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Undergraduate Council Meeting Minutes

Office of the Provost

10-21-2014

Undergraduate Council Minutes of Meeting October 21, 2014

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**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
October 21, 2014**

Elected Members present: Michael Palenchar, Chair, Richard Bennett, Vice Chair, Katherine Ambroziak, Harriet Bowden, Jochen Denzler, Jim Hall, Eric Sundstrom, Suzanne Wright, Jean Gauger, Mary Holcomb, Randal Pierce, Harold Roth, Roxanne Hovland, Rob Hardin, Heidi Stolz, Paul Frymier, Belle Upadhyaya, David Dupper, Robert Washington-Allen as proxy for Yingkui Li, and Courtney Wright as proxy for Jonathan Pettigrew

Ex-Officio Members present: Mary Anne Hoskins, Kirsten Benson, Richard Bayer, Taimi Olsen, Teresa Walker, John Stier, George Drinnon, Catherine Luther, and Rebekah Page as proxy for Timothy Hulsey

Student Members present: Geneva Frank as proxy for Katelyn Hadder

Others present: Alison Connor, Ruth Darling, Betsy Gullett, Sally McMillan, Matthew Theriot, Molly Sullivan, Dave Williams, and Mary Albrecht

Call to order: A regular meeting of the Undergraduate Council (UGC) was held in the Multipurpose Room of Black Cultural Center on October 21, 2014. The meeting was called to order by Michael Palenchar, UG Council Chair, at 3:41 p.m.

Matthew Theriot, chair of the Quality Enhancement Plan for SACSCOC, presented information about the QEP including the definition of QEP, the topic that has been chosen, and the timeline for implementing the plan.

Sally McMillan, Vice Provost for Academic Affairs, presented information regarding transfer plans for students transferring to the University from Pellissippi State Community College. The plans will be similar to the format used for articulation agreements, but TBR schools now use transfer pathways rather than formal articulation agreements.

Approval of minutes: Michael Palenchar moved that the minutes of the September 9, 2014 UGC meeting be approved. The motion was seconded and passed without opposition. The approved minutes may be viewed at
http://web.utk.edu/~ugcouncl/public_html/docs/minutes/UG%20Council%20Minutes.9.9.2014.pdf.

Committee Reports:
- The Academic Policy report was presented by Michael Palenchar, who served as acting chair of that committee at the October 1, 2014 meeting. The report was informational and no action was needed.
- The Advising report was presented by Mary Anne Hoskins, Chair. The presentation included information from both the September 16, 2014 and the October 14, 2014 meetings. The report was informational and no action was needed.
- The Appeals report was presented by Lisi Schoenbach, Chair. The report addressed readmissions and reinstatement for the 2014-2015 academic year. The report was informational and no action was needed.

- Sally McMillan, Chair of the Associate Deans Group, presented the highlights from the August 20, 2014, meeting and from the August 4 and September 8, 2014, meetings of Undergraduate Planning. These reports were informational and no action was needed.
- The Curriculum Committee report was presented by Katherine Ambroziak, Chair. Beginning with the October 7, 2014, meeting the Curriculum Committee is dividing curriculum changes into two groups: The Consent Agenda items are those that have minor changes, and the Main Agenda items are more complex or have greater impact.
  - Katherine Ambroziak moved that the Consent Items from the October 7, 2014, meeting be approved. The motion was seconded and passed without opposition.
  - Katherine Ambroziak moved that the Main Agenda Items from the October 7, 2014, meeting be approved. The motion was seconded and passed without opposition.

Dr. Palenchar reminded the group that the deadline for submission of curricular changes for the 2015-2016 catalogue is December 1, 2014.

Adjournment: Michael Palenchar adjourned the meeting at 4:40 PM.

Next meeting: Tuesday, January 27, 2014, at 3:40 p.m. in Black Cultural Center, Multipurpose Room

Minutes submitted by: Molly Sullivan

QUALITY ENHANCEMENT PLAN FOR SACS

EXPERIENCE LEARNING

Our Quality Enhancement Plan 2015
Matthew Theriot, QEP Development Chair

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What is a QEP?

- As defined by the SACSCOC, the QEP
  - Is a Carefully designed course of action
  - Addresses a well-defined and focused topic or issue
  - Is related to enhancing student learning and/or the environment for student learning on an institutional level
- The QEP should be embedded within the institution's ongoing integrated institution-wide planning and is focused primarily on undergraduate students.

Why a QEP?

- Most "forward-looking" part of the SACS reaffirmation experience
- Campus-wide involvement
- Campus-wide impact

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"One must learn by doing the thing, for though you think you know it– you have no certainty, until you try."

Sophocles, 400 BC

"There is an intimate and necessary relation between the process of actual experience and education."

John Dewey, 1938

What is experiential learning?

"Experiential [learning] is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values."

Association for Experiential Education, 2014

Examples of Experiential Learning Activities

- Clinical experiences
- Service learning
- Field work experiences
- Practicum experiences
- Research experiences
- Artistic expression
- Internships
- Apprenticeships
- Fellowships experiences
- Simulations and gaming
- Role-play experiences
- Student teaching experiences
- Study abroad
- Volunteer experiences

Benefits of Experiential Learning

For Students:
- Better student retention and graduation rates
- Increased content knowledge and skills
- Improved higher-order and critical thinking skills
- More civic responsibility and commitment to service

For Faculty:
- Greater satisfaction with teaching
- Stronger bonds between faculty and students
- Enhanced faculty collaboration
- Stronger connection to institution

For Community:
- Enhanced university relations
- Useful service to communities
- Facilitates sharing of research and knowledge

QEP Actions

- Smart Communities Initiative (SCI)
- Faculty Development Program
- Faculty-Staff-Student Support Initiatives

Advancing UT's Priorities

- Fit with UT's mission, vision, and value statements
- Links to Vol Vision Strategic Plan
- Addresses needs identified in NSSE data
- Task force reports and other supporting evidence

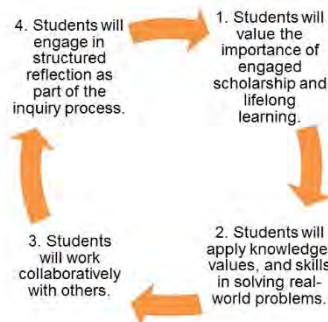THE UNIVERSITY of TENNESSEE UT KNOXVILLE

QEP Mission Statement

The QEP will enhance opportunities for students to learn through actual involvement with problems and needs in the larger community. The purpose is to help students apply the knowledge, skills, and values learned in the classroom to real-world challenges. Learning occurs during the process of dealing with these problems and through guided reflection on these experiences, developing new skills, creating new knowledge, and clarifying values.

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QEP Student Learning Outcomes

4. Students will engage in structured reflection as part of the inquiry process.

1. Students will value the importance of engaged scholarship and lifelong learning.

3. Students will work collaboratively with others.

2. Students will apply knowledge, values, and skills in solving real-world problems.

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Assessment

- Direct assessments
    a) Rubrics for each SLO
- Indirect assessments
    a) Student surveys
    b) Faculty surveys
    c) Focus groups
    d) NSSE
- Outputs and counts

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Timeline

- SACS On-Site Visit: March 31-April 2, 2015
- Begin Implementation: Fall 2015

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What the QEP is NOT

- No mandatory participation or reporting

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ACADEMIC POLICY COMMITTEE

The University of Tennessee, Knoxville
Academic Policy Committee
Minutes of the Meeting
October 1, 2014

Call to order: A regular meeting of the Academic Policy Committee was held in the Arena Dining Room A on October, 2014. The meeting was called to order by Michael Palenchar, UG Council Chair and acting as Committee Chair, at 1:30 p.m.

Michael Palenchar welcomed everyone, led the group in introductions of new and returning members, gave an overview of meeting dates, and reviewed the purpose, guidelines, and membership of the Academic Policy Committee.

Members present: Paul Frymier, Wendy Tate for Jean Gauger, Roxanne Hovland, Yingkui Li, John Scheb, Michael Palenchar, Monique Anderson, and Ruth Darling

Others present: Sally McMillan, Tammy Murphy, Katie McCay, George Drinnon, and Molly Sullivan

Approval of minutes: The minutes of the March 5, 2014 meeting were approved.

New members were curious about service learning, which had been discussed at the prior meeting. Sally McMillan gave a brief overview of service learning.

New business:

Election of committee chair: Michael Palenchar nominated Roxanne Hovland for Academic Policy Committee Chair for 2014-2015 and asked for additional nominations. There being no other nominations, Roxanne Hovland was elected unanimously.

Honors Categories for Graduation (Latin Honors): Monique Anderson initiated a discussion of current requirements for Latin Honors for graduation, pointing out recent problems that had been addressed, and presenting an analysis of the policies of eighteen other universities. The issue was discussed and a straw vote taken, followed by additional discussion and a second straw vote. Those present were in agreement that a policy change should be prepared and presented to the Committee.

Summer Textbooks: Michael Palenchar described problems with textbooks that were not available in the University bookstore prior to the start of the summer term. Consensus was that books need to be available by the start of each term, especially short terms such as those in the summer. Sally McMillan said she would be meeting with the bookstore manager shortly after the current committee meeting and would address possible solutions.

Adjournment: Michael Palenchar adjourned the meeting at 2:17 PM.

Next meeting: Wednesday, November 5, 2014, at 1:30 p.m. in Arena Dining Room A

Minutes submitted by: Molly Sullivan

Honors Categories for Graduation

Honors are conferred upon graduating undergraduate students who have displayed a high level of achievement during their university career.

Recipients of honors receive their degrees with
- cum laude   3.5   through 3.64
- magna cum laude   3.65 through 3.79
- summa cum laude   3.8   through 4.0

These honors categories are based on a student's cumulative average at the end of the semester preceding the graduation semester. Students must have earned at least 60 hours at UT Knoxville in order to qualify for honors categories.

If, at graduation, a student's grade point average would allow a higher honors category than that determined at the end of the semester preceding the graduation semester, the student will receive a substitute diploma indicating the higher category.

GENERAL REQUIREMENTS FOR A BACHELOR'S DEGREE: Residency Rule

Complete the last 30 hours of credit offered for the bachelor's degree in residence at the University of Tennessee, Knoxville. During the final 30 hours, up to two courses outside a student's major may be taken at another institution as long as the student has 25% of coursework for the degree completed at the University of Tennessee, Knoxville. Special arrangements to allow study abroad courses, work taken at other University of Tennessee campuses, and all other requests for waiving this requirement must be approved by the dean of the college in which the student is enrolled.

Should this policy be reviewed and changed?

Issues for Consideration:

The requirement of 60 hours at UTK in order to earn Latin Honors can increase the residency hour requirement for:
1. Transfer students entering under an articulation agreement or transfer pathway that requires more than 60 hours at the community college level and less than 60 hours at the upper-division level
2. RN to BSN students who transfer from community college nursing programs who take a proficiency exam to earn 26 hours
3. Students who are pursuing a degree that requires a semester or more in a study abroad program

4. Transfer students who need between 30 and 60 hours in order to complete their degrees

Recently, students who would have qualified for Latin Honors based on grade point average alone were unable to receive this distinction because they missed the 60 hours at UTK requirement by less than ten hours.

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Research: Policies from Other Institutions
2014-2015 Catalog

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Other University of Tennessee Institutions

University of Tennessee, Chattanooga
* General Graduation Requirements include completion of the **last 24 hours** toward the degree in residence, including one class at another TBR college with prior permission.
* Specific Latin Honors Requirements include completion of at least **60 hours** in residence.

University of Tennessee, Martin
* General Graduation Requirements include completion of the **30 hours** toward the degree in residence, including one class at another TBR college with prior permission
* Specific Latin Honors Requirements include completion of at least **four semesters/60 hours** in residence.

Other SEC Institutions

Auburn University
* General Graduation Requirements include completion of the **last 25%** of degree requirements and **50%** of major in residence.
* Specific Latin Honors Requirements include completion of at least **60 hours** in residence.

Louisiana State University
* General Graduation Requirements regarding residency **vary** by college/program, but **last two semesters/30 hours**, with **15 hours** in major is average.
* Specific Latin Honors Requirements have **no additional** residency requirements.

Mississippi State University
* General Graduation Requirements include completion of the **last 25%** of upper-division degree requirements in residence.
* Specific Latin Honors Requirements include completion of at least **60 hours** in residence.

Texas A&M University
* General Graduation Requirements include completion of **36 hours** of upper-division degree requirements in residence, with **12 hours** of this in major.
* Specific Latin Honors Requirements include completion of at least **60 hours** in residence.

University of Alabama
* General Graduation Requirements include completion of **last 25%** of degree requirements in residence.
* Specific Latin Honors Requirements include completion of at least **45 hours** in residence.

University of Arkansas
* General Graduation Requirements include completion of **30 hours** of upper-division degree requirements in residence.
* Specific Latin Honors Requirements vary by college/program. **No additional** residency is required, but students must take certain courses to qualify.

University of Florida

- General Graduation Requirements include completion of **last two semesters/30 hours** in residence.
- Specific Latin Honors Requirements vary by college/program, but **no additional** residency is required.

University of Georgia

- General Graduation Requirements include completion of at least **45 of the last 60 hours** in residence.
- Specific Latin Honors Requirements have **no additional** residency requirements.

University of Kentucky

- General Graduation Requirements include completion of at least **30 of the last 36 hours** in residence.
- Specific Latin Honors Requirements include completion of **three years/90 hours**; however, students with at least **two years/60 hours** and less than **three years/90 hours** may qualify for honors by achieving a GPA that is 0.2 points higher than those with three years/90 hours.

University of Mississippi

- General Graduation Requirements include completion of **15 of the last 21 hours** and **30 hours** in the college of the degree in residence.
- Specific Latin Honors Requirements include completion of at least **50% of degree hours** in residence.

University of Missouri

- General Graduation Requirements include completion of at least **30 of the last 36 hours** in residence.
- Specific Latin Honors Requirements vary by college/program, from **no additional** residency to an additional **60 hours**.

University of South Carolina

- General Graduation Requirements include completion of at least the **last 25%** and **50%** of the major and minor in residence.
- Specific Latin Honors Requirements include completion of at least **60 hours** in residence.

Vanderbilt University, 2014-2015 Catalog

- General Graduation Requirements include completion of at least **60 hours** in residence, including the **last two semesters/30 hours.**
- Specific Latin Honors Requirements have **no additional** residency requirements.

Tennessee Board of Regents Institutions (sample, not comprehensive)

Middle Tennessee State University, 2014-2015 Catalog

- General Graduation Requirements include completion of at least **two semesters/30+ hours** in residence during junior and senior years, with the final semester in residence unless special permission granted beforehand.
- Specific Latin Honors Requirements have **no additional** residency requirements.

University of Memphis, 2014-2015 Catalog

- General Graduation Requirements include completion of at least **30 of the final 60 hours** in residence.
- Specific Latin Honors Requirements include completion of a minimum of **42 hours** in residence.

Tennessee Private Non-profit Institutions (sample, not comprehensive)

Christian Brothers University, 2014-2015 Catalog
- General Graduation Requirements include completion of at least **35 of the last 70 hours** in residence
- Specific Latin Honors Requirements have **no additional** residency requirements.

Union University, 2014-2015 Catalog
- General Graduation Requirements include completion of at least **28 hours** in residence, and the last **12 hours** in residence.
- Specific Latin Honors Requirements include completion of at least **56 hours** in residence.

University of the South, Sewanee
- General Graduation Requirements include completion of at least **four semesters/64 hours** in residence, including the last **two semesters** in residence.
- Specific Latin Honors Requirements have **no additional** residency requirements.

ADVISING COMMITTEE

The University of Tennessee, Knoxville
Advising Committee Meeting
September 16, 2014
Minutes

1. Welcome and call to order –Parker
2. Registration dates – Hardy distributed registration dates.
3. uTrack update – Connor distributed overview of uTrack for the first year (attached). OIT is working on speeding up the email process. They are expecting to send @ 8,370 emails – fall 13 and fall 14 cohorts. The plan is to send out the predicted off-track emails to students later this week. Students who ended spring as off-track 2 and who remain off-track for fall will have a hold placed on their account and receive message at the end of fall that they are off-track final. Question was asked whether any colleges have plans to re-set the tracking clock for students in off-track final status at the end of fall. A&S and Business both indicated no unless extenuating circumstances and in consultation with department.
4. SSC announcements – Reece distributed handouts on Math Camp, SOAR, last week's Supplemental Instruction and tutoring data, and general information on SSC programs.
5. Other announcements –
   a. Jaggers distributed flyer for Vol Walk of Life: New Vols Edition.
   b. Broadhead announced Admissions events for fall:
      - This weekend is the first Big Orange Preview (formerly called Open House) which has new format.
      - Last weekend in September is Promise schools event where students from the Promise schools are invited to campus.
      - Rocky Top Tailgate Homecoming 10/11 – high school juniors and seniors invited.
      - Scholars invitational events October 6, 13, 27.
      - 2nd Big Orange Preview November 1.

c. Kit announced Career Services job fairs for Supply Chain Management next Monday; business, retail, and government on Tuesday, engineering and STEM on Wednesday. Communication and social impact job fairs in October.

d. Shey announced that students can search in GradesFirst for tutoring offerings including the walk-in centers – Math, Chemistry, Organic Chemistry, and Writing Center.

The University of Tennessee, Knoxville
Advising Committee Meeting
October 14, 2014
Minutes

1. Welcome and call to order –Hoskins

2. Academic Second Opportunity – M. Anderson shared the new Academic Second Opportunity (ASO) petition form that can be found at http://registrar.tennessee.edu/forms/index.shtml. FAQ's were also shared and discussed (attached). It was asked if the word "normally" should be removed from the form (2nd bullet right side of form) since it could be confusing to students. Anderson noted she would take this up with the Academic Policy Committee. The policy may be found at http://catalog.utk.edu/content.php?catoid=16&navoid=1630#acad_seco_oppo.

3. UG Council Chair – Palenchar provided an overview of items coming up this year in the Undergraduate Council.
   a. Service Learning designations for courses
   b. Changes in the Honors programs
   c. White House Initiatives
   d. QEP
   e. New UG curriculum submission guidelines which may be found at http://web.utk.edu/~ugcouncl/public_html/operating/index.html

4. uTrack update – Connor distributed the Fall 14 uTrack Predictive Assessment. Of particular note there are only 36 students who are in final off-track status, less than .5% of the total 8381.

5. Admissions update – K Alldredge shared new initiatives in UG Admissions
   a. Recruitment events open house now being called Big Orange Previews – seniors in fall and juniors/seniors in spring. Students will have an opportunity to be more engaged with faculty and staff in the colleges and visit buildings (e.g. Haslam Business Building for students interested in business)
   b. Rocky Top tailgate – will continue
   c. Diversity efforts –Will continue with Pledge and Promise scholarships however the book stipend will no longer be included
   d. Receptions and "signing day" events being planned for admitted students
   e. New scholarships – prior program students were accepted to UT and then applied for scholarships and thus, would not know their scholarship approved until May. New program – based on ACT/SAT and GPA and amounts are set – students will learn their awards upon acceptance. See attached postcards. This will be a great recruitment tool. Students likely submit 6-12 admission applications; knowing their funding earlier will

likely allow for earlier commitment to UT. The deadline for submitting updated test scores and HS GPA will be 12/31 for **scholarship consideration** and will be a firm deadline. Students may continue to submit updated scores for admissions and records purposes.

    f.   Admissions will communicate more often with colleges on numbers of admits so that colleges will know what their incoming class will look like earlier and allow for better preparedness

Also distributed projections for Fall 15 attached – scenario 3 is most likely.

6. Other announcements

    a.   Hoskins quoted from the committee's purpose statement (http://web.utk.edu/~ugcouncl/public_html/committees/advising.html) so that we're all aware of the purpose of our committee. Palenchar noted that the UG Council is under the purview of the Faculty Senate – all policy recommendations brought forward are voted on by the UG Council, and then voted on by the Faculty Senate. Hoskins noted that currently the committee meets four times per semester. At November's meeting, we'll discuss the meeting schedule – December and beyond.

    b.   S Pendergrast announced that if you wish to be on the TennACADA listserv, send an email with your request to tennacada@utk.edu

    c.   Hoskins announced the UT Health Fair will be held Tuesday, October 21 from 11-3 in the UC Ballroom. Program representatives from health fields and graduate health programs will be available to speak with students who are considering these professions. Sponsored by Arts & Sciences Advising Services.

    d.   S Kit announced the new disability career coordinator in Career Services. Bryan Hilbert is replacing Sarah Helm.

Upcoming Meetings:

Advising Committee	12/9/14	3/10/15
(3:30 BCC 102-104):	1/13/15	4/7/15
11/11/14	2/10/15	

CSRDE Webinars
316 Haslam Business Building 2:00-3:00 pm.

Dec. 10, 2014 - When Early is too Late: Even Earlier Intervention to Enhance Student Success and Retention
Jan. 14, 2015 - Naturalizing Analytics: Beginning to Engage the Entire Institution in Enrollment and Retention Analytics
Feb. 04, 2015 - Strategies for Retaining African American Males at Predominately White Institutions
Jun. 10, 2015 - High-Impact Educational Practices as Promoting Student Retention and Success
Aug. 12, 2015 - Got Major? Identifying Interests and Exploring with Intrusive Purpose Through the Exploration Plan
Sep. 09, 2015 - Improving Outcomes Through the 4 Ps of Student Retention Framework

APPEALS COMMITTEE

**The University of Tennessee, Knoxville
Appeals Committee Annual Report**

Readmissions and Reinstatement Recap, Fall 2013 through Summer 2014

Dismissal Appeals
This year, the Appeals Committee requested the Registrar clearly note appeal options and deadlines in its dismissal notification letters sent to students who have been academically dismissed from UT. This move emerged from two concerns: (1) How can we make sure all students are fully aware of appeal options? (2) How can we make sure students meet the appeal deadline? While the Committee speculated the move might result in more dismissal appeals, we actually witnessed a decrease in both the number and percentage of appeals.

Number of Academic Dismissals			
School Year	**Total Dismissals**	**# Appeals**	**% Dismissals Appealed**
2013-14	599	45	8%
2012-13	543	63	12%
2011-12	613	69	11%
2010-11	672	72	11%
2009-10	638	84	13%
2008-09	824	92	11%

The percentage of appeals granted this year was in keeping with its recent historical percentages.

Total Dismissal Appeal Decisions				
School Year	**# Appeals**	**# Granted**	**# Denied**	**% Granted**
2013-14	45	15	30	33%
2012-13	63	22	41	35%
2011-12	69	23	46	33%
2010-11	72	27	45	37%
2009-10	84	28	56	33%
2008-09	92	22	70	24%

Students dismissed a first time must sit out the upcoming fall or spring term before being allowed readmission to UT.

Appeals from Students Dismissed for the First Time				
School Year	**# Appeals**	**# Granted**	**# Denied**	**% Granted**
2013-14	33	10	23	30%
2012-13	40	13	27	35%
2011-12	54	19	35	35%
2010-11	51	19	32	37%
2009-10	58	22	36	38%
2008-09	61	10	51	16%

Students dismissed a second time must sit out a calendar year, successfully complete 12 hours elsewhere, and meet with the Appeals Committee. When students appeal a second dismissal, the Committee looks for a clear and feasible path to graduation and upward trajectory since their previous dismissal.

Appeals from Students Dismissed More than Once				
School Year	# Appeals	# Granted	# Denied	% Granted
2013-14	12	5	7	42%
2012-13	23	9	14	39%
2011-12	15	4	11	27%
2010-11	21	8	13	38%
2009-10	26	6	20	23%
2008-09	31	12	19	39%

Readmissions Appeals

The Appeals Committee meets with students seeking readmission to UT following two previous academic dismissals. Since their last dismissal, they must have completed 12 or more hours elsewhere with a 2.5 GPA or higher. The Committee interviews these students in person, inquiring about success strategies, practical life concerns (time management, finances, etc.) and their curricular path to graduation. In most cases, students are granted readmission.

Year	# Granted
2013-14	20
2012-13	24
2011-12	12
2010-11	11
2009-10	20
2008-09	29

ASSOCIATE DEANS GROUP

The University of Tennessee, Knoxville
Associate Deans Meeting
August 20, 2014
Minutes

In Attendance: Sally McMillan (chair), Caula Beyl (on behalf of John Stier), Sherry Cummings, Mary Gunther, RJ Hinde, Catherine Luther, Lane Morris, Masood Parang, Rita Smith, and Dixie Thompson.

Absent: John Stier

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review and Approve Minutes
Morris moved. Parang second. Minutes approved.

Agenda Item 2: Introduce Molly Sullivan

Sullivan has replaced Cheryl Norris. Sullivan expressed that she wanted to make sure that the Associate Deans felt free to contact her should they need her.

Agenda Item 3: Biosafety Policy – Nobles
Nobles shared that there is a framework, a culture, and a general sense from the Board of Trustees that there are risks on campus, and a culture on campus that there is a collective concern about the ways that things are identified and the way issues are resolved and communicated.

- We found that information diffusion happens to be one of the biggest issues we have at UT. There are many stakeholders and individuals in the upper administration who do not want to be blindsided by significant issues that are occurring. When Nobles started with UT he found that the individuals doing safety and compliance have been trying very hard not to rattle the boat and had been working diligently at trying to cover risks. When looking at our comprehensive framework for what we do Nobles identified gaps in activities that have been placed on the books. (Please see Responsible Conduct of Research & Compliance handout here.)

- There is a feeling of risk aversion at UT. When people look at the UCLA incident, the way the Board of Trustees, President, and people at the leadership rank and how that student died and there was criminal suit individually against that faculty member and the people in that reporting chain. There is a heightened awareness to make sure our infrastructure is solid.

- Nobles explained that he typically thinks of risk in mechanism to protect faculty, people in the reporting chain, and up to the Chancellor and our Board, but by default that adds a layer of protection for the people who work under you or who you teach.

- Biosafety is a basic risk platform for pathogenics. In the charter, there was a basic charge in 1977 that lays out that the institution is responsible for a mechanism to review, inspector, and monitor all individuals that use bio hazardous materials in research and teaching. Nobles shared this document, and people were not happy. This led Nobles to understand that one of the biggest issues at our institution is information diffusion. Nobles also chairs the institutional compliance committee. This committee monitors about 400 regulations and report these to the Chancellor. Since the 2010 assessment about 10% have corrective action plans and the majority are still active. The committee continues to report to the Chancellor and the audit committee who reports to the Board of Trustees that we have not completed or resolved issues that were identified close to 5 years ago now. There will need to be an update to the Board of Trustees by September or November of this year regarding our advancement of the 5 year plan of resolving issues that were identified.

- We have about 40 corrective action plans that can be viewed in the **Compliance Heat Map**. This is the risk assessment that was preformed 5 years ago to help ameliorate risks that have been identified. Everything with a star indicates an area with significant risk. We have a number of issues with corrective actions developed. Nobles explained that he does not believe that these correctives action plans get funneled from the Vice Chancellor route to the Associate Deans of the colleges. Now Nobles needs to be able to bring everyone up to the understanding of where we are with our risk profiles and help others understand that there is a mechanism that helps to reduce liability by making sure that the institution has an infrastructure that supports you. Without this both the institution and you are responsible because there is documentation that you have not read that puts you directly responsible for a number of these activities.

- The system also sets policies that state there should be standard operating procedures. So then the institutions as the component does not call them policies they call them something else. Now we have impeded policies, for instance biosafety which is imbedded in a biosafety charter that one intuitively may not think policy information is in a charter of how a committee is developed. For radiation safety the actual policy information is written in a license that we have filed with the state that outlines direct responsibilities of department heads and other academic leadership roles with dealing with items related to radiation. For IRB, policy information is imbedded in a guide and in this guide it provides what the role is for department review chairs and what the department heads role is as well as what those signatures mean. The point of sharing all of this is that we are still accountable for something written in a charter from 1977. We need to make sure that individuals are not liable.

- There are a couple things with this policy. First, the miss information or misperception that the process of implementation was already determined. The biosafety committee asked that one of the junior biosafety personnel to draft something for their discussion and then this was widely distributed and there was a great deal of confusion. Nobles later held a meeting and it was determined that the best framework would be to use stake holders as part of the discussion that Nobles is now leading. The professionals that we have on campus that run these committees and the leaders on our campus that deal with these items should participate if they want to in coming up with a set of recommendations for policy implementation. The hope is to take these recommendations to Deans and Department Heads and work on implementation. This should be documentation and awareness program of what is going on.

- Beyl shared that the approach of contacting the Deans and letting them approach the departments that are most closely affected and then identifying faculty who have a passionate interest in biosafety serve on the committee will work out very well. Beyl asked Nobles if he was seeing similar issues, for instance, with animal welfare there are protocols in place but is he seeing similar deficiencies there or things like IRB approval. Nobles explained that for animals they came out with new guidance so now they have been trying to catch up with that. They have been trying to repair a number of things since 2010. Nobles would have to see active correction plans. If Deans or their representatives would like to be a part of that compliance conversation to receive reports and minutes that would be possible. Beyl commented that they would not necessary need to be involved, but would like information pertaining to resource allocation. Nobles confirmed that this could be done. The IRB messed up in two areas of guidance to the institution. One is for studies that have continuing review, these studies have expiration dates and the practice in that past was that they asked for faculty members to submit their continuation on the day of expiration. Federal guidance states that on the day you resubmit you actually terminate and technically until it gets approved you should not be doing the subjects work.

- Luther explained to Nobles that she had recently received a letter saying her IRB had been terminated and in the past she had received letters saying their IRB was coming to a close and stated what to do if she wanted to extended it. All of data collection is done, but it says she cannot analyze it now. Nobles stated that this is the second part of the significant misguidance

provided. The previous compliance officer believed that when you are done with your interaction with your human subject you can close your study and run a subject's analysis uncovered by the IRB. The problem with that guidance is that there are categories in both expedited and exemption that requires IRB review and oversight of people do retrospective analysis on human subjects data. Those studies should have remained open. These are discussions that are global and could be an auditing issue. If you are still manipulating the data then it needs to remain open if you are just writing it does not need to remain open. If there is an intent to look at the data or if you have a new analysis that you want to conduct you need to resubmit that study.

- Hinde shared that he had a concern about resources. Nobles agreed that on the bottom of page 7 of the charter it should read that the institution is responsible for developing the necessary resources.

- Nobles asked for a general consensus from the Associate Deans that if he finds a new issue that we need to do something about it and he will engage the appropriate groups and if he misses someone that we bring them on to have a discussion on what we need to do. The next path would typically be putting together a work group of interested stakeholders so they can come up with a policy framework. Hinde shared that if a document like this goes out to the DDH list make sure to add a message of who this will affect.

Agenda Item Other: McMillan
McMillan shared that a new interim sexual assault policy will be coming out. All faculty are responsible for reporting. The mechanism will be developed during the fall semester.

Agenda Item 4: Emergency Statement for Model Syllabus – McMillan
McMillan explained this document came out of the group that Brian Guard chairs. TTLC maintains this document. It is not mandatory that it be used, but we do try to encourage using this sample to get this information out.

Action Item:
- McMillan will make sure to let Olsen know that there needs to be better publicity around this document and a searchable version of the new document.

Agenda Item 5: Articulation Agreements

   a. **Update on PSCC Articulation Agreements – McMillan**
   McMillan shared that we are making great progress on reconstituting our agreements with PSCC. Basically we are laying out 8 semester plans that will help to complete the pathway and transfer into UT.

   b. **TTP Faculty Teams – McMillan**
   McMillan explained that this table came from the system office and they are saying we need to go back and look at the Pathways. They want to bring back faculty to discuss the pathways and we need a new list of faculty members. We cannot do a major renovation without separate meetings including registrars and advising professionals. Suggesting a faculty name and a process person would be helpful.

Agenda Item 6: College-level opportunities/challenges for new year – All

- McMillan shared that she will have three top priorities this year: enrollment management, QEP/General Education, and the White House Initiatives.
- Thompson shared that there are two issues she is dealing with right now. The first being the curricular review process. She is meeting with faculty to try to explain things to people. The second is the academic data for programs being reviewed this year. It appears that we will find data that is problematic. McMillan made a recommendation that we know there is bad data and Thompson may want to contact Serena Matsunaga about specific data concerns. Gunther shared that the Nursing Department is going through similar issues.
- Parang shared that Engineering had a summer bridge program in conjunction with CASNR and Arts & Sciences that went very well and they will be tracking these students.
- Morris thanked everyone for their help with the entrepreneurship minor. His college is working on how to enhance the experience for students. They are working on using technology to enhance the student experience.
- Smith shared that the libraries biggest challenge is always space and now they are looking at off sight storage space. A lot of time has been spent on improving the stacks and security. They are now looking at the ground floor. There will be 12 retention reviewers and now have two new student success librarians. The library is also looking into opening an area near the Studio that will be a Scholars Lab.
- Cummings shared that the college of Social Work is looking into new technology to help enhance online learning and ways of evaluating their online teaching.

Action Item:

- McMillan will bring info to Associate Deans on feedback from the orientation survey.

Agenda Item 7: Syllabus Database – Hinde

Hinde shared that the Communications Office is crafting a message. The Arts & Sciences volunteered to submit syllabi for upper division syllabi so students can search through them. The last sentence could prove to be a problem. If that text stays the faculty will ask Deans and Associate Deans who authorized this. (syllabi.utk.edu)

- McMillan explained that this was a Student Government recommendation. A committee was formed including many faculty members. Several concerns were raised including intellectual property, but the students raised good points about want more information and whether or not a course will help them with what they want to achieve.
- Thomson suggested softer wording for the last sentence: overtime we hope to increase the number of syllabi in the repository.

Action Item:

- McMillan will talk to Bledsoe about changing the last sentence to something like Thompson suggested.

UNDERGRADUATE PLANNING

The University of Tennessee, Knoxville
Undergraduate Planning Meeting
August 4, 2014
Minutes

In Attendance: Sally McMillan (chair), Betsy Adams, Richard Bayer, Ruth Darling, Denise Gardner, RJ Hinde, and Melissa Shivers

Not in attendance: Jonee Lindstrom, Mark Moon, and Mark Savage.

Guests in attendance: Monique Anderson and Jayetta Rogers.

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review minutes from last meeting
Motion by Gardner to accept the minutes. Second by Bayer. Minutes approved.

Agenda Item 2: Veterans Task Force report – Anderson and Rogers

a. **Creating a One-Stop Support Center for Veterans**
- Webinar has already taken place.

b. **Discussion of next steps for serving veterans**
- Rogers explained that the Veterans Taskforce made the recommendation that a Veteran's Resource Center on campus needed to be established in order to better serve veteran students. Essentially the resource center would work as a One-Stop for veteran students. Rogers further explained that this cohort of students would most likely want their own space on campus to use. Also, Veteran's Affairs will provide a VA representative for UT campus free of charge because we have a significant number of veteran students enrolled at the university. Data will have to be provided to the VA to show we have the adequate number of students and we will need to provide an office for the VA representative.
- Shivers shared with the committee that during her visit to the University of Alabama-Huntsville she toured their Veteran's Resource Center. While there she noticed that very few students came to the center. The veteran students at Alabama wanted the center run by someone with veteran status. Resources provided to these students played a lot in retention and led to the students feeling more connected to the university. We need to hear from our students as far as what they want. Rogers explained that veteran students often want one person that they can go to.
- McMillan pointed out that there is a limited amount of space on campus that could be used for a Veteran Student Resource Center. The Map Room in Hodges library has been cleared out and could potentially function as a common student area and a veteran's resource center could be housed there as well. An office could be set up for confidential meetings between veteran students and the VA counselor. We also need to have some One-Stop counselors who are very familiar with veteran's issues. But we probably can't create a dedicated student lounge.
- Rogers's office has 5 work study veteran students that the VA funds. These students help to keep track of veteran students in the registrar's office. These students are trained to handle answer questions for veteran students and are usually out front to help. Some of these

students might need to stay in the Registrar's area to help with processing, others could move to the veteran's support area in the one stop.

Action Items:
- Bayer will add folding in veteran services to One-Stop to the One-Stop Committee agenda.
- Bayer will follow-up with Blamey on the process of getting a VA representative on campus and contact Mann to get the number of veteran students on campus.

Agenda Item 3: Recruitment, retention, and graduation updates – Bayer and McMillan
   a. [Projections for first-time students] **– Bayer and McMillan**
   - McMillan shared that the August 1st projections, depending on which measurements you use, show an entering freshman class in the low 4,600 to high 4,700 range. The DCE report shows us how many 1st full-time freshmen have enrolled so far. Transfers also show a huge variance because of the increase in transfer students in housing. The 1,530 projection for transfer students is most likely an overstatement. We are probably looking for at mid-1,200 to 1,300 transfer students. If you use last year's yield we would be closer to 1,300. For the best case scenario we have just barely 5,900 entering It is still too soon to know if we will meet our overall goal of 21,500 total undergraduate students for the fall.
   b. **Projections for continuing and returning students – Bayer**
   - Bayer believes that the 5,900 will be attainable, but just barely. The returning/continuing students might be the ones who bring us under the 21,500. We did do a few things differently this year. Students who had not pre-registered were called. While calling these students, we also found that there was a lot of incorrect data.
   - According to some figures, the yield rate for readmit students was less than 75%. There are 1,500 readmits and less than 700 of them have enrolled. Admissions called these students last week. The results have not been put into a document yet, but most of these students explained that they have not registered yet because they need to see their advisors. Once orientation ends many of the advisors go on vacation which may make it harder for these students to schedule an appointment. These could also be distance students. Re-admitted students who have yet to register will need to be contacted soon.
   - Adams explained that 8/2/2013 compared to where we were on the 14th day of 2013 and we increased by 642 students. Most of these students were seniors (451). What we have to make up is 770 students by day 14 this year if we hope to make the 21,500 total enrollment number
   - Darling said that One-Stop had called rising sophomores who had not yet registered. Shey has been tracking these students had 55 of them have registered. A lot of these students had not talked to their advisors and/or had holds. There are 20 first year students enrolled in the SOAR program and we are hoping they will be able to re-enroll for the fall.

   Action Items:
   - Bayer will get a list from Mann of re-admit students not registered. Bledsoe and Darling will work on drafting a message. Bledsoe will work on automating the process and getting the message send to students in a way that would make it appear that the message was coming from the students' advisor.

   c. [Retention and Graduation Report] **– Gardner**

- Gardner explained that this report was expanded from the report that her office typically does and more detail was added. Eventually she would like to be able to do this by college, but the biggest challenge is figuring out how and where to start a freshman student. This report is expected to be out by October or November of this year.

   d. **Freshmen Cohort Promise Recipients Retention and Graduation Report** – **Gardner**

- This report is based on numbers previously received while tracking Hope, Promise and Pledge numbers. These are the kinds of things we can put in retention reports or keep it internal reporting only.
- Bayer explained that fewer students would be offered the Pledge scholarships in the future. We will be eliminating about 80 students out of the cohort. Chappell Hill is also cutting back on their need-based scholarships and shifting to merit. Shivers asked what this would mean concerning diversity numbers. Bayer believes that we will be able to hit those numbers, but this will not be his decision and it is not clear whether we would hit our diversity numbers. The Vol Bridge is another great opportunity to add diversity to the school.

Agenda Item 4: Discussion of recently sent documents. Be prepared to discuss primary lessons learned and how we might apply information from these articles to existing and/or new programs at UT.

   a. Georgetown U. Builds a Student-Support System to Substitute for Privilege

   b. Who Are You Calling Underprivileged?

   c. Who Gets to Graduate article

   d. EAB report on future students and future revenues

   e. Baker Scholar thesis

   f. CCTI report

- Darling shared that a common theme in all of the articles is how the universities communicate with their students and the messaging that they are receiving. We are not communicating early enough or effectively. The successes of these programs have to do with how they frame their conversations with students. The issue is how we talk about these issues. Darling explained that in her presentation to parents this year she focused on how we really study our students and this is the only way that we can help them succeed. She explained to the parents that through our studies we had found out that the students we admit can be successful, but here are some examples of some of the challenges they may face. The information was not presented as this is concerning one specific group. We have to be careful with the language we use. Frame it in success rather than underprivileged. McMillan explained that the UT Lead program is one way of positively framing a program for students who are in need. However, what does UT Lead mean? If you say you are a UT Lead scholar that means something to them.
- Shivers shared that when she talked to the students this year she referred to them as all Vols. She did not label a certain group of students. There were no special labels or groupings of Volunteers, but rather the conversation was about what it means to be a Volunteer. Sometimes setting up separate groups for our students creates silos. This can have a negative connotation to them and why should we continue to emphasize these differences? They may feel ok being UT students who we happen to provide additional support to.

- McMillan explained that another issue in these articles is the financial piece is critical and our retention index shows that as well. It is not an issue of race, but an issue of class and the two are often intertwined. In the Georgetown piece they are creating a support program that substitutes for privilege. Is that a conversation that our students want to have? It is not always negative statement. Bledsoe pointed out that students that come from a disadvantaged background know it. The problem is the students that are of privilege and the messaging to them.

Agenda Item 5: Pending, recurring, and completed action items spreadsheet

- Not discussed.

The University of Tennessee, Knoxville
Undergraduate Planning Meeting
August 4, 2014
Minutes

In Attendance: Sally McMillan (chair), Betsy Adams, Richard Bayer, Erik Bledsoe, Ruth Darling, RJ Hinde, Jonee Lindstrom, Mark Moon, and Melissa Shivers

Not in attendance: Denise Gardner

Guests in attendance: Kari Alldredge, Stella Bridgeman-Prince, Rickey Hall, Anton Reece, and Eric Stokes.

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review minutes from last meeting

Agenda Item 2: Discussion of successor programs for UTLSI – Planning Team and guests

Since this meeting, the UTLSI program has been reinstated at the University of Tennessee. This conversation took place before that decision was made

McMillan explained that today's discussion is about the UTLSI summer program not the UT LEAD program.
- The program focuses mainly on students from Promise schools and the students admitted into UTLSI are conditional admits. There are many success stories, but the overall retention and graduation rates have been lower as a whole. This was a program developed when we had few options to help students with academic challenges. Several other factors have changed since we developed the UTLSI program including the Complete College Tennessee Act, the TN Promise, the academic profile of the undergraduate student has been increasing steadily, and we have a reduction in state funding. Based on information provided by the UG Tactics and Planning teams the Provost and Chancellor decided that UTLSI needs to be replaced with programs that support the university's commitment to access and diversity, are economically sustainable, and are consistent with the university's commitment to retention, progression, and graduation as core values.
- At the last UG Tactics meeting the team reviewed several new programs that have had great success including Math Camp, the Volunteer Bridge, the use of the retention index to help us

better serve students who are coming in with multiple challenges, FYS101, and the SOAR program.

- McMillan clarified that in the last Tactics meeting she made a comment about communicating with students. We do need to effectively communicate with students and student perspectives are critical, but we need to be careful about what we communicate and when. Whenever the Tactics and Planning teams are recommend a major change we need to make sure that we have a clear communication plan. In terms of decision making processes we need to make sure to have the right people in the room, but we also need to recognize that sometimes there is sausage making that needs to be done before we can get to the point where decision making needs to be done.

- Hall shared some components of programs that are successful in recruiting, retaining, and graduating first year low-income students and racial diverse students. Financial support, academic support, and educational cultural programing are very important components to help these students get involved and engaged. The EOP program at Stony Brook is a good example. They have had great successes and it is also a program that lets students in as conditional admits. The student population for this program is largely African American and Latino and outpaced the rest of the student population in retention and graduation. The University of Washington and a number of the UC schools have strong programs as well. (PBS video on Stony Brook can be found here.)

- Hall explained that EOP programs are typically focused on underrepresented ethnic minority students, low-income, 1st generation students, and students with learning disabilities. The funding often comes from the legislature so these programs often bring in in-state students. Students are often referred by admission officers. Many of these programs also have summer programming similar to UTLSI. Mentoring is a very big component of the program. The University of Minnesota has a community engagement component where students are given a stipend. These students were tracked and we found that their retention rates were higher. (Hall's handout for an overview of EOP programs can be found here.)

- Hall shared the University of Minnesota had a program called the Bridge to Academic Excellence that was similar to UTLSI. It was a 6 week program where students took 2 courses during the summer, but the program cost about half a million a year to run and was later cut. They later formed the President's Emerging Scholars program to replace the Bridge program. It is a one year program where students are given a $1,000 and if they participate in the program for 4 years they receive another $1,000. (Handout on the program can be found here.)

- The University of Washington has done really good work on creating greater access for low-income, underrepresented, 1st generation students. They became very active after proposition 209 which banned them from using race in admissions. Their recruitment outreach program is unique because they have an office that is not a part of admissions so all they are able to focus on increased access for these students all of the time. Florida State and UC Irvine also have good programs that could serve as potential models.

- Hall pointed out that with losing the UTLSI program the issue is not just about access for low-income and 1st generation, but it is really about racial diversity. How can we maintain that

commitment? With the TN Promise starting next year many students of color may choose community college instead of UT.

- Darling asked Hall what a campus can do when they are resource challenged, but still maintain these values. Hall shared that resources are always a challenge. We need to be aware of what we have in place and what is and is not working. Then we need to make sure to have an effective communication strategy behind that. People resist change, but we need to show them that we will have something better in place and can actual expand the population of underrepresented students. The programs that are most successful are high touch which takes resources. The students in most of the programs discussed are academically advised by special advisors. The advising loads are very small and they are folks who are skilled specifically with working with that population and they work with the students in a more holistic manor. One institution that Hall worked at advised all students of color. Hall explained that initially was not sure of the program, but by the end of the year became a big proponent of the program. They were able to work with students on a variety of issues including problems that did not pertain to the classroom or campus. The advisors had to tell students what they needed to hear which is not always want they want to hear and this is often hard for people. The students knew that we cared and knew that they mattered which meant a great deal to these students. McMillan pointed out that our academic advisors focus primarily on curriculum, and the type of advising that Hall described is a lot like coaching. Most of the students in Hall's former program were handed over to faculty advisors after the first year and the people in his office would make sure to continue to reach out to these students if needed.

- Moon asked if and how faculty can help to make these programs successful. The problem from a faculty perception may be that with a high touch and high time program this does not a part of an individual faculty member's path to success. At institutions like this, measurement and incentive systems do not seem to be aligned with these kinds of goals. Faculty are incentivized to publish high quality academic research and while they feel that programs like this are very important if they have to make tradeoffs they will make the tradeoff that promotes their agenda. Hall explained that programs like these carefully select faculty to teach in the program who would be best able and most equipped to help these students. Also, the program focused around research with faculty. McMillan shared that highlighting that students would be able to work with faculty on research would work as an incentive to come here instead of a community college.

- Hall explained that we have an EAP program and not an EOP program. EAP programs are federally funded where EOP programs are funded by the state. Many UTLSI students were also a part of the EAP program. The UT EAP program is a Trio funded program. Students in this program are first generation, low-income, and have a learning disability. They also have a Pell Grant supplement. Bayer asked how our EAP program aligns with access initiatives, admissions, financial aid, and the Success Center. Also, is this something that we need to look at from a more tactical viewpoint to see if we can use it as a recruiting tool?

- Darling pointed out that the EAP program has many of the elements of programs Hall described. It has the high touch component and students have to choose to join to get the special tutoring.

This goes back to choosing the right instructors that work best with these student populations. The instructors track these students and their success rates. They also have peer tutors that have an expanded role as a mentor that will take them to various cultural events. They serve around 250-260 students. They typically take 70 first year students. There is a great deal of graduate school preparation as well. To compare retention rates we would need to be careful and pull out the freshmen cohort to compare. Some students do not decide to continue with the program, but they do have the Pell supplement as an incentive. Students have to attend a certain number of workshops and visit their academic counselors.

- Reece explained that there are two particular things to consider with moving forward with planning. First, we need to make sure that we do not lose that identity and support that UTLSI provided.. Second was to get broader student input from existing groups like Math Camp, UT Lead, etc. and get direct feedback via survey or discussion groups. The discussion and questions should be structured around the adjustment to UT. Within the UTLSI program it is as much about the identity piece and the summer offering has some unique elements about it.

- Bridgeman-Prince shared that for the UTLSI students the sense of community piece was very important to them. They were part of a community that shared a similar sort of experience. It is still possible to do some sort of program that helps students to transition from summer to fall and in terms of recruiting we will still need someone to address the issue of these students getting lost in the system. We need to make sure to not lose the sense of community and to make sure to continue to provide access.

- Alldredge pointed out that Hall's examples of programs helped to show how successful programs have worked and what their best practices are to better provide access. A couple of things that have not been a part of previous conversations are the advising component and conditional admissions. The University of Oklahoma has a contract that conditional admits sign that has certain elements where the student commits to a certain amount of study hours and to take part in specialized support services and they are advised by a specialized advising center that provides those additional touches. The cultural element is also really important and the idea of offering this component through a living learning community is worth considering.

- Darling explained that we are still very understaffed in the advising offices. When we talk about high touch this is more than a 30 minute appointment per term. A holistic approach to advising would take more time and advisors. UTLSI was able to provide this approach during the summer and to some extent UT LEAD provides this approach during the fall and spring. Bridgeman Prince recommended adding professional coaching to the advising piece.

- Darling shared that another program that has proven successful is the Engineering Diversity program. They have a summer bridge program. The students are able to start gaining credits.

- McMillan pointed out that the one issue that makes it hard to sustain the UTLSI program is the tuition piece. If we could have a program that was not tuition based it would be more sustainable.

- McMillan asked how we can get good feedback from a broad range of students. Reece recommended contacting those who know and work with the students rather than a blanket survey. We need to work with them to help us contact students who can tell us about their

experience with UT, tell us some of the factors that worked and did not work, and include a cultural and adjustment piece. McMillan explained that we need to identify the people who need to be having these conversations with students and form a subcommittee to meet with Bledsoe and Gardner to talk about pulling together a common set of questions. We will also need to make sure we have a way of gathering that feedback and being able to look at it holistically. Bridgeman-Prince recommended seeing what sort of assessments the other programs are doing already and compiling them to see what they look like. Bledsoe suggested reaching out to students of the same demographic background who are not participating in these groups and get their feedback on experiences, challenges, and opportunities. We should be able to review existing assessments within the month and collect this data by the end of the semester.

- Reece pointed out that during the summer; the UTLSI program intentionally addressed the culture component. The Math Camp was comprised of 50% students of color but did not have intentional cultural support. Shivers explained that UTLSI student received a more intentionally directed approach during the summer because it is a smaller community and this makes their transition easier. If we can continue with a program that has the summer component in it this would help the transition aspect. Reece suggested getting a sense of the colleges' efforts to address diversity and opportunity and see if we can get some sort of grant similar to EOP to increase the number of students. Linking students around their specific interest is important. Lindstrom recommended getting alumni development involved to help with funding. Darling pointed out that another community that would be rich for this kind of development would be diverse students who want to go into the health professions. Many unfortunately stumble with math and if we can develop a strong support with a living and learning program this would greatly help these students.

- Alldredge explained that for recruitment purposes they would need some information about a whether we are going to have some sort of conditional admit program and what the criteria would be for this program would be. Alldredge's office will be visiting Promise high schools in the next couple of weeks. McMillan later clarified with Martin that the only program that will be available this fall is the Volunteer Bridge.

- McMillan asked if we are losing students from the Promise high schools. Stokes explained that we may lose a few, but we are getting most. We are getting the 3.5-4.0 GPA students, but their ACT's are around 21.. The numbers for students from Promise schools coming in as UTLSI students is around 20% with 40% at the highest. At one point it was around half. Stokes shared that we often lose students of color with higher academic profiles from non-Promise schools. Other schools are more competitive with what they can offer in scholarships. UTC, Memphis, Vanderbilt, Alabama, GA Tech, Auburn, and South Carolina are the schools offering more. Many students come to our JUMP program for admitted multicultural students and we try to work the financial aid piece out in May. Reece pointed out that we need to make sure that there is visible diversity as well.

- Alldredge explained that we have a lot of support for our Promise schools and then our high merit students. Our merit awards start at very high quality so we are missing a great number of

students with 26-27 ACT's that do not qualify for merit scholarships. Stokes pointed out that our average ACT is a 27 and the average GPA for African American students is 24 so we are missing these students. Also, MTSU has a diversity scholarship and our graduate school has a diversity fellowship. The students we are missing are falling in the gap between our need and merit. We are losing students from Bearden, Hardin Valley, Oak Ridge, etc.

- Alldredge shared that when thinking about stipends for summer programs there are students who would not be able to participate without the stipend. Would it be possible to consider some sort of hybrid program? We could offer some sort of program in Memphis, Johnson City, and Nashville where they could do some sort of weekend program and we do not offer a stipend. We will have a built in support system in those areas.
- McMillan suggested that we may want to consider having more than one Bridge program. We may be able to do a Math Camp somewhere else. Moon pointed out that that would be a good opportunity for development particularly in Memphis. Darling shared that the Bridge program could serve this population. The elements that were successful with other programs is that they are more structured.

Action Items:
- Invite Dr. McFadden to a UG Tactics meeting to discuss the EAP program.
- McMillan will call a group together consisting of Bridgeman-Prince, Bledsoe, Gardner, McFadden, Small, Griffin, and Jaeggers to move forward on reaching out to existing groups and a broad range of students involved with these groups.
- Bayer will look at what our other in-state schools are offering in terms of scholarship programs. TN Tech, MTSU, and UTC in particular.

Agenda Item 3: Priorities for the upcoming year

Not discussed.

Agenda Item 4: Pending, recurring, and completed action items spreadsheet

Not discussed.

CURRICULUM COMMITTEE

The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Meeting
October 7, 2014

Call to order: A regular meeting of the Curriculum Committee was held in the Fourth Floor Conference Room of Andy Holt Tower on August 26, 2014. The meeting was called to order at 3:45 p.m. by Katherine Ambroziak, Chair.

Members present: Katherine Ambroziak, Mary Holcomb, George Drinnon, Missy Parker (for R. J. Hinde), Sungkyu Lee, David Palmer, Gary Ramsey, Heidi Stolz, Dixie Thompson, Suzanne Wright, and Catherine Luther

Others present: Betsy Gullett, Dave Williams, Monique Anderson, and Molly Sullivan

Approval of minutes: Suzanne Wright moved that the minutes of the September 26, 2014, meeting of the Curriculum Committee be approved. The motion was seconded and passed without opposition.

New business:

New Format for Curriculum Committee Agenda: The Committee discussed the Consent Agenda and Main Agenda format. Katherine Ambroziak explained that, since this is the first year for this format and the inclusion of Program Learning Outcomes, guidelines are still being developed. Additional information will be distributed to the Committee via email.

Consent Agenda: Betsy Gullett asked that the changes to MGT 300 be removed from the agenda. After a brief discussion of the consent items, Mary Holcomb made a motion that these items be approved. The motion was seconded and passed without opposition.

Main Agenda:

- **College of Nursing**
  Gary Ramsey presented the College of Nursing course and program changes. Suzanne Wright moved that the changes be approved. The motion was seconded and passed without opposition.
- **College of Business Administration**
  Betsy Gullett presented the College of Business Administration course and program changes. Gary Ramsey moved that the changes be approved. The motion was seconded and passed without opposition.
- **College of Education, Health, and Human Sciences**
  Dixie Thompson presented the College of Education, Health, and Human Sciences course and program changes. Revisions were discussed. Mary Holcomb moved that the changes be approved as revised. The motion was seconded and passed without opposition.

Adjournment: Katherine Ambroziak adjourned the meeting at 4:50 p.m.

Next meeting: Tuesday, January 13, 2015, at 2:00 p.m. in Arena Dining Room A

Minutes submitted by: Molly Sullivan

Consent Agenda Items
October 7, 2014

COLLEGE OF NURSING
All changes effective Fall 2015

I. COURSE CHANGES

COLLEGE OF NURSING

Program Learning Outcomes for the BSN program

1. Apply theoretical and scientific knowledge from nursing and other disciplines to make evidence-based practice decisions with a commitment to lifelong learning;
2. Synthesize and apply knowledge to provide high-quality nursing care for individuals and populations that promotes and restores health, encompassing birth through end-of-life;
3. Communicate and collaborate with individuals, populations, and intra-/inter-professional teams to improve patient health outcomes;
4. Demonstrate leadership and professional integrity by delivering high-quality care and serving the community in a dynamic healthcare system; and
5. Integrate knowledge and skills of current and emerging technology into nursing practice.

(NURS) Nursing

Rationale: In preparation for Commission of Colleges of Nursing Education [CCNE] accreditation review and visit in March 2015, all program curricula was reviewed/revised to reflect current standards, specifically *Essentials of Baccalaureate Education for Professional Nursing Practice.* Existing program outcomes were rewritten as student learning outcomes which reflected CCNE language. This led to revision of course titles and descriptions.

Impact on other units: None

Financial impact: None

REVISE TITLE AND DESCRIPTION

319 Pathophysiology (4) Emphasis on interactions of body systems and impact of disease processes on the human body.

Formerly: Pathophysiology of Health Deviations. Application of physiological concepts to health promotion, maintenance, deviations, and restoration. Introduction to psychoneuroimmunology. Emphasis on interactions of body systems and impact of disease processes on the human body.

351 Pharmacotherapeutics I (2) Emphasis is on nursing implications of basic principles of drug action and the therapeutic application of select major pharmacological classification of drugs currently used in clinical nursing practice.

(RE) Prerequisite(s): CHEM 110 and NURS 319

Formerly: Pharmacology I. Biochemical and pharmacological effects of therapeutic drugs on the human body. Basic concepts of drug action and interactions. Major drug classifications.

361 Nursing Care of the Adult I (5) Emphasis on patient-centered communication, therapeutic interventions, and critical thinking to provide high-quality, evidence-based care to adults with acute and chronic illnesses.

Contact Hour Distribution: 3 lectures and 2 labs

Formerly: Health Maintenance and Restoration: Adult. Focus on health maintenance and restoration of adults experiencing commonly occurring acute or chronic illness. Presentation of illnesses and critical indicators of underlying conditions will be identified for the younger adult as compared to the older adult.

REVISE TITLE AND DESCRIPTION, DROP (RE) PREREQUISITE, REVISE (RE) COREQUISITE

377 Honors: Nursing Leadership I (2) Honors version of 381. Emphasizes the development of personal attributes necessary for professional practice including emotional intelligence, caring, critical thinking,

decision-making, problem-solving, motivation and management of time, stress, and anger. Focuses on theories and principles of interpersonal capacities and strategies used in any health care setting including communication, delegation, and management of teams, conflict and change. Students work with course faculty and/or faculty mentor to develop a significant course project/presentation.

(RE) Prerequisite(s): Remove
(RE) Corequisite(s): 351 and 361 and 382. 387 may be substituted for 382

Formerly: Honors: Professional Development. Honors version of 381. Emphasis on development of personal attributes necessary for professional practice such as: emotional intelligence, caring critical thinking, decision making, problem solving, motivation and management of time, stress, and anger. Students work with course faculty and/or faculty mentor to develop a significant course project/presentation.

REVISE TITLE AND DESCRIPTION, DROP (RE) PREREQUISITE, ADD (RE) COREQUISITE, REVISE REGISTRATION RESTRICTION

381 Nursing Leadership I (2) Emphasizes the development of personal attributes necessary for professional practice including emotional intelligence, caring, critical thinking, decision-making, problem-solving, motivation and management of time, stress, and anger. Focuses on theories and principles of interpersonal capacities and strategies used in any health care setting including communication, delegation, and management of teams, conflict and change.

(RE) Prerequisite(s): Remove
(RE) Corequisite(s): 351 and 361 and 382. 387 may be substituted for 382

Registration Restriction(s): Bachelor of Science in Nursing — nursing *major or Bachelor of Science in* Nursing — nursing *major (RN track); minimum student level — junior.*

Formerly: Professional Development. Emphasis on development of personal attributes necessary for professional practice such as: emotional intelligence, caring critical thinking, decision making, problem solving, motivation and management of time, stress, and anger.

Registration Restriction(s): Bachelor of Science in Nursing — nursing *major*

382 Community/Public Health Nursing Long Title: Community and Public Health Nursing (5) Focus on nursing care of individuals, families, communities, and populations in the community. Design and implementation of nursing interventions to promote and maintain health using an assessment of community health needs.

Contact Hour Distribution: 3 lectures and 2 labs

Formerly: Health Promotion and Maintenance in the Community. Focus on nursing care of at-risk populations in the community and national health promotion objectives. Analysis of community health needs. Design and implementation of nursing interventions to promote and maintain health.

REVISE TITLE AND DESCRIPTION, REVISE (RE) PREREQUISITE, REVISE (RE) COREQUISITE

387 Honors: Community Nursing. Long title: Honors: Community and Public Health Nursing (5) Honors version of 382. Focus on nursing care of individuals, families, communities, and populations in the community. Students work with course faculty and/or faculty mentor to develop a significant course project/presentation.

(RE) Prerequisite(s): 311 and 319 and 333
(RE) Corequisite(s): 351 and 361

Formerly: Honors: Health Promotion and Maintenance in the Community. Honors version of 382. Focus on nursing care of at-risk populations in the community and national health promotion objectives. Students work with course faculty and/or faculty mentor to develop a significant course project/presentation.

(RE) Prerequisite(s): 311, 319, 333, 347.
(DE) Corequisite(s): 351, 361, 381.

403 Maternal-Newborn Nursing (5) Emphasis on using, integrating, and synthesizing knowledge from natural and behavioral sciences to provide high-quality, evidence-based care to childbearing women and their neonates.

Contact Hour Distribution: 3 lectures and 2 labs
(RE) Prerequisite(s): 361 and 382
(RE) Corequisite(s): 406
Comment: 387 may be substituted for 382

Formerly: Health Promotion and Maintenance in Childbearing Families. Nursing practice for promotion, maintenance, and restoration of reproductive health. Emphasis on therapeutic relationships with childbearing families for long term positive impact on health care and life style.

(RE) Prerequisite(s): 361 and 382.
(RE) Corequisite(s): 406 and 471. Nursing 477 may be substituted for 471.

REVISE TITLE AND DESCRIPTION, REVISE (RE) PREREQUISITE

404 Pediatric Nursing (5) Emphasis on using, integrating and synthesizing knowledge from natural and behavioral sciences to provide high quality, evidence-based care to pediatric patients and their families.

Contact Hour Distribution: 3 lectures and 2 labs
Comment(s): 387 may be substituted for 382

Formerly: Health Promotion, Maintenance, and Restoration in Children, Adolescents, and their Families. A family-centered approach to the nursing care of children and adolescents. The nursing process is used as the basis for promoting, maintaining, and restoring health and facilitating adaptation in the child-rearing family. Clinical experiences in selected agencies provide experience with children and adolescents in both community and acute care facilities.

(RE) Prerequisite(s): 361 and 382.

REVISE TITLE AND DESCRIPTION

406 Pharmacotherapeutics II (2) Emphasis is on nursing implications of basic principles of drug action and the therapeutic application of select major pharmacological classification of drugs currently

Formerly: Pharmacology II. Continuation of 351 with emphasis on nursing responsibilities in the safe and effective use of therapeutic drugs, recognition and reporting of side effects, and critical aspects of patient education.

415 Maternal-Newborn Nursing- Accel. Long title: Maternal-Newborn Nursing for the Accelerated Student (4) Emphasis on using, integrating, and synthesizing knowledge from natural and behavioral sciences to provide high-quality, evidence-based care to childbearing women and their neonates.

Formerly: Nursing the Childbearing Family. Application of the nursing process to individuals, families, and groups in the childbearing/rearing stages of development. Clinical experiences are provided in a variety of hospital and community settings.

REVISE TITLE AND DESCRIPTION, ADD COMMENT

421 Psychiatric Mental Health Nursing, Long title: Contemporary Psychiatric Mental Health Nursing (5) Emphasis on using, integrating, and synthesizing knowledge to provide high quality evidenced based care to patients experiencing bio-psycho-social issues and mental disorders.

Comment(s): 387 may be substituted for 382.

Formerly: Mental Health Maintenance and Restoration. Nursing to support and care for persons with mental health needs. Emphasis on use of self as therapeutic agent with individuals, groups, and families. Developing nursing strategies for mental health maintenance and restoration.

432 Community Health Nursing- Accel. Long title: Community and Public Health Nursing for the Accelerated Student (3). Focus on nursing care of individuals, families, communities, and populations in the community. Design and implementation of nursing interventions to promote and maintain health using an assessment of community health needs.

Formerly: Health Promotion and Maintenance Strategies in the Community. Focus on nursing care of at risk individuals, communities, and populations.. Assessment of sociocultural values, environmental factors, health education,, and community resources.. Design of interventions to promote and maintain health through the use of epidemiological process. Clinical practice in a community health setting.

444 Pediatric Nursing-Accelerated. Long title: Pediatric Nursing for the Accelerated Student. (3) Emphasis on using, integrating and synthesizing knowledge from natural and behavioral sciences to provide high quality, evidence-based care to pediatric patients and their families.

Formerly: Care of Children, Adolescents, and their Families. A family-centered approach to the nursing care of children and adolescents. The nursing process is used as the basis for promoting, maintaining, and restoring health and facilitation adaptation in the child-rearing family.

REVISE TITLE AND DESCRIPTION, ADD COMMENT

451 Nursing Leadership II (2) Focuses on operationalizing personal development skills to achieve successful interpersonal relationships in the nursing work environment.

Comment(s): 377 may be substituted for 381.

Formerly: Interpersonal Management Skills in Nursing. Focus on concepts and strategies for leadership as a professional nurse. Application of common workplace issues that affect nursing practice.

Registration Restriction(s): Bachelor of Science in Nursing — nursing *major; minimum student level — senior.*

461 Nursing Care of the Adult II (4) Emphasis on using, integrating, and synthesizing knowledge from natural and behavioral sciences to high-quality, evidence-based care to adult patients and their families.

Comment(s): 387 may be substituted for 382.

Formerly: Health Restoration: Adult. Focus on nursing practice for health restoration of adults with acute, complex health needs. Emphasis on quality of care, coordination of care, and end-of-life care.

REVISE TITLE AND DESCRIPTION, REVISE (RE) PREREQUISITE, REVISE (RE) COREQUISITE, REVISE COMMENT

495 Senior Practicum (3) Emphasis on developing and assuming the professional nurse role through participation in an in depth practicum under direct guidance of a clinical preceptor.

Comment: 477 may be substituted for 471.

Formerly: Preceptorship. In-depth practicum to develop knowledge and skill in a selected specialty area under direct guidance of clinical preceptor.

Rationale: To make language consistent with revised student learning outcomes (SLOs) reflecting language of professional standards. Impact on other units: None. Financial impact: None.

REVISE DESCRIPTION

201 Introduction to Nursing (2) History, philosophy and scope of nursing practice with emphasis on holism of persons and standards of professional practice. An introduction to nursing theories, nursing process and foundational nursing concepts.

Formerly: History, philosophy, and scope of nursing practice with emphasis on the holism of persons, standards for professional practice, and an overview of the nursing process and nursing theories.

REVISE DESCRIPTION, ADD COMMENT

311 Foundations of Nursing Practice. Long title: Foundations of Professional Nursing Practice (5) Emphasis on patient centered communication, therapeutic interventions, and critical thinking to provide quality evidenced-based care to adults.

Comment(s): 347 may be substituted for 341.

Formerly: Emphasis on patient centered communication, therapeutic interventions, and critical thinking as the key elements in the use of the nursing process. Clinical laboratory experiences provide opportunity for the application of these processes in the care of adults in selected health care settings.

REVISE DESCRIPTION, REVISE REGISTRATION RESTRICTION

333 Health Assessment (3) Emphasis on holistic assessment of the adult patient.

Registration Restriction(s): Bachelor of Science in Nursing — nursing *major or Bachelor of Science in Nursing — nursing* major (RN track) or Bachelor of Science in *Nursing — nursing* major (accelerated track); minimum student level — junior.*

Formerly: Theory and laboratory practice in the systematic assessment of health status including history taking and performance of physical assessment skills.

Registration Restriction(s): Bachelor of Science in Nursing — nursing *major or Bachelor of Science in Nursing (RN track) or Bachelor of Science in* Nursing *(accelerated track); minimum student level — junior.*

REVISE DESCRIPTION

341 Transcultural Nursing (2) Focus on cultural perspectives throughout the health continuum emphasizing lifelong application for delivery of culturally congruent nursing care with diverse people in multiple settings

Formerly: Focus on cultural perspectives in health and illness. Discussion of diversity in and influence of culture on health promotion, maintenance, and restoration across the lifespan and in selected nursing specialties, ethnic populations, and religious denominations.

347 Honors: Transcultural Nursing (2) Honors version of 341. Focus on cultural perspectives throughout the health continuum emphasizing lifelong application for delivery of culturally congruent nursing care with diverse people in multiple settings. Students work with course faculty and/or faculty mentor to develop a significant course project/presentation.

Formerly: Honors version of 341. Focus on cultural perspectives in health and illness. Discussion of diversity and influence of culture on health promotion, maintenance, and restoration across the lifespan. Students work with course faculty and/or faculty mentor to develop a significant course project/presentation.

471 Nursing Research (3) Provides the student with the concepts, knowledge and skills necessary to search, analyze, critique, and synthesize nursing research for application to evidence-based nursing practice.

Formerly: Introduction to research, design, and methodologies. Critique of selected research studies for application to evidenced-based nursing practice.

477 Honors: Nursing Research (3) Honors version of 471. Provides the student with the concepts, knowledge and skills necessary to search, analyze, critique, and synthesize nursing research for application to evidence-based nursing practice. Students work with course faculty and/or faculty mentor to develop a significant course project/presentation.

Formerly: Introduction to research design and methodologies. Critique of nursing research studies for application to evidence-based nursing practice. Includes a substantial scholarly senior project to be conducted with approval of faculty mentor. Students are required to share their project in a public forum.

REVISE DESCRIPTION, REVISE (RE) PREREQUISITE, REVISE (RE) COREQUISITE, REVISE COMMENT

496 Preparation for Practice. Long title: Preparation for Professional Practice (1) Preparation for the NCLEX-RN exam to promote success in obtaining professional licensure.

(RE) Prerequisite(s): 406 and 451 and 471
(RE) Corequisite(s): 403 and 404 and 421 and 461 and 495
Comment(s): 477 may be substituted for 471.

Formerly: Comprehensive preparation for the NCLEX-RN exam using a variety of strategies to promote student success such as self-directed learning activities and instructor led activities.

Comment(s): Taken in graduation term.

Rationale: To make language consistent with revised student learning outcomes (SLOs) reflecting language of professional standards. Impact on other units: None. Financial impact: None.

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COLLEGE OF BUSINESS ADMINISTRATION
All changes effective fall 2015.

I. COURSE CHANGES

(205)(BUAD) Business Administration

REVISE TITLE

202 Money Matters and More (3)

Formerly: Financial Literacy (3)

Rationale: External feedback from the business community indicates that the title "financial literacy" is intimidating. Staffing Impact: None. Impact on Other Academic Units: None. Financial Impact: None.

DEPARTMENT OF BUSINESS ANALYTICS AND STATISTICS

(BAS) Business Analytics and Statistics

REVISE PREREQUISITE

370 Search Engine Marketing: Paid Search Advertising Management and Optimization Strategies (3)

(RE) Prerequisite(s): STAT 201 or 207 or 251

Formerly: STAT 201 or 207

Rationale: 251 would have sufficient content to prepare students for 370; should always have been an acceptable prerequisite. Staffing Impact: None. Impact on Other Academic Units: None. Financial Impact: None.

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COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
All Items Effective Fall 2015

I. COURSE CHANGES

DEPARTMENT OF NUTRITION

REVISE (RE) PREREQUISITES AND COREQUISITES

NUTR 412-Food and Nutrition in the Community (3)

(RE) Prerequisite(s): NUTR 302

(RE) Co-requisite(s): NUTR 415.

Formerly: (RE) Prerequisite(s): 302 and 415.

Supporting Information

Rationale: This changes the status of NUTR 415 from prerequisite to co-requisite, as both courses are now offered in the same term (term 7).

Impact: There is no impact on students. The change is a simple realignment of prerequisites and co-requisites in response to a change in the term NUTR 412 is offered (now term 7 instead of term 8).

Financial Impact: None.

Learner Outcomes Supported: This change does not address a specific learner outcome, as it is the result of a housekeeping issue related to changes made in last year's revision process.

Support from assessment activities: No assessment activities were conducted for this minor housekeeping change

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

(SSCE) SOCIAL SCIENCE EDUCATION

REVISE TITLE AND DESCRIPTION

454 Teaching Strategies and Issues in Secondary Social Studies Education (3) Goals, objectives, techniques, materials, and evaluation in secondary social studies. Directed observation in secondary schools. Preparation of teaching plans, instructional material and, assessment material.

Formerly: Teaching Strategies and Issues in Social Studies Education (3) Goals, objectives, techniques, materials, and evaluation. Directed observation in public schools. Preparation of teaching plans and materials. Simulated teaching experiences.

SUPPORTING INFORMATION

Rationale: The course title and description did not describe the targeted student population for the course. The revisions to the title and description reflect the change in State licensure from the 7-12 to the 6-12 grade-level range for secondary education.

Impact on other units: This is the initial secondary social studies methods course that students take. It provides the background for future graduate courses in the program. There are no conflicts with other courses in the program or the department.

Course format and location: no change.

Financial Impact: This change is an update to the title of the course due to the addition of the middle grades social studies program to the existing secondary social studies program. It is expected that the number of students enrolled in the course will increase from 15 to 20. This is a manageable load for faculty members.

Learning Outcomes supported by this change: This course is part of a minor. There are no learner outcomes for the minors.

Assessment activities: None. This change is necessary to align our programs with state licensing requirements.

(TPTE) THEORY AND PRACTICE IN TEACHER EDUCATION

REVISE DESCRIPTION

355 Introduction to Secondary Schools (3) Aspects of teaching in middle grade and high school classrooms, including curricular program and roles and responsibilities of secondary school teachers and administrators.

Formerly: Aspects of teaching in grades 7-12, including curricular program and roles and responsibilities of secondary school teachers and administrators.

SUPPORTING INFORMATION

Rationale: The revision to the description reflects the change in State licensure from the 7-12 to the 6-12 grade-level range for secondary education.

Impact on other units: This course is the general methods course for all secondary education students who are pursuing teaching emphases on the middle and high school level. It is the only methods course in the Education minor. There are no conflicts with other courses in the department.

Format and course location: no change

Financial Impact: This change involves the addition of the middle grades program to the existing secondary program. It is expected that the number of students enrolled in the course will increase; however, the increase should not affect the capacity enrollment of 30 students for two sections of the course.

Learning outcomes supported: This is part of a minor for which there are no learner outcomes.

Assessment activities: None. These changes are necessary to align our program with new state licensing requirements.

II. PROGRAM CHANGES

DROP MIDDLE GRADES EDUCATION MINOR

In the 2015-2016 Undergraduate Catalog, drop the Middle Grades Education Minor and all related text.

SUPPORTING INFORMATION

Rationale: We are dropping the middles grades education minor and replacing it with minors in Mathematics Education Grades 6-8 Minor and Science Education Grades 6-8 Minor. These changes make our program align with new state licensing requirements.

Impact on other Units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. It provides another option for employment for students in Arts & Sciences majors.

Financial impact: A similar program was already in place (Middle Grades 4-8) so there should be no financial impact.

Learning outcomes supported: This is a minor for a program that extends into a 5th graduate year (Track 2 internship), for which there are learner outcomes.

Support from assessment activities: None. These changes are necessary to align our program with new state licensing requirements.

Main Agenda Items October 7, 2014

COLLEGE OF NURSING
All changes effective Fall 2015

II. PROGRAM CHANGES

COLLEGE OF NURSING

Program Learning Outcomes for the BSN program

1   Apply theoretical and scientific knowledge from nursing and other disciplines to make evidence-based practice decisions with a commitment to lifelong learning;
2   Synthesize and apply knowledge to provide high-quality nursing care for individuals and populations that promotes and restores health, encompassing birth through end-of-life;
3   Communicate and collaborate with individuals, populations, and intra-/inter-professional teams to improve patient health outcomes;
4   Demonstrate leadership and professional integrity by delivering high-quality care and serving the community in a dynamic healthcare system; and
5   Integrate knowledge and skills of current and emerging technology into nursing practice.
(NURS) Nursing

Rationale: In preparation for Commission of Colleges of Nursing Education [CCNE] accreditation review and visit in March 2015, all program curricula was reviewed/revised to reflect current standards, specifically *Essentials of Baccalaureate Education for Professional Nursing Practice.* Existing program outcomes were rewritten as student learning outcomes which reflected CCNE language. This led to revision of course titles and descriptions.

Impact on other units: None

Financial impact: None
REVISE RN TO BSN PROGRAM REQUIREMENTS

Proposed requirements:

The following courses are required for all students.
NURS 201 - Introduction to Nursing (proficiency credit for all RNs)
NURS 305 - Transition to Professional Nursing
NURS 319 - Pathophysiology *
NURS 333 - Health Assessment
NURS 341 - Transcultural Nursing
NURS 351 - Pharmacotherapeutics I *
NURS 361 - Nursing Care of the Adult I **
NURS 382 - Community/Public Health Nursing
NURS 403 - Maternal-Newborn Nursing **
NURS 404 - Pediatric Nursing **
NURS 406 - Pharmacotherapeutics II*
NURS 421 - Psychiatric Mental Health Nursing **

NURS 454 - Professional Leadership Issues *(OC)
NURS 461 – Nursing Care of the Adult II **
NURS 471 - Nursing Research
NURS 494 - Alternative Preceptorship *(WC)
3 credit hours of electives

Formerly
NURS 201 - Introduction to Nursing (proficiency credit for all RNs)
NURS 305 - Transitions to Professional Nursing
NURS 319 - Pathophysiology of Health Deviations *
NURS 333 - Health Assessment
NURS 341 - Transcultural Nursing
NURS 351 - Pharmacology I *
NURS 361 - Health Maintenance and Restoration: Adult **
NURS 382 - Health Promotion and Maintenance in the Community
NURS 403 - Health Promotion and Maintenance in Childbearing Families **
NURS 404 - Health Promotion, Maintenance, and Restoration in Children, Adolescents, and their Families **
NURS 406 - Pharmacology II *
NURS 421 - Mental Health Maintenance and Restoration **
NURS 454 - Professional Leadership Issues *(OC)
NURS 461 - Health Restoration: Adult **
NURS 471 - Nursing Research
NURS 494 - Alternative Preceptorship *(WC)
3 credit hours of electives

Rationale: To reflect changes in course titles consistent with student learning outcomes. Impact on other units: None. Financial impact: None.

REVISE ACCELERATED BSN PROGRAM REQUIREMENTS

Proposed requirements:
The following courses are required for all students.
NURS 311 - Foundations of Professional Nursing Practice
NURS 319 - Pathophysiology
NURS 333 - Health Assessment
NURS 342 - Transcultural Issues
NURS 351 - Pharmacotherapeutics I
NURS 406 - Pharmacotherapeutics II
NURS 415 – Maternal -Child Nursing for Accelerated Student
NURS 419 - Nursing Care of Adults
NURS 420 - Adult Health Immersion
NURS 421 - Psychiatric Mental Health Nursing
NURS 432 – Community and Public Health Nursing for Accelerated Student
NURS 444 – Pediatric Nursing for Accelerated Student
NURS 454 - Professional Leadership Issues
NURS 471 - Nursing Research

Formerly:

NURS 311 - Foundations of Professional Nursing Practice
NURS 319 - Pathophysiology of Health Deviations
NURS 333 - Health Assessment
NURS 342 - Transcultural Issues
NURS 351 - Pharmacology I
NURS 406 - Pharmacology II
NURS 415 - Nursing the Childbearing Family
NURS 419 - Nursing Care of Adults
NURS 420 - Adult Health Immersion
NURS 421 - Mental Health Maintenance and Restoration
NURS 432 - Health Promotion and Maintenance Strategies in the Community
NURS 444 - Care of Children, Adolescents, and their Families
NURS 454 - Professional Leadership Issues
NURS 471 - Nursing Research

Rationale: To reflect changes in course titles consistent with student learning outcomes. Impact on other units: None. Financial impact: None.

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COLLEGE OF BUSINESS ADMINISTRATION
All changes effective fall 2015.

I. COURSE CHANGES

Department of Management

(625) (MGT) Management

DROP

350 Introduction to Entrepreneurship (3)

451 New Venture Planning (3)

460 Leading Innovation and Change (3)

ADD ACADEMIC DISCIPLINE AND COURSES

(ENT) ENTREPRENEURSHIP

350 Introduction to Entrepreneurship (3) An introduction to entrepreneurship with an emphasis on identifying, evaluating and developing new venture opportunities. Topics include opportunity identification and evaluation, start-up strategies, business valuation, business plan development, attracting stakeholders, financing the venture, managing the growing business and exit strategies.

Credit Restriction: Students may not receive credit for both Entrepreneurship 350 and Engineering Fundamentals 357.

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

410 Leadership in Nonprofits and Social Entrepreneurship (3) Organizations pursuing goals for the benefit of society face a unique set of challenges compared to those with primarily for-profit goals. Though charged with vitally important missions, nonprofits and social ventures (for-profit businesses with a social mission) are too often poorly led and managed. This course develops business-minded

thinking and useful leadership skills in the future leaders of organizations with societal and nonprofit missions.

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

415 Start-Overs as Start-Ups (3) Not all entrepreneurial activity takes place within the confines of a brand new organization. For some organizations, entrepreneurial effort is required as an organization "starts over" due to poor performance, changes in leadership, new ownership, generational handoff, and/or other factors. This course centers on those situations where existing organizations need to be entrepreneurially refreshed in order to realize their potential.

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

420 Entrepreneurial Finance (3) Decision-making for financing startups; topics include the time value of money, financial statements and analysis, breakeven analysis, the cost of capital, cash budgeting, capital budgeting, and business valuation.

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

425 Entrepreneurial Marketing (3) Entrepreneurial ventures face important and sometimes unique challenges marketing new products and/or services from new firms. New ventures must not only let consumers know that their products and/or services exist but also legitimize the venture in the minds of consumers. This course provides an in-depth look at entrepreneurial marketing strategies with an important focus on online presence and social media initiatives.

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

451 New Venture Planning (3) Integration of various functional disciplines and their application to general management of new ventures within established companies and entrepreneurial enterprises. Focuses on the components necessary for the development of a business plan.

(RE) Prerequisite(s): 350 with grade of C or better or Engineering Fundamentals 357.

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

460 Leading Innovation and Change (3) How managers identify and nurture new business opportunities while maintaining competitive advantage. Topics include examination of change models, the role of middle managers in large organizations, and ways to address resistance to change.

(RE) Prerequisite(s): 350 with grade of C or better.

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

Equivalency Table

Current Courses Management (MGT)	Equivalent Courses Effective Fall 2015 Entrepreneurship (ENT)
350	350
451	451
460	460

Rationale: The Department of Management is creating a new Entrepreneurship minor, and these courses will be part of that minor. Creating this academic discipline and putting these courses within said discipline will convey to non-business majors which courses they may pursue as part of their Entrepreneurship minor requirements. Staffing Impact: It is possible that an additional section of ENT 350 may be needed to accommodate students in the entrepreneurship minor. If additional sections of

ENT 350 are required, the Department of Management has faculty and doctoral students who can absorb the teaching load. In addition, the department anticipates hiring an additional faculty member to fill the Haslam Professorship in Innovation and Entrepreneurship, which will enable the College to provide additional teaching flexibility and resources. Impact on Other Academic Units: None. Some of the courses are currently taken by students pursuing the Honors Engineering Leadership Minor, and these students will still be able to take these courses. Financial Impact: See staffing impact above.

II. PROGRAM CHANGES

REVISE BUSINESS ADMINISTRATION EXPLORATORY MAJOR

Term 4	Hours	Milestone Notes
[3]Arts and Humanities Elective*	3	CMST 210* or CMST 240*
BUAD 242	2	ENGL 255* or ENGL 295*
MGT 201	3	MATH 123* or MATH 142*
STAT 201* or STAT 207*	3	STAT 201* or STAT 207*
[5]Unrestricted Elective	3	

Rationale: All tracking courses should be completed by end of Term 4 in order to stay on track for four-year graduation. Staffing Impact: None; students are already instructed to take course by end of Term 4. Impact on Other Academic Units: None. Financial Impact: None.

DEPARTMENT OF MANAGEMENT

Program Learning Outcomes for the BSBA in Management

1. **Students will demonstrate their ability to make decisions using PrOACT, a well-accepted, systematic decision-making tool.**
2. **Students will demonstrate their ability to use the "principled negotiation method" in a real negotiation situation.**

ADD ENTREPRENEURSHIP MINOR

Minor Requirements

The minor consists of **15 hours**. Students are strongly encouraged to take at least one course outside of their home college. Minor is not available to students completing an Entrepreneurship collateral within the College of Business Administration.

Optional Pre-Minor Coursework

BUAD 103 – Learning Community Seminar
EF 130 – Survey of Engineering Entrepreneurship
DSGN 130 – Basic Design Thinking and Innovation

Required Courses
    Complete:
        ENT 350 – Introduction to Entrepreneurship

    Select one course:
        ENT 451 – New Venture Planning
        ME 457 – Engineering Entrepreneurship (Cross-listed with CBE 457, IE 457, MSE 457, and NE 457)

RCS 411 – Entrepreneurship and Small Business Management

Complete 9 hours of the following:

ECON 331 – Government and Business
ENT 410 – Leadership in Nonprofits and Social Entrepreneurship
ENT 415 – Start-Overs as Start-Ups
ENT 420 – Entrepreneurial Finance
ENT 425 – Entrepreneurial Marketing
ENT 460 – Leading Innovation and Change
MARK 462 – Innovation and New Product Development
DSGN 430 – Design Thinking and Innovation
EF 400 – Technology Commercialization
ARTD 451 – Advanced Graphic Design
ARTD 452 – Graphic Design Capstone
MUSC 305 – The Business of Music
RCS 412 – e-Retailing
AREC 212 – The Agribusiness Firm
AREC 342 – Farm Business Management
AREC 442 – Agribusiness Management
ALEC 240 – Presentation and Sales Strategies for Agricultural Audiences
ALEC 340 – Marketing and Public Strategies for Global Sectors

Prerequisites may apply for some courses.

Rationale: Collegiate schools of business have traditionally educated accountants, financial analysts, economists, marketing managers, human resource managers, business analysts, and general managers based on the assumption that these graduates would go to work in an existing organization. Business schools have typically educated students to assume positions in private or public corporations, government agencies, or nonprofit organizations. In recent years, however, an increasing number of graduates have decided not enter the corporate or governmental world and have, instead, opted either to start their own businesses (a startup) or to resurrect a defunct or distressed business (a start over).

The proposed entrepreneurship minor recognizes that students from across the UTK campus—both business majors as well as majors in other colleges—are often interested in establishing their own businesses. Their business ideas may have been developed through a hobby or other favorite activity, through a perceived need that has not been filled by existing businesses, or through discussions with family, friends, or mentors. For business majors, the entrepreneurship minor provides more depth than the nine-semester hour entrepreneurship collateral, and it exposes them to a rich collection of offerings from across campus. For students in majors outside of the College of Business Administration, the entrepreneurship minor provides exposure to the basic tenants of being an entrepreneur.

Impact on Other Academic Units: Minor was discussed extensively with various departments and colleges across campus, and they have agreed to offer coursework supporting the minor. It appears that the departments are not only "on board," but they are very enthusiastic about participating in the entrepreneurship minor. Financial Impact: The financial impact of the minor should not be burdensome. The Department of Management will be responsible for teaching ENT 350, and it is possible that an additional section of this course may be needed to accommodate students in the entrepreneurship minor. If additional sections of ENT 350 are required, the Department of Management has faculty and doctoral students who can absorb the teaching load. In addition, the department anticipates hiring an additional faculty member to fill the Haslam Professorship in Innovation and Entrepreneurship, which will enable the College to provide additional teaching flexibility and resources.

Moreover, a senior faculty member in the Department of Finance has developed a course in finance for entrepreneurial ventures (ENT 420).

DEPARTMENT OF FINANCE

Program Learning Outcomes for the BSBA in Finance

1. **Students will demonstrate mastery of these principles of finance: present value, future value and net present valuate calculations, and make correct value maximizing choices based on an understanding time value of money and capital budgeting principles.**
2. **Students will perform ex-post and ex-ante return and risk calculations, and make correct choices based on an understanding of systematic risk, unsystematic risk, total risk, and total return concepts.**

REVISE FINANCE MAJOR – COLLATERAL OPTION

ACCOUNTING – ACCT 321; and any one of ACCT 311, INMT 341, or ACCT 431 (increase Finance Electives by 3 hours).
BUSINESS ANALYTICS –BAS 320, BAS 340, AND BAS 474
ECONOMICS – ECON 312, ECON 313; and either ECON 421 or ECON 482.
ENTREPRENEURSHIP – ~~MGT 331,~~ ~~MGT~~ ENT 350, ~~MGT~~ ENT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, or ENT 460.
INFORMATION MANAGEMENT – INMT 341, INMT 342, and either INMT 442 or INMT 443.
INTERNATIONAL BUSINESS – Nine hours from IB 409, IB 429, IB 439, IB 449, IB 459,
IB 469, IB 492, BUAD 400 or MGT 472; and IB 489.
MANAGEMENT – MGT 331, MGT 430, MGT 435
MARKETING - MARK 350, MARK 360, and one of MARK 462, MARK 464, MARK 466, MARK 468, or MARK 469
SUPPLY CHAIN MANAGEMENT – SCM 310, Select one of SCM 411, SMC 412, SCM 413 or SCM 421.

Rationale: Reflects new ENT discipline code and new ENT courses. Staffing Impact: None; courses will already be taught as part of Entrepreneurship minor proposal. Impact on Other Academic Units: None. Financial Impact: None.

DEPARTMENT OF MANAGEMENT

Program Learning Outcomes for the BSBA in Human Resource Management

1. **Students will be able to analyze the impact of the recruitment and selection process on organizational success.**
2. **Students will assess 1) effective employee performance, 2) strategies that will enable their organization to retain these employees, and 3) ways in which quality employees contribute to the overall success of the organization.**

REVISE HUMAN RESOURCE MANAGEMENT MAJOR – COLLATERAL OPTION

ENTREPRENEURSHIP – ~~MGT~~ ENT 350, ~~MGT~~ ENT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, or ENT 460
INFORMATION MANAGEMENT – INMT 341, INMT 342, and either INMT 442 or INMT 443
INTERNATIONAL BUSINESS – Nine hours from IB 409, IB 429, IB 439, IB 449, IB 459, IB 469, IB 492, BUAD 400 or MGT 472; and IB 489.
MARKETING – MARK 350, MARK 360, and one of MARK 462, MARK 464, MARK 466, MARK 468, or MARK 469

Rationale: Reflects new ENT discipline code and new ENT courses. Staffing Impact: None; courses will already be taught as part of Entrepreneurship minor proposal. Impact on Other Academic Units: None. Financial Impact: None.

REVISE MANAGEMENT MAJOR – COLLATERAL OPTION

ECONOMICS – ECON 312, ECON 381, and one of ECON 421, ECON 435, ECON 471, ECON 472.
ENTREPRENEURSHIP – ~~MGT~~ ENT 350, ~~MGT~~ ENT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, or ENT 460.
HUMAN RESOURCE MANAGEMENT – HRM 480, HRM 481, HRM 485.
INFORMATION MANAGEMENT – INMT 341, INMT 342, and either INMT 442 or INMT 443
INTERNATIONAL BUSINESS – Nine hours from IB 409, IB 429, IB 439, IB 449, IB 459, IB 469, IB 492, BUAD 400 or MGT 472; and IB 489.
MARKETING – MARK 350, MARK 360, and one of MARK 462, MARK 464, MARK 466, MARK 468, or MARK 469.
RESOURCE MANAGEMENT – ACCT 301, ACCT 321, FINC 425.

Rationale: Reflects new ENT discipline code and new ENT courses. Staffing Impact: None; courses will already be taught as part of Entrepreneurship minor proposal. Impact on Other Academic Units: None. Financial Impact: None.

DEPARTMENT OF MARKETING AND SUPPLY CHAIN MANAGEMENT

Program Learning Outcomes for the BSBA in Marketing

1. **Students will be able to demonstrate key concepts related to brands and brand management.**
2. **Students will be able to apply the marketing principles of segmentation, targeting and positioning.**

REVISE MARKETING MAJOR – COLLATERAL OPTION

ECONOMICS – ECON 312, ECON 435, and one 400-level economics elective.
ENTREPRENEURSHIP – ~~MGT 331, MGT~~ ENT 350, ~~MGT~~ ENT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, or ENT 460.
HUMAN RESOURCE MANAGEMENT – MGT 331, HRM 360, HRM 481.
INFORMATION MANAGEMENT – INMT 341, INMT 342, and either INMT 442 or INMT 443.
INTERNATIONAL BUSINESS – Nine hours from: IB 409, IB 429, IB 439, IB 449, IB 459, IB 469, IB 492, BUAD 400 or MGT 472; and IB 489.
RESOURCE MANAGEMENT – ACCT 301; FINC 425, FINC 455.
SUPPLY CHAIN MANAGEMENT – SCM 310 and one of SCM 411, SCM 412, SCM 413, SCM 421.

Rationale: Reflects new ENT discipline code and new ENT courses. Staffing Impact: None; courses will already be taught as part of Entrepreneurship minor proposal. Impact on Other Academic Units: None. Financial Impact: None.

REVISE SUPPLY CHAIN MANAGEMENT MAJOR – COLLATERAL OPTION

Program Learning Outcomes for the BSBA in Supply Chain Management

1. **Students will demonstrate an understanding of purchasing, logistics and operations concepts and principles that are essential for managing and controlling supply chain functions.**

2. **Students will be able to participate in global supply chain decision making from an managerial point of view.**

ECONOMICS – ECON 312, ECON 435, and one 400-level Economics elective.

ENTREPRENEURSHIP – ~~MGT 331, MGT~~ ENT 350, ~~MGT~~ ENT 451, and one of ENT 410, ENT 415, ENT 420, ENT 425, or ENT 460.

HUMAN RESOURCE MANAGEMENT – MGT 331, HRM 360, HRM 481.

INFORMATION MANAGEMENT – INMT 341, INMT 342, and either INMT 442 or INMT 443

INTERNATIONAL BUSINESS – Nine hours from IB 409, IB 429, IB 439, IB 449, IB 459, IB 469, IB 492, BUAD 400 or MGT 472; and IB 489.

MARKETING –MARK 350, MARK 360, and one of MARK 462, MARK 464, MARK 466, MARK 468, or MARK 469.

Rationale: Reflects new ENT discipline code and new ENT courses. Staffing Impact: None; courses will already be taught as part of Entrepreneurship minor proposal. Impact on Other Academic Units: None. Financial Impact: None.

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COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
All Items Effective Fall 2015

I. COURSE CHANGES

Program Learning Outcomes for the BS in Nutrition

1. Upon completing the program, students who apply for dietetic internship programs will attain placement in a dietetic internship program.
2. Upon completing the program the students who apply will attain placement in a graduate or non-dietetics health professional program.
3. Upon completing the program, the student will demonstrate the ability to understand, interpret, and apply the science of nutrition in individual, clinical, and community settings.
4. Upon completing the program the student will be able to apply critical thinking skills to solve problems.

(NUTR) Nutrition

REVISE TITLE AND DESCRIPTION; ADD CREDIT RESTRICTION, AND REGISTRATION PERMISSION

NUTR 104 Sports Nutrition and the Female Athlete (1) Nutritional concepts focusing on the female athlete, including the optimal training diet; balancing energy with activity; positive fueling before, during, and after sports events; and sorting out nutritional supplements.

Credit Restriction: Students cannot receive credit for both 104 and 105.

Registration permission: Instructor permission only.

Formerly: Sports Nutrition for Athletes (1) Nutritional concepts focusing on the optimal training diet; balancing energy with activity; positive fueling before, during, and after sports events; and sorting out nutritional supplements.

SUPPORTING INFORMATION:

Rationale: NUTR 104, originally tailored for the needs of the female athlete, does not adequately address the needs of the male athlete. Therefore, NUTR 105 (proposed above) will target the needs of the male athlete. The revision to the title and course description of NUTR 104 better define this course. Adding the comment language clarifies priority of registration and that students cannot receive credit for both NUTR 104 and NUTR 105.

Impact on other units: The Athletic Department provides the funds for the Nutrition Department to offer NUTR 104 and the Nutrition Department provides academic oversight as academic credit is being offered. The course instructor is an employee of the Athletic Department, and the Nutrition Department has confirmed the instructor has the credentials to teach this course. This collaboration will remain as-is for NUTR 104. Please see attached letter of support from the Athletic Department (Attachment 2).

Financial Impact: The Athletic Department will continue to fund the course instructor (please see letter of support from the Athletic Department).

Learner Outcomes Supported: This change does not address a specific learner outcome, as this course is for non-majors.

Support from assessment activities: Male athletes have increasingly expressed interest in taking this course due to some content that is applicable to both males and females. However, it has become increasingly evident that a second course, focusing on issues faced by the male athlete, is needed. Creation of such a course (NUTR 105) would allow the focus of NUTR 104 to remain on the female athlete.

ADD

NUTR 105 Sports Nutrition and the Male Athlete (1) Nutritional concepts focusing on the male athlete, including the optimal training diet; balancing energy with activity; positive fueling before, during, and after sports events; and sorting out nutritional supplements.

Credit Restriction: Students cannot receive credit for both 104 and105.

Registration Permission: Instructor permission only.

SUPPORTING INFORMATION:

Rationale: This course creation will complement NUTR 104 (also being revised) as it will focus on issues faced by the male athlete as opposed to the female athlete.   Creation of this course will provide an option for male athletes, who have increasingly expressed interest in taking NUTR 104, while also providing either male or female students the opportunity to increase their knowledge of issues faced by the male athlete. In other words, there would be no gender restriction for enrollment in the class, but it would focus specifically on the needs of the male athlete.

Impact on other units: As it historically has done with NUTR 104, the Athletic Department will provide the funds for the Nutrition Department to offer NUTR 105. The Nutrition Department will provide academic oversight, as academic credit is being offered. The course instructor is an employee of the Athletic Department, and the Nutrition Department has confirmed the instructor has the credentials to teach this course. The addition of this course will impact the time of the instructor of record, increasing her course load. Please see the attached letter of support from the Athletic Department.

Financial Impact: The Athletic Department will fund the course instructor.

Learner Outcomes Supported: This does not address a specific learner outcome, as this course is for non-majors.

Support from assessment activities: Male athletes have increasingly expressed interest in taking NUTR 104, due to some content that is applicable to both males and females. However, it has become increasingly evident that a second course, focusing on issues faced by the male athlete is needed. Creation of NUTR 105 would allow the focus of NUTR 104 to remain on the female athlete.

TENNESSEE VOLUNTEERS

INTERCOLLEGIATE ATHLETICS

July 8, 2014

Department of Nutrition
c/o Jay Whelan, PhD
The University of Tennessee, Knoxville
1215 W. Cumberland Ave
Knoxville, TN 37996

Dear Department Chair/Course Evaluation Committee:

The Department of Nutrition, in partnership with the Athletic Department, is requesting the addition of a one credit course targeting nutrition and the male athlete. This one credit course will be complementary to the current one credit course (NUTR 104) that focuses on nutrition and the female athlete. The instructor's salary for these two courses (current: NUTR 104, and proposed: NUTR 105), for each of which up to 2 sections each may be taught, will be paid by the Athletic Department. No other department or program will be affected financially by the addition of NUTR 105.

Currently, the Department of Nutrition serves as the academic department that provides the curricular oversight for NUTR 104, as this course is offered for academic credit through this department. The Athletic Department recognizes this role will be the same for NUTR 105. The course will be conducted in accordance with all institutional rules and regulations pertaining to academic courses, as well as compliant with all NCAA regulations pertaining to courses taught by an athletics department employee in which current student-athletes may be enrolled.

Thank you for your consideration.

Sincerely,

Mike Ward
Senior Associate Athletics Director
University of Tennessee

cc: Dr. Katie Kavanaugh
      Dr. Joe Scogin
      Todd Dooley
      Brett Huebner
      Jason McVeigh
      Mike Vollmar

1551 Lake Loudoun Boulevard, Knoxville, TN 37996
PO Box 15016, Knoxville, TN 37901
865-974-1224   www.utsports.com

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION
Program Learning Outcomes for the Art Education Major

1   Demonstrates understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2   Demonstrates understanding of how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3   Demonstrates understanding of how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4   a-b Demonstrates use of a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.
5   Plans instruction based upon knowledge of subject matter, students, the community and curricular goals.

Learning Objectives for Spec Education Major, BS in Education with Education of the Deaf and Hard of Hearing Concentration, Educational Interpreting Concentration, Modified and Comprehensive Special Education with 6-12 Concentration (with Optional Endorsement in Early Childhood Education) and Modified and Comprehensive Special Education with K-5 Concentration (with Optional Endorsement in Early Childhood Education)

1   Planning (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations) Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2   Instruction (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations) Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3   Assessment (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations) Combines formative and summative assessment as appropriate to support, verify, and document learning.
4   (For Modified/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Uses current technologies to maximize content learning in varied contexts.
5   Learning Environments (for Modified/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6   (for Educational Interpreting and Communication Disorders Majors) (From InTASC Standard 2) Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.
7   a-b (For Educational Interpreting and Communication Disorders Majors) (from InTASC Standard 10) Seeks appropriate roles and opportunities to take responsibility for well-being of individuals with disabilities, to collaborate with students, families, colleagues, school professionals, and community members to ensure individual learner growth, and to advance well-being of individuals with disabilities.

(ETEC) EDUCATIONAL TECHNOLOGY

ADD NEW ACADEMIC DISCIPLINE (ETEC) AND COURSE:

486 Integrating Technology into the Curriculum (3) Use of technology to support teaching and learning; designed to prepare teacher preparation students to integrate a variety of computer-based technologies

into the PreK-12 curriculum and adapt these technologies for diverse populations including students with mild disabilities as well as ESL students. Includes strategies and techniques of integrating the Internet, digital images, digital diagrams, multimedia, web-based tools and interactive whiteboards.

SUPPORTING INFORMATION

Rationale: We are developing this new prefix (subject area) for Educational Technology courses. This particular course was formerly TPTE 486.

Impact on other units: This course is a core course for all students who are seeking a professional teaching license. These changes will affect licensure programs only in that the showcase information will need to be changed to reflect the new subject prefix (ETEC). Most of these are within our own department; however, Music Education and Agriculture Education have been informed, as well. Support documents provided.

Financial Impact: None. Prefix change only.

Learning outcomes supported: Supports learning outcome #4 in Art Ed major. Supports learning outcome #4 in the Spec Ed major.

Assessment activities: None. This is a name change to better identify the academic discipline and courses.

(TPTE) THEORY AND PRACTICE IN TEACHER EDUCATION

DROP

486 Integrating Technology into the Curriculum (3)

SUPPORTING INFORMATION

Rationale: We are developing a new prefix (subject area) for Educational Technology courses. This course is being dropped from TPTE, but will be added back in as ETEC 486.

Impact on other units: This course is a core course for all students who are seeking a professional teaching license. These changes will affect licensure programs only in that the showcase information will need to be changed to reflect the correct subject prefix (ETEC). Most of these are within our own department; however, Music Education, and Agriculture Education have been informed, as well. Support documents attached.

Financial Impact: None. This course replaces TPTE 486.

Supports learning outcome #4 in Art Ed major. Supports learning outcome #4 in the Spec Ed major.

Assessment activities: None. This is a name change to better identify the academic discipline and courses.

Equivalency table

Current Courses Fall 2014 (TPTE)	Equivalent Courses for Fall 2015 (ETEC)
TPTE 486	ETEC 486

Allmon, Teresa G

From:	O'Bannon, Blanche W
Sent:	Saturday, September 20, 2014 8:42 PM
To:	Allmon, Teresa G
Cc:	Cheatham, Millie Turner; Bell, Sherry M
Subject:	Fwd: Change of prefix of TPTE 486 to ETEC 486

Sent from my iPhone

Begin forwarded message:

From: "Royse, David M" <droyse@utk.edu>
Date: September 20, 2014 at 8:26:35 PM EDT
To: "O'Bannon, Blanche W" <bobannon@utk.edu>
Cc: "Wilkinson, Loneka Schalan (Loneka Battiste)" <lbattis2@utk.edu>, "Peterson, Gene David" <gpeterson@utk.edu>, "Ryder, Donald D" <dryder@utk.edu>, "Stewart, Michael John" <mstewa13@utk.edu>, "Leach, Cathy" <cleach@utk.edu>
Subject: RE: Change of prefix of TPTE 486 to ETEC 486

Blanche,

Thanks for letting us know.

Sincerely,
David

David M. Royse, Ph.D.

Coordinator and Associate Professor of Music Education

School of Music

1741 Volunteer Blvd.

202 Natalie L. Haslam Music Center

University of Tennessee

Knoxville, TN 37996

865-974-7526

droyse@utk.edu

From: O'Bannon, Blanche W
Sent: Saturday, September 20, 2014 11:59 AM
To: Royse, David M
Cc: O'Bannon, Blanche W
Subject: Change of prefix of TPTE 486 to ETEC 486

Hey David.

I recall a few months ago emailing you to alert you to a change in the prefix of the core technology course from TPTE 486 to ETEC (Eduational Technology) 486.

The name of the course and curriculum remains the same however we will soon be adding the use of educational apps to the curriculum as needed by changes in technology.

This change in prefix may mean a change to your advising paperwork. I need confirmation from you that Music is aware of this change and will make needed changes to advise your students accordingly.

Will you confirm your knowledge and support for this change? I need this confirmation as soon as possible. If you have further questions, please let me know. Hope all is well. I want to come over to see that beautiful building that you have. Best. Blanche

Blanche O'Bannon, Ed.D.
Educational Technology
445 Claxton Complex
The University of Tennessee
Knoxville, TN. 37996-3442
voice: 865-974-0498
fax: 865-974-6302
bobannon@utk.edu
http://web.utk.edu/~bobannon

Allmon, Teresa G
_____

From:	O'Bannon, Blanche W
Sent:	Saturday, September 20, 2014 2:26 PM
To:	Allmon, Teresa G
Cc:	Bell, Sherry M; Cheatham, Millie Turner
Subject:	FW: Change of prefix TPTE 486 to ETEC 486

Email support from Ag for change.

From: <Stripling>, Christopher <cstripli@utk.edu>
Date: Saturday, September 20, 2014 at 2:23 PM
To: BO'Bannon <bobannon@utk.edu>
Cc: "Stephens, Carrie Ann" <cfritz@utk.edu>
Subject: RE: Change of prefix TPTE 486 to ETEC 486

We are aware and support the change. I have updated our Fall 2015 curriculum to reflect the change.

Thanks,
Christopher

From: O'Bannon, Blanche W
Sent: Saturday, September 20, 2014 12:08 PM
To: Stripling, Christopher
Cc: O'Bannon, Blanche W; Stephens, Carrie Ann
Subject: Change of prefix TPTE 486 to ETEC 486

Hey Dr. Stripling.

I recall a few months ago emailing Carrie Stephens to alert you all to a change in the prefix of the core technology course from TPTE 486 to ETEC (Eduational Technology) 486. Ag students will be taking that core starting in the Fall, 2015 I believe. When I went in to get her email address, I realized that you are the UG coordinator.

The name of the course and curriculum remains the same however we are making this change to give the technology courses more identity.

This change in prefix may mean a change to your advising paperwork. I need confirmation from you that Ag is aware of this change and will make needed changes to advise your students accordingly.

Will you confirm your knowledge and support for this change? I need this confirmation as soon as possible. If you have further questions, please let me know. I am also glad to answer any questions that you have. Best. Blanche O'Bannon

Blanche O'Bannon, Ed.D.
Educational Technology
445 Claxton Complex
The University of Tennessee
Knoxville, TN. 37996-3442
voice: 865-974-0498
fax: 865-974-6302
bobannon@utk.edu
http://web.utk.edu/~bobannon

II. PROGRAM CHANGES

ADD MATHEMATICS EDUCATION GRADES 6-8 MINOR

In the 2015-2016 Undergraduate Catalog, add Mathematics Education Grades 6-8 Minor as follows:

Students interested in teaching mathematics (grades 6-8) OR science (grades 6-8) earn a Bachelor's degree in the College of Arts and Sciences in either mathematics OR an area of science (e.g., astronomy, biology, chemistry, geology with an environmental studies concentration, or physics). Students earning a geology with an environmental studies concentration degree have the required course work for licensing in both mathematics and science grades 6-8. Students who have pursued programs in the other sciences, engineering, or forestry may have some or all required course work for licensing in either mathematics, science, or both.

Students also complete a minor in mathematics education grades 6-8 consisting of the 16 - 22 hours outlined below. Contact advisors in the college's Student Services Center, A332 Jane and David Bailey Education Complex, for more information about specific requirements. The coursework listed below leads to licensure.

Required Undergraduate Courses (16-22 hours)

Complete:

EDPY 401 - Professional Studies: Applied Educational Psychology

SPED 402 - Professional Studies: Special Education and Diverse Learners

TPTE 203 - Field Study in Education

ETEC 486 - Integrating Technology into the Curriculum

MEDU 445 - Teaching Algebra in the Middle Grades (required for mathematics license)

MEDU 446 - Teaching Geometry in the Middle Grades (required for mathematics license)

SCED 445 - Teaching Physical/Earth Science in the Middle Grades (required for science license)

SCED 446 - Teaching Life Science in the Middle Grades (required for science license)

Post-Baccalaureate (27 hours)

The following courses are taken during the post-baccalaureate professional internship year (Reading Education 543 may be taken prior to or after the professional year internship). Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration.

Complete:

REED 543 - Literacy and Literature in the Middle Grades

TPTE 543 - Middle Grades: Concepts and Practices

TPTE 574 - Analysis of Teaching for Professional Development

TPTE 575 - Professional Internship in Teaching

TPTE 591 - Clinical Studies

MEDU 543 - Teaching Mathematics in Middle School (required for mathematics license)

SCED 543 - Teaching Science in the Middle Grades (required for science license)

Note: Teacher licensure is granted at the successful completion of this coursework; 9 additional hours may be taken to complete the master's degree. A faculty advisor will assist with the selection and sequencing of these courses. For details, see the Graduate Catalog.

SUPPORTING INFORMATION

Rationale: We are dropping the middles grades education minor and replacing it with minors in Mathematics Education Grades 6-8 Minor and Science Education Grades 6-8 Minor. These changes make our program align with new state licensing requirements.

Impact on other Units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. It provides another option for employment for students in Arts & Sciences majors.

Financial impact: A similar program was already in place (Middle Grades 4-8) so there should be no financial impact.

Learning outcomes supported: This is a minor for a program that extends into a 5th graduate year (Track 2 internship), for which there are learner outcomes.

Support from assessment activities: None. These changes are necessary to align our program with new state licensing requirements.

ADD SCIENCE EDUCATION GRADES 6-8 MINOR

In the 2015-2016 Undergraduate Catalog, add Science Education Grades 6-8 Minor as follows:

Students interested in teaching mathematics (grades 6-8) OR science (grades 6-8) earn a BA or BS in the College of Arts and Sciences in either mathematics OR an area of science (e.g., astronomy, biology, chemistry, geology with an environmental studies concentration, or physics). Students earning a geology with an environmental studies concentration degree have the required course work for licensing in both mathematics and science grades 6-8. Students who have pursued programs in the other sciences, engineering, or forestry may have some or all required course work for licensing in either mathematics, science, or both.

Students also complete a minor in science education grades 6-8 consisting of the 22 hours outlined below. Contact advisors in the college's Student Services Center, A332 Jane and David Bailey Education Complex, for more information about specific requirements. The coursework listed below leads to licensure.

Required Undergraduate Courses (16-22 hours)

Complete:

EDPY 401 - Professional Studies: Applied Educational Psychology
SPED 402 - Professional Studies: Special Education and Diverse Learners
TPTE 203 - Field Study in Education
ETEC 486 - Integrating Technology into the Curriculum
MEDU 445 - Teaching Algebra in the Middle Grades (required for mathematics license)
MEDU 446 - Teaching Geometry in the Middle Grades (required for mathematics license)
SCED 445 - Teaching Physical/Earth Science in the Middle Grades (required for science license)
SCED 446 - Teaching Life Science in the Middle Grades (required for science license)

Post-Baccalaureate (27 hours)

The following courses are taken during the post-baccalaureate professional internship year (Reading Education 543 may be taken prior to or after the professional year internship). Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration.

Complete:

REED 543 - Literacy and Literature in the Middle Grades
TPTE 543 - Middle Grades: Concepts and Practices
TPTE 574 - Analysis of Teaching for Professional Development
TPTE 575 - Professional Internship in Teaching
TPTE 591 - Clinical Studies
MEDU 543 - Teaching Mathematics in Middle School (required for mathematics license)
SCED 543 - Teaching Science in the Middle Grades (required for science license)

Note: Teacher licensure is granted at the successful completion of this coursework; 9 additional hours may be taken to complete the master's degree. A faculty advisor will assist with the selection and sequencing of these courses. For details, see the Graduate Catalog.

SUPPORTING INFORMATION

Rationale: We are dropping the middles grades education minor and replacing it with minors in Mathematics Education Grades 6-8 Minor and Science Education Grades 6-8 Minor. These changes make our program align with new state licensing requirements.

Impact on other Units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. It provides another option for employment for students in Arts & Sciences majors.

Financial impact: A similar program was already in place (Middle Grades 4-8) so there should be no financial impact.

Learning outcomes supported: This is a minor for a program that extends into a 5th graduate year (Track 2 internship), for which there are learner outcomes.

Support from assessment activities: None. These changes are necessary to align our program with new state licensing requirements.

REVISE ELEMENTARY EDUCATION MINOR

In the 2015-2016 Undergraduate Catalog, revise Elementary Education Minor to reflect ETEC 486 as follows:

Complete (25 undergraduate hours)

EDPY 210 - Psychoeducational Issues in Human Development *
EDPY 401 - Professional Studies: Applied Educational Psychology
ELED 351 - Laboratory and Field Studies in Elementary Education
ELED 422 - Elementary and Middle School Teaching Methods I
INSC 330 - Books and Related Materials for Children
REED 430 - Elementary and Middle School Developmental Reading Instruction
SPED 402 - Professional Studies: Special Education and Diverse Learners
ETEC 486 - Integrating Technology into the Curriculum

REVISE ENGLISH AS A SECOND LANGUAGE EDUCATION MINOR

In the 2015-2016 Undergraduate Catalog, revise English as a Second Language Education Minor to reflect ETEC 486 as follows:

Complete (19 undergraduate hours)

EDPY 210 - Psychoeducational Issues in Human Development *
EDPY 401 - Professional Studies: Applied Educational Psychology
SPED 402 - Professional Studies: Special Education and Diverse Learners
TPTE 203 - Field Study in Education
ETEC 486 - Integrating Technology into the Curriculum
WLEL 476 - Teaching English as a Second Language
WLEL 489 - Content-Based ESL Methods

REVISE SECONDARY EDUCATION MINOR

In the 2015-2016 Undergraduate Catalog, revise Secondary Education Minor to reflect ETEC 486 and also the addition of REED 543 in the Post-Baccalaureate Year as follows:

Complete (16 undergraduate hours)
EDPY 210 - Psychoeducational Issues in Human Development *
EDPY 401 - Professional Studies: Applied Educational Psychology
SPED 402 - Professional Studies: Special Education and Diverse Learners
TPTE 352 - Field Experiences in Teaching: Secondary I
TPTE 355 - Introduction to Secondary Schools
ETEC 486 - Integrating Technology into the Curriculum

Post-Baccalaureate Professional Year (24 graduate hours)

The following courses are taken during the post-baccalaureate professional year. Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration. Teacher licensure is granted at the successful completion of the professional year; 12 additional hours may be taken to complete the master's degree. For details, see the *Graduate Catalog*.

REED 461 - Developing Reading Skills in Content Fields or REED 543—Literacy and Literature in the Middle Grades
TPTE 574 - Analysis of Teaching
TPTE 575 - Professional Internship in Teaching
TPTE 591 - Clinical Studies

REVISE WORLD LANGUAGE EDUCATION MINOR

In the 2015-2016 Undergraduate Catalog, revise World Language Education Minor to reflect ETEC 486 as follows

Complete (19 undergraduate hours)
CFS 210 - Human Development *
EDPY 210 - Psychoeducational Issues in Human Development *
EDPY 401 - Professional Studies: Applied Educational Psychology
SPED 402 - Professional Studies: Special Education and Diverse Learners
TPTE 352 - Field Experiences in Teaching: Secondary I
TPTE 355 - Introduction to Secondary Schools
ETEC 486 - Integrating Technology into the Curriculum

SUPPORTING INFORMATION

Rationale: We are creating a new prefix/subject area for Educational Technology courses. This change will better reflect the course content. Changes to the secondary minor: With the dropping of the Middle Grade Program and the change in the State licensure from grades 7-12 to 6-12, it is necessary to make the revisions to the description of the minor.

Impact on other units: This is only a name change for the subject area from TPTE to ETEC. It impacts other programs only in that the correct subject area will need to be reflected in their program showcases, etc. The addition of students from the middle grade program to the secondary program will not increase the total number of students in TPTE. The change should not impact the number of students taking core education courses.

Financial impact: None. These courses are already being taught and should not require any additional faculty.

Learning outcomes supported: None. (No SACS learner outcomes for the minors.)

Assessment activities: None. This is a name change to better identify the academic discipline and courses.

REVISE ART EDUCATION MAJOR REQUIREMENTS

In the 2015-2016 Undergraduate Catalog, revise the Art Education Major to reflect ETEC 486 as follows:

Complete (25 undergraduate hours)

ARED 301 - Foundation of Art Education
ARED 302 - Multiculturalism in Visual Art
ARED 303 - Concepts of Sculpture and Crafts
ARED 350 - Field Experience
ARED 400 - Curriculum Planning and Teaching Strategies
EDPY 210 - Psychoeducational Issues in Human Development
EDPY 401 - Professional Studies: Applied Educational Psychology
SPED 402 - Professional Studies: Special Education and Diverse Learners
ETEC 486 - Integrating Technology into the Curriculum

SUPPORTING INFORMATION

Rationale: We are creating a new prefix/subject area for Educational Technology courses. This change will better reflect the course content.

Impact on other units: This is only a name change for the subject area. It impacts other programs only in that the correct subject area (ETEC) will need to be reflected in their program showcases, etc.

Financial impact: None. These courses are already being taught. It is only changing the subject area name.

Learning outcomes supported: Supports learning outcome #4 of Art Ed major.

Assessment activities: None. This is a name change to better identify the academic discipline and courses.

REVISE SPECIAL EDUCATION MAJOR, BS IN EDUCATION – EDUCATION OF THE DEAF AND HARD OF HEARING CONCENTRATION

In the 2015 Undergraduate Catalog, revise term 7 of the Special Education Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration ETEC 486 as follows:

EDDE 415
EDPY 401
[7]Professional Electives
ASL 435
ETEC 486

SUPPORTING INFORMATION

Rationale: We are creating a new prefix/subject area for Educational Technology courses. This change will better reflect the course content.

Impact on other units: This is only a name change for the subject area. It impacts other programs only in

that the correct subject area (ETEC) will need to be reflected in their program showcases, etc.

Financial impact: None. These courses are already being taught. It is only changing the subject area name.

Learning outcomes supported: Supports learning outcome #4 of Spec Ed major.

Assessment activities: None. This is a name change to better identify the academic discipline and courses.

REVISE SPECIAL EDUCATION MAJOR, BS IN EDUCATION – EDUCATIONAL INTERPRETING CONCENTRATION

In the 2015-2016 Undergraduate Catalog, Revise term 6 of the Special Education Major, BS in Education – Educational Interpreting Concentration to reflect ETEC 486 as follows:

ASL 212*
EDPY 401
EI 350
PSYC 300
ETEC 486

SUPPORTING INFORMATION

Rationale: We are creating a new prefix/subject area for Educational Technology courses. This change will better reflect the course content.

Impact on other units: This is only a name change for the subject area. It impacts other programs only in that the correct subject area ETEC) will need to be reflected in their program showcases, etc.

Financial impact: None. These courses are already being taught. It is only changing the subject area name.

Learning outcomes supported: Supports learning outcome #4 of Spec Ed major.

Assessment activities: None. This is a name change to better identify the academic discipline and courses.

REVISE SPECIAL EDUCATION MAJOR, BS IN EDUCATION – MODIFIED AND COMPREHENSIVE SPECIAL EDUCATION WITH 6-12 CONCENTRATION (WITH OPTIONAL ENDORSEMENT IN EARLY CHILDHOOD EDUCATION)

In the 2015-2016 Undergraduate Catalog, revise term 5 of Special Education Major, BS in Education – Modified and Comprehensive Special Education with 6-12 Concentration (with Optional Endorsement in Early Childhood Education) to reflect ETEC 486 as follows:

[6]Educational Methods
[7]Professional Elective
REED 461
SPED 402
ETEC 486

SUPPORTING INFORMATION

Rationale: We are creating a new prefix/subject area for Educational Technology courses. This change will better reflect the course content.

Impact on other units: This is only a name change for the subject area. It impacts other programs only in that the correct subject area (ETEC) will need to be reflected in their program showcases, etc.

Financial impact: None. These courses are already being taught. It is only changing the subject area name.

Learning outcomes supported: Supports learning outcome #4 of Spec Ed major.

Assessment activities: None. This is a name change to better identify the academic discipline and courses.

REVISE SPECIAL EDUCATION MAJOR, BS IN EDUCATION – MODIFIED AND COMPREHENSIVE SPECIAL EDUCATION WITH K-5 CONCENTRATION (WITH OPTIONAL ENDORSEMENT IN EARLY CHILDHOOD SPECIAL EDUCATION)

In the 2015-2016 Undergraduate Catalog, revise term 5 of the Special Education Major, BS in Education – Modified and Comprehensive Special Education with K-5 Concentration (with Optional Endorsement in Early Childhood Special Education) to reflect ETEC as follows:

[6]Geography Elective
INSC 330
REED 430
SPED 402
ETEC 486

SUPPORTING INFORMATION

Rationale: We are creating a new prefix/subject area for Educational Technology courses. This change will better reflect the course content.

Impact on other units: This is only a name change for the subject area. It impacts other programs only in that the correct subject area (ETEC) will need to be reflected in their program showcases, etc.

Financial impact: None. These courses are already being taught. It is only changing the subject area name.

Learning outcomes supported: Supports learning outcome #4 of Spec Ed major.

Assessment activities: None. This is a name change to better identify the academic discipline and courses.

REVISE MINORS LIST IN COLLEGE TEXT

In the 2015-2016 Undergraduate Catalog, revise the paragraph in the college text that describes Minors to drop the Middle Grades Teaching Minor and replace it with the Mathematics Education 6-8 and Science Education Grades 6-8 Minors as follows:

Minors

The academic departments within the College of Education, Health and Human Sciences offer minors in child and family studies, elementary education (for Arts and Sciences students only), English as a second language education, mathematics education grades 6-8, science education grades 6-8, (for Arts and

Sciences students only), nutrition, public health, restaurant and food service management, retail and consumer sciences, retail technology, secondary education (for Arts and Sciences students only), tourism and hospitality management, and world language education.

Students pursuing a minor must complete at least one-half of the required classes at the University of Tennessee, Knoxville, and all courses must be taken for a letter grade unless otherwise specified.

SUPPORTING INFORMATION

Rationale: We are dropping the middles grades education minor and replacing it with minors in Mathematics Education Grades 6-8 Minor and Science Education Grades 6-8 Minor. These changes make our program align with new state licensing requirements.

Impact on other Units: This should have little impact on other programs in CEHHS because they prepare students for secondary or elementary teaching positions. It provides another option for employment for students in Arts & Sciences majors.

Financial impact: A similar program was already in place (Middle Grades 4-8) so there should be no financial impact.

Learning outcomes supported: This is a minor for a program that extends into a 5th graduate year (Track 2 internship), for which there are learner outcomes.

Support from assessment activities: None. These changes are necessary to align our program with new state licensing requirements.

GENERAL EDUCATION COMMITTEE

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
September 10, 2014

Call to order: A regular meeting of the General Education Committee was held in the Room 237 of the University Center on September 10, 2014. The meeting was called to order by Kirsten Benson, Committee Chair, at 8:30 a.m.

Members present: Kirsten Benson, Chair, Suzanne Wright, Harold Roth, Chuck Collins, John Haas, Cheryl Kojima, Barbara Murphy, Jeff Larsen, Mary McAlpin, R. J. Hinde, George Drinnon, Catherine Luther, Masood Parang, Gary Ramsey, Missy Parker, Monique Anderson, Michael McFall, Anna Sandelli, Michael Palenchar, Alison Connor, Mary Albrecht, and Zac Hyder

Others present: Molly Sullivan and Rebekah Page

Introductions: Kirsten Benson welcomed the group and led the introductions of new and returning members.

Unfinished business:

Kirsten Benson announced that individual instructors' sections of UNHO 257 and UNHO 267 had been approved by the Committee via e-vote in April 2014. UNHO 257 and UNHO 267 are covered under a

blanket approval for General Education, with the Committee simply approving individual instructors' new special topics for these courses. No further action is required.

New business:

New General Education Committee Chair Needed for 2015-17: Kirsten Benson expressed the necessity of electing a new General Education Committee Chair before the end of this academic year. The chair is elected to a two-year term. She suggested that anyone interested in serving contact her for additional information.

Chancellor's Honors Program Proposed Changes: Rebekah Page of the Chancellor's Honors Program gave an overview of proposed changes to the Chancellor's Honors Program (see handout).

General Education Course Proposals:

AH: Barbara Murphy proposed that UNHO 327 satisfy the arts and Humanities General Education Requirement. After discussion and minor changes, **UNHO 237 Honors Seminar: Ethics was approved.**

CC: Some discussion was held regarding the UNHO 247 Honors Seminar: Civilization. The proposal was withdrawn and will be revised based upon suggestions made by the Committee.

General Education Assessment: In preparation for the SACS-COC Compliance Report on Institutional Effectiveness, the General Education Committee assessed achievement of student learning outcomes for a sampling of current courses in 2013-14, using rubrics approved by the Committee and embedded coursework submitted by departments. Kirsten Benson thanked the chairs of the General Education subcommittees—Chuck Collins, John Haas, Cheryl Kojima, Mary McAlpin, Barbara Murphy, and Jeff Larsen—in addition to Mary Albrecht, R.J. Hinde, Corinne Nicolas, and the raters for their outstanding work on the 2013-14 assessment. Chuck Collins thanked Kirsten Benson for her work in leading the year's process. Benson emphasized that the year's work yielded useful information about student achievement of General Education outcomes and that departments are responding to the results this year. However, the process used in 2013-14 is not sustainable due to its expense and complexity. A simplified method is required for maintaining oversight and to ensure all courses/sections meet outcome standards.

Mary Albrecht mentioned that this year's SACS-COC report has been submitted.

A proposal for this year's assessment will be presented to the Committee in October. Discussion included the suggestion that courses for assessment be identified as early as possible and that communication with course instructors was crucial. Benson mentioned that a small working group is convening soon to discuss possible models for long-term assessment and updates of that group's work will be provided throughout the year. R.J. Hinde asked whether future assessment should include college-level work done during high school or at another college; the working group on long-term assessment will discuss this.

New Curricular Changes and General Education Proposal Forms: Michael Palenchar mentioned that the General Education proposal forms should be updated to reflect the new curricular submission requirements that include statements about achieving student learning outcomes. Benson stated that new forms will be created and posted online and that the subcommittee chairs will work with proposers to ensure such information is included.

Adjournment: Kirsten Benson adjourned the meeting at 9:45 a.m.

Next meeting: Wednesday, October 8, 2014, at 8:30 a.m. in the University Center, Room 237

Minutes submitted by: Molly Sullivan

The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
October 8, 2014

Call to order: A regular meeting of the General Education Committee was held in the Room 237 of the University Center on October 8, 2014. The meeting was called to order by Kirsten Benson, Committee Chair, at 8:32 a.m.

Members present: Kirsten Benson, Chair, Suzanne Wright, Harold Roth, Richard Strange, Chuck Collins, John Haas, Barbara Murphy, Jeff Larsen, Mary McAlpin, George Drinnon, Katie McCay (proxy for Gary Ramsey), Missy Parker, Monique Anderson, Anna Sandelli, and Zac Hyder

Others present: Molly Sullivan, Mary Albrecht

Introductions: Kirsten Benson welcomed the group and led the introductions of new and returning members.

Approval of the Minutes:

Suzanne Wright made a motion that the Minutes of the September 10, 2014, meeting of the General Education Committee be approved. The motion was seconded and passed without opposition.

New Business

Course proposals: No new courses were presented for approval.

Kirsten Benson informed the Committee that the Chancellor's Honors Program had chosen to withdraw their proposals in order to make changes and that they hope to resubmit them at a later date.

Kirsten Benson asked that anyone who receives proposals for the General Education Committee's review make sure that she is copied on the submission.

General Education Assessment: A draft of a plan for General Education assessment for 2014-15 was presented by Kirsten Benson. After discussion, Jeff Larsen moved that the plan be approved. The motion was seconded and passed without opposition.

Update to General Education information posted on UTK's Website: Kirsten Benson noted that the Committee's Web page has been changed to include updated General Education course proposal forms and accompanying instructions. This information is posted at http://web.utk.edu/~ugcouncl/public_html/genedrequirement.html. Mary Albrecht suggested that a link to the University's SACSCOC page be included on the General Education Committee's page. Suzanne Wright pointed out additional information to be updated. Kirsten Benson will follow up with edits based on these suggestions.

Also, the page for SACSCOC now includes information about General Education assessment; this information is posted at http://sacs.utk.edu/general-education-assessment/.

Other Business

Suzanne Wright asked about the possibility of having studio art classes approved as satisfying an Arts and Humanities requirement. Mary Albrecht read SACS Standard 2.7.3, which does not allow "skills courses" to satisfy the basic 30 hours of general education requirements. This Standard does not prevent the University from adding requirements above those 30 hours, and the additional requirements could include skills classes, if the proposed courses correspond with the characteristics of General Education courses as stated in the *Catalog*.

Adjournment: Kirsten Benson adjourned the meeting at 9:20 a.m.

Next meeting: Wednesday, December 10, 2014, at 8:30 a.m. in the University Center, Room 237

Minutes submitted by: Molly Sullivan