**UTK SIS: Syllabus Template**

**Fall 2020**

 **INSC 564: Archives and Records Management**

**The School of Information Sciences**

**The University of Tennessee**

**Class Meetings: Weekday ONLINE, Monday evenings - 6:30-9:10**

**ZOOM Course Link:** [**https://tennessee.zoom.us/j/3517687809**](https://tennessee.zoom.us/j/3517687809)

**UTK Syllabus, Provost’s Office:**

[**http://tenntlc.utk.edu/the-syllabus/**](http://tenntlc.utk.edu/the-syllabus/)

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Available by phone, Zoom or Skype by request

**Catalog Description**

Objectives and functional elements of records systems, archival programs, management information systems and techniques within various types of organizations. Management of information internal to organizations.

**Student Outcomes:**

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of the following MSIS Program Outcomes:

* Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information. (1)
* Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society. (2)
* Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. (3)
* Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society. (4)
* Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts. (5)
* Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information. (6)
* Explain the changing nature of information, information needs, and information behavior. (7)
* Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently. (8)
* Analyze research and apply it to information practice. (9)

**General Description**

INSC 564 is a survey course, covering the history, theory, methodology, and practice of archival studies, including: fundamentals of acquisition and appraisal; evaluation and value; arrangement and description, preservation, reference and access, outreach and advocacy, and standards, tools and technologies. The course is designed to be reflective of the current state of archives, exploring such issues as the differences between the "archives" of a blog and a traditional archival repository (if there is such a difference), the archives' role in the lives of people who may never enter an archives reading room, and the role of cultural institutions in the keeping of memory and in social justice. We will look at the relationships between the archives and records management fields, and discuss how archival and records management practice fit into the larger world of information management. No previous archival or history education or experience is necessary. This course is designed for students with an interest in archival professions, as well as students interested in simply learning more about archival concepts, principles, theory and practice as these intersect with several other subdomains within the information science landscape.

**Required Reading**

There is no required textbook for this course. All required readings are available through the UT Library system.

**Communication**

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](http://oit.utk.edu/email.php) to obtain directions for forwarding your UTK mail to your preferred address if you don’t wish to check both accounts.

**Computing Requirements**

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology (OIT)](http://oit.utk.edu) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

**Class Attendance Policy**

It is assumed that each student be present and speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class.  If you will be absent from class, you must:

* Inform me in advance or as soon as possible after class
* Submit any work due from the missed class period
* Listen to class recording
* Obtain notes, handouts, etc. from Canvas
* Check with classmates for notes, announcements, etc.

*Acceptable reasons for absence from class include:*

* Illness
* Serious family emergencies
* Special curricular or job requirements (e.g., judging trips, field trips, professional conferences)
* Military obligation
* Severe weather conditions
* Religious holidays
* Participation in official university activities such as music performances, athletic competition or debate
* Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

**Inclement Weather**

“*The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at* [*http://utk.edu*](http://utk.edu)*.* (Hilltopics, p. 55)( <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf> ). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

**Accommodations for Students with Disabilities**

Students who may need course adaptations because of a disability are welcome to make an appointment to speak with me. Students with disabilities must register with the [Student Disability Services](http://ods.utk.edu/), 2227 Dunford Hall, Knoxville, TN 37996-4020, before accommodations can be made. If you require course accommodations but have not contacted Student Disability Services, please call (865) 974-6087 or email sds@utk.edu to inquire about the registration procedure.

**Civility**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

**CCI Diversity Statement**

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

**Instructor Status as a Title IX Mandatory Reporter**

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit [**titleix.utk.edu**](https://titleix.utk.edu/).

**Academic Integrity**

Students should be familiar and maintain their *Academic Integrity* described in <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf> , p. 15 as: “*Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work*.”

Students should abide by the ***Honor Statement***described in the same Hilltopics, p. 73:

*“An essential feature of The University of Tennessee 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.”*

**Plagiarism**

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required.  Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

***Specific examples of plagiarism are:***

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports.  (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>.)

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

**Assignments and Grading**

Grading is based primarily on the five assignments listed below, plus a participation grade (also discussed below). The assignments will be discussed in greater detail during class sessions.

1. Archives in the News. 20%

Students will present a news article that demonstrates the importance and relevance of archives. Such stories can range from an archival collection being used in a news feature; a new document being “discovered” in an archival collection; a new archives being established; or an issue such as how access to public records is requested, restricted or disputed. Students can find such news items in any kind of media, provided a link to the item can be found online. Students will need to post the story or a link to the story to the Canvas site, along with an approximately 300 – 500 word description and analysis of how the item relates to archival principles and how the work of archivists is (or is not seen) by the public at large. **Due September 28.**

2. Skills Evaluation and Action Plan. 30% (you can do this OR the personal essay)

To prepare for a career in Information Science, you will evaluate your skills and experience and develop an action plan to acquire what skills and experience you currently lack. This assignment will have two components. In September, you will select three mid- or upper-level archives or records management jobs you find interesting, and create a report on the skills and experience you would need to compete for them. In October, you will audit your current skillset and identify gaps, then identify resources that will help you gain those skills. (Resources could include SIS or UT classes, online free or fee-based web tutorials, internships, or part-time jobs, as examples.) **Components due October 5 and November 9.**

3. Appraisal of the Records of Bancroft Camp 16, United Spanish War Veterans. 20%

You will be expected to write an appraisal report recommending which portions of a “new accession” should be preserved and which should be destroyed. This exercise will use a sample of an existing collection: the Records of Bancroft Camp 16. The Bancroft Camp 16 was a Wisconsin military encampment during the Spanish-American War, and their collection is housed at the Wisconsin Historical Society. The report must include justification for decisions. This assignment is designed to introduce you to basic appraisal concepts. **Due October 26.**

4. Register for the Records of Bancroft Camp 16. 20%

You will be expected to write a short history of the agency, a general description of its records, and arrange the records in appropriate order. This assignment is designed to extend your understanding of appraisal and introduce basic concepts of arrangement and description. **Due November 23.**

5. Personal Essay. 30% (you can do this OR the skills evaluation/action plan)

Write a three to five page essay evaluating what you see as the most interesting challenge to the archival profession today. Use this opportunity to demonstrate what you have learned in class, but also to express your feelings (positive or negative) about archival practice. Although this is an essay and not a formal paper, please practice good spelling, grammar, and writing structure. **Due December 2.**

6. Participation 10%

As our meetings will be conducted online, the participation of all students is vital. Students are expected to attend class; at the discretion of this instructor, missing more than two classes (without approval) may result in a lower grade. Students are strongly encouraged to participate in discussions in class meetings as well as on the discussion board of the class's Canvas site.

**Schedule of Classes and Readings**

**1. August 24: What are Archives, Archivists, and Records Managers?**

Society of American Archivists. What Are Archives? <https://www2.archivists.org/about-archives>

Frequently Asked Questions about Records Management in General

<https://www.archives.gov/records-mgmt/faqs/general.html>

Understanding Records Management

<https://archives.un.org/es/content/understanding-records-management>

ADDITIONAL (OPTIONAL) READINGS:

Caswell, M. L. (2016). ’The Archive’ Is Not an Archives: On Acknowledging the Intellectual Contributions of Archival Studies. <https://escholarship.org/uc/item/7bn4v1fk>

Terry Cook (2011) The Archive(s) Is a Foreign Country: Historians, Archivists, and the Changing Archival Landscape. The American Archivist: Fall/Winter 2011, Vol. 74, No. 2, pp. 600-632.

<https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_crossref_primary_10_17723_aarc_74_2_xm04573740262424>

**2. August 31: The Record and its Life Cycle**

Chachage, B., & Ngulube, P. (2006). Management of business records in Tanzania: An exploratory case study of selected companies. *SA Journal of Information Management, 8(3)*. [doi:https://utk.primo.exlibrisgroup.com/permalink/01UTN\_KNOXVILLE/9go8o8/cdi\_doaj\_primary\_oai\_doaj\_org\_article\_a0eeae3b300a44be8bd3e133bbaf888c](https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_doaj_primary_oai_doaj_org_article_a0eeae3b300a44be8bd3e133bbaf888c)

Yusof, Z. M., & Chell, R. W. (2000). The Records Life Cycle: an inadequate concept for technology-generated records. *Information Development, 16(3)*, 135–141. <https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_crossref_primary_10_1177_0266666004240413>

**3. September 7: Collection Development**: Acquisition, Appraisal and Accession

Edwards, P. M. (2004). Collection Development and Maintenance across Libraries, Archives, and Museums A Novel Collaborative Approach. *Library Resources & Technical Services, 48(1)*, 26–33. Retrieved from <http://search.ebscohost.com.proxy.lib.utk.edu:90/login.aspx?direct=true&db=a9h&AN=12656987&scope=site>

Montgomery, B. P. (1996). Archiving human rights: A paradigm for collection development. *Journal of Academic Librarianship, 22(2)*, 87. [https://doi-org.proxy.lib.utk.edu/10.1016/S0099-1333(96)90174-3](https://doi-org.proxy.lib.utk.edu/10.1016/S0099-1333%2896%2990174-3)

**4. September 14: Types of Value and the Evaluation of Records**

Cox, R. (2002). The end of collecting: Towards a new purpose for archival appraisal. *Archival Science, 2(3)*, 287-309. <https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_crossref_primary_10_1007_BF02435626>

Kolsrud, O. (1992). The Evolution of Basic Appraisal Principles - Some Comparative Observations. *The American Archivist, 55(1)*, 26-39. Retrieved from <http://www.jstor.org.proxy.lib.utk.edu:90/stable/40293622>

**5. September 21: Building the Archives and Institutional Development**

ARCHIVES IN THE NEWS DUE

Haymond, J. (1982). Adaptive Reuse of Old Buildings for Archives. *The American Archivist, 45(1)*, 11-18. Retrieved from <http://www.jstor.org.proxy.lib.utk.edu:90/stable/40292455>

Morris, P. (2005). Building An Archives: A Case Study In South Carolina. *Archival Issues, 29(1)*, 45-64. Retrieved from <http://www.jstor.org.proxy.lib.utk.edu:90/stable/41102094>

Muir, A. and Shenton, S. (2002), "If the worst happens: the use and effectiveness of disaster plans in libraries and archives", *Library Management, Vol. 23 No. 3*, pp. 115-123. <https://doi-org.proxy.lib.utk.edu/10.1108/01435120210697216>

**6. September 28: Class Exercise (Arrangement)**

JOBS REPORT DUE

**7. October 5: Processing, Arrangement and Description**

Hackbart-Dean, P., & De Catanzaro, C. (2002). The Strongest Link: The Management and Processing Of Archival Collections. *Archival Issues, 27(2)*, 125-136. Retrieved from <http://www.jstor.org.proxy.lib.utk.edu:90/stable/41102063>

Meissner, D. D. M. or., & Greene, M. (2010). More Application while Less Appreciation: The Adopters and Antagonists of MPLP. *Journal of Archival Organization, 8(3/4)*, 174–226. <https://doi-org.proxy.lib.utk.edu/10.1080/15332748.2010.554069>

Pevar, S. (2005). Success as a Lone Arranger: Setting Priorities and Getting the Job Done. *Journal of Archival Organization, 3(1)*, 51–60. <https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_crossref_primary_10_1300_J201v03n01_05>

**8. October 12: Records: Types and Components, Form and Function**

APPRAISAL DUE

Canazza, S. (2012). The digital curation of ethnic music audio archives: from preservation to restoration. *International Journal on Digital Libraries, 12(2/3)*, 121–135. <https://doi-org.proxy.lib.utk.edu/10.1007/s00799-012-0088-x>

Compton, M. (2007). The Archivist, the Scholar, and Access to Historic Television Materials. *Cinema Journal, 46(3)*, 129-133. Retrieved from <http://www.jstor.org.proxy.lib.utk.edu:90/stable/30130535>

**9. October 19: Electronic Records**

Jeffrey L. Horrell. (2008). Converting and Preserving the Scholarly Record: An Overview. *Library Resources & Technical Services, 52(1)*, 27–32. <https://doi-org.proxy.lib.utk.edu/10.5860/lrts.52n1.27>

Kemoni, H. (2009). Management of electronic records. *Records Management Journal, 19(3)*, 190-203. <https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_emerald_primary_10_1108_09565690910999184>

**10. October 26: Reference, Outreach, and Advocacy**

Shakeri, S., Akbaridaryan, S., & Mohammadi, F. (2012). Comparison of Traditional and Digital Reference Questions and Responses at the National Library and Archives of I.R. of Iran (NLAI). *Reference & User Services Quarterly, 52(2)*, 136-144. Retrieved from <http://www.jstor.org.proxy.lib.utk.edu:90/stable/refuseserq.52.2.136>

Welch, J. M., Hoffius, S. D., & Fox, B. (2011). Archives, accessibility, and advocacy: a case study of strategies for creating and maintaining relevance. *Journal of the Medical Library Association, 99(1)*, 57–60. <https://doi-org.proxy.lib.utk.edu/10.3163/1536-5050.99.1.010>

**11. November 2: Archives and Social Justice**

SKILLS RESOURCES REPORT DUE

Belmonte, K., & Opotow, S. (2017). Archivists on archives and social justice. *Qualitative Psychology, 4(1)*, 58-72. [doi:https://utk.primo.exlibrisgroup.com/permalink/01UTN\_KNOXVILLE/9go8o8/cdi\_proquest\_journals\_1868848095](https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_proquest_journals_1868848095)

Caswell, M. (2014). Toward a survivor-centered approach to records documenting human rights abuse: lessons from community archives. *Archival Science*, *14*(3-4), 307-322.

<https://escholarship.org/content/qt73f5s7sr/qt73f5s7sr.pdf>

Nathan, L. P., Shaffer, E., & Castor, M. (2015). Stewarding Collections of Trauma: Plurality, Responsibility, and Questions of Action. *Archivaria*, *80*, 89-118. <https://archivaria.ca/index.php/archivaria/article/view/13545>

Jimerson, R. (2007). Archives for All: Professional Responsibility and Social Justice. *The American Archivist, 70(2)*, 252-281. Retrieved from <http://www.jstor.org.proxy.lib.utk.edu:90/stable/40294571>

**12. November 9: Records Management**

Hase, S. and Galt, J. (2011), "Records management myopia: a case study", *Records Management Journal, Vol. 21 No. 1*, pp. 36-45. <https://doi-org.proxy.lib.utk.edu/10.1108/09565691111125099>

Luyombya, D., & Bukirwa, J. (2014). Records management practices in oil marketing companies in Uganda. *Information Development, 30(1)*, 70–79. <https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_crossref_primary_10_1177_0266666913475686>

**13. November 16: Preservation and Conservation**

REGISTER DUE

OWERU, P. J. & MNJAMA, N. (2014). Archival Preservation Practices at the Records and Archives Management Department in Tanzania. *Mousaion, 32(3)*, 136–165. Retrieved from <http://search.ebscohost.com.proxy.lib.utk.edu:90/login.aspx?direct=true&db=lls&AN=116897914&scope=site>

Rachman, Y. (2017). The Use of Traditional Conservation Methods in the Preservation of Ancient Manuscripts: A Case Study from Indonesia. *Preservation, Digital Technology & Culture, 46(3)*, pp. 109-115. <https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_crossref_primary_10_1515_pdtc_2017_0006>

**14. November 23: Looking forward and beyond**

ESSAY DUE

Adami, T. (2009). Future Perfect? Peacekeeping, Peacebuilding and Archives—the United Nations in Sudan. *Journal of the Society of Archivists, 30(1)*, 3–26. <https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_crossref_primary_10_1080_00379810903264583>

Clement, T., Hagenmaier, W., & Levine Knies, J. (2013). Toward a Notion of the Archive of the Future: Impressions of Practice by Librarians, Archivists, and Digital Humanities Scholars. *The Library Quarterly: Information, Community, Policy, 83(2)*, 112-130. <https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/9go8o8/cdi_crossref_primary_10_1086_669550>

**Due Dates and Late Assignments**

Assignments should be submitted to the “assignments” area of Canvas and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. I will download the submissions from Canvas early the next morning. **I will ONLY download assignments from Canvas ONCE.** Therefore, if yourassignment is not ready by the deadline:

* You must send me an email informing me that your assignment will be late. **Not doing so will result in a one-point deduction for each day I don’t hear from you.**
* When it’s ready, you must submit it to me via email, as an attachment
* One point will be deducted for each 24-hour hour period the assignment is not turned in.

**Incompletes**

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor.  Plan your semester’s course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

**Assigning Grades**

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you’d like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale on pp. 6-7 of the syllabus for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92.  Your final grade will be based on total points earned/total possible points over the course of the semester.

**Evaluation**

Semester grades will be assigned according to the following scale:

|  |  |  |
| --- | --- | --- |
| A  | 93≤ | (4 quality points per semester hour) superior performance. |
| A- | 90-92.75 | (3.7 quality points per semester credit hour) intermediate grade performance.  |
| B+  | 88-89.75 | (3.5 quality points per semester hour) better than satisfactory performance. |
| B  | 83-87.75 | (3 quality points per semester hour) satisfactory performance. |
| B- | 80-82.75 | (2.7 quality points per semester credit hour) intermediate grade performance. |
| C+  | 78-79.75 | (2.5 quality points per semester hour) less than satisfactory performance. |
| C  | 70-77.75 | (2 quality points per semester hour) performance well below the standard expected of graduate students. |
| D  | 60-69.75 | (1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements. |
| F  | 59.75≥ | (no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements. |
| I  |  | (no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record. |
| S/NC  |  | (carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the [*Graduate Catalog*](http://diglib.lib.utk.edu/dlc/catalog/g2008.htm). The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required. |
| P/NP  |  | (carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress. |
| W  |  | (carries no credit hours or quality points) indicates that the student officially withdrew from the course. |

**Course Evaluation**

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

**Disclaimer**

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.