

The University of Tennessee, Knoxville
Undergraduate Council
Minutes of Meeting
September 6, 2011
3:40pm – University Center Ballroom

MEMBERS PRESENT: Vince Anfara, Richard Bayer, Mary Beth Coleman, Chuck Collins, Rebekah Page (for Steve Dandaneau), Ruth Darling, Marleen Davis, George Drinnon, Jeff Fairbrother, Jean Gauger, Greg Kaplan (Chair), John Koontz (Past Chair), Catherine Luther, Norman Magden, Jeff Mellor, John Mount, Michael Palenchar, Masood Parang, Chris Pionke, Gary Ramsey, Amber Roessner, Harold Roth, Ross Rowland, Lisi Schoenbach, Drew Shapiro, John Stier, Wendy Tate, Matthew Theriot (Chair Elect/Vice Chair), Teresa Walker, Suzanne Wright

OTHER ATTENDEES: Monique Anderson, Sally McMillan

The meeting was called to order at 3:40pm by Greg Kaplan, Chair.

The minutes of the [April 12, 2011](#) meeting of the Undergraduate Council were approved.

Vince Anfara, Faculty Senate President, thanked the Undergraduate Council for its work and outlined some areas of focus for the Senate this year, including the process by which students evaluate their instructors.

The Academic Policy Committee will hold its first meeting of the academic year on September 7th. Ruth Darling summarized the Advising Committee's recent work, noting UTrack-related changes to major guides, the NACADA regional conference hosted by UTK, and the SGA bill for evaluating academic advisors. Sally McMillan outlined recent topics of discussion in the Associate Deans' Group, such as summer school enrollment, Welcome Week, UTrack, and high impact course changes. Proposals from the Curriculum Committee and the General Education Committee were approved.

Committee Reports

- Academic Policy (NO REPORT)
- Advising (Darling) – see pages [U2096-U2101](#)
- Appeals (NO REPORT)
- Associate Deans' Group (McMillan) – see pages [U2102-U2105](#)
- Curriculum (Mount) – see pages [U2106-U2108](#)
- General Education (Collins) – see page [U2109](#)

Catalog corrections implemented over the summer were noted for documentation purposes – see pages [U2110-U2113](#).

THEC's revised guidelines for academic programs were included as an informational item – see pages [U2114-U2123](#).

The meeting was adjourned at 4:45pm.

2011-2012 UNDERGRADUATE CURRICULAR APPROVAL CALENDAR

Undergraduate Curriculum Committee Meetings

Curriculum Due	Curriculum Committee Meeting	Time - Location
Tuesday, August 9, 2011	Tuesday, August 23, 2011	3:30 p.m. – 4 th floor, AHT
Tuesday, September 27, 2011	Tuesday, October 11, 2011	3:30 p.m. - 4 th floor, AHT
Thursday, December 1, 2011 (last opportunity to submit changes for 2012-2013 UG Catalog)	Tuesday, January 17, 2012	2:00 p.m. - 4th floor, AHT
Tuesday, March 13, 2012	Tuesday, March 27, 2012	3:30 p.m. - 4 th floor, AHT

Undergraduate Council Meetings

Tuesday, September 6, 2011	3:40 p.m. – UC Ballroom
Tuesday, October 25, 2011	3:40 p.m. – UC Ballroom
Tuesday, January 31, 2012	3:40 p.m. – UC Ballroom
Tuesday, February 28, 2012	3:40 p.m. – UC Ballroom
Tuesday, April 10, 2012	3:40 p.m. – UC Ballroom

Faculty Senate Meeting Dates

Monday, September 19, 2011	-----
Monday, October 17, 2011	- approval of September 6, 2011, UG Council Minutes
Monday, November 21, 2011	- approval of October 25, 2011, UG Council Minutes
Monday, February 6, 2012	-----
Monday, March 5, 2012	- approval of January 31, 2012, UG Council Minutes
Monday, April 2, 2012	- approval of February 28, 2012, UG Council Minutes
Monday, May 7, 2012	- approval of April 10, 2012, UG Council Minutes

2011-2012 Undergraduate Council Members

Name	College	Elected	Ex-Officio
Vince Anfara	Faculty Senate President		X
Richard Bayer	Enrollment Services		X
Mari Beth Coleman	Education, Health, & Human Sciences	X	
Chuck Collins	General Education Comm. Chair		X
Paul Crilly	Engineering	X	
Allison Cunningham	Student		X
Steve Dandaneau	Chancellor's Honors Program		X
Ruth Darling	Advising Committee Chair		X
Marleen Davis	Architecture & Design	X	
George Drinnon	Business Administration		X
Jeff Fairbrother	Education, Health, & Human Sciences	X	
Jean Gauger	Business Administration	X	
Tom George	Education, Health, & Human Sciences		X
R. J. Hinde	Arts & Sciences		X
Greg Kaplan	Chair		X
LTC Danny Kelley	Army ROTC		X
John Koontz	Past Chair		X
Maura Lafferty	Arts & Sciences	X	
Jon Levin	Arts & Sciences	X	
Catherine Luther	Communication & Information		X
Norman Magden	Academic Policy Committee Chair	X	
Jeff Mellor	Arts & Sciences	X	
John Mount	Curriculum Committee Chair	X	
Michael Palenchar	Communication & Information	X	
Masood Parang	Engineering		X
Randal Pierce	Business Administration	X	
Chris Pionke	Engineering	X	
Lois Presser	Arts & Sciences	X	
Gary Ramsey	Nursing	X	X
Adam Roddy	Student		X
Amber Roessner	Communication & Information	X	
Harold Roth	Business Administration	X	
Ross Rowland	Student		X
Lisi Schoenbach	Arts & Sciences	X	
Dave Schumann	TN Teaching & Learning Center		X
Jennifer Schweitzer	Arts & Sciences	X	
Rachelle Scott	Arts & Sciences	X	
Drew Shapiro	Student		X
John Stier	Agricultural Sci. & Natural Resources		X
Wendy Tate	Business Administration	X	
Matthew Theriot	Vice Chair/Chair Elect		X
Teresa Walker	University Libraries		X
Scott Wall	Architecture & Design		X
Pia Wood	Center for International Education		X
Suzanne Wright	Arts & Sciences	X	
(to be named)	Social Work	X	X

ADVISING COMMITTEE REPORT

April 19, 2011 Minutes

Major Guides – Erik Bledsoe presented an overview of the Major Guides submission process. He will provide an instructional video to the colleges. The site can be found at <http://erikbledsoe.psur.utk.edu/major-guides/>. All colleges except A&S will have their guides updated by Orientation, A&S by August. Erik will need a list of users who will be allowed into the site to make changes.

Advising multi-lingual students – Ilona Leki provided some information on advising multi-lingual students vis. English courses. She reminded everyone that we see increasing numbers of students who graduated from U.S. high schools and who are orally fluent in English, but might have lesser abilities with written English. Laurie Knox in EPE (lknox1@utk.edu or 4-4890) or Kirsten Benson in English (kbenson@utk.edu or 4-8266) may be contacted for questions.

SGA Advising Evaluation Bill – Michael Bright provided an overview of the bill recently passed by SGA.

Welcome Week Leaders – Ruth announced that Welcome Week Leaders (a peer mentor position) are being sought. Sophomores are being targeted as leaders.

Summer School update - Eric Brey announced that numbers for enrollment are slowly building, but are below the target number. Please remind students that summer school is a great way to catch up or keep ahead of curriculum.

Honors Advising during Orientation – Rebekah Page spoke about the changing profile of our incoming students. Approximately 400 students will be Honors, but there are many more who meet the profile (32+ ACT; 4.35 GPA) but were unable to be accepted into Honors program due to program limitations. These students consider themselves Honors and she reminded us that students can apply to the program.

NACADA Region 3 Update – Brian Russell informed us that the registration numbers are good and that we have met our goal. Jamia Stokes is coordinating volunteers. They especially need people to collect evaluations at the end of the programs.

Registrar's Update – Kathy Warden announced that currently they are conducting faculty training for grades online. The website is http://registrar.tennessee.edu/grade_entry_NEW/index_grade_entry.shtml.

First-Year Studies 101 – Phyliss Shey disseminated information on the schedule for fall 2011. There will be 5-7 sections for undecided students. These sections will be hidden from the timetable. A&S advisors will be provided the CRN's for these sections so that the students can enroll in whichever fits their schedule. The same system will be used for the Leadership sections for students in the Leadership Learning Community.

Announcements – Ruth presented Fred Pierce with a certificate of appreciation for his years of service to the Advising Committee.

Upcoming meetings:

Advising Committee meeting: Fall schedule to be determined

AALG meetings: May 10, 2011 1:00-2:30 – location to be determined

Webinars – Haslam Building, Room 316 from 2:00 pm ---3:00 pm

- June 8, 2011 Priced Out?: How Does Financial Aid Affect College Student's Retention and Transfer Choices?
- July 13, 2011 The comprehensive retention review: a step by step guide for evaluating the overall state of retention at your institution
- September 14, 2011 Making Sense of First Generation Student Success: Is it Possible to Have Too Much Education?

Attachment 1

University Of Tennessee – Student Government Association

BILL #: SEN-08-11

TITLE: Evaluation of Academic Advisors

SPONSOR: Michael Bright, College of Engineering (mbrigh8@utk.edu)

DATE: March 22, 2011

Whereas, The University of Tennessee has been challenged to become a top 25 public research university, and

Whereas, Freshman-to-Sophomore retention, tracked by UT's Office of Institutional Research and Assessment is a key metric used by many groups, including the U.S. News & World Report rating system to judge a university's successfulness and ranking, and

Whereas, Academic advisors are crucial in a student's career, especially for lowerclassmen in their early stages, and thus can affect the retention rates of said students, especially those who are undecided in regards to their major, and

Whereas, The university is currently using part of a \$1.6 million fund from tuition revenues to employ additional academic advisers,

Be It Hereby Resolved, That the Student Assessment of Instruction System (SAIS) implement an option through which the students should have an opportunity to electronically evaluate their academic/faculty advisors and associated effectiveness along with their professors at the end of each semester.

This implementation should be carried out in three main Steps. Firstly, the option shall be available to students in the College of Arts and Sciences only, with the results of the evaluations for the academic advisors made known only to the department/college. Secondly, if there are enough responses and enough data is generated over a period of time, the Student Senate shall vote on whether or not to extend the option to include all other colleges, with the results still made available only to the respective departments. And thirdly, after enough data is generated, the Student Senate shall vote on whether or not to make the results public to all students through the TN 101 site or a format similar to it. (The recommended time frame for each Step is approximately 1 year, with a total target time for successful

completion/implementation of the entire evaluation system of approximately 3 years.)

ACTION TAKEN BY THE STUDENT SENATE

Seconded by _____

VOTE for _____ against _____ abstentions _____

Date _____

ACTION TAKEN BY THE PRESIDENT OF THE SENATE

Signature _____

Date _____

ACTION TAKEN BY THE STUDENT GOVERNMENT ASSOCIATION PRESIDENT

Signature _____

Date _____

Attachment 2

First-Year Studies 101

Summer 2011

Four sections for UTLSI students: 2nd session TR 1-2

Six sections for open enrollment:

2nd session	12-1	1-2	2-3
MW	2	2	2

Fall 2011

Regular sections of FYS 101:

1st session	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4
MW	2	2	4	2	2	1	2	
TR	2	1						1
WF	2	1	1	1	1			
full term	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4
M		1	1	1	1	1	1	1
T		1		1	1		1	1
W		1		1	1		1	2
R		1		1	1			

Leadership sections:

Five sections specifically for Leadership Learning Community students

Undecided sections:

Five to seven sections specifically for undecided students

Upcoming events:

- **Peer Mentor Meeting**
May 2nd 1:00-3:00 in BCC
- **New Instructor Orientation**
May 5th 9:00-10:30 in BCC
- **Instructor Seminar**
May 17th 1:30-4:30 in BCC
or
July 14th 1:30-4:30 in BCC

TennACADA Times

August 2011

The Official Academic Advising Newsletter of The University of Tennessee, Knoxville

tennacada@utk.edu

<http://web.utk.edu/~tnnacada/>

President's Corner

Greetings TennACADA members,

This is an exciting time for the advising community on campus, as we welcome the Class of 2015 and begin the new academic year. TennACADA would like to extend a special welcome to the academic advisors and academic counselors who joined the advising community over the past year.

The NACADA Region 3 Conference in May was a huge success and was a great showcase of Knoxville, the University, and our advising community. Kudos to Brian Russell for organizing such a successful conference! Also, a sincere thank you to those who were presenters or volunteers at the conference.

With the start of a new semester, we encourage you to be active and engaged in your advising association. We have meeting dates planned for Fall semester, so we hope you will mark your calendars.

September 22 at 3:45

October 27 at 3:45

November 17 at 3:45

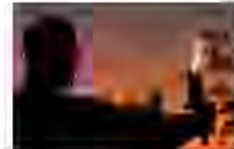
December 15 at 3:45

Our September program will be presented by Dr. David Schumann and Kelly Ellenberg of the Tennessee Teaching and Learning Center. Their interactive presentation will examine the Co-Creation of Value in the Student/Advisor Relationship.

If you have any ideas or suggestions for TennACADA programming, or if you want to pass along news or accolades from your office, please let us know.

All the best,

Katie McGay
President, TennACADA



Welcome to new advisors on campus!

A warm welcome to the new advisors that have joined our community over the past year. Below you will find names, email addresses, and college affiliations. Please take a moment to welcome our new advisors at the first TennACADA meeting!

College of Arts and Sciences:

Luke Garton—lgarton2@utk.edu
Jeff Elliott—jeff.elliott@utk.edu
Allison Hunt—ahunt13@utk.edu
Heather Godsey—hgodsey@utk.edu
Simon Hogg—shogg@utk.edu

College of Business Administration:

Brian Francis—bfranci2@utk.edu
Sidi Kazungu—ckazungu@utk.edu

College of Communications:

Rochelle Nelson—rochellenelson@utk.edu

College of Education, Health, and Human Sciences:

Matt Huml—mhuml@utk.edu
Demetrius Richmond—drichmon@utk.edu
Emily Taylor—eapt@utk.edu

Thornton Center:

Greig Cryer—gcryer@utk.edu
Danae Simonsen—dsimonsen@utk.edu
Lynsey Miller—lmiller54@utk.edu
Caitlin Ryan—caitlinryan@utk.edu
Rex Woodruff—rwoodru3@utk.edu



Key Dates for Fall 2011

- Classes Begin—Wednesday, August 17
- Labor Day—Monday, September 5
- Fall Break—Thursday-Friday, September 29-30
- First Session Ends—Friday, October 7
- Second Session Begins—Monday, October 10
- Thanksgiving—Thursday-Friday, November 24-25
- Classes End—Tuesday, November 29

Five Questions with...Rochelle Nelson

page 2

With so many new advisors on campus, we thought we would pick a name out of a hat for each newsletter and interview that advisor to find out a bit more about them. Rochelle Nelson is the newest advisor to join the College of Communication and Information. Thank you to Rebecca Diemer for conducting this informational interview!

How did you get involved with Academic Advising and how long have you been working at UTK?

I started at UTK in 1986 as an admissions counselor and received my master's degree in College Student Personnel. In 1993 I took a job as a systems designer in information technology, I was known as the telephone lady. After that I worked as an assistant director of admissions, but my dream job was always to be an Academic Advisor. After working for a short time as a high school counselor I found out about the Advising position in the College of Communications and have been here since July 2011.

What do you like most about the communications students? What are the main challenges?

The communications students are a very gregarious and effervescent group of students. They are very open to ideas and suggestions. The main challenge will be to focus

their energy, they are very passionate.

What qualities and characteristics do you think are important for an Academic Advisor to be successful?

The ability to listen. The ability to make the person you are working with your focus. Helping the student direct their path and using what they are telling you to help them create a plan.

Outside of work what hobbies or interests do you have?

I have 16 year old twin daughters, and that takes a lot of time! I am the founder of a program at UT hospital called HOPE, Helping Other Parents Endure. It is a support program for parents with children in the Neonatal Intensive Care Unit. I am also the state parent representative for TIPQC, the Tennessee Initiative for Perinatal Quality Care. This is a group of medical doctors dedicated to improving quality care for premature infants.

Additionally I am the staff parish member at Concord United Methodist Church.



NACADA Updates

NATIONAL CONFERENCE

ADVISING with ALTITUDE!

October 2-5, 2011

Colorado Convention Center - Denver

Deadlines Approaching!!

Early Bird Registration ends Friday, September 2 – Don't miss this money-saving discount, sign up today!

Hotel Giveaways: Book your room at one of the official hotels listed below by Thursday, September 1 and automatically be entered to win a great giveaway during your stay.

Interactive Schedule Planner: Live and waiting for you! Use it before you arrive at the Conference to identify the individual sessions and events you want to attend.

Annual Conference Blog: Follow us on NACADA's blog, find out insider tips and information before the conference and then visit during the conference for firsthand accounts of conference happenings.

NACADA Choir: The choir is looking for a few great voices (or anyone who loves to sing and have fun!). The choir will hold two practices on site prior to its performance. If you would like to get involved, stretch your vocal chords and make some new friends, contact Bruce Norris to learn more!

Hotel Update: Rooms are filling quickly, be sure to reserve your hotel room today! If you are looking to defray hotel costs consider our room share option.

For more information on conference happenings, visit our Conference Highlights and Annual Conference pages for detailed information.

Have a wonderful fall semester!

Katie, Jennifer, Laura, and Rebecca

ASSOCIATE DEANS' GROUP REPORT

Minutes for Meeting 24 April 2011

Present: Ruth Darling, Student Success Office; Michelle Gilbert (staff); RJ Hinde, College of Arts & Sciences; Matthew Theriot, College of Social Work; Tom George, College of Education, Health, and Human Sciences; Bill Park, College of Agricultural Sciences and Natural Resources; Masood Parang, College of Engineering; Rita Smith, University Libraries; Catherine Luther, College of Communication and Information; Jan Lee, College of Nursing; Sally McMillan, (chair) Provost office.

Minutes of the meeting held on 22 March 2011 were reviewed and approved.

The meeting opened with Darling presenting plans for Passport to Success and Welcome Week. Previous attempts to have more college involvement in these programs has not worked well – largely because the time was too unstructured. However, evidence from Welcome Week surveys shows that students want to engage more with students in their fields.

The plan for the coming Welcome Week is to structure-an hour long visit to college at 5pm. Welcome leaders (upper division students) will be assigned 15-20 freshman to work with WW as peer mentors. Just before the college visits, welcome leaders will be working with students on a group activity. They will then divide them into small groups by college and escort to college home where the colleges will provide a one-hour agenda. Students will then be lead to the freshman picnic. Content of the college meetings will be left up to colleges. However, they are encouraged to make these events engaging and to involve continuing students/student ambassadors in the programming. Undecided students will be separated out. Large venues will need to be found for them.

Darling also spoke with the associate deans about marking critical courses on major guides. UTrack is on hold, but noting critical tracking courses in existing major guides is a way to start moving forward with helping students stay on track for graduation. The major guides are posted on general UG Advising website w/link to colleges. Darling provided sample guide and ex of Fla State-layout & implementation. Academic Map w/ Learning Outcomes listed w/milestone (critical)courses listed with dates. Goal to have critical courses noted in major guides by this fall and broken down by semester. Directors of advising are expecting this. McMillan/Darling to check w/Erik about unified presentation template by semester and identifying critical courses.

McMillan raised the question of whether it is a good idea to require students to have a computer. She noted multiple advantages including allowing classroom upgrades to proceed without having computers in the room and allowing students to use financial aid to pay for the computers. OIT benchmarked Top25 and found no uniformity but generally when laptops are required, the requirements are specified by discipline. The Library checks out laptops for loan on short periods (4 hours), but not necessarily with special software for various disciplines. High demand for them, only windows, quite demand for MACS. OIT maintains and purchased with tech fee funds. 330 desktops that take up large amount of space & high demand. Security, space & charged are also issues. Used hard and replaced often.

Demands for labs is shifting since more students have their own laptops. New "cloud based computing" which is scheduled for fall of 2012 will also further support the idea of moving away from "fixed labs" to "mobile students" as the center for campus computing.

Disadvantages: plug in-electricity issue.

McMillan and Theriot discussed possible changes to the curriculum revision process for "high-impact" courses. They reported on a meeting they had with Cheryl Norris to discuss mechanism to minimize the negative impact on other colleges and units. Two options: earlier deadline for submission of Oct. 15-would provide colleges/unit time to make adjustments or modify their course offering w/ the caveat of one-year on the change on the negative impact. Second option-Same Dec 1 deadline but automatic 1 year to make changes. Applies to Gen Ed and other courses—listed in another major or being less restrictive to students outside the major.

Comments: overall consensus for Oct 15, Oct 1 suggested; check w/Cheryl on date and have curriculum committee to approve for fall 2012. Work on language w/Matthew and Cheryl. It will also be important to identify and flag "high impact" courses. Cheryl may be able to help with that process as well.

Minutes for Meeting 23 May 2011

Present: Tom George, College of Education, Health, and Human Sciences; RJ Hinde, College of Arts & Sciences; Jan Lee, College of Nursing; Bill Park, College of Agricultural Sciences and Natural Resources; Scott Wall, College of Architecture and Design; Sally McMillan, (chair) Provost office.

Minutes of the meeting held on 25 April 2011 were reviewed and approved.

McMillan provided an overview of summer school. The Bridge program looks like it will finalize at 75-80 students. The UTLSI program will have 80 students. Both of these programs will run during second summer. The most recent number of students for the "jump start" program is 55. Overall enrollments for summer school have been on a steady rise since we began tracking them when registration opened. There are several factors that may reduce summer school enrollments this year. First, the HOPE legislation may have led some students to decide to wait until next summer to take summer classes. Second, the messages about the jump start program probably were too late. Many incoming freshmen may have already made summer plans. We will be able to compare this summer to last on June 1 – the date that we "drop" all students who haven't paid. We have numbers from the equivalent date from last year. It seems unlikely that we will make our goal of a 20% increase, but it does seem likely that our total headcount will be at least a little higher than last year.

Advisors will continue to market second summer to incoming freshmen as they come to orientation. A promotional e-mail will also go out in a few days to students who are "off track" because of low grades and/or not enough hours successfully completed for the number of semesters they have been at UT. Another possible tactic for increasing summer school enrollment is to specifically target "bottleneck" courses to incoming students. Hinde suggested that one good example might be to offer Spanish 150 in the summer for students who have tested into it and then "guarantee" them seats in Spanish 211 for the fall semester.

McMillan asked attendees if they have any questions about the Welcome Week "college time" on Sunday, August 14 from 5-6 p.m. All reported that plans are under way. Any additional questions about timing and/or programming should be directed to Ruth Darling.

The strategic planning process was discussed at some length. All noted the importance of transparency in development, action, and reporting on undergraduate planning priorities. McMillan noted that the associate deans will be a critical part of the implantation team for the undergraduate strategic plan. McMillan will send the full planning document to associate deans within a few weeks. It is still being fine-tuned for presentation to the board of trustees in June. However, even when it is "completed" for the board approval, it will still be a "work in progress." There is a taskforce that is actively working on fine-tuning implementation and reporting on planning priorities. The associate deans will be kept informed about the work of that taskforce.

McMillan also discussed changes to the program review process and the ways in which the self-study documentation has been aligned with the strategic plan. George commented that the new structure was much more logical, but also much more data driven. Getting all of the requested data will be a challenge. McMillan is working with OIRA and OIT to try to streamline the data collection process. Ideally, the data required for program review will be collected annually. The new process will continue to be a 10-year review cycle with a five-year mid-cycle review. If the required data are collected annually, it should be a simple task to compile a five-year summary. Associate Deans requested both the revised program review guides and the new schedule. Both documents are still in "late draft" stage, but McMillan will send them to the associate deans for their review.

The summer schedule was briefly discussed. Meetings are scheduled through August. Committee members will be taking annual leave at different times during the summer. For now, we will plan to continue monthly meetings. However, if the agenda is short and/or the attendees or few one or more meetings may be cancelled.

Minutes for Meeting 25 July 2011

Present: Annette Ranft & George Drinnon, Jan Lee, Rita Smith, Catherine Luther, Masood Parang, Matthew Theriot, Bill Park, Scott Wall, RJ Hinde, Sally McMillan (chair), Michelle Gilbert (staff)

June Minutes-Approved

Welcome Week-updated schedule for welcome week; overview of events; start day coming to college using welcome leaders; welcome groups on 1st day are organized by college; undecided students to A&S. LOM on Monday are two pieces w/ strong academic focus. Two things: room numbers for welcome leaders to bring people- Ruth Darling will contact & coordinate; 2d, encourage student ambassadors or peer mentors, expressed desire of students early on what college life is like.

Bottleneck Classes-Hinde and McMillan playing with data. Looking for courses that have wait lists and courses that are full (not everyone has waitlists) and don't have waitlists (CBA & Nursing excluded). About 58% fall into those categories; vast majority are lower division and in A&S, but some upper division.

Working with Jennifer Hardy in registrar's office to go through the waitlists to gauge the demand by the waitlists; often students enrolled in multiple courses to get better time, etc and want to eliminate all duplicate or unnecessary waitlists to get bottom line demand; chemistry & biology high demand-not adding any more; surge in pre-health; English 102 (possibly higher AP scores); possibly work with admissions to get advanced information on English needs; 200 English Lit and WC full, enormous demand for History of Rock-not adding any more classes; still seats outside 10-2 timeframe;

2 sources of input-admissions-4200, housing- putting people in overflow rooms. Limited demand for post-orientation advising suggests that we are probably going to see a class of about 4200. General discussion of shifting student demand at the undergraduate level

Provost office does not want students paying 12% more tuition and not getting full schedule. This does not mean all students will get exactly the schedule they want. However, if students are being held back from progressing, notify provost office, a little money for strategic plan for keeping students on track.

UTrack-Introduced, discussed, and refined proposed policy for UTrack with related changes to advising policy. Three big conceptual changes involved in the process. The first is a move to freshman admission into programs. Second is identification of "milestones" for every major. Students will use those to know if they are "on track" for timely graduation. Administration will use them to help predict demand for classes. Third is shifting thinking from "undecided" to "exploratory" for students who are not actively pursuing a major. A next step in developing UTrack will be identifying and developing "milestones" for exploratory majors. Some revisions to policy recommendation were made based on discussion – particularly in regard to number of hours by which students must move out of "exploratory" status.

Proposed policies will go to the undergraduate policy committee. The target is 2013 to hard launch UTrack. We are beginning now with flagging milestone courses and moving policies through the undergraduate policy committee.

Transfer students-holistic review this year; glitches-students admitted later than what catalog policy states; next year start seeing students coming through universal transfer pathways-colleges will have to get involved in admission process. We will have to figure out how to coordinate.

Strategic Planning doc-highlighted-no investment decisions made yet early this fall; putting money behind bottleneck courses; 3 plans reside in provost office; 2 plans in Chancellors office; chancellors cabinet will look at it; few things already started: one-stop service center (described make-up; Richard Bayer chairing taskforce; no date committed; redefining positions; should be cost-neutral, maybe cost-savings). Process of getting first yr programs consolidated into student success center w/ the hiring of LDA to direct first yr programs for approx. 3 years

Honors Programs-Dandaneau chaired taskforce on coordinating honors program; report approved by provost office; in process to using clearly defined university program first 2 years; college honors for last 2 years.

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on Tuesday, August 23, 2011, at 3:30 pm.

Attendees: Monique Anderson, Mari Beth Coleman, George Drinnon, Jeff Fairbrother, Tom George, R.J. Hinde, Jon Levin, Catherine Luther, John Mount, Cheryl Norris, Gary Ramsey, John Stier, Matthew Theriot, Suzanne Wright

R.J. Hinde proposed a revision to the operating guidelines to clarify membership and voting rights. The proposal is currently under review.

An informational item from the College of Arts and Sciences was noted. A curricular proposal from the College of Education, Health and Human Sciences was approved.

The committee discussed potential procedural changes for adding, dropping, and/or revising high demand courses that affect multiple disciplines. Further discussion and consultation with the General Education Committee is forthcoming.

John Mount was elected Curriculum Committee Chair for 2011-12.

2011-12 Curriculum Committee Membership

Elected UG Council Members

Mari Beth Coleman, College of Education, Health and Human Sciences
Jeff Fairbrother, College of Education, Health and Human Sciences
Jon Levin, College of Arts and Sciences
John Mount, College of Agricultural Sciences and Natural Resources
Michael Palenchar, College of Communication and Information
Chris Pionke, College of Engineering
Gary Ramsey, College of Nursing
Suzanne Wright, College of Arts and Sciences

Ex-Officio Members

George Drinnon, College of Business Administration
Tom George, College of Education, Health and Human Sciences
R.J. Hinde, College of Arts and Sciences
Greg Kaplan, Undergraduate Council Chair
John Koontz, Undergraduate Council Past Chair
Catherine Luther, College of Communication and Information
Masood Parang, College of Engineering
Gary Ramsey, College of Nursing
John Stier, College of Agricultural Sciences and Natural Resources
Matthew Theriot, Undergraduate Council Vice Chair/Chair Elect
Scott Wall, College of Architecture and Design

Student Member

Operating Guidelines

The role of the Curriculum Committee of the Undergraduate Council is to ensure consistency and quality of undergraduate curricula at the University of Tennessee. In this role, the Curriculum Committee makes recommendations to the council regarding the approval or denial of curricular changes submitted to the council for consideration.

The Curriculum Committee has 16 members, 15 of whom are named to one-year terms by the Chair of the Undergraduate Council in consultation with the Council's membership.

- Nine committee members are elected faculty members of the Undergraduate Council.
- Five committee members are ex-officio members of the Undergraduate Council.
- One committee member is a student member of the Undergraduate Council.
- The Chair of the Undergraduate Council serves as an ex-officio member of the committee.

The members of the committee will be selected by the Chair of the Undergraduate Council in a manner that ensures broad representation of colleges and collegiate divisions on the committee. All 16 members of the committee may vote.

The Chair of the Curriculum Committee is selected from among the nine elected faculty members at the last committee meeting of the spring semester of each year. The chair serves in this capacity for one year, beginning on July 1.

Each committee member may, in consultation with the Chair of the Undergraduate Council, name a proxy who has all of the privileges and responsibilities of the committee member, except that the Committee Chair's proxy may not chair committee meetings. If the Committee Chair is unable to attend a committee meeting, the Chair of the Undergraduate Council will chair that meeting. A quorum of the committee consists of nine members (including proxies).

The Curriculum Committee typically meets two weeks before each meeting of the Undergraduate Council. Committee meetings are open to the entire university community. The agenda for each meeting will be posted on the Undergraduate Council Web site and will consist of proposals and informational items submitted by and approved by the various colleges. These should be submitted to the committee by the deadlines listed on the Undergraduate Council Web site and should be submitted in the format outlined there. Material not submitted in this format may be returned for revision prior to consideration by the Committee.

Proposals submitted to the committee may be approved and submitted to the Undergraduate Council for final approval or may be returned for revision. Proposals returned for revision must be resubmitted to the Curriculum Committee before they will be forwarded to the Undergraduate Council.

COLLEGE OF ARTS AND SCIENCES

All changes effective Fall 2012

INFORMATIONAL ITEM**ADD INTEREST MAJOR CODES**

- Art History Interest
- Clinical Laboratory Science Interest
- Economics (A&S) Interest
- French & Francophone Studies Interest
- German Interest
- Graphic Design Interest
- Hispanic Studies Interest
- Italian Interest
- Russian Studies Interest
- Studio Art Interest
- Statistics (A&S) Interest

COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES

All changes effective Fall 2012

COURSE CHANGES**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING****(EDPY) Educational Psychology****REVISE DESCRIPTION**

210 Psychoeducational Issues in Human Development (3) Content and course activities involve application of critical thinking to contemporary research and practice issues in physical, cognitive, social, psychological, and values development. The overall goal of the course is to enhance students' ability to evaluate the validity of information pertaining to human development and to use that information in promoting both individual well-being and a more humane world community. Required for students entering Teacher Education and open to students in other disciplines.

Formerly: Understanding and application of the psychology of human development to teaching/learning process in educational settings. Primarily for students entering teaching or human services.

DEPARTMENT OF KINESIOLOGY, RECREATION\ AND SPORT STUDIES**(PYED) Physical Education****ADD GRADING RESTRICTION****243 Rape Aggression Defense (1)**

Grading Restriction: Satisfactory/No Credit grading only.

Formerly: No restriction (allowed A-F, S/NC, and audit grading)

GENERAL EDUCATION COMMITTEE REPORT

The General Education Committee met on Wednesday, April 13, 2011, at 8:30am.

Subcommittee Reports

- Communicating through Writing—no new proposals
- Communicating Orally—no new proposals
- Quantitative Reasoning—no new proposals
- Cultures and Civilizations
 - No new proposals
 - A new cultures and civilizations subcommittee chair is needed. David Tandy is no longer able to serve in that capacity.
- Social Sciences—no new proposals
- Arts and Humanities—Two new proposals will be reviewed in the fall.
- Natural Sciences
 - PLSC 250 (World Food and Fiber Plant Production) was approved, effective fall 2012.
 - One of the topics under UNHO 287 (Special Topics in the Natural Sciences) was denied for lack of specific information tying the course to the objectives/standards of the gen ed category.

Other Business

- The General Education Taskforce will likely present its findings and offer recommendations in the fall.
- Chuck Collins was elected chair for the upcoming academic year.
- Next year's schedule:
 - September 14, 2011
 - October 12, 2011
 - December 7, 2011
 - January 18, 2012
 - February 8, 2012
 - March 14, 2012

SUMMER CATALOG EDITS/CORRECTIONS

Drop and Withdrawal Policies

REVISE POLICY

Clarify the difference between withdrawing from the university and dropping one or two courses (and its impact on the new four-drop policy).

Rationale: Request from the Vice Provost's Office after receiving a number of inquiries. Impact on other units: None. Financial impact: None.

Changes in Registration

Undergraduate students may add courses through the tenth calendar day counted from the beginning of classes fall and spring terms¹. Because of the nature of some courses, permission of the department head may be required to add a course after classes begin. Students may also, as departmental policies permit, change a section of a course through the add deadline.

Students may drop courses until the 10th calendar day from the start of classes with no notation on the academic record for full term courses in fall and spring.

From the 11th day until the 84th calendar day, students may drop courses and will receive the notation of W (Withdrawn) for full term courses in fall and spring. Following are additional regulations related to dropping classes after the 10th day:

- Students are allowed four drops during their academic career (until a bachelor's degree is earned).
- Students holding a bachelor's degree who return to pursue a second bachelor's degree are allowed four additional drops.
- Students pursuing more than one major or degree simultaneously are not allowed additional drops **beyond the four available drops.**
- **Withdrawing from the university (dropping all courses) does not impact a student's four allotted drops. More information on withdrawals is provided in the catalog section, Withdrawing from the University.**
- The W grade is not computed in the grade point average.
- After the 84th day, no drops are permitted.
- Courses may be dropped on the web (<https://myutk.utk.edu/>).

Failure to attend a course is not an official withdrawal and will result in the assignment of an F grade.

¹ The periods for add, drop, change of grading for sessions within the full term, summer, and mini term are determined based on a percentage of the equivalent deadline for the full term. See *Timetable of Classes* each term for exact dates on the MyUTK website at <https://myutk.utk.edu/>. Deadline dates may be adjusted

Withdrawing from the University

Undergraduate students who need to **drop all of their courses and** leave the university before a term is finished may withdraw by the deadline on the web (www.myutk.utk.edu/). The word **“withdrawn”** will be posted on the transcript. **Withdrawing from the university does not impact a student's four allotted drops over his/her undergraduate career. More** information on dropping a single course is provided in the catalog section, Changes in Registration.

It is the responsibility of a student who has registered for classes to attend them or, if that is impossible, to apply for withdrawal. A student will receive final grades unless the student follows procedures for withdrawal from the university.

A student who simply stops participating in classes, or fails to attend class, without officially withdrawing will be assigned the grade of F in each course. Students who do officially withdraw must apply for readmission in advance of their next term of anticipated enrollment, except for withdrawal from summer term.

Enrolled students are liable for payment of fees. Any refunds that may be due upon a student's withdrawal are issued by Office of the Bursar, 211 Student Services Building.

Students who are called to active military duty during a term of enrollment should contact the Office of the University Registrar for assistance with withdrawal and readmission procedures.

Academic Advising Policy

RESCIND POLICY CHANGE (UG COUNCIL MINUTES, PAGE U2054)

Rationale: See email excerpt below. The catalog was corrected on July 20, 2011. Impact on other units: none. Financial impact: none.

From: Norris, Cheryl Leach
Sent: Wednesday, July 20, 2011 2:37 PM
To: Darling, Dr Ruth A
Cc: Anderson, Monique W; Shey, Phyliss D
Subject: FW: Advising Policy

The policy in the catalog focuses on the **advising** term. OIT, on the other hand, was referencing the **registration** term (which is what the programming logic is tied to). That's where the conflict originated.

Catalog Policy

Students whose ID numbers end in an even digit are required to meet with an advisor during fall semester. Students whose ID numbers end in an odd digit are required to meet with an advisor during spring semester.

Programming Logic (red text added for clarification)

- (In order to register for spring term) if the student id is even number, then advising is required (usually in the preceding fall term)
- (In order to register for fall term) if the student ID is an odd number, then advising is required (usually in the preceding spring term)

ID Numbers	Advising Term	Pre-Registration Term
Even	Fall	Spring
Odd	Spring	Fall

Animal Science Major, Animal Industries Conc

REVISE ANIMAL SCIENCE MAJOR—ANIMAL INDUSTRIES CONCENTRATION

Second Year

²Business Administration minor or ³Food and Agricultural Business Agricultural Economics and Business minor or ⁴Communication and Information minor

Third Year

²Business Administration minor or ³~~Food and Agricultural Business Agricultural Economics and Business~~ minor or ⁴Communication and Information minor

Fourth Year

²Business Administration minor (10 credits) or ³ ~~Food and Agricultural Business Agricultural Economics and Business~~ minor (9 credits) or ⁴Communication and Information minor (9 credits)

Footnotes

³ Requirements for the ~~food and agricultural business agricultural economics and business~~ minor are AREC 201 (4); ACCT 200 (3); AREC 212, AREC 342, AREC 350, AREC 412 (12); Agricultural and Resource Economics elective (3). Total 22 hours.

Rationale: The DARS team discovered the errors, and Dr. Park confirmed the needed corrections. Impact on other units: None. Financial impact: None.

Wildlife and Fisheries Science Major, Wildlife & Fisheries Mgt Conc

REVISE WILDLIFE AND FISHERIES SCIENCE MAJOR—WILDLIFE AND FISHERIES MGT CONCENTRATION

Second Year

	Hours Credit
FWF 212	3
AREC 201* or ECON 201*	4
MATH 125*	3
STAT 201* or MATH 115*	3
BSET 326 or GEOG 411	3
ANSC 220	3
BIOL 250 or FORS 215 FORS 214 or FORS 217	3-4
CMST 210* or CMST 240*	3
ESS 210	4
¹ Cultures and Civilizations* or Arts and Humanities Elective*	3

Rationale: Page U1479 of the January 27, 2009 minutes correctly listed FORS 215 but it was mistakenly entered in the catalog as FORS 214. The error was not caught until recently. Impact on other units: None. Financial impact: None.

Arts and Sciences Divisional Distribution Requirements

REVISE PART A: DIVISIONAL DISTRIBUTION REQUIREMENTS, SOCIAL SCIENCE

- Move REST 232 (and its cross-list, SOCI 232) from List B to List A
- Move SOCI 233 from List B to List A
- Add UNHO 267 to List A

Rationale: List A includes courses approved for university-wide general education. REST 232 and 233 were recently approved by the General Education Committee, but the courses were not moved to List A to reflect the new status. UNHO 267 has been approved for university-wide general education since its inception but was mistakenly left off the list. The DARS team discovered the errors, and Dr. Hinde confirmed the needed corrections. Impact on other units: None. Financial impact: None.

Studio Art and Graphic Design Majors (BFA Degrees)

REVISE STUDIO ART MAJOR, 2D/3D/4D CONCENTRATIONS (RESTORE GEN ED SECTION)

III. General Curriculum**A. Complete:**

ENGL 101 - English Composition I *
ENGL 102 - English Composition II * (or their equivalent)

B. Quantitative Reasoning (6 hours)*:

any two QR courses from the university general education list

C. Natural Sciences (7-8 hours)*:

any two NS courses from the university general education list (at least one with a laboratory)

D. Social Sciences (6 hours)*:

any two SS courses from the university general education list

E. Intermediate Foreign Language (6 hours)*:

any intermediate foreign language sequence or intermediate intensive course from the university general education list

F. Communicating Through Writing (3 hours)*:

any WC course from the university general education list

G. Communicating Orally (3 hours)*:

any OC course from the university general education list

H. Non-Art Elective (3 hours):

any Arts and Sciences non-art elective

Rationale: Gen ed section was mistakenly left off the original Arts and Sciences proposal. Missy Parker confirmed the needed corrections. Impact on other units: None. Financial impact: None.

REVISE GRAPHIC DESIGN MAJOR (RESTORE GEN ED SECTION)

VI. General Curriculum (34-35 hours)**A. Complete (6 hours)*:**

ENGL 101 - English Composition I
ENGL 102 - English Composition II (or their equivalent)

B. Communicating Through Writing (3 hours)*:

any WC course from the university general education list

C. Quantitative Reasoning (6-7 hours)*:

any two QR courses from the university general education list

D. Natural Sciences (7-8 hours)*:

any two NS courses from the university general education list (at least one with a laboratory)

E. Social Sciences (6 hours)*:

any two SS courses from the university general education list

F. Intermediate Foreign Language (6 hours)*:

any intermediate foreign language sequence or intermediate intensive course from the university general education list

Rationale: Gen ed section was mistakenly left off the original Arts and Sciences proposal. Missy Parker and Dr. Hinde confirmed the needed corrections. Impact on other units: None. Financial impact: None.

Pre-Professional Programs Major, Nuclear Medicine Technology Conc

REVISE PRE-PROFESSIONAL PROGRAMS MAJOR—NUCLEAR MEDICINE TECH CONC (ADD NOTE)

Note Added May 4, 2011 Through August 22, 2011

- UTMCK has discontinued sponsorship of the program, and the College of Arts & Sciences is attempting to reach an agreement with a new sponsor. If an agreement is reached, the next opportunity for admission into the clinical portion of the program will be fall 2012. For more information, contact the College of Arts and Sciences at artscidean@utk.edu.

Note Added August 22, 2011

- UTMCK has discontinued sponsorship of the Nuclear Medicine Technology program; therefore, effective immediately, the College of Arts & Sciences is no longer offering Nuclear Medicine Technology as a major.

Rationale: Program lost its sponsorship which suspended admission of new students. Impact on other units: None. Financial impact: None.

THEC POLICY CHANGES

At their January 27, 2011 meeting, THEC revised the academic policies governing program proposals. Revisions are listed below.

Section Title: Academic Policies

Policy Title: New Academic Programs: Approval Process

Policy Number: A1.0

1.0.10 **Scope and Purpose.** 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. These responsibilities shall be exercised so as to:

- promote academic quality
- maximize cost effectiveness and efficiency to ensure that the benefits to the state outweigh the costs and that existing programs are adequately supported
- fulfill student demand, employer need and societal requirements
- avoid and eliminate unnecessary duplication to ensure that proposed programs cannot be delivered through collaboration or alternative arrangements
- encourage cooperation among all institutions, both public and private

These expectations for program quality and viability are underscored by Tennessee Code Annotated §49-7-202 as amended by Chapter 3, Acts of 2010 (1st Extraordinary Session). This Act directs public higher education to:

- A. Address the state's economic development, workforce development and research needs;
- B. Ensure increased degree production within the state's capacity to support higher education; and
- C. Use institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research.

Program Review Criteria -- In order to ensure that these responsibilities are optimized, the Commission strenuously considers the following criteria in order to maximize state resources:

Need – evidence of program need that justifies institutional allocation/ reallocation of state resources (See A1.1.20I New Academic Programs).

Program Costs/Revenues – evidence should be provided that program costs will be met from internal reallocation or from other sources such as grants and gifts ~~instead of being met from additional Formula dollars will be viewed favorably~~. Institutional commitment should be consistent with the centrality and level of priority as described in the program proposal ~~and projected on THEC Fiscal Projection form (Attachment A)~~.

Quality – evidence should be provided ~~based on required criteria that are identified on forms for new program proposals~~ that assessment, evaluation, and accreditation criteria (A1.1.20M) are being met.

1.0.20 **Schedule.** The Commission will normally consider proposals for new programs, extensions of existing academic programs, academic units, and instructional locations ~~only at its July and January meetings; however, in special circumstances, consideration may be given at other Commission meetings~~ **at each regularly scheduled Commission meeting.**

1.0.30 **Action.** Commission action on a given proposal must follow approval by the governing board and may take one of four forms:

- approval
- disapproval
- conditional approval
- deferral

Conditional approval may be granted in special cases. This type of approval is reserved for programs for which the need is temporary. Conditional approvals will identify a date that the program must be terminated.

1.0.40 **Funding.** Evidence must be provided on forms for approval of new academic programs relative to internal reallocation ~~and/or~~ **and** other sources such as grants and gifts must be validated. The Commission will approve no special start-up funding (See 1.0.10, Program Costs/Revenue).

1.0.50 **Early Consultation/Notification.** Upon consideration by an institution to develop a proposal for a new program, governing board staffs must provide the Commission staff with a copy of that institution's letter of intent to develop a program proposal. ~~The letter of intent should be in the format provided as Attachment B, and the THEC Financial Form (referenced as Attachment A in A1.0.10) should accompany it.~~ Programs that institutions intend to develop should be consistent with and reference ~~the campus master plan or academic plan. This is necessary for~~ **institutional mission, the state master plan for higher education, and campus master plan or the academic plan. A thorough early assessment of program justification is necessary** for programs requiring Commission approval in order to identify issues relative to the need for the program, program duplication, accessibility through collaboration or alternative means of delivery (distance education), **source of start-up funds**, and the need for reviews by external consultants.

Upon consultation and approval to proceed, governing board staffs must share ~~early versions of proposals with the Commission staff and provide the final proposal~~ **all relevant documents in a timely fashion with the Commission staff leading up to the submission of the final proposal** at least two weeks prior to notification of being placed on the agenda for consideration by a governing board (See also 1.1.20A in Policy A1.1 - New Academic Programs).

1.0.60 **Articulation/Transfer.** Upon consideration of a new ~~baccalaureate~~ degree program, evidence must be provided to ensure adherence to the requirements of ~~Chapter 795 of the Public Acts of 2000. The university track program within the University of Tennessee and the Tennessee Board of Regents systems consists of general education courses and pre-major courses as prescribed by the Commission. Courses in the university track program shall transfer and apply toward the requirements for graduation with a bachelor's degree at all public universities. Successful completion of the university track program shall meet the academic requirement for transfer to a public university as a junior.~~ **Tennessee Code Annotated § 49-7-202 as amended by Chapter 3, Acts of 2010 (1st Extraordinary Session) requires that —a** **associate of science or arts degree graduate from a Tennessee community college shall be deemed to have met all general education and university parallel core requirements for transfer to a Tennessee public university as a junior. . . . Admission into a**

particular program, school, or college within the university, or into the University of Tennessee, Knoxville shall remain competitive in accordance with generally applicable policies.

(1) The forty-one (41) hour lower division general education core common to all state colleges and universities shall be fully transferrable as a block to, and satisfy the general education core of, any public community college or university. A completed subject category (for example, natural sciences or mathematics) within the forty-one (41) hour general education core shall also be fully transferrable and satisfy that subject category of the general education core at any public community college or university.

(2) The nineteen (19) hour lower division AA/AS area of emphasis articulated to a baccalaureate major shall be universally transferrable as a block satisfying lower division major requirements to any state university offering that degree program major.

1.0.60A **Time Credit Hours to Degree.** The Commission recommends that credit hour requirements for new and existing undergraduate academic programs shall not be substantially more than 120 hours for baccalaureate degrees or 60 hours for associate degrees without justification. The principle intent is to reduce the time and costs of earning a degree for individual students and taxpayers and, over time, improve graduation rates and increase the higher educational attainment levels of Tennesseans. This excludes programs with accreditation or licensure requirements.

1.0.60B **Announcements.** Announcements of plans for new academic programs, extensions of existing programs, new academic units, and/or new instructional locations must await Commission approval, prior to implementation.

Approved: April 22, 1988

Revised: January 29, 1997

Revised: November 14, 2002

Revised: January 27, 2011

Section Title: Academic Policies
Policy Title: New Academic Programs
Policy Number: A1.1

1.1.10 **Programs Subject to Approval.** 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. ~~A standard format is required to ensure that all proposals for new academic programs are submitted in a complete and consistent manner.~~ In the interest of minimizing duplication of effort and institutional document development, THEC will accept for review the program proposal in the program proposal formats required by University of Tennessee and Tennessee Board of Regents system policies, provided these formats address criteria named in 1.1.20A through 1.1.20P below. All program proposals must include THEC Financial Projections form (Attachment A).

1.1.10A **Non-degree and non-certificate programs.** Commission approval is not required for non-degree and non-certificate programs, such as those offered at Tennessee Technology Centers.

- 1.1.10B **Undergraduate Certificates.** Commission approval for an undergraduate certificate program is required only when the program ~~would be both free-standing and~~ consists of at least 24 semester hours.
- 1.1.10C **(Reserved)**
- 1.1.10D **Name Changes.** Renaming an existing program without an essential change in the originally approved curriculum does not require Commission approval; planned large-scale curriculum change in a program without a name change does require Commission approval.
- 1.1.10E **Reconfigurations.** 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.
- 1.1.10F **Sub-majors.** 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.
- 1.1.10G **Notice.** Before governing board consideration of the changes described in Provisions 1.1.10A - 1.1.10F above, a two-week notice should be given to the Commission staff. In the event the staff interprets the proposed change as one requiring Commission approval, prompt arrangements will be made to discuss the proposed change with the institution and its governing board staff for a determination of applicable policy.
- 1.1.10H **Special Areas.** For programs at baccalaureate or higher level in ~~Agriculture, Education, and Engineering where program areas where annual THEC statewide and institutional degree production analyses indicate~~ there is great potential for unnecessary program duplication, no additional programs may be submitted for approval without exceptional determination of need. Such need must be demonstrated to and approved by governing board and Commission staff before the proposal or development of any new programs in these three areas.
- 1.1.20 **Criteria for Review.** The criteria set out in Provisions 1.1.20A - 1.1.20Q will generally be used in reviewing new program proposals. However, the stringency of individual criteria will depend on the specific program, and, in particular circumstances, other criteria may be added at the time of notification (See 1.0.050 **New Academic Programs: Approval Process**).
- References to provisions of certain institutional policies, such as overall admissions standards, do not mean that such policies need to be approved by the Commission.
- 1.1.20A **Mission.** Proposed new programs must adhere to the role and scope as set forth in the approved mission of the institution.
- 1.1.20B **Curriculum.** The curriculum should be adequately structured to meet the stated objectives of the program, and reflect breadth, depth, theory, and practice appropriate to the discipline and the level of the degree. The undergraduate curriculum should ~~also include a limited number of courses to satisfy General Education requirements and~~ ensure General Education core requirement commonality and transfer (where appropriate) of 19-hour pre-major paths. The curriculum should be compatible with accreditation, where applicable, and meet the criteria for articulation and transfer (See A1.0.60 **New Academic Programs: Approval Process**).

- 1.1.20C **Academic Standards.** The admission, retention, and graduation standards should be clearly stated, be compatible with institutional and governing board policy, and encourage high quality.
- 1.1.20D **Faculty.** Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualifications of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate.
- 1.1.20E **Library Resources.** Current and/or anticipated library **and information technology** resources should be adequate to support a high quality program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.
- 1.1.20F **Administration/Organization.** The organizational placement and the administrative responsibility for the program should be clearly defined and designed to promote success of the program.
- 1.1.20G **Support Resources.** All other support resources--existing and/or anticipated, should be adequate to support a high quality program. This would include clear statements of clerical personnel or equipment needs, **student advising resources**, and arrangements for clinical or other affiliations necessary for the program.
- 1.1.20H **Facilities.** Existing and/or anticipated facilities should be adequate to support a high quality program. New and/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of costs. (Facility Master Plans F4.1)
- 1.1.20I **Need and Demand.** Evidence should be provided that a proposed new program contributes to meeting the priorities/goals of the institution's academic or master plan, why the institution needs that program, and why the state needs graduates from that particular program.

Student Demand. Evidence of student demand, normally in the form of surveys of potential students and enrollment in related programs at the institution, should be adequate to expect a reasonable level of productivity.

Employer Need/Demand. Evidence of sufficient employer demand/need, normally in the form of anticipated openings in an appropriate service area (that may be national, regional, or local), in relation to existing production of graduates for that service area. Evidence may include the results of a need assessment, employer surveys, current labor market analyses, and future workforce projections. Where appropriate, evidence should also demonstrate societal need and employers' preference for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

- 1.1.20J **No Unnecessary Duplication.** Where other similar programs may serve the same potential student population, evidence should demonstrate that the proposed program **is in accord with the institution's THEC-approved distinct mission**, is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program. The proposal should explain why it is more cost effective or otherwise in the best interests of the State to initiate a new program rather than meet the demand through other arrangements. (e.g., collaborative means with another institution distance education technologies, Academic Common Market, **and** consortia).

- 1.1.20K **Cooperating Institutions.** For programs needing the cooperation of other institutions (including government, education, health, and business), evidence of the willingness of these institutions to participate is required.
- 1.1.20L **Desegregation Diversity and Access.** The **proposed** program will not impede the state's **effort to achieve racial equality commitment to diversity and access in higher education (Post Geier)**. A statement should be provided as to how the proposed program would enhance racial diversity.
- 1.1.20M **Assessment/Evaluation and Accreditation.** Evidence should be provided to demonstrate that careful evaluation of the program being proposed would be undertaken periodically. Information must be provided to indicate the schedule for program assessments or evaluations, (including program evaluations associated with Performance Funding) those responsible for conducting them, and how the results are to be used. Where appropriate, professional organizations that accredit programs should be identified and any substantive change that may require a SACS review should be indicated.
- 1.1.20N **Graduate Programs.** New graduate programs will be evaluated according to **criteria set forth in this policy, as these criteria are informed by** the principles **set forth supported** by the Tennessee Council of Graduate Schools **and best practices in the disciplines**.
- 1.1.20O **External Judgment.** The Commission staff may, in consultation with the governing board staffs, determine that review by an external authority is required before framing a recommendation to the Commission. Consultants will normally be required for new graduate programs. Consultants will not normally be required for new undergraduate and certificate programs, but there may be exceptions in cases of large cost or marked departure from existing programs at the institution.
- 1.1.20P **Cost/Benefit.** The benefit to the state should outweigh the cost of the program. Institutions should, in the program proposal, estimate the effect on funding caused by the implementation of the program. Detailed costs should be provided on forms required for consideration of new undergraduate and graduate programs (See 1.0.10, Program Costs/Revenues). These details should include reallocation plans, grants, gifts or other external sources of funding/partnerships. **The THEC Financial Projection form (Attachment A) must accompany the proposal.**
- 1.1.30 **Post Approval Monitoring.** During the first five years (three years for pre-baccalaureate programs) following approval, performance of the program, based on goals established in the proposal, will be evaluated annually. At the end of this period, **campus, governing board, and** Commission staff will perform a summative evaluation. **These goals and present the summary to the Commission annually. This summative evaluation** will include, but not be limited to, enrollment and graduation numbers, program cost, progress toward accreditation, library acquisitions, student performance, and other goals set by the institution and agreed to by governing board and Commission staff. As a result of this evaluation, if the program is deficient, the Commission may recommend to the governing board that the program be terminated. Copies of such recommendation will be forwarded to the Education Committees of the General Assembly. The Commission may also choose to extend this period if additional time is needed and is requested by the governing board.
- 1.1.30A **Schedule.** At the **July January** Commission meeting the Commission will review post approval reports on programs that have recently received approval.

- 1.1.30B **Unfulfilled Productivity.** Institutions with programs that fall markedly short of projected goals as approved in program proposals, must submit, through their governing boards, an explanation of the shortfall and a discussion of the future expectations to accompany annual program progress reports.
- 1.1.30C **Further Action.** The Commission may request the governing board to take action on any program that is performing significantly below projections.

Approved: April 22, 1988
Revised: April 19, 1996
Revised: January 29, 1997
Revised: November 14, 2002
Revised: April 26, 2007
Revised: January 27, 2011

THEC Financial Estimate Form											
Please Enter the Name of the Institution Here											
Please Enter the Name of the Proposed Program Here											
Attachment A											
Five-year projections are required for baccalaureate and post-baccalaureate programs and certificates. Three-year projections are required for associate degrees and undergraduate certificates. Projections should include cost of living increases per year.											
		Year 1		Year 2		Year 3		Year 4		Year 5	
I. Expenditures											
A. One-time Expenditures											
New/Renovated Space		\$	-	\$	-	\$	-	\$	-	\$	-
Equipment			-		-		-		-		-
Library			-		-		-		-		-
Consultants			-		-		-		-		-
Travel			-		-		-		-		-
Other			-		-		-		-		-
Sub-Total One-time		\$	-	\$	-	\$	-	\$	-	\$	-
B. Recurring Expenditures											
Personnel											
Administration											
Salary		\$	-	\$	-	\$	-	\$	-	\$	-
Benefits			-		-		-		-		-
Sub-Total Administration			-		-		-		-		-
Faculty											
Salary		\$	-	\$	-	\$	-	\$	-	\$	-
Benefits			-		-		-		-		-
Sub-Total Faculty		\$	-	\$	-	\$	-	\$	-	\$	-
Support Staff											
Salary		\$	-	\$	-	\$	-	\$	-	\$	-
Benefits			-		-		-		-		-
Sub-Total Support Staff		\$	-	\$	-	\$	-	\$	-	\$	-
Graduate Assistants											
Salary		\$	-	\$	-	\$	-	\$	-	\$	-
Benefits			-		-		-		-		-
Tuition and Fees* (See Below)			-		-		-		-		-
Sub-Total Graduate Assistants		\$	-	\$	-	\$	-	\$	-	\$	-
Operating											
Travel		\$	-	\$	-	\$	-	\$	-	\$	-
Printing			-		-		-		-		-
Equipment			-		-		-		-		-
Other			-		-		-		-		-
Sub-Total Operating		\$	-	\$	-	\$	-	\$	-	\$	-
Total Recurring		\$	-	\$	-	\$	-	\$	-	\$	-
TOTAL EXPENDITURES (A+B)		\$	-	\$	-	\$	-	\$	-	\$	-
*If tuition and fees for Graduate Assistants are included, please provide the following information.											
Base Tuition and Fees Rate		\$	-	\$	-	\$	-	\$	-	\$	-
Number of Graduate Assistants			-		-		-		-		-

	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees ¹	-	-	-	-	-
Institutional Reallocations ²	-	-	-	-	-
Federal Grants ³	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-
Other ⁵	-	-	-	-	-
BALANCED BUDGET LINE	\$ -	\$ -	\$ -	\$ -	\$ -
Notes:					
1. In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.					
2. Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.					
3. Please provide the source(s) of the Federal Grant including the granting department and CFDA number.					
4. Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).					
5. Please provide information regarding other sources of the funding.					

More Info Available at THEC Website—Academic Affairs Division

(http://tennessee.gov/thec/Divisions/AcademicAffairs/aa_main.html)

The Academic Affairs Division performs a wide array of tasks related to academic programming at Tennessee colleges and universities, and is the THEC division charged with reviewing and evaluating new and existing academic programs at universities and community colleges.

The Academic Affairs Division also monitors compliance with certain facets of the Complete College Tennessee Act (CCTA) of 2010, coordinates the state Performance Funding program, and administers federal and state grant programs.

Academic Programs

In concert with the legislative changes enacted under the [Complete College Tennessee Act of 2010](#), the approval process for new academic programs was recently modified, and includes heightened attention to institutional mission distinction, a focus on the importance of institutional collaboration, and workforce development, and avoidance of duplication of programs and services.

Academic Policies

- [A1.0 - New Academic Programs: Approval Process](#)
- [A1.0 - Attachment A \(Financial Estimate Form\)](#)
- [A1.0- Attachment B \(Letters of Intent\)](#)
- [A1.1- New Academic Programs](#)
- [A1.1- Attachment A \(Financial Estimate Form\)](#)

As described in Academic Policy A1.0, institutions wishing to begin the Letter of Intent process for proposing new academic programs should reference the following resources while conducting their initial feasibility study:

- [Academic Program Productivity](#)
- [Academic Program Review Presentation](#)
- [Active Letters of Intent](#)
- [Program Actions](#)
- [Post Approval Monitoring Summary](#)
- [UT Center for Business and Economic Research Supply and Demand Study](#)
- [Academic Program Inventory](#)
- [High Need Fields](#)

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