Arts and Humanities Elective*	3	
Nondepartmental CASNR Elective	3	
Term 6		
AREC 324, AREC 342, AREC 350	9	ACCT 200
² Arts and Humanities Elective*	3	300-level AREC Elective
Nondepartmental CASNR Elective	3	
Term 7		
AREC 410, AREC 412	4	Apply to graduate
Select two of the following courses: AREC 331, AREC 332, AREC 333	4	
AREC 492 or AREC 499 or AGNR 491	3	
Term 8		
AREC 442	3	No milestones
⁴ Law/Policy Directed Electives	2-3	
⁵ AREC Electives	2-3	
⁶ Unrestricted Electives	5-7	

TOTAL	120
*Meets University General Education Requirement.	
¹ Chosen from BIOL 101*, BIOL 102*, BIOL 111*, 112*, BIOL 113*, BIOL 114*, BIOL 115*.	
² Chosen from the University General Education list.	
³ Chosen from CHEM 100*, CHEM 110*, CHEM 120*, CHEM 130*; ESS 210; GEOG 131*, GEOG 132*; GEOL 101*, GEOL 102*, GEOL 103*.	
⁴ Select two courses from the following: AREC 420, AREC 445, AREC 470, AREC 472, ECON 333, ECON 362, ECON 471, ECON 472, FDST 390, POLS 240, POLS 311.	
⁵ A maximum of three credit hours can be used from each of the following courses: AREC 356, AREC 492, AREC 493, and AREC 499.	
⁶ Any courses not already required for the major.	

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 in 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~~ ~~July~~ 1 to be considered for the following term. A complete application and all ~~transition criteria progression requirements~~ 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 294, RSM 394, and RSM 494 and to graduate 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

Term 1	Hours	Milestone Notes
CFS 210*	3	2.5 cumulative GPA
¹ CHEM 100* or CHEM 120* or CHEM 128* or BIOL 101*	4	
ENGL 101* or ENGL 118*	3	
PSYC 110* or PSYC 117*	3	
² Quantitative Reasoning Elective*	3	
Term 2		
¹ CHEM 110* or CHEM 130* or CHEM 138* or BIOL 102*	4	ENGL 101*
ENGL 102*	3	
² Quantitative Reasoning Elective*	3	
⁴ Unrestricted Elective	4	
RSM 201	4	
Term 3		
CLAS 273	3	Quantitative Reasoning Elective*
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	

RSM 201	4	
² Cultures and Civilizations Elective*	3	
² Arts and Humanities Elective*	3	
³ RSM 320, ³ RSM 325	6	
⁴ Unrestricted Elective	4	
Term 4		
¹ BCMB 230	5	RSM 201
²Cultures and Civilizations Elective*	3	
PHIL 252*	3	
RSM 326	3	
³ RSM 320	3	
⁴ Unrestricted Elective	3	
RSM 226, ³ RSM 290	6	
Term 5		
²Arts and Humanities Elective*	3	PSYC 110*
² Cultures and Civilizations Elective*	3	
KNS 332 or EEB 240	3-4	
⁴Unrestricted Elective	3	
PSYC 330	3	
³ RSM 325	3	
³ RSM 294	3	
Term 6		
³ RSM 310, ³ RSM 394, RSM 326, ³ RSM 390	6 9	No milestones
⁵ Professional Support Course Electives	6	
⁴Unrestricted Elective	3	
Term 7		
Psychology Elective (300-400 level course)	3	No milestones
RSM 405, RSM 420, RSM 430	9	
Recreation and Sport Management Elective (300-400 level course)	3	
Term 8		
^{3,6} RSM 494, RSM 490	12	No milestones
TOTAL	120	

* Meets University General Education Requirement.

¹ Students taking BCMB 230 at UTK must take a chemistry sequence.

² Select courses from the University General Education list.

³ Requires ~~advancement~~ ~~progression~~ into the recreation and sport management major.

⁴ Select any course not already required for the major.

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.

⁶ Must meet guidelines for national NCTRC certification.

Rationale: Moving courses to different terms was to more accurately reflect when students are likely to get into/take courses. Footnote 3 – the word progression was removed as recommended by the Undergraduate Curriculum Committee. Footnote 5 additions - Courses added to showcase give TR students additional options to choose from in order to meet graduate school prerequisites or to better prepare them to work with individuals with disabilities. Support from assessment activities: Faculty review of curriculum. Impact on other units: none. Financial impact: none.

REVISE REQUIREMENTS

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

Term 1	Hours	Milestone Notes
SOWK 200 or SOWK 207	3	SOWK 200 or SOWK 207
ENGL 118*	3	
Foreign Language (100-level)	3	
MATH 113* or MATH 117*	3	

¹ Natural Sciences Electives with lab*	4	
Term 3		
² Arts and Humanities Elective*	3	3.5 cumulative GPA No milestones
³ Cultures 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*
² Arts and Humanities Elective*	3	3.5 cumulative GPA
⁴ Unrestricted Elective	3	
POLS 107*	3	
³ Cultures 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	
⁴ Unrestricted 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
⁵ Social 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.

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).

Reinstating an archived course does not require Curriculum Committee, UG Council, or Faculty Senate approval, but will be included in the minutes of the next UG Council meeting for documentation purposes.

Comment(s) – A field for information that does not fit into any other category and is 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." The total hours must equal the total credit hours for the course.

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. See also Mutual Corequisite, below.
- Course Description** – The description of the course content.
- Course Fees** – Fees in addition to the standard cost per credit hour. Fees must be approved by the Office of Budget and Finance *even if the course is cross-listed with or is an equivalent to (exact replacement for) a dropped course that had approved fees*. These courses should be noted within the curriculum submission with a dollar sign (\$). *Please contact the CCC or the Bursar's Office with any questions about these fees. Approval of fees is not automatic.*
- 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 transcript name is limited to 30 characters including spaces and appears on the timetable and the student transcript. The catalog name may be up to 100 characters including spaces and appears in the academic catalog.
- 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. This restriction appears in the graduate catalog only.
- 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 BCMB 410 and BCMB 510.” This is enforced in DARS but not in Banner, so a student would not receive a registration alert.
- Cross-listing** – Two or more courses that contain identical course content, hours, repeatability, etc., but are taught under different departments or divisions. One course must be designated as the primary course, with the other(s) secondary. 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 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 N (Internship), 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 or Vol Core Designation** – Courses approved to satisfy general education requirements. Courses in this category must be approved 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 (*). The current general education curriculum will be replaced with the new Vol Core curriculum beginning with the 2022-2023 academic year. *Courses approved under the current curriculum will NOT be automatically considered part of Vol Core but must be reviewed and approved under the Vol Core criteria, which may vary from the current criteria even if the name of the category remains unchanged.*
- Grading Restriction(s)** – The designation to indicate that the course uses non-standard grading options; that is, anything other than A-F as the default with S/NC as an option.
- Impact Level of Changes (Courses)** – Courses fall into three categories:
- High-impact
 - Adding, dropping, or archiving any 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**.

Impact Level of Changes (Programs) – Program changes fall into three categories:

- High-impact: Adding a new major or degree, which will need approval by THEC. The deadline for a new major or degree is December 1 with the caveat that THEC’s approval may not happen in time to get the new major or degree into the academic catalog by the upcoming fall term. Colleges are encouraged to submit proposals for new majors earlier in the curricular change cycle, if possible.
- Mid-impact: Adding or dropping a new concentration under an existing major, adding an undergraduate certificate, or making significant changes to an existing program.
- Low-impact: Routine maintenance of existing programs.

Mutual Corequisite: (RE) Corequisite(s) – Two or more specific conditions, requirements, or courses that must ordinarily be attempted in the same term because of integrated or mutually dependent learning objectives. Course A and Course B are mutual corequisites if Course A has Course B as a corequisite and Course B has Course A as a corequisite. If Course A and Course B are mutual corequisites, a student who drops Course A and is forced to also drop Course B can use one of their four allowed W grades to drop both courses simultaneously.

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. *Note: if “Permission of instructor” or a similar permission is added to a course in the catalog, then every section of that course must have this permission. Departments may add this permission to a particular section of a course, even if the catalog does not mention this permission; but departments may NOT remove this permission from a section of a course if the course lists this permission in the catalog.*

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 with a major in the Department of Theory and Practice in Teacher Education AND have been admitted to teacher education (TEP), but Banner cannot restrict students in the Department of Theory and Practice in Teacher Education 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 manually by 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.

Volunteer Core (Vol Core) – This new general education curriculum is currently in the implementation stage. Courses in this curriculum must be approved 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 (*).

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

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