

CEHHS Curricular Submission Guidelines

Undergraduate & Graduate



The College of Education, Health, and Human Sciences

Dean's Office

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Curricular Submission Guidelines

General

The CEHHS Curricular Submission Guidelines are designed to describe in detail the process by which changes in departmental curricula are submitted for approval and prepared for inclusion in the Undergraduate and Graduate Catalogs.

Please review the following guidelines closely and contact the Dean's Office if additional information is needed.

Proposals that do not meet the submission guidelines, including published deadlines with complete supporting documentation, will not be accepted.

- The CEHHS curricular change process is outlined in **Appendix B**.
- Deadlines for submitting curricular changes are listed in **Appendix C**.
- Curricular change submissions are sent from the department representative to the CEHHS Dean's Office in a Microsoft Word document.
- The department name and date the changes are to go into effect is listed at the top of the submission.
- Each department should list programs in alphabetical order.

Proposal Format: Order of Information

Student Learner Outcomes

- At the beginning of each department's proposal, list program learning outcomes for each program in that department.

Course Changes

- Course changes should be listed first with the programs listed in alphabetical order and courses in alpha/numeric order.
- **Supporting Information (required for each course change)**
 - *Rationale*
 - *Impact on Other Units*
 - *Financial Impact*
 - *Additional Documentation*

Program Changes

- Program and text changes are listed next with programs listed in alphabetical order.
- **NEW** - Undergraduate Program Changes – Showcase Changes **ONLY**
 - Prior to submitting curricular proposals to the Dean's Office, please send all showcase changes to Jana Spitzer (jthoma47@utk.edu) or Lisa Emery (lemery@utk.edu) so they can be reviewed for an impact on other units.
 - Departments should note in the "Impact on Other Units" section of the Supporting Information that the changes have been reviewed by the Office of Advising and Student Services and should indicate whether or not there will be an impact on other units.
- **Supporting Information (required for each program change)**
 - *Rationale*
 - *Impact on Other Units*
 - *Financial Impact*
 - *Additional Documentation*

Proposal Formatting Guidelines

All curricular course and program revisions must meet the following formatting guidelines and include all necessary supporting documentation. Proposals that fail to do so will not be accepted.

Document Format

- Microsoft Word file
- Single Space
- Use 8 point Arial font
- Do not use bold, italics, shading, strikethrough, tabs, etc. unless otherwise instructed (e.g., program changes)

Student Learner Outcomes

Student learning outcomes – outcomes that are expected to result from specific inputs, activities, and outputs – represent the end game of Experience Learning, which seeks to enhance student learning in four particular areas:

1. Students will value the importance of engaged scholarship and lifelong learning.
2. Students will apply knowledge, values, and skills in solving real-world problems.
3. Students will work collaboratively with others.
4. Students will engage in structured reflection as part of the inquiry process.

The four interrelated QEP student learning outcomes are directly derived from the QEP mission statement, which calls for “enhancing opportunities for students to learn through actual involvement with problems and needs in the larger community”.

Supporting Information

A supporting information section must be provided for all course and program changes and should address all of the required information for each of the Supporting Information sections.

It is important that you provide the required information below so that we will have the information needed by the councils. Proposals that fail to adequately address the following questions will be returned for revision.

Rationale

- The reason(s) for the change(s) should include and/or course or program assessment activities that influenced the change, when applicable.
- The Rationale section should include information addressing all of the following questions:
 - **What curricular revision(s) are you making?**
 - **Why is the curricular revision needed?**
 - **How do you know a change is needed?**
 - Briefly describe the process and evidence used to determine a change was needed. Examples include periodic review by faculty members, feedback from students, results of standardized examinations, changing accreditation requirements, or SACS assessment (or others). If the change is connected to a formal SACS assessment, see guidance in the following point
 - **Is the change driven by the SACs Assessment?**
 - If so, please explain how the proposed change addresses the issue revealed by the assessment and how it contributes to improved delivery of the associated Student Learner Outcome(s).
 - If the supporting information is the same for a group of changes, the rationale can be stated at the end of the group.

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 Impact on Other Units section should include information addressing all of the following questions:
 - **Is this course required for a certain major or program? If yes, which one(s)?**
 - **Does the proposed change drop or alter courses required by other programs?**
 - **Does the proposed change require courses offered by other programs?**
 - **Is the course a general education, tracking, or high demand course?**
 - If yes, see the definition of *High Impact Changes* in the **Glossary**
 - **Is the course a prerequisite or co-requisite for other courses?**
 - **Is the course cross-listed in other units?**
 - **If there is no Impact on Other Units:** Please explain *why* there is no impact. The explanation should briefly describe how the department arrived at the conclusion of no impact (e.g., A review of the undergraduate catalog indicated ...)
 - **NEW** - All changes to the undergraduate showcase should note that the change(s) has (have) been reviewed by the Office of Advising and Student Services and should indicate whether or not there is an impact on other units.

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.
- The Financial Impact section should include information addressing all of the following questions:
 - **How will the change affect the department or college budget?**
 - **Is there an impact on staffing? Will additional faculty or GTAs be needed? Will the change increase the workload of existing faculty?**
 - Ex: "This course will be taught by existing faculty; no financial impact."
 - **Does the course require additional resources (facilities, materials, etc.)?**
 - If yes to any of the above, provide source(s) of funding.
 - **If there is no Financial Impact:** Please explain *why* there is no impact. The explanation should briefly describe how the department arrived at the conclusion of no impact.

Additional Documentation

- Any change that needs additional approval (see **Appendix G**) may require additional documentation.
- The Additional Documentation section should include information addressing all of the following questions and reference any supporting document attachments:
 - **Does the change require additional approval?**
 - Refer to the *Required Approvals for Curricular Changes* chart in **Appendix G**.
 - If yes, provide all the additional approvals that are required and all supporting documentation required for these approvals.
 - If no, simply state that no additional approvals are required for this change.
 - **Is this a substantive change?**
 - If yes, provide a list of the student learning outcomes (SLOs) for the course and/or program and evidence from programmatic assessment that supports this change.
 - For substantive change policy and resources, please visit the SACSCOC Accreditation website: <http://sacs.utk.edu/ut-sacscoc-related-policies/>
 - For substantive change(s), does the change(s) need to be reported to SACSCOC?
 - Contact Dr. Heather Hartman (974-0622, hhartman@utk.edu), UT SACSCOC Liaison to determine SACSCOC requirement for specific changes.

- If no, simply state that the change is not substantive and does not need to be reported to SACSCOC.
- If the change is due to SACS assessment, describe connection to specific SLOs.
- For course adds, please provide a course syllabus and reference the attachment in this section.

Course Changes

General

- List courses in alpha/numeric order.
- Course minimum information includes course prefix, number, title, and credit hours of the course.
- 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.
- Information for courses should be in the order listed in **Appendix H**.
- See **Appendix H** for additional information and a list of commonly used headings related to changes courses.

Add Course

- If proposing a new course, contact the Dean's Office for available course numbers. Please specify if there is a desired course number.
 - Course numbers may not be reused for at least six years.
- Numbers ending in 7 and 8 are reserved for honors courses.
- Course number 129 is reserved for use by the Vice Provost for Academic Affairs.
- Numbers 491, 492, and 493 are reserved for Foreign Study, Off-Campus Study, and Independent Study respectively.
- Course titles are limited to 30 characters (for the short and/or abbreviated title) or 100 characters (for the long title.)
- Courses that are to use variable titles (Special Topics, Selected Readings, etc.) must specifically request that privilege.
- Credit hours must comply with the university's definition.
 - See **Glossary**.
- Every course must have a course description.
- Courses that will have an Experience Learning designation (currently R for Research or S for Service Learning) are new courses and must also undergo an evaluation by a subcommittee of the Curriculum Committee.
 - See **Appendix H** for additional information.
- New courses seeking to be approved as satisfying general education requirements must be reviewed by both the Curriculum Committee and the General Education Committee.
 - See **Appendix H** for further information.
- See **Appendix J** for examples of new course submissions.
- See **Appendix I** for information on adding EL-designated courses.

Drop or Archive Course

- The only elements needed to indicate a course drop are:
 - Subject
 - Course number
 - Course name
 - Credit hours
- A dropped course means the course is no longer active after the term the change takes effect and the course number will be available for reuse after six academic years.
- An archived course is inactivated and can be reactivated through the normal approval process. 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 and be inactive for a minimum of six years.

- If the course being dropped is a prerequisite and/or corequisite for another course, provide a list of those courses to ensure that they are updated.
- If the course being dropped is a general education or other high demand course
 - See the definition of *High Impact Changes* in the **Glossary**
- If the course being dropped is cross-listed in other units, provide a list of the cross-list(s) to ensure that they are updated.
- If the course being dropped is required by other programs, provide a list of those programs to ensure that the course requirements listed in the catalog are updated.

Revise Course

- Other than the course's identifying information (course prefix/number, title, and credit hours), the only information needed is that which is changing. The new information is listed first, with the previous version listed below with the word *formerly*.
 - See **Appendix J** for examples.
- Changes to the credit hours for a course may necessitate changes to program requirements and the accompanying uTrack showcase.
- Major requirements to Experience Learning designated courses or to General Education course(s) may necessitate re-evaluation by the appropriate subcommittee of the Curriculum Committee or by the General Education Committee.
- Revisions to cross-listed courses must come from the primary department. It is important to have parallel proposals for both the primary and secondary courses.
 - The supporting information must identify the secondary course(s) and provide evidence that the collaborating department(s) have been notified of the change(s).

Program Changes

General

- **NEW** - Program changes should be indicated as follows:
 - Enter new text or course requirements in **red font with gray highlight.**
 - Indicated text or course requirements to be deleted in ~~red font with strikethrough.~~
- All program changes should include the URL of the webpage of the program.
- Program changes must include uTrack showcases with the changes indicated as noted above. If there is accompanying text and/or a separate page/list of requirements, then that information must be included, as well.
- Text changes must follow the established conventions found in the UT Editorial Guide, which may be viewed at <http://brand.utk.edu/editorial/>.
- See **Appendix K** for sample headings related to changes in programs.

Add Program

- New majors or degrees need approval by THEC.
- New concentrations or minor do not need THEC approval.
- See **Appendix G** for required approvals.
- All programs must require a minimum of 120 credit hours of completion of the degree and the proposal must include a uTrack showcase.
- If the new program is replacing an old program, the new program is listed as an “Add” and the old program is listed as “End.”

End Program

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

Revise Program

- Revisions to programs can be major or minor.
 - Major revisions include significant changes to program requirements, such as changes to the courses required for the degree.
 - Minor revisions include slight changes to program requirements, such as replacing a dropped course or changing the recommended term for a course.
- When revising program requirements, verify that the total credit hours required continue to meet the required minimum of 120 hours.
- When submitting program revisions, include the entire uTrack showcase.
- 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.)
- **NEW** - Undergraduate Program Changes to the Showcase

- Prior to submitting curricular proposals to the Dean's Office, please send all showcase changes to Jana Spitzer (jthoma47@utk.edu) or Lisa Emery (lemery@utk.edu) so they can be reviewed for an impact on other units.
- Departments should note in the "Impact on Other Units" section of the Supporting Information that the change(s) has (have) been reviewed by the Office of Advising and Student Services and should indicate whether or not there will be an impact on other units.
- See **Appendix L** for examples of program revisions.

Appendix A. Curricular Change Process

College-Level Approval

Faculty submit proposals for new courses, course revisions, general education courses, new programs, and program revisions to the administrators of their departments.

The **Departmental Curriculum Representative** reviews faculty proposals and **department** administrators format proposals according to the CEHHS formatting guidelines and forward approved proposals to Dean's Office.

College administrators review departmental proposals, following policies and procedures established by their college, and forward proposals approved by UGCRC and/or GCRC to the Undergraduate Curriculum Committee and/or Graduate Curriculum Committee as appropriate.

Undergraduate/Graduate Approval

Undergraduate Curriculum Committee and/or Graduate Curriculum Committee review curricular changes and forward approved proposals to the Undergraduate Council and/or Graduate Council as appropriate.

Undergraduate Council and/or Graduate Council reviews proposals and forwards approved proposals to the Faculty Senate.

Faculty Senate reviews and makes decisions regarding the proposals.

Note: The Board of Trustees and THEC must also approve substantive program and academic unit changes.

Next Steps

The appropriate catalog editor/coordinator enters all approved changes in Banner and in the online catalog system (March).

Catalog editors solicit approval of the catalog draft from college administrators and make any corrections, if necessary.

Catalog editors activate Banner updates and publish the catalogs, usually by the first day of registration for the upcoming fall term (mid to late March).

Appendix B. CEHHS Curricular Approval Process

Spring Semester (January – April)

- January is the beginning of the Catalog Approval Cycle
- Departments should use this time to prepare and approve undergraduate and/or graduate curricular proposals
- Departments will have two opportunities (agenda deadlines) to submit proposals to either the UGCRC or GCRC during the spring semester
- The CEHHS UGCRC and GCRC will each meet twice during the spring semester – one CRC meeting for each agenda deadline
 - Note: returned proposals can be resubmitted provided that resubmission deadlines are met (deadlines will be provided when proposals are returned to units)
- During this time, the college will provide curricular training workshops for each department

Summer Semester (May – July)

- During this time, the college will provide the departments with optional training and assistance

Fall Semester (August – December)

- Departments will have two opportunities (agenda deadlines) to submit proposals to either the UGCRC or GCRC during the fall semester
 - These are the last opportunities to submit proposals for the catalog approval cycle
- The UGCRC and GCRC will each meet twice during the fall semester – one CRC meeting for each agenda deadline
 - Note: returned proposals from the first fall meeting can be resubmitted **once** provided that resubmission deadlines are met (deadlines will be provided when proposals are returned); returned proposals from the second fall meeting will not be reconsidered until the next catalog approval cycle.
 - **NEW** – Note: The first fall agenda deadline is the last opportunity to submit EL designation proposals.
- During the fall, the college administrative staff will be available on a limited basis to provide training and assistance to departments because their primary role during this period of the process is focused on collating department proposals for CRC agendas and assembling approved proposals for submission to the Undergraduate and Graduate Councils.
 - It is the department's responsibility to obtain training and assistance during the spring and/or summer semester(s).

Appendix C. 2019-2020 Curricular Approval Calendar

UNDERGRADUATE CURRICULUM CALENDAR

2019 – 2020 Undergraduate Catalog Approval Cycle				
CEHHS Agenda Deadline	CEHHS Curriculum Review Committee (UGCRC) Meeting	UG Council Agenda Deadline	Curriculum Committee Meeting	Undergraduate Council Meeting
Wednesday, January 24, 2018	Wednesday, February 7, 2018 2:30pm - Claxton 412	Tuesday, March 13, 2018	Tuesday, March 27, 2018 3:45pm – 4 th Floor AHT	Tuesday, April 10, 2018 3:40pm – Frieson Black Cultural Center
Wednesday, March 21, 2018	Wednesday, April 11, 2018 2:30pm - Claxton 412	Monday, August 14, 2018	Tuesday, August 28, 2018 3:45pm – Arena Dining, Room A	Tuesday, September 11, 2018 3:40pm – Frieson Black Cultural Center
Wednesday, August 29, 2018 <i>* This is the last opportunity to submit EL-designation proposals.</i>	Wednesday, September 26, 2018 2:30pm - Claxton 412	Monday, September 18, 2018	Tuesday, October 2, 2018 3:45pm – Arena Dining, Room A	Tuesday, October 16, 2018 3:40pm – Frieson Black Cultural Center
Wednesday, October 3, 2018 <i>* This is the last opportunity to submit proposals for the 2019-2020 catalog.</i>	Wednesday, November 7, 2018 2:30pm - Claxton 412	Saturday, December 1, 2018	Tuesday, January 15, 2019 2:00pm – Arena Dining, Room A	Tuesday, January 29, 2019 3:40pm – Frieson Black Cultural Center

GRADUATE CURRICULUM CALENDAR

2019 – 2020 Graduate Catalog Approval Cycle				
CEHHS Agenda Deadline	CEHHS Curriculum Review Committee (GCRC) Meeting	Graduate Council Agenda Deadline	Curriculum Committee Meeting	Graduate Council Meeting
Wednesday, January 24, 2018	Wednesday, February 28, 2018 2:30pm - Claxton 412	Thursday, March 22, 2018	Thursday, April 5, 2018 3:45pm – 405 SSB	Thursday, August 23, 2018 3:00pm Frieson Black Cultural Center Room 102
Wednesday, March 21, 2018	Wednesday, April 4, 2018 2:30pm - Claxton 412	Thursday, August 23, 2018	Thursday, September 6, 2018 3:30pm – 8 th Floor AHT	Thursday, September 27, 2018 3:00pm Frieson Black Cultural Center Room 102
Wednesday, August 29, 2018	Wednesday, September 12, 2018 2:30pm - Claxton 412	Thursday, November 1, 2018	Thursday, November 15, 2018 3:30pm – 405 SSB	Thursday, November 29, 2018 3:00pm Frieson Black Cultural Center Room 102
Wednesday, October 3, 2018 <i>* This is the last opportunity to submit proposals for the 2019-2020 catalog.</i>	Wednesday, October 24, 2018 2:30pm - Claxton 412	Saturday, December 1, 2018	Thursday, January 24, 2019 2:00pm – 405 SSB <i>* Alternate snow date is 1/31/19</i>	Thursday, February 14, 2019 3:00pm Frieson Black Cultural Center Room 102

Appendix D. Committee Representatives

CEHHS Undergraduate Curriculum Review Committee Members

Department	Name	Year Rotating Off
CFS	Juli Sams	2019
NUTR	Katie Kavanagh	2020
KRSS	Rob Hardin**	2021
RHTM	James Williams	2021
TPTE	David Smith	2021

**Chair (2019)

Ex-Officio: Jeff Fairbrother

CEHHS Undergraduate Council Representatives

Department	Name	Year Rotating Off
RHTM	Rachel Chen***	2019
NUTR	Katie Kavanagh	2019
KRSS	Angela Wozencroft	2020
TPTE	Yujeong Park	2021
PUBH	Cristina Barroso*	2019

***Past Chair

*Proxy

Ex-Officio: Jeff Fairbrother

CEHHS Graduate Curriculum Review Committee Members

Department	Name	Year Rotating Off
EPC	Merilee McCurdy	2019
KRSS	Leslee Fisher	2019
PUBH	Kathy Brown**	2019
CFS	Spencer Olmstead	2020
ELPS	Pamela Angelle	2020
NUTR	Katie Kavanagh	2020
RHTM	Sejin Ha	2020
TPTE	Stewart Waters	2021

**Chair (2019)

Ex-Officio: Jeff Fairbrother

CEHHS Graduate Council Representatives

Department	Name	Year Rotating Off
EPC	Jennifer Morrow**	2019
KRSS	Lars Dzikus	2020
PUBH	Laurie Meschke	2020
TPTE	Mehmet Aydeniz	2020
CFS	Hillary Fouts	2021
TPTE	Amy Broemmel	2021
ELPS	Terry Ishitani*	2020
RHTM	James Williams*	2020
KRSS	Songning Zhang*	2021
TPTE	Anthony Pellegrino*	2021

**Chair (2019)

*Proxy (2020)

*Proxy (2020)

*Proxy (2021)

*Proxy (2021)

Ex-Officio: Jeff Fairbrother

Appendix E. 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 G** 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 College administrator can provide assistance to see if the proposed code has been used previously.
- All courses under the old subject code must be dropped.
- Courses with the new subject code must be added.
- 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 Architecture (ARCH)	Equivalent Courses Effective Fall 2017 Architecture (ARCH)
ARCH 233	ARCH 261
ARCH 234	ARCH 262
ARCH 235	ARCH 263
ARCH 236	ARCH 264
ARCH 421	ARCH 321

Appendix F. High Impact Changes

High Impact – Adds

- Adding a general education or other high demand course carries with it significant responsibility. As enrollment grows, so might departments' dependence on the course to be available for their students at the appropriate times (particularly in structured programs like nursing). Some courses might even serve as accreditation requirements. Therefore, if a course with interdisciplinary applications is proposed and approved, the department must be prepared to meet campus demand. Further, the department must communicate early and often whenever modifications to the course are being considered.
- Proposals to add a high impact course must be submitted to CRC for the spring meetings or the first fall meeting in order to comply with the University agenda deadline. A new general education course must have been approved by both the Curriculum Committee (if the course is brand new) and the General Education Committee. Course proposal forms and category criteria are available at:
http://web.utk.edu/~ugcouncil/public_html/genedrequirement.html

High Impact – Drops

- To drop a general education course, a tracking course, or a similar high demand course, a proposal must be submitted to CRC for one of the spring meetings or the first fall meeting in order to satisfy the University agenda deadline.
- The proposal must include a timeline for notifying affected departments and a phase out schedule that reasonably accommodates student demand.
- When applicable, the University Curriculum Committee and the General Education Committee may require a one-year phase out period to allow adequate time for curricular adjustments.

High Impact – Revisions

- Enrollment-related revisions to a general education course, a tracking course, or a similar high demand course must be submitted to CRC for one of the spring meetings or the first fall meeting in order to satisfy the University agenda deadline. Enrollment-related revisions include:
 - Adding a registration restriction that significantly reduces the number of eligible enrollees (e.g. advertising majors only, admission to teacher education, etc.)
 - Adding a registration permission that blocks all potential enrollees (e.g. consent of instructor, consent of program director, etc.)
 - Adding a prerequisite/corequisite not required by other programs
 - Increasing or decreasing credit hours
- When applicable, the Curriculum Committee and the General Education Committee may postpone implementation of requested revisions to allow adequate time for curricular adjustments.
- Minor revisions to general education course (title change, description change, etc.) must be reviewed by the general education committee to reaffirm eligibility.

Appendix G. Required Approvals for Curricular Changes

Action	New Code Required ¹	Additional Approval Required	CEHHS Deadline	SACSCOC Action ⁵
Changes to Degrees				
Add new degree	YES	YES (PRV, CHANC, VPS, THEC, BOARD)	Oct. 3	YES
Rename/consolidate degrees	YES	YES (PRV, VPS, DGS)	Oct. 3	YES
Drop degree	----	----	Oct. 3	YES
Adding/dropping joint/dual degree programs	YES	YES (DGS)	Oct. 3	YES
Initiate dual or joint degree with other institution	---	YES (PRV, CHANC)		YES
Changes to Majors				
Add new major	YES	YES (VPS, THEC, BOARD)	Oct. 3	YES
Revise major requirements	----	----	Oct. 3	----
Rename/consolidate majors	YES	YES (VPR)	Oct. 3	YES
Drop major	----	----	Oct. 3	YES
Revise major "ownership"	YES	----	Oct. 3	----
Changes to Concentrations				
Add new concentration	YES	----	Oct. 3	----
Revise concentration requirements	----	----	Oct. 3	----
Rename/consolidate concentrations	YES	----	Oct. 3	----
Drop concentration	----	----	Oct. 3	----
Changes to Certificates				
Add new certificate	YES	(DGS and VPS if 24+ hours)	Oct. 3	YES
Revise certificate requirements	----	----	Oct. 3	----
Rename certificate	YES	YES (DGS)	Oct. 3	YES
Drop certificate	----	----	Oct. 3	YES
Changes to Minors				
Add new minor	YES	----	Oct. 3	----
Revise minor requirements	----	----	Oct. 3	----
Rename/consolidate minors	YES	----	Oct. 3	----
Changes to Courses				
New academic discipline/subject	YES	----	Oct. 3	----
Rename/consolidate academic disciplines/subjects	YES	----	Oct. 3	----
Drop academic discipline/subject	----	----	Oct. 3	----
Add high impact course	----	----	Aug. 29	----
Revise high impact course	----	YES (VPR)	Aug. 29	----
Drop high impact course	----	YES (VPR)	Aug. 29	----
Add low impact course	----	----	Oct. 3	----
Revise low impact course	----	----	Oct. 3	----
Drop low impact course	----	----	Oct. 3	----
Initiate programs or courses offered through contractual agreement or consortium	YES	YES (DGS, PRV, VPS)	Oct. 3	YES
Changes to Program Policies				
Initiate off-campus sites where student can obtain 50% or more credits toward a program	---	YES (PRV, CHANC, VPS, THEC)		YES
Revise admission criteria	----	----	Oct. 3	----
Revise progression standards	----	----	Oct. 3	----
Revise graduation policies	----	----	Oct. 3	----

- 1 For undergraduate or graduate code requests, contact Kayla Jones in the CEHHS Dean's Office.
- 2 VPS = Vice President for Academic Affairs and Student Success
- 3 CHANC = Chancellor
- 4 VPR = Vice Provost for Academic Affairs
- 5 DGS = Dean of the Graduate School
- 6 PRV = Provost and Vice Chancellor for Academic Affairs
- 7 THEC = Tennessee Higher Education Council
- 8 Contact Kayla Jones in the CEHHS Dean's Office to determine SACSCOC requirement for specific changes.

Appendix H. Course Changes

Order of Information – Course Changes

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

- Course Prefix
- Course Number
- Course Title
- Course Credit Hours
- Course Description
- Cross-listing
- General Education Designation (undergraduate courses only)
- Contact Hour Distribution (required if a course has more than one instructional mode, i.e., lecture and lab)
- Grading Restriction(s)
- Repeatability
- Credit Restriction
- (RE) Registration Enforced Prerequisite(s)
- (DE) Departmental Enforced Prerequisite(s)
- (RE) Registration Enforced Corequisite(s)
- (DE) Departmental Enforced Corequisite(s)
- Recommended Background
- Comment(s)
- Credit Level Restriction (for 500-level courses which do not permit undergraduate credit)
- Registration Restriction(s)
- Registration Permission

A course proposal with multiple changes (e.g. changes to title, repeatability, and (RE) Prerequisites) should be listed AFTER a change with ONLY a title change but BEFORE a change with only repeatability or (RE) Prerequisites.

Commonly Used Headings for Course Changes

ADD – Course is entirely new.

DROP – Course is to be dropped from the catalog.

ARCHIVE – 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 – Unless the change significantly alters the content of the course: Description is to be changed.

ADD CROSS-LISTING – A new cross-listed relationship is to be set up. Indicate whether the course is primarily or secondary and reference all connected cross-listed courses.

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.

REMOVE CROSS-LISTING – End a 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.

ADD CONTACT HOUR DISTRIBUTION – Contact hour distribution is to be changed from the default (lecture) to any other distribution. See **Appendix M** for the list of Instructional Methods.

REVISE CONTACT HOUR DISTRIBUTION – Contact hour distribution is to be changed from one non-standard distribution to another.

REMOVE CONTACT HOUR DISTRIBUTION – Contact hour distribution is to be changed from a non-standard distribution to the default (lecture).

ADD GRADING RESTRICTION – Grading restriction is to be added to a course that has been using the standard grading system. (See **Glossary** for definition of grading restrictions.)

REVISE GRADING RESTRICTION – Grading system for a course is to be changed.

REMOVE GRADING RESTRICTION – Non-standard grading system for a course is to be changed to the default (A-F, S/NC, and audit).

ADD REPEATABILITY – Course that was non-repeatable will be repeatable.

REVISE REPEATABILITY – Number of maximum hours or number of times a course may be repeated is changing.

REQUEST VARIABLE TITLE – Course will be taught under variable titles.

ADD CREDIT RESTRICTION – Credit restriction will be added to a course that has not had such a restriction.

REVISE CREDIT RESTRICTION – Changes are made to existing credit restrictions.

REMOVE CREDIT RESTRICTION – Course with a credit restriction will no longer have any restriction.

ADD (RE) PREREQUISITE(S) – Prerequisites that are enforced by Banner are being added to a course that previously did not have such requirements.

REVISE (RE) PREREQUISITE(S) – Prerequisites that are enforced by Banner are being changed.

REMOVE (RE) PREREQUISITE(S) – Course is dropping all prerequisites that are enforced by Banner and will no longer have such requirements.

ADD (DE) PREREQUISITE(S) – Prerequisites that are enforced at the department or college level rather than by Banner are being added to a course that did not previously have such requirements.

REVISE (DE) PREREQUISITE(S) – Course is changing prerequisites that are enforced at the department or college level rather than by Banner.

REMOVE (DE) PREREQUISITE(S) – Course is removing all prerequisites that are enforced at the department or college level rather than by Banner and will no longer have such requirements.

ADD (RE) COREQUISITE(S) – Corequisite that are enforced by Banner are being added to a course that did not previously have such requirements.

REVISE (RE) COREQUISITE(S) – Corequisites that are enforced by Banner are being changed.

REMOVE (RE) COREQUISITE(S) – Course is dropping all corequisites that are enforced by Banner and will no longer have such requirements.

ADD (DE) COREQUISITE(S) – Corequisites that are enforced by the department or college rather than by Banner are being added to a course that did not previously have such requirements.

REVISE (DE) COREQUISITE(S) – Corequisites that are enforced by the department or college rather than by Banner are being revised.

REMOVE (DE) COREQUISITE(S) – Course is removing all corequisites that are enforced by the department or college rather than by Banner and will no longer have such requirements.

ADD RECOMMENDED BACKGROUND – Recommended background is being added to a course that did not previously contain any recommendation.

REVISE RECOMMENDED BACKGROUND – Changes are being made to the existing recommended background.

REMOVE RECOMMENDED BACKGROUND – Recommended background is being removed from the course.

ADD COMMENT(S) – New comment(s) are being added to a course.

REVISE COMMENT(S) – Edits are being made to the existing comments.

REMOVE COMMENT(S) – All existing comments are being removed.

ADD REGISTRATION RESTRICTION(S) – Registration restriction is being added to a course that did not have such requirements.

REVISE REGISTRATION RESTRICTION(S) – Change existing registration restriction(s).

REMOVE REGISTRATION RESTRICTION(S) – Course is removing all registration restrictions and will no longer have such restrictions.

ADD REGISTRATION PERMISSION – Registration permission is being added to a course that did not previously have one.

REVISE REGISTRATION PERMISSION – Changes are being made to an existing registration permission.

REMOVE REGISTRATION PERMISSION – Course is dropping all registration permissions from a course.

Appendix I. Experience Learning Designated Courses

General

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

Adding an EL Designation to a Course

- EL-designated courses are treated as new courses and must be approved by the UGCRC before being reviewed by the EL subcommittee of the Undergraduate Council Curriculum Committee.
- This is considered a major change and must be submitted to the college by the first fall deadline of the calendar year.

Revising an EL-Designated Course

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

Dropping an EL Designation from a Course

- Dropping an EL designation is the same as dropping a course. For example, requesting to drop ABC 310R would effectively remove the designation, leaving only the base course and any other EL versions of ABC 310. This could be either a major or minor change, depending on the impact of the course on students, general education requirements, or other colleges.

Appendix J. Examples of Curricular Course Changes

Examples of New Course Submissions

IMPORTANT: Please note that the following contain examples of new course submissions for BOTH **Undergraduate** and **Graduate Curricular Proposals**. Please remember that you must submit Undergraduate and Graduate Curricular Proposals in separate documents.

(ASL) AMERICAN SIGN LANGUAGE

ADD

ASL 422 Deaf Literature and ASL Folklore (3) This course provides an opportunity for ASL students to explore various genres of literature by and about d/Deaf people. Concentrates on d/Deaf characters and the influences of Deaf culture and Deaf history on literacy works from early 1900s to the present. There will be extensive use of videotaped materials. The course content will include viewing and discussing works performed by Deaf poets, writers, dramatists, and storytellers. Taught in ASL.

(RE) Prerequisite(s): 212.

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached syllabus....

ASL 445 Teaching of American Sign Language: Grade Pre K-5 (3) ACTFL standards-based pedagogy, research, assessment, curricula, and instructional materials for the Pre K-5 ASL classroom.

Registration Restriction(s): Admission to teacher education or consent of instructor.

(RE) Prerequisite(s): 311.

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached syllabus....

ADD COURSE, ADD CROSS-LISTING

ASL 455 Teaching of World Languages (3)

(See World Language and English as a Second Language 455.)

World Language and English as a Second Language is primary.

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached syllabus....

(CFS) CHILD AND FAMILY STUDIES

ADD

CFS 445 Teaching in Kindergarten (3) Curriculum planning, classroom organization, and management practices for teaching young children.

Relationship of kindergarten to total elementary school.

Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached syllabus....

Equivalency Table

Current Course	Equivalent Course Effective Fall 2018
ELED 445	CFS 445

(KNS) KINESIOLOGY

ADD

KNS 431 Psychosocial Aspects of Youth Sport (3) Critical and careful analysis of psychological and social elements, strengths, constraints, and best practices related to youth sport participation. Topics will include introduction to sport, talent development, youth experiences in sport, coaching and consulting with young athletes, social and societal characteristics influencing sport, and sport-for-development programming.

(RE) Prerequisite(s): KNS 100 or RSM 250.

Registration Restriction(s): Kinesiology Major or Recreation and Sport Management Major.

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached syllabus....

(NUTR) NUTRITION

ADD

NUTR 5XX (524) Public Health Nutrition: Community Assessment, Intervention, & Evaluation (4)

Examination of the socio-ecological model and nutrition-related protective and risk factors at each level of the model; community nutrition needs assessment, including defining nutrition-related services, gaps, and health disparities in target populations; development of population-focused goals and objectives to improve health; development of population-focused nutrition intervention and policy plans; development of evaluation plans for nutrition-related interventions, policies, and programs. Includes field experiences.

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached syllabus....

Examples of Course Drop/Archive or Revision Submissions

IMPORTANT: Please note that the following contain examples of course drop/archive or revision submissions for **BOTH Undergraduate and Graduate Curricular Proposals**. Please remember that you must submit Undergraduate and Graduate Curricular Proposals in separate documents.

(ELED) ELEMENTARY EDUCATION

DROP COURSE

ELED 445 Early Childhood Education: Program Development and Teaching in Kindergarten (3)

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change....

COURSE EQUIVALENCY TABLE	
Former Prefix/Course Number	Equivalent New Prefix/Course Number
ELED 445	CFS 445

(HRT) HOTEL, RESTAURANT, AND TOURISM

ARCHIVE COURSE

HRT 455 Hospitality Revenue Management (3)

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change....

(CFS) CHILD AND FAMILY STUDIES

ADD (RE) PREREQUISITE(S)

CFS 405 Development of Professional Skills (3)
(RE) Prerequisite(s): ENGL 102, 132, 290, or 298

Formerly: CFS 405 Development of Professional Skills (3)

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change....

(KNS) KINESIOLOGY

REVISE DESCRIPTION, ADD (RE) PREREQUISITE(S), REVISE REGISTRATION RESTRICTION(S)

KNS 350 Physical Activity Epidemiology (3) Epidemiological examination of the relationship of physical activity with the morbidity and mortality of chronic diseases and related risk factors. This course is offered as a completely online course. All assignments, quizzes, and examinations will be completed and submitted online in a weekly paced format.

(RE) Prerequisite(s): KNS 100.

Registration Restriction(s): Kinesiology Major.

Formerly: KNS 350 Physical Activity Epidemiology (3)

Epidemiological examination of the relationship of physical activity with the morbidity and mortality of chronic disease and related risk factors.

Registration Restriction(s): Kinesiology Major; minimum student level – sophomore.

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change....

(NUTR) NUTRITION

DROP COURSE

NUTR 505 Nutrition Intervention in the Community (3)
NUTR 506 Public Health Nutrition Management (3)

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change....

REVISE COURSE TITLE AND CREDIT HOURS

NUTR 543 Research Methods (3)

Formerly: NUTR 543 Research Methods I (2)

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change....

(PUBH) PUBLIC HEALTH

REVISE COURSE TITLE, CREDIT HOURS, DESCRIPTION, REPEATABILITY, REGISTRATION RESTRICTION(S), AND ADD (RE) PREREQUISITE(S)

PUBH 687 Advanced Field Practice (3) Internship in a public health practice setting, approved by the academic advisor and DrPH Program Director. See DrPH Graduate Handbook for further information and documentation.

Repeatability: May be repeated once. Maximum 6 hours.

(RE) Prerequisite(s): After completing 12 credit hours in the DrPH program

Registration Restriction(s): DrPH students only.

Formerly: (PUBH 687) Practice Engagement/Field Placement (1-6)

Internship in a public health practice setting, approved by the DrPH Program Director. Required for two semesters of the DrPH program.

Repeatability: May be repeated once. Maximum 9 hours.

Registration Restriction(s): Minimum student level – graduate.

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change....

(RCS) RETAIL AND CONSUMER SCIENCES

REVISE (RE) PREREQUISITE(S)

RCS 391 Leadership in Retailing (3)

(RE) Prerequisites: 310 and 346; ENGL102,132, 290, or 298.

Formerly: RCS 391 Leadership in Retailing (3)

(RE) Prerequisite(s): 310 and 346

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change....

(WLEL) WORLD LANGUAGE AND ENGLISH AS A SECOND LANGUAGE

REVISE TO ADD PRIMARY CROSS-LISTING

WLEL 455 Teaching of World Languages (3)

Cross-listed: ASL 455

Formerly: WLEL 455 Teaching of World Languages (3)

Supporting Information

Rationale: The course change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This course is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change....

Appendix K. Program Changes

Order of Information – Program Changes

- Program changes should first be arranged alphabetically by program area
- Program changes should then be arranged by the degree level
 - Graduate
 - PhD
 - EdS
 - Masters
 - Certificates
 - Undergraduate
 - Majors
 - Minors

Academic Unit Proposals

Departmental Changes

- Departmental name changes must be approved by the Chancellor.
- Documentation of approval (email, memo, etc.) must accompany the proposal.

Academic Unit (Divisions, Colleges, Schools) Changes

- Academic unit changes must be approved by THEC.
- Documentation of approval (or at the very least, communication with the Vice President for Academic Affairs and Student Success) must accompany the proposal.
- “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.”

Commonly Used Headings for Program Changes

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

ADD PROGRAM – Add a new degree, major, concentration, or minor.

REVISE PROGRAM – Make revisions to an existing program.

END PROGRAM - Indicate the program will be dropped from the catalog on the effective date of change. *Note that “end” is used to refer to programs and “drop” refers to courses. This calls attention to the fact that programs remain active for six years after being ended, but courses become inactive as soon as they are dropped.*

Appendix L. Examples of Curricular Program Changes

Examples of Adding, Ending, or Revising Programs

IMPORTANT: Please note that the following contain examples of program changes for BOTH **Undergraduate** and **Graduate** Curricular Proposals. Please remember that you must submit Undergraduate and Graduate Curricular Proposals in separate documents.

(CFS) CHILD AND FAMILY STUDIES

REVISE TEXT AND REQUIREMENTS – EARLY CHILDHOOD EDUCATION TEACHER LICENSURE PRE K-3 TRACK

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9553&returnto=2740

In the 2018-2019 Undergraduate Catalog, in the Child and Family Studies Major, BS in Health and Human Sciences – Early Childhood Education Teacher Licensure Pre K-3 Track requirements, revise Terms 4 and 6 and Footnote 7, as follows:

Term 4		
⁵ Advanced Social Sciences Electives	6	2.7 2.75 cumulative GPA
Any HIST Elective	3	CFS 211
CFS 213	3	
⁴ Intermediate Foreign Language*	3	
Term 6		
³ CFS 351, ³ CFS 353	7	Intermediate Foreign Language Sequence*
³ EDPY 401	3	One course from CFS 320, CFS 385, CFS 395
³ ELED CFS 445	3	
³ ETEC 486	3	

⁷ CFS 470 requires a cumulative GPA of **2.7 2.75**; completion of all prerequisites enforced by the registration system; a minimum grade of C in all child and family studies courses; completed application; student conduct and criminal background clearance. CFS 470 must be completed in one semester.

Supporting Information

Rationale: The program change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This change was reviewed by the department and the Office of Advising and Student Services and it was determined that it does/does not have an impact on other units.... This change is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached letter of support from ____ supporting the proposed change(s)....

(EPC) EDUCATIONAL PSYCHOLOGY AND COUNSELING

ADD CONCENTRATION – EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PhD

Applied Educational Psychology concentration

In the 2018-2019 Graduate Catalog, add heading, text, and requirements for the new Applied Educational Psychology concentration under the Educational Psychology and Research Major, PhD, as follows:

The Applied Educational Psychology (AEP) Concentration represents all major areas of traditional Educational Psychology, including learning, development, measurement, instructional strategies, and academic assessment. Completion of the Ph.D. concentration requires a total of 72 graduate hours beyond a Master's degree (24 of which are dissertation hours).

Students select a Cognate from a rich array of options which are listed below. In addition, the Concentration curriculum includes four of the six courses required to satisfy curriculum requirements for the Board Certified Behavior Analysis (BCBA) credentials. The other two courses required for meeting the BCBA coursework requirements may be completed through the Special Education Cognate (SPED 430 & SPED 555). The major learning outcomes in the concentration are (a) extensive knowledge of the traditional areas in Educational Psychology, (b) the skills necessary to contribute to relevant scholarship in the field, and (c) contributions to the professional literature through oral and written products.

Admission to the Concentration will be based on successful completion of a Master's degree in Educational Psychology or a related field such as teacher education, GRE scores, grade point average at all collegiate levels, statement of career goals, and professional references. Other prior graduate work will be examined on a case-by-case basis to determine if it can be used to satisfy some course requirements for the Ph.D. concentration. Entering students must have completed graduate coursework in life-span human development, learning theory, and introductory research.

Professional Development Core (6 credits minimum)

EDPY 601	Professional Seminar (1)
EDPY 655	Research in Psychoeducational Studies (5)
EDPY 668	Practicum in Instructional Planning (3)

Advanced Core (21 credits)

EDPY 517	Direct Assessment and Interventions for Academic Skills Deficits*
EDPY 515	Educational Application of Behavioral Theories of Learning*
EDPY 635	Ethical, Legal, and Professional Issues in Psychology*
EDPY 516	Educational Applications of Cognitive Learning Theories
LEES 671	Advanced Seminar in Theories of Learning
LEES 604	Advanced Seminar in Motivation Theory
CSE 607	Advanced Seminar in Educational Studies

Research (15 credits)

Must complete the following two research courses

EDPY 682	Educational Research Methods
EDPY 559	Introduction to Qualitative Research in Education

Select three of the following research courses

EDPY 577	Statistics in Applied Fields I
EDPY 677	Statistics in Applied Fields II
EDPY 678	Statistics in Applied Fields III
EDPY 505	Quasi-Experimental and Single-Subjects Design Research*
SPED 603	Reading and Applying Research for Diverse Learning: Single-subject Designs I*

Cognate (6 hours)

Students choose at least two courses from one of the following areas for a cognate: Gifted/Talented Learners, Instructional Strategies in Special Education, Educational Technology or Instructional Technology, Higher Education Administration, or Cultural Studies in Education. Other cognates may be negotiated with the Applied Educational Psychology faculty. (Note: Students planning to work toward BCBA certification will need to complete SPED 430 Applied Behavior Analysis in School Settings and SPED 555 Methods of Teaching Students with Autism Spectrum Disorders to satisfy the Cognate requirement for the AEP Ph.D. or in addition to another Cognate.)

EDPY 600	Doctoral Research and Dissertation (24 credits)
----------	---

Total 72 hours

*Note: To complete the BCBA curriculum, students must complete EDPY 517, EDPY 515, EDPY 635, SPED 555, and SPED 430. In addition, students must choose either EDPY 505 or EDPY 603.

Supporting Information

Rationale: The program change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This change is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached letter of support from ____ supporting the proposed change(s)....

ADD CONCENTRATION – EDUCATION MAJOR, PhD Learning, Design, And Technology concentration

In the 2018-2019 Graduate Catalog, add heading, text, and requirements for the new Learning, Design, and Technology concentration to the Education Major, PhD, as follows:

The Learning, Design, and Technology (LDT) concentration in the Education Major is an instructional design and technology program designed for students with a wide-range of interests. Students in this program engage in research, design, development, implementation, and evaluation of learning environments. The name of the degree, LDT, reflects the changing nature of the field to become more inclusive of informal and formal learning environments. The program supports graduate study of learning environments from an instructional design and technology perspective as well as an educational technology perspective, in various formal and informal settings such as K-12 education, higher education, non-profit agencies, military, and corporate settings. The program supports both part-time and full-time students.

Once admitted, students are required to complete the basic core courses to gain a foundational understanding of both theory and practice related to the design and development of learning environments. In the advanced core and the research apprenticeship courses, students will work closely with faculty to explore potential research projects as a member of an interdisciplinary research team or on their own. Students are required to engage in additional coursework in research methods, electives, and cognates. These additional courses may lead to obtaining a graduate certificate in areas such as Cultural Studies in Education; Online Teaching and Learning; Qualitative Research Methods in Education; and Measurement, Evaluation and Statistics.

Admission requires a Master's degree in Instructional Technology or a Master's degree in another field with the completion of prerequisites prescribed by the admissions committee. Students meet regularly with their advisor to determine courses, follow Graduate School and LDT program requirements, and set personal scholarly goals. In addition to required coursework, all students must complete a minimum of 24 dissertation credit hours.

Requirements

Basic Core (10-credits required) *

EDPY 601	Professional Seminar
IT 678	Seminar in Instructional Technology
LEES 650	Design Thinking and Theory
IT 679	Theoretical Trends and Issues in Learning, Design, and Technology

*Co-Requisites that do not count towards the doctoral degree include IT 521, IT 570, and IT 573. If students have equivalent experiences or coursework from a Master's degree they can be exempt from part or all of the co-requisite requirement.

Advanced Core (6 credits from the choices below) *

EDPY 631	Discourse Analysis
LEES 659	Cultural Historical Activity Theory and Methods
IT 681	Design Problems in Learning Environments
ETEC 587	Integrating Emerging Technologies into Teaching and Learning
Or courses approved by advisor	

*Co-Requisites in the Basic Core are Pre-Requisites for the Advanced Core

Research Apprenticeship (6 credits)

LEES 602	Directed Research
IT 693	Independent Study

Research Methods (15 credit hours)

EDPY 682	Educational Research Fundamentals
EDPY 559	Intro to Qualitative Research in Education
EDPY 577	Statistics in Applied Fields I

Two additional Research Methods Courses recommended by advisor

Electives (9 credit hours)

9-credit hours of graduate level courses recommended by advisor that can include courses in Instructional Technology, Educational Technology, Adult Learning, Qualitative Research, Evaluation, and Quantitative Research.

Cognate (6 credit hours)

6-credit hours of graduate level courses recommended by advisor in areas such as Educational Technology, Cultural Studies, and Information Science.

Dissertation (24 credit hours)

IT 600	Dissertation Hours
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Total 76 credit hours

Supporting Information

Rationale: The program change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This change is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached letter of support from ____ supporting the proposed change(s)....

DROP CERTIFICATE – DEAFNESS REHABILITATION GRADUATE CERTIFICATE PROGRAM

URL: http://catalog.utk.edu/preview_program.php?catoid=23&poid=9994

In the 2018-2019 Graduate Catalog, drop the Deafness Rehabilitation Graduate Certificate and remove all description text and reference throughout the catalog.

Supporting Information

Rationale: The program change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This change is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached letter of support from _____ supporting the proposed change(s)....

(RSM) RECREATION AND SPORT MANAGEMENT

REVISE REQUIREMENTS

URL: <http://catalog.link.here>

In the 2018-2019 Undergraduate Catalog, revise the requirements for the Bachelor of Science in Education – Recreation and Sport Management Major – Therapeutic Recreation Concentration, as follows:

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
² Cultures 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		
² Arts and Humanities Elective*	3	PSYC 110*
² Cultures and Civilizations Elective*	3	
KNS 332 or EEB 240	3-4	
⁴ Unrestricted 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	
⁴ Unrestricted 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.

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

²Select courses from the University General Education list.

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

⁴Select any course not already required for the major.

⁵Courses 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.**

⁶Must meet guidelines for national NCTRC certification.

Supporting Information

Rationale: The program change we are proposing is to.... This curricular revision is needed because.... It was determined this change was needed by.... This change is/is not driven by the SACs Assessment...

Impact on Other Units: This change was reviewed by the department and the Office of Advising and Student Services and it was determined that it does/does not have an impact on other units.... This change is/is not required for a certain major or program.... The proposed change does/does not drop or alter courses required by other programs.... The proposed change does/does not require courses offered by other programs.... This course is/is not a general education, tracking, or high demand course.... This course is/is not a prerequisite or corequisite for other courses.... This course is/is not cross-listed in other units....

Financial Impact: This change will/will not affect the department or college budget.... There will/will not be an impact on staffing.... Additional faculty or GTAs will/will not be needed.... This change will/will not increase the workload of existing faculty.... This change will/will not require additional resources....

Additional Documentation: This change does/does not require additional approval.... This is/is not a substantive change.... Please see the attached letter of support from ____ supporting the proposed change(s)....

Appendix M. Instructional Methods

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
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 N. Banner Enforcement

Pay close attention to how your course proposal is presented. Certain fields are automatically enforced in the Banner system while others are not.

The following fields **ARE enforced** in Banner:

- Cross-listing
- General Education (via Banner DARS)
- Grading Restriction
- Repeatability
- Credit Restriction (via Banner DARS)
- (RE) Registration Enforced Prerequisite
- (RE) Registration Enforced Corequisite
- Credit Level Restriction
- Registration Restriction
- Registration Permission (maintained at the CRN level and may vary)

The following fields are **NOT enforced** in Banner:

- (DE) Department Enforced Prerequisite
- (DE) Department Enforced Corequisite
- Recommended Background
- Comment(s)

Appendix O. Proposal Formatting Template

College Name

Department Name

Effective Date

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
 DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING
 All changes effective Fall 2018

Student Learning Outcomes

(COUN) COUNSELOR EDUCATION

Section Header

Program Name

1. Students will demonstrate skills for individual counseling
2. Students will demonstrate skills for group counseling
3. Students will demonstrate an understanding of a theoretical orientation

(RHCO) REHABILITATION COUNSELING

1. Students will demonstrate skills for individual counseling
2. Students will demonstrate skills for group counseling
3. Students will demonstrate an understanding of a theoretical orientation

I. COURSE CHANGES

Section Header

Program Name

(COUN) COUNSELOR EDUCATION

ADD

Action Request Header

Program, Crs. #, Crs. Title, and # Crdt. Hrs.

COUN 5XX New Foundations in School Counseling (3)

Course Description

Professional school counselor roles, introduction to the ASCA National Model, and professional issues related to school counseling.
 (DE) Prerequisite(s): 535.
 Registration Restriction(s): Master of Science - counseling major.
 Registration Permission: Consent of instructor.

Course Add Information

Supporting Information
 Rationale: xxxxxxxxxxxxxx
 Impact on Other Units: xxxxxxxxxxxxxx
 Financial Impact: xxxxxxxxxxxxxx
 Additional Documentation: xxxxxxxxxxxxxx

Supporting Information for Course Add

REVISE COURSE DESCRIPTION

Action Request Header

Program, Crs. #, Crs. Title, and # Crdt. Hrs.

COUN 559 Internship in Clinical Mental Health Counseling (1-6)

Supervised post-practicum experience at a clinical mental health counseling setting.

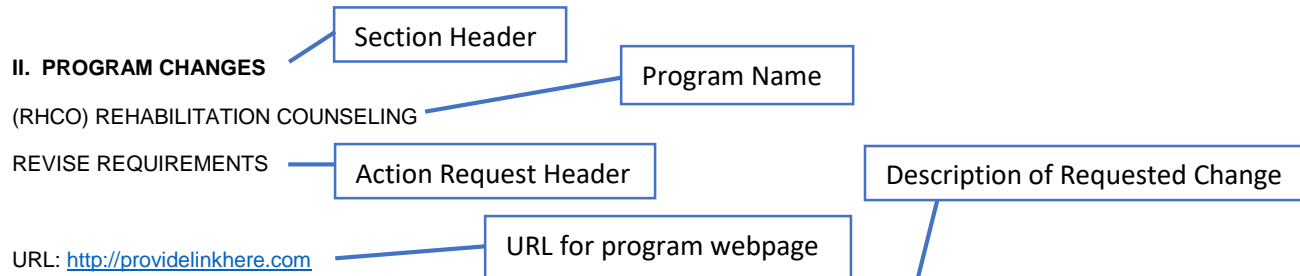
Revised Course Description

Formerly: Supervised post-practicum experience at a clinical mental health counseling setting approved by the academic unit.

Supporting Information
 Rationale: xxxxxxxxxxxxxx
 Impact on Other Units: xxxxxxxxxxxxxx
 Financial Impact: xxxxxxxxxxxxxx
 Additional Documentation: xxxxxxxxxxxxxx

Supporting Information for
 Revision to Course Description

Previous Course Description



In the 2018-2019 Graduate Catalog, revise the Counseling Major, (MS) – School Counseling Concentration requirements as follows:

Requirements	
COUN 480, COUN 525, COUN 535, COUN 545, COUN 550, COUN 551, COUN 552, COUN 554, COUN 555,	39
COUN 558 (6 credit hours), COUN 580, COUN 530 COUN 565, COUN 570	
*SPED 556, *SPED 570	6
SCHP 690	3
EDPY 559 550	3
Three electives as advised	9
Total credit hours required	60
* Individuals with teaching license can substitute an elective for this course.	



Supporting Information

Rationale: xxxxxxxxxxxxxx

Impact on Other Units: xxxxxxxxxxxxxx

Financial Impact: xxxxxxxxxxxxxx

Additional Documentation: xxxxxxxxxxxxxx

Supporting Information for Revision to Program Requirements

Glossary

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

Examples: *Comments: Admission by placement exam.*
 Comments: Open to students who have received an A in 101.

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.”

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

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

Course Description – The description of the course content. A course description should be provided for every course, no matter how brief.

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

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

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

Credit Hour – The unit of credit is the semester credit hour. One semester credit hour represents an amount of instruction that reasonably approximates both 50 minutes per week of classroom-based direct instruction and a minimum of two hours per week of student work outside the classroom over a fall or a 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 hours of classroom-based direct instruction. Semester credit hours earned in courses such as internships, research, theses, dissertation, etc. are based on outcome expectations established by the academic program.

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

Credit Restriction – The limit to the way in which the credit can be applied.

Examples: *Credit Restriction: May not be applied toward the microbiology concentration.*
 Credit Restriction: Students may not receive credit for both 410 and 510.
 Credit Restriction: Maximum 4 hours may be applied toward the master’s degree. Maximum of 6 hours toward the PhD degree.

Cross-Listing – Two or more courses that contain identical course content, hours, repeatability, etc., but are taught under different departments or divisions.

(DE) Department Enforced – Course prerequisites and corequisites that are enforced by the department (not Banner) should be labeled (DE) for “department enforced.” Whether or not to enforce (DE) prerequisites or corequisites is solely at the discretion of the department.

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

General Education Designation – Courses approved to satisfy general requirements. Courses in this category must also be reviewed by the General Education Committee of the Undergraduate Council.

Grading Restriction(s) – The designation to indicate that the course uses non-standard grading options; that is, anything other than “A-F, S/NC, and Audit.” Courses numbered 500-699 are graded letter grade only – except where the Graduate Catalog indicates Satisfactory/No Credit grading only or optional Satisfactory/No Credit or letter grade.

Examples: *Grading Restriction: Satisfactory/No Credit grading only.*
 Grading Restriction: A, B, C, No Credit grading.

High Impact Changes – Changes that require additional approvals (see **Appendix G**) have an earlier deadline to allow time for the additional approvals. Some changes that impact multiple colleges, such as courses that are required by programs across colleges, may not have an early deadline, but departments and colleges are strongly encouraged to communicate prospective high impact changes to other colleges.

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

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

Recommended Background – A recommendation not enforced by the Banner registration system. This field is for recommending things the student should have before taking the course.

Examples: *Recommended Background: 9 hours in child and family studies.*
 Recommended Background: 300-level (or above) kinesiology course.

(RE) Registration Enforced – Course prerequisites and corequisites that are enforced by the registration system (Banner) should be labeled (RE) for “registration enforced.”

Registration Permission – The designation to indicate that all students must have permission from the instructor, department, or other entity in order to register for the course. These are enforced by the Banner registration system at the CRN (course registration number; i.e., specific session of a course for a particular term) level. This designation provides flexibility for courses such as Special Topics where some instructors may want a permission on their particular topic/CRN while others may prefer open enrollment.

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

Examples: *Registration Restriction: Minimum student level – junior.*
 Registration Restriction: Admission to teacher education or permission of instructor.
 Registration Restriction: Kinesiology major; minimum student level – sophomore.

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 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.

Examples: If a course can be repeated, this should be indicated with one of the following repeatability statements with the maximum number of hours given:
 Repeatability: May be repeated. Maximum ____ hours.
 Repeatability: May be repeated once.

If a course has variable credit (3-6, etc.), repeatability must be indicated, even if it cannot be repeated. Use one of the following statements to indicate repeat limits:

Repeatability: May be repeated. Maximum ____ hours.

Repeatability: May be taken once for credit.

Schedule Type/Instructional Method – The default schedule type/instructional method is lecture and conventional classroom/lab. The schedule type/instructional method must be specified if it is different than the default. See **Appendix M** for schedule types and instructional methods.

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

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