

CEHHS Undergraduate Curricular Review Committee (CRC) MINUTES

October 25, 2017
2:00-4:30 pm
Claxton 412

Attending:

Voting Members: Rob Hardin (Chair; KRSS); James Williams (RHTM); MariBeth Coleman (TPTE); Juli Sams (CFS); Katie Kavanagh (NUTR)

Guests: Jana Spitzer; Lisa Emery; Karen Boyd (ELPS); David Smith (TPTE)

Non-Voting: Jeff Fairbrother (Ex-Officio); Kayla Whitt

Meeting Agenda:

- I. Welcome (Rob Hardin, Chair)
 - a. Rob Hardin called the meeting to order at 2:00 p.m. in Claxton 412
- II. Approval of Minutes (Rob Hardin)
 - a. September 13, 2017
 - i. Approved
- III. Old Business
 - a. Tabled Proposals from the September 13, 2017 Undergraduate CRC meeting:
 - i. Kinesiology, Recreation, and Sport Studies (KRSS) – Rob Hardin
 - ii. Theory and Practice in Teacher Education (TPTE) – MariBeth Coleman
- IV. Curricular Agenda
 - a. CEHHS Honors Program – Jana Spitzer
 - b. Child and Family Studies (CFS) – Juli Sams
 - c. Educational Leadership and Policy Studies (ELPS) – Karen Boyd
 - d. Kinesiology, Recreation, and Sport Studies (KRSS) – Rob Hardin
 - e. Retail, Hospitality, and Tourism Management (RHTM) – James Williams
 - f. Theory and Practice in Teacher Education (TPTE) – MariBeth Coleman
- V. New Business
 - a. None

OLD BUSINESS

9/13 Meeting Item Number	Tabled Items Agenda 10/10 Item Number	UGCRC Decision	Notes
1-A		Approved	Approved at 9/13 meeting
1-B	1-A	Outstanding Denied	Originally approved by CRC pending Department approval to add the Recreation and Sport Management Major to the KNS 431 Registration Restriction(s) listing at the 9/13 meeting. Department later decided to make additional revisions to this item to add Prerequisite(s) to the course listing. However, department did not indicate if it should be an (RE)Prerequisite(s) or (DE)Prerequisite(s) add. Please refer to Item 1-A in the tabled items agenda.
2-A	2-A	Approved	Originally tabled on 9/13. Item was later approved by the CRC electronically on 10/10. Please refer to Item 2-A in the tabled items agenda.
3-A		Approved	Approved at 9/13 meeting
4-A		Approved	Approved at 9/13 meeting
5-A		Approved	Approved at 9/13 meeting
6-A		Approved	Approved at 9/13 meeting
7-A	3-A	Approved	Originally tabled on 9/13. Item was later approved by the CRC electronically on 10/10. Please refer to Item 3-A in the tabled items agenda.
7-B	3-B	Approved	Originally tabled on 9/13. Item was later approved by the CRC electronically on 10/10. Please refer to Item 3-B in the tabled items agenda.
7-C		Approved	Approved at 9/13 meeting
7-D	3-C	Outstanding Denied	Originally tabled on 9/13. Item was again tabled on 10/10. The CRC voted electronically and only one out of five votes were received. Please refer to Item 3-C in the tabled items agenda.
8	4	Outstanding Denied	Originally tabled on 9/13. Item was again tabled on 10/10. The CRC voted electronically and only two of five votes were received. Please refer to Item 4 in the tabled items agenda.
9		Approved	Approved at 9/13 meeting.
10-A		Approved	Approved at 9/13 meeting.
11-A		Approved	Approved at 9/13 meeting.

12-A		Approved	Approved at 9/13 meeting.
13-A		Approved	Approved at 9/13 meeting.
14-A		Approved	Approved at 9/13 meeting.
15-A		Approved	Approved at 9/13 meeting.
16-A		Approved	Approved at 9/13 meeting.
17-A	5-A	Approved	Originally tabled on 9/13. Item was later approved by the CRC electronically on 10/10. Please refer to Item 5-A in the tabled items agenda.
18-A		Denied	
19-A	6-A	Outstanding Denied	Originally tabled on 9/13. Item was again tabled on 10/10. The CRC voted electronically and only one out of five votes were received. Please refer to Item 6-A in the tabled items agenda.
20-A	7-A	Outstanding Approved	Originally tabled on 9/13. Item was again tabled on 10/10. The CRC voted electronically and only two out of five votes were received. Please refer to item 7-A in the tabled items agenda.
21-A	8-A	Outstanding Approved	Originally tabled on 9/13. Item was again tabled on 10/10. The CRC voted electronically and only two of five votes were received. Please refer to Item 8-A in the tabled items agenda.
22-A	9-A	Approved	Originally tabled on 9/13. Item was later approved by the CRC electronically on 10/10. Please refer to Item 9-A in the tabled items agenda.
22-B	9-B	Approved	Originally tabled on 9/13. Item was later approved by the CRC electronically on 10/10. Please refer to Item 9-B in the tabled items agenda.
23		Approved	Approved at 9/13 meeting.
24	10	Approved	Originally tabled on 9/13. Item was later approved by the CRC electronically on 10/10. Please refer to Item 10 in the tabled items agenda.
25	11	Approved	Originally tabled on 9/13. Item was later approved by the CRC electronically on 10/10. Please refer to Item 11 in the tabled items agenda.

****Item numbers correspond to the 9/13/17 meeting agenda item numbers**

OLD BUSINESS

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

Student Learner Outcomes

(KNS) KINESIOLOGY

Learning objectives for the BS in Kinesiology:

1. Students will demonstrate an understanding of key disciplinary knowledge
2. Students will use disciplinary knowledge in practical settings related to the major
3. Students will demonstrate capacity for critical thinking

(RSM) RECREATION AND SPORT MANAGEMENT

Learning objectives for the Recreation and Sport Management BS program:

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will illustrate current knowledge and skills necessary for practice in therapeutic recreation.
3. Students will understand the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.
4. Students will demonstrate capacity for critical thinking.

I. COURSE CHANGES

(KNS) KINESIOLOGY

ITEM 1: ADD

(1-B) KNS 4XX (431) Psychosocial Aspects of Youth Sport (3)

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

Prerequisite(s): KNS 100 or RSM 250

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

Supporting Information

Rationale: This undergraduate course has been taught as a special topics class for the previous two terms and student demand has made it appropriate to move it into the curriculum (F16= 14, S17= 34). It is a department and professional elective for Kinesiology majors. The contents of the course discussions will be a valuable addition because they will present student learners with the opportunity to reflect on their own previous sport experiences, and how they may be able to sport the youth sport landscape as future coaches and parents. This course will build upon and complement department courses on physical activity, pediatric physiology, and motor development by placing these topics within the context of youth sport, a context in which an estimated 45 million children participate in each year in the United States. This addition reflects the expertise and interests of Dr. Jedediah Blanton, a faculty member in the Kinesiology program.

Department advising staff determined that more department electives are needed for our BS students that major in Kinesiology, which will expand our curriculum to detour large enrollment classes, or bottlenecks preventing students from meeting their goal graduation deadline, and that fit within faculty expertise. To adhere to the BS student learner outcome #1 (students will demonstrate an understanding of key disciplinary knowledge), students will be assessed on their knowledge of research findings, terminology, and theoretical models relevant to youth sports. This will aid in the development of a psychological framework and consideration when engaged in supervising or facilitating youth sports as a coach or parent. To adhere to the BS student learner outcome #3 (students will demonstrate capacity for critical thinking), students' will read youth sport narratives and case studies, and discuss ways to best facilitate youth sport experiences for optimal and healthy psychological and physical experiences.

Course format and location: The course will use lectures and group problem-solving activities. These opportunities will be supplemented with youth sport narratives and student group workshop presentations.

Impact on other units: This course can help relieve enrollment demand in other department and professional elective courses. This course should not impact units beyond the department.

Financial impact: No financial impact is anticipated. This course will be delivered as part of the normal teaching load of an existing faculty member.

Additional Documentation: The manner in which this course is delivered supports student learner outcome #1 for the BS in Education with a Kinesiology major through providing information that will improve students' understanding of key disciplinary knowledge and #3 through providing students assignments that require critical thinking. See attached Syllabus.

ITEM 1-B
DENIED (decision made at 10/25 meeting)

Item was denied as the department submitted the revised item in a new proposal – see item 15-A in the new curricular agenda.

TABLED (reviewed electronically on 10/10)

UGCRC reviewed the item electronically but did not vote on this item. The item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

APPROVED PENDING DEPT. APPROVAL OF REVISIONS (decision made at 9/13 meeting)

The department decided to make additional revisions to add Prerequisites to this course. The UGCRC will need to review this item with the additional revisions as the Prerequisite change was not reviewed/approved by the UGCR at the 9/13 meeting.

(PYED) PHYSICAL EDUCATION

ITEM 7: ADD

(7-D) PYED 2XX (270) Adaptive Recreation

To offer a PEAP course focused on adapted recreation course to the PEAP curriculum and introduce adaptive sports to the university population.

Supporting Information

Rationale: Offer a PYED course that is inclusive and catered to disabled students. The course is currently taught as a Special Topics. Fall 17 Enrollment= 21

Impact on other units: This course will work the Future program to place students with disabilities into the course.

Financial Support: The course will be taught as part of a current staff, faculty, or GTA course load.

Additional Documentation: No additional Approvals are required for this change. See attached Syllabus.

ITEM 7-D
DENIED (10/25)

Item was denied as the department submitted the revised item in a new proposal – see item 16-G in the new curricular agenda.

TABLED (reviewed electronically on 10/10)

UGCRC reviewed the item electronically but did not vote on this item. The item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

TABLED (decision made at 9/13 meeting)

II. PROGRAM CHANGES

(KNS) KINESIOLOGY

ITEM 8: REVISE THE BACHELOR OF SCIENCE IN EDUCATION – KINESIOLOGY MAJOR PROGRAM REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&pooid=9309&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise Term 5 in the Requirements for the Bachelor of Science in Education – Kinesiology Major, as follows:

FROM:

	Hours	Milestone Notes
Term 5		
ENGL 295* or ENGL 360* or PHIL 252* or PHIL 345*	3	BCMB 230 with a grade of C or better
⁶ Professional Electives	6	
KNS 332	3	
¹ Social Sciences Elective*	3	

TO:

	Hours	Milestone Notes
Term 5		
ENGL 295* or ENGL 360* or PHIL 252* or PHIL 345* or ENGL 255* or JREM 450* or JREM 451* or JREM 456*	3	BCMB 230 with a grade of C or better

⁶ Professional Electives	6
KNS 332	3
¹ Social Sciences Elective*	3

Supporting Information

Rationale: ENGL 255 Public Writing is similar to English 295 and 360, which are two of our four currently allowed courses. JREM 450 Writing about Science and Medicine, JREM 451 Environmental Writing, and JREM 456 Science Writing as Literature have been allowed (by petition) for years, since they were added to the WC list. They are science, medicine, and environmental writing courses. The JREM courses have been allowed (through petition) to fulfill the requirement for several years.

Impact on other units: The courses that are being allowed are from other departments, these courses may see a slight increase in students in the courses.

Financial impact: The change will not affect the department or college budgets. No financial impact anticipated.

Additional Documentation: No additional Approvals are required for this change

**ITEM 8
DENIED (10/25)**

Item was denied as the department submitted the revised item in a new proposal – see item 18 in the new curricular agenda.

TABLED (reviewed electronically on 10/10)

UGCRC reviewed the item electronically but did not vote on this item. The item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

TABLED (decision made at 9/13 meeting)

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

Student Learner Outcomes

Special Education Major, BS in Education; Modified/Comprehensive, Deaf/Hard of Hearing, Educational Interpreting, and Communication Disorders Concentrations

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. (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.

I. COURSE CHANGES

(ELED) ELEMENTARY EDUCATION

ITEM 19: DROP

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

Supporting Information

Rationale: This course is being dropped from our department and added in the department of Child and Family Studies. A review of enrollment data indicates that mostly CFS students take this course. Changes in TPTE's Elementary Education program have led to students taking more content-related courses (e.g., Reading Education, Mathematics Education) and decreased enrollment of TPTE students in 445, which has always been only an elective. Further, increasingly, with recent faculty retirements and hiring, expertise in early childhood education is centered in CFS and not TPTE. No learner outcomes are affected by this change.

Impact on other units: This is an agreed upon change within the two departments as this course is required for CFS students. It is no longer part of a required program offered in TPTE. It is not required for TPTE students. A small number (2-4) of TPTE students per year add an endorsement in Early Childhood Special Education. Eled 445 is required for this optional endorsement. This course was offered for UG and Grad credit and this change will be submitted to the next GRAD CRC meeting.

Financial impact: none. Course is already offered routinely and is currently being taught by CFS faculty. Dropping it from TPTE won't have a significant impact on the departmental budget. It is offered once per academic year (and once in summer). TPTE will shift staffing resources to meet the growing demand for content-related courses as mentioned above.

Additional Documentation: The change is not substantive and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment.

**ITEM 19-A
DENIED (10/25)**

Item was denied as the department submitted the revised item in a new proposal – see item 25-A in the new curricular agenda.

TABLED (reviewed electronically on 10/10)

UGCRC reviewed the item electronically but did not vote on this item. The item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

TABLED (decision made at 9/13 meeting)

(MEDU) MATHEMATICS EDUCATION

ITEM 20: REVISE TO ADD (RE)PREREQUISITE(S)

(20-A) MEDU 432 Knowing and Learning in Mathematics and Science (3)

(RE) Prerequisite(s): ENGL 102, 132, 290, or 298

Formerly: MEDU 432 Knowing and Learning in Mathematics and Science (3)
No prerequisites.

Supporting Information

Rationale: MEDU 432 satisfies a General Education requirement (WC). While English 102 or equivalent is a requirement for all WC courses and is on the course proposal forms for all WC courses approved (going back to 2003), this prerequisite is not on the Catalog copy for many courses and thus this prerequisite is not coded into Banner. Therefore, students may enroll in many WC courses without having completed English 102 or the equivalent, which is not the intent of this General Education requirement. The fact that the prerequisite is not in the Catalog appears to be an oversight; this requirement is on the approved proposals from all courses submitted for WC designation, but that has not resulted in the prerequisite being changed in the actual Catalog copy. This addition serves to address this oversight.

Impact on other units: None. Registration for this course requires a co-requisite of INPG 110 and INGP 120 and it is unlikely that a student outside of VolsTeach will take the course. Therefore, there is no impact on other units anticipated.

Financial impact: None. The change serves to address an oversight in the catalog. This change requires no additional resources.

Additional Documentation: An email from the University General Education Chair, Barbara Murphy is included. Her email is labeled as Supporting email A. Her email explains the problem and includes the explicit language that should be included in the catalog to ensure enforcement of the prerequisites. The change is not substantive and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment.

**ITEM 20-A
APPROVED (10/25)**

TABLED (reviewed electronically on 10/10)

UGCRC reviewed the item electronically but did not vote on this item. The item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

TABLED (decision made at 9/13 meeting)

(SCED) SCIENCE EDUCATION

ITEM 21: REVISE TO ADD (RE)PREREQUISITE(S)

(21-A) SCED 432 Knowing and Learning in Mathematics and Science (3)

(RE) Prerequisite(s): ENGL 102, 132, 290, or 298

Formerly: 432 Knowing and Learning in Mathematics and Science (3)
No prerequisites.

Supporting Information

Rationale: MEDU 432 satisfies a General Education requirement (WC). While English 102 or equivalent is a requirement for all WC courses and is on the course proposal forms for all WC courses approved (going back to 2003), this prerequisite is not on the Catalog copy for many courses and thus this prerequisite is not coded into Banner. Therefore, students may enroll in many WC courses without having completed English 102 or the equivalent, which is not the intent of this General Education requirement. The fact that the prerequisite is not in the Catalog appears to be an oversight; this requirement is on the approved proposals from all courses submitted for WC designation, but that has not resulted in the prerequisite being changed in the actual Catalog copy. This addition serves to address this oversight.

Impact on other units: None. Registration for this course requires a co-requisite of INPG 110 and INGP 120 and it is unlikely that a student outside of VolsTeach will take the course. Therefore, there is no impact on other units anticipated.

Financial impact: None. The change serves to address an oversight in the catalog. The change requires no additional resources.

Additional Documentation: An email from the University General Education Chair, Barbara Murphy is included. This email is labeled as Supporting Email A. Her email explains the problem and includes the explicit language that should be included in the catalog to ensure enforcement of the prerequisites. The change is not substantive and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment.

ITEM 21-A
APPROVED (10/25)

TABLED (reviewed electronically on 10/10)

UGCRC reviewed the item electronically but did not vote on this item. The item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

TABLED (decision made at 9/13 meeting)

CURRICULAR AGENDA

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
Effective Fall 2018
Undergraduate

II. PROGRAM CHANGES

ITEM 1: REVISE THE COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES INFORMATION PAGE – SERVICE LEARNING HONORS PROGRAM

URL: <http://catalog.utk.edu/content.php?catoid=22&navoid=2740>

In the 2018-2019 Undergraduate Catalog, revise the title, text, and requirements for the College of Education, Health, and Human Sciences Service Learning Honors Program, as follows:

FROM:

Service Learning Honors Program

The College of Education, Health and Human Sciences provides a unique opportunity for its best and brightest students to use classroom learning in solving real world problems. Through the college's honors program in service learning, students have an opportunity to apply knowledge and skills specific to their academic majors to their work with individuals and/or groups in the community.

Service-learning is a teaching and learning strategy designed to integrate class experiences with meaningful community service. The goal of our service-learning honors program is to provide students with an experiential educational model that is based on reciprocal learning including practical application of their classroom studies; service activities that emerge from and inform classroom context; and structured reflection linking service experiences back to specific learning goals. Our service-learning honors program provides students with a rigorous and relevant curriculum to teach civic responsibility and enrich their learning experiences.

Admission to the College of Education, Health and Human Sciences' Service Learning Honors Program is competitive and applicants should be aware that meeting the minimum admission criteria does not assure entry into the program. In addition to fulfillment of the minimum requirements shown below, applicants should note that an individual's personal objectives, type of field setting desired, availability of adequate faculty supervision, as well as total number of applicants are determinants in the selection process. Applicants should also note that participation in this particular honors program does not preclude participation in other honors programs.

Admission Requirements

- Admitted or applicant to one of the college's undergraduate majors.
- Attainment of a minimum cumulative 3.25 GPA (based on the completion of at least 15 semester credit hours).
- Submission of a Service Learning Honors Program application. Application available in CEHHS Office of Student Services, A332 Bailey Education Complex.
- Individual meeting with departmental coordinator.

Program Requirements

- Two lower-division honors courses. Examples include but are not limited to PSYC 117*; SOCI 127*; SPAN 217*, SPAN 218*; UNHO 257*, UNHO 267*, UNHO 277*, UNHO 287*. It is also possible to satisfy this requirement through lower-division honors coursework in the major and/or through Honors-by-Contract*.
- One 3 credit hour course with a service learning component as approved by the department. This requirement may be met through Honors-by-Contract*.
- One upper-division 3 credit hour honors course in the student's academic major (e.g., CFS 497, KNS 497, RCS 497, etc.) through which the student will develop and present a capstone project at the university's annual Exhibition of Undergraduate Research and Creative Achievement or at an approved similar professional venue. This requirement may be met through Honors-by-Contract*.
**Honors-by-Contract requires completion of a written contract (available in the CEHHS Student Services Office, BEC A332) delineating additional effort and is submitted to the College's honors coordinator/director by the third week of the semester.*

Program Completion

Students who successfully complete the 12-hour program requirements and maintain a minimum cumulative 3.25 GPA will be recognized during commencement and have their participation in the Service Learning Honors Program so noted on their official transcript.

Application Process

An application to the Service Learning Honors Program is available by appointment through Ms. Jamia Stokes, Director, College of Education, Health, and Human Sciences Office of Student Services, A332 Bailey Education Complex.

Further Information

Students interested in further information regarding the College of Education, Health and Human Sciences' Service Learning Honors Program should contact the CEHHS Office of Student Services in A332 Bailey Education Complex or call 865-974-8194.

Departmental faculty contacts:

- Child and Family Studies - Dr. Delores Smith – delsmith@utk.edu
- Kinesiology – Dr. Dawn Coe – dcoe@utk.edu
- Recreation and Sport Management – Dr. Robin Hardin – robh@utk.edu
- Retail, Hospitality and Tourism Management – Dr. Ann Fairhurst – fairhurs@utk.edu
- Nutrition – Dr. Marsha Spence – mspence@utk.edu
- Theory and Practice in Teacher Education – Dr. Sherry Bell – sbell1@utk.edu

TO:

College of Education, Health and Human Sciences Honors Program

The College of Education, Health and Human Sciences provides a unique opportunity for its best and brightest students to use classroom learning in solving real-world practical problems. Through the college's honors program, students have an opportunity to apply knowledge and skills specific to their academic majors to their work with individuals and/or groups in the community.

The goal of the CEHHS honors program is to provide students with an experiential educational model that is based on reciprocal learning including practical application of their classroom studies: service activities that emerge from and inform classroom context; and structured reflection linking service experiences back to specific learning goals. The honors program provides students with a rigorous and relevant curriculum to teach civic responsibility and enrich the overall learning experience.

Admission to the College of Education, Health and Human Sciences Honors Program is competitive and applicants should be aware that meeting the minimum admission criteria does not assure entry into the program. In addition to fulfillment of the minimum requirements shown below, applicants should note that an individual's personal objectives, type of field setting desired, availability of adequate faculty supervision, as well as total number of applicants are determinants in the selection process. Applicants should also note that participation in this particular honors program does not preclude participation in other honors programs.

Admission Requirements

- Admitted to one of the college's undergraduate majors.
- Attainment of a minimum cumulative 3.50 GPA (based on the completion of at least 15 semester credit hours).
- Submission of a CEHHS Honors Program application. Applications are available in the CEHHS Office of Advising and Student Services, A332 Bailey Education Complex.
- Individual meeting with departmental coordinator.

Program Requirements

- Two lower-division honors courses. Examples include but are not limited to PSYC 117*; SOCI 127*; SPAN 217*, SPAN 218*; UNHO 257*, UNHO 267*, UNHO 277*, UNHO 287*. It is also possible to satisfy this requirement through lower-division honors coursework in the major and/or through Honors-by-Contract*.
- One 3 credit hour course with a service learning component as approved by the department. This requirement may be met through Honors-by-Contract*.
- One upper-division 3 credit hour honors course in the student's academic major (e.g., CFS 497, KNS 497, RCS 497, etc.) through which the student will develop and present a capstone project at the university's annual Exhibition of Undergraduate Research and Creative Achievement or at an approved similar professional venue. This requirement may be met through Honors-by-Contract*.
**Honors-by-Contract requires completion of a written contract (available in the CEHHS Office of Advising and Student Services, BEC A332) delineating additional effort and is submitted to the College's honors coordinator/director by the third week of the semester.*

Program Completion

Students who successfully complete the program requirements and maintain a minimum cumulative 3.50 GPA will be recognized during commencement and have their participation in the CEHHS Honors Program so noted on their official transcript.

Further Information

Students interested in obtaining an application or further information regarding the College of Education, Health and Human Sciences Honors Program should contact the CEHHS Office of Advising and Student Services in A332 Bailey Education Complex (865-974-8194).

Supporting Information

Rationale: These changes reflect raising the GPA requirement to be more consistent with other honors programs, removing the “service learning” reference in the title, and to clean up and clarify the language. The program is actually broader than just service learning so we wanted to advertise it as more inclusive.

Impact on Other Units: These changes do not have an impact on other units as they are revisions to the language and the GPA requirements.

Financial Impact: These changes do not have a financial impact as they are revisions to the language and the GPA requirements.

Additional Documentation: Please see the attached emails in support of this change. No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

***ITEM 1: Approved with friendly amendment(s)**
The UGCRC approved the item with the noted revision(s) to replace the language “real-world problems” with, “practical problems”.*

DEPARTMENT OF CHILD AND FAMILY STUDIES

STUDENT LEARNER OUTCOMES

(CFS) CHILD AND FAMILY STUDIES

1. Students will demonstrate an understanding and knowledge of child and adolescent development
2. Students will demonstrate an understanding of contemporary family processes and transitions in the context of marriage and parenting.
3. Students in the Community Outreach track will demonstrate the ability to interact professionally and work effectively with children and families in diverse community contexts.
4. Students in the Teacher Licensure track will apply the knowledge and skills appropriate to practice in settings with young children.

I. COURSE CHANGES

(CFS) CHILD AND FAMILY STUDIES

ITEM 2: ADD

2-A CFS 4XX (445) Teaching in Kindergarten (3)

Curriculum planning, classroom organization, and management practices for teaching young children. Relationship of kindergarten to total elementary school. Registration Restriction(s): Admission to teacher education.

Supporting Information

Learning outcomes supported: SLO 4

Rationale: This course is required for Pre K-K teacher licensure students as well as our Masters Pre K-3 students. It was previously taught as ELED 445 in TPTE, Theory and Practice in Teacher Education. As of Fall 2018, TPTE notified us they will no longer teach this course due to retirements of faculty, so CFS must teach it to meet the program requirements of our students.

Impact on Other Units: Because of retirement of faculty, Theory and Practice in Teacher Education will no longer offer this course.

Financial Impact: The change will require funding for an instructor to teach the course two times per calendar year: summer and fall semesters. No additional resources (facilities, materials) are required. Funds will come from the department operating budget.

Additional Documentation: No additional approvals are required for this change; however, this course was offered for both undergraduate and graduate credit, so the change will be submitted from both committees. The change is not substantive and does not need to be reported to SACSCOC. **Please see the parallel proposal from TPTE (Item 25-A in the curricular agenda) proposing to drop ELED 445. Note that the Additional Documentation section of the Supporting Information for Item 25-A also includes a letter of support between CFS and TPTE.**

ITEM 2-A: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to add a statement to additional documentation referencing the parallel proposal from TPTE.

ITEM 3: REVISE TO ADD (RE)PREREQUISITE(S)

3-A CFS 405 Development of Professional Skills (3)

(RE) Prerequisite(s): ENGL 102, 132, 290, or 298

Formerly: CFS 405 Development of Professional Skills (3)

Supporting Information

Learning outcomes supported: SLO 3

Rationale: While English 102 or equivalent is a requirement for all WC courses and is on the course proposal forms for all WC courses approved, this prerequisite is not on the Catalog copy and thus is not coded into Banner. Therefore, students could enroll in the WC course without having completed English 102 or equivalent, which is not the intent of this General Education requirement.

Impact on Other Units: none – this is to **insure ensure** the prerequisite is coded into Banner.

Financial Impact: none – this is to **insure ensure** the prerequisite is coded into Banner.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

ITEM 3-A: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to revise the spelling of “insure” to read, “ensure” in both the Impact on Other Units and Financial Impact sections of the Supporting Documentation.

II. PROGRAM CHANGES

ITEM 4: REVISE PROGRAM POLICIES AND PROGRESSION REQUIREMENTS ON THE CHILD AND FAMILY STUDIES DEPARTMENT INFORMATION PAGE

URL: http://catalog.utk.edu/preview_entity.php?catoid=22&ent_oid=2289&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the Prerequisites for the Practicum section under the Program Policies and Progression Requirements for the Child and Family Studies Departmental information page, as follows:

FROM:

- Prerequisite for the Practicum
- o Completion of all prerequisites enforced by the registration system.
 - o A cumulative GPA of at least 2.5 (A cumulative GPA of at least 2.7, including transfer credits, for students electing the CFS 472 option).
 - o A minimum grade of C in all Child and Family Studies courses

TO:

- Prerequisite for the Practicum
- o Completion of all prerequisites enforced by the registration system.
 - o A cumulative GPA of at least 2.5 (A cumulative GPA of at least 2.75, including transfer credits, for students electing the CFS 472 option).
 - o A minimum grade of C in all Child and Family Studies courses.

Supporting Information

Rationale: Currently, an academic achievement of a minimum 2.7 cumulative GPA, including transfer courses, is listed for admission to the Pre K-3 track and Pre K-K track teacher licensure programs. But the Office of Teacher Licensing notified us that a 2.75 minimum cumulative GPA was approved, April 21, 2017, by the Tennessee State Board of Education, as a requirement for admission to a teacher education program. The requested change is necessary to comply with state licensure requirements. It is not connected to a formal SACs assessment.

Impact on Other Units: none – the change is needed to communicate Tennessee State Board of Education's minimum cumulative GPA requirement for teacher licensure programs.

Financial Impact: none – solely necessary to comply with new state licensure requirement.

Additional documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

ITEM 4: Approved

ITEM 5: REVISE THE CHILD AND FAMILY STUDIES MAJOR, BS IN HEALTH AND HUMAN SCIENCES – EARLY CHILDHOOD EDUCATION TEACHER LICENSURE PRE K-3 TRACK PROGRAM REQUIREMENTS

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

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

FROM:

Term 1	Hours	Milestone Notes
¹ Arts and Humanities Elective*	3	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	
¹ Natural Sciences Electives*	3-4	
² Psychology/Sociology Elective*	3	
¹ Quantitative Reasoning Elective (MATH course)*	3	
Term 2		
¹ Arts and Humanities Elective*	3	Natural Sciences Elective* Quantitative Reasoning Elective*
³ CFS 106	3	

ENGL 102*	3	
¹ Natural Sciences Electives*	3-4	
¹ Quantitative Reasoning Elective (STAT course)*	3	
Term 3		
CFS 211, CFS 220*	6	Psychology/Sociology Elective*
⁴ Intermediate Foreign Language*	3	
² Psychology/Sociology Elective*	3	
¹ Social Sciences Elective*	3	
Term 4		
⁵ Advanced Social Sciences Electives	6	2.7 cumulative GPA
Any HIST Elective	3	CFS 211
CFS 213	3	
⁴ Intermediate Foreign Language*	3	
Term 5		
CFS 320, ³ CFS 350, CFS 385, CFS 395 Elective*	13	Intermediate Foreign Language
³ INSC 330	3	
Term 6		
³ CFS 351, ³ CFS 353 Sequence*	7	Intermediate Foreign Language
³ EDPY 401	3	One course from CFS 320, CFS 385,
CFS 395		
³ ELED 445	3	
³ ETEC 486	3	
Term 7		
³ CFS 422, ⁶ CFS 405*	9	No milestones
³ REED 430	3	
³ SPED 402	3	
Term 8		
⁷ CFS 470	12	No milestones
TOTAL	120	

* Meets University General Education Requirement.

¹ Chosen from University General Education list. At least one of the natural sciences electives must have a laboratory. CFS 210*, CFS 220*, and the courses used to meet the Psychology/Sociology Elective requirement may not be used for the Social Sciences Elective requirement.

² Select two courses from PSYC 110*, PSYC 220, PSYC 301; SOCI 110*, SOCI 120*.

³ Early Childhood Education Teacher Licensure (Pre K-3) Specialty Area courses.

⁴ Select six hours of the same foreign language at the intermediate level, chosen from the University General Education list.

⁵ A total of 6 hours selected from 300-400 level child and family studies courses or 300-400 level sociology, history, psychology, political science, anthropology, educational psychology, counselor education, or recreation and sports management courses.

⁶ Meets Communicating through Writing (WC) and Communicating Orally (OC) requirements.

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

TO:

Term 1	Hours	Milestone Notes
¹ Arts and Humanities Elective*	3	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	
¹ Natural Sciences Electives*	3-4	
² Psychology/Sociology Elective*	3	
¹ Quantitative Reasoning Elective (MATH course)*	3	
Term 2		
¹ Arts and Humanities Elective*	3	Natural Sciences Elective*
³ CFS 106	3	Quantitative Reasoning Elective*
ENGL 102*	3	
¹ Natural Sciences Electives*	3-4	
¹ Quantitative Reasoning Elective (STAT course)*	3	
Term 3		

CFS 211, CFS 220*	6	Psychology/Sociology Elective*
⁴ Intermediate Foreign Language*	3	
² Psychology/Sociology Elective*	3	
¹ Social Sciences Elective*	3	
Term 4		
⁵ Advanced Social Sciences Electives	6	<u>2.75</u> cumulative GPA
Any HIST Elective	3	CFS 211
CFS 213	3	
⁴ Intermediate Foreign Language*	3	
Term 5		
CFS 320, ³ CFS 350, CFS 385, CFS 395 Elective*	13	Intermediate Foreign Language
³ INSC 330	3	
Term 6		
³ CFS 351, ³ CFS 353 Sequence*	7	Intermediate Foreign Language
³ EDPY 401	3	One course from CFS 320, CFS 385,
CFS 395		
³ CFS 445	3	
³ ETEC 486	3	
Term 7		
³ CFS 422, ⁶ CFS 405*	9	No milestones
³ REED 430	3	
³ SPED 402	3	
Term 8		
⁷ CFS 470	12	No milestones
	TOTAL 120	

* Meets University General Education Requirement.

¹ Chosen from University General Education list. At least one of the natural sciences electives must have a laboratory. CFS 210*, CFS 220*, and the courses used to meet the Psychology/Sociology Elective requirement may not be used for the Social Sciences Elective requirement.

² Select two courses from PSYC 110*, PSYC 220, PSYC 301; SOCI 110*, SOCI 120*.

³ Early Childhood Education Teacher Licensure (Pre K-3) Specialty Area courses.

⁴ Select six hours of the same foreign language at the intermediate level, chosen from the University General Education list.

⁵ A total of 6 hours selected from 300-400 level child and family studies courses or 300-400 level sociology, history, psychology, political science, anthropology, educational psychology, counselor education, or recreation and sports management courses.

⁶ Meets Communicating through Writing (WC) and Communicating Orally (OC) requirements.

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

Supporting Information

Learning outcomes supported: SLO 4

Rationale: For revisions to Term 4 and Footnote 7, currently, an academic achievement of a minimum 2.7 cumulative GPA, including transfer courses, is listed for admission to the Pre K-3 track and Pre K-K track teacher licensure programs. But the Office of Teacher Licensing notified us that a 2.75 minimum cumulative GPA was approved, April 21, 2017, by the Tennessee State Board of Education, as a requirement for admission to a teacher education program. The requested change is necessary to comply with state licensure requirements. It is not connected to a formal SACs assessment.

For revisions to Term 6, This course is required for Pre K-K teacher licensure students as well as our Masters Pre K-3 students. It was previously taught as ELED 445 in TPTE, Theory and Practice in Teacher Education. As of Fall 2018, TPTE notified us they will no longer teach this course due to retirements of faculty, so CFS must teach it to meet the program requirements of our students.

Impact on Other Units: none – the changes in Term 4 and Footnote 7 is needed to communicate Tennessee State Board of Education’s minimum cumulative GPA requirement for teacher licensure programs. For the change in Term 6, because of retirement of faculty, Theory and Practice in Teacher Education will no longer offer this course.

Financial Impact: No impact for the changes to Term 4 or Footnote 7 – solely necessary to comply with new state licensure requirement. For the changes to Term 6, the change will require funding for an instructor to

teach the course two times per calendar year: summer and fall semesters. No additional resources (facilities, materials) are required. Funds will come from the department operating budget.

Additional documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. For the changes in Term 6, please note that this course was offered for both undergraduate and graduate credit, so the change will be submitted from both committees.

Please see the parallel proposals from CFS (Item 2-A) proposing to add CFS 455 and TPTE (Item 25-A) proposing to drop ELED 445.

ITEM 5: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to revise the Additional Documentation section of the Supporting Information to include a sentence referencing the parallel proposals from CFS and TPTE.

ITEM 6: REVISE THE CHILD AND FAMILY STUDIES MAJOR, BS IN HEALTH AND HUMAN SCIENCES – EARLY DEVELOPMENT AND LEARNING PRE K-K TRACK PROGRAM REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9554&returnto=2740

In the 2018-2019 Undergraduate Catalog, in the Child and Family Studies Major, BS in Health and Human Sciences – Early Development and Learning Pre K-K Track requirements, revise Term 4 and Footnote 7, as follows:

FROM:

Term 4	Hours	Milestones
³ AUSP 320	3	2.7 cumulative GPA
Any HIST Elective	3	CFS 211
CFS 213	3	
⁴ Intermediate Foreign Language*	3	

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

TO:

Term 4	Hours	Milestones
³ AUSP 320	3	<u>2.75 cumulative GPA</u>
Any HIST Elective	3	CFS 211
CFS 213	3	
⁴ Intermediate Foreign Language*	3	

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

Supporting Information

Rationale: Currently, an academic achievement of a minimum 2.7 cumulative GPA, including transfer courses, is listed for admission to the Pre K-3 track and Pre K-K track teacher licensure programs. But the Office of Teacher Licensing notified us that a 2.75 minimum cumulative GPA was approved, April 21, 2017, by the Tennessee State Board of Education, as a requirement for admission to a teacher education program. The requested change is necessary to comply with state licensure requirements. It is not connected to a formal SACs assessment.

Impact on Other Units: none – the change is needed to communicate Tennessee State Board of Education's minimum cumulative GPA requirement for teacher licensure programs.

Financial Impact: none – solely necessary to comply with new state licensure requirement.

Additional documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

ITEM 6: Approved

ITEM 7: REVISE THE COLLEGE OF EDUCATION HEALTH AND HUMAN SCIENCES INFORMATION PAGE - ADMISSION TO TEACHER EDUCATION

URL: [http://catalog.utk.edu/content.php?catoid=22&navoid=2740#Teacher Education at the University of Tennessee Knoxville](http://catalog.utk.edu/content.php?catoid=22&navoid=2740#Teacher_Education_at_the_University_of_Tennessee_Knoxville)

In the 2018-2019 Undergraduate Catalog, in the College of Education, Health, and Human Sciences information page, revise the GPA under the Admission to Teacher Education section, as follows:

FROM:

1. Academic achievement – minimum 2.7 cumulative GPA including transfer courses.

TO:

1. Academic achievement – minimum 2.75 cumulative GPA including transfer courses.

Supporting Information

Rationale: Currently, an academic achievement of a minimum 2.7 cumulative GPA, including transfer courses, is listed for admission to the Pre K-3 track and Pre K-K track teacher licensure programs. But the Office of Teacher Licensing notified us that a 2.75 minimum cumulative GPA was approved, April 21, 2017, by the Tennessee State Board of Education, as a requirement for admission to a teacher education program. The requested change is necessary to comply with state licensure requirements. It is not connected to a formal SACs assessment.

Impact on Other Units: none – the change is needed to communicate the Tennessee State Board of Education's minimum cumulative GPA requirement for teacher licensure programs.

Financial Impact: none – solely necessary to comply with new state licensure requirement.

Additional documentation: none.

ITEM 7: Approved

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

STUDENT LEARNER OUTCOMES

The Leadership Studies minor and Leadership Studies-Honors prepares students to become responsible citizen leaders in a global society. Therefore, students minoring in Leadership Studies will be able to....

1. Identify, apply, and refine knowledge of self as a collaborative leader of others while in college
2. Use structured reflection to explain and analyze perspectives on and practices of leadership including frameworks, theory, practice, styles and models.
3. Reflect on, explain and analyze leadership-related organizational concepts and theory
4. Reflect on, explain and analyze the ethical, intercultural, and communication dimensions of leading others.
5. Integrate and synthesize concepts and skills into a self-authored personally and socially responsible framework of leadership philosophy, practice, and life-long learning.

I. COURSE CHANGES

(ELPS) EDUCATIONAL LEADERSHIP AND POLICY STUDIES

ITEM 8: ADD

8-A ELPS 3XX (351) Personally and Socially Responsible Leadership (1-2)

Synthesis of leadership scholarship with a focus on the ethical and intercultural dimensions of leadership and communication across difference. ~~The optional second credit hour includes coached planning and preparation of the self-generated Leadership Capstone Project Proposal.~~

~~Contact Hour Distribution: 1 hour seminar and 1 hour workshop~~

(RE)Prerequisite(s): 201 or 207; 350

Comments: Students choosing the Experiential Learning Course sequence can register for one credit hour. Students choosing to complete a self-directed capstone project must ~~register for two credit hours. complete a second credit hour.~~

Supporting Information

Rationale: This addition supports the evidence-based redistribution of the Leadership Studies minor (LSM) content, assignments, and corresponding credit hours. LSM student focus groups, student course assessments, faculty feedback, the retention/persistence trend analysis, and the recommendations of an external review of our academic courses in the Center for Leadership and Service drove these changes. The Program Coordinator's 2nd-year review of the program (i.e., operational efficiency, pedagogical effectiveness, quality of the student experience, and integration of the Experiential Learning QEP) incorporated the assessment feedback in the program goals and proposed changes. The addition of this course addresses students' need for: 1) foundational content synthesis before introducing the Personally and Socially Responsible Leadership content; 2) earlier guidance in the preparation of a Leadership Capstone Project Proposal informed by the literature and application of the LSM conceptual framework to leading the project; and 3) clarity about requirements of the program and ability to register themselves. The addition of this course supports Student Learning Outcomes (SLO) 1, 4, and 5, reduces the negative impact on students, and improves the quality of the project.

Impact on Other Units: This new course adjusted the timing and delivery of student learning and reallocates the related activities. The Leadership Studies minor and Leadership Studies minor – Honors courses are the only programs with courses changed by the addition of this course and the redistribution of content that precipitated it. This revision does not change the total number of hour of required credit hours, content of the minor, or the student workload required to complete the program; no impact on other units.

Financial Impact: This redistribution of current credit hours taught by current faculty accurately reflecting the delivery costs of the current program and not requiring additional resources; no financial impact.

Additional Documentation: The syllabus is attached because this is a mid-impact change. This course does not require letters of support or additional approval or need to be reported to SACSCOC.

ITEM 8-A: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to delete the last sentence of the course description, delete the Contact Hour Distribution, replace the comma in the (RE)Prerequisite(s) with a semicolon, and to revise the text in the last sentence of the Comments to read as, "...capstone project must register for two credit hours".

8-B ELPS 4XX (452) Experiential Leadership Capstone (1)

Application of leadership theories, frameworks, constructs, self-awareness, and skills to contemporary problems in a self-directed leadership project.

Repeatability: May be repeated; Maximum 2 hours.

(RE) Prerequisite(s): 351

Registration Restriction(s): Leadership Studies minor; minimum student level - senior.
Comment: Register for this course the final semester enrolled.
Schedule Type/Instructional Method: Personalized Self Instruction (PSI)

Supporting Information

Rationale: This course provides support/oversite of student completion of the Capstone projects and other LSM co-curricular requirements. The Program Coordinator's 2nd-year review of the program (i.e., operational efficiency, pedagogical effectiveness, quality of the student experience, student focus group findings, and integration of the Experiential Learning QEP) drove these changes. The addition of this course addresses need for continued academic guidance, risk management considerations, and lack of academic credit for the work expended to complete the requirements. We included ELPS 457 in the honors track for these reasons and are now making the minor consistent with that change. This course supports SLOs 1 and 5.

Impact on Other Units: This new course adjusted the timing and delivery of student learning and reallocates the related activities. The Leadership Studies minor is the only program with courses changed by the addition of this course and the redistribution of content that precipitated it. This revision does not change the total number of hour of required credit hours, content of the minor, or the student workload required to complete the program; no impact on other units.

Financial Impact: This new course adjusted the timing and delivery of student learning and reallocates the related activities. This revision does not change the total number of hour of required credit hours, content of the minor, the student workload required to complete the program, or a course outside the Leadership Studies minor; no impact on other units; not impact on other units.

Additional Documentation: The syllabus is attached because this is a mid-impact change. This course does not require letters of support or additional approval or need to be reported to SACSCOC.

ITEM 8-B: Approved

ITEM 9: REVISE COURSE TITLE, DESCRIPTION, CONTACT HOUR DISTRIBUTION, AND REPEATABILITY, AND ADD COMMENT

9-A ELPS 350 Coached Leadership Skills and Practicum (1-3)

This experiential learning course will focus on interpersonal leadership theories, practice, skill development, and application in supervised collegiate leadership setting, with an in-depth emphasis on leadership as a behavior (i.e., self in relation to others) exercised within groups. Includes leadership skills and practices lectures, role/position/setting-specific training, and applied leadership experiences in service to the university (a 30+ hour or a 75-hour positional leadership practicum).

Contact Hour Distribution: ~~1 hour seminar and 1-2 additional practicum hours~~

Repeatability: May be repeated. Maximum 6 credit hours.

Comment: As the prerequisite to ELPS 351, all students complete the leadership skills, ~~and practices~~, seminar hour and at least 1 hour of applied leadership experiences and technical competence training in a college student leadership positions/roles with a minimum of 30 practicum hours. If registering for 3 credit hours practicum hours should exceed 75.

Formerly: ELPS 350: leadership Skill Development & Application (1-3)

Interpersonal leadership theories, practice, skill development, and application in supervised collegiate leadership setting, with an in-depth focus on leadership as a behavior. Comprised of three one credit hour components: one leadership skills and practices seminar and two applied leadership experiences – a positional leadership practicum and directed leadership development activities – focusing on ethical leadership and intercultural communication.

Contact Hour Distribution: A leadership skills and practices seminar (one credit hour) and two applied leadership experiences – a positional leadership practicum (one credit hour) and directed leadership development activities (one credit hour) – focusing on ethical leadership and intercultural. To receive the three hours of credit required by the minor students must complete one credit hour of each component.

Repeatability: May be repeated three times; with a maximum of 7 credit hours. The Leadership Development component is not repeatable.

Supporting Information

Rationale: The course separates the Personally and Socially Responsible (PSR) Leadership from ELPS 350 content and practicum experience. LSM student focus groups, student course assessments, and the recommendations of an external review of our academic courses in the Center for Leadership and Service drove these changes. The Program Coordinator's 2nd-year review of the program (i.e., operational efficiency, pedagogical effectiveness, quality of the student experience and integration of the Experiential Learning QEP) incorporated the assessment feedback in the program goals and proposed changes. The addition of this course addresses students' need for: 1) a concrete experience with leadership before introducing the Personally and Socially Responsible Leadership content; 2) defined course content focused on the effective practices of leadership in groups and its application in the practicum experience; and 3) a concise explanation of the number of required practicum hours. This change supports SLOs 1 and 2.

Impact on Other Units: This revision is internal to the Leadership Studies minor and Leadership Studies minor – Honors progression and more accurately awards academic credit for the current student workload at the time the efforts are expended; no impact on other units.

Financial Impact: Taught by current faculty and will not require additional resources; no financial impact.

Additional Documentation: The syllabus is attached because this is a mid-impact change. This change does not require letters of support or additional approval or need to be reported to SACSCOC.

ITEM 9-A: TABLED

The UGCRC tabled this item and requested the following information/revision(s) from the department: revise the course title; add commas in the last sentence of the course description; and revise the existing contact hour distribution. Please see some of the revisions noted in the proposal in red font with gray highlight.

ITEM 10: REVISE COURSE TITLE, DESCRIPTION, (RE)PREREQUISITE(S), REGISTRATION RESTRICTION(S), REPEATABILITY, DROP CONTACT HOUR DISTRIBUTION, ADD COMMENTS, AND ADD SCHEDULE TYPE/INSTRUCTIONAL METHOD

10-A ELPS 457 Honors Leadership Capstone (1)

Application of leadership theories, frameworks, constructs, self-awareness, and skills to contemporary problems in a self-directed leadership project.

~~Repeatability: May be repeated; Maximum 2 hours.~~

(RE) Prerequisite(s): 351

Registration Restriction(s): Leadership Studies minor - Honors; minimum student level - senior.

Comment: Register for this course the final semester enrolled. Program coordinator approval required prior to beginning self-directed projects.

Schedule Type/Instructional Method: Personalized Self Instruction (PSI)

Formerly: ELPS 457 Honors: Leadership Capstone Project Seminar (1)

Application of leadership theories, frameworks, constructs, self-awareness, and skills to leadership problems in an applied project.

Contact Hour Distribution: A one credit hour problems-based capstone project. Appropriate contact hours relative to instruction time will be honored.

~~Repeatability: May be repeated; Maximum 2 hours.~~

(RE) Prerequisite(s): 207, 217, 450 or 451.

Registration Restriction(s): Restricted to students enrolled in leadership studies minor – honors.

Supporting Information

Rationale: This course revision more clearly stipulates the course content, activities and prerequisites based on findings (i.e., a desire for clarity in prerequisites and timing for enrolling in this course) from LSM student and alumni focus groups, student course assessments, and the Program Coordinator's 2nd-year program review. This change supports SLOs 1 and 5.

Impact on Other Units: This revision more precisely explains the student workload and course progression currently required; no impact on other units.

Financial Impact: This redistribution of current credit hours taught by current faculty accurately reflect the delivery costs of the current program and does not require additional resources; no financial impact.

Additional Documentation: This is a low-impact change. This change does not require letters of support or additional approval or need to be reported to SACSCOC.

ITEM 10-A: TABLED

The UGCRC tabled this item and requested the following information/revision(s) from the department: revise the rationale to add information explaining the (RE)Prerequisite(s) change to replace the former prerequisites of 207, 217, 450 or 451 with a prerequisite of 351. Please see some of the revisions noted in the proposal in red font with gray highlight.

ITEM 11: REVISE COURSE DESCRIPTION AND REGISTRATION RESTRICTION

11-A ELPS 201 Foundations of Leadership Studies (3)

Introduction to the foundational elements of intrapersonal and organizational leadership. Students will also develop an awareness of "self" as a leader in relation to others within the collegiate setting and life practice.

Registration Restriction(s): Maximum student level – Junior, **or consent of instructor.**

Formerly: ELPS 201 Foundations of Leadership Studies (3)

Introduction to the foundational elements of intrapersonal and organizational leadership. Students will also develop an awareness of “self” as a leader in relation to others within the collegiate setting and life practice. Participation limited to Leadership Studies minors. Registration Restrictions(s): Restricted to students admitted to the Leadership Studies minor.

Supporting Information

Rationale: This course revision allows: 1) students to take the foundations course before applying for acceptance into the minor, (expanding access to foundational leadership education); 2) for the program to delay the application process to follow completion of core course content, (informing students understanding of the academic study of leadership before applying for admission); and 3) student performance in Leadership Studies to determine eligibility for admission. The Program Coordinator’s 2nd-year review of the program’s operational efficiency and pedagogical effectiveness incorporated assessment feedback from student focus groups, student course assessments, our retention/persistence trend analysis, and faculty feedback in proposing the changes to the programs admissions process. This course supports SLOs 1 and 2.

Impact on Other Units: This change only impacts the Leadership Studies minor program; no impact on other units.

Financial Impact: We do not plan to expand the number of sections provided. This change reduces the administrative costs incurred when students apply to the minor without a complete understanding the academic nature and requirements of pursuing the LSM. Financial impact, if any, will be a reduction in the program’s current administrative costs.

Additional Documentation: This is a low-impact change. This change does not require letters of support or additional approval or need to be reported to SACSCOC.

ITEM 11-A: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to add “; or consent of instructor.” to the Registration Restriction(s).

ITEM 12: REVISE (RE)PREREQUISITE(S), REGISTRATION RESTRICTION(S), ADD (DE)PREREQUISITE(S), AND ADD COMMENT

12-A ELPS 451 Leadership in Transition Seminar (1)

(RE) Prerequisite(s): 351

(DE) Prerequisite(s): Approved Progress Review and Project Proposal

Registration Restriction(s): Leadership Studies minor or Leadership Studies minor - Honors; Minimum student level – senior.

Comment: Students should register for this course the Fall before graduation.

Formerly: ELPS 451 Leadership in Transition Seminar (1)

(RE) Prerequisite(s): 201 or 207, and 350.

Registration Restriction(s): Restricted to students enrolled in the leadership studies minor or the leadership studies minor – honors.

Supporting Information

Rationale: This changes to this course reflect the new admissions process, the clear curricular pathway to graduation, and prerequisites associated with the redistribution of the Leadership Studies minor (LSM) content, assignments, and corresponding credit hours. The Program Coordinator’s 2nd-year review of the program’s operational efficiency, pedagogical effectiveness, and compliance with the Experiential Learning QEP incorporated assessment findings (i.e., LSM student focus groups, student course assessments, and faculty feedback) in the program goals and proposed changes. This change supports SLOs 3 and 5.

Impact on Other Units: The change is internal to the Leadership Studies minor progression and more accurately awards academic credit for the student workload at the time the efforts are expended; no impact on other units.

Financial Impact: This course is currently taught by existing faculty and this change does not change how it will be taught; no financial impact.

Additional Documentation: This is a low-impact change. This change does not require letters of support or additional approval or need to be reported to SACSCOC.

ITEM 12-A: Approved

II. PROGRAM CHANGES

(ELPS) EDUCATIONAL POLICY AND STUDIES

ITEM 13: REVISE LEADERSHIP STUDIES MINOR

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9603&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the description text, chart of required hours, and footnotes for the Leadership Studies Minor, as follows:

FROM:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor, offers a 12-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This cohort approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application to the collegiate setting.

Admission

Admission to the Leadership Studies minor is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An Admissions Committee comprised of ELPS faculty and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in college;
- Evidence of commitment to developing leadership potential; and
- Unique contributions to the leadership learning cohort.

~~Minimally, students must be and remain in good standing with the university.~~

Additional admission, timeline, curricular, and program contact information is available at:

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

Minor Requirements:

The minor requires 12 hours of coursework.

In addition to the nine hours of Core Requirements students must complete three hours of electives to be selected from the following list of approved electives. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements must be completed for each term of enrollment. Co-curricular requirements must be met prior to graduation.

Core Requirements

Select 9 hours:

ELPS 201 - Foundations of Leadership Studies
and
ELPS 350 - Leadership Skill Development & Application
and
ELPS 450 - Leadership in Transition

or

ELPS 411 - Leadership Knoxville Scholars Capstone Seminar
and
ELPS 451 - Leadership in Transition Seminar

Electives*

Select 3 hours from:

ALEC 202 - Leadership and Diversity in Organizations and Communities
ALEC 303 - Analysis of Leadership Approaches and Styles
ALEC 304 - Leadership, Motivation, Power and Influence
ELPS 211 - Servant Leadership & Social Justice Seminar **
ELPS 310 - Emerging Leaders
ELPS 350 - Leadership Skill Development & Application (1-3; repeatable with a maximum of 7)
ELPS 493 - Independent Study
ELPS 495 - Special Topics
ENT 410 - Leadership in Nonprofits and Social Entrepreneurship

HEAM 455 - Seminar in Student Leadership
 PSYC 435 - Multicultural Psychology
 PYED 246 - Outdoor Leadership

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences **
- Leadership Development Portfolio

* Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.

** Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program upon departmental approval. of the student petition.

TO:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor, offers a 12-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This experiential learning approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, coached experiences, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project - either self-directed or faculty guided experiential learning course.

Admission

Students may apply to declare the Leadership Studies minor after completing ELPS 351 with a grade of "B" or better. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), Application Portfolio, Project Proposal, and permission to access student records. An Admissions Committee comprised of ELPS faculty and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with demonstrated academic and experiential leadership success. The Leadership Students Studies minor must be declared before beginning a self-directed leadership capstone project. Minimally, students must be and remain in good standing with the university. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Proven ability and preparation to lead a self-directed project;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in college;
- Evidence of commitment to developing leadership potential; and
- Unique contributions to the leadership learning cohort.

Additional admission, timeline, curricular, and program contact information is available at:

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

Minor Requirements:

The minor requires 12 hours of coursework.

In addition to the nine hours of Core Requirements students must complete three hours of electives to be selected from the provided list of approved electives and the following co-curricular requirements. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements and co-curricular requirements must be met prior to graduation.

<u>Complete:</u>	Credit Hours
ELPS 201 - Foundations of Leadership Studies	3
and	
ELPS 350 - <u>Coached Leadership Skills and Practicum</u>	2
<u>Select one sequence:</u>	
<u>ELPS 351 - Personally and Socially Responsible Leadership in Action</u>	2
and	
<u>ELPS 451 - Leadership in Transition Seminar</u>	1
and	
<u>ELPS 452 - Experiential Leadership Capstone</u>	1
or	
<u>ELPS 351 - Personally and Socially Responsible Leadership in Action</u>	1
and	
ELPS 451 - Leadership in Transition Seminar	1
and	
<u>Experiential Learning Project Course</u>	
<u>Department Approved Project Course*</u>	2

Electives**

Select 3 credit hours from:

ALEC 202 - Leadership and Diversity in Organizations and Communities
 ALEC 303 - Analysis of Leadership Approaches and Styles
 ALEC 304 - Leadership, Motivation, Power and Influence
 ELPS 211 - Servant Leadership & Social Justice Seminar **
 ELPS 310 - Emerging Leaders
 ELPS 350 - Coached Leadership Skill Leadership Skill Development & Application (1-3; repeatable with a maximum of 7 6)
 ELPS 493 - Independent Study
 ELPS 495 - Special Topics
 ENT 410 - Leadership in Nonprofits and Social Entrepreneurship
 HEAM 455 - Seminar in Student Leadership
 PSYC 435 - Multicultural Psychology

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences ***
- Leadership Development Portfolio

* Contemporary Issues and Solutions courses and other approved courses with experiential learning projects (ex: ELPS 411—Leadership Knoxville Scholars) are provided on the Educational Leadership and Policy Studies website. A list of approved courses is on the Leadership Minors website. Student may petition the Department for a course not included to count as an approved course.

** Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.

*** Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program.

Supporting Information

Rationale: The proposed program changes: 1) redistribute the Leadership Studies minor (LSM) content, assignments, and corresponding credit hours to improve the student experience, learning, and persistence to graduation; 2) delay the application for admission process to follow completion of core course content, thus expanding access to foundational leadership education and allowing student performance in Leadership Studies to determine eligibility for admission; 3) include a Project Proposal and Portfolio review in the admissions process to improve quality control and risk management of the coached leadership projects; and 4) adds perquisites prerequisites to clearly guide student completion and permit student self-registration. The proposed program change does not amend the required number of credit hours in the minor.

The Program Coordinator's 2nd-year review of the program's operational efficiency, pedagogical effectiveness, quality of the student experience, and compliance with the Experiential Learning QEP incorporated assessment feedback in the program goals and proposed changes. The resulting proposed changed addressed assessment data from LSM student and alumni focus groups, student course assessments, faculty feedback, LSM retention/persistence trend analysis, and the recommendations of an external review of our academic courses in the Center for Leadership and Service. The proposed changes specifically addressed students' need for: 1) foundational content synthesis before introducing the Personally and Socially Responsible Leadership content and solely facilitating students' creation of a self-authored personal leadership framework in ELPS 451; 2) structured coaching earlier in the program to complete and effectively apply LSM conceptual framework to the Portfolio and Leadership Capstone Projects; 3) student awareness of the scholarly aspects (i.e., reflective learning and engaged scholarship) of Leadership Studies before committing to the minor; and 4) clarity about the path to graduation and personal responsibility for registration. Therefore, these changes support all of the SLOS. The changes also align the program's pedagogical commitment to Experiential Education with the university's approach and requirements.

Impact on Other Units: This revision does not change the total number of hour of required credit hours, content of the minor, or the student workload required to complete the program. The change adjusted the timing and delivery of student learning and reallocates the related activities; no impact on other units.

Financial Impact: This change more accurately reflects the current delivery costs of the current program and thus does not require additional resources; no financial impact.

Additional Documentation: Program requirement flow charts and syllabi are attached because this is a mid-impact program change.

This course does not require letters of support or additional approval or need to be reported to SACSCOC.

ITEM 13: TABLED

*The UGCRC tabled this item and requested the following information/revision(s) from the department: revise the text under Admissions to read, "Studies" instead of, "Students"; under the Minor Requirements, revise the ELPS 350 course title in two places and revise the maximum number of hours to be repeated from "7" to "6"; revise the "Experiential Learning Project Course" wording to read, "Department Approved Project Course" and revise the corresponding * note to remove the first sentence and replace with "A list of approved courses is listed on the Leadership Minors website" followed by the existing sentence regarding student petitions; underline the ** beside the Electives title and the *** beside the 60 hours of Leadership Co-curricular Experiences bullet point; and*

revise the spelling of prerequisites under 4) of the rationale.. Please see some of the revisions noted in the proposal in red font with gray highlight.

ITEM 14: REVISE LEADERSHIP STUDIES MINOR - HONORS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9698&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the description text, chart of required hours, and footnotes for the Leadership Studies Minor – Honors program, as follows:

FROM:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor – Honors, offers a 13-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This cohort approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application to the collegiate setting.

Admission

Admission to the Leadership Studies minor – Honors is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An Admissions Committee comprised of Honors Program staff, ELPS faculty, and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
 - Demonstrated passion for engaging in leadership, social change, and/or service;
 - Positional and/or non-positional leadership while in high school;
 - Evidence of commitment to developing leadership potential; and
 - Unique contributions to the leadership-learning cohort.
- Honors requirements met.

~~Minimally, students must be and remain in good standing with the university.~~

Minor Requirements:

The minor requires 13 hours of coursework.

Complete:

- ELPS 207 - Foundations and Theories of Leadership Studies
- ELPS 217 - Honors: Ethics in Leadership
- ELPS 350 - Leadership Skill Development & Application

Select One Sequence:

- ELPS 450 - Leadership in Transition
- and
- ELPS 457 - Honors: Leadership Capstone Project Seminar

or

- ELPS 411 - Leadership Knoxville Scholars Capstone Seminar
- ELPS 451 - Leadership in Transition Seminar

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences*
- Leadership Development Portfolio

*Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program upon departmental approval of the student petition.

TO:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor – Honors, offers a 13-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This cohort approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project - either self-directed or faculty guided experiential learning course.

Admission

Admission to the Leadership Studies minor – Honors is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An

Admissions Committee comprised of Honors Program staff, ELPS faculty, and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Minimally, students must be and remain in good standing with the university. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in high school;
- Evidence of commitment to developing leadership potential;
- Unique contributions to the leadership learning cohort; and
- Honors requirements met.

Minor Requirements:

The minor requires 13 hours of coursework and the following co-curricular requirements. Portfolio requirements and co-curricular requirements must be met prior to graduation.

Complete	Credit Hours
• ELPS 207 - Foundations and Theories of Leadership Studies	<u>3</u>
• ELPS 217 - Honors: Ethics in Leadership	<u>3</u>
• ELPS 350 - <u>Coached Leadership Skills and Practicum</u>	<u>2</u>
Select One Sequence:	
• <u>ELPS 351 - Personally and Socially Responsible Leadership</u> <u>and</u>	<u>2</u>
• <u>ELPS 493 - Independent Study</u> <u>and</u>	<u>1</u>
• <u>ELPS 451- Leadership in Transition Seminar</u> <u>and</u>	<u>1</u>
• <u>ELPS 457 - Honors: Leadership Capstone Project Seminar</u>	<u>1</u>
or	
• <u>ELPS 351 - Personally and Socially Responsible Leadership</u> <u>and</u>	<u>1</u>
• <u>ELPS 451 - Leadership in Transition Seminar</u> <u>and</u>	<u>1</u>
• • <u>Experiential Learning Project Course</u>	
• <u>Department Approved Project Course *</u>	<u>3</u>
<u>Total Credit Hours</u>	<u>13</u>

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences**
- Leadership Development Portfolio

* Contemporary Issues and Solutions courses and other approved courses with experiential learning projects (ex. ELPS 411 – Leadership Knoxville Scholars) are provided on the Educational Leadership and Policy Studies website. A list of approved courses is on the Leadership Minors website. Student may petition the Department for a course not included to count as an approved course.

** Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.

*** Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program.

Supporting Information

Rationale: The proposed program changes: 1) redistribute the Leadership Studies minor (LSM) content, assignments, and corresponding credit hours to improve the student experience, learning, and persistence to graduation; 2) delay the application for admission process to follow completion of core course content, thus expanding access to foundational leadership education and allowing student performance in Leadership Studies to determine eligibility for admission; 3) include a Project Proposal and Portfolio review in the admissions process to improve quality control and risk management of the coached leadership projects; and 4) adds perquisites prerequisites to clearly guide student completion and permit student self-registration. The proposed program change does not amend the required number of credit hours in the minor.

The Program Coordinator's 2nd-year review of the program's operational efficiency, pedagogical effectiveness, quality of the student experience, and compliance with the Experiential Learning QEP incorporated assessment feedback in the program goals and proposed changes. The resulting proposed changed addressed assessment data from LSM student and alumni focus groups, student course assessments, faculty feedback, LSM retention/persistence trend analysis, and the recommendations of an external review of our academic courses

in the Center for Leadership and Service. The proposed changes specifically addressed students' need for: 1) foundational content synthesis before introducing the Personally and Socially Responsible Leadership content and solely facilitating students' creation of a self-authored personal leadership framework in ELPS 451; 2) structured coaching earlier in the program to complete and effectively apply LSM conceptual framework to the Portfolio and Leadership Capstone Projects; 3) student awareness of the scholarly aspects (i.e., reflective learning and engaged scholarship) of Leadership Studies before committing to the minor; and 4) clarity about the path to graduation and personal responsibility for registration. Therefore, these changes support all of the SLOS. The changes also align the program' pedagogical commitment to Experiential Education with the university's approach and requirements.

Impact on Other Units: This revision does not change the total number of hour of required credit hours, content of the minor, or the student workload required to complete the program. The change adjusted the timing and delivery of student learning and reallocates the related activities; no impact on other units.

Financial Impact: This change more accurately reflects the current delivery costs of the current program and thus does not require additional resources; no financial impact.

Additional Documentation: Program requirement flow charts and syllabi are attached because this is a mid-impact program change.

This course does not require letters of support or additional approval or need to be reported to SACSCOC.

ITEM 14: TABLED

*The UGCRC tabled this item and requested the following information/revision(s) from the department: under the Minor Requirements, revise the ELPS 350 course title in two places and revise the maximum number of hours to be repeated from "7" to "6"; revise the "Experiential Learning Project Course" wording to read, "Department Approved Project Course" and revise the corresponding * note to remove the first sentence and replace with "A list of approved courses is listed on the Leadership Minors website" followed by the existing sentence regarding student petitions; add a second * beside the 60 hours of Leadership Co-curricular Experiences bullet point (should be a **) and underline the **; remove the ** footnote; revise the *** footnote to be a ** footnote; and revise the spelling of prerequisites under 4) of the rationale.. Please see some of the revisions noted in the proposal in red font with gray highlight.*

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

STUDENT LEARNER OUTCOMES

(KNS) KINESIOLOGY

Learning objectives for the BS in Kinesiology:

1. Students will demonstrate an understanding of key disciplinary knowledge
2. Students will use disciplinary knowledge in practical settings related to the major
3. Students will demonstrate capacity for critical thinking

(RSM) RECREATION AND SPORT MANAGEMENT

Learning objectives for the Recreation and Sport Management BS program:

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will illustrate current knowledge and skills necessary for practice in therapeutic recreation.
3. Students will understand the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.
4. Students will demonstrate capacity for critical thinking.

I. COURSE CHANGES

(KNS) KINESIOLOGY

ITEM 15: ADD

15-A KNS 4XX (431) Psychosocial Aspects of Youth Sport (3)

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

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

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

Supporting Information

Rationale: This undergraduate course has been taught as a special topics class for the previous two terms and student demand has made it appropriate to move it into the curriculum (F16= 14, S17= 34). It is a department and professional elective for Kinesiology majors. The contents of the course discussions will be a valuable addition because they will present student learners with the opportunity to reflect on their own previous sport experiences, and how they may be able to sport the youth sport landscape as future coaches and parents. This course will build upon and complement department courses on physical activity, pediatric physiology, and motor development by placing these topics within the context of youth sport, a context in which an estimated 45 million children participate in each year in the United States. This addition reflects the expertise and interests of Dr. Jedediah Blanton, a faculty member in the Kinesiology program.

Department advising staff determined that more department electives are needed for our BS students that major in Kinesiology, which will expand our curriculum to detour large enrollment classes, or bottlenecks preventing students from meeting their goal graduation deadline, and that fit within faculty expertise. To adhere to the BS student learner outcome #1 (students will demonstrate an understanding of key disciplinary knowledge), students will be assessed on their knowledge of research findings, terminology, and theoretical models relevant to youth sports. This will aid in the development of a psychological framework and consideration when engaged in supervising or facilitating youth sports as a coach or parent. To adhere to the BS student learner outcome #3 (students will demonstrate capacity for critical thinking), students will read youth sport narratives and case studies, and discuss ways to best facilitate youth sport experiences for optimal and healthy psychological and physical experiences.

Course format and location: The course will use lectures and group problem-solving activities. These opportunities will be supplemented with youth sport narratives and student group workshop presentations.

Impact on other units: This course can help relieve enrollment demand in other department and professional elective courses. This course should not impact units beyond the department.

Financial impact: No financial impact is anticipated. This course will be delivered as part of the normal teaching load of an existing faculty member.

Additional Documentation: The manner in which this course is delivered supports student learner outcome #1 for the BS in Education with a Kinesiology major through providing information that will improve students' understanding of key disciplinary knowledge and #3 through providing students assignments that require critical thinking. See attached Syllabus.

ITEM 15-A: Approved

(PYED) PHYSICAL EDUCATION

ITEM 16: ADD

16-A PYED 2XX (215) Martial Arts Aikido (1)

In this introductory-level course you will learn the fundamental techniques, history and philosophy of the Japanese Martial Art "Aikido". There is no fighting, sparring or competition in Aikido. However, this course does involve physical exertion, falling, rolling and physical contact.

Supporting Information

Rationale: This course has been offered as a Special Topics course multiple semesters and will enhance and extend the Martial Arts offerings of the PEAP program.

Impact on other units: This course will not have an impact on any courses outside of the PEAP program.

Financial Support: The course will be taught as part of a current staff, faculty, or GTA course load.

Additional Documentation: No additional Approvals are required for this change. See attached Syllabus.

ITEM 16-A: Approved

16-B PYED 2XX (219) Martial Arts Aikido Sword & Staff (1)

In this introductory-level course, you will learn the fundamental sword and staff techniques of Aikido, as well as techniques to defend against the sword and staff, and the relationship between hand-to-hand movements with sword and staff movements. There is no fighting, sparring or competition in Aikido and in this class only wooden sword and staff will be used. This course does involve physical exertion, falling, rolling and physical contact.

Supporting Information

Rationale: This course has been offered as a Special Topics course multiple semesters and will enhance and extend the Martial Arts offerings of the PEAP program.

Impact on other units: This course will not have an impact on any courses outside of the PEAP program.

Financial Support: The course will be taught as part of a current staff, faculty, or GTA course load.

Additional Documentation: No additional Approvals are required for this change. See attached Syllabus.

ITEM 16-B: Approved

16-C PYED 2XX (221) Martial Arts Budo (1)

In this introductory-level course, you will learn the fundamental techniques, history and philosophy of the Japanese Martial Arts known as "Budo." While Budo originates from a need for self-defense, it has evolved to emphasize improvement of character, peaceful conflict resolution, harmonization between oneself and others, and life-long health and fitness. In this class, you will learn a wide variety of Karate, Aikido and Kendo techniques, as you improve your level of wellness through physical exercise, yoga and meditation practice.

Supporting Information

Rationale: This course has been offered as a Special Topics course multiple semesters and will enhance and extend the Martial Arts offerings of the PEAP program.

Impact on other units: This course will not have an impact on any courses outside of the PEAP program.

Financial Support: The course will be taught as part of a current staff, faculty, or GTA course load.

Additional Documentation: No additional Approvals are required for this change. See attached Syllabus.

ITEM 16-C: Approved

16-D PYED 2XX (253) Intermediate Weight Training (1)

Intermediate weight training will build on the prior development of the squat, bench press, and deadlift. Students will learn special variations of these movements and when to use them. The class will also focus on the technique and development of more advanced movements like jumping and the Olympic lifts. Students will gain basic proficiency in designing their own strength programs. Students should have weight lifting experience or have taken PYED 252 Weight Training. (RE) Prerequisite(s): PYED 252

Supporting Information

Rationale: This class has been offered for two semesters as a Special Topics and has been very popular. Since PEAP courses are non-repeatable, this class gives students the opportunity to extend their knowledge in the area of Weight Training.

Impact on other units: This course will not have an impact on any courses outside of the PEAP program.

Financial Support: The course will be taught as part of a current staff, faculty, or GTA course load.

Additional Documentation: No additional Approvals are required for this change. See attached Syllabus.

ITEM 16-D: Approved

16-E PYED 2XX (260) Intermediate Ice Skating (1)

Intermediate skills and etiquette in ice skating, building off of basic skills learned in PYED 213 (or past experience.) Class meets at an off-campus facility. Grading Restriction: Satisfactory/No Credit grading only.

Supporting Information

Rationale: Ice Skating has been offered in the PEAP program for years and there has been interest from students to take an intermediate-level course so that they can advance their skills.

Impact on other units: This course will not have an impact on any courses outside of the PEAP program.

Financial Support: The course is taught by an off campus vendor and will not affect Department or College Budgets. Students pay an additional course fee.

Additional Documentation: No additional Approvals are required for this change. See attached Syllabus.

ITEM 16-E: Approved

16-F PYED 2XX (269) Running (1)

This class is for those wishing to participate in an intense and structured running course. This class is designed for students to improve their running efficiency, running form, and speed in addition to learning how to build different running workouts.

Supporting Information

Rationale: This class will expand the offerings of the PEAP program in an area of interest to many students.

Impact on other units: This course will not have an impact on any courses outside of the PEAP program.

Financial Support: The course will be taught as part of a current staff, faculty, or GTA course load.

Additional Documentation: No additional Approvals are required for this change. See attached Syllabus.

ITEM 16-F: Approved

16-G PYED 2XX (270) Adaptive Recreation (1)

To offer a PEAP course focused on adapted recreation course to the PEAP curriculum and introduce adaptive sports to the university population.

Supporting Information

Rationale: Offer a PYED course that is inclusive and catered to disabled students. The course is currently taught as a Special Topics. Fall 17 Enrollment= 21

Impact on other units: This course will work with the Future program, to place students with disabilities into the course.

Financial Support: The course will be taught as part of a current staff, faculty, or GTA course load.

Additional Documentation: No additional Approvals are required for this change. See attached Syllabus.

ITEM 16-G: DENIED

The UGCRC denied this item for the following reason(s): concern with the course description, it needs clarification and the information provided on the course syllabus does not match the course description. The rationale needs clarifications as it is confusing.

16-H PYED 2XX (273) Intermediate Basketball (1)

The purpose of this course is to prepare students with higher-level basketball skills and concepts to enhance performance and enjoyment for competitive recreational basketball. Students should have significant basketball experience (middle school or higher) or have taken PYED 249 Basketball.

(RE) Prerequisite(s): PYED 249

Supporting Information

Rationale: Basketball has been offered in the PEAP program for two years and there has been interest from students to take an intermediate-level basketball class, so that they can advance their skills.

Impact on other units: This course will not have an impact on any courses outside of the PEAP program.

Financial Support: The course will be taught as part of a current staff, faculty, or GTA course load.

Additional Documentation: No additional Approvals are required for this change. See attached Syllabus.

ITEM 16-H: Approved

ITEM 17: REVISE COURSE TITLE

17-A PYED 231 Walking & Flexibility (1)

~~Course for those wishing to begin a fitness walking program. Includes information on proper equipment, workout design and advancement, and flexibility exercises~~

Formerly: PYED 231 Walking (1)

~~Course for those wishing to begin a fitness walking program. Includes information on proper equipment, workout design and advancement, and flexibility exercises.~~

Supporting Information

Rationale: The change in the title of this course will more accurately reflect the content of the course.

Impact on other units: This course will not have an impact on any courses outside of the PEAP program.

Financial Support: This is not an addition of a course. It will not require additional instructors and will not affect the budget.

Additional Documentation: No additional Approvals are required for this change.

ITEM 17-A: Approved

II. PROGRAM CHANGES

(KNS) KINESIOLOGY

ITEM 18: REVISE THE BACHELOR OF SCIENCE IN EDUCATION – KINESIOLOGY MAJOR PROGRAM REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9309&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise Term 5 in the Requirements for the Bachelor of Science in Education – Kinesiology Major, as follows:

FROM:

	Hours	Milestone Notes
Term 5		
ENGL 295* or ENGL 360* or PHIL 252* or PHIL 345*	3	BCMB 230 with a grade of C or better
⁶ Professional Electives	6	
KNS 332	3	
¹ Social Sciences Elective*	3	

TO:

	Hours	Milestone Notes
Term 5		
ENGL 295* or ENGL 360* or PHIL 252* or PHIL 345* or ENGL 255* or JREM 450* or JREM 451* or JREM 456*	3	BCMB 230 with a grade of C or better
⁶ Professional Electives	6	
KNS 332	3	
¹ Social Sciences Elective*	3	

Supporting Information

Rationale: ENGL 255 Public Writing is similar to English 295 and 360, which are two of our four currently allowed courses. JREM 450 Writing about Science and Medicine, JREM 451 Environmental Writing, and JREM 456 Science Writing as Literature have been allowed (by petition) for years, since they were added to the WC

list. They are science, medicine, and environmental writing courses. The JREM courses have been allowed (through petition) to fulfill the requirement for several years.

Impact on other units: The courses that are being allowed are from other departments, these courses may see a slight increase in students in the courses.

Financial impact: The change will affect the ENGL and JREM Departments.

Additional Documentation: See attached approval letters from ENGL and JREM.

ITEM 18: Approved

ITEM 19: REVISE FOOTNOTES 5 AND 6 FOR THE BACHELOR OF SCIENCE IN EDUCATION – KINESIOLOGY MAJOR PROGRAM

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9309&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise Footnotes 5 and 6 in the Requirements for the Bachelor of Science in Education – Kinesiology Major, as follows:

FROM:

⁵ Select courses from KNS 231, KNS 290, KNS 334, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 440, KNS 450, KNS 485, KNS 490, KNS 493, KNS 497; RSM 326, RSM 335, RSM 336, RSM 337, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450. Students must earn a C or better in these courses.

⁶ Select courses from ACCT 200; ANTH 480; any BCMB course; BIOL 101*, BIOL 102*, BIOL 150*, BIOL 160*, BIOL 159*, BIOL 220, BIOL 229, BIOL 240, BIOL 260, BIOL 269; CFS 210*; CHEM 260, CHEM 268, CHEM 360, CHEM 368, CHEM 369; CLAS 273; COSC 100*; ECON 201*; EEB 240; FINC 300; KNS 231, KNS 290, KNS 334, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 440, KNS 450, KNS 485, KNS 490, KNS 493, KNS 497; MARK 300; MGT 201, MGT 300; MICR 210*; NURS 201, NURS 351; NUTR 302; PHIL 244*, PHIL 252*; PSYC 220, PSYC 300, PSYC 301, PSYC 310, PSYC 320, PSYC 330, PSYC 360, PSYC 382, PSYC 400*, PSYC 410, PSYC 430, PSYC 431, PSYC 434*, PSYC 435, PSYC 440, PSYC 461, PSYC 470, PSYC 475, PSYC 480, PSYC 482, PSYC 496; PUBH 201, PUBH 202, PUBH 315, PUBH 350, PUBH 401; RSM 326, RSM 335, RSM 336, RSM 337, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450; STAT 201*. Students must earn a C or better in these courses. Other courses not listed here may be petitioned to count as kinesiology professional electives with approval of the assigned kinesiology faculty advisor. Check with advisor prior to taking the course. Courses selected as professional electives cannot be used to fulfill additional requirements in the program.

TO:

⁵Select courses from KNS 231, KNS 290, KNS 331, KNS 334, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 431, KNS 440, KNS 450, KNS 485, KNS 490, KNS 493, KNS 497; RSM 326, RSM 335, RSM 336, RSM 337, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450. Students must earn a C or better in these courses.

⁶Select courses from ACCT 200; ANTH 480; any BCMB course; BIOL 101*, BIOL 102*, BIOL 150*, BIOL 160*, BIOL 159*, BIOL 220, BIOL 229, BIOL 240, BIOL 260, BIOL 269; CFS 210*; CHEM 260, CHEM 268, CHEM 360, CHEM 368, CHEM 369; CLAS 273; COSC 100*; ECON 201*; EEB 240; FINC 300; KNS 231, KNS 290, KNS 331, KNS 334, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 431, KNS 440, KNS 450, KNS 485, KNS 490, KNS 493, KNS 497; MARK 300; MGT 201, MGT 300; MICR 210*; NURS 201, NURS 351; NUTR 302; PHIL 244*, PHIL 252*; PSYC 220, PSYC 300, PSYC 301, PSYC 310, PSYC 320, PSYC 330, PSYC 360, PSYC 382, PSYC 400*, PSYC 410, PSYC 430, PSYC 431, PSYC 434*, PSYC 435, PSYC 440, PSYC 461, PSYC 470, PSYC 475, PSYC 480, PSYC 482, PSYC 496; PUBH 201, PUBH 202, PUBH 315, PUBH 350, PUBH 401; RSM 326, RSM 335, RSM 336, RSM 337, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450; STAT 201*. Students must earn a C or better in these courses. Other courses not listed here may be petitioned to count as kinesiology professional electives with approval of the assigned kinesiology faculty advisor. Check with advisor prior to taking the course. Courses selected as professional electives cannot be used to fulfill additional requirements in the program.

Supporting Information

Rationale: The new KNS 331 and KNS 431 need to be included in the list of acceptable professional and department electives.

Impact on other units: The addition of the two courses will not have an impact on units outside of the KNS Major.

Financial impact: The courses added were taught as special topics and they are part of an existing faculty member's current workload. Adding the courses to the department and professional electives will not require additional staffing and will not impact the budget.

Additional Documentation: No additional approvals are needed.

ITEM 19: Approved

DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

STUDENT LEARNER OUTCOMES

(RCS) RETAIL AND CONSUMER SCIENCES

1. Demonstrate the fundamental knowledge and skills necessary for success in the retail industry.
2. Demonstrate a level of critical thinking skills relative to problem solving and decision making as applied to the retail industry.
3. Effectively communicate knowledge, interpretations and arguments in writing and in formal oral presentations

I. COURSE CHANGES

(RCS) RETAIL AND CONSUMER SCIENCES

ITEM 20: ADD

20-A RCS 1XX (150) Retail Software Applications (1)

Instruction on common spreadsheet software and how to analyze problems in the retail environment.

(RE)Registration Restriction: Retail & Consumer Science major

(RE)Registration Permission: Consent of instructor

Supporting Information

Rationale: Periodic review by faculty has determined that RCS students are not prepared with spreadsheet software skills to use in upper level courses.

Impact on Other Units: This course will only be offered to RCS majors.

Financial Impact: This one-hour course will be taught by existing faculty for the first semester. The plan is for Graduate Assistants to teach it later, which will give them more opportunity for teaching experience.

Additional Documentation: Syllabus attached. Does not require SACSCOC approval.

ITEM 20-A: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to remove the word, "it" from the course description.

20-B RCS 4XX () Rocky Top Branding (1-3)

Strategic planning for the development of the Rocky Top Brand, including learning opportunities in product development, brand management, licensing, and analytics.

Repeatability: May be repeated.

Credit Restriction: Maximum 6 hours. Maximum 6 hours may be applied to RCS electives.

(RE) Prerequisite: RCS 210, RCS 320, Accounting 200

Registration Permission: Consent of instructor

Supporting Information

Rationale: Previously used Independent Study course numbers. Provides flexibility with variable hours and maximum six hours. It will also be more descriptive for the student's academic record.

Impact on Other Units: This course will be available for other majors who are interested in branding and product development as a future career.

Financial Impact: This course is currently offered as RCS 493 or RCS 495.

Additional Documentation: Syllabus attached. Does not require SACSCOC approval.

ITEM 20-B: DENIED

The UGCRC denied this item for the following reason(s): rationale needs clarification – did not really address all that was expressed in the meeting. Concern about the (RE)Prerequisite(s) –this would make the course less flexible than an independent study course as they do not have a prerequisite. If the intent is to use this course as a marketing device, it might be hard to do with the prerequisites in place. Financial Impact needs more information – does not address the impact on the department. Concern with variable credit – not distinguishing what is 1, 2, and 3 hours of credit.

ITEM 21: REVISE TO ADD (RE)PREREQUISITE(S)

21-A RCS 391 Leadership in Retailing (3)

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

Formerly: RCS 391 Leadership in Retailing (3)

(RE) Prerequisite(s): 310 and 346

Supporting Information:

Rationale: Request from Barbara Murphy, Chair of University General Education Committee because it is a WC course.

Impact on Other Units: This will make all WC general education courses comply with requirements.

Financial Impact: This will correct catalog. RCS students are required to complete ENGL 101 and 102.

Additional Documentation: Does not require SACSCOC approval.

ITEM 21-A: Approved

II. PROGRAM CHANGES

(RCS) RETAIL AND CONSUMER SCIENCES

ITEM 22: REVISE THE RETAIL AND CONSUMER SCIENCE MAJOR, BS IN RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT PROGRAM REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&pooid=9387&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise Term 2 and Footnote 5 in the Retail and Consumer Science Major, BS in Retail, Hospitality, and Tourism Management program requirements, as follows:

FROM:

Term 2		
¹ Arts and Humanities Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125*	3	
¹ Natural Sciences Elective*	3	
² Unrestricted Elective	3	
HRT 150	1	

* Meets University General Education Requirement.

¹ Select courses from the University General Education list. At least one of the natural sciences electives must have a laboratory.

² Select any courses not already required for the major.

³ Business administration minor requirement.

⁴ Must be taken at UTK.

⁵ Select 12 hours from RCS 225, RCS 320, RCS 411, RCS 425, RCS 435, RCS 441, RCS 480, RCS 484, RCS 493, RCS 495, RCS 497; HRT 425.

TO:

Term 2		
¹ Arts and Humanities Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125*	3	
¹ Natural Sciences Elective*	3	
² Unrestricted Elective	3	
<u>RCS 150</u>	1	

* Meets University General Education Requirement.

¹ Select courses from the University General Education list. At least one of the natural sciences electives must have a laboratory.

² Select any courses not already required for the major.

³ Business administration minor requirement.

⁴ Must be taken at UTK.

⁵ Select 12 hours from RCS 225, RCS 320, RCS 411, RCS 425, RCS 435, RCS 441, RCS 480, RCS 484, RCS 4XX, RCS 493, RCS 495, RCS 497; HRT 425.

Supporting Information

Rationale: RCS 150 addresses the future skills that the RCS majors need. RCS 4XX is an excellent RCS elective for real-world learning and gives another option for the RCS students.

Impact on Other Units: These two changes only pertain to our unit.

Financial Impact: None. Current faculty, staff, and graduate assistants will teach both courses.

Additional Documentation: No additional approval is required.

ITEM 22: DENIED

The UGCRC denied this item for the following reason(s): did not adequately address the information needed for the supporting information (rationale, financial impact, and additional documentation) – we recommend that the department provides enough information for the committee to feel confident that they have done their due diligence so the committee can accept the proposal at face value. Rationale did not address why HRT 150 was being removed – only addresses that RCS 150 is being added. Non-approval of the 4XX course add.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

STUDENT LEARNER OUTCOMES

Special Education Major, BS in Education; Interventionist/Comprehensive, Deaf/Hard of Hearing, Educational Interpreting, and Communication Disorders Concentrations

1. Planning (for Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations)
Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Instruction (for Interventionist/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 Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations)
Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. (For Interventionist/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Uses current technologies to maximize content learning in varied contexts.
5. Learning Environments (for Interventionist/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. (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.

I. COURSE CHANGES

(ASL) AMERICAN SIGN LANGUAGE

ITEM 23: ADD

23-A ASL 4XX (422) Deaf Literature and ASL Folklore (3)

This course provides an opportunity for ASL students to explore various genres of literature by and about d/Deaf people. Concentrates on d/Deaf characters and the influences of Deaf culture and Deaf history on literacy works from early 1900s to the present. There will be extensive use of videotaped materials. The course content will include viewing and discussing works performed by Deaf poets, writers, dramatists, and storytellers. Taught in ASL.
(RE) Prerequisite(s): 212

Supporting Information

Rationale: We are adding ASL 422 as a requirement of the new ASL Education Post-Bac concentration and an option for ASL minors. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a foreign language. A concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, Pre K-12. A class on Deaf Literature is required for graduates to obtain professional certification and/or state licensure in the teaching of American Sign Language. Related to SACS, this class contains content addressing learner outcomes 1 and 5 for the Special Education major, BS in Education.

Impact on other units: There is no impact on other units. However, the course will be part of a program concurrently being proposed in the Graduate CRC, the American Sign Language (ASL) Education Professional Internship concentration.

Financial impact: This course will be offered bi-annually in the summer by current ASL faculty. No additional resources are required.

Additional documentation: No additional approvals are required. However, this course will also be proposed to the next Grad CRC as a new course offering as part of the ASL Education concentration. The change is not substantive and does not need to be reported to SACSCOC.

We are requesting the number 422 for this ASL course so that it follows in sequence ASL 421 (we are updating the title and description of ASL 421 in this same narrative).

ITEM 23-A: Approved

23-B ASL 4XX (445) Teaching of American Sign Language: Grade Pre K-5 (3)

ACTFL standards-based pedagogy, research, assessment, curricula, and instructional materials for the Pre K-5 ASL classroom.

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

(RE) Prerequisite(s): 311

Supporting Information

Rationale: We are adding ASL 445. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a foreign language. A new concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, Pre K-12. ASL 545 (grad level) or 445 (undergrad) will be a required course of that concentration. We believe some undergrad students in Deaf Education may have the requisite skills and be interested in adding an endorsement in ASL Education. Thus, we offer this course at the undergrad level for those students to take as a part of their professional electives. Related to SACS, this class contains content addressing learner outcomes 1 through 5 for the Special Education major.

Impact on other units: There is no impact on other units. This course is for ASL related programs housed in TPTE and is not part of another program or course outside of TPTE.

Financial impact: Financial impact: This course will be offered bi-annually in the summer by current ASL faculty. No additional resources are required.

Additional documentation required: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.

We are requesting the number 445 for this ASL course so that it is parallel to the WLEL course number sequence with related course content.

ITEM 23-B: Approved

23-C ASL 4XX (455) Teaching of World Languages (3)

ACTFL standards-based instructional methods, resources, integrated technologies, second language theories, research and evaluation for world languages. Required for licensure in World Languages.

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

Cross listed with WLEL 455

Supporting Information

Rationale: We are adding ASL 455 and cross listing it with WLEL 455. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a world language. A concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, Pre K-12. ASL 455 is a required course of the new concentration. There is considerable overlap with the content and pedagogy of World Languages. Upon review of WLEL 455 course content and through discussion with instructor, Dr. Davis-Wiley, we determined that the learning experiences in WLEL 455 would be applicable to ASL teachers, and that Dr. Davis-Wiley has designed the course in a beneficial way so that students gain in knowledge and practice in the context of teaching their select languages. Although WLEL and ASL students would be combined for the purpose of this class, we feel the ASL prefix is needed for program visibility. There will be no changes in SACS.

Impact on other units: There will be no impact on other units outside of the department. We have the written support of the WLEL faculty within TPTE for this change.

Financial impact: None. No additional resources are needed due to this change. The course is currently being taught by existing WLEL faculty.

Additional documentation: There is no additional approval required. This is not a substantive change and does not need to be reported to SACSCOC.

We are requesting the course number 455 for this ASL class so that it aligns with the WLEL 455 course (primary) that it is being cross listed with. The WLEL 455 syllabus is provided as supporting documentation. No major revisions to the syllabus are needed to cross list ASL 455.

ITEM 23-C: Approved

ITEM 24: REVISE COURSE TITLE, DESCRIPTION, AND ADD (RE)PREREQUISITE(S)

24-A ASL 421 History and Culture of the Deaf (3)

Comprehensive overview of historical and socio-cultural aspects of the Deaf. Students will explore beliefs, theories, and evidence about the historical experience of Deaf people; the influence of geographic, cultural, educational, and economic forces on Deaf people; concepts and implications of disability theory; social and medical models as ways of defining the Deaf population; demographics including the various subcultures and under-represented groups that comprise in the larger Deaf community; impact of Deaf education on the history and organizational structure of the Deaf community. (RE)Prerequisite(s): 211

Formerly: ASL 421 Deaf Culture and Community (3)

Comprehensive overview of the deaf and hard-of-hearing populations of North America. Consideration also given to similarities and differences with international deaf communities. Students will explore beliefs, theories,

and evidence about the experience of deaf people. Examination of the concepts and implications of disability theory, social and medical models as ways of defining the deaf population; demographics of the deaf community; distinctions among the pre- and post-lingually deaf, oral and sign language users, and under-represented groups that comprise the larger deaf community; impact of deaf education on the history and organizational structure of the deaf community.

Supporting Information

Rationale: This revision is needed to update the course title and description, and add a prerequisite to ensure intermediate sign competency. Some graduates from our program will need to show proof of having taken Deaf culture and history coursework in order to obtain professional certification and/or state licensure in related professions; e.g. Teaching Deaf Education or American Sign Language, Sign Language Interpreting, Rehabilitation Counseling for the Deaf. Based on a professional standard for related professions, we determined that this change was needed. Related to SACS, this class contains content addressing learner outcomes 1 and 5 for the Special Education major, BS in Education.

Impact on other units: There is no impact on other units. However, the course will be part of a program concurrently being proposed in the Graduate CRC, the American Sign Language (ASL) Education Professional Internship concentration.

Financial impact: This course will be offered bi-annually in the summer by current ASL faculty.

Additional documentation: No additional approvals are required. However, this course revision will also be proposed to the next Grad CRC as this course is also offered for graduate credit. The change is not substantive and does not need to be reported to SACSCOC.

ITEM 24-A: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to revise the course description text to replace "that comprise" with the word "in".

(ELED) ELEMENTARY EDUCATION

ITEM 25: DROP

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

Supporting Information

Rationale: This course is being dropped from our department (TPTE) and added in the department of Child and Family Studies (CFS). This course is now taken almost exclusively by students in CFS, not TPTE. A review of enrollment data indicates that mostly CFS students take this course. Changes in TPTE's Elementary Education program have led to students taking more content-related courses (e.g., Reading Education, Mathematics Education) and decreased enrollment of TPTE students in 445, which has always been only an elective. Further, increasingly, with recent faculty retirements and hiring, expertise in early childhood education is centered in CFS and not TPTE. No learner outcomes are affected by this change.

Impact on other units: It is not required for TPTE students. A small number (2-4) of TPTE students per year add an endorsement in Early Childhood Special Education. ELED 445 is required for this optional endorsement. This is an agreed upon change within the two departments as this course is required for CFS students. It is no longer part of a required program offered in TPTE. The course is required for some programs in CFS. This course was offered for UG and Grad credit and this change is being submitted to the **UG-CRC Grad CRC** as well.

Financial Impact: none. Dropping it from TPTE won't have a significant impact on the departmental budget. It is offered once per academic year (and once in summer). TPTE will shift staffing resources to meet the growing demand for content-related courses as mentioned above. Course is already offered routinely and is currently being taught by CFS faculty.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. CFS is scheduled to include this change - adding this course in CFS – at the same time that this change is to be considered. **Please see the parallel proposal from CFS to add CFS 445 (Item 2-A).**

ITEM 25-A: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to revise the "UG CRC" to be replaced with "Grad CRC" in the Impact on Other Units section of the Supporting Information and to reference the parallel proposal from CFS to add CFS 445 (Item 2-A) in the Additional Documentation section of the Supporting Information.

(MEDU) MATHEMATICS EDUCATION

ITEM 26: ADD

26-A MEDU 4XX (405) Functions and Modeling for Secondary Math Instruction (3)

Project-based activities to strengthen and expand knowledge of topics in mathematics for secondary math instruction, focusing especially on topics from pre-calculus and the transition to calculus.

(RE)Prerequisite(s): MATH 142 or 148 and TPTE 120.

Supporting Information

Rationale: This revision is to add a new course. Currently, Math 205 is part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE as a math education course. College of Art & Sciences are in agreement with this change and will no longer be offering this course. TPTE faculty have been teaching this course for the past few years and will continue to do so. This situation facilitates the need for this change. This change is not connected to a formal SACs assessment. No learner outcomes are associated with this course as it is part of a minor.

Impact on other units. This change will impact the Math Department in Arts & Sciences in that they will no longer offer this course and as noted previously, they are in agreement with this change. The change does not impact any other program except VolsTeach.

Financial impact: None. TPTE faculty already teach this course and will continue to do so.

Additional documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.

This course will also be offered for graduate credit and will be submitted concurrently to the Grad CRC committee.

ITEM 26-A: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to add the (RE)Prerequisite that was listed for the existing MATH 205 course.

II. PROGRAM CHANGES

ITEM 27: REVISE THE COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES INFORMATION PAGE – ADMISSION TO TEACHER EDUCATION

URL: <http://catalog.utk.edu/content.php?catoid=22&navoid=2740>

In the 2018-2019 Undergraduate Catalog, on the College of Education, Health, and Human Sciences information page, revise lines 1. And 3. in the Admission to Teacher Education section, as follows:

FROM:

Admission to Teacher Education

A student desiring to become a teacher, regardless of college affiliation or academic major must be formally admitted to the Teacher Education Program. Admission to Teacher Education allows a student to enroll in upper-division professional education courses. Admission requirements include, but are not limited to the following:

1. Academic achievement – minimum 2.7 cumulative GPA including transfer courses.
2. Minimum number of hours completed and required courses for Admissions Board Interviews:
 - a. 45 credit hours for agriculture education, art education, music education, special education, and VolsTeach math and science secondary education; 60 credit hours for Pre K-K education, early childhood education, and elementary education; 75 credit hours for secondary education (English, social sciences), English as a Second Language education, and world language education.
 - b. completion of specific courses prior to admission to the following teaching areas: mathematics education grades 6-8 – MATH 141*-MATH 142*, plus at least six hours 200-level mathematics; science education grades 6-8 – at least eight hours of laboratory natural science; music education – MUTH 210 and at least one semester 200-level (applied) music; English education, English as a second language education, and world language education – minimum nine hours 300-level in respective fields with minimum 3.0 GPA (to include all courses in the target subject); and early childhood education – CFS 350 completed or currently enrolled.
3. Standardized test performance – minimum 22 ACT (enhanced version) composite score; 1020 SAT (revised version) total score; or State Board of Education determined passing scores on PRAXIS Core (contact the college's Student Services Center for current PRAXIS Core score requirements).
4. Speech and hearing screening – prospective teachers must perform within normal limits on measures of speech and hearing proficiency or participate in remedial therapy through the university's Hearing and Speech Center. Hearing impaired applicants are exempt from this screening, but must inform the college's Office of Teacher Education Admissions of their impairment before an Admissions Board interview can be scheduled.
5. Tennessee state law (TCA 49-5-5610) requires that students wishing to enter an approved higher education educator preparation program must submit to a criminal history background check. Admission to the program is

dependent on clearance of any conviction(s) as referenced to a list of crimes that would prohibit a person from being licensed in Tennessee.

TO:

Admission to Teacher Education

A student desiring to become a teacher, regardless of college affiliation or academic major must be formally admitted to the Teacher Education Program. Admission to Teacher Education allows a student to enroll in upper-division professional education courses. Admission requirements include, but are not limited to the following:

1. Academic achievement – minimum 2.75 cumulative GPA including transfer courses.
2. Minimum number of hours completed and required courses for Admissions Board Interviews:
 - a. 45 credit hours for agriculture education, art education, music education, special education, and VolsTeach math and science secondary education; 60 credit hours for Pre K-K education, early childhood education, and elementary education; 75 credit hours for secondary education (English, social sciences), English as a Second Language education, and world language education.
 - b. completion of specific courses prior to admission to the following teaching areas: mathematics education grades 6-8 – MATH 141*-MATH 142*, plus at least six hours 200-level mathematics; science education grades 6-8 – at least eight hours of laboratory natural science; music education – MUTH 210 and at least one semester 200-level (applied) music; English education, English as a second language education, and world language education – minimum nine hours 300-level in respective fields with minimum 3.0 GPA (to include all courses in the target subject); and early childhood education – CFS 350 completed or currently enrolled.
3. Standardized test performance – minimum 21 ACT (enhanced version) composite score; 1020 SAT (revised version) total score; or State Board of Education determined passing scores on PRAXIS Core (contact the college's Student Services Center for current PRAXIS Core score requirements).
4. Speech and hearing screening – prospective teachers must perform within normal limits on measures of speech and hearing proficiency or participate in remedial therapy through the university's Hearing and Speech Center. Hearing impaired applicants are exempt from this screening, but must inform the college's Office of Teacher Education Admissions of their impairment before an Admissions Board interview can be scheduled.
5. Tennessee state law (TCA 49-5-5610) requires that students wishing to enter an approved higher education educator preparation program must submit to a criminal history background check. Admission to the program is dependent on clearance of any conviction(s) as referenced to a list of crimes that would prohibit a person from being licensed in Tennessee.

Supporting Information

Rationale: This revision is to change the minimum GPA to 2.75 and to correct the minimum ACT score and are needed to be in alignment with TN Department of Education policies (per Lisa Emery). On April 21, 2017, the Tennessee State Board of Education approved a minimum 2.75 cumulative GPA as a requirement for admission to a teacher education program. The proposed change is needed to meet the Tennessee State Board of Education requirements. The change is not connected to a formal SACS requirement.

Impact on other units: There is no impact on other units. This change is based on TN SBE policy and only impacts teacher education programs.

Financial Impact: none. Most students already admitted to teacher education programs have a GPA above 2.75 so we do not anticipate a significant impact.

Additional documentation: This change does not need additional approval. The change is not substantive and does not need to be reported to SACSCOC since many of the students admitted to teacher education programs have a GPA higher than 2.75.

ITEM 27: Approved

ITEM 28: REVISE THE SPECIAL EDUCATION MAJOR, BS IN EDUCATION – EDUCATION OF THE DEAF AND HARD OF HEARING CONCENTRATION REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&pooid=9401&returnto=2740

In the 2018-2019 Undergraduate Catalog, for the Special Education Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration, revise Elementary License section under the Professional Electives heading, as follows:

FROM:

Elementary License

Students obtaining an elementary K-6 license in general education will choose a collateral area and complete a total of 12 credit hours. Collateral areas are listed below. Check the Course Descriptions for any prerequisites required for these courses.

- Audiology and Speech Pathology - AUSP 300, AUSP 302, AUSP 305, AUSP 306, AUSP 435, AUSP 494.
- Child and Family Studies - CFS 106, CFS 211, CFS 350, CFS 351, CFS 353.
- Educational Interpreting - ASL 421, EI 335, EI 340, EI 350, EI 355.
- English as a Second Language - ENGL 471, ENGL 474, ENGL 476, ENGL 477; WLEL 466, WLEL 476, WLEL 489.
- Linguistics - LING 200, LING 400; ENGL 471, ENGL 472, ENGL 474, ENGL 476, ENGL 477, ENGL 485.

- Reading and Language Arts - ELED 528, ELED 550; ENED 460; INSC 330; REED 430, REED 461, REED 519, REED 529, REED 530, REED 536, REED 537, REED 538, REED 539, REED 540, REED 543.
- Special Education - SPED 410, SPED 419, SPED 420, SPED 430, SPED 432, SPED 456, SPED 459, SPED 471, SPED 553, SPED 577, SPED 590.

TO:

Elementary License

Students obtaining an elementary K-6 license in general education will choose a collateral area and complete a total of 12 credit hours. Collateral areas are listed below. Check the Course Descriptions for any prerequisites required for these courses.

- American Sign Language – ASL 421, 422, 445, 455
- Audiology and Speech Pathology - A USP 300, A USP 302, A USP 305, A USP 306, A USP 435, A USP 494.
- Child and Family Studies - CFS 106, CFS 211, CFS 350, CFS 351, CFS 353.
- Educational Interpreting - ASL 421, EI 335, EI 340, EI 350, EI 355.
- English as a Second Language - ENGL 471, ENGL 474, ENGL 476, ENGL 477; WLEL 466, WLEL 476, WLEL 489.
- Linguistics - LING 200, LING 400; ENGL 471, ENGL 472, ENGL 474, ENGL 476, ENGL 477, ENGL 485.
- Reading and Language Arts - ELED 528, ELED 550; ENED 460; INSC 330; REED 430, REED 461, REED 519, REED 529, REED 530, REED 536, REED 537, REED 538, REED 539, REED 540, REED 543.
- Special Education - SPED 410, SPED 419, SPED 420, SPED 430, SPED 432, SPED 456, SPED 459, SPED 471, SPED 553, SPED 577, SPED 590.

Supporting Information

Rationale: We are adding a professional elective option in ASL. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a foreign language. Due to this, we have added a route to licensure in ASL Education at UT. The new concentration will allow us to begin filling the demand in the state of TN for licensed ASL teachers, Pre K-12. We anticipate that some Deaf Education students will also be interested in adding an endorsement in ASL teaching. These professional elective courses, along with an internship placement in ASL teaching, will allow them to do so. This addition to the EDDE program as an option does not change the core program requirements or the way the program is addressing SACS learner outcomes.

Impact on other units: There is no impact on other units or programs. This change only impacts students in TPE programs and are not required by or impact the offerings of any other program.

Financial impact: There will be no financial impact as these courses will be taught by existing faculty.

Additional documentation: No other approvals are required. This is not a substantive change and does not need to be reported to SACSCOC.

ITEM 28: Approved

ITEM 29: REVISE THE SPECIAL EDUCATION MAJOR, BS IN EDUCATION – EDUCATIONAL INTERPRETING CONCENTRATION PROGRESSION REQUIREMENTS

URL: [HTTP://CATALOG.UTK.EDU/PREVIEW_PROGRAM.PHP?CATOID=22&POIID=9402&RETURNTO=2740](http://catalog.utk.edu/preview_program.php?catoid=22&poiid=9402&returnto=2740)

In the 2018-2019 Undergraduate Catalog, for the Special Education Major, BS in Education – Educational Interpreting Concentration, revise the Progression Requirements, as follows:

FROM:

Progression Requirements

Progression to the educational interpreting concentration requires a 2.7 cumulative GPA after a minimum of 30 semester hours of coursework and completion of ASL 111 and ASL 112 with a grade of B or better in both courses. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.7 while in the program. Students with less than a 2.7 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

TO:

Progression Requirements

Progression to the educational interpreting concentration requires a 2.75 cumulative GPA after a minimum of 30 semester hours of coursework and completion of ASL 111 and ASL 112 with a grade of B or better in both courses. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.75 while in the program. Students with less than a 2.75 GPA for two consecutive semesters will be dropped from the program. Students must earn a grade of B or better in ASL 111, ASL 112, ASL 211*, ASL 212*, and ASL 311, and a C or better in all major courses. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Supporting Information

Rationale: We are submitting this change to revise the progression requirements. Students in Deaf Education, Educational Interpreting and the ASL minor must earn a minimum B in ASL 111-311 courses. This requirement is stated on the course descriptions. We are adding a statement in the progression requirements as well so that students are reminded of this in both places. Also we are updating the minimum GPA to 2.75 to be consistent with all other undergraduate programs in the department. **On April 21, 2017, the Tennessee State Board of Education approved a minimum 2.75 cumulative GPA as a requirement for admission to a teacher education program.** This change has no impact on SACS outcomes.

Impact on other units: This change will have no impact on other units as this only applies to students in the major and concentration.

Financial impact: There is no financial impact based on this change and no additional resources are required.

Additional documentation. No other approvals are required. This is not a substantive change and does not need to be reported to SACSCOC.

ITEM 29: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to add the sentence regarding the GPA requirement revision in the Rationale section of the Supporting Information.

ITEM 30: REVISE THE SPECIAL EDUCATION MAJOR, BS IN EDUCATION - INTERVENTIONIST AND COMPREHENSIVE SPECIAL EDUCATION WITH ELEMENTARY EDUCATION CONCENTRATION (WITH OPTIONAL ENDORSEMENT IN EARLY CHILDHOOD EDUCATION) PROGRAM REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9605&returnto=2740

In the 2018-2019 Undergraduate Catalog, for the Special Education Major, BS in Education Interventionist and Comprehensive Special Education with Elementary Education Concentration (with optional endorsement in Early Childhood Education), revise the Program Requirements, as follows:

FROM:

Progression Requirements

Progression to the interventionist and comprehensive special education with elementary education (ELED) concentration requires a 2.7 cumulative GPA after a minimum of 45 semester hours of coursework. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.7 while in the program. Students must earn a grade of C or better in all teacher education courses. Students with less than a 2.7 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Requirements for the Bachelor of Science in Education – Special Education Major – Interventionist and Comprehensive Special Education with Elementary Education Concentration (with Optional Endorsement in Early Childhood Education)

Term	Hours	Milestone Notes
Term 1		
¹ Biological Sciences with Lab Electives*	4	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
³ Unrestricted Elective	3	
Term 2		
ENGL 102*	3	Quantitative Reasoning Elective*
¹ Physical Science w/out Lab Elective*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
³ Unrestricted Elective	3	
Term 3		
EDPY 210*	3	2.7 cumulative GPA ENGL 102*
⁸ Economics Elective	3	
⁴ Intermediate Foreign Language*	3	
⁵ Non-U.S. History	3	
PHIL 252*	3	
Term 4		
⁴ Intermediate Foreign Language*	3	Intermediate Foreign Language Elective*
⁵ Non-U.S. History	3	

PHIL 244*	3	
⁶ Political Science Elective	3	
RSM 326	3	
Term 5		
⁶ Geography Elective	3	Two Natural Sciences Electives*
INSC 330	3	
REED 430	3	
SPED 402	3	
ETEC 486	3	
Term 6		
ELED 351, ELED 422	7	No milestones
EDPY 401	3	
SPED 325	1	
³ Unrestricted Elective	3	
Term 7		
SPED 419, SPED 420, SPED 430, SPED 490	15	No milestones
Term 8		
SPED 422, SPED 432, SPED 456, SPED 459	15	No milestones
UNDERGRADUATE TOTAL	120	

POST-BACCALAUREATE PROFESSIONAL YEAR

Students must apply to and be admitted by the Graduate School prior to registration.

Term 9		
ELED Course	3	No milestones
TPTE 574, TPTE 575	9	
Term 10		
ELED Course	3	No milestones
TPTE 575, TPTE 591	9	
GRADUATE TOTAL	24	

* Meets University General Education Requirement.

NOTE: Optional early childhood special education licensure (requires ELED 445, SPED 410, and SPED 471).

¹ Chosen from University General Education list.

² Students are required to complete two math or statistics courses from the Quantitative Reasoning University General Education list.

³ Select any course not already required for the major.

⁴ Select six hours of the same foreign language at the intermediate level chosen from the University General Education list.

⁵ Two courses from AFST 235*, AFST 236*; HIEU 241*, HIEU 242*, HIEU 247*, HIEU 248*, HIST 261*, HIST 262*, HIST 267*, HIST 268*; LAC 251*, LAC 252*; MRST 201*, MRST 202*.

⁶ Select any course in the area specified not already required for the major.

⁷ Interview in term 4 due to course sequencing.

⁸ Must be admitted to teacher education program by the end of term 4; majority of remaining coursework is restricted

TO:

Progression Requirements

Progression to the interventionist and comprehensive special education with elementary education (ELED) concentration requires a 2.75 cumulative GPA after a minimum of 45 semester hours of coursework. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.75 while in the program. Students must earn a grade of C or better in all teacher education courses. Students with less than a 2.75 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Requirements for the Bachelor of Science in Education – Special Education Major – Interventionist and Comprehensive Special Education with Elementary Education Concentration (with Optional Endorsement in Early Childhood Education)

Term 1	Hours	Milestone Notes
¹ Biological Sciences with Lab Electives*	4	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
³ Unrestricted Elective	3	

Term 2		
ENGL 102*	3	Quantitative Reasoning Elective*
¹ Physical Science w/out Lab Elective*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
³ Unrestricted Elective	3	
Term 3		
EDPY 210*	3	2.75 cumulative GPA
⁶ Economics Elective	3	ENGL 102*
⁴ Intermediate Foreign Language*	3	
⁵ Non-U.S. History	3	
PHIL 252*	3	
Term 4		
⁴ Intermediate Foreign Language*	3	<u>Two Natural Sciences Electives*</u>
⁵ Non-U.S. History	3	
PHIL 244*	3	
⁶ Political Science Elective	3	
RSM 326 or <u>COUN 333</u>	3	
Term 5		
⁶ Geography Elective	3	<u>Intermediate Foreign Language Elective*</u>
INSC 330	3	
REED 430	3	
SPED 402	3	
ETEC 486	3	
SPED 325	1	
Term 6		
ELED 351, ELED 422	7	No milestones
EDPY 401	3	
³ Unrestricted Elective	3	
Term 7		
SPED 419, SPED 420, SPED 430, SPED <u>459</u>	15	No milestones
Term 8		
SPED 422, SPED 432, SPED 456, SPED 490	15	No milestones
UNDERGRADUATE TOTAL	120	

* Meets University General Education Requirement.

NOTE: Optional early childhood special education licensure (requires CFS 445, SPED 410, and SPED 471).

¹ Chosen from University General Education list.

² Students are required to complete two math or statistics courses from the Quantitative Reasoning University General Education list.

³ Select any course not already required for the major.

⁴ Select six hours of the same foreign language at the intermediate level chosen from the University General Education list.

⁵ Two courses from AFST 235*, AFST 236*; HIEU 241*, HIEU 242*, HIEU 247*, HIEU 248*, HIST 261*, HIST 262*, HIST 267*, HIST 268*; LAC 251*, LAC 252*; MRST 201*, MRST 202*.

⁶ Select any course in the area specified not already required for the major.

⁷ Interview in term 4 due to course sequencing.

⁸ Must be admitted to teacher education program by the end of term 4; majority of remaining coursework is restricted

Supporting Information

Rationale: These revisions to both of the Special Education majors change the GPA requirements, add Counseling 333 to both, adds REED 430 and 540 for the secondary major and changes SPED offerings. The changes are needed because On April 21, 2017, the Tennessee State Board of Education approved a minimum 2.75 cumulative GPA as a requirement for admission to a teacher education program. The proposed change is needed to meet the Tennessee State Board of Education requirements. The changes are also needed to allow student flexibility and choice while still meeting program requirements; to ensure students meet program requirements; and to ensure students complete the program on-track. The need for these changes was based on TN SBE policy, professional standards for related profession, and discussions and support with faculty from reading education (Dr. Stergios Botzakis) and counseling education (Dr. Melinda Gibbons), as well as staff from the office of licensure. Additionally, we have changed the ELED 445 to CFS 445 as this course is to move to

CFS (change submitted to this committee in this narrative and from CFS). These changes are not connected to a formal SACS requirement.

Impact on other units: These courses/revisions are all required for a major in special education. The changes do not affect courses required by other programs. They do include courses from other programs but as noted above they are aware and in agreement.

Financial impact: There is no financial impact. The course changes include courses that are already routinely offered and taught by existing faculty.

Additional documentation: These changes do not require additional approval. The change is not substantive and does not need to be reported to SACSCOC, and most admitted students to the special education programs have a GPA higher than 2.75.

ITEM 30: Approved with friendly amendment(s)

The UGCRC approved the item with the noted revision(s) to revise the first sentence of the Rationale section in the Supporting Information to remove the following text, "adds REED 430 and 540 for the secondary major".

ITEM 31: REVISE THE SPECIAL EDUCATION, BS IN EDUCATION – INTERVENTIONIST AND COMPREHENSIVE SPECIAL EDUCATION WITH SECONDARY EDUCATION CONCENTRATION (WITH OPTIONAL ENDORSEMENT IN EARLY CHILDHOOD EDUCATION) PROGRAM REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9606&returnto=2740

In the 2018-2019 Undergraduate Catalog, for the Special Education Major, BS in Education – Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education), revise the Program Requirements, as follows:

FROM:

Progression Requirements

Progression to the interventionist and comprehensive with secondary concentration requires a 2.7 cumulative GPA after a minimum of 45 semester hours of coursework. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.7 while in the program. Students must earn a grade of C or better in all teacher education courses. Students with less than a 2.7 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Requirements for the Bachelor of Science in Education – Special Education Major – Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education)

Term 1	Hours	Milestone Notes
¹ Biological Sciences with Lab Electives*	4	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
⁷ Unrestricted or Professional Elective	3	
Term 2		
ENGL 102*	3	Quantitative Reasoning Elective*
¹ Physical Science w/out Lab Elective*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
⁷ Unrestricted or Professional Elective	3	
Term 3		
EDPY 210*	3	2.7 cumulative GPA ENGL 102*
³ Intermediate Foreign Language*	3	
⁴ Non-U.S. History	3	
PHIL 252*	3	
⁷ Professional Elective	3	
Term 4		
³ Intermediate Foreign Language*	3	Intermediate Foreign Language Elective*
⁴ Non-U.S. History	3	
PHIL 244*	3	
⁷ Professional Elective	3	
RSM 326	3	

Term 5		
⁶ Educational Methods	3	Two Natural Sciences Electives*
⁷ Professional Elective	3	
REED 461	3	
SPED 402	3	
ETEC 486	3	
Term 6		
EDPY 401	3	No milestones
⁷ Professional Electives	6	
REED 543	3	
SPED 325	1	
TPTE 352	1	
Term 7		
SPED 419, SPED 420, SPED 430, SPED 490	15	No milestones
Term 8		
SPED 422, SPED 432, SPED 456, SPED 459	15	No milestones
UNDERGRADUATE TOTAL	120	

POST-BACCALAUREATE PROFESSIONAL YEAR

Students must apply to and be admitted by the Graduate School prior to registration.

Term 9		
ELED Course	3	No milestones
TPTE 574, TPTE 575	9	
Term 10		
ELED Course	3	No milestones
TPTE 575, TPTE 591	9	
GRADUATE TOTAL	24	

* Meets University General Education Requirement.

NOTE: Optional early childhood special education licensure (requires ELED 445; MEDU 530; REED 530; SPED 410, SPED 471).

¹ Chosen from University General Education list.

² Students are required to complete two math or one math and one statistics course from the Quantitative Reasoning University General Education list.

³ Select six hours of the same foreign language at the intermediate level, chosen from the University General Education list.

⁴ Two courses from AFST 235*, AFST 236*; HIEU 241*, HIEU 242*, HIEU 247*, HIEU 248*, HIST 261*, HIST 262*, HIST 267*, HIST 268*; LAC 251*, LAC 252*; MRST 201*, MRST 202*.

⁵ Interview in term 4 due to course sequencing.

⁶ Select the course that correlates with the specialization for your secondary endorsement from ENED 459, MEDU 485, SSCE 454, SCED 496.

⁷ Choose courses from Professional Elective List below, corresponding to the secondary subject area chosen.

English Education - choose 15 credit hours of English courses at 300 level and above;

Mathematics Education - MATH 142* or MATH 148*, MATH 241 or MATH 247, MATH 300 or MATH 307, MATH 460, and MATH 423 or MATH 424.

Natural Sciences (Biology) - BIOL 160*, BIOL 240, BIOL 260-BIOL 269, and 3 credit hours of biological sciences courses at 300 level or above;

Natural Sciences (Chemistry) - CHEM 130* or CHEM 138*, CHEM 210-CHEM 219, and 9 credit hours from the following courses: CHEM 260 or CHEM 268, CHEM 360 or CHEM 368, CHEM 369, CHEM 370, CHEM 470, CHEM 459*;

Natural Sciences (Physics) - PHYS 135*, PHYS 136*, PHYS 250, and 6 credit hours of astronomy or physics at 300 level or above;

Natural Sciences (Earth Science) - GEOL 101* or GEOL 107* and (GEOL 102* or GEOL 108* or GEOL 103* or GEOL 104*), and 9 credit hours in geology at the 300 level or above;

Social Science (Economics) - ECON 201* or ECON 207*, ECON 311, ECON 313 and 6 credit hours of economic courses at 300 level or above;

Social Science (Geography) - Choose 6 hours from GEOG 101*, GEOG 121*, GEOG 131* or GEOG 137*, GEOG 132*, and 9 hours of geography courses at 300 level or above;

Social Science (Government) - POLS 101* or POLS 107*, POLS 102* and 9 credit hours of political science courses 300 level or above;

Social Science (History) - HIUS 221 or HIUS 227, HIUS 222 or HIUS 228 and 9 credit hours of history courses at 300 level or above to include a course in World History.

TO:

Progression Requirements

Progression to the interventionist and comprehensive with secondary concentration requires a 2.75 cumulative GPA after a minimum of 45 semester hours of coursework. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.75 while in the program. Students must earn a grade of C or better in all teacher education courses. Students with less than a 2.75 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Requirements for the Bachelor of Science in Education – Special Education Major – Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education)

Term	Hours	Milestone Notes
Term 1		
¹ Biological Sciences with Lab Electives*	4	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
³ Unrestricted or Professional Elective	3	
Term 2		
ENGL 102*	3	Quantitative Reasoning Elective*
¹ Physical Science w/out Lab Elective*	3	
² Quantitative Reasoning Elective*	3	
¹ Social Sciences Elective*	3	
³ Unrestricted or Professional Elective	3	
Term 3		
EDPY 210*	3	2.75 cumulative GPA ENGL 102*
³ Intermediate Foreign Language*	3	
⁴ Non-U.S. History	3	
PHIL 252*	3	
⁸ Professional Elective	3	
Term 4⁶		
³ Intermediate Foreign Language*	3	<u>Two Natural Sciences Electives*</u>
⁴ Non-U.S. History	3	
PHIL 244*	3	
⁸ Professional Elective	3	
RSM 326 or COUN 333	3	
Term 5		
⁷ Educational Methods	3	<u>Intermediate Foreign Language Elective*</u>
⁸ Professional Elective	3	
<u>REED 430</u>	3	
SPED 402	3	
ETEC 486	3	
<u>SPED 325</u>	1	
Term 6		
EDPY 401	3	No milestones
⁸ Professional Electives or ⁷ Educational Method	6	
<u>REED 540</u>	3	
TPTE 352	1	
Term 7		
SPED 419, SPED 420, SPED 430, SPED <u>459</u>	15	No milestones
Term 8		
SPED 422, SPED 432, SPED 456, SPED <u>490</u>	15	No milestones
UNDERGRADUATE TOTAL		120

POST-BACCALAUREATE PROFESSIONAL YEAR

Students must apply to and be admitted by the Graduate School prior to registration.

Term 9		
<u>REED 461</u>	3	No milestones
TPTE 574, TPTE 575	9	
Term 10		
⁹ <u>Graduate Elective Course</u>	3	No milestones

TPTE 575, TPTE 591	9
GRADUATE TOTAL	24

* Meets University General Education Requirement.

NOTE: Optional early childhood special education licensure (requires CFS 445; MEDU 530; REED 530; SPED 410, SPED 471).

¹ Chosen from University General Education list.

² Students are required to complete two math or one math and one statistics course from the Quantitative Reasoning University General Education list.

³ Select six hours of the same foreign language at the intermediate level, chosen from the University General Education list.

⁴ Two courses from AFST 235*, AFST 236*; HIEU 241*, HIEU 242*, HIEU 247*, HIEU 248*, HIST 261*, HIST 262*, HIST 267*, HIST 268*; LAC 251*, LAC 252*; MRST 201*, MRST 202*.

⁵ Interview in term 4 due to course sequencing.

⁶ Must be admitted to teacher education program by the end of term 4; majority of remaining coursework is restricted

⁷ Select the course that correlates with the specialization for your secondary endorsement from ENED 460, MEDU 485, SSCE 454, SCED 496.

⁸ Choose courses from Professional Elective List below, corresponding to the secondary subject area chosen.

English Education - choose 15 credit hours of English courses at 300 level and above;

Mathematics Education - MATH 142* or MATH 148*, MATH 241 or MATH 247, MATH 300 or MATH 307, MATH 460, and MATH 423 or MATH 424.

Natural Sciences (Biology) - BIOL 160*, BIOL 240, BIOL 260-BIOL 269, and 3 credit hours of biological sciences courses at 300 level or above;

Natural Sciences (Chemistry) - CHEM 130* or CHEM 138*, CHEM 210-CHEM 219, and 9 credit hours from the following courses: CHEM 260 or CHEM 268, CHEM 360 or CHEM 368, CHEM 369, CHEM 370, CHEM 470, CHEM 459*;

Natural Sciences (Physics) - PHYS 135*, PHYS 136*, PHYS 250, and 6 credit hours of astronomy or physics at 300 level or above;

Natural Sciences (Earth Science) - GEOL 101* or GEOL 107* and (GEOL 102* or GEOL 108* or GEOL 103* or GEOL 104*), and 9 credit hours in geology at the 300 level or above;

Social Science (Economics) - ECON 201* or ECON 207*, ECON 311, ECON 313 and 6 credit hours of economic courses at 300 level or above;

Social Science (Geography) - Choose 6 hours from GEOG 101*, GEOG 121*, GEOG 131* or GEOG 137*, GEOG 132*, and 9 hours of geography courses at 300 level or above;

Social Science (Government) - POLS 101* or POLS 107*, POLS 102* and 9 credit hours of political science courses 300 level or above;

Social Science (History) - HIUS 221 or HIUS 227, HIUS 222 or HIUS 228 and 9 credit hours of history courses at 300 level or above to include a course in World History.

⁹ Select one course from math education (MEDU 522, MEDU 523, MEDU 530, or approved by advisor)

Supporting Information

Rationale: These revisions to both of the Special Education majors change the GPA requirements, add Counseling 333 to both, adds REED 430 and 540 for the secondary major and changes SPED offerings. The changes are needed because On April 21, 2017, the Tennessee State Board of Education approved a minimum 2.75 cumulative GPA as a requirement for admission to a teacher education program. The proposed change is needed to meet the Tennessee State Board of Education requirements. The changes are also needed to allow student flexibility and choice while still meeting program requirements; to ensure students meet program requirements; and to ensure students complete the program on-track. The need for these changes was based on TN SBE policy, professional standards for related profession, and discussions and support with faculty from reading education (Dr. Stergios Botzakis) and counseling education (Dr. Melinda Gibbons), as well as staff from the office of licensure. Additionally, we have changed the ELED 445 to CFS 445 as this course is to move to CFS (change submitted to this committee in this narrative and from CFS). These changes are not connected to a formal SACS requirement.

Impact on other units: These courses/revisions are all required for a major in special education. The changes do not affect courses required by other programs. They do include courses from other programs but as noted above they are aware and in agreement.

Financial impact: There is no financial impact. The course changes include courses that are already routinely offered and taught by existing faculty.

Additional documentation: These changes do not require additional approval. The change is not substantive and does not need to be reported to SACSCOC, and most admitted students to the special education programs have a GPA higher than 2.75.

*ITEM 31: Approved with friendly amendment(s)
The UGCRC approved the item with the noted revision(s) to add a "6" superscript to Term 4 of the showcase.*

ITEM 32: REVISE THE AMERICAN SIGN LANGUAGE MINOR REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9724&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the American Sign Language Minor requirements, as follows:

FROM:

American Sign Language Minor

The minor consists of 15 hours. It is designed to provide students with a background in American Sign Language and Deaf Culture. Although there will be exposure to Deaf Education and Educational Interpreting topics, the minor does not lead to interpreter certification or teacher licensure.

Complete (15 undergraduate hours):

Required:

- ASL 211 - Intermediate American Sign Language I * (minimum grade of B or better)
- ASL 212 - Intermediate American Sign Language II * (minimum grade of B or better)
- ASL 311 - Advanced American Sign Language I: Educational Contexts (minimum grade of B or better)
- ASL 435 - Linguistics of American Sign Language (minimum grade of C)

Select 3 credits from:

- ASL 421 - Deaf Culture and Community (minimum grade of C)
- EDDE 415 - Language Development of the Deaf and Hard of Hearing I (minimum grade of C)
- EDDE 416 - Language Development of the Deaf and Hard of Hearing II (minimum grade of C)
- EDDE 425 - Introduction to the Psychology and Education of the Deaf and Hard of Hearing (minimum grade of C)

*Meets University General Education Requirement.

TO:

American Sign Language Minor

The minor consists of 18 hours. It is designed to provide students with a background in American Sign Language and Deaf Culture. Although there will be exposure to Deaf Education and Educational Interpreting topics, the minor does not lead to interpreter certification or teacher licensure.

Complete (18 undergraduate hours):

Required:

- ASL 211 - Intermediate American Sign Language I * (minimum grade of B or better)
- ASL 212 - Intermediate American Sign Language II * (minimum grade of B or better)
- ASL 311 - Advanced American Sign Language I: Educational Contexts (minimum grade of B or better)
- ASL 435 - Linguistics of American Sign Language (minimum grade of C)

Select 6 credits from:

- ASL 421 – History and Culture of the Deaf (minimum grade of C)
- ASL 422 - Deaf Literature and ASL Folklore (minimum grade of C)
- EDDE 415 - Language Development of the Deaf and Hard of Hearing I (minimum grade of C)
- EDDE 416 - Language Development of the Deaf and Hard of Hearing II (minimum grade of C)
- EDDE 425 - Introduction to the Psychology and Education of the Deaf and Hard of Hearing (minimum grade of C)

*Meets University General Education Requirement.

Supporting Information

Rationale: We are adding ASL 422 to the list of options for ASL minors and increasing required credits to 18. ASL 422 was added for the new ASL Education graduate concentration, and we have added it as a new course for grad and UG credit. We anticipate ASL minor students will be interested in the course. We increased the ASL minor to 18 required hours, which is typical of language minors. It will give more options for courses that can be taken by ASL minors. This change also reflects the course title change for ASL 421 being submitted in this same narrative. There are no student learner outcomes for minors.

Impact on other units: There is no impact on other units. The ASL minor is part of the ASL education program housed in TPTE. These changes update the course options for ASL minors. It does not affect other courses or programs.

Financial impact: There should be no financial impact from this change. The ASL minor is already in place in the department. The addition of the new course (ASL 422) will not cause a financial impact. It will be offered in summer and taught by ASL faculty. It will not require additional resources.

Additional documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.

ITEM 32: Approved

ITEM 33: REVISE THE ELEMENTARY EDUCATION MINOR GPA REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9245&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the Elementary Education Minor GPA requirements, as follows:

FROM:

Students interested in becoming elementary school teachers (K-grade 6) earn a Bachelor of Art or a Bachelor of Science in the College of Arts and Sciences. While completing requirements for the baccalaureate degree, students are encouraged to complete a minor in elementary education.

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a minimum 2.7 cumulative GPA, establish and maintain a minimum 2.5 GPA in their major, and maintain a minimum 2.8 GPA (course grade C or higher required) in professional education courses.

Complete information on the teacher licensure program is available through the College of Education, Health, and Human Sciences' website (<http://cehhs.utk.edu/>), the college's Office of Student Services – Bailey Education Complex, A332, or from teaching area faculty.

TO:

Students interested in becoming elementary school teachers (K-grade 6) earn a Bachelor of Art or a Bachelor of Science in the College of Arts and Sciences. While completing requirements for the baccalaureate degree, students are encouraged to complete a minor in elementary education.

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a minimum 2.75 cumulative GPA, establish and maintain a minimum 2.5 GPA in their major, and maintain a minimum 2.8 GPA (course grade C or higher required) in professional education courses.

Complete information on the teacher licensure program is available through the College of Education, Health, and Human Sciences' website (<http://cehhs.utk.edu/>), the college's Office of Student Services – Bailey Education Complex, A332, or from teaching area faculty.

ITEM 33: Approved

ITEM 34: REVISE THE ENGLISH AS A SECOND LANGUAGE EDUCATION MINOR GPA REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9580&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the English as a Second Language Minor GPA requirements, as follows:

FROM:

Students interested in becoming Pre K-12 English as a Second Language teachers typically earn a Bachelor of Arts degree in the College of Arts and Sciences with a major in English, linguistics, or a world language. As part of their degree, they need to take ENGL 476 and ENGL 477. While completing requirements for the baccalaureate degree, students are encouraged to matriculate a minor in English as a Second Language education.

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a minimum 2.7 cumulative GPA, establish and maintain a minimum 2.5 GPA in their major, and maintain a minimum 2.8 GPA (course grade C or higher required) in professional education courses.

Complete information on the teacher licensure program is available through the College of Education, Health, and Human Sciences' website (<http://cehhs.utk.edu/>), the college's Office of Student Services – Bailey Education Complex, A332, or from teaching area faculty.

TO:

Students interested in becoming Pre K-12 English as a Second Language teachers typically earn a Bachelor of Arts degree in the College of Arts and Sciences with a major in English, linguistics, or a world language. As part of their degree, they need to take ENGL 476 and ENGL 477. While completing requirements for the baccalaureate degree, students are encouraged to matriculate a minor in English as a Second Language education.

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a

minimum 2.75 cumulative GPA, establish and maintain a minimum 2.5 GPA in their major, and maintain a minimum 2.8 GPA (course grade C or higher required) in professional education courses.

Complete information on the teacher licensure program is available through the College of Education, Health, and Human Sciences' website (<http://cehhs.utk.edu/>), the college's Office of Student Services – Bailey Education Complex, A332, or from teaching area faculty.

ITEM 34: Approved

ITEM 35: REVISE THE SECONDARY EDUCATION MINOR GPA REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9392&returnto=2740

In the 2018-2019 Undergraduate catalog, revise the Secondary Education Minor GPA requirements, as follows:

FROM:

Students interested in becoming secondary school teachers (Grades 7-12) in English or social sciences earn a Bachelor of Arts or a Bachelor of Science in the College of Arts and Sciences (e.g., English, history). While completing requirements for the baccalaureate degree, students are encouraged to complete a minor in secondary education.

Students interested in becoming secondary school teachers (Grades 7-12) in mathematics or the sciences participate in the VolsTeach program associated with their academic major.

VolsTeach

Students pursuing a major in selected programs in the College of Arts and Sciences are eligible to participate in the University's VolsTeach program (<http://volsteach.utk.edu/>), which permits students to simultaneously complete a major in mathematics or science and receive secondary education teaching licensure within this 4 year undergraduate degree minor. For more information about VolsTeach, including advising associated with teaching licensure requirements, contact the Center for Enhancing Education in Mathematics and Science (101 Greve Hall).

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a minimum 2.7 cumulative GPA, establish and maintain a minimum 2.5 GPA in their major, and maintain a minimum 2.8 GPA (course grade C or higher required) in professional education courses.

Complete information on the teacher licensure program is available through the College of Education, Health and Human Sciences' website (<http://cehhs.utk.edu/>), the college's Office of Student Services – Bailey Education Complex, A332, or from teaching area faculty.

TO:

Students interested in becoming secondary school teachers (Grades 7-12) in English or social sciences earn a Bachelor of Arts or a Bachelor of Science in the College of Arts and Sciences (e.g., English, history). While completing requirements for the baccalaureate degree, students are encouraged to complete a minor in secondary education.

Students interested in becoming secondary school teachers (Grades 7-12) in mathematics or the sciences participate in the VolsTeach program associated with their academic major.

VolsTeach

Students pursuing a major in selected programs in the College of Arts and Sciences are eligible to participate in the University's VolsTeach program (<http://volsteach.utk.edu/>), which permits students to simultaneously complete a major in mathematics or science and receive secondary education teaching licensure within this 4 year undergraduate degree minor. For more information about VolsTeach, including advising associated with teaching licensure requirements, contact the Center for Enhancing Education in Mathematics and Science (101 Greve Hall).

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a minimum 2.75 cumulative GPA, establish and maintain a minimum 2.5 GPA in their major, and maintain a minimum 2.8 GPA (course grade C or higher required) in professional education courses.

Complete information on the teacher licensure program is available through the College of Education, Health and Human Sciences' website (<http://cehhs.utk.edu/>), the college's Office of Student Services – Bailey Education Complex, A332, or from teaching area faculty.

ITEM 35: Approved

ITEM 36: REVISE THE WORLD LANGUAGE EDUCATION MINOR GPA REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9581&returnto=2740

In the 2018-2019 Undergraduate catalog, revise the World Language Education Minor GPA requirements, as follows:

FROM:

Students interested in becoming Pre K-12 World Language teachers typically earn a Bachelor of Arts degree in the College of Arts and Sciences with a major in a world language (e.g., French, German, Latin, Spanish). As part of their degree, they should take literature, advanced grammar and composition classes in the language licensure area, and conversation and phonetics classes (for modern languages). While completing requirements for the baccalaureate degree, modern language students must matriculate a study abroad semester (minimum requirement) to be eligible for the Board of Admissions interview and admission to the Teacher Education Program.

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a minimum 2.7 cumulative GPA, establish and maintain a minimum 2.5 GPA in their major, and maintain a minimum 2.8 GPA (course grade C or higher required) in professional education courses.

Complete information on the teacher licensure program is available through the College of Education, Health, and Human Sciences' website (<http://cehhs.utk.edu/>), the college's Office of Student Services – Bailey Education Complex, A332, or from teaching area faculty.

TO:

Students interested in becoming Pre K-12 World Language teachers typically earn a Bachelor of Arts degree in the College of Arts and Sciences with a major in a world language (e.g., French, German, Latin, Spanish). As part of their degree, they should take literature, advanced grammar and composition classes in the language licensure area, and conversation and phonetics classes (for modern languages). While completing requirements for the baccalaureate degree, modern language students must matriculate a study abroad semester (minimum requirement) to be eligible for the Board of Admissions interview and admission to the Teacher Education Program.

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a minimum 2.75 cumulative GPA, establish and maintain a minimum 2.5 GPA in their major, and maintain a minimum 2.8 GPA (course grade C or higher required) in professional education courses.

Complete information on the teacher licensure program is available through the College of Education, Health, and Human Sciences' website (<http://cehhs.utk.edu/>), the college's Office of Student Services – Bailey Education Complex, A332, or from teaching area faculty.

Supporting Information

Rationale: This revision is to change the minimum GPA to 2.75 and to correct the minimum ACT score and are needed to be in alignment with TN Department of Education policies (per Lisa Emery). On April 21, 2017, the Tennessee State Board of Education approved a minimum 2.75 cumulative GPA as a requirement for admission to a teacher education program. The proposed change is needed to meet the Tennessee State Board of Education requirements. The change is not connected to a formal SACS requirement.

Impact on other units: There is no impact on other units. This change is based on TN SBE policy and only impacts teacher education programs.

Financial Impact: none. Most students already admitted to teacher education programs have a GPA above 2.75 so we do not anticipate a significant impact.

Additional documentation: This change does not need additional approval. The change is not substantive and does not need to be reported to SACSCOC since many of the students admitted to teacher education programs have a GPA higher than 2.75.

ITEM 36: Approved

ITEM 37: REVISE THE VOLSTEACH MATHEMATICS MINOR PROGRAM REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9428&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the required courses for the VolsTeach Mathematics Minor, as follows:

FROM:

Required Courses
Complete:

- INPG 353 - VolsTeach: Perspectives on Math and Science
- INPG 385 - VolsTeach: Research Methods in Science
- MATH 205 - Functions and Modeling for Secondary Math Instruction
- MEDU 432 - Knowing and Learning in Mathematics and Science *
- MEDU 433 - Classroom Interactions in Mathematics and Science
- MEDU 434 - Project Based Instruction
- MEDU 435 - Apprentice Teaching in Mathematics and Science

* Meets University General Education Requirement

TO:

Required Courses

Complete:

- INPG 353 - VolsTeach: Perspectives on Math and Science
- INPG 385 - VolsTeach: Research Methods in Science
- MEDU 405 - Functions and Modeling for Secondary Math Instruction
- MEDU 432 - Knowing and Learning in Mathematics and Science *
- MEDU 433 - Classroom Interactions in Mathematics and Science
- MEDU 434 - Project Based Instruction
- MEDU 435 - Apprentice Teaching in Mathematics and Science

* Meets University General Education Requirement

Supporting Information

Rationale: This revision is to add a new course. Currently, Math 205 is part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE as a math education course. College of Art & Sciences are in agreement with this change and will no longer be offering this course. TPTE faculty have been teaching this course for the past few years and will continue to do so. This situation facilitates the need for this change. This change is not connected to a formal SACs assessment. No learner outcomes are associated with this course as it is part of a minor.

Impact on other units. This change will impact the Math Department in Arts & Sciences in that they will no longer offer this course and as noted previously, they are in agreement with this change. The change does not impact any other program except VolsTeach.

Financial impact: None. TPTE faculty already teach this course and will continue to do so.

Additional documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.

This course will also be offered for graduate credit and will be submitted concurrently to both CRC committees.

ITEM 37: Approved

ADDENDUM

10/25/17 UGCRC MEETING TABLED ITEMS

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
Effective Fall 2018
Undergraduate

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

STUDENT LEARNER OUTCOMES

The Leadership Studies minor and Leadership Studies-Honors prepares students to become responsible citizen leaders in a global society. Therefore, students minoring in Leadership Studies will be able to....

1. Identify, apply, and refine knowledge of self as a collaborative leader of others while in college
2. Use structured reflection to explain and analyze perspectives on and practices of leadership including frameworks, theory, practice, styles and models.
3. Reflect on, explain and analyze leadership-related organizational concepts and theory
4. Reflect on, explain and analyze the ethical, intercultural, and communication dimensions of leading others.
5. Integrate and synthesize concepts and skills into a self-authored personally and socially responsible framework of leadership philosophy, practice, and life-long learning.

I. COURSE CHANGES

(ELPS) EDUCATIONAL LEADERSHIP AND POLICY STUDIES

ITEM 9: REVISE COURSE TITLE, DESCRIPTION, CONTACT HOUR DISTRIBUTION, AND REPEATABILITY, AND ADD COMMENT

9-A ELPS 350 Coached Leadership Skills ~~and Practicum~~ (1-3)

This experiential learning course will focus on interpersonal leadership theories, practices, skill development, and application in supervised collegiate leadership setting, with an in-depth emphasis on leadership as a behavior (i.e., self in relation to others) exercised within groups. Includes leadership skills, ~~and~~ practices, lectures, role/position/setting-specific training, and applied leadership experiences in service to the university (a 30+ hour or a 75-hour positional leadership practicum).

Contact Hour Distribution: ~~1 hour seminar and 1-2 additional practicum hours~~ A leadership skills and practices seminar (one credit hour) and two applied leadership experiences – 30-74 hours of positional leadership practicum (one credit hour) or 75+ hours of positional leadership practicum (two credit hours).

Repeatability: May be repeated. Maximum 6 credit hours.

Comment: As the prerequisite to ELPS 351, all students **must** complete the **one credit hour** leadership skills ~~and~~ practices seminar ~~hour~~ and at least 1 **credit** hour of applied leadership experiences ~~and including~~ technical competence training in a college student leadership positions/roles with a minimum of 30 practicum hours. If registering for 3 credit hours practicum hours should exceed 75.

Formerly: ELPS 350: leadership Skill Development & Application (1-3)

Interpersonal leadership theories, practice, skill development, and application in supervised collegiate leadership setting, with an in-depth focus on leadership as a behavior. Comprised of three one credit hour components: one leadership skills and practices seminar and two applied leadership experiences – a positional leadership practicum and directed leadership development activities – focusing on ethical leadership and intercultural communication.

Contact Hour Distribution: A leadership skills and practices seminar (one credit hour) and two applied leadership experiences – a positional leadership practicum (one credit hour) and directed leadership development activities (one credit hour) – focusing on ethical leadership and intercultural. To receive the three hours of credit required by the minor students must complete one credit hour of each component.

Repeatability: May be repeated three times; with a maximum of 7 credit hours. The Leadership Development component is not repeatable.

Supporting Information

Rationale: The course separates the Personally and Socially Responsible (PSR) Leadership from ELPS 350 content and practicum experience. LSM student focus groups, student course assessments, and the recommendations of an external review of our academic courses in the Center for Leadership and Service drove these changes. The Program Coordinator's 2nd-year review of the program (i.e., operational efficiency, pedagogical effectiveness, quality of the student experience and integration of the Experiential Learning QEP) incorporated the assessment feedback in the program goals and proposed changes. The addition of this course addresses students' need for: 1) a concrete experience with leadership before introducing the Personally and Socially Responsible Leadership content; 2) defined course content focused on the effective practices of leadership in groups and its application in the practicum experience; and 3) a concise explanation of the number of required practicum hours. This change supports SLOs 1 and 2.

Impact on Other Units: This revision is internal to the Leadership Studies minor and Leadership Studies minor – Honors progression and more accurately awards academic credit for the current student workload at the time the efforts are expended; no impact on other units.

Financial Impact: Taught by current faculty and will not require additional resources; no financial impact.

Additional Documentation: The syllabus is attached because this is a mid-impact change. This change does not require letters of support or additional approval or need to be reported to SACSCOC.

Item 9-A: Approved (10/30 – electronic vote)

TABLED (decision made at 10/25 meeting)

ITEM 10: REVISE COURSE TITLE, DESCRIPTION, (RE)PREREQUISITE(S), REGISTRATION RESTRICTION(S), DROP CONTACT HOUR DISTRIBUTION, ADD COMMENTS, AND ADD SCHEDULE TYPE/INSTRUCTIONAL METHOD

10-A ELPS 457 Honors Leadership Capstone (1)

Application of leadership theories, frameworks, constructs, self-awareness, and skills to contemporary problems in a self-directed leadership project.

(RE) Prerequisite(s): 217, 351

Registration Restriction(s): Leadership Studies minor - Honors; minimum student level - senior.

Comment: Register for this course the final semester enrolled. Program coordinator approval required prior to beginning self-directed projects.

Schedule Type/Instructional Method: Personalized Self Instruction (PSI)

Formerly: ELPS 457 Honors: Leadership Capstone Project Seminar (1)

Application of leadership theories, frameworks, constructs, self-awareness, and skills to leadership problems in an applied project.

Contact Hour Distribution: A one credit hour problems-based capstone project. Appropriate contact hours relative to instruction time will be honored.

(RE) Prerequisite(s): 207, 217, 450 or 451.

Registration Restriction(s): Restricted to students enrolled in leadership studies minor – honors.

Supporting Information

Rationale: This course revision more clearly stipulates the course content, activities and prerequisites based on findings (i.e., a desire for clarity in prerequisites and timing for enrolling in this course) from LSM student and alumni focus groups, student course assessments, and the Program Coordinator's 2nd-year program review. **ELPS 351—the newly proposed course and prerequisite for this course—includes 207 as a prerequisite. The prerequisite content originally found in ELPS 450 and 451 was moved to ELPS 351.** This change supports SLOs 1 and 5.

Impact on Other Units: This revision more precisely explains the student workload and course progression currently required; no impact on other units.

Financial Impact: This redistribution of current credit hours taught by current faculty accurately reflect the delivery costs of the current program and does not require additional resources; no financial impact.

Additional Documentation: This is a low-impact change. This change does not require letters of support or additional approval or need to be reported to SACSCOC.

Item 10-A: Approved (10/30 – electronic vote)

TABLED (decision made at 10/25 meeting)

II. PROGRAM CHANGES

(ELPS) EDUCATIONAL POLICY AND STUDIES

ITEM 13: REVISE LEADERSHIP STUDIES MINOR

URL: http://catalog.utk.edu/preview_program.php?catoid=22&pooid=9603&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the description text, chart of required hours, and footnotes for the Leadership Studies Minor, as follows:

FROM:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor, offers a 12-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This cohort approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar,

experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application to the collegiate setting.

Admission

Admission to the Leadership Studies minor is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An Admissions Committee comprised of ELPS faculty and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in college;
- Evidence of commitment to developing leadership potential; and
- Unique contributions to the leadership learning cohort.

~~Minimally, students must be and remain in good standing with the university.~~

Additional admission, timeline, curricular, and program contact information is available at: <http://leadershipminor.utk.edu/>.

Minor Requirements:

The minor requires 12 hours of coursework.

In addition to the nine hours of Core Requirements students must complete three hours of electives to be selected from the following list of approved electives. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements must be completed for each term of enrollment. Co-curricular requirements must be met prior to graduation.

Core Requirements

Select 9 hours:

ELPS 201 - Foundations of Leadership Studies
and
ELPS 350 - Leadership Skill Development & Application
and
ELPS 450 - Leadership in Transition

or

ELPS 411 - Leadership Knoxville Scholars Capstone Seminar
and
ELPS 451 - Leadership in Transition Seminar

Electives*

Select 3 hours from:

ALEC 202 - Leadership and Diversity in Organizations and Communities
ALEC 303 - Analysis of Leadership Approaches and Styles
ALEC 304 - Leadership, Motivation, Power and Influence
ELPS 211 - Servant Leadership & Social Justice Seminar **
ELPS 310 - Emerging Leaders
ELPS 350 - Leadership Skill Development & Application (1-3; repeatable with a maximum of 7)
ELPS 493 - Independent Study
ELPS 495 - Special Topics
ENT 410 - Leadership in Nonprofits and Social Entrepreneurship
HEAM 455 - Seminar in Student Leadership
PSYC 435 - Multicultural Psychology
PYED 246 - Outdoor Leadership

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences **
- Leadership Development Portfolio

* Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.

** Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program upon departmental approval. of the student petition.

TO:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor, offers a 12-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This

experiential learning approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, coached experiences, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project - either self-directed or faculty guided experiential learning course.

Admission

Student applications to the minor are accepted annually. Students may apply to declare the Leadership Studies minor after completing ELPS 351 with a grade of "B" or better. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), Application Portfolio, Project Proposal, and permission to access student records. An Admissions Committee comprised of ELPS faculty and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with demonstrated academic and experiential leadership success. The Leadership ~~Students~~ Studies minor must be declared before beginning a self-directed leadership capstone project. Minimally, students must be and remain in good standing with the university. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Proven ability and preparation to lead a self-directed project;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in college;
- Evidence of commitment to developing leadership potential; and
- Unique contributions to the leadership learning cohort.

Additional admission, timeline, curricular, and program contact information is available at: <http://leadershipminor.utk.edu/>.

Minor Requirements:

The minor requires 12 hours of coursework.

In addition to the nine hours of Core Requirements students must complete three hours of electives to be selected from the provided list of approved electives and the following co-curricular requirements. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements and co-curricular requirements must be met prior to graduation.

<u>Complete:</u>	Credit Hours
ELPS 201 - Foundations of Leadership Studies	3
and	
ELPS 350 - <u>Coached Leadership Skills and Practicum</u>	2
<u>Select one sequence:</u>	
<u>ELPS 351 - Personally and Socially Responsible Leadership in Action</u>	2
and	
<u>ELPS 451 - Leadership in Transition Seminar</u>	1
and	
<u>ELPS 452 - Experiential Leadership Capstone</u>	1
or	
<u>ELPS 351 - Personally and Socially Responsible Leadership in Action</u>	1
and	
<u>ELPS 451 - Leadership in Transition Seminar</u>	1
and	
<u>Experiential Learning Project Course</u>	
<u>Department Approved Project Course*</u>	2

Electives**

Select 3 credit hours from:

- ALEC 202 - Leadership and Diversity in Organizations and Communities
- ALEC 303 - Analysis of Leadership Approaches and Styles
- ALEC 304 - Leadership, Motivation, Power and Influence
- ELPS 211 - Servant Leadership & Social Justice Seminar **
- ELPS 310 - Emerging Leaders
- ELPS 350 - Coached Leadership Skills Leadership Skill Development & Application (1-3; repeatable with a maximum of 7 6)
- ELPS 493 - Independent Study
- ELPS 495 - Special Topics
- ENT 410 - Leadership in Nonprofits and Social Entrepreneurship
- HEAM 455 - Seminar in Student Leadership
- PSYC 435 - Multicultural Psychology

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences ***

- Leadership Development Portfolio

* Contemporary Issues and Solutions courses and other approved courses with experiential learning projects (ex: ELPS 411—Leadership Knoxville Scholars) are provided on the Educational Leadership and Policy Studies website. A list of approved courses is on the Leadership Minors website. Student may petition the Department for a course not included to count as an approved course.

** Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.

*** Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program.

Supporting Information

Rationale: The proposed program changes: 1) redistribute the Leadership Studies minor (LSM) content, assignments, and corresponding credit hours to improve the student experience, learning, and persistence to graduation; 2) delay the application for admission process to follow completion of core course content, thus expanding access to foundational leadership education and allowing student performance in Leadership Studies to determine eligibility for admission; 3) include a Project Proposal and Portfolio review in the admissions process to improve quality control and risk management of the coached leadership projects; and 4) adds ~~perquisites~~ prerequisites to clearly guide student completion and permit student self-registration. The proposed program change does not amend the required number of credit hours in the minor.

The Program Coordinator's 2nd-year review of the program's operational efficiency, pedagogical effectiveness, quality of the student experience, and compliance with the Experiential Learning QEP incorporated assessment feedback in the program goals and proposed changes. The resulting proposed changes addressed assessment data from LSM student and alumni focus groups, student course assessments, faculty feedback, LSM retention/persistence trend analysis, and the recommendations of an external review of our academic courses in the Center for Leadership and Service. The proposed changes specifically addressed students' need for: 1) foundational content synthesis before introducing the Personally and Socially Responsible Leadership content and solely facilitating students' creation of a self-authored personal leadership framework in ELPS 451; 2) structured coaching earlier in the program to complete and effectively apply LSM conceptual framework to the Portfolio and Leadership Capstone Projects; 3) student awareness of the scholarly aspects (i.e., reflective learning and engaged scholarship) of Leadership Studies before committing to the minor; and 4) clarity about the path to graduation and personal responsibility for registration. Therefore, these changes support all of the SLOS. The changes also align the program' pedagogical commitment to Experiential Education with the university's approach and requirements.

Impact on Other Units: This revision does not change the total number of hour of required credit hours, content of the minor, or the student workload required to complete the program. The change adjusted the timing and delivery of student learning and reallocates the related activities; no impact on other units.

Financial Impact: This change more accurately reflects the current delivery costs of the current program and thus does not require additional resources; no financial impact.

Additional Documentation: Program requirement flow charts and syllabi are attached because this is a mid-impact program change.

This course does not require letters of support or additional approval or need to be reported to SACSCOC.

Item 13: Approved (10/30 – electronic vote)

TABLED (decision made at 10/25 meeting)

ITEM 14: REVISE LEADERSHIP STUDIES MINOR - HONORS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9698&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the description text, chart of required hours, and footnotes for the Leadership Studies Minor – Honors program, as follows:

FROM:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor – Honors, offers a 13-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This cohort approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application to the collegiate setting.

Admission

Admission to the Leadership Studies minor – Honors is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An Admissions Committee comprised of Honors Program staff, ELPS faculty, and student affairs staff teaching in the

program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in high school;
- Evidence of commitment to developing leadership potential; and
- Unique contributions to the leadership-learning cohort.
- Honors requirements met.

~~Minimally, students must be and remain in good standing with the university.~~

Minor Requirements:

The minor requires 13 hours of coursework.

Complete:

- ELPS 207 - Foundations and Theories of Leadership Studies
- ELPS 217 - Honors: Ethics in Leadership
- ELPS 350 - Leadership Skill Development & Application

Select One Sequence:

- ELPS 450 - Leadership in Transition
- and
- ELPS 457 - Honors: Leadership Capstone Project Seminar

or

- ELPS 411 - Leadership Knoxville Scholars Capstone Seminar
- ELPS 451 - Leadership in Transition Seminar

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences*
- Leadership Development Portfolio

*Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program upon departmental approval of the student petition.

TO:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor – Honors, offers a 13-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This cohort approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project - either self-directed or faculty guided experiential learning course.

Admission

Admission to the Leadership Studies minor – Honors is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An Admissions Committee comprised of Honors Program staff, ELPS faculty, and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Minimally, students must be and remain in good standing with the university. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in high school;
- Evidence of commitment to developing leadership potential;
- Unique contributions to the leadership learning cohort; and
- Honors requirements met.

Minor Requirements:

The minor requires 13 hours of coursework and the following co-curricular requirements. Portfolio requirements and co-curricular requirements must be met prior to graduation.

Complete

- ELPS 207 - Foundations and Theories of Leadership Studies
- ELPS 217 - Honors: Ethics in Leadership
- ELPS 350 - Coached Leadership Skills and Practicum

Credit Hours

3
3
2

Select One Sequence:

- ELPS 351 - Personally and Socially Responsible Leadership

2

and	
• <u>ELPS 493 - Independent Study</u>	1
and	
• <u>ELPS 451- Leadership in Transition Seminar</u>	1
and	
• <u>ELPS 457 - Honors: Leadership Capstone Project Seminar</u>	1
or	
• <u>ELPS 351 - Personally and Socially Responsible Leadership</u>	1
and	
• <u>ELPS 451 - Leadership in Transition Seminar</u>	1
and	
• <u>Experiential Learning Project Course</u>	
• <u>Department Approved Project Course</u> *	3
<u>Total Credit Hours</u>	<u>13</u>

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences**
- Leadership Development Portfolio

* Contemporary Issues and Solutions courses and other approved courses with experiential learning projects (ex: ELPS 411 – Leadership Knoxville Scholars) are provided on the Educational Leadership and Policy Studies website. A list of approved courses is on the Leadership Minors website. Student may petition the Department for a course not included to count as an approved course.

** Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.

*** Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program.

Supporting Information

Rationale: The proposed program changes: 1) redistribute the Leadership Studies minor (LSM) content, assignments, and corresponding credit hours to improve the student experience, learning, and persistence to graduation; 2) delay the application for admission process to follow completion of core course content, thus expanding access to foundational leadership education and allowing student performance in Leadership Studies to determine eligibility for admission; 3) include a Project Proposal and Portfolio review in the admissions process to improve quality control and risk management of the coached leadership projects; and 4) adds perquisites prerequisites to clearly guide student completion and permit student self-registration. The proposed program change does not amend the required number of credit hours in the minor.

The Program Coordinator's 2nd-year review of the program's operational efficiency, pedagogical effectiveness, quality of the student experience, and compliance with the Experiential Learning QEP incorporated assessment feedback in the program goals and proposed changes. The resulting proposed changes addressed assessment data from LSM student and alumni focus groups, student course assessments, faculty feedback, LSM retention/persistence trend analysis, and the recommendations of an external review of our academic courses in the Center for Leadership and Service. The proposed changes specifically addressed students' need for: 1) foundational content synthesis before introducing the Personally and Socially Responsible Leadership content and solely facilitating students' creation of a self-authored personal leadership framework in ELPS 451; 2) structured coaching earlier in the program to complete and effectively apply LSM conceptual framework to the Portfolio and Leadership Capstone Projects; 3) student awareness of the scholarly aspects (i.e., reflective learning and engaged scholarship) of Leadership Studies before committing to the minor; and 4) clarity about the path to graduation and personal responsibility for registration. Therefore, these changes support all of the SLOS. The changes also align the program' pedagogical commitment to Experiential Education with the university's approach and requirements.

Impact on Other Units: This revision does not change the total number of hour of required credit hours, content of the minor, or the student workload required to complete the program. The change adjusted the timing and delivery of student learning and reallocates the related activities; no impact on other units.

Financial Impact: This change more accurately reflects the current delivery costs of the current program and thus does not require additional resources; no financial impact.

Additional Documentation: Program requirement flow charts and syllabi are attached because this is a mid-impact program change.

This course does not require letters of support or additional approval or need to be reported to SACSCOC.

Item 14: Approved (10/30 – electronic vote)

TABLED (decision made at 10/25 meeting)

ADDENDUM

10/25/17 UGCRC MEETING NEW ITEM

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
Effective Fall 2018
Undergraduate

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

STUDENT LEARNER OUTCOMES

Special Education Major, BS in Education; Interventionist/Comprehensive, Deaf/Hard of Hearing, Educational Interpreting, and Communication Disorders Concentrations

1. Planning (for Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations)
Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Instruction (for Interventionist/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 Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations)
Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. (For Interventionist/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Uses current technologies to maximize content learning in varied contexts.
5. Learning Environments (for Interventionist/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. (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.

I. COURSE CHANGES

(WLEL) WORLD LANGUAGE AND ENGLISH AS A SECOND LANGUAGE

ITEM 38: REVISE TO ADD PRIMARY CROSS-LISTING

38-A **WLEL 455 Teaching of World Languages (3)**
Cross listed with ASL 455

Formerly: WLEL 455 Teaching of World Languages (3)

Supporting Information

Rationale: We are adding ASL 455 and cross listing it with WLEL 455. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a world language. A concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, PreK-12. ASL 455 is a required course of the new concentration. There is considerable overlap with the content and pedagogy of World Languages. Upon review of WLEL 455 course content and through discussion with instructor, Dr. Davis-Wiley, we determined that the learning experiences in WLEL 455 would be applicable to ASL teachers, and that Dr. Davis-Wiley has designed the course in a beneficial way so that students gain in knowledge and practice in the context of teaching their select languages. Although WLEL and ASL students would be combined for the purpose of this class, we feel the ASL prefix is needed for program visibility. There will be no changes in SACS.

Impact on other units. There will be no impact on other units outside of the department. We have the written support of the WLEL faculty within TPTE for this change.

Financial impact: None. No additional resources are needed due to this change. The course is currently being taught by existing WLEL faculty.

Additional documentation: There is no additional approval required. This is not a substantive change and does not need to be reported to SACSCOC. We are requesting the course number 455 for this ASL class so that it aligns with the WLEL 455 course (primary) that it is being cross listed with. The WLEL 455 syllabus is provided as supporting documentation. No major revisions to the syllabus are needed to cross list ASL 455.

Item 38-A: Approved (11/7 – electronic vote)

CEHHS Undergraduate Curricular Review Committee (UGCRC)
Approval of the October 25, 2017 Meeting Tabled Items
MINUTES
October 27, 2017

Undergraduate Curriculum Review Committee:

Voting Members: Rob Hardin (Chair; KRSS); James Williams (RHTM); MariBeth Coleman (TPTE); Juli Sams (CFS); Katie Kavanagh (NUTR)

Non-Voting: Jeff Fairbrother (Ex-Officio)

Curricular Agenda:

Please note that the curricular proposal **only** includes the items that were tabled in the October 25, 2017 UGCRC meeting. Any revisions that were made by the Department are indicated with **red font and gray highlight**.

- I. Department of Educational Leadership and Policy Studies
 - a. **ITEM 9-A:** This item was tabled for the following reason(s): Revise the course title; revise to add commas in the last sentence of the course description; and revise the existing contact hour distribution.
 - b. **ITEM 10-A:** This item was tabled for the following reason(s): Revise the Rationale to explain the (RE)Prerequisite(s) changes.
 - c. **ITEM 13:** This item was tabled for the following reason(s): Revise the typo under "Admission" to read "Studies" instead of "Students"; revise the Minor Requirements section to revise the ELPS 350 course title in two places and revise the number of hours to be repeated from "7" to "6"; replace "Experiential Learning Project Course" language with, "Department Approved Project Course" and revise the corresponding asterisk (*) to remove the first sentence and replace with "A list of approved courses is on the Leadership Minors website"; underline the double asterisk beside Electives and the triple asterisk beside the 60 hours of Leadership Co-curricular Experiences bullet point; and revise the spelling of prerequisites in the Rationale.
 - d. **ITEM 14:** This item was tabled for the following reason(s): Revise the ELPS course title in the Minor Requirements section; replace "Experiential Learning Project Course" language with, "Department Approved Project Course" and revise the corresponding asterisk (*) to remove the first sentence and replace with "A list of approved courses is on the Leadership Minors website"; add a second asterisk beside the 60 hours of Leadership Co-curricular Experiences bullet point (making it a double asterisk) and underline the change; remove the double asterisk footnote and revise the triple asterisk footnote to be a double asterisk footnote; and revise the spelling of prerequisites in the Rationale.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

STUDENT LEARNER OUTCOMES

The Leadership Studies minor and Leadership Studies-Honors prepares students to become responsible citizen leaders in a global society. Therefore, students minoring in Leadership Studies will be able to....

1. Identify, apply, and refine knowledge of self as a collaborative leader of others while in college
2. Use structured reflection to explain and analyze perspectives on and practices of leadership including frameworks, theory, practice, styles and models.
3. Reflect on, explain and analyze leadership-related organizational concepts and theory
4. Reflect on, explain and analyze the ethical, intercultural, and communication dimensions of leading others.
5. Integrate and synthesize concepts and skills into a self-authored personally and socially responsible framework of leadership philosophy, practice, and life-long learning.

I. COURSE CHANGES

(ELPS) EDUCATIONAL LEADERSHIP AND POLICY STUDIES

ITEM 9: REVISE COURSE TITLE, DESCRIPTION, CONTACT HOUR DISTRIBUTION, AND REPEATABILITY, AND ADD COMMENT

9-A ELPS 350 Coached Leadership Skills and Practicum (1-3)

This experiential learning course will focus on interpersonal leadership theories, practices, skill development, and application in supervised collegiate leadership setting, with an in-depth emphasis on leadership as a behavior (i.e., self in relation to others) exercised within groups. Includes leadership skills, and practices, lectures, role/position/setting-specific training, and applied leadership experiences in service to the university (a 30+ hour or a 75-hour positional leadership practicum).

Contact Hour Distribution: ~~1-hour seminar and 1-2 additional practicum hours~~ A leadership skills and practices seminar (one credit hour) and two applied leadership experiences – 30-74 hours of positional leadership practicum (one credit hour) or 75+ hours of positional leadership practicum (two credit hours).

Repeatability: May be repeated. Maximum 6 credit hours.

Comment: As the prerequisite to ELPS 351, all students must complete the one credit hour leadership skills and practices seminar hour and at least 1 credit hour of applied leadership experiences and including technical competence training in a college student leadership positions/roles with a minimum of 30 practicum hours. If registering for 3 credit hours practicum hours should exceed 75.

Formerly: ELPS 350: leadership Skill Development & Application (1-3)

Interpersonal leadership theories, practice, skill development, and application in supervised collegiate leadership setting, with an in-depth focus on leadership as a behavior. Comprised of three one credit hour components: one leadership skills and practices seminar and two applied leadership experiences – a positional leadership practicum and directed leadership development activities – focusing on ethical leadership and intercultural communication.

Contact Hour Distribution: A leadership skills and practices seminar (one credit hour) and two applied leadership experiences – a positional leadership practicum (one credit hour) and directed leadership development activities (one credit hour) – focusing on ethical leadership and intercultural. To receive the three hours of credit required by the minor students must complete one credit hour of each component.

Repeatability: May be repeated three times; with a maximum of 7 credit hours. The Leadership Development component is not repeatable.

Supporting Information

Rationale: The course separates the Personally and Socially Responsible (PSR) Leadership from ELPS 350 content and practicum experience. LSM student focus groups, student course assessments, and the recommendations of an external review of our academic courses in the Center for Leadership and Service drove these changes. The Program Coordinator's 2nd-year review of the program (i.e., operational efficiency, pedagogical effectiveness, quality of the student experience and integration of the Experiential Learning QEP) incorporated the assessment feedback in the program goals and proposed changes. The addition of this course addresses students' need for: 1) a concrete experience with leadership before introducing the Personally and Socially Responsible Leadership content; 2) defined course content focused on the effective practices of leadership in groups and its application in the practicum experience; and 3) a concise explanation of the number of required practicum hours. This change supports SLOs 1 and 2.

Impact on Other Units: This revision is internal to the Leadership Studies minor and Leadership Studies minor – Honors progression and more accurately awards academic credit for the current student workload at the time the efforts are expended; no impact on other units.

Financial Impact: Taught by current faculty and will not require additional resources; no financial impact.

Additional Documentation: The syllabus is attached because this is a mid-impact change. This change does not require letters of support or additional approval or need to be reported to SACSCOC.

Item 9-A: Approved electronically (10/30)

TABLED (decision made at 10/25 meeting)

ITEM 10: REVISE COURSE TITLE, DESCRIPTION, (RE)PREREQUISITE(S), REGISTRATION RESTRICTION(S), DROP CONTACT HOUR DISTRIBUTION, ADD COMMENTS, AND ADD SCHEDULE TYPE/INSTRUCTIONAL METHOD

10-A ELPS 457 Honors Leadership Capstone (1)

Application of leadership theories, frameworks, constructs, self-awareness, and skills to contemporary problems in a self-directed leadership project.

(RE) Prerequisite(s): 217, 351

Registration Restriction(s): Leadership Studies minor - Honors; minimum student level - senior.

Comment: Register for this course the final semester enrolled. Program coordinator approval required prior to beginning self-directed projects.

Schedule Type/Instructional Method: Personalized Self Instruction (PSI)

Formerly: ELPS 457 Honors: Leadership Capstone Project Seminar (1)

Application of leadership theories, frameworks, constructs, self-awareness, and skills to leadership problems in an applied project.

Contact Hour Distribution: A one credit hour problems-based capstone project. Appropriate contact hours relative to instruction time will be honored.

(RE) Prerequisite(s): 207, 217, 450 or 451.

Registration Restriction(s): Restricted to students enrolled in leadership studies minor – honors.

Supporting Information

Rationale: This course revision more clearly stipulates the course content, activities and prerequisites based on findings (i.e., a desire for clarity in prerequisites and timing for enrolling in this course) from LSM student and alumni focus groups, student course assessments, and the Program Coordinator's 2nd-year program review. **ELPS 351—the newly proposed course and prerequisite for this course—includes 207 as a prerequisite. The prerequisite content originally found in ELPS 450 and 451 was moved to ELPS 351.** This change supports SLOs 1 and 5.

Impact on Other Units: This revision more precisely explains the student workload and course progression currently required; no impact on other units.

Financial Impact: This redistribution of current credit hours taught by current faculty accurately reflect the delivery costs of the current program and does not require additional resources; no financial impact.

Additional Documentation: This is a low-impact change. This change does not require letters of support or additional approval or need to be reported to SACSCOC.

Item 10-A: Approved electronically (10/30)

TABLED (decision made at 10/25 meeting)

II. PROGRAM CHANGES

(ELPS) EDUCATIONAL POLICY AND STUDIES

ITEM 13: REVISE LEADERSHIP STUDIES MINOR

URL: http://catalog.utk.edu/preview_program.php?catoid=22&pooid=9603&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the description text, chart of required hours, and footnotes for the Leadership Studies Minor, as follows:

FROM:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor, offers a 12-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This cohort approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application to the collegiate setting.

Admission

Admission to the Leadership Studies minor is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An Admissions Committee comprised of ELPS faculty and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in college;
- Evidence of commitment to developing leadership potential; and
- Unique contributions to the leadership learning cohort.

~~Minimally, students must be and remain in good standing with the university.~~

Additional admission, timeline, curricular, and program contact information is available at:
<http://leadershipminor.utk.edu/>.

Minor Requirements:

The minor requires 12 hours of coursework.

In addition to the nine hours of Core Requirements students must complete three hours of electives to be selected from the following list of approved electives. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements must be completed for each term of enrollment. Co-curricular requirements must be met prior to graduation.

Core Requirements

Select 9 hours:

ELPS 201 - Foundations of Leadership Studies
and
ELPS 350 - Leadership Skill Development & Application
and
ELPS 450 - Leadership in Transition

or

ELPS 411 - Leadership Knoxville Scholars Capstone Seminar
and
ELPS 451 - Leadership in Transition Seminar

Electives*

Select 3 hours from:

ALEC 202 - Leadership and Diversity in Organizations and Communities
ALEC 303 - Analysis of Leadership Approaches and Styles
ALEC 304 - Leadership, Motivation, Power and Influence
ELPS 211 - Servant Leadership & Social Justice Seminar **
ELPS 310 - Emerging Leaders
ELPS 350 - Leadership Skill Development & Application (1-3; repeatable with a maximum of 7)
ELPS 493 - Independent Study
ELPS 495 - Special Topics
ENT 410 - Leadership in Nonprofits and Social Entrepreneurship
HEAM 455 - Seminar in Student Leadership
PSYC 435 - Multicultural Psychology
PYED 246 - Outdoor Leadership

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences **
- Leadership Development Portfolio

* Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.

** Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program upon departmental approval. of the student petition.

TO:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor, offers a 12-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This experiential learning approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, coached experiences, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project - either self-directed or faculty guided experiential learning course.

Admission

Student applications to the minor are accepted annually. Students may apply to declare the Leadership Studies minor after completing ELPS 351 with a grade of "B" or better. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), Application Portfolio, Project Proposal, and permission to access student records. An Admissions Committee comprised of ELPS faculty and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with demonstrated academic and experiential leadership success. The Leadership ~~Students Studies~~ minor must be declared before beginning a self-directed leadership capstone project. Minimally, students must be and remain in good standing with the university. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Proven ability and preparation to lead a self-directed project;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in college;
- Evidence of commitment to developing leadership potential; and
- Unique contributions to the leadership learning cohort.

Additional admission, timeline, curricular, and program contact information is available at: <http://leadershipminor.utk.edu/>.

Minor Requirements:

The minor requires 12 hours of coursework.

In addition to the nine hours of Core Requirements students must complete three hours of electives to be selected from the provided list of approved electives and the following co-curricular requirements. Approved electives taken prior to admission may be accepted toward completion of the minor. Portfolio requirements and co-curricular requirements must be met prior to graduation.

<u>Complete:</u>	Credit Hours
ELPS 201 - Foundations of Leadership Studies	3
and	
ELPS 350 - <u>Coached Leadership Skills and Practicum</u>	2
<u>Select one sequence:</u>	
<u>ELPS 351 - Personally and Socially Responsible Leadership in Action</u>	2
and	
<u>ELPS 451 - Leadership in Transition Seminar</u>	1
and	
<u>ELPS 452 - Experiential Leadership Capstone</u>	1
or	
<u>ELPS 351 - Personally and Socially Responsible Leadership in Action</u>	1
and	
<u>ELPS 451 - Leadership in Transition Seminar</u>	1
and	
<u>Experiential Learning Project Course</u>	
<u>Department Approved Project Course*</u>	2

Electives**

Select 3 credit hours from:

- ALEC 202 - Leadership and Diversity in Organizations and Communities
- ALEC 303 - Analysis of Leadership Approaches and Styles
- ALEC 304 - Leadership, Motivation, Power and Influence
- ELPS 211 - Servant Leadership & Social Justice Seminar **
- ELPS 310 - Emerging Leaders
- ELPS 350 - Coached Leadership Skills Leadership Skill Development & Application (1-3; repeatable with a maximum of 7 6)
- ELPS 493 - Independent Study
- ELPS 495 - Special Topics
- ENT 410 - Leadership in Nonprofits and Social Entrepreneurship
- HEAM 455 - Seminar in Student Leadership
- PSYC 435 - Multicultural Psychology

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences ***
- Leadership Development Portfolio

* Contemporary Issues and Solutions courses and other approved courses with experiential learning projects (ex. ELPS 411 – Leadership Knoxville Scholars) are provided on the Educational Leadership and Policy Studies

website. A list of approved courses is on the Leadership Minors website. Student may petition the Department for a course not included to count as an approved course.

** Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.

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Rationale: The proposed program changes: 1) redistribute the Leadership Studies minor (LSM) content, assignments, and corresponding credit hours to improve the student experience, learning, and persistence to graduation; 2) delay the application for admission process to follow completion of core course content, thus expanding access to foundational leadership education and allowing student performance in Leadership Studies to determine eligibility for admission; 3) include a Project Proposal and Portfolio review in the admissions process to improve quality control and risk management of the coached leadership projects; and 4) adds **perquisites prerequisites** to clearly guide student completion and permit student self-registration. The proposed program change does not amend the required number of credit hours in the minor.

The Program Coordinator's 2nd-year review of the program's operational efficiency, pedagogical effectiveness, quality of the student experience, and compliance with the Experiential Learning QEP incorporated assessment feedback in the program goals and proposed changes. The resulting proposed changed addressed assessment data from LSM student and alumni focus groups, student course assessments, faculty feedback, LSM retention/persistence trend analysis, and the recommendations of an external review of our academic courses in the Center for Leadership and Service. The proposed changes specifically addressed students' need for: 1) foundational content synthesis before introducing the Personally and Socially Responsible Leadership content and solely facilitating students' creation of a self-authored personal leadership framework in ELPS 451; 2) structured coaching earlier in the program to complete and effectively apply LSM conceptual framework to the Portfolio and Leadership Capstone Projects; 3) student awareness of the scholarly aspects (i.e., reflective learning and engaged scholarship) of Leadership Studies before committing to the minor; and 4) clarity about the path to graduation and personal responsibility for registration. Therefore, these changes support all of the SLOS. The changes also align the program' pedagogical commitment to Experiential Education with the university's approach and requirements.

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Financial Impact: This change more accurately reflects the current delivery costs of the current program and thus does not require additional resources; no financial impact.

Additional Documentation: Program requirement flow charts and syllabi are attached because this is a mid-impact program change.

This course does not require letters of support or additional approval or need to be reported to SACSCOC.

Item 13: Approved electronically (10/30)

TABLED (decision made at 10/25 meeting)

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- Honors requirements met.

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Complete:

- ELPS 207 - Foundations and Theories of Leadership Studies
- ELPS 217 - Honors: Ethics in Leadership
- ELPS 350 - Leadership Skill Development & Application

Select One Sequence:

- ELPS 450 - Leadership in Transition
- and
- ELPS 457 - Honors: Leadership Capstone Project Seminar

or

- ELPS 411 - Leadership Knoxville Scholars Capstone Seminar
- ELPS 451 - Leadership in Transition Seminar

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences*
- Leadership Development Portfolio

*Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program upon departmental approval of the student petition.

TO:

The Department of Educational Leadership and Policy Studies, through its Leadership Studies minor – Honors, offers a 13-hour curriculum of applied leadership education within the collegiate setting. This minor is open to students of every major. This cohort approach to leadership education (i.e., knowledge, disposition, and skill development) combines seminar, experiential learning, and lecture formats with mentoring and portfolio-based self-assessment, skill development and application in a capstone project - either self-directed or faculty guided experiential learning course.

Admission

Admission to the Leadership Studies minor – Honors is limited to a select cohort of students per year. Student applications to the minor are accepted annually. The application packet includes a completed application (e.g., contact information, references, a list of activities and involvements), an essay, and permission to access student records. An Admissions Committee comprised of Honors Program staff, ELPS faculty, and student affairs staff teaching in the program conduct a holistic review of the applications with the goal of creating a diverse cohort of students with leadership potential and varied experiences. Minimally, students must be and remain in good standing with the university. Students are admitted into the minor based on the following criteria:

- Academic potential as demonstrated by the GPA or leadership coursework;
- Demonstrated passion for engaging in leadership, social change, and/or service;
- Positional and/or non-positional leadership while in high school;
- Evidence of commitment to developing leadership potential;
- Unique contributions to the leadership learning cohort; and
- Honors requirements met.

Minor Requirements:

The minor requires 13 hours of coursework and the following co-curricular requirements. Portfolio requirements and co-curricular requirements must be met prior to graduation.

Complete

- | | |
|---|--------------|
| • ELPS 207 - Foundations and Theories of Leadership Studies | Credit Hours |
| • ELPS 217 - Honors: Ethics in Leadership | <u>3</u> |
| • ELPS 350 - <u>Coached Leadership Skills and Practicum</u> | <u>3</u> |
| | <u>2</u> |

Select One Sequence:

- | | |
|--|----------|
| • <u>ELPS 351 - Personally and Socially Responsible Leadership</u> | <u>2</u> |
| <u>and</u> | |
| • <u>ELPS 493 - Independent Study</u> | <u>1</u> |
| <u>and</u> | |

- ELPS 451 - Leadership in Transition Seminar 1
- and
- ELPS 457 - Honors: Leadership Capstone Project Seminar 1

or

- ELPS 351 - Personally and Socially Responsible Leadership 1
 - and
 - ELPS 451 - Leadership in Transition Seminar 1
 - and
 - ~~Experiential Learning Project Course~~
 - Department Approved Project Course * 3
- Total Credit Hours 13

Co-curricular Requirements:

- 60 hours of Leadership Co-curricular Experiences**
- Leadership Development Portfolio

* ~~Contemporary Issues and Solutions courses and other approved courses with experiential learning projects (ex. ELPS 411— Leadership Knoxville Scholars) are provided on the Educational Leadership and Policy Studies website. A list of approved courses is on the Leadership Minors website. Student may petition the Department for a course not included to count as an approved course.~~

** ~~Elective substitutions may be considered by the program. Student may petition the Department for a course not included to count as an elective.~~

*** Approved leadership co-curricular experiences are provided. Additional activities may be considered by the program.

Supporting Information

Rationale: The proposed program changes: 1) redistribute the Leadership Studies minor (LSM) content, assignments, and corresponding credit hours to improve the student experience, learning, and persistence to graduation; 2) delay the application for admission process to follow completion of core course content, thus expanding access to foundational leadership education and allowing student performance in Leadership Studies to determine eligibility for admission; 3) include a Project Proposal and Portfolio review in the admissions process to improve quality control and risk management of the coached leadership projects; and 4) adds ~~perquisites~~ **prerequisites** to clearly guide student completion and permit student self-registration. The proposed program change does not amend the required number of credit hours in the minor.

The Program Coordinator's 2nd-year review of the program's operational efficiency, pedagogical effectiveness, quality of the student experience, and compliance with the Experiential Learning QEP incorporated assessment feedback in the program goals and proposed changes. The resulting proposed changed addressed assessment data from LSM student and alumni focus groups, student course assessments, faculty feedback, LSM retention/persistence trend analysis, and the recommendations of an external review of our academic courses in the Center for Leadership and Service. The proposed changes specifically addressed students' need for: 1) foundational content synthesis before introducing the Personally and Socially Responsible Leadership content and solely facilitating students' creation of a self-authored personal leadership framework in ELPS 451; 2) structured coaching earlier in the program to complete and effectively apply LSM conceptual framework to the Portfolio and Leadership Capstone Projects; 3) student awareness of the scholarly aspects (i.e., reflective learning and engaged scholarship) of Leadership Studies before committing to the minor; and 4) clarity about the path to graduation and personal responsibility for registration. Therefore, these changes support all of the SLOS. The changes also align the program' pedagogical commitment to Experiential Education with the university's approach and requirements.

Impact on Other Units: This revision does not change the total number of hour of required credit hours, content of the minor, or the student workload required to complete the program. The change adjusted the timing and delivery of student learning and reallocates the related activities; no impact on other units.

Financial Impact: This change more accurately reflects the current delivery costs of the current program and thus does not require additional resources; no financial impact.

Additional Documentation: Program requirement flow charts and syllabi are attached because this is a mid-impact program change.

This course does not require letters of support or additional approval or need to be reported to SACSCOC.

Item 14: Approved electronically (10/30)

TABLED (decision made at 10/25 meeting)