

The University of Tennessee 2015-2016 Teaching Guide

Published by:

Tennessee Teaching and Learning Center (TennTLC)



And

The University of Tennessee Provost's Office

WELCOME TO TEACHING AT THE UNIVERSITY OF TENNESSEE

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 2015).

Table of Contents

Quick Links	6
University Mission Statement	8
University Vision Statement	8
Teaching and Learning Support Centers	9
Tennessee Teaching and Learning Center (TennTLC).....	9
Student Success Center (SSC)	9
Office of Information Technology (OIT) Instructional Support	10
Online Programs.....	10
Office of International Student and Scholar Services	10
Office of National Scholarships and Fellowships (ONSF)	10
Best Practices In Teaching Program.....	10
Service Learning.....	11
UT Libraries.....	11
Getting Started: Preparing For Your Classes	12
Preparing the Syllabus.....	12

Course Management Tools and Faculty Support	13
Online@UT (Blackboard Learn).....	13
Activating Your Online@UT Course Site.....	14
LiveOnline@UT (Blackboard Collaborate)	14
Zoom Video Conferencing	14
Digital MediaServices	15
Course Capture	15
Using Personal Response Systems (Clickers).....	15
Technology Enhanced Classrooms (TEC).....	16
Course Scheduling	16
Semester Dates.....	16
Class Times.....	16
Scheduling and Giving Final Examinations	17
Class Attendance	17
Management of Class Rolls.....	18
Title IV Attendance Record.....	18
Students Who Attend But Are Not Registered.....	18
Students Who Do Not Meet Pre-Requisite(s)/ Co-Requisite(s) Requirements	19
Adds, Drops and Withdrawals	19
Add Policies.....	19
Drop Policies	19
Withdrawing from the University	19
Faculty Rights.....	21
Working with Distressed Students.....	21
Early Intervention for Student-Athletes (GradesFirst).....	22
How GradesFirst Works.....	22

Academic Dishonesty	22
Requirement of Notification	22
Valid Grades	23
Submitting Grades.....	23
Incompletes.....	23
Grades for Graduate Students.....	24
Notifying Students of Grades.....	24
Grade Appeals	24
Appeals to the Undergraduate Council	24
Grounds for Appeal.....	25
The Appeals Procedure	25
Submitting Grade Changes	27
Undergraduate Grade Change Policy (effective Fall 2009).....	27
Grade Confidentiality	27
FERPA/Privacy Policies.....	28
Student Privacy	28
Privacy and Your E-mail Account.....	28
Additional Steps for Privacy	28
Directory Exclusion for Students who are also UT Employees.....	28
Undergraduate Academic Advising	29
Faculty Role in Advising	29
DARS (Degree Audit Reporting System)	30
Registration	31
Fees/Bursar Information	31
Referrals to Student Services.....	31
Career Services.....	31

Free Tutorial Centers.....	31
Disability Services	33
Accessible Information, Materials and Technology	34
Educational Advancement Program (EAP)	34
Math Tutorial Center	34
Multicultural Student Life (Academic Support Unit)	34
One Stop Express Student Services.....	34
Programs Abroad Office	34
Student Counseling Center.....	35
Thornton Athletics Student Life Center	35
Center for Health Education & Wellness.....	36
First-Year Studies.....	36
Student Success Center	36
The Center for Leadership & Service.....	37
Writing Center	37
General Education Requirements	38
Statement of Purpose.....	38
Outcomes.....	38
Building Basic Skills.....	38
Developing Broadened Perspectives	38
For Building Basic Skills.....	39
For Developing Broadened Perspectives.....	40
Special Student Populations	41
Students on Academic Probation.....	41
International Students.....	41
UT LEAD Students	41

Veterans/VA Benefits/Students in the Armed Services	42
Students with Disabilities	42
Student Athletes	43
Changing Course Descriptions and Creating New Courses	43
Changing your course description	43
Creating a new course.....	44
Appendix 1 - Valid Class Times.....	45
Appendix 2 - Team Travel Memo	46
Appendix 3 - Team Travel Schedule.....	47
Appendix 4 - Change of Registration	48
Appendix 5- Supplementary Grade Form	49
Appendix 6 - Helping Distressed Students: Distressed Student Protocol	50
Appendix 7 - Sample Letter Notifying Student of a Penalty Assessed as a Consequence of Academic Dishonesty.....	57
Appendix 8 Faculty Emergency Guide:.....	59

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>
- One Stop Express Student Services <http://onestop.utk.edu/>
- Student Success Center <http://studentsuccess.utk.edu>
- UT Libraries <http://www.lib.utk.edu>
- Academic Advising <http://utk.edu/advising/>

- Department Tutoring and Academic Resources <http://studentsuccess.utk.edu/tutoring/>
- First-Year Studies <http://fys.utk.edu>

VOL Vision provides the guiding framework for The University of Tennessee, Knoxville (UTK) 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

UTK embraces a three-part vision: Value Creation, Original Ideas, and Leadership.

- **V**alue creation through economic, social, and environmental development targeted to an increasing global and multicultural world.
UTK leads an increasing number of academic and public service activities that

involve and benefit the local community, the State of Tennessee, the United States, and ultimately, the world. This continuing commitment to the public good, through a variety of outreach activities, is grounded in our tradition as a land-grant Institution.

- **O**riginal ideas that advance society through discovery, inquiry, innovation, research, scholarship, and creative activities.

Our ability to create value is dependent on discovering new knowledge and generating new ideas and expressions. The complex concerns of the 21st century cannot be addressed with existing knowledge and systems. Our aim is a dramatic increase in these activities, requiring the interaction between committed, diverse faculty, staff, and students.

- **L**eadership through the preparation of capable and ethical leaders.

UTK's diverse graduates have unique and enriched learning opportunities accruing from the comprehensive mission of UTK. We expect a large proportion of graduates will take their places as leaders in the State of Tennessee and beyond.

Teaching and Learning Support Centers

Tennessee Teaching and Learning Center (TennTLC)

*The mission of the TennTLC 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 TennTLC's focus reflects both the instructional needs of faculty and the learning process for the students. Individual consultation with faculty may include one or more of the following: (1) strategies for improvement of student engagement; (2) enrichment of course pedagogy; (3) improvement in learning assessment techniques; (4) redesign of courses; (5) interpretation of student evaluations; (6) improving speaking and listening skills; (7) methods to improve class discussions; (8) classroom observation; (9) and video recording and coaching.

The TennTLC sponsors UT 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). TennTLC provides a comprehensive New Faculty Teaching Institute in early August for all new assistant professors as well as new Lecturers. The TennTLC also encourages

faculty to apply for its annual Creative Teaching Grants Program and Graduate Teaching Certification Program. Finally, its newest program is a summer SOTL Writing Retreat.

The TennTLC houses both a print and electronic library of relevant materials regarding teaching and learning. It distributes teaching resources on its website (<http://tenntlc.utk.edu/>), and through the social media platforms Facebook <https://www.facebook.com/TennTLC> and Twitter <https://twitter.com/TennTLC1> as well as publishing a blog (<http://tenntlc.utk.edu/category/blog-posts/>) and other pieces distributed through the faculty listserv. The Center also works directly with other teaching and learning support centers on campus (described below). Please direct your questions regarding the TennTLC 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, workshops for students on Academic Probation and all forms of 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 37 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 (Blackboard Learn and Blackboard Collaborate and ZOOM Videoconferencing), development assistance for, course materials that reside online, personal response systems (clickers), Technology Enhanced Classroom/ Smart Board 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/Pages/default.aspx>.

Online Programs

An online course is one in which 50% or more of the instruction, including interaction between students and instructors and among students, occurs when students and instructors are not in the same place. UT currently uses Blackboard software for online course management. Instruction may be synchronous, in which students are required to log in at specified days and times for lectures or real-time discussions; asynchronous, in which instructional activities can be completed within a more flexible time frame as specified in the course syllabus; or a combination of both. The university has numerous resources to assist faculty in designing, developing and delivering online courses, including OIT Instructional Support, Digital Media Services, and TennTLC. For additional information about online teaching and learning 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/iss/>, 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 Room 204 Greve Hall, 821 Volunteer Boulevard and can be reached by phone at 865-974-3518 and email at onsf@utk.edu. For more information about the ONSF and a searchable database of opportunities, visit <http://onsf.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 UT Service-Learning (UTSL) 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 UT Service-Learning 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 UT Service-Learning 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 Blackboard or other course sites. Search for books, articles, digital collections, and more at <http://www.lib.utk.edu/>.

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 Blackboard, visit <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/>.

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/> 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/>

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/>

Located in Hodges Library, room 170, is OIT's Digital Media Services (DMS), providing a full range of digitization services including conversion of paper-based materials to electronic text, digital images, and streaming.

<http://oit.utk.edu/instructional/tools/dms/>

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>

- Digital Media Services (DMS) providing a full range of digitization services including conversion of paper-based materials to electronic text, digital images, and streaming. <http://dms.utk.edu>

For more information about the UT Libraries, or to chat with a librarian, visit <http://www.lib.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 TennTLC website has a page devoted to syllabus construction along with a template that can be applied (<http://tenntlc.utk.edu/creating-a-syllabus/>).

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.

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. 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, laptop computers, iPads, iPods, etc).

Please refer to the following website for more information and assistance:

<http://studentsuccess.utk.edu/>

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, which states:

"Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Disability Services in Dunford Hall, at 865-974-6087, or by video phone at, 865-622-6566, to coordinate reasonable accommodations for students with documented disabilities."

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.

Course Management Tools and Faculty Support

Online@UT (Blackboard Learn)

The University of Tennessee, Knoxville currently uses Blackboard Learn software for online course management. It's commonly referred to as *Online@UT* which can be found at <http://online.utk.edu>. All students, faculty, and staff have access to *Online@UT* using their university NetID and password.

We strongly recommend that faculty complete an introductory workshop, *Introduction to Online@UT*. This workshop may be completed in a face-to-face 2-hour workshop, or in an online self-paced format. Individual tutoring, in lieu of the *Introduction to*

Online@UT workshop is available upon request. *Introduction to Online@UT* will acquaint you with the system's main functions and features, including posting content, creating online assessments, tracking grades, uploading documents, and fostering effective electronic communication (e-mail, discussion boards, and chats).

Registration for *Introduction to Online@UT*, as well as for other workshops related to Blackboard Learn is available online at <https://oit.utk.edu/Training/instructor-led/instructor> For additional information about Online@UT, 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, 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 OIT's free 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 Blackboard 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 Blackboard, 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; you can check the [Course Access Calendar](#) for the specific course creation dates. 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 feel you need a custom course site in Blackboard Learn, you can request one by completing the HelpDesk Contact Form at <http://help.utk.edu>.

LiveOnline@UT (Blackboard Collaborate)

Ever wish you could quickly create online class sessions, online group meetings, conduct office hours online, or offer special tutoring sessions online? LiveOnline@UT (Blackboard Collaborate) may have the solution for you. LiveOnline@UT is a powerful tool for online multiple-user interaction and course organization that includes real-time two-way audio, application sharing, web browsing, content viewing and markup, white boarding, and texting. Instructors may create and lead online events from within their Blackboard course sites. Students enrolled in the course site are automatically given access to the online event via a link and students may playback recorded sessions from within the course site. LiveOnline@UT (Blackboard Collaborate) allows instructors to hold online class sessions, meet with students online to review course content, conduct virtual office hours, or facilitate other online meeting requirements. If you are interested in learning more about LiveOnline@UT, please call 865-974-9900 or visit <http://liveonline.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? If you don't need the full complement of tools available in the Blackboard Collaborate Online Classroom, you might be interested in Zoom. If you are currently using tools like Adobe Connect, Skype, GoToMeeting for administrative purposes, you might be interested in 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-quality video and audio and is accessible on MacOS, Windows, iOS and Android mobile devices. Zoom also includes free telephone bridging, so you can bring in participants via telephone as well. The Zoom recording feature will allow you to save a session for future reference and/or send it to those who are unable to attend. Free 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 25 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 25 participants may request an enhanced Zoom Pro account.

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 (Blackboard Learn) 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 has also added video production for the development of course materials to their list of services. To learn more about DMS stop by 170 Hodges Library or call the OIT

HelpDesk at 865-974-9900 to schedule a consultation.

Course Capture

If you need to Webcast one or more class sessions or capture sessions for later use from time to time, contact OIT Engineering Services at (865) 974-5272. They offer Webcasting and course capture capability via Mediasite. This technology can also be used to create supplemental presentations, to preserve presentations by guest lecturers, and for advance recording of review sessions prior to exams. The service is available in Engineering Service's facility in the Communications Building. In addition, Engineering Services offers mobile Webcasting and course capture in any classroom with a wired internet connection. The service is subject to availability and must be 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. There is a fee structure in place for use of the service. Visit

<https://oit.utk.edu/servicecatalog/cs/Pages/Media-Streaming.aspx> to learn more about course capture or request a session call the OIT HelpDesk at 865-974-9900 or complete the OIT HelpDesk Contact Form at <http://help.utk.edu>.

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 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 UT Bookstore to order clickers for your class(es). Students only need to purchase one (1) clicker and/or mobile license for all classes that utilize them. However, faculty approval is required prior to mobile license purchase. 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/clickers/>

Technology Enhanced Classrooms (TEC)

The Knoxville campus has over 200 classrooms across campus equipped with TEC systems, which include touch panel controls for system components, computer projection, and in most cases a high quality document camera and Smart interactive devices. Since classrooms vary in available equipment, so can search the TEC database for specific room information:

<https://webapps.utk.edu/ClassroomSearch>

To learn more about the classroom technologies and software available, visit

<https://oit.utk.edu/instructional/tools/tec/>. To report

problems with TEC equipment, call the OIT HelpDesk at (865) 974-6100.

OIT offers TEC training workshops at the beginning of and periodically through each semester. Check the workshop calendar and registration here:

<http://workshop.utk.edu>

Customized training and consultations are available at any time. Call (865) 974-9900 to schedule a session.

For User Guides on how to use room-specific equipment, visit

<https://oit.utk.edu/instructional/tools/tec/Pages/user-guides.aspx>

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 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

¹ Some units offer departmental exams in which one, common exam period is assigned to all sections of a particular course. These exams should not be rescheduled.

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 sure he or she has been officially dropped from classes that he or she is not attending.

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 terms². 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.

² The periods for add, drop, change of grading for sessions within the full term, summer, and mini term are determined based on a percentage of the equivalent deadline for the full term. See Timetable of Classes each term for exact dates on the MyUTK website at <https://myutk.utk.edu/>. Deadline dates may be adjusted if the deadline falls on a holiday, weekend day or spring recess.

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.

Withdrawing from the University

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

- Three total withdrawals from the university are allowed. Fall and spring semesters are 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

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://dos.utk.edu/hilltopics>). 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.

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).

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 fourth 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/>, 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

GRADUATE GRADES			
Grade	Performance Level	Quality Points/Credit Hour	Affect GPA?
A	Superior	4.0	Yes
B+	Better than Satisfactory	3.5	Yes
B	Satisfactory	3.0	Yes
C+	Less than Satisfactory	2.5	Yes
C	Well Below Standard	2.0	Yes
D*	Clearly Unsatisfactory	1.0	Yes
F*	Extremely Unsatisfactory	0.0	Yes
I**	Incomplete		No
NC	No Credit		No
S	Equivalent to B or Better		No
P	Progress toward Completion		No
NP	No Progress toward Completion		No
W	Withdrawn		No
* 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.			

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.

UNDERGRADUATE GRADES			
Grade	Performance Level	Quality Points/Credit Hour	Affect GPA?
A	Superior	4.0	Yes
A-	Intermediate Grade	3.7	Yes
B+	Very Good	3.3	Yes
B	Good	3.0	Yes
B-	Intermediate Grade	2.7	Yes
C+	Fair	2.3	Yes
C	Satisfactory	2.0	Yes
C-	Unsatisfactory	1.7	Yes
D+	Unsatisfactory	1.3	Yes
D	Unsatisfactory	1.0	Yes
D-	Unsatisfactory	0.7	Yes
F	Failure	0.0	Yes
I*	Incomplete		No
IW*	Incomplete Due to Writing		No
NC	No Credit		No
S	Satisfactory		No
W	Withdrawal		No
*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.)

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.

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 Assistant 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 Provost for Student Success, Room 218 Greve Hall, 821 Volunteer Boulevard, Knoxville, TN 37996-3392.

The Associate 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>.

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 records and information I retrieve in such a way that they cannot be accessed by unauthorized persons, and when no longer needed for the purpose(s) described below, I will destroy all copies so that they are no longer recognizable. I will use 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

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

Fax Number (865) 974-2606
Phone Number (865) 974-1501

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

Privacy and Your E-mail Account

Web Directory exclusion does not disable use of the student’s email services or Blackboard.

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

Office of the University Registrar

- 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 conference 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).

<http://www.utk.edu/academics/advising/>

The table below provides contact information for the college advising centers.

COLLEGE	ADDRESS	PHONE	URL
Agricultural Sciences and Natural Resources	126 Morgan Hall	974-7303	https://ag.tennessee.edu/casnr/Pages/advisinghelp.aspx
Architecture and Design	103B Art & Architecture	974-3232	http://archdesign.utk.edu/students/student-success-center/
Arts and Sciences	313 Ayres Hall	974-4483	www.artsci.utk.edu/advising/
Business Administration	329 Haslam Business Bldg	974-5096	http://bus.utk.edu/undergrad
Communication and Information	202 Communications	974-3603	http://www.cci.utk.edu/advising
Education, Health, and Human Sciences	332 Bailey Education Complex	974-8194	http://ehsstudentservices.utk.edu/
Engineering	202 Estabrook Hall	974-4008	http://enr.utk.edu/advising
Nursing	203 Nursing Bldg	974-7606	https://nursing.utk.edu/students/Pages/advising.aspx
Social Work	2438 Dunford Hall	974-3351	www.csw.utk.edu/bssw

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-

Free Tutorial Centers

(Check for updates at <http://studentsuccess.utk.edu/tutoring>)

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.

Tutorial Center Location	Services Provided	Hours of Operation
Architecture	Tutoring for Architecture students (provided by Tau Sigma Delta Honor Society)	Contact Julie Beckman, Architecture Advising Office, (865) 974-3258
Black Cultural Center	Tutoring for select 100 and	Mon.-Thurs.: 8AM - 10PM Fri: 8AM - 6PM

Tutorial Center Location	Services Provided	Hours of Operation
1800 Melrose Avenue (865) 974-6861 multicultural.utk.edu	200 level courses in math, chemistry, biology, and foreign languages	Sun. 2PM - 10PM
Chemistry Tutorial Center 514 Buehler Hall	Tutoring for students enrolled in general chemistry	Call (865) 974-3413 or go to 514 Buehler Hall for hours.
Educational Advancement Program Greve Hall (865) 974-7900 http://web.utk.edu/~eap	Tutoring for EAP students	Arranged. Call EAP to discuss.
Engineering	Help sessions for students enrolled in select engineering courses.	See http://ef.engr.utk.edu
Math Tutorial Center Ayres Hall GO12 (865) 974-0469 http://www.math.utk.edu	Tutoring for students enrolled in any math course to level 142.	Call (865) 974-2462 for current hours.
Physics Tutorial Center Rooms 201/203 Nielsen Physics Building (865) 974-3342 http://www.phys.utk.edu/tutorial-center/index.html	Tutoring for undergraduates enrolled in several 100 and 200-level physics courses.	See website for hours.
Student Success Center 324 Greve Hall (865)974-6641 http://studentsuccess.utk.edu/tutoring	Free tutoring for undergraduates	See website for courses and hours.
Supplemental Instruction 324 Greve Hall (865)974-6641 http://studentsuccess.utk.edu/si	Help sessions for students enrolled in select math, chemistry, and engineering courses.	Weekly session schedules available online. Individual assistance available daily.

Tutorial Center Location	Services Provided	Hours of Operation
Thornton Athletics Student Life Center 1801 Volunteer Blvd. (865) 974-1250 http://www.thorntoncenter.net	Tutoring for student-athletes	Arranged
Writing Center 211 Humanities & Social Sciences Building/Hodges Library Reference, Room 135G (865) 974-2611 http://web.utk.edu/~english/writing/writing.shtml	Individual assistance with writing available for ALL undergraduate and graduate students.	Call the Writing Center or check the website for hours.

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.

Disability Services

The Office of Disability Services (ODS) seeks to eliminate the barriers persons with disabilities encounter and work with them to achieve and maintain individual autonomy. ODS' primary objective is to partner with the campus community in creating equitable access for eligible students while promoting disability-inclusive diversity.

ODS can provide services to any student to the extent that his/her individual needs are disclosed. In order to receive services, a student must provide the office with appropriate documentation regarding their disability and/or injury. Documentation guidelines are available and can be accessed on the department's website. Students in need of accommodations such as but not limited to: Sign Language Interpreters, Transcribers, written materials in alternative formats, Note Takers and accessible facilities should contact ODS as soon as

possible. Requests for interpreting or transcribing services by enrolled students who are deaf or hard of hearing must be made to ODS preferably at least a month prior to the beginning of the semester.

In order for students to receive approved accommodations, an Accommodation Letter provided by ODS must be presented to each professor. This letter identifies approved accommodations and outlines professor and student responsibilities in providing and utilizing ODS effectively.

Instructors can access additional information located on the ODS website, at <http://ods.utk.edu/>

Contact Disability Services in person at 2227 Dunford Hall, 915 Volunteer Blvd by phone at (865) 974-6087 (v), by video phone at 865-622-6566, via e-mail at ods@utk.edu, or online at <http://ods.utk.edu/>

Accessible Information, Materials and Technology

The UT System is currently drafting a policy regarding accessible information, materials, and technology. Part of the policy addresses instructional materials in all formats (print, electronic, etc.). Easy to follow instructions and information will be made available to faculty, staff and students through the accessibility.utk.edu website. Workshops and presentations will also be available in the fall and spring semesters. Please look for opportunities to learn about why accessibility is important at our institution and how you can do your part.

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 (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 Office of 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 for Health Education & Wellness manages [974-HELP](#), the [Distressed Student Protocol, Case Management](#), and the Threat Assessment Team for the University campus.

Additionally, the Center educates students about health and wellness areas that impact student success. Based on data collected through annual surveys and national research, the Center develops campaigns and programming to address personal safety, sexual assault, substance abuse, and health and wellness initiatives.

The primary goal of the First-Year Studies Office (FYS) is to ensure a smooth transition to college life for all first-year students. This includes addressing personal, social, and academic challenges that may present during this time of adjustment.

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 – All entering first-year students will complete this course prior to arrival on campus. This class addresses several facets of student life including financial literacy, social responsibility, and time management skills. FYS 100 also includes Life of the Mind which is a thought-provoking program that includes reading 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.

First Year Studies is located on the second floor of Greve Hall. Contact FYS by phone at (865) 974 – 3523, and by email at firstyear@utk.edu. Hours are Monday through Friday 8:00am – 5:00pm.

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 entitled "Academic Crisis" 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 LeaderShape 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.

Writing Center

The Writing Center (HSS 211) offers assistance in preparing written materials for all classes. Tutors will help any student, graduate or undergraduate, decide on topics, revise drafts, find grammatical errors, and prepare outlines. Students must be actively involved in the tutoring sessions and be willing to learn to write better English. The Writing Center does not provide editing or proofreading services. Thesis or dissertation students needing such services may contact the Writing Center for referrals.

Students may go to the center on their own or may be referred by their instructors. English 101 or 102 students who feel they will need tutoring throughout the semester may enroll, respectively, in English

103 and 104, one-hour courses that allow students additional tutoring in writing.

Appointments for tutoring in the center are not necessary, but they can eliminate the risk of coming to the center and finding all tutors busy with other students.

Contact the Writing Center, 211 Humanities and Social Sciences Building, (865) 974-2611. There is also an after-hours Writing Center located in the Commons at Hodges Library.

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 the foundation for successful academic study, for lifelong learning, and for carrying out the duties of local, national, and global citizenship. By building basic skills in communication, analysis, and computation as well as by broadening students' historical and cultural perspectives, the general education curriculum helps students acquire an understanding of both self and society, and thus contributes to their personal enrichment while enrolled and after graduation.

The University of Tennessee's general education program has been designed to enable the student to move among colleges within the university or to move to another institution of higher learning. Although it will provide students with the skills required by college study, those skills are specific neither to UT Knoxville 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.

- 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 the individual's relationship to family, community, society, and world. To this end, general education should also 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 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.

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 in a world where communication increasingly takes place through electronic media. Students must be able to identify areas for inquiry, locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically. They must be able to write correctly, and they must be aware that different audiences and purposes call for different rhetorical responses.

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 – either ENGL 101 and ENGL 102; or ENGL 118 and ENGL 102 ; or ENGL 131 and ENGL 132 . Eligibility for ENGL 118 will be determined by ACT or SAT scores. Students who obtain a grade of A or B in 118 may complete their first-year composition requirement with ENGL 102, or with 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.
2. By earning a score of 4 or 5 on the College Board Advanced Placement Test in Literature

and Composition. Credit in ENGL 101 is earned with a score of 4 or 5 on the Advanced Placement Test in Language and Composition.

Upon completion of ENGL 101 and ENGL 102 or their equivalent, students must take one other course designated as “writing-intensive” (WC) in the undergraduate catalog. The writing-intensive courses can be within the student’s major or an elective. In order to gain a (WC) designation, courses shall require formal and informal writing assignments that total 5,000 words.

Communicating Orally (1 course) The ability to communicate one’s ideas orally is as important as the ability to express them well in writing. Students should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. Being able to express one’s thoughts clearly has always been a critical component of good citizenship. Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in public address. This requirement may be completed by

1. completion of Communication Studies - CMST 210 or CMST 240 (or honors equivalents: CMST 217 or CMST 247) or
- completion of a course with an (OC) designation.

Quantitative Reasoning (2 courses) In today’s world, arguments and claims often rely for support on scientific studies and statistical evidence. Students should possess the mathematical and quantitative skills to evaluate such evidence. Furthermore, students should possess the skills both to recognize the quantitative dimension of problems and to use mathematical reasoning to formulate and solve the problem. Finally, students

need strong quantitative skills because they are indispensable in managing everyday-life situations. 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 .).
or
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): As science and technology come to play an increasingly important role in contemporary life, it is essential for all educated persons to have a fundamental understanding of science and its methods. All students should be familiar with one or more scientific disciplines and the role of science in contemporary society. Such familiarity may be gained through acquisition of knowledge of a discipline's basic vocabulary, chief discoveries, and fundamental principles; exposure to a discipline's experimental techniques; and the ability to analyze issues with scientific dimensions. This requirement is satisfied by taking two courses from the approved list. At least one of the courses must have a laboratory requirement.

Arts and Humanities (2 courses): To live well in the present, one must have an acquaintance with

the past, especially with the cultural achievements that are the distinctive hallmarks of all human societies. An appreciation of art, music, theater, literature, and philosophy will not only enrich the lives of students, but it will also help them understand their own and others' aspirations, both in a historical and a contemporary context. This requirement is satisfied by taking two courses from the approved list.

Social Sciences (2 courses): The goal of the social sciences is to help us understand the way that we live, especially the relation between the individual and the group, sometimes from a historical but often from a contemporary perspective. Vital to the continued health and success of our society is an understanding of the complex individual, political, and social dynamics that make up the modern world. Students should not only have knowledge of the principal concerns of the social sciences, but they should also understand the methods by which social scientists collect and evaluate knowledge. This requirement is satisfied by taking two courses from the approved list.

Cultures and Civilizations (2 courses): Developing an appreciation of linguistic, historical, and cultural diversity through the study of multiple languages or cultures improves the ability of students to function effectively in our global community. Studying a second language and its cultural and historical context can also provide a foundation for lifelong learning about other cultures and civilizations. This requirement is satisfied by:

Taking two course from the list given in the Undergraduate Catalog

Or

1. Taking a two-course sequence of a foreign language at the intermediate level

Or

2. 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/>)

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

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. The Office of Disability Services assists students with disabilities in eliminating barriers so that they may have access to all the academic, social, cultural, and recreational opportunities of the University. Documentation from an attending physician or the Student Health Center regarding the disability is required. The Office of Disability Services (ODS) is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations, and develops plans for the provision of such accommodations.

In post-secondary settings, it is the student's responsibility to request in advance any individual assistance. It is important to understand that not every student with a disability requires accommodations. It is equally important to understand that even though two individuals may have the same disability, they may not require the same accommodations. The University of Tennessee is a caring and supportive community with high academic and personal expectations for each student. The goal of ODS is to partner with the campus community in providing equitable access for eligible students while promoting disability-inclusive diversity. .

Contact the Office of Disability Services, 2227 Dunford Hall, 915 Volunteer Blvd, (865) 964-6087 (v) (865) 622-6566 (VP) or e-mail: ods@utk.edu.

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/~ugcouncil/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>. 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 and university level.

Appendix 1 - Valid Class Times

VALID CLASS TIMES

Fall & Spring, Valid MWF 50-Minute Class Times	Fall & Spring, Valid TR 75-Minute Class Times
8:00 - 8:50	8:10 - 9:25
9:05 - 9:55	9:40 - 10:55
10:10 - 11:00	11:10 - 12:25
11:15 - 12:05	12:40 - 1:55
12:20 - 1:10	2:10 - 3:25
1:25 - 2:15	3:40 - 4:55
2:30 - 3:20	5:05 - 6:20
3:35 - 4:25	6:30 - 7:45
4:40 - 5:30	7:55 - 9:10
5:45 - 6:35	9:20 - 10:35
6:45 - 7:35	
7:45 - 8:35	
8:45 - 9:35	
9:45 - 10:35	

Summer Valid 60-Minute Class Times	Summer Valid 75-Minute Class Times	Summer Valid 90-Minute Class Times
8:00 - 9:00	7:40 - 8:55	8:00 - 9:30
9:15 - 10:15	9:10 - 10:25	9:45 - 11:15
10:30 - 11:30	10:40 - 11:55	11:45 - 1:15
11:45 - 12:45	12:10 - 1:25	1:30 - 3:00
1:00 - 2:00	1:40 - 2:55	3:15 - 4:45
2:15 - 3:15	3:10 - 4:25	5:00 - 6:30
3:30 - 4:30	4:40 - 5:55	6:45 - 8:15
4:45 - 5:45	6:05 - 7:20	8:30 - 10:00
6:00 - 7:00	7:35 - 8:50	
7:10 - 8:10	9:05 - 10:20	
8:25 - 9:25		
9:40 - 10:10		

Mini-Term, Valid 3-Credit Class Times	Mini-Term, Valid 4-Credit Class Times
9:00 – 12:00	8:00 – 12:00
1:00 – 4:00	1:00 – 5:00
5:00 – 8:00	6:00 – 10:00

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, 2011

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 dthomas7@utk.edu.

Sincerely,

Donna C. Thomas

Director, Thornton Center

Appendix 4 - Change of Registration

REGISTRATION ADD FORM

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

UTK ID# _____	TERM/YEAR _____
LAST NAME _____	EMAIL _____
FIRST NAME _____	PHONE # _____
STUDENT LEVEL <input type="checkbox"/> UNDERGRADUATE	STUDENT PROGRAM/MAJOR _____
<input type="checkbox"/> GRADUATE	

CRN	Course Number/ Section	Course Title	# of Hours	Grading Options S/NC, A-F, P/NP, Audit
99912	COLG 101/001	EXAMPLE Introduction to College	3	A-F

* 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)

Student's Name					Student ID Number
Last:		First:			
M:					
Dept. Number	Course Number	Section Number	Credit Hours	Term & Year	New Grade
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 Vice Chancellor for Student Life
- Office of the Dean of Students
- Student Counseling Center
- Office of Disability Services
- Student Health Center
- Student Conduct and Community Standards
- University Housing
- Student Success Center
- UT Police Department
- Office of Multicultural Student Life

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 their 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, 2012

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 2012 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:

Mr. James Jackson J.D., Director of Student Judicial Affairs, jjackso2@utk.edu

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 Blackboard 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. Tornadoes 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 Blackboard.

While not all courses lend themselves to remote delivery, Blackboard 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>.