The University of Tennessee
2017-2018 Teaching Guide

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Teaching and Learning Center (TLC)

And

The University of Tennessee Office of the Provost
This guide is intended for those new to university teaching and for those transitioning to UT from teaching positions elsewhere. Included in this guide is information regarding teaching and learning support centers, academic policies, advising information, classroom locations, and the evaluation of students. The table of contents below provides easy to use links to specific topical areas by hovering over the section you need to go to and holding down the control key while you click (Ctrl + Click) to follow the link. Although no single guide is able to address all teaching concerns, this guide is a resource to help you find out what you need to know and who you may need to contact for teaching support. We are always interested in improving this document, so please feel free to make suggestions to the Tennessee Teaching and Learning Center.

The University of Tennessee Teaching Guide is an annual publication of the Tennessee Teaching and Learning Center and the Provost’s Office (revised August 2016).

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Quick Links
- Undergraduate Catalogs http://catalog.utk.edu/
- Graduate Catalogs http://catalog.utk.edu
- Hilltopics http://web.utk.edu/~homepage/hilltopics
- MyUTK http://my.utk.edu/
- Office of the University Registrar http://registrar.tennessee.edu
- Tennessee Teaching and Learning Center http://tenntlc.utk.edu
- OIT Instructional Support https://oit.utk.edu/instructional/Pages/default.aspx
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- One Stop Express Student Services [http://onestop.utk.edu/](http://onestop.utk.edu/)
- Student Success Center [http://studentsuccess.utk.edu](http://studentsuccess.utk.edu)
- UT Libraries [http://www.lib.utk.edu](http://www.lib.utk.edu)
- Academic Advising [http://utk.edu/advising/](http://utk.edu/advising/)
  - Department Tutoring and Academic Resources [http://studentsuccess.utk.edu/tutoring/](http://studentsuccess.utk.edu/tutoring/)
- First-Year Studies [http://fys.utk.edu](http://fys.utk.edu)
- Volshop [shop.utk.edu](http://shop.utk.edu)
VOL Vision provides the guiding framework for The University of Tennessee, Knoxville (UT) to achieve its potential as the leading public institution of higher learning in the State of Tennessee. The mission, vision, values, and strategic priorities set forth below are a unifying set of principles and goals that allow all students, faculty, staff, and administrators to align their efforts and activities around a common vision. VOL Vision, which moves us toward the goal of becoming a member of the nation’s “Top 25” public research universities, is being realized through companion plans for action and accountability that address implementation, resource allocation, outcome metrics, and program assessment. For more information, please refer to http://top25.utk.edu/

University Mission Statement
The primary mission of UTK is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the State of Tennessee, the nation, and the world. As the preeminent research-based, land-grant University in the state, UTK embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation’s finest public research institutions.

University Vision Statement
We seek to establish the University of Tennessee as a top-tier public research university. Inherent in this vision is an acknowledgment that UT is currently a premier institution. Our vision reflects a desire to contribute to the legacy of the university and its longstanding tradition of excellence.

Journey to the Top
The journey means a long-term commitment to excellence, defined as follows:

- **Top Public Research University Status.** We seek to establish UT as a top-tier public research university. Our vision balances undergraduate education outcomes with research and graduate education aspirations.
- **Excellence.** Our aspirations are broader than a single metric or ranking. The journey challenges each college, division, and department to strive for excellence and quality in programs and services.
- **The Volunteer Difference.** We do not seek to imitate other universities. The journey embraces our Volunteer identity and builds on the strengths that differentiate UT from peers.
- **Commitment.** We do not underestimate the difficulty of the journey ahead. Our success will depend on a sustained commitment to improvement as a part of our culture.

Teaching and Learning Support Centers

Teaching and Learning Center (TLC)
The mission of the TLC is to serve the University of Tennessee by advancing teaching excellence as a direct means of facilitating learning excellence.

The Center focuses on the co-creation of value by instructors and students. This value is accomplished through the support of multiple pedagogies that integrate content with learning processes (e.g., presentation, discussion, co-learning, critical thinking, experiential learning, and reflection). Teaching faculty (defined as tenure-track faculty, lecturers, adjuncts, post-docs with teaching assignments and GTAs) are all welcome to use the services of the Center.
The TLC’s focus reflects both the instructional needs of faculty and the learning process for students. Individual consultation with faculty may include one or more of the following: strategies for improvement of student engagement; improvement in learning assessment techniques; redesign of courses; interpretation of student evaluations; classroom observation, including video recording and coaching.

The TLC supports departmental units with consultation on annual assessment plans and activities; through curriculum redesign; with facilitated Faculty Learning Communities; and other customized services.

The TLC sponsors UTK seminars and workshops on a regular basis, as well as customized workshops to individual departments and colleges. In partnership with the Office of Information Technology (OIT) Instructional Support unit, it co-sponsors programs with multiple pedagogical tracks (face-to-face, “flipped,” hybrid, and 100% online). TLC provides a comprehensive New Faculty Teaching Institute in early August for all new assistant professors as well as new Lecturers. The TLC also encourages faculty to apply for its annual Teaching Innovation and Teaching for Impact Grants Program. Graduate students may also apply in conjunction with faculty for these grants. Graduate students can enroll in the Graduate Teaching Certification Program, and in the new UTK CIRTL program (Center for Research, Teaching and Learning).

The TLC houses both a print and electronic library of relevant materials regarding teaching and learning. It distributes teaching resources on its website (http://tlc.utk.edu/), and through the social media pages of its parent unit, Teaching & Learning Innovation, on Facebook, Twitter and LinkedIn. The Center also works directly with other teaching and learning support centers on campus (described below). Please direct your questions regarding the TLC to tenntlc@utk.edu or 865-974-3807.

**Student Success Center (SSC)**
The mission of the Student Success Center (SSC) is to ensure all students have the opportunity to succeed by providing campus leadership and advocacy for student success at UT and by identifying and implementing academic success programs that support progress toward graduation and enrich the undergraduate experience.

The SSC works closely and collaboratively with faculty to familiarize professors, lecturers, and GTAs with student academic support resources. SSC Academic Coaches work one-on-one with students, addressing academic concerns or life issues that impact academic performance. Students seeking tutoring options should start with the SSC web page, as it includes not only details on the SSC’s tutoring program but also information for additional resources on campus.

In addition, the SSC coordinates Supplemental Instruction for challenging courses, the “UT Lead” academic program, and provides support for students on Academic Probation and undergraduate academic appeals. Current schedules and locations are kept up to date on the SSC website.

For more information on the Student Success Center, please see page 36 of this document and the SSC website: http://studentsuccess.utk.edu.

**Office of Information Technology (OIT) Instructional Support**
The Office of Information Technology provides teaching support and consulting services for faculty. OIT Instructional Support provides services related to Course Management tools (Canvas, and ZOOM Videoconferencing), development assistance and consultation for, course materials that reside online, personal response systems (clickers), Technology Enhanced Classrooms including the Cynap wireless presentation and Collaboration system training and workshops on
instructional technology topics. OIT Instructional Support offers a centralized gateway to all service requests and inquiries through 865-974-9900 and http://help.utk.edu. For more information about OIT Instructional Support visit https://oit.utk.edu/instructional.

Online Programs
The Office of Online Programs provides administrative oversight and support for Distance Education (DE) programming and online and hybrid learning initiatives. An online course is defined as any course in which at least 80% of the instruction is delivered through electronic means, either synchronously or asynchronously, and the instructor and student are physically separated during the semester.

Individual online courses that are not part of a DE program, especially those at the undergraduate level, are generally designed to serve residential students.

A hybrid course is one in which 33-79% percent of the instruction is delivered through electronic means, and the instructor and student are physically separated during the semester. In a hybrid course, in-class seat time is reduced by at least 33% and replaced with online or multimedia based activities and assignments.

UT uses the Canvas LMS and Zoom videoconferencing to manage and deliver online courses. The university has numerous resources available to assist faculty in designing and developing online and hybrid courses, including those offered through OIT Instructional Support and the Tennessee Teaching and Learning Center. For detailed information about online and hybrid teaching and learning at UT, including policies, procedures and a full list of DE graduate and professional programs, visit: http://volsonline.utk.edu.

Office of International Student and Scholar Services
The Office of International Student and Scholar Services (ISSS) http://international.utk.edu/issss/, has several responsibilities: Once students have been formally admitted by a UTK admissions office, ISSS becomes responsible for the orientation and advising of international students. All new international students must report to this office. CIE plays no role in the admission process. ISSS also works closely with faculty, departments and colleges to serve the numerous visiting scholars who come from abroad in order to lecture, teach, advise or conduct research on the UTK campus. They are located at 1620 Melrose Avenue or can be reached at 865-974-3177.

Office of National Scholarships and Fellowships (ONSF)
The Office of National Scholarships and Fellowships (ONSF) provides information about nationally competitive funding opportunities and associated application processes through online and printed resources information sessions; workshops; presentations; and individual, targeted advising. ONSF staff members mentor students through rigorous application processes, providing general support in identifying relevant opportunities, guiding students through the application process, and facilitating campus endorsement procedures when relevant. The ONSF collaborates with faculty, staff, departments, colleges, and units across campus to identify and support prospective undergraduate scholars. The ONSF is located in 317 Greve Hall, 821 Volunteer Boulevard, and can be reached by phone at 865-974-3518 and by email at onsf@utk.edu. For more information about the ONSF and a searchable database of opportunities, visit http://onsf.utk.edu.

Office of First-Year Studies
First-Year Studies (FYS) provides professional development and training for instructors of both our
FYS 101 and FYS 129 seminars. FYS 101 is a traditional student success and transition seminar that faculty and staff are eligible to teach. Applications are available on our website and instructors are identified in February for the following fall term. FYS 129 is a topics-based seminar that only tenure or tenure-track faculty are eligible to teach. Interested faculty are able to propose course topics on our website at any time. Selection for fall seminars takes place in the preceding March, spring semesters are selected in the preceding October. FYS is located in Room 217 Greve Hall, 821 Volunteer Boulevard and can be reached by phone at 865-974-3523 and email at firstyear@utk.edu. For more information about FYS visit http://fys.utk.edu/.

Best Practices in Teaching Program
The Best Practices in Teaching Program provides opportunities to discuss teaching-related issues with new and experienced faculty and peers from across the university. The program will offer seven sessions in the fall and spring. Individuals interested in the program need to register at the beginning of the term in which they plan to participate. In addition, participants will be required to submit a short critique of each session they attend and, at the end of the program, a teaching portfolio that will be reviewed and returned to the participant for later use. For more information, contact the Graduate School at http://gradschool.utk.edu/orientation/teaching.shtml

Service Learning
Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content, thus enhancing academic learning, promoting civic responsiveness, and strengthening communities.

The mission of the Office of Service-Learning (OSL) is to engage faculty and community partners in meaningful, reciprocal, and outcomes-based service-learning experiences that enhance students’ academic learning, prepare them for democratic citizenship, and leverage their scholarship toward the pursuit of multi-faceted solutions to society’s most pressing problems. Service-learning re-frames traditional learning environments into those that address scholarship from the community context in which they naturally operate, while positioning students and faculty as equal partners with the community in the creation of new knowledge and solutions.

The purpose of OSL is threefold: 1) to support faculty in the effective design and implementation of service-learning courses, 2) to facilitate quality service-learning partnerships between faculty and community organizations, and 3) to build capacity for service-learning at UT. The office offers a number of services to faculty, including individual consultations, assistance with planning and implementation, processing of student insurance payments, and matching services for faculty and community partners. UTSL also offers joint consultations with the Tennessee Teaching and Learning Center and Office of Information Technology.

For more information on OSL or to find valuable resources to help you create your own service-learning course, visit us on the web at http://servicelearning.utk.edu.

UT Libraries
We empower Big Ideas. The UT Libraries supports teaching and learning by providing materials, services, and spaces to enhance the classroom experience. We provide access to print and online resources that may be linked from Canvas or other course sites. Search for books, articles, digital collections, and more at http://www.lib.utk.edu.
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UT Faculty and Students may view documentaries, plays, and other videos from any computer or mobile device. For information on available titles as well as instructions for embedding videos in Canvas, visit [http://libguides.utk.edu/streaming/](http://libguides.utk.edu/streaming/).

Librarians in the John C Hodges Library, the Agriculture and Veterinary Medicine Library, the Music Library, and the Social Work Library (Nashville) serve as library liaisons to all academic departments. They deliver research instruction and consultation geared specifically to courses and assignments. Librarians will also develop customized research guides, for courses or special topics, containing links to essential research databases and library resources [https://www.lib.utk.edu/askusnow/](https://www.lib.utk.edu/askusnow/).

UT librarians teach information skills to undergraduates through library orientations, tours, and tutorials. They collaborate with instructors to develop course-specific sessions and assignments that teach students how to locate, evaluate, synthesize, and cite information resources. Visit [http://www.lib.utk.edu/instruction/request.html](http://www.lib.utk.edu/instruction/request.html) to schedule instruction sessions or tours.

The Commons, a partnership between the UT Libraries and Office of Information Technology, is a technology-rich learning environment that provides students with:

- A wide range of software and technology
- Equipment for checkout (laptops, scanners, video cameras, etc.)
- Collaborative workspaces and group study rooms
- Research assistance and Library services
- Tutoring and academic support services
- Office of Information Technology services

[http://commons.utk.edu/](http://commons.utk.edu/)

The Studio media production lab provides specialized computers, software, and equipment for media-enhanced educational projects. Consultants are available to assist students and to work with instructors to incorporate media projects into coursework.

[http://www.lib.utk.edu/studio/](http://www.lib.utk.edu/studio/)

OIT supports a Practice Presentation Room (220E) and the Martha L. King Small Group Study Room (220C) for faculty, staff and students to practice presentations, hold meetings, or conduct videoconferences.

[http://oit.utk.edu/instructional/development/start/commons/](http://oit.utk.edu/instructional/development/start/commons/)

Services specific to faculty and instructors in the Commons include:

OIT Instructional Support service point for faculty integrating technology into their instruction

[http://oit.utk.edu/instructional](http://oit.utk.edu/instructional)

Digital Media Services (DMS) located in Hodges Library, room 170 provides video production and digitization services to faculty. Digitization services include text and image scanning capture of analog audio and videotapes, and encoding/transcoding of audio and video for streaming. [http://dms.utk.edu](http://dms.utk.edu)

Practice Presentation Rooms are supported by OIT and include Room (220E) and the Martha L. King Small group Study Room (220C)-For more information about the UT Libraries, or to chat with a librarian, visit [http://www.lib.utk.edu/](http://www.lib.utk.edu/)

For more information about the UT Libraries, or to chat with a librarian, visit [http://www.lib.utk.edu/](http://www.lib.utk.edu/).

**Experience Learning**

Experience Learning is a bold new initiative with the goal of transforming the educational student experience at the University of Tennessee. Over a five-year period, UT will transform our culture to give students more opportunities to be involved in civic engagement, solve complex real-world problems, and contribute to the welfare of
their communities as part of their regular course work.

The purpose of Experience Learning is to help students apply the knowledge, skills, and values learned in the classroom to real-world challenges. Experience Learning also seeks to engage student learning through direct experience and intense reflection to increase knowledge, acquire lifelong learning and problem-solving skills, and elucidate values.

For more information about the new Experience Learning initiative, please visit http://experiencelearning.utk.edu

Getting Started: Preparing For Your Classes

Preparing the Syllabus

Whether you are a GTA, Lecturer, or Professor, you will receive your teaching assignment from your department head (or associate head) in advance. One of the most important instruments in your course preparation and design is the syllabus, which conveys course organization, learning objectives and instructor expectations. The TLC website has a page devoted to syllabus construction along with a template that can be applied (http://tlc.utk.edu/the-syllabus/). Every course must have a syllabus, except for courses such as independent study, undergraduate research, and thesis and dissertation courses. The TLC Syllabus Checklist provides a list of the items to be included on each syllabus. Individual colleges or departments may also have syllabus checklists; consult with your department head to learn about these.

The syllabus for the course must be made available to students at (or before) the first meeting of the course. For fully-online courses, the syllabus must be made available to students on the first day of the term.

If you are teaching a section or sections of a multi-section introductory course, there may be a departmental syllabus or template as well as a department organized orientation. If you are teaching an upper-division, graduate course or a lower division course for which you are the only instructor, you will be responsible for constructing the syllabus. Before you begin, you should read the course description in the Undergraduate or Graduate Catalog (http://catalog.utk.edu/) noting specified content, pre-requisites and co-requisites.

As noted in the Graduate Catalog, some 400-level courses may be taken for either undergraduate credit or graduate credit. For these courses, the syllabus should clearly specify the additional, more rigorous, requirements and learning expectations that must be met by students registered for graduate credit.

You may wish to ask for copies of syllabi from earlier semesters and seek advice from your departmental colleagues. You may also look at syllabi at the UT Syllabi Repository (beta). The course syllabus should give your name, office number, office hours, and contact information. Include information about books and other material utilized as well as a schedule of topics, lectures, discussions, etc., along with the schedule of quizzes, exams, and other assignments. The process for evaluating student performance and assigning grades should be described in detail and include information about how the course grades will be determined (the graded value of course assignments and the grading scale used to determine the final course grade).

It is often helpful to provide a section entitled “How to succeed in this course.” It may also be helpful to explicitly state your expectations for students regarding attendance, participation in class,
working in teams (if appropriate), and the use of technology (cell phones, calculators, laptop computers, iPads, iPods, etc.)

It is important to reinforce your expectations for academic integrity. See Hilltopics (http://dos.utk.edu/hilltopics/) for the university statement about plagiarism, academic honesty and classroom attendance. Many instructors also include the Honor Statement below in their syllabus, which can be found in Hilltopics, or in the Undergraduate Catalog http://catalog.utk.edu/content.php?catoid=11&navoid=964#hono_stat. It states:

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

It is often helpful to provide specific examples of acceptable and unacceptable forms of collaboration and documentation. You may want to include the Honor Statement on your syllabus and ask your students to sign a pledge agreement sheet.

You must also include the following University Disability Statement:

“Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.”

You may also decide to include a statement about drop deadlines. Key dates are provided on the University Registrar’s website at: http://registrar.tennessee.edu/academic_calendar/

Finally, some faculty members have employed the technique of a tear-off page that requires the students to sign a statement stating that they have read and understand the expectations and policies described in the syllabus.

Please refer to the following website for more information and assistance: http://studentsuccess.utk.edu/

Course Materials

After completing your syllabus, it is necessary to inform the Volshop of the books and materials that will be used for your class. To provide your course material requirements, go to shop.utk.edu. Choose the Textbook tab and then Faculty Adoption. When you enter your name and email, you will receive an email link granting access to the Adoption site. There is a tutorial there or you can request the instructional guide from sstreete@utk.edu.

The deadlines for submission of course material requests are as follows:

Fall.................................................February 15
Spring................................................September 15
Summer/Mini Term............................February 1

These dates are based on the University calendar with regard to student registration, classroom scheduling, and to comply with current HEOA legislation regarding affordability and accessibility.

Keep in mind that these dates are guidelines, so take care to submit requests to which you are firmly committed. Changes and cancellations - though necessary at times – can impact students’ ability to have the correct materials on the first day of class.

Though students are free to purchase course materials from the source of their choosing, the University has designated the Volshop as the official site for course material information. Full disclosure regarding course materials- including the option of no text required, off site printed packets,
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OER materials, etc. – is essential to providing an accurate, concise and centralized source for information specific to University of Tennessee students.

Course Management Tools and Faculty Support

Online@UT (Canvas)

The Canvas Learning Management System (LMS), commonly referred to as Online@UT, can be found at http://online.utk.edu or via the MyUTK portal. All students, faculty, and staff have access to Online@UT and using their university NetID and password.

We strongly recommend that faculty complete an introductory workshop, Getting Started With Canvas. This ese workshop may be completed in a face-to-face 1-hour workshop, or in an online self-paced format. Individual tutoring, in lieu of these workshops is available upon request. Getting Started With Canvas will acquaint you with the main functions and features, including posting content, creating online assessments, tracking grades, uploading documents, etc. Registration for Getting Started With Canvas, as well as other workshops related to Canvas are available online at https://oit.utk.edu/Training For additional information about Online@UT (Canvas), visit http://online.utk.edu or schedule a consultation by calling the OIT HelpDesk at 865-974-9900.

OIT also offers multiple workshops during the year to address using technology in your courses such as creating online lecture content, making accessible course content, universal design for learning, using digital images, video clips, or audio files to engage your students. These workshops are open to all teaching faculty at UT. For more information about Online@UT, OIT’s workshops or services for faculty, visit http://oit.utk.edu, call 865-974-9900, or complete a Help Desk Contact Form at http://help.utk.edu.

Activating Your Online@UT Course Site

Instructors are automatically populated into their Canvas course sites, based on the “Instructor of Record” data in the Banner Student Information System. If you do not see a course that you are teaching within Canvas, contact your departmental Banner representative. You can also go to http://help.utk.edu/ to submit a ticket to be investigated.

Empty course shells are created approximately 2 months before the first day of class each semester. Faculty may access their courses at the time they are created. Student access to courses is available two weeks prior to the first day of classes. If you are teaching multiple sections of the same class, or have a class that is cross-listed with other departments, you can combine all of the sections into a new course site by completing the HelpDesk Contact Form at http://help.utk.edu. In some instances, there are reasons you may need a custom site, such as: developing content in advance of a section number being available, allowing students to explore the online teaching process, or preparing a site for tenure review purposes. If you require a custom course site in Canvas, you can request one by completing the HelpDesk Contact Form at http://help.utk.edu.

Zoom Video Conferencing

Do you have the need for high quality video conferencing and screen/application sharing in your online or blended class. Zoom, a cloud-based technology, allows faculty, staff and students to have high-quality interaction in real time from their computers and mobile devices. Zoom's web-based conferencing uses high-definition video and audio
and is accessible on MacOS, Windows, iOS and Android mobile devices. The Zoom recording feature will allow you to save a session to your desktop computer for future reference and/or send it to those who are unable to attend.

Access is available for all UTK faculty, staff and students for the Zoom Basic service. Basic Zoom services allow users to host unlimited meetings of 40 minutes in duration with up to 50 participants.

Any UTK faculty or staff member who wants to host a class session/meeting that will last more than 40 minutes, or who anticipate having more than 50 participants may request an enhanced Zoom Pro account. Zoom Pro accounts allow for unlimited meetings with unlimited duration with up to 100 participants.

For additional information, visit http://oit.utk.edu/, call 865-974-9900, or complete a Help Desk Contact Form at http://help.utk.edu.

Digital Media Services
Digital Media Services (DMS) assists faculty in digitizing course materials that are not already accessible in a digital format. DMS scans paper resources such as journal articles and book chapters. Slides or photographs with the appropriate copyright clearances can also be scanned. DMS captures and encodes audio and video into streaming media formats. Streaming media is hosted on an OIT server and accessed via URL(s) linking to the digital content. DMS links can be added to Online@UT or other course websites. DMS provides faculty with access to My Mediasite, a private video portal for creating and storing videos, screencasts, and narrated slideshows. DMS also offers video production for the development of course materials. To learn more about DMS call the OIT HelpDesk at 865-974-9900 to schedule a consultation.

Course Capture
OIT offers mobile Webcasting and course capture in any classroom with a wired internet connection. The service is subject to availability and must be scheduled in advance. Scheduling requests for webcasting or capture must be submitted 48 hours in advance for events during regular business hours and 5 business days in advance for events taking place after hours or on weekends. You can also plan to create supplemental presentations or review sessions prior to exams in advance of your class in a recording space at the IT Engineering Service’s facility in the Communications Building. There is a fee structure in place for use of the service. For additional information, visit http://oit.utk.edu/teachingtools/webcasting, call 865-974-9900, or complete a Webcasting Request Form at http://help.utk.edu/footprints/webcast/

Using Personal Response Systems (Clickers)
Remote-controlled polling devices, called clickers, have been quite successful in engaging students and enhancing their learning experience. Students send their responses to questions, via radio frequency (rf) technology, to a USB receiver connected to the instructor’s teaching laptop or computer. Software installed on the receiver/computer analyzes the data and instantly displays the results graphically; providing both students and faculty an immediate idea of what concepts might need further review or preparation. Students may also use mobile devices (smartphones, tablets, laptops) to respond simultaneously via the Internet. Faculty use of polling devices may include: taking attendance at the beginning of class, asking recall, processing, or application questions, and polling student opinions on controversial issues. While clickers furnish students and faculty with instant assessment of student understanding of material; faculty members have also observed that the use of clickers may increase student attendance, encourage better preparation for class, and enhance class engagement.
participation via peer discussion and conceptual thinking. OIT Instructional Support has a limited number of clickers and/or mobile licenses for short-term loan to faculty to try out in their class(es). The standardized clicker technology supported on the Knoxville campus is Turning Technologies' TurningPoint System. If you are interested in using clicker technology, call 865-974-9900.

You must also contact the VolShop Bookstore to order clickers for your class(es). Under our current Turning Technologies contract, as of 6/1/2017, students must purchase a subscription and create an account with Turning Technologies. While students can use their mobile device(s) with the subscription, if you plan to require clicker devices for your course, a single device may be purchased for use in all of the students' classes.

OIT staff will provide on-campus training, assistance with question structuring, and developing interactive instructional strategies using clicker technology. For more information on using clickers or mobile licenses, please visit: https://oit.utk.edu/instructional/tools/cluckers/

Technology Enhanced Classrooms (TEC)
The Knoxville campus has over 300 Technology Enhanced Classrooms across campus, which include touch panel controls for system components, computer projection, and in many cases a high quality document camera and interactive projector systems. Some contain WolfVision Cynap devices, which allow for wireless connection for up to four devices at a time, such as your iPad, Android tablet, phone, or laptop. Students can connect via a webpage to interactively annotate what is on the screen. Since classrooms vary in available equipment, instructors can search the classroom database for specific room information: https://webapps.utk.edu/ClassroomSearch
To learn more about the Technology Enhanced Classrooms, visit http://oit.utk.edu/teachingtools/tec/. To report problems with TEC equipment when you are in the classroom, call the OIT HelpDesk at (865) 974-9110.

OIT offers TEC and Cynap training workshops at the beginning of and periodically throughout each semester. Check the workshop calendar and registration here: http://oit.utk.edu/training. One-on-one or group customized training and consultations are available at any time throughout the semester. Call (865) 974-9900 to schedule a session.

Course Scheduling

Semester Dates
The Academic Calendar for each year is established by a committee comprised of faculty, staff, and students. The Academic Calendar includes important dates for the academic year such as when classes begin and end, commencement dates, etc. The Academic Calendar is available on the Office of the University Registrar's website (http://registrar.tennessee.edu) under the “Calendars” option.

Class Times
Classes meet for 50 minutes on Monday/Wednesday/Friday (M/W/F) and for 75 minutes on Tuesday/Thursday (T/TH), with some classes scheduled for three hours once a week, usually in the late afternoon or evening. The valid class times, as established by university policy, allow efficient use of space and accommodate student schedules. A copy of the valid class times schedule can be found in Appendix 1. These valid times are also available on the Office of the University Registrar’s website at http://registrar.tennessee.edu/ under “Faculty and Staff.” Do not reschedule your class meetings on your own. Deviation from valid class times is rarely allowed and requires written approval from your department head, college dean, and the provost's office (see Appendix 1).

Scheduling and Giving Final Examinations
Final exams must be given during the final exam period at the scheduled time. No in-class, written
quizzes or tests counting more than 10 percent of the semester grade may be given in the last five calendar days before the study period. The study period, designated as “Study Day” in the Academic Calendar, is set aside for final examination study. There should be no assignments or projects due during this time. In cases where no final exam is given, alternative uses of the scheduled exam period may be designated by the instructor. The final exam schedule is listed on the University Registrar’s website for fall and spring semesters. Summer semester final exams are given during regular class meetings. Students are not required to take more than two written final exams on any one day. The instructor(s) of the last common exam(s)\(^1\) on that day must reschedule the student’s exam during the exam period. It is the obligation of students with such conflicts to make appropriate arrangements with the instructor at least two weeks before the end of classes. This final exam information is also available in the Undergraduate Catalog.

**Class Attendance**

It is the prerogative of the individual instructor to set the attendance requirements for a particular class. Students who attend class regularly earn better grades and faculty members are encouraged to develop policies and practices that will encourage regular attendance. Monitoring of attendance, letter grade deductions for absences beyond some specified number, and brief in-class written exercises are among the many ways by which effective faculty ensure regular attendance. Some departments have standard policies for all introductory courses.

Students are expected to attend class regularly (see *Hilltopics, page 44*). Students are expected to inform faculty of conflicts as soon as possible in particular course. These exams should not be rescheduled.

\(^1\) Some units offer departmental exams in which one, common exam period is assigned to all sections of a

each semester whenever official university activities such as musical or athletic performances, course-related field trips, and other events will conflict with scheduled classes. Faculty members are encouraged to seek accommodations that will allow students to participate in university-sanctioned activities. However, in no case is a faculty member required to provide accommodations that compromise the educational integrity of a course.

In the case of student-athletes, Southeastern Conference guidelines recommend limiting the number of missed class days to no more than 20% of the scheduled class meetings. This recommendation is related to regular season competition, as advancement to Championship events is difficult to predict. Student-athletes will present their sport competition and travel schedules to faculty at the beginning of the term or immediately after the student athletes know of the need to miss class due to their sport competition and travel schedules (see Appendices 2 and 3). Students should be informed, at the beginning of the term, if the travel/competition schedule is inconsistent with the faculty’s expectation for the course.

The University of Tennessee tries to schedule final examinations and commencements in ways that recognize the religious diversity of our faculty, staff, and student body. However, it is inevitable that some conflicts arise and that some courses meet during periods of religious observation. Faculty members are expected to work with students of all faiths to accommodate course schedules and religious holidays. However, as is the case with university-sanctioned activities, faculty members are not required to provide accommodations that compromise the educational integrity of their courses.
Management of Class Rolls

Official class rolls are available electronically through your account at http://my.utk.edu. For questions or assistance, contact OIT Instructional Support at 865-974-9670 or e-mail itc@utk.edu.

The University uses Banner Student Information System for registration. Training sessions to learn registration basics and an introduction to the new format for academic histories can be scheduled by contacting Peggy Love at: plove1@utk.edu.

Title IV Attendance Record

Federal financial aid regulations require that the university track class attendance of students who receive Title IV financial aid. Faculty are asked to monitor attendance of those receiving financial aid so the University can make efforts to retrieve money from students who fail to maintain the number of credit hours for which aid was disbursed. A printable version of the Title IV class roll is available online to departmental personnel who print class rolls.

Instructors must update Title IV attendance for Fall, Spring and Summer terms from the fifteenth day of classes until the twenty-ninth day of the term via MyUTK.

Students Who Attend But Are Not Registered

(Note: this information applies to fall and spring terms which are considered full term sessions. Different deadlines apply to mini-term and summer sessions.)

Sometimes students attend class but are not officially registered and, therefore, are not included on the official class roll. These students may be shopping for a course before they officially add it to their schedule. Students may add courses through the tenth calendar day, counted from the first day of classes, if seats are available. After the add deadline, permission of the instructor and department head are required for a student to add a course. Students may be added into the course at the departmental level. If this step is not accomplished early in the semester, students will not be listed on the final grade roll. Students who are not listed on the final grade roll will not receive credit for the course even though they may have attended regularly and completed course work.

Some students attend closed classes even though they are not registered because they hope to be able to add. Faculty may add students to their courses up to the tenth day, but if they add more students than the assigned room will accommodate, they should check first to determine whether or not a room with the required new capacity is available. It is not acceptable practice to schedule courses with a lower enrollment capacity than is intended as it may not be possible to find acceptable rooms once classes have started, and it is equally unacceptable to add students when there is not enough seating.

The university registration system gives priority to students who are seniors and graduate students. There are very few cases in which seniors who need a course to graduate are prevented by lack of capacity from registering for the course. If students ask to add because they are graduating seniors, faculty should investigate to see if there are alternatives before they try to accommodate more students.

Students are ultimately responsible for their registration and it is their responsibility to drop and/or add classes to their schedule. However, it is good practice to keep a record indicating when a student discontinues attending class. In some departments, students who do not attend on the first day of class are dropped from the course. Check with your department to see if this is the practice for the courses you will be teaching. If so, the departmental office will help you drop the students. However, it remains the responsibility of the student who enrolled in the course to make
Students Who Do Not Meet Pre-Requisite(s)/ Co-Requisite(s) Requirements
Students must meet prerequisite and co-requisite requirements for all courses with such restrictions, and no student shall be permitted to register for those courses in which the requirements have not been met.

Adds, Drops and Withdrawals

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

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

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

- Students are allowed four drops during their academic career (until a bachelor’s degree is earned).
- Students holding a bachelor’s degree who return to pursue a second bachelor’s degree are allowed four additional drops.
- Students pursuing more than one major or degree simultaneously are not allowed additional drops beyond the four available drops.
- After the eighty-fourth day, no drops are permitted. From the eighty-fifth day to the last day of classes, students still have the option of withdrawing from the university (dropping all courses).
- The W grade is not computed in the grade point average.
- Courses may be dropped on the web https://myutk.utk.edu/

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

Withdrawning from the University
Undergraduate students who need to drop all of their courses and leave the university before a term is finished may withdraw by the deadline on the web (www.myutk.utk.edu/). The word “withdrawn” will be posted on the transcript.

- Three total withdrawals from the university are allowed. Fall and spring semesters are term for exact dates on the MyUTK website at https://myutk.utk.edu/. Deadline dates may be adjusted if the deadline falls on a holiday, weekend day or spring recess.
Welcome to Teaching at the University of Tennessee

included in the three total withdrawals; mini and summer terms are not counted.

- After three total withdrawals from the university, a student must sit out for both a fall and spring semester. After sitting out a student may apply for readmission. If readmission is granted, no additional total withdrawals will be allowed and earned grades will stand for all future terms.

- A total withdrawal from the university does not impact a student’s four allotted “course drops with a W” over his/her undergraduate career. More information on dropping a single course with a W is provided in the catalog section, Adds, Drops, and Withdrawals.

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

- A student who simply stops participating in classes, or fails to attend class, without officially withdrawing from the university will be assigned the grade of F in each course (or NC for S/NC graded coursework).

- Students who do officially totally withdraw from the university must apply for readmission in advance of their next term of anticipated enrollment, except for withdrawal from mini and summer terms.

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

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

Students may request a complete withdrawal from the University online through the eighty-third day of the term. Beginning the eighty-fifth day through the last day of classes, students must submit a written request (official withdrawal form) to the One-Stop Express Student Services Office... Students must withdraw prior to the last day of classes for the term. After the last day of classes (the one hundred fifth day), no withdrawals are permitted.

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

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

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

Students who are called to active military duty during a term of enrollment should contact the One-Stop Express Student Services Office for assistance with withdrawal and readmission procedures.

Withdrawing from the university does not impact a student’s four allotted drops over his/her undergraduate career.
Faculty Rights and Responsibilities
Standards of conduct for students are outlined in Hilltopics, The Student Handbook, published annually by the Office of the Dean of Students. Hilltopics is also available on the UT website (http://hilltopics.utk.edu). This handbook is essential reading for all instructional faculty members. As an instructor in a classroom, you have the right to expect students to comply with these standards. In any case of obstruction or disruption of teaching, you have the right to ask the disruptive student(s) to leave the classroom. In case of an emergency, you may call 865-974-3114 to contact security. Please report such instances to the Dean of Students 865-974-3179.

Standards of conduct for faculty are described in the University of Tennessee, Knoxville, Faculty Handbook, Chapter Two. [http://cdn-provost.utk.edu/wp-content/uploads/sites/10/2016/01/Faculty-Handbook-2015-3.pdf] Instructors are strongly encouraged to be familiar with §2.2.2 Teaching and §2.2.6 Relationships with Students. The Faculty Handbook is maintained and updated by the Office of the Provost. All questions related to the Handbook should be directed to the Vice Provost for Faculty Affairs, 865-974-6152.

Working with Distressed Students
Should you encounter a student who seems distressed or who is causing discomfort or alarm to you and/or other students, please follow the protocol contained in this document (Appendix 6).

University employees called “Mandatory Reporters” are required to report sexual misconduct, relationship violence, stalking, or retaliation to the university. Mandatory Reporters are not confidential university resources. [http://sexualassault.utk.edu/mandatory-reporters/]

Early Alert for First-Year Students
At the University of Tennessee, student success is defined by course completion culminating in graduation. In an effort to increase first-students’ success, the First-Year Studies Office has collaborated with the University to implement an academic distress identification and intervention process named Early Alert. This web-based program is designed to connect support staff and academic advisors with faculty in an attempt to intervene when a student is showing signs of academic trouble. There are several areas to consider when gauging academic performance; however, attendance, homework completion, motivation, engagement with courses, and grades are major indicators of academic status. To reach out to students in need of additional supportive services, faculty will be contacted by email through Early Alert during the Fall and Spring semesters to request feedback on students regarding individual academic achievement.

How Early Alert Works

1.) Expect to receive an email during the third week of the semester from Early Alert system. You will be asked to electronically submit performance data and recommendations for individual first-year students. This is an opportunity to note any concerns regarding a student’s academic performance.

2.) Once a report has been submitted, the student will be notified by email. The email notes which professor has submitted the report, but does not detail the contents. Students can access the specific report by visiting the GradesFirst webpage.

3.) First-Year Studies will review the concerns provided by the faculty/instructors. FYS will then work with academic support staff and advisors to connect the student in need with the appropriate resources and to create a plan for future academic success.
All first-year students are automatically enrolled in the Early Alert system. If you notice a student who is showing signs of academic distress, there are several immediate ways to address the need:

- Ask to meet with the students who are missing class, not completing homework, or performing poorly on assignments, quizzes and exams. **Personal contact with a student makes the most positive impact!**

- Respond to the semester emails from First-Year Studies requesting feedback on first-year students. FYS staff will contact the student and help determine individualized academic support needs.

- Contact the First-Year Studies staff directly with concerns regarding a student’s academic performance. FYS staff can be reached by phone at 974-3523 or emailed at firstyear@utk.edu. Please include student name and Student ID/Net ID.

- Refer students to the Student Success Center web site and ask that they make an appointment with an academic coach http://studentsuccess.utk.edu.

**Early Intervention for Student-Athletes (GradesFirst)**

The Thornton Athletics Student Life Center provides academic support services for all student-athletes at The University of Tennessee. In the pursuit of reaching the university’s retention goals, the Thornton Center requests early alert identification and instructor feedback on the academic progress of student-athletes. As part of their efforts, Thornton Center staff members rely upon information generated through the academic early warning system via GradesFirst student management software. Each student-athlete has granted the staff of the Thornton Center access to his/her academic records via a signed FERPA waiver.

**How GradesFirst Works**

1. Three times a semester, the Thornton Center will initiate a request for instructor feedback on the academic progress of every student-athlete via GradesFirst. Approximately one week after each of these three requests, instructors who have not yet responded will receive a reminder and follow-up request. See a sample GradesFirst letter in Appendix 7.

2. Instructors who have student-athlete(s) enrolled in at least one of his/her courses will receive requests for feedback via email. After reading the important content of the message, the instructor can click on the link contained within the email to provide input. The link contained in the email request is unique to that instructor and the corresponding secure webpage will show all the student-athletes currently enrolled in each of his/her courses.

3. For each student, the instructor is asked to provide a current course grade, whether the instructor would consider the student to be “at-risk” in his/her class at that time, and a number of class absences. In the “Additional Comments and Dates of Absence” box, the instructor is asked to provide specific dates of a student’s absence and is invited to share any thoughts or concerns regarding the student’s progress. More specific instructions regarding the submission of reports via GradesFirst will be sent in the first request of each semester.

4. Based on information provided by the instructors, the Thornton Center’s academic counselors will work with each student-athlete to coordinate support services and resources.
**Academic Dishonesty**
Faculty members who encounter academic dishonesty in a student’s work or suspect that a student has plagiarized the work of another, should review the procedure on Academic Dishonesty in Hilltopics, the student handbook, and, if necessary, seek further guidance from the department head or from the Office of Student Judicial Affairs 865-974-3171.

**Requirement of Notification**
Before assessing any penalty, the instructor shall notify, in writing, countersigned by the department head, any student to whom a penalty is to be assigned, pointing out to the student the penalty and the route of appeal. The instructor shall send the student’s notification letter to the student’s university email address. Copies shall go to the Office of Student Judicial Affairs, the administrative head of the instructor’s academic unit, and where different, the head of the academic unit in which the student is enrolled. A sample letter of notification is included in Appendix 7.

**Valid Grades**

**Submitting Grades**
MyUTK is the University of Tennessee’s web-based grade and Title IV entry system that allows you to enter grades from anywhere you can access the Internet. Entry into MyUTK requires your NetID and NetID password. If you do not know your NetID and NetID password, please visit the University Registrar’s website and choose “IDs and Passwords” for more information.

You can access the MyUTK site by visiting [https://myutk.utk.edu/](https://myutk.utk.edu/), opening the UT Knoxville home page and clicking on MyUTK located in the upper right side of the screen, or by choosing the A-Z index on the UT Knoxville homepage and then selecting G for Grade Entry Online or M for MyUTK.

**Incompletes**
Under extraordinary circumstances and at the discretion of the instructor, the grade of I (Incomplete) may be awarded to students who have satisfactorily completed a substantial portion of the course but cannot complete the course for reasons beyond their control.

- The I grade is not issued in lieu of the grade F.
- The terms for the removal of the I, including the time limit for removal of the I, is decided by the instructor.
- It is the responsibility of the student receiving an I to arrange with the instructor whatever action is needed to remove the grade at the earliest possible date, and in any event, within one calendar year of the assignment of incomplete.
- Students may not remove an I grade by re-enrolling in the course.
- The I grade does not carry quality points and is not computed as a grade of F in the grade point average.
- If the I grade is not removed within one calendar year or upon graduation, it shall be changed to an F and count as a failure in the computation of the grade point average.
- A student need not be enrolled at the university to remove a grade of incomplete.
In addition, a grade of IW may be assigned if a student cannot fulfill the requirements for a course because of an inability to communicate in writing. (See Writing Competence for more information about the IW grade.)

**Grades for Graduate Students**

Courses numbered 500-699 are eligible for letter grade only, except where the Graduate Catalog indicates Satisfactory/No Credit only or optional Satisfactory/No Credit or letter grade. Veterinary Medicine courses are letter grade only except where noted as Satisfactory/No Credit only. Law courses are numeric, except where noted otherwise. There are further restrictions regarding the use of Satisfactory/No Credit graded courses, including the number of hours that may be used toward any degree program.

<table>
<thead>
<tr>
<th>UNDERGRADUATE GRADES</th>
<th>PERFORMANCE LEVEL</th>
<th>QUALITY POINTS/CREDIT HOUR</th>
<th>AFFECT GPA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
<td>Yes</td>
</tr>
<tr>
<td>A-</td>
<td>Intermediate Grade</td>
<td>3.7</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.3</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>Intermediate Grade</td>
<td>2.7</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>Fair</td>
<td>2.3</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
<td>Yes</td>
</tr>
<tr>
<td>C-</td>
<td>Unsatisfactory</td>
<td>1.7</td>
<td>Yes</td>
</tr>
<tr>
<td>D+</td>
<td>Unsatisfactory</td>
<td>1.3</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>1.0</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td>Yes</td>
</tr>
<tr>
<td>I*</td>
<td>Incomplete</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>IW*</td>
<td>Incomplete Due to Writing</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

*Grades of I or IW which are not resolved within one calendar year are changed to F and are computed in the grade point average.*

In addition, a grade of IW may be assigned if a student cannot fulfill the requirements for a course because of an inability to communicate in writing. (See Writing Competence for more information about the IW grade.)

<table>
<thead>
<tr>
<th>GRADUATE GRADES</th>
<th>PERFORMANCE LEVEL</th>
<th>QUALITY POINTS/CREDIT HOUR</th>
<th>AFFECT GPA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>Better than Satisfactory</td>
<td>3.5</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3.0</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>Less than Satisfactory</td>
<td>2.5</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Well Below Standard</td>
<td>2.0</td>
<td>Yes</td>
</tr>
<tr>
<td>D+</td>
<td>Clearly Unsatisfactory</td>
<td>1.0</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Extremely Unsatisfactory</td>
<td>0.0</td>
<td>Yes</td>
</tr>
<tr>
<td>I**</td>
<td>Incomplete</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>S</td>
<td>Equivalent to B or Better</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>P</td>
<td>Progress toward Completion</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>NP</td>
<td>No Progress toward Completion</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

*Cannot be used to satisfy degree requirements.*

**Grades of I which are not resolved within one calendar year are changed to F and are computed in the grade point average.**

No graduate student may repeat a course for the purpose of raising a grade received. A graduate student may not do additional work or repeat an examination to raise a final grade. A change of grade may occur only in cases of arithmetical or
clerical error. An instructor may not initiate a change of grade as a result of a reevaluation of the quality of the student’s performance or as a result of additional work performed by the student.

Grades that do not influence grade point average are P/NP and S/NC. These grades carry credit hours but no quality points. P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress. S indicates satisfactory grading and NC indicates no credit.

Notifying Students of Grades
Grades begin displaying at MyUTK (https://my.utk.edu/) as soon as instructors submit them. MyUTK reflects grade changes or grades that have been submitted after the printed deadline for due grades. The staff in the Office of the University Registrar often receives questions about an assigned grade or more information may be needed before grades can be entered. It is a good idea to leave a copy of your grades with someone in your department’s main office who can answer questions for you if you are not available.

Grade Appeals
Appeals to the Undergraduate Council
The Undergraduate Council hears appeals concerning grades only after grievances have been duly processed, without resolution, through appropriate procedures at the department and college levels (See Appeals Procedure outlined below). The council does not review grievances concerning allegations of misconduct or academic dishonesty. Procedures for consideration of such matters are published in Hilltopics under “Student Rights and Responsibilities.” Students should begin the appeal process as soon as possible. No appeal may be filed later than 90 days after the final grade has been issued.

Grounds for Appeal
Students may appeal grades on the basis of one or more of four allowable grounds.

1. A clearly unfair decision (such as lack of consideration of circumstances clearly beyond the control of the student, e.g., a death in the family, illness or accident).
2. Unacceptable instruction/evaluation procedures (such as deviation from stated policies on grading criteria, incompletes, late paper, examinations, or class attendance).
3. Inability of instructor to deal with course responsibilities.
4. An exam setting which makes concentration extremely difficult.

The Appeals Procedure
Instructor Level
The student should first consult with the instructor and if agreement cannot be reached, the student may appeal to the department head. If the student believes the grade assignment was based on criteria other than academic, such as race, gender, religious beliefs, national origin, age or handicap, then the student should make an appeal in writing to the Office of Equity and Diversity with a copy to the department head.

Departmental Level
If the student appeals to the department head after attempts to resolve the matter with the instructor have failed, it is the responsibility of the department head to determine the circumstances surrounding the assignment of the grade.

If the department head has reason to believe that none of the four academic conditions specified above apply, then the department head should encourage the student to accept the assigned grade. If the student wishes to pursue the appeal
further, he or she may appeal in writing to the dean of the college in which the department is located.

If the department head has reason to believe that any of the four conditions do apply, then the instructor should be encouraged by the department head to reconsider the grade. If the instructor elects not to change the grade, then the department head will appoint a committee of at least three faculty members to review the matter. Such committee will be charged with making a timely recommendation to the department head concerning the student’s grade. The student must submit a written appeal for the committee’s consideration or for any appeal made beyond the departmental level. If the departmental committee’s recommendation is that the student’s grade should be higher than the one assigned and the instructor still elects not to assign the recommended higher grade, the department head will assign the grade of pass, or, at the student’s option, he/she may accept the existing grade. In such a case, all other restrictions to use of the grade to satisfy graduation requirements are waived. If the departmental committee’s recommendation is that the student’s grade should not be higher than the one assigned, the department head will inform the student that the appeal has been denied.

**College Level**

If the student wishes to pursue the appeal further, he or she may appeal in writing to the dean of the college in which the department is located. It is the responsibility of the dean to determine the circumstances surrounding the assignment of the grade. After reviewing the appeal, the dean may grant the appeal, deny the appeal, or appoint a committee to review the appeal similar to the process outlined on the departmental level. If the Dean grants the appeal, a grade of pass will be assigned, or, at the student’s option, he/she may accept the existing grade. In such a case, all other restrictions to use of the grade of pass to satisfy graduation requirements are waived. If the Dean determines that the student’s grade should not be higher than the one assigned, the Dean will inform the student that the appeal has been denied.

**Undergraduate Council Level**

The student may forward to the Associate Vice Provost for Student Success and the Chair of the Undergraduate Council a statement requesting a review of the student’s complaint concerning his or her grade. The appeal must be written and must be based upon one or more of the four allowable grounds, explaining in detail why the appeal is based upon these grounds. No appeals will be accepted via fax or e-mail. The appeal must be sent via mail or hand delivered and include a signature. Appeals can be mailed to the Associate Vice Provost for Student Success, 821 Volunteer Blvd, Greve Hall-Room 218, University of Tennessee, Knoxville, TN 37996.

The Associate Vice Provost for Student Success, after consulting with the student and the college office to determine that the appeal does in fact fall under the jurisdiction of the Undergraduate Council and has been brought forward in the proper form, will, first, forward the appeal to the Appeals Committee of the Undergraduate Council for review and, second, notify the dean, the department head, the course instructor, and the student that the Appeals Committee has the case under review. Upon receipt of the appeal, the chairperson of the Appeals Committee will call a special meeting of the committee for purposes of hearing the appeal. The chair will invite the student, the instructor, and the department head to appear in person if they choose or to supply a written statement (in the student's case this statement will already have been provided). The committee will maintain minutes of the hearing. After hearing the appeal, the Appeals Committee will vote as to whether the grade should be overturned. A majority vote will constitute the decision of the committee. A tie vote will be decided by the chair. The decision of the
Appeals Committee will be relayed by the chair of the committee in writing to the principals.

If the appeal has been denied by the Appeals Committee, the student may appeal to the full Undergraduate Council. If the council denies the appeal, the grade stands.

If the student's appeal is upheld by the Appeals Committee, the instructor may appeal to the full Undergraduate Council. If the council holds for the instructor, the grade stands. If the student's appeal is upheld by the Appeals Committee and there is no appeal by the instructor to the full Undergraduate Council, or if the instructor does appeal to the full Undergraduate Council and the council holds for the student, the instructor may either elect to change the grade to a higher grade or refuse to do so. If the instructor refuses to change the grade, the chancellor will instruct the university registrar to change the course grade to Pass.

In all cases of appeal to the full Undergraduate Council, the chairperson of the Undergraduate Council will notify the student or instructor, in writing, of the council's decision and if applicable, of the right to further appeal in accordance with Article 5, Section 7, of the University Bylaws: Officers, faculty and staff members, students, employees, alumni, and all other officers who feel that they may have a grievance against the university shall have the right of appeal through the chancellor or vice-president to the president of the university.

An appeal to the chancellor must be filed within 60 days of the Undergraduate Council decision.

Graduate students seeking formal appeal through the Graduate Council should review the appeal process at [http://gradschool.utk.edu](http://gradschool.utk.edu).

**Submitting Grade Changes**

Grade changes must be submitted to the Office of the University Registrar on an official [Graduate/Undergraduate Supplementary Grade Form](#). All student information and proper signatures must be completely and accurately submitted. Signatures of the instructor and department head are required; a departmental signature stamp will not be accepted. Students MAY NOT deliver their own grade changes. You should submit these forms in a sealed envelope via campus mail or hand deliver them to 209 Student Services Building (see Appendix 6).

**Undergraduate Grade Change Policy (effective Fall 2009)**

A change of the final course grade may occur in cases of arithmetical or clerical error, removal of a grade of incomplete, or as the result of a successful grade appeal. An undergraduate student may not submit additional work, rewrite an assignment, nor repeat an examination to raise a final grade.

**Grade Confidentiality**

Your Net ID and password may not be shared with anyone. This account is set up for your use only. You may not log anyone else on to MyUTK with your Net ID and password. You may not leave your account active while you are out of your office. To secure your account, you must either log off the system or protect your PC with a password (e.g. screensaver password). Violation of this policy could result in revocation of access to MyUTK and disciplinary action up to and including termination of employment. As a faculty member or GTA, you will be asked to sign the following if you request access to student records:

“The confidentiality of education records is governed by The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, as amended, and its implementing regulations, and the confidentiality provisions of the Tennessee Public Records Act, Tenn. Code Ann. § 10-7-504 (a)(4). Absent the student’s written consent, review and approval by the Chancellor, the Dean of Students, the Assistant Provost (Enrollment
Services), or the University Registrar (or their designees) is required for the exercise of the statutory exceptions to the confidentiality of education records, including any lawful disclosure to non-university persons or agencies and disclosure under emergency circumstances.

The following statements regarding the confidentiality of student education records must be accepted by teaching faculty when they access MyUTK for grade Title IV attendance entry.

Confidentiality: I understand that under mandate of federal and state laws identified on this form, university policy protects the confidentiality of education records (including student academic histories) and information contained in education records. Without the student's written consent, I will not disclose education records or information contained in education records (1) to any person or organization outside the university or (2) to any office or individual within the university community unless that university office or individual has been determined by the university to have a legitimate educational interest. I will keep the education records and information in those records solely for legitimate educational purpose(s) related to my university employment.

By accepting below, I certify that I understand and will comply with the above-stated limitations on disclosure and use of all education records I access herein. I understand that failure to comply with these limitations is a violation of university policy subject to disciplinary action up to and including termination of employment. I further understand that failure to comply with the restrictions outlined on this form concerning security of my Net ID and password is a violation of university policy subject to revocation of SIS access and disciplinary action up to and including termination of employment.

_____ I agree

_____ I do not agree

FERPA/Privacy Policies
The Family Education Rights and Privacy Act (FERPA) of 1974 (federal law) – is commonly known as the Privacy Act or the Buckley Amendment. This law is designed to protect the privacy of educational records, establish the rights of students to inspect their records, and provide guidelines for correcting inaccurate data. It is important to note the “Faculty Don'ts” regarding FERPA. Learn more about FERPA on the Office of the University Registrar’s website at http://ferpa.utk.edu

Student Privacy
In accordance with FERPA, the University of Tennessee may disclose public/directory information from the educational records of a student who is in attendance at UT. However, students have the right to refuse to permit the university to disclose directory information.

A request for directory exclusion prevents publication of the student’s directory information in the Web Directory. Directory Exclusion prevents publication of directory information and release of information to non-University (external) entities. However, information will still be disclosed without the consent of the student at the request of University (internal) entities. To take additional steps for privacy, please see "Additional Steps for Privacy" on page 20.

To request Directory Exclusion, students must print the Directory Exclusion Form, complete it and mail or fax it to

Office of the University Registrar
209 Student Services Building
The University of Tennessee
Knoxville, TN 37996-0220

Fax Number (865) 974-2606
Phone Number (865) 974-1501
Privacy and Your E-mail Account
Web Directory exclusion does not disable use of the student's email services or Canvas.

Additional Steps for Privacy
A student may request that additional steps be taken that prevent any disclosure of directory information to UT and/or non-UT entities. In this case, a request must be made in person to Office of the University Registrar, 209 Student Services Building (865) 974-1501.

Directory Exclusion for Students who are also UT Employees
If a student who is also a UT employee requests privacy, no listing will appear in the Web Directory, with either employee or student information.

Faculty “Don'ts” regarding FERPA

- Use student IDs or social security numbers in a public posting of grades
- Link the names of students with their IDs in any public manner
- Leave graded tests or papers for others to view
- Circulate a printed class roll with student names and IDs or grades as an attendance roster
- Post individual student record information on a public website
- Discuss the progress/grades of any student with anyone other than the student (including parents/guardians) without written consent of the student
- Provide anyone with lists of students enrolled in your classes for any commercial purpose
- Provide anyone with a student schedule or academic history or assist anyone other than UT employees in finding a student on campus
- Leave computer screens on with student information

If you are ever unsure about providing information about a student, please contact the Office of the University Registrar for assistance.

Undergraduate Academic Advising
http://www.utk.edu/advising/for-advisors

Faculty Role in Advising
Faculty members advise and mentor students as an important component of their teaching. By serving as academic advisors and mentors, faculty provide effective guidance so students can maximize their educational opportunities and make critical decisions regarding education, career, and life goals. Faculty mentor students to help them become responsible citizens of their profession and the global community. Successful academic advising depends on the ability of the advisor and advisee to recognize the nature of the academic advising process, address specific components of academic advising and together be responsible in the advising process. Faculty's role in academic advising is determined within specific colleges and departments.

Refer to the advising link noted above for additional information and resources on academic advising at UTK.

All degree-seeking first-year students and transfer students are required to meet with an academic advisor. Readmitted students must also meet with an academic advisor prior to reenrolling. The following groups of students are required to meet with an advisor during each tracking semester (fall and spring):

- All students with fewer than 30 hours at UT Knoxville.
- Students following exploratory tracks.
- Students identified as “off track” by uTrack.
- Students on Academic Probation.

All other students are required to consult with an advisor for a substantial conference during a designated semester each year.
Students who do not have their required advising appointment will not be permitted to register for the next semester.

Each of the nine undergraduate colleges has a center or advising coordinator devoted to academic planning and assistance (see chart above).

DARS (Degree Audit Reporting System)

DARS is a computer application that tracks a student's academic progress toward graduation. After a major has been declared, students and faculty use the system by running a DARS audit. An audit lists all the courses a student has taken at UT, as well as any courses that have been transferred in to the university. The audit shows how the completed courses factor into the chosen major. The university uses the DARS audit to certify students for graduation and colleges use audits as a primary advising tool. A DARS audit also lists the courses that need to be taken, making it a great tool in planning for future semesters.
DARS allows a student and advisor to investigate alternative majors by submitting a “What If” audit. The “What If” audit functions similarly to a standard audit by using courses a student has taken and factoring them into the curriculum of the proposed major providing the student and advisor an idea of where the student stands in respect to completing the proposed degree.

The DARS system is managed by the Office of the University Registrar. Currently, DARS is available only to undergraduate students. Students can print their own audits by logging into MyUTK.

Complete instructions on how to interpret DARS reports can be found at the University Registrar’s website at http://registrar.tennessee.edu/dars.

Advisors can access DARS through MyUTK. Security approval to access students’ DARS reports may be obtained by completing a “Banner System Account Request Form” form found on the webpage of the University Registrar.

Registration
Students register and search for courses online at MyUTK at https://my.utk.edu/. In addition to registration, students can also change their address; confirm attendance; pay fees; order transcripts; and view grades at MyUTK. The full text timetable is for viewing of course offerings on the Office of the University Registrar homepage, and also on MyUTK.

Fees/Bursar Information
University fees and other charges are determined by the Board of Trustees and are subject to change without notice. All student fees are due in advance. The One Stop website contains fee and payment information and is located at http://onestop.utk.edu/. You may contact One Stop by calling (865) 974-1111 or visiting at Hodges Library Ground Floor.

Referrals to Student Services
When teaching and advising, it is useful to remember that there are many support services available to students on campus.

Career Services
Career Services provides career-related programs, resources, and services to students and alumni. It offers individuals the opportunity to explore majors and related career fields, plan and implement career goals, prepare for a job search, conduct on-campus interviews with employers, and identify off-campus employers through various resource materials.

Students can find help selecting or changing majors and identifying career fields of interest through courses, workshops, or vocational assessments. Individual appointments with staff can be scheduled to discuss career inventory results, ask questions, and obtain career-related information. Career Services also offers students a one-credit course, Counselor Education and Counseling Psychology 205: Exploring Majors and Careers, designed to help with choosing a major.

Approximately 500 organizations conduct more than 7,000 on-campus interviews each year. To help students prepare for these and other types of job interviews, workshops on topics such as résumé writing and interviewing skills are offered on a regular basis. In addition, career planning classes are offered for Business (BA320), Engineering (EF301) and Arts and Sciences (CE404). Students can source jobs, internships, job fairs, employer recruiting schedules and other employment related announcements on the Career Services online Hire-A-VOL system. Contact Career Services, 100 Dunford Hall, (865) 974-5435 or see http://career.utk.edu for more information.
Free Tutorial Centers
(Check for updates at http://studentsuccess.utk.edu/tutoring)

<table>
<thead>
<tr>
<th>Tutorial Center Location</th>
<th>Services Provided</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Tutoring for Architecture students (provided by Tau Sigma Delta Honor Society)</td>
<td>Contact Julie Beckman, Architecture Advising Office, (865) 974-3258</td>
</tr>
<tr>
<td>Black Cultural Center</td>
<td>Tutoring for select 100 and 200 level courses in math, chemistry, biology, and foreign languages</td>
<td>Mon.-Thurs.: 8AM - 10PM; Fri: 8AM - 6PM; Sun. 2PM - 10PM</td>
</tr>
<tr>
<td>1800 Melrose Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(865) 974-6861</td>
<td></td>
<td></td>
</tr>
<tr>
<td>multicultural.utk.edu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry Tutorial Center</td>
<td>Tutoring for students enrolled in general chemistry</td>
<td>Call (865) 974-3413 or go to 514 Buehler Hall for hours.</td>
</tr>
<tr>
<td>514 Buehler Hall</td>
<td></td>
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</tr>
<tr>
<td>Educational Advancement Program</td>
<td>Tutoring for EAP students</td>
<td>Arranged. Call EAP to discuss.</td>
</tr>
<tr>
<td>Greve Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(865) 974-7900</td>
<td></td>
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<tr>
<td><a href="http://web.utk.edu/~eap">http://web.utk.edu/~eap</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>Help sessions for students enrolled in select engineering courses.</td>
<td>See <a href="http://ef.engr.utk.edu">http://ef.engr.utk.edu</a></td>
</tr>
<tr>
<td>Math Tutorial Center</td>
<td>Tutoring for students enrolled in any math course to level 142.</td>
<td>Call (865) 974-2462 for current hours.</td>
</tr>
<tr>
<td>Ayres Hall GO12</td>
<td></td>
<td></td>
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<tr>
<td>(865) 974-0469</td>
<td></td>
<td></td>
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<tr>
<td><a href="http://www.math.utk.edu">http://www.math.utk.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics Tutorial Center</td>
<td>Tutoring for undergraduates enrolled in several 100 and 200-level physics courses.</td>
<td>See website for hours.</td>
</tr>
<tr>
<td>Rooms 201/203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nielsen Physics Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(865) 974-3342</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.phys.utk.edu/tutorial-center/index.html">http://www.phys.utk.edu/tutorial-center/index.html</a></td>
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### Tutorial Center Location

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<thead>
<tr>
<th>Services Provided</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free tutoring for undergraduates</td>
<td>See website for courses and hours.</td>
</tr>
<tr>
<td>Help sessions for students enrolled in select math, chemistry, and engineering courses.</td>
<td>Weekly session schedules available online. Individual assistance available daily.</td>
</tr>
<tr>
<td>Tutoring for student-athletes</td>
<td>Arranged</td>
</tr>
<tr>
<td>Individual assistance with writing available for undergraduate students in any discipline</td>
<td>Call the Writing Center or check the website for hours</td>
</tr>
</tbody>
</table>

If the free tutoring services listed above do not provide tutoring for a student’s particular needs, contact the college or department to arrange private tutoring. The Student Success Center Tutor/Learning Assistance web site (http://studentsuccess.utk.edu/support/tutoring) lists current information for departmental and college tutor contacts and services. Tutoring can also be accessed on-line at http://edtech2.tennessee.edu/projects/tutoring/. Students will need their NetID and password to logon to the Tutoring@UT Database site.

### Student Disability Services

The University of Tennessee is a caring and supportive community with high academic and personal expectations for each student. The goal of Student Disability Services (SDS) is to partner with the campus community in providing equitable access to eligible students while promoting disability-inclusive diversity. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. Student Disability Services assists students with disabilities by providing accommodations so that they may have equitable access to all academic opportunities of the University. Student Disability Services engages each student in an interactive process to develop an appropriate and individualized accommodation plan. This process includes the
review of disability documentation, which is obtained and stored by SDS, and a discussion of how their disability impacts the student in the academic setting.

In order to utilize accommodations in a course, students must request an accommodation letter using SDS’s online Student Portal. Once requested, the instructor will receive an email notification with instructions for accessing the letter in the faculty portal. The accommodation letter outlines the accommodations, as well as the responsibilities of SDS, the student, and the instructor. Instructors may contact SDS with any questions about the process for providing each accommodations.

Instructors may access additional information located on the SDS website, at http://sds.utk.edu.

Please contact Student Disability Services, 100 Dunford Hall, 915 Volunteer Blvd, (865) 964-6087 (v) (865) 622-6566 (VRS) or e-mail sds@utk.edu or online at http://sds.utk.edu.

Accessible Information, Materials and Technology
The UT System policy regarding accessible information, materials, and technology requires that UT Knoxville establish an accessibility program, which is in development. Part of the System policy addresses instructional materials in all formats (print, electronic, etc.). Easy to follow instructions and information are available to faculty, staff and students at http://accessibility.utk.edu. Please check the website for workshops and other opportunities to learn about why accessibility is important at our institution, what resources are available for your use, and how you can do your part in this university-wide initiative.

Educational Advancement Program (EAP)
The Educational Advancement Program is designed for students with demonstrated academic need who are also first-generation college students, from low income families, or who have physical or learning disabilities. The Educational Advancement Program

- Assists entering students deficient in the basic skills and academic preparation necessary for successful university work.
- Offers special sections of mathematics and chemistry.
- Offers tutorial assistance free of charge to program members.
- Provides academic advising and counseling.

Contact the Educational Advancement Program, Greve Hall, (865) 974-7900.

Math Tutorial Center
The Math Tutorial Center, located in Ayres Hall G012 (east end basement), offers free individualized help on a walk-in basis to students enrolled in 100-level math courses. Tutors help students find mistakes, answer questions about concepts, and check work for errors.

Contact the Math Department, (865) 974-2461, or online at http://www.math.utk.edu/~mtc/.

Multicultural Student Life (Academic Support Unit)
The Tutorial Program provides free tutoring to students in a variety of subject areas including: math, biology, chemistry, and language arts. Students may schedule a tutoring appointment by contacting the Office of Multicultural Student Life at
Welcome to Teaching at the University of Tennessee

(865) 974-6861 or online at http://multicultural.utk.edu.

One Stop Express Student Services
One Stop Express Student Services streamlines the most common enrollment, registration, financial aid, and payment services at one location. One Stop provides knowledgeable, friendly, and convenient services on the ground floor of Hodges Library as well as easy online access to help you take care of your business when it's most convenient. One Stop gives enrolled undergraduate and graduate students one location to access the primary services of the registrar, financial aid, and bursar offices. Our goal is to make the student experience in managing enrollment, academic records, financial aid, and making payments as smooth, efficient, and friendly as possible.

Contact One Stop Monday – Friday, 8 AM to 5 PM Hodges Library, ground floor http://onestop.utk.edu/ (865)974-1111 or fax (865) 974-3223

Programs Abroad Office
The University of Tennessee, Knoxville strongly encourages students to undertake a semester, summer, or academic year of study outside of the United States. Significant time spent abroad increases students’ ability to appreciate other cultures, helps them better understand their own country and its place in the world, and can bolster their resumes. In addition, students gain confidence as they successfully face the unique challenges of living abroad.

The Programs Abroad Office (PAO) can help students find opportunities that meet their needs. Study programs are available in many countries, vary in length from several weeks to a full academic year, and sometimes cost only a little more than it would cost to remain on campus. Financial Aid can be used and credits can often transfer back to fulfill university requirements. Advanced planning helps assure that study abroad does not delay graduation. Throughout the academic year, information sessions are held every weekday in the PAO.

For more information contact the Programs Abroad Office in the Center for International Education in Melrose Hall 865-974-3177 http://studyabroad.utk.edu

Student Counseling Center
The Student Counseling Center provides confidential support for any personal, emotional, or academic concern. The center is staffed by professionals who provide group or individual therapy and workshops on various topics (e.g., study skills, test taking strategies, and time management).

Students may find out about the therapy services by coming to the center for an interview during walk-in hours: Monday - Friday, 10:00 a.m.–11:30 a.m. and 1:00 p.m.–3:30 p.m.

The center staff also teaches courses intended to enhance academic performance and personal relationships. Course offerings may be found in the Timetable of Classes each term under Counselor Education and Counseling Psychology 205: Student Development. The courses are offered for S/NC credit, and students receive one credit hour. Stress Management, How to Study, Take Charge of Your Life, and Seminar on Personal Relationships are courses that are offered each term.

In addition, the Student Counseling Center staff provides individual consultation to students concerning academic difficulties, test-taking anxiety, and time management.

NOTE: Staff members of the Student Counseling Services Center do not use e-mail to communicate confidential information. Further, we cannot guarantee that e-mail messages will be read
regularly or within a given period of time. It is especially important to note this in case of an emergency situation.

If you have a need to communicate about matters other than scheduling, please contact the office in person at 900 Volunteer Blvd. or by phone at (865) 974-2196.

**Thornton Athletics Student Life Center**

UT’s student-athletes enjoy ample encouragement and recognition for their athletic efforts; it is the mission of the Thornton Athletics Student Life Center to ensure that their academic efforts earn the same strong support and celebration. The Thornton Center, though funded by the athletics department, is a function of Academic Affairs with a direct report to the Provost and is committed to providing effective and ethical academic support for all UT’s student-athletes. These students are governed by NCAA degree progression requirements in addition to UT’s own degree requirements, and Thornton Center educational coordinators work with advising offices and faculty members to ensure that each student makes continued and meaningful progress toward his or her degree. As part of their efforts, Thornton Center staff members rely upon information generated through the FYI academic warning system and might also contact faculty members directly to consult with them about students’ progress. In addition, the Thornton Center offers direct academic support to student-athlete, including subject-tutoring and a math and writing lab and, in coordination with UT’s Student Disability Services, programming for students with documented educational impacting disabilities. All tutoring services are consistent with services provided by other tutoring centers on campus.

Thornton Center staff members welcome faculty members’ inquiries and input and look forward to the opportunity to work with faculty members to ensure that UT’s student-athletes enjoy academic success and earn their degrees. Please contact the Thornton Center at 865-974-1250 to speak to a staff member.

**Center for Health Education & Wellness**

The Center manages 974-HELP (The Distressed Student Protocol), Case Management Team, Sexual Assault Response Team, and Threat Assessment Team.

The Center develops campaigns and programming to address sexual assault, substance abuse, and health and wellness initiatives. Health Education & Wellness oversees the VOLS 2 VOLS Peer Health Education program and advises the Rocky Top Recovery and Women’s Coordinating Counsel student groups.

**First-Year Studies**

To facilitate a successful transition to college life, FYS has developed a number of student resources including courses for first-year students and an Early Alert system to recognize students showing signs of academic distress. Courses offered by FYS include: FYS 100, FYS 101, and FYS 129.

- **FYS 100** – An online tutorial course that all entering first-year students will complete prior to arrival on campus. This class addresses several facets of student life including academic, personal, community, and social responsibilities of being a UT student. FYS 100 also includes Life of the Mind which is a thought-provoking common reading program that includes a selected work and crafting a creative opinion response.

- **FYS 101** – This course offers continued transitional support through a small class environment designed specifically to assist the student with personal and academic adjustment to college life. Additionally, FYS 101 functions as a forum for students to
pose questions and receive prompt responses from professors who can link them to the appropriate campus resource and/or department.

- FYS 129 – First-year student seminars encourage students to explore a variety of topics while connecting directly with professors and students with similar interests in a class with a maximum enrollment of 18.

FYS is located in Room 217 Greve Hall, 821 Volunteer Boulevard and can be reached by phone at 865-974-3523 and email at firstyear@utk.edu. For more information about FYS visit http://fys.utk.edu/.

Student Success Center
The Student Success Center’s purpose is to provide a comprehensive array of academic support services for students and assist them on their path to graduation. Providing academic success programs that focus on student success and serving as a single source of support, the Student Success Center helps students sort through the many campus resources and programs available, connecting students with those that will best meet their needs and academic goals.

The Student Success Center website is available at http://studentsuccess.utk.edu. Just like the actual center, the purpose of the website is to provide not only students, but also faculty, staff and parents with a convenient wealth of information promoting students’ success and connection to resources. The website delivers information in the areas of academic coaching, tutoring and academic support, supplemental instruction, on-line academic success modules, student opportunities for campus involvement, and a section for students facing Probation or Dismissal.

The Student Success Center is located on the third floor of Greve Hall. Additional tutoring locations are Hodges Library Commons and Carrick Residence Hall. Programs offered by the Student Success Center include: Academic Coaching (time management, learning strategies and relevant UT academic policies), Tutoring and Supplemental Instruction for challenging courses, and UT LEAD (academic support program for certain students). In addition, the Student Success Center staff coordinates the readmission process for academically dismissed students, the dismissal appeals process, and other academic appeals for undergraduate students. Contact the Student Success Center by phone at (865) 974-6641, and by e-mail at studentsuccess@utk.edu. Hours are 8:00 a.m. – 5:00 p.m. Monday – Friday.

The Center for Leadership & Service
The mission of The Center for Leadership & Service is to educate and engage all students to lead and serve the global community.

This is accomplished through a variety of programs and services open to any student interested in furthering his or her leadership skills or serving those in need. Programs and classes include Ignite, The Emerging Leaders Class, the Leadership & Service Ambassadors, the Leadership Institute, the Leadership & Service Learning Community, the Leadership Knoxville Scholars program, the Clifton M. Jones Student Leadership Conference & MLK Day of Service, and a variety of additional opportunities held throughout the year. The CLS is also jointly home to UT’s Leadership Studies Minor, in partnership with the Educational Leadership and Policy Studies Department. Service opportunities include monthly and weekly trips as well as Alternative Fall and Spring Break trips that impact the areas of hunger and homelessness, literacy,
the environment, global issues, women’s issues, and healthcare just to name a few!

Faculty and staff members may work with the Center to plan one-time volunteer and service opportunities for their students, to track student volunteer hours or to bring peer-led leadership education and teambuilding initiatives into the classroom. The Center for Leadership & Service is also a great referral department for any student interested in getting involved. You can learn more online at http://leadershipandservice.utk.edu/ or by emailing their Director, Sally Parish, at sparish@utk.edu. Located at 2238 Dunford Hall, 974-1039.

Writing Center
The Writing Center (HSS 212) offers assistance in preparing written materials for all classes. Tutors will help any undergraduate, develop topics, prepare outlines, revise drafts, find grammatical errors, and more. They provide individualized writing help but do not edit or proofread students’ work. Students are actively involved in the tutoring sessions.

Students may go to the Writing Center on their own or may be referred by their instructors. English 101, 131 or 102, 132, and 118 students who want tutoring throughout the semester may enroll, in English 103 and 104, one-hour electives that provide students with weekly one-to-one in writing help.

Appointments for tutoring in the Writing Center are not necessary—simply walk-in during any of the open hours, which are listed at http://writingcenter.utk.edu.

Contact the Writing Center, 212 Humanities and Social Sciences Building, (865) 974-2611, writingcenter@utk.edu.

General Education Requirements
As you meet your students in class and as you advise them, you should be aware of the general education requirements for all students.

Statement of Purpose
General education provides students with the foundation for successful academic study, for lifelong learning, and for carrying out the duties of local, national, and global citizenship. The university’s general education curriculum is designed to help students better understand themselves, human cultures and societies, and the natural world, and to contribute to their personal enrichment while enrolled and after graduation. The design of the University of Tennessee’s general education program enables students to move among colleges within the university or to move to another institution of higher learning. Although general education provides students with the foundational skills required for college study, those skills are specific neither to UT nor to a particular major or career path.

Outcomes
The program is expected to produce the following outcomes for students:

Building Basic Skills
- Because the hallmark of the educated person is the ability to think independently, students must be trained to acquire, evaluate, and use information and to apply it in their written, oral, and mathematical expression. They must write clearly, speak convincingly, and solve problems using logical and critical reasoning. Students must be able to acquire information by conducting independent research, both in a conventional library setting and through the use of the rapidly developing electronic technologies, including data bases and internet resources.
- Students must then learn to evaluate the reliability, accuracy, and logical soundness
of that information. Students will be taught to apply evaluative techniques to statistical and rhetorical presentations in arts, humanities, natural sciences, and social sciences.

- Students must be trained to use well the information that they have acquired. They must write clearly, speak convincingly, and solve problems using creative approaches.

Developing Broadened Perspectives

- General education should help students develop habits of self-examination in the context of their relationship to family, community, local and global societies, and the natural world. To this end, general education should help foster a commitment to respecting the diversity of personal and cultural values. Students should be able to explain their own values and beliefs, as well as to understand the histories and cultures behind those values. Students should study the historical traditions and artistic works of other cultures, both within and outside the United States, and the fundamental principles and chief discoveries of the scientific disciplines. They should strengthen their sensitivity to cultural diversity by studying the dynamic nature of a multicultural world through interdisciplinary perspectives or by learning other languages. Students should be able to explain their own values and beliefs, as well as to understand the histories and cultures behind those values. Students should also develop a commitment to lifelong learning so that they may continue to examine the relationships between their personal perspectives and the perspectives that arise from other cultures.

- Students should strengthen their sensitivity to cultural diversity by studying the histories and traditions of other cultures, both within and outside the United States; and by understanding the dynamic nature of a multicultural world through interdisciplinary perspectives or by learning other languages.

The following are the General Education requirements. Refer to the Undergraduate Catalog for detailed course lists.

http://catalog.utk.edu/preview_program.php?catoid=22&poid=9591

For Building Basic Skills

Communicating through Writing (3 courses including English 101 and 102 or equivalent plus an approved writing-intensive course). Good writing skills enable students to create and share ideas, investigate and describe values, and record discoveries—all skills that are necessary not only for professional success but also for personal fulfillment. Students must be able to write correctly, and they must be able to locate relevant information, evaluate its usefulness and quality, and incorporate it logically and ethically to support ideas and claims. Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to write clearly and correctly, employing the conventions of standard American English.

2. Students will demonstrate the ability to write effectively for different audiences and purposes, shaping content, organization, and style to correspond with appropriate disciplinary expectations and rhetorical contexts.

3. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.
4. Students will demonstrate the ability to cite and document sources in keeping with appropriate disciplinary conventions.

To satisfy this requirement, students take the first-year composition sequence, which may be met in one of two ways:

1. By completing 6 hours in English writing courses according to one of the following 4 sequences:
   - ENGL 101 and ENGL 102
   - ENGL 118 and ENGL 102. Students who earn a B or higher in ENGL 118 may complete their first-year composition requirement with ENGL 102, a sophomore-level course in the English department, or ENGL 355. The sophomore course, if designated AH, may also be used toward the Arts and Humanities General Education requirement. Eligibility for ENGL 118 will be determined by ACT or SAT scores.
   - ENGL 131 and ENGL 132. Placement in ENGL 131 or ENGL 132 will be determined by TOEFL (or equivalent standardized test) scores.
   - ENGL 198 and ENGL 298 (for Chancellor’s Honors Program students only)

2. By earning credit for ENGL 101 through a College Board Advanced Placement Test and completing one additional course from the following:
   - ENGL 102 or ENGL 290. Eligibility for ENGL 290 will be determined by ACT or SAT scores.

Upon completion of ENGL 101 and ENGL 102 or their equivalent, students must take one other approved WC course. The WC course can be within the student’s major or an elective.

**Communicating Orally** (1 course)

Good oral communications skills enable students to interact successfully with others, share ideas, and present and explain discoveries – all skills that are necessary not only for professional success but also for personal fulfillment. Students should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in oral communication.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to speak clearly and effectively.
2. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.
3. Students will demonstrate the ability to present oral information effectively to different audiences, shaping message, organization, language choices, and delivery techniques to correspond with purpose and rhetorical context.

This requirement may be completed by either of the following:

1. Taking Communication Studies (CMST) - CMST 210 or CMST 240 (or honors equivalents, CMST 217 or CMST 247).

or

2. Taking a course with an OC designation.

**Quantitative Reasoning** (2 courses)

Quantitative and statistical evidence and mathematical and logical reasoning often play critical roles in building arguments and claims
to support opinions and actions. Students should therefore possess the mathematical and quantitative skills needed to evaluate such arguments and claims. Students should be able to recognize the quantitative dimensions of questions and issues they will encounter in their professional and personal lives. They also should be able to use mathematical and logical reasoning to formulate and solve problems.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to identify those aspects of arguments and claims that rely on quantitative evidence and on mathematical or logical reasoning.
2. Students will demonstrate the ability to evaluate the appropriateness of conclusions drawn from quantitative evidence and mathematical or logical reasoning techniques.
3. Students will demonstrate the ability to formulate and solve problems that rely on mathematical or logical reasoning.

This requirement may be completed by either of the following.

1. Taking two mathematics or statistics courses from the list below. (Preferably, these courses would be taken in one of the following pairings: MATH 113 and MATH 115; MATH 123 and MATH 125; MATH 141 and MATH 142; MATH 147 and MATH 148; MATH 151 and MATH 152; MATH 125, MATH 141 or MATH 147 and STAT 201 or STAT 207; MATH 115 and MATH 123 or MATH 125 or MATH 202).
2. Taking one mathematics course from the list below and one course designated in the undergraduate catalog as having a quantitative component (QR). The course designated as having a quantitative component may be within the student's major or an elective.

For Developing Broadened Perspectives
Natural Sciences (2 courses):

Over time, advances in science and technology have shaped our understanding of the world and our place in it. All students should be familiar with the fundamental principles and chief discoveries of one or more scientific disciplines, the role and relevance of science in contemporary society, and should be able to use scientific knowledge and methods to answer questions about natural phenomena and analyze contemporary issues.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to describe fundamental principles and chief discoveries through appropriate use of the basic vocabulary of a course's discipline.
2. Students will demonstrate the ability to identify the scientific dimensions of contemporary issues.
3. Students will demonstrate the ability to use experimental techniques to answer questions and test hypotheses.

This requirement is satisfied by taking two courses from the approved NS list. At least one of the courses must have a laboratory.

Arts and Humanities (2 courses):

"What does it mean to be human?" In attempting to answer this question, people have produced—and continue to produce—culturally and historically significant works. The study and critical interpretation of such
works and their creators not only enriches students’ lives but also helps students understand their own and others’ answers to this enduring question.

Courses in this area are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.
2. Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.
3. Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.

This requirement is satisfied by taking two courses from the approved AH list.

Social Sciences (2 courses):

Why do people – individually and collectively – do what they do? Answering this question allows us to better understand ourselves, make better decisions, and promote the health and success of individuals and groups. The ability to answer this question requires gaining knowledge about individual and group behavior and political and social systems, as well as understanding the methods by which social scientists collect, create, and evaluate such knowledge.

Courses in this area are expected to produce the following outcomes for students:

1. Students will identify and critique claims about human behavior and the dynamics of individual, political, and social issues.
2. Students will demonstrate knowledge of appropriate and ethical methods, technologies, and data that social scientists use to investigate and describe the human condition.

This requirement is satisfied by taking two courses from the approved SS list.

Cultures and Civilizations (2 courses):

Deepening understanding of one’s own cultures and traditions requires stepping back to see how and why individuals and societies are both similar and different. Contextualizing beliefs about global events, ideas, and social practices provides students with the tools they need to understand historical, social, linguistic, and/or cultural similarities and differences.

Courses in this area are expected to produce the following outcome for students:

1. Students will demonstrate understanding of appropriate disciplinary vocabulary, or competency in reading and speaking a language other than English.
2. Students will demonstrate the ability to identify those aspects of social and cultural behaviors and ideas that change and those that stay the same across different times and places.

This requirement may be satisfied in one of the following ways:

1. Taking two courses from the following CC list.
2. Taking a two-course sequence in a foreign language at the intermediate level.
3. Taking a six-hour intensive foreign language course at the intermediate level.
**Special Student Populations**

**Students on Academic Probation**
A student will be placed on Academic Probation when (1) his/her cumulative GPA falls below the minimum acceptable level of 2.00 for one semester or (2) the semester GPA falls below the minimum acceptable level of 2.00 two consecutive terms of enrollment. During the semester that a student is placed on Academic Probation, and any other semesters in Academic Probation, a student **must** participate in a special directive advising program to help the student address concerns that are impacting his/her academic performance, and to outline a plan for achieving academic success. This model of early intervention is designed to help students regroup and position themselves for academic success.

Students on Academic Probation status during a term will automatically be dismissed at the end of that term if both:

- The cumulative GPA is below a 2.00, and
- The term GPA is below a 2.00
  - For first-time, first-year, and transfer students, the summer term prior to their first fall term will not be included in the dismissal decision.

A student will no longer be on academic probation when his or her cumulative grade point average is 2.00 or higher and the term grade point average is 2.00 or higher. This policy is in place in recognition of the University of Tennessee, Knoxville’s minimum grade point average of 2.00 for graduation.

**International Students**
Immigration regulations require that students on F-1 or J-1 visas complete a full-time course load each semester. Undergraduates are required to complete 12 credits per semester while graduates **must** complete 9 credits per semester. Audited courses do not count toward this requirement. Some exceptions to this rule are allowed. All exceptions to this rule **must** be approved by the Center for International Education before students may drop below the required minimum credits. Refer international students with questions about visa or other non-academic matters to the Center for International Education, 1620 Melrose Ave., (865) 974-3177. ([http://web.utk.edu/~globe/](http://web.utk.edu/~globe/))

**UT LEAD Students**
The UT Leadership, Excellence, Achievement, and Diversity (LEAD) program’s and UTLSI programs mission, is to promote undergraduate success, academic excellence and persistence to graduation through a support program for selected students. The program aligns with the UT mission and commitment to access by focusing on leadership, excellence, achievement, and diversity to help students develop into high-functioning members of the UT community, the state of Tennessee, the nation, and the world.

UT LEAD students will be selected through utilization of the following success indicators: first generation, Tennessee Pledge and Promise or Math sub score below 25 on the ACT exam. Selection will be made based on the students predicted probability of retention as well as other possible risk factors. UT LEAD students are required to enroll in a first-year studies 101 course or the equivalent, meet one-on-one an Academic Coach prior to Fall and Spring Break.

The UT LEAD Summer Institute (UTLSI) program’s mission is a component of UT LEAD and also promotes undergraduate success, academic excellence and persistence to graduation through a 5 week summer bridge support program for selected students. At the conclusion of the 5 week summer bridge program, students transition to the broader UT LEAD Program in the fall semester.
Veterans/VA Benefits/Students in the Armed Services
It is the belief of the Task Force in Support of Student Veterans that the University of Tennessee should continue our efforts to admit and retain student veterans. The goal of the following information and resources is to provide university faculty and staff information specific to the unique status and needs of this student population.

Since the 2012 changes to the GI Bill, more student veterans than ever are pursuing higher education. This growing population brings valuable skills and assets to our campus communities but, sometimes, they face unique challenges as they transition from service or combat into college life. The Jed Foundation and the Bob Woodruff Foundation have partnered to create a free training tool to assist campus faculty and staff to more fully understand the student veteran perspective, engage with them on campus, and provide the resources and support they need to succeed. Please visit the Jed Foundation to begin this 60-minute training session.

Veterans receiving full VA benefits must be full-time students carrying at least 12 hours per semester. Repeats of courses for which students have already received credit may not be counted toward this total unless students obtain a letter from their college dean’s office stating that repeating is essential for their academic programs. When a course drop will bring a veteran’s total registration below 12 hours, he/she should discuss the effect of this action on his/her VA benefits with a counselor in the Veterans Affairs Office, 209 Student Services.

If a current student is required to report for duty in the armed services, the University Registrar’s Office must be notified regarding withdrawal from the term.

More information about veteran’s attending the University can be found in the “Veterans Affairs” section of the Office of the University Registrar website.

Students with Disabilities
Student Disability Services engages each student in an interactive process to develop an appropriate and individualized accommodation plan. This process includes the review of disability documentation, which is obtained and stored by SDS, and a discussion of how their disability impacts the student in the academic setting.

In order to utilize accommodations in a course, students must request an accommodation letter using SDS’s online Student Portal. Once requested, the instructor will receive an email notification with instructions for accessing the letter in the faculty portal. The accommodation letter outlines the accommodations, as well as the responsibilities of SDS, the student, and the instructor. Instructors may contact SDS with any questions about the process for providing each accommodation.

Student Athletes
The Thornton Athletics Student Life Center (Academic Affairs) provides academic support services for all student-athletes. Academic support includes academic counseling, tutoring, study hall, and special programs for students who are at risk or have diagnosed learning disabilities. The Center provides a writing center, math lab, study halls, and a computer lab. In conjunction with the student-athlete, academic counselors and college academic advisors plan programs of study that meet degree requirements as well as NCAA continuing eligibility requirements. Student-athletes must be enrolled in a minimum of 12 credit hours to be eligible to compete.

Thornton Center staff members also monitor student-athletes’ course scheduling relative to practice, competition, and travel schedules. Instructors who have student-athletes in class will...
receive notification from the Thornton Center concerning team travel and off-campus competitions. Student-athletes, along with their Thornton Center counselors, participate in the First Year Intervention (FYI) early academic warning program, which requests academic progress information from instructors throughout the semester. If instructors have concerns they would like to share with the academic counselors, they should contact the Thornton Center at (865) 974-1250 and ask to speak with a counselor or the director.

Changing Course Descriptions and Creating New Courses

The course titles and descriptions found in the *Graduate and Undergraduate Catalogs* are the creations of the faculty and may be changed, deleted, or added to by faculty action. The Graduate and Undergraduate Councils are committees of the Faculty Senate. The Undergraduate Council Page may be found at [http://web.utk.edu/~ugcouncl/index.html](http://web.utk.edu/~ugcouncl/index.html). Select “Curricular Submissions Guidelines” in the left navigation menu. The Graduate Council web page may be found at [http://gradstudies.utk.edu/GraduateCouncil/gcouncil.shtml](http://gradstudies.utk.edu/GraduateCouncil/gcouncil.shtml). Scroll down to, “Documents and Resources”, then select, “Curricular Submissions Guidelines”. Each college elects members to serve on the councils, which meet several times each semester to review curricular proposals from the various colleges at UT. As a faculty member, you can work with your departmental colleagues to make changes to courses, propose new courses, and revise the curriculum for programs in your department.

Changing your course description

Each course at UT has a course description that has been approved by department and college faculty, as well as by the campus-wide Undergraduate and Graduate Councils. This description is found in the university catalogs. After becoming familiar with the curriculum in your department, you may wish to propose a change to a course description. Perhaps the content of the course has changed slightly, or the description is too narrow or broad.

The process for changing a course description starts with your department colleagues. Generally, departments have a curriculum committee that considers course description changes proposed by faculty. Once the department faculty agrees on a change to a course, the proposed change is submitted to the college faculty for review. After approval by the department and college faculty, the proposed changes are submitted to the Undergraduate or Graduate Council for review. Both councils have specific requirements and a format for submitting changes. A timeline for submitting course changes to the Undergraduate and Graduate Councils is published each year on the respective council’s websites.

Creating a new course

Curriculum revision is an ongoing process. Each year faculty members revise existing courses and propose new courses. Based on your area of expertise and the needs of the undergraduate or graduate program in your department, you may propose a new course or courses. Adding a course requires a strong rationale and a clear indication of the resources available to support adding a new course.

The new course approval process follows the same steps as the process for changing a course description. The new course must first be approved by the departmental faculty. Then the proposal moves forward for approval at the college anauniversity level.
Appendix 1 - Valid Class Times

VALID CLASS TIMES

<table>
<thead>
<tr>
<th>Fall &amp; Spring, Valid MWF 50-Minute Class Times</th>
<th>Fall &amp; Spring, Valid TR 75-Minute Class Times</th>
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For questions regarding class times, contact The Office of the University Registrar.

Jennifer Hardy: (865) 974-1310   Gail Mills: (865) 974-1306
Appendix 2 - Team Travel Memo

August 17, 2017

Dear Colleague:

Attached, please find a travel and competition schedule for (student-athlete’s name), a member of the (sport) team and a student in your class. If there are significant changes to this schedule, you will be notified by the educational counselor assigned to (his/her) team.

It is the responsibility of the student-athlete to remind you, in advance, of the scheduled absences and to discuss missed class work and assignments. Please be assured that we stress the importance of regular class attendance and class participation to each of our student-athletes.

Our staff may contact you from time to time to inquire about (name)’s progress in your course. It is my hope that, together, we will provide an appropriate support team for (student-athlete’s name).

Should you require additional information, please feel free to contact me at 974-1250 or jscogin@utk.edu.

Sincerely,

Joe Scogin

Director, Thornton Center
## Appendix 3 - Team Travel Schedule

**TEAM TRAVEL SCHEDULE**

<table>
<thead>
<tr>
<th>Opponent</th>
<th>Place</th>
<th>Date &amp; Time of Departure</th>
<th>Date &amp; Time of Return</th>
<th>Day(s) of Travel</th>
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In accordance with Southeastern Conference guidelines, no student-athlete shall be permitted to miss more than 20% of his or her classes due to regular season team travel.

Number of MWF Classes = _______ x 20% = _______
Number of TR Classes = _______ x 20% = _______
Number of M Classes = _______ x 20% = _______
Number of T Classes = _______ x 20% = _______
Number of W Classes = _______ x 20% = _______
Number of R Classes = _______ x 20% = _______

Approved: ___________________________  Date: ___________________________

Director, Thornton Center

[49]
Appendix 4 - Change of Registration

**REGISTRATION ADD FORM**

Present completed form to the academic department responsible for the course to be added.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Course Number/Section</th>
<th>Course Title</th>
<th># of Hours</th>
<th>Grading Options S/N/C,A-F,P/NP, Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>99992</td>
<td>COLG 101/001</td>
<td><strong>EXAMPLE</strong></td>
<td>3</td>
<td>A-F</td>
</tr>
</tbody>
</table>

* To add Business undergraduate courses, please visit Business Undergraduate Programs in 338 Haslam Business Building.

Students: Please explain/list the reason(s) or error message(s) that are preventing you from registering online through MyUTK for this course.

________________________________________________________________________

________________________________________________________________________

SIGNATURES: Instructor or Department Head approval may be required. Check with the academic department for more information.

INSTRUCTOR NAME (Please Print)  

INSTRUCTOR SIGNATURE

DEPARTMENT HEAD NAME (Please Print)  

DEPARTMENT HEAD SIGNATURE

Present completed form to the academic department responsible for the course to be added.
Appendix 5- Supplementary Grade Form

GRADUATE / UNDERGRADUATE SUPPLEMENTARY GRADE FORM
The University of Tennessee
Send to: Office of the University Registrar,
209 Student Services Building/0200
(SEE PROCESSING INSTRUCTIONS ON REVERSE SIDE)

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Student ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last:</td>
<td>First:</td>
</tr>
<tr>
<td>M:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept. Number</th>
<th>Course Number</th>
<th>Section Number</th>
<th>Credit Hours</th>
<th>Term &amp; Year</th>
<th>New Grade</th>
</tr>
</thead>
</table>

Reason for Change: Indicate: grade removes I, is a corrected grade (state explanation), or is a proficiency report.

Instructor (Print Name) __________________________ Department __________________

Instructor’s Signature ___________________________ Date __________________

Campus Address ___________________________ Office Phone ________________

Department Head (Print Name) __________________________

Department Head Signature __________________________

(Departmental Signature Stamp will not be accepted)

For Office of University Registrar use only:

Date Received: ___________________________ Posted: ___________________________ Returned to Dept: ___________________________

Distribution: White – University Registrar Copy / Pink - Returned to the Department after processing / Yellow – Instructor’s Copy
Appendix 6 - Helping Distressed Students: Distressed Student Protocol

If a student’s behavior represents an immediate threat, call 911.

If the threat is not immediate, but you are concerned the student may harm self or others, call (865) 974-HELP (4357).

STUDENT BEHAVIORS

You may want to refer a student to get help if you observe the following:

- Excessive or inappropriate anger
- Behavioral or emotional change
- Withdrawal
- Change in hygiene or appearance
- Alcohol or drug abuse
- Expressing unusual thoughts
- Exhibiting unusual behaviors
- Decline in academic performance

Faculty/Staff Reactions

- Feeling uncomfortable or uneasy
- Feeling alarmed or frightened
- Feeling that something is not right
- Concern about student’s ability to function
- Worry about student’s comments or behavior
974-HELP and the Distressed Student Protocol were developed as a guide for faculty, staff, and students in helping distressed or distressing students. The goal of the Distressed Student Protocol is to foster student success and well-being while meeting the immediate needs of our campus community.

The protocol is comprised of three areas: 974-HELP, Case Management and Threat Assessment. 974-HELP, located in the Center for Health Education & Wellness, is a 24hr/7day a week number that students, faculty, staff, and parents can call if they have a concern about, or are worried about, the safety and well-being of a student. The case management team is comprised of campus leaders from various university departments who meet weekly to coordinate services for students.

The team is chaired by the Center for Health Education & Wellness Director and is made up of leadership from the following departments:

- Office of the Dean of Students
- Student Counseling Center
- Student Conduct and Community Standards
- University Housing
- Student Success Center
- UT Police Department
- Office of Multicultural Student Life ad hoc
- Student Disability Services ad hoc
- Student Health Center ad hoc

The Threat Assessment Team is comprised campus leaders who meet as needed to address immediate concerns for the health and safety of individuals. The coordinated efforts of 974-HELP, Case Management Team, and Threat Assessment Team serve the campus to prevent violence, suicide, substance abuse, and encourage wellness and personal safety.

**QPR and QPR+ Training**

QPR—Question, Persuade, and Refer—is a training program aimed at suicide prevention. It provides techniques on direct and effective questioning of the suicidal individual, how to persuade someone to get help, and how to refer someone to the appropriate professional. QPR+ includes the QPR training with added information about the University of Tennessee's protocols for helping distressed students. QPR+ expands the information provided to cover issues beyond suicide and depression.
Counseling Center

Referring a student to the counseling center:

University Counseling Center
900 Volunteer Blvd
Knoxville, TN 37996
Phone: 865-974-2196
Fax: 865-974-7039
Email: studentcounseling@utk.edu

1. How might I know when a student is in distress?

Some signs of student distress are: (1) social withdrawal, lack of energy, (2) falling asleep in class, (3) inability to concentrate, (4) marked changes in personal hygiene, (5) impaired speech, (6) garbled and disjointed thoughts, (7) threats to harm self or others, and (8) marked irritability. Faculty members may observe other behaviors that indicate distress such as frequently missing class, a drop in the quality of academic work, crying in class or the office, or disturbing material in submitted assignments.

2. How do I know when to refer?

Referring others for counseling is an important and sometimes difficult task. Every year many students, faculty and staff call or come to the Student Counseling Center expressing concern about someone - a friend, relative, roommate, or student. Student problems may include stress overload, depression, anxiety, family or relationship issues, physical or sexual abuse, academic difficulties, substance abuse, eating issues, and identity concerns.

Here are some situations in which a referral is appropriate:

• The problem is more serious than you feel comfortable or capable of dealing with
• You are extremely busy or are experiencing stress in your own life and are unable or unwilling to handle the student's needs
• You have talked to the student and helped as much as you can but further assistance is needed
• You think that your personal feelings about the student would interfere with your ability to be helpful
• The student admits there is a problem but does not want to talk to you about it
• The student asks for information or assistance which you are unable to provide

3. Should I walk the student over?

Sometimes offering to accompany a student over to the Center will greatly reduce the student's anxiety about coming to see us. If you do agree to accompany the student, ask the student if he or she would like you to remain in the waiting room until they are seen by the intake counselor or if they would prefer that you leave.

If the student does not want you to walk them over or if you decide this is not an option for you, it is often helpful to provide the student with a brief description of our walk-in/intake procedure and/or offer to call ahead and let the Center know the student is coming.
4. How do I bring it up to the student?

Acknowledge and discuss the student's fears and concerns about seeking help. Remind the student that counseling sessions are strictly confidential and that counseling at the Counseling Center is free. Point out that a situation does not have to reach crisis proportions for him/her to benefit from professional help. A medical analogy may be useful. Emphasize that, although some people believe that seeking counseling is an admission of weakness and failure, in fact it often takes considerable courage to face oneself and acknowledge one's limitations. Offer to accompany the student to the Counseling Center. It can also be helpful to mention to the student that a walk-in session is not a commitment to therapy. Some students decide that there needs were met in the initial walk-in session, and some students decide that they are not ready to begin counseling at that time.

5. Can I just consult with you first?

Yes. If you have a concern about a student, feel free to call the Center and ask to consult with one of our staff members.

6. What if the student refuses help?

While it is important to care about the emotional well-being of students, we cannot make their decisions for them. If the student resists referral and you remain uncomfortable with the situation, contact the Counseling Center (865-974-2196) to discuss your concern.

If you think that the student is an immediate danger to self or others call the UT Police (x3114).

7. How do I know if the person I referred received counseling?

Ask that person. Because counseling is confidential, we cannot inform you if the person of concern came to the Counseling Center or reveal what they talked about. Therefore, the best way to find out if the person came to the Center is to follow-up with this individual yourself.

If you feel that it is vital for you to learn whether this student came to the Center from the counselor, ask the student to sign a release of information form when they are here, giving us permission to confirm with you that they came.
REFERRING A DISTRESSED STUDENT

Referring others for counseling is an important and sometimes difficult task. Every year many students, faculty and staff call or come to the Counseling Center expressing concern about someone - a friend, relative, roommate, or student. Student problems may include stress overload, depression, anxiety, family or relationship issues, physical or sexual abuse, academic difficulties, substance abuse, eating issues, and identity concerns (continued on next page).

How to Intervene:

• Talk to the student in private
• Be gentle and caring
• Specifically state your reasons for concern
• Listen carefully
• Avoid criticizing or sounding judgmental

When to Intervene:

Some signs of student distress are: social withdrawal, lack of energy, falling asleep in class, inability to concentrate, marked changes in personal hygiene, impaired speech, garbled and disjointed thoughts, threats to harm self or others, and marked irritability. Faculty members may observe other behaviors that indicate distress such as frequently missing class, a drop in the quality of academic work, crying in class or the office, or disturbing material in submitted assignments.

IN AN EMERGENCY:

Signs That a Student Is in Crisis and Needs Emergency Care:

• Highly disruptive behavior (hostility, aggression, etc.).
• Strange or bizarre behavior indicating a loss of contact with reality.
• Suicidal or other self-destructive thoughts or actions: direct or indirect; verbal or in written material (assignments, journals, etc.).
• Homicidal threats.
What You Can Do To Help:

- Stay safe: If danger seems imminent, call Campus Police at x3114. Maintain a safe distance and route of escape should you need it.
- Stay calm and avoid escalation.
- Call the Counseling Center at x2196 (make sure someone is with the student while the call is being made).
- Ask the student directly if she or he is drunk, confused, or having thoughts of hurting her- or himself.
- Show that you take the student’s feelings seriously.
- Let the student know that you want to help.
- Reassure the student that with help she or he will recover and feel better.
- Stay close until help is available.

When Is A Referral Appropriate?

- The problem is more serious than you feel comfortable or capable of dealing with
- You are extremely busy or are experiencing stress in your own life and are unable or unwilling to handle the student’s needs
- You have talked to the student and helped as much as you can but further assistance is needed
- You think that your personal feelings about the student would interfere with your ability to be helpful
- The student admits there is a problem but does not want to talk to you about it
- The student asks for information or assistance which you are unable to provide

What to Do If the Student Refuses Help

While it is important to care about the emotional well-being of students, we cannot make their decisions for them. If the student resists referral and you remain uncomfortable with the situation, contact the Counseling Center (865-974-2196) to discuss your concern.

Ways to Assist a Student Reluctant To Accept a Referral

- Acknowledge and discuss the student’s fears and concerns seeking help
- Remind the student that counseling sessions are strictly confidential
- Remind the student that counseling at the Counseling Center is free
- Point out that a situation does not have to reach crisis proportions for him/her to benefit from professional help. A medical analogy may be useful
• Emphasize that, although some people believe that seeking counseling is an admission of weakness and failure, in fact it often takes considerable courage to face oneself and acknowledge one’s limitations.

• Offer to accompany the student to the Counseling Center.

**About the Counseling Center**

The Counseling Center is the university’s primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. Our mission is to promote the psychological, educational, and social well-being of the students of The University of Tennessee and to help prepare them to be productive members of society. Our staff members provide a variety of services for students, faculty and staff, including walk-in intake; crisis intervention; individual, couples and group counseling and psychotherapy; psycho-educational workshops, and consultation.

**Hours of Service**

During the regular academic year, the Center’s business hours are:

Mon - Fri: 8:00 am to 5:00 pm

Walk-in services are available:

Mon - Fri: 10:00 am to 11:30 am & 1:00 pm to 3:30 pm
Appendix 7 - Sample Letter Notifying Student of a Penalty Assessed as a Consequence of Academic Dishonesty

Source: Office of Student Judicial Affairs, (865) 974-3171
http://studentconduct.utk.edu/faculty_letter.php

July 2, 2017

Ms. Susan Student (Student Identification Number: 000-00-0000)
studentemail@utk.edu

Dear Ms. Student:
The purpose of this correspondence is to officially inform you that I am assigning you the grade of “F” in Sociology 120 for the Spring 2017 academic semester. I have elected to assign this grade penalty as a result of academic dishonesty allegations. Specifically on March 1, 2012 during the administering of Exam #3 for this course, I personally observed you utilizing an unauthorized sheet of paper containing numerous answers for this specific examination. You should recall from our course syllabus, class discussions, and the examination instructions that such aid was strictly prohibited. Furthermore, when I asked to speak with you during this examination, and then confronted you about this unauthorized aid, you admitted to this misconduct. Please be advised that I am forwarding this academic dishonesty case to the Office of Student Judicial Affairs with the following recommendation:

***********************************************************************
(Include ONE of the following paragraphs):

If you have no previous history of engaging in academic dishonesty, I recommend the Office of Student Judicial Affairs take no additional action beyond the professorial penalty

(OR)

I recommend that the Office of Student Judicial Affairs take action as determined to be appropriate under the University’s Standards of Conduct and Disciplinary Regulations and Procedures. This action will be in addition to the professorial penalty that I have described above.

***

Should you wish to appeal this grade and/or the academic dishonesty allegations made against you, please follow the procedures outlined in Hilltopics Student Handbook, (available online at: http://hilltopics.utk.edu) You may appeal this penalty and/or the allegations within seven calendar days of your receipt of this email. To initiate the appeal process, you must contact the Office of Student Judicial Affairs, and request a meeting with a Judicial Affairs Staff member, and you must submit your written appeal statement (as detailed in Hilltopics), within the seven day timeframe. You may contact
Judicial Affairs at 865-974-3171, or visit the office at: 409 Student Services Building, Knoxville, TN 37996. Judicial Affairs Staff can provide you with additional information regarding your rights and options.

Sincerely,
Dr. John Professor, Associate Professor, Department of Sociology
Dr. Anne Administrator, Department Head and Professor, Department of Sociology

CC:
Director of Student Judicial Affairs,
Dr. Jay Academia, Dean, College of Arts and Sciences (college in which violation occurred)
Dr. Sandy Academia, Dean, College of Business Administration (college in which student is enrolled, if different from above)
Appendix 8 Faculty Emergency Guide:
Faculty Emergency Guide

Prepared by the Offices of Academic Affairs and Emergency Management, February 2013

In order to fulfill our teaching, research, and service missions effectively, the university must do everything in its power to provide a safe and secure environment for the entire campus community. In the event of an emergency that threatens the safety and security of the campus, university faculty will necessarily play an important role in responding to the emergency and restoring the university’s ability to carry out the core elements of our mission. The purpose of this document is to provide faculty with a guide to the university's established emergency procedures in response to some of the more common and predictable emergencies. It is intended to familiarize faculty members with best practices in the event of an emergency before the emergency occurs and to suggest responses in order to minimize the emergency’s impact on classes and other academic operations. It is also intended to provide faculty with guidance if an emergency occurs while their classes are in session.

General Information

Emergency Notification: The University has a variety of ways of making emergency notifications. Depending on the severity of a situation, the university uses a combination of text messages, e-mail messages, power fail phones, posts on the www.utk.edu web site, campus blue phones, social media (https://twitter.com/UTKnoxville) and local media outlets to inform the campus community about evolving emergencies and disruptions to regular operations.

If you have not signed up for UT Alert, please do so today by visiting http://www.utk.edu/utalert/

If notified of an emergency, departments and individuals should spread the word among those people in offices and classrooms in their building. Recommended individual actions and responses are detailed on http://safety.utk.edu.

If the UT Alert notification system has been activated in response to an emergency, a follow up “all clear” message will be sent when the threat has passed and regular operations are resuming. Follow up information will also be posted at www.utk.edu. We recommend checking the email notification and monitoring the front page to get additional details during an evolving emergency.

Planning Ahead: We recommend identifying all entrances and exits of your classroom, the closest telephone, and exit to outside the building. Familiarize yourself with signage posted in all buildings to assist in locating evacuation assembly points and shelter areas.

Applicable Academic Policies: Following an emergency that disrupts your class and class schedule, the following policies apply:

- Faculty have the discretion of canceling the current class session or resuming class if there is 30 minutes or more left in the session after the “all clear” message is given.
- Faculty should be reasonable when a campus emergency impacts a student’s attendance.
• Faculty should provide students with a reasonable opportunity and amount of time to complete assignments or exams they may have missed.
• Faculty members may add an additional session or assign additional work to make up for the class missed (http://safety.utk.edu/emergency-preparedness/campus-emergency-management/inclement-weather-policy/). Where feasible, faculty members should consider developing a Canvas version of their courses for remote delivery in the event of a major disaster or pandemic.

Responses to Emergencies

There are two basic categories of reaction to an emergency: Sheltering and Evacuating. The following provides detailed best practices for the most likely threats to the safety and security of our campus community.

I. Sheltering

Severe Weather

General: A National Weather Service (NWS) issued watch means the conditions are right for a weather event. An NWS WATCH indicates cause for closer monitoring of the local weather. A NWS WARNING indicates a confirmed presence of a weather event. NWS warnings are issued for the county and do not necessarily indicate an immediate threat to the campus. A UT Alert notification will be issued if the threat area includes campus. Departments may react to the NWS warning if their operations warrant extra caution.

Tornado: Full activation of the UT Alert system will occur if a NWS warning includes the main campus. Tornados are relatively rare in East Tennessee, but because of the short warning time, unpredictability, and destructive power of this weather event all warnings that include the main campus must be heeded. The practice of issuing campus alerts and sheltering for tornado warnings is an established standard of care in higher education. If a tornado warning is issued, everyone should seek appropriate shelter immediately and outside movement should be suspended.

In the case of a tornado warning, it is recommended that faculty observe the following protocol:

• If class has started, move the class to an appropriate shelter. As a general rule, proceed to a designated shelter area or to a lower floor in the building and in interior rooms (away from windows). Top floors should be avoided if possible. Most buildings have signage indicating appropriate shelter locations.
• If class has not started, follow the same inclement weather procedures for a weather-related delay.
• Classes may resume at the instructor’s discretion if there are 30 or more minutes remaining in the session after the “all clear” message is given.
• If a lab has begun, the instructor should take appropriate actions to ensure it is safe to leave the lab before sheltering.
• Faculty members provide guidance to students, but the faculty member is not to interfere with an individual’s decision to take safety-related action. The individual, not the faculty member, is responsible for any action that she or he decides to take.
For the full inclement weather policy visit http://safety.utk.edu/emergency-preparedness/campus-emergency-management/inclement-weather-policy/.

In most cases, tornado warnings create short interruptions. In the event of an extended interruption, the Chancellor (or his designee) will determine if classes are cancelled, and a message will be sent with that information.

**Severe Thunderstorm/lightning:** The University will not activate the UT Alert system for severe thunderstorms unless the storm poses an imminent threat. No changes to the academic schedule would be necessary. Severe thunderstorm watches, warnings, and lightning activity are monitored closely at the campus level and by all departments that sponsor outdoor activities.

In the case of a severe thunderstorm, it is recommended that faculty observe the following protocol:

- Cancel outdoor activities.
- Make allowances for students arriving late or missing class when dangerous conditions may impact outdoor movement.

**Winter Storm:** The University of Tennessee will remain open except in the most severe weather conditions that threaten the travel safety of students, faculty, and staff. It is important to note that this decision is based on conditions on and around campus. We encourage students, faculty and staff to use their own discretion based on local conditions.

In the case of a winter storm, it is recommended that faculty observe the following protocol:

- If the university remains open, make a reasonable effort to maintain regular class schedules.
- In the case of a delayed opening, adjust the class schedule in accordance with the inclement weather policy.

**Active Shooter**

This is one of the most difficult emergencies because the situation develops faster than information can be disseminated. The UT Alert system will be activated immediately upon notification, but the information provided may initially be limited or outdated. Our goal is to provide accurate information about the location of the attacker(s).

Three courses or actions are recommended: RUN, HIDE, FIGHT. The decision to evacuate to a safe location (RUN) requires personal, first-hand, up-to-date knowledge of the assailant(s)’ location. Be advised that information received through the UT Alert system may be outdated by the time it reaches the end-user of that information. If the shooter’s location is unknown or in doubt, faculty should shelter and barricade in a nearby location (HIDE) until better information is known.

In the case of an active shooter, it is recommended that faculty observe the following protocol:

- **RUN:** If you know the assailant is in your building and you have a clear exit, move to a safer location.
- **HIDE:** Make the best choice on where to barricade. Considerations are:
  - Can the doors lock from the inside?
  - Can the doors be blocked from opening?
It is best if doors and the room don’t have exterior windows so the assailant cannot determine who is in the room.

Is there a way to communicate from the room (phone, computer, cell)?

➢ Once barricaded:
  - Call 911.
  - Take actions to limit indications of a presence in the room such as silencing phones and turning off lights.
  - Be prepared to communicate with responders. Follow all instructions given by police officers.
  - Understand that their first actions will be to address the threat.
  - Leave hands empty and in plain view.

➢ FIGHT: As a last resort, only if your life is in danger and you can neither run nor hide.
  - Attempt to incapacitate the shooter.
  - Act with physical aggression and in mass.
  - Improvise weapons.
  - Commit to your actions.

Refer to http://safety.utk.edu/emergency-preparedness/active-shooter/ for more detailed information. Contact UTPD for active shooter training for your department.

Hazardous Materials Release Outside

In the unlikely event that a hazardous materials leak occurs on or near campus, the UT Alert system will be activated and the campus will be informed of the location of the release and given directions to shelter. The Knoxville Fire Department will direct evacuations once they evaluate the situation.

While some people may take it upon themselves to evacuate an area, they are certainly more likely to be exposed if outdoors and stuck in traffic than if inside a building. Facilities Services has procedures in place to shut down HVAC systems to help mitigate the potential of hazardous materials entering the sheltering space.

In the event of a hazardous materials release, it is recommended that faculty observe the following protocol:

- If HVAC systems appear to still be operating, call the Facilities emergency number (946-7777) or UTPD emergency number (974-3111).
- Make the best choice for where to shelter your class. Considerations are:
  - Interior rooms are preferred to create an air buffer (like lobby doors).
  - The fewer portals that need to be sealed the better.
- Seal vents and gaps around portals with wet towels, plastic or tape.
- Monitor communication channels for updates and be prepared to move if directed.
II. Evacuation

Fire

Fires can start as a minor hazard and escalate to a life-threatening event in a matter of minutes. Before there is visual evidence of a fire, there may be threats to safety from toxic smoke and/or impediments to evacuation.

Principal Investigators are responsible for the safety of their labs. Safety procedures should include emergency shut-down procedures for experiments that have the potential to be unsafe if left unattended due to an evacuation.

In the event of a fire alarm, it is recommended that faculty observe the following protocol:

- Never ignore an alarm.
- Evacuate your class to an assembly area designated for that building. Buildings have signage designating these locations. As a general rule, evacuate to at least 200 feet from the building and not in the way of emergency vehicles.
- Direct your class to take keys, coats, wallets, and critical items. You may not be able to return.
- Close the door on the way out.
- Do not re-enter the building unless given permission by the fire department or police.

Bomb Threat

UT Police Department has specific indicators to determine if a bomb threat warrants an evacuation.

In the event of a bomb threat, it is recommended that faculty observe the following protocol:

- If you receive the call, follow the guidance provided at http://safety.utk.edu/emergency-preparedness/bomb-threat
- Evacuate your class to a location designated by law enforcement personnel.
- Do NOT touch any suspicious objects that you may see.
- Do not re-enter the building unless given permission by the fire department or police.

Hazardous Release Inside

Many buildings have laboratories where hazardous materials are stored and used for research.

In the event of a HazMat release inside the building, it is recommended that faculty observe the following protocol:

- If it is your lab and it is safe to do so, contain the spill.
- Secure the area. Close and lock doors.
- Evacuate your class to a designated assembly area.
- Do not re-enter the building unless given permission by the emergency responders.

Pandemic
The university has specific procedures in its Emergency Operations Plan to address the threat of a pandemic. They outline levels of risk based on the threat levels set by the World Health Organization, Centers for Disease Control, and local health authorities. If a severe risk is identified, University leadership will suspend regular operations. If there is a high risk, which is defined as evidence of remote person to person spread in the U.S. and abroad, mitigating actions can be taken at the department level to help avoid a campus shutdown.

In the event of a pandemic, it is recommended that faculty observe the following protocol:

- Adjust classroom attendance policies and make sure students are comfortable meeting class requirements without being physically present when ill and potentially contagious.
- Prepare class materials for alternate delivery means such as Canvas.

While not all courses lend themselves to remote delivery, Canvas will be a critical tool for university continuity of operations. This could be the only way to continue course delivery in a pandemic. In addition, this will be essential in any large-scale disaster that impacts available campus infrastructure.

The recommendations above are based on widely adopted protocols in emergency management. They are considered best practices and are distributed to UTK faculty to help them prepare for emergencies and guide their responses when the Chancellor or his designee declares an emergency. For more information on campus safety, see http://safety.utk.edu.