

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All Changes Effective Fall 2021, unless otherwise noted

COURSE CHANGES

DEPARTMENT OF CHILD AND FAMILY STUDIES

(CFS) Child and Family Studies

Student Learning Outcomes

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.

REVISE REGISTRATION RESTRICTION(S)

CFS 320 Family Interactions (3)

Dynamics of family interactions and influences of diversity, including parent-child relations, development of parenting skills, and intrafamily verbal and nonverbal communication processes, patterns and problems.

Registration Restriction(s): 45 completed credit hours.

Formerly: CFS 320 Family Interactions (3)

Dynamics of family interactions and influences of diversity, including parent-child relations, development of parenting skills, and intrafamily verbal and nonverbal communication processes, patterns and problems.

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

Supporting Information

Rationale: Course will meet new Engaged Inquiries (EI) Vol Core requirement. (EI application has been submitted and is pending approval). Changing prerequisite from junior-level to 45 credit hours will provide greater curricular flexibility for PreK-K and PreK-3 students.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

CFS 330 Global Perspectives on Childhood and Learning (3)

Basic concepts, rationale, frameworks, and vocabulary related to global citizenship, intercultural competence, and international perspectives of childhood education and learning. A critical comparison of international learning environments for young children as situated in a historical, social, cultural, and political context.

Supporting Information

Rationale: GCI application has been submitted and is pending approval. In the new VolCore requirements, the Global Citizen International (GCI) designation requires one 3-credit course as an alternative to the GCI Foreign Language requirement. The Child and Family Studies PreK-3 and PreK-K Early Childhood Teacher Licensure programs are undergoing significant curriculum revisions due to the State of Tennessee Department of Education (DOE) licensure changes. The current CFS early childhood programs will be replaced with PreK-3 and Birth-K Integrated Early Childhood Endorsements that require both regular and special education coursework. Thus, we are maximizing course credits to ensure that CFS early childhood teacher licensure students receive the appropriate course content to meet the State of Tennessee DOE requirements. The proposed CFS-GCI course, with an explicit focus on global perspectives of childhood from an educational framework, can be offered in multiple CEHHS teacher licensure programs to replace the GCI Foreign Language requirement. Adding this new course is not driven by SACs assessment.

Impact on Other Units: This is not a required course for any CFS major or program. It will be offered as an alternative to the undergraduate GCI Foreign Language requirement. This course does not have a negative impact on other units. It would support other units by offering a GCI course with a specific focus on childhood and learning in educational contexts to meet The State of Tennessee Department of Education new PreK-3 and Birth-K teacher licensure changes. This course meets a range of diversity standards for CEHHS teacher preparation courses. The VolCore GCI application is under review. This course will not be a prerequisite or co-requisite for other courses. It will not be cross-listed in other units.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: No additional approvals are required to add this course. The addition of this course is based on a need to offer a CFS VolCore GCI designated course. It does not make substantive changes to CFS programs/majors and does not need to be reported to SACSCOC. The Child and Family Studies faculty voted unanimously in favor of adding this to our list of courses in our faculty retreat, 08/18/2020.

REVISE TITLE, DESCRIPTION, AND PREREQUISITE

CFS 345 Life Design (3)

Exploration of values and decision-making strategies in the management and allocation of human, economic, and environmental resources toward the attainment of family goals. Emphasis on family diversity and impact of life design on global sustainability. Registration Restrictions(s) *Minimum student level — 45 completed credits*

*Formerly: CFS 345 Family Resource Management (3)
Theory and application of managerial functioning in family settings. Analysis of goals, resource use, information systems, and constraints within families. Observation and analysis of diverse family practices Registration Restriction(s) Minimum student level — junior*

Supporting Information

Rationale: Changes are designed to (a) increase the appeal of the course to a broader range of students; and (2) to provide more flexibility in when students can take the class.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REMOVE (RE) PREREQUISITE, ADD (RE) COREQUISITE

CFS 353 Reading Language and Literacy (3)

Theory and methods for creating learning environments for the development of language, emergent literacy, reading and writing skills from infancy through eight years.

(RE) Corequisite(s): CFS 350

*Formerly: CFS 353 Reading Language and Literacy (3)
Theory and methods for creating learning environments for the development of language, emergent literacy, reading and writing skills from infancy through eight years.
(RE) Prerequisite(s): 350*

Supporting Information

Rationale: Adding the option of taking CFS 350 at the same time as CFS 353 will provide additional flexibility for students in the teacher licensure program.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

+ARCHIVE COURSE (EFFECTIVE FALL 2022)

CFS 405 Development of Professional Skills (3)

Development of interpersonal and other professional skills, along with ethical guidelines, needed for working with children, families, and other professionals from diverse backgrounds. (RE) Prerequisite(s): ENGL 102, ENGL 132, ENGL 290, or ENGL 298 and OC-designated course. Registration Restriction(s): Child and Family Studies major; minimum student level – junior.

*Formerly: CFS 405 Development of Professional Skills (3)
Development of interpersonal and other professional skills, along with ethical guidelines, needed for working with children, families, and other professionals from diverse backgrounds.
Satisfies General Education Requirement: (OC) (WC) (RE) Prerequisite(s): ENGL 102*, ENGL 132*, ENGL 290*, or ENGL 298* Registration Restriction(s): Child and Family Studies major; minimum student level – junior.*

Supporting Information

Rationale: Course will meet new Applied Oral Communications (AOC) Vol Core requirement. OC-designated course is now a prerequisite as per Vol Core requirements.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE CREDIT HOURS

CFS 481 Research in Child and Family Studies (1-6)

Supervised research experiences

Repeatability" May be repeated. Maximum 6 hours.

(RE) Prerequisite(s): 395

Recommended Background: 9 hours in child and family studies

Registration Restriction(s): 3.0 GPA

Registration Permission: Consent of instructor

Formerly: CFS 481 Research in Child and Family Studies (3-6) Supervised research experiences

Repeatability" May be repeated. Maximum 6 hours.

(RE) Prerequisite(s): 395

Recommended Background: 9 hours in child and family studies

Registration Restriction(s): 3.0 GPA

Registration Permission: Consent of instructor

Supporting Information

Rationale: Faculty identified a need to be more flexible with 481 credit hours to allow more students to participate in this course. Change will not impact other courses programs.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

(EDPY) Educational Psychology

ADD COURSE

EDPY 310 Human Relationships in Workplace and Personal Contexts (3)

Students develop communication skills necessary for optimally effective professionals in a broad range of careers, as well as for optimal personal relationships (e.g., friendships, romantic and family relationships). Communication skills include: active listening, empathy, relational boundaries, giving and receiving feedback, openness to others and other's views, and assertiveness of ones' self and views. Students explore an understanding of themselves as cultural beings and how their separate identities impact their communication with others. In addition, students will engage in meaningful discussion about mental health and gain an awareness of resources related to mental health.

Supporting Information

Rationale: The EPC department is proposing a new Minor. This course would be included in the required Minor courses.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

EDPY 490 Interpersonal Development in Career Contexts and Beyond (3)

This capstone course is designed to engage students in the exploration of careers in the disciplines of Adult Learning, Educational Psychology, Evaluation/Statistics/Methodologies, School Psychology, Mental Health and School Counseling, Instructional Technology, or other helping professions. The praxis environment for these careers is also explored as well as relevant research associated with them. The capstone is designed to grow understanding of organizational context and development, theory and practice associated with change, and relevant social media literacy issues. While building on the discipline specific knowledge/skills associated with other courses in the minor curriculum, the capstone experience focuses largely on the organizational contexts and careers associated with these disciplines. As such, students will be encouraged to focus their capstone experience on careers/contexts of particular interest to them.

Pre-requisites: EDPY 210, EDPY 3XX or COUN 480, IT 4XX, an S-Designated service learning course

Supporting Information

Rationale: The EPC department is proposing a new Minor. This course would be included in the required Minor courses.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(IT) Instructional Technology

ADD COURSE

IT 410 Getting into Online Learning (3)

This course prepares participants with interests in designing online learning environments for effective communication. These environments may be situated in a wide range of settings including business/industry, government, not for profits, schools, and higher education to name just a few. We focus on four core competencies: online social interactions, personalization, learner dispositions, and online assessment. We address issues of instructional design, accessibility, and universal design for learning (UDL). At the end of the course, learners will have the skills to design effective online learning environments. This course provides learners with experiences in developing online learning, and in the process, the tools necessary to become excellent and engaged online learners. At the end, learners will increase their ability to take coursework online, and will recognize engaging and efficient online instruction.

Supporting Information

Rationale: The EPC department is proposing a new Minor. This course would be included in the required Minor courses.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES (KNS) Kinesiology

Student Learning Outcomes

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

Student Learning Outcomes

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.

REVISE TITLE, REVISE COURSE DESCRIPTION

RSM 201 Foundations of Therapeutic Recreation (3)

Introduction to the therapeutic recreation profession focusing on history, theories and processes, populations served, trends and issues, career opportunities, and professional practices in the healthcare and recreation service industries.

Formerly: RSM 201 - Recreation and Principles of Leadership (3)

-Introduction to the recreation profession focusing on understanding concepts, philosophy, career opportunities, and professional practices in recreation service industries. Required lab focuses on application and practice of theories of leadership.

Supporting Information

Rationale: The proposed change is to revise the course title and description to reflect new course content. Modifying the course content and title specifically addresses the Therapeutic Recreation content that was covered in the original RSM 320 course. This course will remain the prerequisite course for the TR major. The faculty have met and agreed on this change. This change is not driven by the SACs assessment.

Impact on other units: This course is a required course in the Recreation and Sport Management major- Therapeutic Recreation concentration only and does not impact other units.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE COURSE DESCRIPTION, REVISE REGISTRATION RESTRICTION (MULTIPLE COURSES)

RSM 290 Sport Management Practicum I (3)

Supervised professional experience related to Recreation and Sport Management.

Registration Restriction(s): Sport Management Major

*Formerly: RSM 290 Sport Management Practicum I (3)
Supervised part-time field experience (minimum of 120 clock hours) at an approved site.
Registration Restriction(s): Recreation and sport management major.*

RSM 294 Therapeutic Recreation Practicum I (3)

Supervised professional experience related to Therapeutic Recreation/Recreational Therapy or other allied health profession. Emphasis will be placed on the NCTRC Job Task Analysis.

Registration Restriction(s): Therapeutic Recreation Major

*Formerly RSM 294 Therapeutic Recreation Practicum I (3)
Supervised part-time field experience (minimum of 120 clock hours) at an approved site.
Registration Restriction(s): Therapeutic recreation major*

RSM 390 Sport Management Practicum II (3)

Supervised professional experience related to Recreation and Sport Management.

Registration Restriction(s): Sport Management Major

*Formerly: RSM 390: Sport Management Practicum II (3)
Supervised part-time field experience (minimum of 120 clock hours) at an approved site.
Registration Restriction(s): Recreation and sport management major.*

RSM 394 Therapeutic Recreation Practicum II (3)

Supervised professional experience related to Therapeutic Recreation/Recreational Therapy. Emphasis will be placed on the NCTRC Job Task Analysis.

Registration Restriction(s): Therapeutic Recreation Major

*Formerly: RSM 394: Therapeutic Recreation Practicum II (3)
Supervised part-time field experience (minimum of 120 clock hours) at an approved site.*

RSM 490 Sport Management Internship (6-12)

Supervised professional experience related to Recreation and Sport Management. Emphasis on managerial tasks and administrative procedures.

Registration Restriction(s): Sport Management Major, minimum GPA 2.5; minimum student level – senior

*Formerly: RSM 490 Sport Management Internship (6-12)
Current: Supervised work experience at an approved site offering. Emphasis on managerial tasks and administrative procedures.
Registration Restriction(s): Recreation and sport management major; minimum student level – senior.*

Supporting Information

Rationale: More accurate reflection of the purpose and requirements of the course. Revision to registration restriction coincides with degree title change.

Impact on Other Units: There is no impact on units outside of the KRSS department

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE TITLE, REVISE COURSE DESCRIPTION, REVISE REGISTRATION RESTRICTION

RSM 320 Therapeutic Recreation in Behavioral Health (3)

Theories, advocacy, and professional responsibilities and opportunities in behavioral health. Emphasis on therapeutic recreation planning and implementation for individuals with behavioral health diagnoses.

Registration Restriction(s): Therapeutic Recreation Major

*Formerly: RSM 320 Therapeutic Recreation and Special Populations (3)
Principles, concepts, historical development of recreation, therapeutic recreation, and leisure services to special populations. Explanation of legislation, attitudes, barriers to participants, mainstreaming, advocacy, as related to leisure fulfillment.
Registration Restriction(s): Recreation and sport management major.*

Supporting Information

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Rationale: The course change we are proposing is to revise the course title and description to provide a professional support course elective for Therapeutic Recreation students. The content covered in the former RSM 320 course will be included in the newly revised RSM 201 course. Prerequisite will remain RSM 201 and registration restriction of recreation and sport management majors. The faculty met and reviewed the course content and requirements and agree on this change. Revision to registration restriction coincides with degree title change. This change is not driven by the SACs Assessment.

Impact on Other Units: This course will serve as a professional support elective for the Recreation and Sport Management major -Therapeutic Recreation concentration only and does not impact other units.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD REGISTRATION RESTRICTION

RSM 335 Socio-Cultural Foundations of Sport and Recreation (3)

Registration Restriction(s): Minimum Student Level – Sophomore

Formerly: RSM 335 Socio-Cultural Foundations of Sport and Recreation (3)

Supporting Information

Rationale: Students who struggled in the past were first-year students. Most often, that was because they did not understand plagiarism and working with scholarly readings well enough. This will give students an opportunity to develop a better understanding of plagiarism and the use of scholarly literature during their first year of studies.

Impact on Other Units: There is no impact on units outside of the KRSS department

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PREREQUISITE, REVISE REGISTRATION RESTRICTION

RSM 420 Principles of Therapeutic Recreation (3)

(RE) Prerequisite (s): RSM 201.

Registration Restriction (s): Therapeutic Recreation Major, Minimum Student Level – Junior

Formerly: RSM 420 Principles of Therapeutic Recreation (3)

(RE) Prerequisite (s): RSM 320.

Registration Restriction (s): Recreation and sport management major.

Supporting Information

Rationale: The proposed change is to remove the RSM 320 prerequisite and add RSM 201 as a prerequisite with a registration restriction of Junior Standing. RSM 320 will no longer be a required course in the Therapeutic Recreation concentration and the course content is reflective of progression into the major.

Impact on other units: This course is a required course in the Recreation and Sport Management major- Therapeutic Recreation concentration only and does not impact other units.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE COURSE DESCRIPTION, REMOVE COMMENT, REVISE REGISTRATION RESTRICTION

RSM 494 Therapeutic Recreation Internship (6-12)

Supervised professional experience in Therapeutic Recreation/Recreational Therapy under the direct supervision of a CTRS (Certified Therapeutic Recreation Specialist). Sites and site supervisors must meet NCTRC Internship Standards. Emphasis will be placed on the NCTRC Job Task Analysis.

Registration Restriction(s): Therapeutic Recreation Major, minimum student level - senior

Formerly: RSM 494 Therapeutic Recreation Internship (6-12)

Supervised work experience at an approved site offering. Emphasis on managerial tasks and administrative procedures.

Comment(s): Therapeutic Recreation sites must meet NCTRC Standards. Enrollment for 2 semesters (6 hours each) or 1 semester (12 hours). Total of 12 hours required.

Registration Restriction(s): Therapeutic Recreation Major; minimum student level – senior.

Supporting Information

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Rationale: More accurate reflection of the purpose and requirements of the course. Comment should be included in the syllabus.

Impact on Other Units: There is no impact on units outside of the KRSS department

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE REGISTRATION RESTRICTION(S) (MULTIPLE COURSES)

RSM 310 Developing and Evaluating Therapeutic Recreation Programs (3)

Registration Restriction(s): Therapeutic Recreation Major

Formerly: RSM 310 Developing and Evaluating Therapeutic Recreation Programs (3)

Registration Restriction(s): Recreation and sport management major.

RSM 325 Therapeutic Recreation Theories and Techniques (3)

Registration Restriction(s): Therapeutic Recreation Major

Formerly: RSM 325 Therapeutic Recreation Theories and Techniques (3)

Registration Restriction(s): Recreation and sport management and kinesiology majors

RSM 330 Sport Communication (3)

Registration Restriction(s): Sport Management major.

Formerly: RSM 330 Sport Communication (3)

Registration Restriction(s): Recreation and sport management major.

RSM 337 International Sport Management (3)

Registration Restriction(s): Sport Management major.

Formerly: RSM 337 International Sport Management (3)

Registration Restriction(s): Recreation and sport management major.

RSM 338 Applied Ethics in Recreation and Sport (3)

Registration Restriction(s): Sport Management, Therapeutic Recreation, or kinesiology major.

Formerly: RSM 338 Applied Ethics in Recreation and Sport (3)

Registration Restriction(s): Recreation and sport management or kinesiology major.

RSM 340 Financial Aspects of Sport (3)

Registration Restriction(s): Sport Management major.

Formerly: RSM 340 Financial Aspects of Sport (3)

Registration Restriction(s): Recreation and sport management major.

RSM 350 Sport Management: Theory to Practice (3)

Registration Restriction(s): Sport Management major.

Formerly: RSM 350 Sport Management: Theory to Practice (3)

Registration Restriction(s): Recreation and sport management major.

RSM 360 Sport Governance (3)

Registration Restriction(s): Sport Management major.

Formerly: RSM 360 Sport Governance (3)

Registration Restriction(s): Recreation and sport management major.

RSM 370 Event Management (3)

Registration Restriction(s): Sport Management, Therapeutic Recreation, or kinesiology major.

Formerly: RSM 370 Event Management (3)

Registration Restriction(s): Recreation and sport management or kinesiology major.

RSM 380 Special Topics (1-3)

Registration Restriction(s): Sport Management and Therapeutic Recreation Majors.

Formerly: RSM 380 Special Topics (1-3)

Registration Restriction(s): Recreation and sport management and kinesiology majors.

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RSM 405 Therapeutic Recreation in Public Schools (3)

Registration Restriction(s): Therapeutic Recreation or kinesiology majors

Formerly: RSM 405 Therapeutic Recreation in Public Schools (3)

Registration Restriction(s): Recreation and sport management major or kinesiology major

RSM 410 Intercollegiate Athletics (3)

Registration Restriction(s): Sport Management major.

Formerly: RSM 410 Intercollegiate Athletics (3)

Registration Restriction(s): Recreation and sport management major.

RSM 415 Facility Planning and Development (3)

Registration Restriction(s): Sport Management, Therapeutic Recreation, or kinesiology major.

Formerly: RSM 415 Facility Planning and Development (3)

Registration Restriction(s): Recreation and sport management or kinesiology major.

RSM 430 Administration of Therapeutic Recreation Services (3)

Registration Restriction(s): Therapeutic Recreation Major

Formerly: RSM 430 Administration of Therapeutic Recreation Services (3)

Registration Restriction(s): Recreation and sport management and kinesiology majors.

RSM 440 Sport Marketing (3)

Registration Restriction(s): Sport Management major.

Formerly: RSM 440 Sport Marketing (3)

Registration Restriction(s): Recreation and sport management major

RSM 450 Legal Aspects of Sport (3)

Registration Restriction(s): Sport Management, Therapeutic Recreation, or kinesiology major.

Formerly: RSM 450 Legal Aspects of Sport (3)

Registration Restriction(s): Recreation and sport management or kinesiology major.

RSM 460 Strategic Management of Sport Organizations (3)

Registration Restriction(s): Sport Management major.

Formerly: RSM 460 Strategic Management of Sport Organizations (3)

Registration Restriction(s): Recreation and sport management major.

RSM 493 Independent Study (1-3)

Registration Restriction(s): Sport Management and Therapeutic Recreation Majors.

Formerly: RSM 493 Independent Study (1-3)

Registration Restriction(s): Recreation and sport management and kinesiology majors.

Supporting Information

Rationale: Revision to registration restriction coincides with degree title change.

Impact on Other Units: There is no impact on other units outside the KRSS department

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

**DEPARTMENT OF NUTRITION
(NUTR) Nutrition**

Student Learning Outcomes

1. Students enrolled in the Didactic Program in Dietetics (DPD) will demonstrate readiness for success in an accredited supervised practice program.
2. Students will demonstrate readiness for graduate study or entry into health professional programs.
3. Upon completing the program, the student will demonstrate the ability to apply the science of nutrition in individual, clinical, and community settings.
4. Upon completing the program the student will be able to apply critical thinking skills to solve problems.

ADD COURSE

NUTR 216 World Foods (3)

This course provides information on foods found around the world including historical and cultural aspects, how to select and prepare, and nutrition content and disease prevention capacity.

Supporting Information

Rationale: This course is being added in anticipation of also being approved as a VolCore course (SS elective). The faculty member taking the lead on this course addition taught it at a different institution, where it was consistently at enrollment capacity. The expectation is that it will be an attractive course for students seeking elective hours as it will be open to any student, regardless of major. The nutrition faculty supports this course addition.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE (RE) PREREQUISITE(S)

NUTR 420 Nutrition Research Design & Methods II (2)

(RE) Prerequisite(s): NUTR 320, STAT 201, and CMST 240.

Formerly: NUTR 420 Nutrition Research Design & Methods II (2)

*(RE) Prerequisite(s): NUTR 320 and STAT 201**

Supporting Information

Rationale: We have submitted NUTR 420 to the VolCore Committee, requesting designation as an AOC course. The addition of CMST 240 as a prerequisite is in anticipation of this approval. The revised prerequisites will provide the background needed to be successful in NUTR 420.

Impact on Other Units: The proposed change does not affect any other programs or course offerings CMST 240 is already a requirement in our curriculum and NUTR 420 is only open to nutrition majors.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF PUBLIC HEALTH (PUBH) Public Health

Student Learning Outcomes

1. The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
2. The ability to locate, use, evaluate and synthesize public health information.

ADD COURSE

PUBH 215 VOLS 2 VOLS Peer Health Education (3)

Foundations of community health education and skill development preparation to serve as a peer educator for UT Center for Health Education and Wellness's VOLS 2 VOLS program. Students accepted as VOLS 2 VOLS Peer Health Educators will take this course to learn how to address a variety of health issues that affect students and empower students in health-related decision-making.

Registration Permission: Consent of instructor.

Comment: Priority given to students in the Vols 2 Vols program

Supporting information

Rationale: This has been taught as a Special Topics course for 2 years (13 students enrolled each time), as an academic component of the VOLS TO VOLS peer educator program offered by the Center for Health and Wellness (CHEW). The program is described here: (<https://wellness.utk.edu/about-v2v/>). The PUBH faculty, with support from CHEW, are requesting to make this course permanent. This supports learning objective 1 for the public health minor. VOLS 2 VOLS peer educators will be given priority, as it is a required course for those enrolled in the CHEW program. After that, any remaining seats will be available to students working on a minor in Public Health (who would take the course as an elective). This course add would also acknowledge the established relationship between PUBH and the CHEW program.

Impact on Other Units: This course is only required for students in the CHEW program. Therefore, there are no impacts expected on other units.

Financial Impact: This course will be taught as part of CHEW, which is in the Division of Student Life. The instructor will always be based in CHEW as they oversee the VOLS 2 VOLS peer educators. The change does not have a financial impact.

Additional Documentation: See attached syllabus and letter from CHEW. This change does not require additional approval. This is not a substantive change.

**DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT
(HTM) Hospitality and Tourism Management**

Student Learning Outcomes

1. Demonstrate knowledge, skills, and abilities to manage a hospitality and tourism business.
2. Demonstrate a level of critical thinking skills relative to problem solving and decision making as applied to the hospitality industry.
3. Effectively communicate knowledge, interpretations, and arguments in writing and in formal oral presentations.

ADD COURSE

HTM 225 Principles and Science of Foodservice Baking (4)

This course will cover the basics of a bakeshop focusing on leavening agents, binding ingredients, and fats. With the ingredients of salt, flour, water, and yeast students will learn basic bread making of multiple styles of bread. Desserts covered in this course consist of custards, cakes, pies, and pastries.
Contact Hour Distribution: 2 hours lecture and 2 hours lab.

Supporting Information

Rationale: The course addition will serve the future plans for UT Culinary Institute and to enhance the breadth of knowledge for our students who pursue careers in the food industry. This addition should also attract more students to our HTM program.

Impact on Other Units: No impact on other academic units. The course is not a general university elective, tracking or high demand course. The course will serve as an HTM elective.

Financial Impact: None. This is a new course that will be part of the Culinary Institute development and HTM Minors. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

HTM 335 Advanced Foodservice Techniques and Applications (4) This course will cover protein fabrication and cookery, sauce production, starches, grains, vegetables, and plate presentation. Students will learn recipe and menu writing along with the ability to prepare bulk quantities of food.

*Contact Hour Distribution: 2 hours lecture and 2 hours lab.
(RE) Prerequisite: HTM 101 or FDSC 100*

Supporting Information

Rationale: The course addition will serve the future plans for UT Culinary Institute and to enhance the breadth of knowledge for our students who pursue careers in the food industry. This addition should also attract more students to our HTM program.

Impact on Other Units: No impact on other academic units. The course is not a general university elective, tracking or high demand course. The course will serve as an HTM elective.

Financial Impact: None. This is a new course that will be part of the Culinary Institute development and HTM Minors. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD NEW SUBJECT CODE (Multiple Courses)

HTM 101 Science of Foods and Culinary Fundamentals (3)

Scientific principles involved with selection, preparation, and evaluation of quality food.
Contact Hour Distribution: 2 hours lecture and 2 hours lab each week.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number

HRT 101 Science of Foods and Culinary Fundamentals	HTM 101 Science of Foods and Culinary Fundamentals
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HTM 102 Introduction to the Business of Hospitality and Travel (3)

The class is a complete overview of the hospitality and travel industry. It will focus on the scope and pervasiveness of all facets of hospitality and tourism, and financial impacts.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 102 Introduction to Business of Hospitality and Travel	HTM 102 Introduction to Business of Hospitality and Travel

HTM 150 Career Planning (1)

This class focuses on resumes, cover letters, job interviewing, and professional interaction skills in the Retail, Hospitality, and Tourism Management industry.

Grading Restriction: Satisfactory/No Credit grading only.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 150 Career Planning	HTM 150 Career Planning

HTM 210 Foodservice Operations Management (3)

Principles of menu development, equipment selection, layout, purchasing, production, and service of food in volume.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 210 Foodservice Operations Management	HTM 210 Foodservice Operations Management

HTM 211 Hotel and Resort Operations (3)

Operational theory of lodging and an exploration of the lodging industry in terms of nature of work, organizational structure of lodging segments, the meaning of guest services, differentiation of brands, current industry issues, and evaluation of the market place.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 211 Hotel and Resort Operations	HTM 211 Hotel and Resort Operations

HTM 212 Event Planning and Design (3)

Understanding the concepts and models of conventions/meetings, roles of meeting planners, identifying decision makers, site selection, negotiating, budgeting, and marketing commitment.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 212 Event Planning and Design	HTM 212 Event Planning and Design

HTM 299 Beverage Management (3)

This course is designed as an overview of contemporary issues in beverage management, including general instruction in wines, beers, spirits and the legal implications relative to their selling, serving, and consumption.

Course Equivalency Table	
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Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 299 Beverage Management	HTM 299 Beverage Management

HTM 311 Human Resources Management in Hospitality and Retailing (3)

The core concepts of managing an organization's culturally-diverse workforce — recruitment and selection, training and development, and employee relations. Same as RCS 311.
(RE) Prerequisite(s): HTM 210 or HTM 211 or HTM 212, or RCS 210.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 311 Human Resources Management in Hospitality and Retailing	HTM 311 Human Resources Management in Hospitality and Retailing

HTM 326 Financial Management for the Hospitality Industry (3)

Budget, cost analysis, computer, financial statement use in decision-making in lodging and foodservice systems.
(RE) Prerequisite(s): HTM 210, HTM 211, and ACCT 200.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 326 Financial Management for the Hospitality Industry	HTM 326 Financial Management for the Hospitality Industry

HTM 361 Issues and Trends in Customer Service (3)

Building competencies in providing outstanding customer service in retail organizations. This course will create a unified approach to customer service, recognizing the importance of store environment planning, organizational policies, and internal marketing that will lead to increased business by attracting and retaining desired customers.
(RE) Prerequisite(s): HTM 311.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 361 Issues and Trends in Customer Service	HTM 361 Issues and Trends in Customer Service

HTM 390 Leadership and Managing Corporate Culture (3)

This class has been designed to address the unique transitional needs of hospitality students as leaders and pillars within today's society. More specifically, we will use this course to promote personal and professional development awareness. You will learn soft skills that assist with the development of individual leadership and organizational leadership tactics. This course will be structured to address self-awareness or self-mastery, to address the psychological issues that accompany your transition in today's diverse workforce.
Satisfies General Education Requirement: (WC)
(RE) Prerequisite(s): HTM 311.
(DE) Prerequisite(s): HTM 326, HTM 310, and ENGL 101* and ENGL 102*.
Registration Restriction(s): Hotel, restaurant, and tourism or retail and consumer sciences major.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 390 Leadership and Managing Corporate Culture	HTM 390 Leadership and Managing Corporate Culture

HTM 410 Strategic Marketing for Hospitality and Tourism (3)

Partnering with stakeholders within the hospitality and tourism industries to assist with enhancing tourism. Explores socio-cultural impacts of tourism and hospitality industries in order to sustainably create marketing plans for industry partners. Enhances soft skills through leadership, team building, and communication activities. Build on the principles of marketing knowledge from previous courses to promote their destination in a sustainable manner. Creates socially responsible future tourism consultants that understand strategic marketing plans that benefit all stakeholders in the community.
(RE) Prerequisite(s): HTM 311, HTM 326, and MGT 300.

Commented [CM1]: This course is cross listed with RCS 311. Does there need to be a change to RCS 311 description?

Commented [KK2R1]: @Copley, Meghan If it is just the prefix that is changing (not the title or description, etc), I don't THINK you need to have a change submitted for RCS...unless they mention HRT 311 somewhere in their showcase...then it might... Probably a Molly Sullivan question

Commented [CM3R1]: @Kavanagh, Katie This is what Molly said, Work with other departments (if any) that have courses that list any HRT course as a pre/coreq

Work with other departments (if any) that currently require HRT courses, to be sure all programs are updated correctly

Commented [KK4R1]: @Copley, Meghan Oof. I didn't even THINK about this, but Nutrition requires a couple of HRT classes. I imagine lots of others do too... @Hardin, Robin L ...do you have any recommendations re: a blanket replacement at this late of a date??

Commented [GJ(5R1): I'm following this discussion

Commented [CM6]: This course has a Prerequisite with ACCT 200. Does the language need to be changed with ACCT 200?

Commented [KK7R6]: @Copley, Meghan I don't think anything has to happen with accounting, since it already exists as a prereq for the course. Others might have a different take :)

Commented [CM8]: This course has a Prerequisite with MGT 300. Does the language need to be changed with MGT 300?

Commented [SH9R8]: No. It is an existing course and a prerequisite so no changes needed. Basically the same with the other prereqs

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 410 Strategic Marketing for Hospitality and Tourism	HTM 410 Strategic Marketing for Hospitality and Tourism

HTM 425 Legal Issues in Service Management (3)

Legal rights and responsibilities of service industry managers, their staff, and clientele.

(RE) Prerequisite(s): HTM 311.

Registration Restriction(s): Hotel, restaurant, and tourism major.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 425 Legal Issues in Service Management	HTM 425 Legal Issues in Service Management

HTM 435 Advanced Event Planning and Design (3)

Management techniques used in the execution of meetings, marketing, conventions, and special events. Emphasis on integration of management principles and strategic planning.

(RE) Prerequisite(s): HTM 212.

Registration Permission: Consent of instructor.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 435 Advanced Event Planning and Design	HTM 435 Advanced Event Planning and Design

HTM 440 Special Topics: Hospitality and Tourism Management (1-3)

Developments, issues, and problems in hotel, restaurant, and tourism. Variable topics.

Repeatability: May be repeated. Maximum 6 hours.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 440 Special Topics: Hospitality and Tourism Management	HTM 440 Special Topics: Hospitality and Tourism Management

HTM 445 Advanced Food Production and Service Management (3)

Application of management concepts in menu design, personnel, cost control, and production and service of food.

Contact Hour Distribution: 2 hours and 1 lab.

(RE) Prerequisite(s): HTM 210.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 445 Advanced Food Production and Service Management	HTM 445 Advanced Food Production and Service Management

HTM 450 Advanced Lodging Management (3)

Designed to allow students to interpret operational problems currently occurring in the hotel industry in a case study, interactive environment. The student will analyze management opportunities and threats within a hotel and determine reasonable alternatives.

(RE) Prerequisite(s): HTM 211.

(DE) Prerequisite(s): MARK 300.

Course Equivalency Table	
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Commented [CM10]: This course has a Prerequisite with MARK 300. Does the language need to be changed with MARK 300?

Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 450 Advanced Lodging Management	HTM 450 Advanced Lodging Management

HTM 484 Critical Sustainable Tourism (3)

Critical Sustainable Tourism: Explores the historic and current socio-cultural impacts of tourism on the environment, community, and government. Understand the complexities of tourism relationships from the host community and tourist perspective. Explain how tourism influences culture, communities, and societies through forces of racial/ethnic identity, class, gender, sex tourism, and the politicization of tourism. Identifying the power dynamics within tourism planning and development of a tourism destination. Emphasis on the study of both historic and current socio-cultural impacts of tourism on family, community, culture, government, and the environment, as well as other current issues.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 484 Critical Sustainable Tourism	HTM 484 Critical Sustainable Tourism

HTM 492 Professional Experience (6)

Supervised educational experiences in selected hospitality operations.

(RE) Prerequisite(s): HRT 390*.

Registration Restriction(s): Hotel, restaurant and tourism major.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 492 Professional Experience	HTM 492 Professional Experience

HTM 493 Independent Study (1-3)

Individual problems or activities for students with special interests in hotel, restaurant, and tourism.

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Hotel, restaurant and tourism major.

Registration Permission: Consent of instructor.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 493 Independent Study	HTM 493 Independent Study

HTM 494 Directed Study: Hotel, Restaurant, and Tourism (1-3)

Individual student-faculty experience.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 6 hours.

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

Registration Permission: Consent of instructor.

Course Equivalency Table	
Former Prefix / Course Number	Equivalent New Prefix / Course Number
HRT 494 Directed Study: Hotel, Restaurant, and Tourism	HTM 494 Directed Study: Hotel, Restaurant, and Tourism

Supporting Information

Rationale: This course is being added using a new departmental prefix (HTM) to align with the program major change and replaces a course offered under the former prefix (HRT). This curricular revision is needed to stay abreast with competing hospitality programs from peer institutions. It was determined that this change was needed by our department and academy standards for our specific area. This change is not driven by the SACs Assessment.

Commented [GJ(12R11)]: I also vote to "approve" all of item 2 (prefix changes)

Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change does not require additional approval. Please see the attached syllabus.

DROP – COURSE PREFIX (HRT) HOTEL/RESTAURANT/TOURISM (Multiple Courses)

HRT 101 Science of Foods and Culinary Fundamentals (3)

HRT 101 Career Planning (1)

HRT 102 Introduction to the Business of Hospitality and Travel (3)

HRT 210 Foodservice Operations Management (3)

HRT 211 Hotel and Resort Operations (3)

HRT 212 Event Planning and Design (3)

HRT 299 Beverage Management (3)

HRT 311 Human Resources Management in Hospitality and Retailing (3)

HRT 326 Financial Management for the Hospitality Industry (3)

HRT 361 Issues and Trends in Customer Service (3)

HRT 390 Leadership and Managing Corporate Culture (3)

HRT 410 Strategic Marketing for Hospitality and Tourism (3)

HRT 425 Legal Issues in Service Management (3)

HRT 435 Advanced Event Planning and Design (3)

HRT 440 Special Topics: Hospitality and Tourism Management (1-3)

HRT 445 Advanced Food Production and Service Management (3)

HRT 450 Advanced Lodging Management (3)

HRT 484 Critical Sustainable Tourism (3)

HRT 492 Professional Experience (6)

HRT 493 Independent Study (1-3)

HRT 494 Directed Study: Hotel, Restaurant, and Tourism (1-3)

Supporting Information

Rationale: The course prefix (HRT) is being replaced with the new departmental prefix (HTM) to align with the program major change. This curricular revision is needed to stay abreast with competing hospitality programs from peer institutions. It was determined that this change was needed by our department and academy standards for our specific area. This change is not driven by the SACs Assessment.

Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change does not require additional approval. Please see the attached syllabus.

REVISE COURSE TITLE

HTM 440 Special Topics: Hospitality and Tourism Management (1-3)

Developments, issues, and problems in hotel, restaurant, and tourism. Variable topics.
Repeatability: May be repeated. Maximum 6 hours.

Formerly: HRT 440: Special Topics: Hotel, Restaurant, and Tourism (1-3)

Commented [KK13]: For item 4, technically, you don't need the Repeatability language. And, you may not actually need the course description. Still, I vote "approve" for item 4.

Developments, issues, and problems in hotel, restaurant, and tourism. Variable topics.
Repeatability: May be repeated. Maximum 6 hours

Rationale: To more accurately describe the course content that align with the program major change. This curricular revision is needed to stay abreast with competing hospitality programs from peer institutions. It was determined that this change was needed by our department and academy standards for our specific area. This change is not driven by the SACs Assessment.

Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change does not require additional approval. Please see the attached syllabus.

REVISE COURSE DESCRIPTION

HTM 361 Issues and Trends in Consumer Service (3)

Building competencies in providing outstanding customer service in hospitality and tourism organizations. This course will create a unified approach to customer service; recognizing the importance of organization policies; internal marketing; and theories, examples, and approaches that will lead to increased business by attracting and retaining desired customers.

(RE) Prerequisite(s): HTM 311.

Registration Restriction(s): HTM Major.

Formerly: HRT 361 (3). Building competencies in providing outstanding customer service in retail organizations. This course will create a unified approach to customer service, recognizing the importance of store environment planning, organizational policies, and internal marketing that will lead to increased business by attracting and retaining desired customers.
(RE) Prerequisite(s): HRT 311.

Supporting Information

Rationale: The course description revision is needed to make sure this course is addressing the customer service issues in the hospitality and tourism industry. This description change will keep this course aligned with our program name change, to maintain consistency amongst our current curricula. This curricular revision is needed because we changed to HTM to stay abreast with competing hospitality programs from peer institutions. It was determined that this change was needed by our department and academy standards for our specific area. This change is not driven by the SACs Assessment.

Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change does not require additional approval. Please see the attached syllabus.

+REMOVE (RE) PREREQUISITE(S) (Multiple Courses)

+HTM 361 Issues and Trends in Consumer Service (3)

(RE) Prerequisite: HTM 311

Supporting Information

Rationale: The course change we are proposing is to open this course to all majors. This will give our program an opportunity to attract a more diverse student population. It was determined that this change was needed by our department and academy standards for our specific area. This change is not driven by the SACs Assessment.

Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change does not require additional approval. Please see the attached syllabus.

+HTM 390 Leadership and Managing Corporate Culture (3)

Satisfies General Education Requirement: (WC)

(RE) Prerequisite(s) HTM 311

(DE) Prerequisite(s): HTM 326, HTM 310, and ENGL 101* and ENGL 102*.

Registration Restriction(s): Hotel, restaurant, and tourism or retail and consumer sciences major.

Supporting Information

Rationale: The course change we are proposing is to open this course to all majors. This will give our program an opportunity to attract a more diverse student population. It was determined that this change was needed by our department and academy standards for our specific area. This change is not driven by the SACs Assessment.

Commented [KK14]: Technically, I think item 5 should combine changing to the new course prefix and revising the course description. However, if yall have gotten guidance on this and this is how it should be, then I vote "approve". I also don't want to hang it up, secondary to formatting issues, so I would actually vote for the change 'in spirit', should the formatting need to be changed as it moves to the next step.

Commented [KK15]: I vote "approve" for item 6A, though I think the formatting might be a little 'off'. (it is a little hard to tell with the track changes). Basically, the prerec would only show up under the "formerly" section. It would not be on the new version, which indicates it should be dropped.

Commented [KK16R15]: sorry...i can't seem to figure out how to attach comments to the actual items!! :/

Commented [GJ(17R15): I also vote to approve item 5 (revise course description)

Commented [KK18]: Same comment re: 6B (as for 6A). If the prereqs are to be removed, the 'new' entry would not include the prerecs (RE or DE), but they would show up in the "formerly" entry (which should be just below the 'new' entry)...Does this make any sense? Hard to explain via comments :) I vote to "approve"

Commented [GJ(19R18): After these changes are made, I vote to approve item 6 (remove prereqs)

Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change does not require additional approval. Please see the attached syllabus.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION
Bachelor of Science in Education- All Concentrations and Specializations

Student Learning Outcomes

1. Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3. Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. Uses current technologies to maximize content learning in varied contexts.
5. Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6. 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.

(ARED) Art Education

ADD COURSE

ARED 350N Field Experience (1)

Tasks related to teaching and to teacher roles.

Supporting Information

Rationale: The rationale in designating this course as an experiential learning course, specifically a designation of N, is so the student is recognized as completing an internship course when future employers look at their transcript. The student in this course visits classroom sites off campus, interacts with art education professionals and classroom communities, and conducts themselves as professionals who are learning and applying what they learn to the future career setting. There are no curriculum changes as the course has been operating under the experiential learning model for years but without the designation.

Impact on Other Units: Program faculty within the department assessed the impact on other units and came to the conclusion that this change will not affect other units. This change is a minor revision to a course description and will only affect this course.

Financial Impact: Program faculty within the department assessed the financial impact and came to the conclusion that this change will not affect the department or college budget. This change is a minor revision to a course prefix

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC. There are no student learner outcomes for minors.

ADD COURSE

ARED 440 Instruction, Pedagogy, and Assessment in Art Education (3)

Examination and construction of curriculum, instruction and assessment as related to advanced theory and teaching practices in art education.

Supporting Information

Rationale: The art education program and the deaf education program would like to create a dual-license program. Currently, students pursuing licensure in art education only enroll in ARED 540, which is a graduate level course. Students in the new deaf education and art education dual-licensure program will take this course prior to their internship year (as undergraduates), as the DE internship year (graduate coursework) is set and does not have any room for additional coursework. This creates the need for the addition of an undergraduate level version of the 540 course so that students in this dual-license program will be able to enroll in the course as undergraduates prior to their internship year.

Impact on Other Units: This course will be limited to art education students so it will not have any impact on students outside of the art education program or dual-license art and deaf education program.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC. There are no student learner outcomes for minors.

(ASL) American Sign Language

REMOVE COMMENT

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 in the larger Deaf community; impact of Deaf education on the history and organizational structure of the Deaf community.
(RE) Prerequisite(s): ASL 211*.

Formerly: 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 in the larger Deaf community; impact of Deaf education on the history and organizational structure of the Deaf community.
(RE) Prerequisite(s): ASL 211*.

~~Comment(s): This course is offered in summer only.~~

Supporting Information

Rationale: Removing comment. ASL 421 is now offered in the spring and summer.

Impact on Other Units: This change should not have any impact on other units.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

(AUSP) AUDIOLOGY AND SPEECH PATHOLOGY

REVISE TITLE AND DESCRIPTION

AUSP 455 Introduction to Adult Speech and Language Disorders (2)

Introduction to the neural bases for adult communication disorders.

(RE) Prerequisite(s): 300

Registration Restriction(s): Audiology and Speech Pathology majors are restricted from taking this course.

Formerly AUSP 455 – Problems in Speech Pathology (1-3) Credit Hours

Repeatability: May be repeated. Maximum 6 hours.

Registration Restriction(s): Audiology and Speech Pathology majors are restricted from taking this course.

Registration Permission: Consent of instructor.

Supporting Information

Rationale: Changes were made to match the same course in the UTHSC catalog for this course. In accordance with the Memorandum of Understanding (MOU) between UTK and UTHSC in forming the Joint Bachelor's 3+1 program in AUSP, UTK's catalog needs to reflect those changes. Registration restriction prevents students in the first 3 years of AUSP at UTK from registering since it is taught by UTHSC during the + 1 senior year.

Impact on Other Units: This change should not have any impact on other units. This is already established in the UTHSC catalog.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC. Approval from the Department Head of UTHSC's Audiology and Speech Pathology department (Dr. Ashley Harkriker).

(EDDE) EDUCATION OF THE DEAF AND HARD OF HEARING

ADD PREREQUISITE(S)

EDDE 425 Foundations of Deaf Education (3)

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

Formerly EDDE 425 Foundations of Deaf Education (3)

Supporting Information

Rationale: Adding prerequisite. EDDE 425 was approved as a Vol Core writing course (WC). This prerequisite is required for all courses with a WC designation.

Impact on Other Units: This change should not have any impact on other units.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC. Approvals from the Department Head of UTHSC's Audiology and Speech Pathology department: Dr. Ashley Harkriker has provided approval of these changes.

(ELED) Elementary Education

ADD COURSE

ELED 493 Elementary Education Student Teaching Seminar (1)

This course is taught in conjunction with student teaching. In this course, student teachers apply principles learned in prior coursework in authentic contexts and develop policies and procedures they can apply in their own classrooms.

(RE) Corequisite(s): 4XX Student Teaching in Elementary Education

Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. We are submitting a proposal to the State teaching licensing office in January to get this program approved. If approved, we will need a student teaching course and seminar.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Format of Course: Traditional classroom setting

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

ELED 494 Student Teaching in Elementary Education (12)

Intensive teaching and teaching-related experiences with students who have disabilities in public schools.

(RE) Corequisite(s): 4XX Elementary Education Student Teaching Seminar

Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. We are submitting a proposal to the State teaching licensing office in January to get this program approved. If approved, we will need a student teaching course and seminar

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Format of Course: Traditional classroom setting.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(MEDU) MATHEMATICS EDUCATION

REVISE PREREQUISITE(S) AND REGISTRATION RESTRICTION

MEDU 434 Project Based Instruction (3)

(RE) Prerequisite(s): Theory and Practice in Teacher Education 115; Mathematics Education 432 or Science Education 432.

Registration Restriction(s): 2.75 Grade Point Average

Formerly MEDU 434 Project Based Instruction (3)

(RE) Prerequisite(s): TPTE 110 and TPTE 120; MEDU 432 or SCED 432; or MEDU 433 and SCED 433.

Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Reviewed by faculty members.

Impact on Other Units: This change should not have any impact on other units.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(SPED) Special Education

ADD COURSE

SPED 321 Field Experience in Special Education (1-3)

This course is designed to accompany special education methods courses. Teacher candidates enrolled in this course will plan, implement, and evaluate instruction for K-12 students with disabilities in school settings.

(RE) Prerequisite(s): SPED 402

(RE) Corequisite(s): SPED 416 or 4XX (Effective Instruction in Intellectual and Developmental Disabilities)

Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. Students in the Elementary Education program will be taking SPED 416. That course has a co-requisite of SPED 320N. However, most ELED students do not have room for three credit hours in their program of study. We are adding a variable credit hour course so these students can complete a field experience for 1-3 hours and be able to do the class requirements for SPED 416 that are usually done in the 320N field placement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PREREQUISITE TO ADD COREQUISITE

SPED 415 Foundations in Learning Disabilities and Other Academic Difficulties (3)

Provides foundational knowledge of learning needs, service delivery models, and critical issues in the education of students with learning disabilities, including dyslexia, and other academic difficulties. Introduction to research-based, evidence-based, and high leverage practices for assessment and instruction of students with diverse learning needs under a Response to Intervention framework.

(RE) Prerequisite or Corequisite: 402.

Registration Restriction(s): Admission to teacher education.

*Formerly: SPED 415 Foundations in Learning Disabilities and Other Academic Difficulties (3)
Provides foundational knowledge of learning needs, service delivery models, and critical issues in the education of students with learning disabilities and other academic difficulties. Introduction to evidence-based practices needed to help students with diverse learning needs under a Response to Intervention framework.
(RE) Prerequisite(s): SPED 402.
Registration Restriction(s): Admission to teacher education.*

Supporting Information

Rationale: Review by faculty members. Updated language to be reflective of course content. We want SPED 402 to be a prerequisite or corequisite because many students are having to take them at the same time due to course availability.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE DESCRIPTION

SPED 416 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (3)

Determining and implementing best practices in assessment and instruction, both remediation and accommodation strategies, for students with learning disabilities, including dyslexia, and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment, and progress monitoring, and databased decision-making.

(RE) Prerequisite(s): SPED 402.

(RE) Corequisite(s): SPED 320N or 415.

Registration Restriction(s): Admission to teacher education.

*Formerly: SPED 416 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (3)
Determining and implementing best practices in instruction, both remediation and accommodation strategies, for students with learning disabilities and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment, and progress monitoring, and databased*

decision-making.
(RE) Prerequisite(s): SPED 402.
(RE) Corequisite(s): 320N or 415.
Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members. Updated language to be reflective of course content.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

SPED 417 Foundations in Intellectual and Developmental Disabilities (3)

Provides foundational knowledge of learning needs, service delivery models, and critical issues in the education of students with intellectual and developmental disabilities. Introduction to research-based, evidence-based, and high leverage practices for assessment and instruction of students with moderate to severe intellectual disability, developmental disabilities, and multiple disabilities.

(RE) Prerequisite or Corequisite: SPED 402
Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members. We currently offer SPED 432 as a 6-hour class containing this content. We want to split this content into two courses to parallel our high-incidence disability courses SPED 415 and 416. This course will be taught by Cate Smith as part of her existing load.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

SPED 418 Effective Instruction for Students with Moderate to Severe Intellectual and Developmental Disabilities (3)

Identifying and implementing best practices in assessment and instruction for students with moderate to severe intellectual disability and developmental disabilities that significantly impact learning. Understanding and applying high-leverage research-based and evidence-based practices including systematic instruction, curricular modifications, and data-based decision making.

(RE) Prerequisite(s): 4XX (Foundations in IDD).
(RE) Corequisite(s): 322N.
Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members. We currently offer SPED 432 as a 6-hour class containing this content. We want to split this content into two courses to parallel our high-incidence disability courses SPED 415 and 416. This course will be taught by Cate Smith as part of her existing load.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

SPED 453 Assessment in Special Education (3)

Current issues related to assessment; advanced study of evaluation models for special education; dynamic and other innovative assessment approaches; advanced study of application to educational programming; basic statistics and application in assessment.

(RE) Prerequisite(s): SPED 402
Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. Currently, we only have a graduate-level assessment course, SPED 553. We want to add

an undergraduate version so students can take the class during their undergraduate program. This will allow the content to be addressed in student teaching and professional internship programs.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

SPED 493 Special Education Student Teaching Seminar (1)

This course is taught in conjunction with student teaching. In this course, student teachers apply principles learned in prior coursework in authentic contexts and develop policies and procedures they can apply in their own classrooms.

(RE) Prerequisite(s): SPED 420N

(RE) Corequisite(s): 4XX Student Teaching in Special Education

Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. We are submitting a proposal to the State teaching licensing office in January to get this program approved. If approved, we will need a student teaching course and seminar. We have already developed the showcase for this new 4-year program; however, that showcase is set for VolCore so we plan to submit it next year. Our first step is adding the courses we will need to the catalog.

Format of Course: Traditional classroom setting

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

SPED 494 Student Teaching in Special Education (12)

Intensive teaching and teaching-related experiences with students who have disabilities in public schools.

(RE) Prerequisite(s): SPED 420N

(RE) Corequisite(s): 4XX Special Education Student Teaching Seminar

Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. We are submitting a proposal to the State teaching licensing office in January to get this program approved. If approved, we will need a student teaching course and seminar. We have already developed the showcase for this new 4-year program; however, that showcase is set for VolCore so we plan to submit it next year. Our first step is adding the courses we will need to the catalog.

Format of Course: Traditional classroom setting

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(SSCE) Social Science Education

ADD COURSE

SSCE 432 Practicing Collaboration for Teaching Diverse Learners in Secondary Schools (3)

Provides prospective educators authentic models of practice to effectively collaborate as means to meet the needs of diverse learners in secondary classrooms.

Cross-listed: (See Social Science Education 532.)

Supporting Information

Rationale: The field of teacher education has seen decreasing enrollment numbers for several years now, leading to fewer new teachers in local schools. In an effort to attract more students to the teaching profession and make the prospect of becoming a teacher more cost efficient and equitable, our department has shifted from a traditional 5th year masters program only, to now offering a 4-year undergraduate major that leads to initial licensure. In order to maintain the quality

preparation program we have at the masters level, there now is an obvious need to make social science education specific coursework available at the undergraduate level. This course has been taught as part of our teacher preparation for many years and we would like to cross list the undergraduate and graduate versions of the courses to accommodate potential students in both our undergraduate and graduate level programs. Lastly, the College of Education, Health, and Human Sciences has been charged by the Chancellor and Dean to provide undergraduate pathways to licensure.

Impact on Other Units: This course will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught by existing faculty and no added sections needed. There could be a positive financial impact for the department and college, as this course could be taken by any undergraduate student interested in teaching at the secondary level, which could lead to increased enrollment.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD COURSE

SSCE 443 Teaching Strategies & Issues in Secondary Social Studies (3)

Activities in this class are intended to promote the professional growth of pre-service social studies teachers through study, design, and implementation of social studies curriculum and instructional strategies. In particular, methods of teaching contemporary social science content in middle and secondary classrooms will be explored.

Cross-listed: (See Social Science Education 543.)

Supporting Information

Rationale: The field of teacher education has seen decreasing enrollment numbers for several years now, leading to fewer new teachers in local schools. In an effort to attract more students to the teaching profession and make the prospect of becoming a teacher more cost efficient and equitable, our department has shifted from a traditional 5th year masters program only, to now offering a 4-year undergraduate major that leads to initial licensure. In order to maintain the quality preparation program we have at the masters level, there now is an obvious need to make social science education specific coursework available at the undergraduate level. This course has been taught as part of our teacher preparation for many years and we would like to cross list the undergraduate and graduate versions of the courses to accommodate potential students in both our undergraduate and graduate level programs. Lastly, the College of Education, Health, and Human Sciences has been charged by the Chancellor and Dean to provide undergraduate pathways to licensure.

Impact on Other Units: This course will be taught by existing faculty and no added sections needed. There could be a positive financial impact for the department and college, as this course could be taken by any undergraduate student interested in teaching at the secondary level, which could lead to increased enrollment.

Financial Impact: This course will be taught by existing faculty and no added sections needed. There could be a positive financial impact for the department and college, as this course could be taken by any undergraduate student interested in teaching at the secondary level, which could lead to increased enrollment.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD COURSE

SSCE 472 Field Experiences in Secondary Social Science Education (3)

This course is designed to provide field experiences in teaching secondary social science education courses to 6-12 students. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for 6-12 students in secondary social science education.

Registration Restriction(s): Admission to teacher education program.

Supporting Information

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. We are submitting a proposal to the State teaching licensing office in January to get this program approved. If approved, we will need a field experiences practicum course.

Format of Course: Traditional classroom setting

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

SSCE 485: Teaching and Learning with Film (3)

Selected strategies, trends, methods, materials, and legal issues for effectively incorporating film in the K-12 classroom. Selected topics include media literacy, film research, and making movies appropriate to educational settings.

Supporting Information

Rationale: The field of teacher education has seen decreasing enrollment numbers for several years now, leading to fewer new teachers in local schools. In an effort to attract more students to the teaching profession and make the prospect of becoming a teacher more cost efficient and equitable, our department has shifted from a traditional 5th year masters program only, to now offering a 4-year undergraduate major that leads to initial licensure. In order to maintain the quality preparation program we have at the masters level, there now is an obvious need to make social science education specific coursework available at the undergraduate level. This course has been taught as part of our teacher preparation for many years and we would like to cross list the undergraduate and graduate versions of the courses to accommodate potential students in both our undergraduate and graduate level programs. Lastly, the College of Education, Health, and Human Sciences has been charged by the Chancellor and Dean to provide undergraduate pathways to licensure.

Impact on Other Units: This course will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught by existing faculty and no added sections needed. There could be a positive financial impact for the department and college, as this course could be taken by any undergraduate student interested in teaching at the secondary level, which could lead to increased enrollment.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD COURSE

SSCE 493 Secondary Social Science Education Student Teaching Seminar (1)

This course is taught in conjunction with student teaching. In this course, student teachers apply principles learned in prior coursework in authentic contexts and develop policies and procedures they can apply in their own classrooms.
(RE) Corequisite(s): SSCE 494 Student Teaching in Secondary Social Science Education
Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. We are submitting a proposal to the State teaching licensing office in January to get this program approved. If approved, we will need a student teaching course and seminar.

Format of Course: Traditional classroom setting

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

SSCE 494 Student Teaching in Secondary Social Science Education (12)

Intensive teaching and teaching-related experiences with students who have disabilities in public schools.
(RE) Corequisite(s): SSCE 493 Secondary Social Science Education Student Teaching Seminar
Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from Dean McIntyre and Associate Dean Cihak to develop four-year licensure programs. We are submitting a proposal to the State teaching licensing office in January to get this program approved. If approved, we will need a student teaching course and seminar

Format of Course: Traditional classroom setting

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

SSCE 496: Teaching and Learning in a Contemporary Secondary Classroom (3)

Introduces, examines, and models the effective practice of teaching and learning with contemporary tools, resources, and strategies for secondary classrooms (grades 6-12).
Cross-listed:(See Social Science Education 599.)

Supporting Information

Rationale: The field of teacher education has seen decreasing enrollment numbers for several years now, leading to fewer new teachers in local schools. In an effort to attract more students to the teaching profession and make the prospect of

becoming a teacher more cost efficient and equitable, our department has shifted from a traditional 5th year masters program only, to now offering a 4-year undergraduate major that leads to initial licensure. In order to maintain the quality preparation program we have at the masters level, there now is an obvious need to make social science education specific coursework available at the undergraduate level. This course has been taught as part of our teacher preparation for many years and we would like to cross list the undergraduate and graduate versions of the courses to accommodate potential students in both our undergraduate and graduate level programs. Lastly, the College of Education, Health, and Human Sciences has been charged by the Chancellor and Dean to provide undergraduate pathways to licensure.

Impact on Other Units: This course will be taught by existing faculty and no added sections needed. There could be a positive financial impact for the department and college, as this course could be taken by any undergraduate student interested in teaching at the secondary level, which could lead to increased enrollment.

Financial Impact: This course will be taught by existing faculty and no added sections needed. There could be a positive financial impact for the department and college, as this course could be taken by any undergraduate student interested in teaching at the secondary level, which could lead to increased enrollment.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

*Names, titles, and description of courses at the graduate level are simultaneously being submitted through the graduate CRC in order to have consistency and alignment.

(TPTE) Theory and Practice in Teacher Education

DROP COURSE

TPTE 110 VolsTeach: Inquiry-based Teaching (1)

Introduction to inquiry-based approaches to teaching in mathematics and science.

Supporting Information

Rationale: Review by faculty members. VolsTeach students currently enroll in TPTE 110 (1 hr) and TPTE 120 (1 hr). TPTE 115 (2 hrs) is a merging of these two courses into one course. TPTE 110 and 120 were taught by VolsTeach faculty. TPTE 115 will be taught by VolsTeach faculty.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

TPTE 115 VolsTeach: Introduction to Teaching (2)

Introduction to inquiry-based approaches to teaching and lesson design.

Supporting Information

Rationale: Review by faculty members. VolsTeach students currently enroll in TPTE 110 (1 hr) and TPTE 120 (1 hr). TPTE 115 (2 hrs) is a merging of these two courses into one course. TPTE 110 and 120 are taught by VolsTeach faculty. TPTE 115 will be taught by VolsTeach faculty.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DROP COURSE

TPTE 120 VolsTeach: Inquiry-based Lesson Design (1)

Introduction to inquiry-based lesson design in mathematics and science.

Supporting Information

Rationale: Review by faculty members. VolsTeach students currently enroll in TPTE 110 (1 hr) and TPTE 120 (1 hr). TPTE 115 (2 hrs) is a merging of these two courses into one course. TPTE 110 and 120 were taught by VolsTeach faculty. TPTE 115 will be taught by VolsTeach faculty.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

TPTE 491 Analysis of Teaching (6)

The course is an introduction to the edTPA, the components of the portfolio, and the expectations of candidates in the completion of the process. The course learning outcomes/objectives align with national standards and state licensure requirements. The teacher candidates will hone their skills at writing and analyzing critical aspects of the classroom context, planning, instructing, and assessing.

Supporting Information

Rationale: TPTE 491 provides a course name to a special topics course in which VolsTeach students enroll during their Apprentice Teaching placement.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

(WLEL) World Language and English as a Second Language Education

ADD COURSE

WLEL 450 Second Language Assessment and Standards-Based Instruction (3)

Will focus on how to develop, use, score and interpret a variety of second language assessments, give constructive feedback to students and use the results of the assessments to inform standards-based language instruction.

Supporting Information

Rationale: The World Language program plans to add a new undergraduate pathway and requires an UG version of the Second Language Assessment and Standards-Based Instruction course (WLEL 550)

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

WLEL 456 Field Study in Education (3)

This course is designed to provide Elementary-education teacher candidates with a school-based field experience to develop and demonstrate content knowledge, skills, and dispositions necessary to design lesson plans and deliver instruction to English Learners (ELs).

Supporting Information

Rationale: The Elementary Education program is creating a 4-year program from the single-licensed graduate program to the dual-licensed undergraduate program with English as a Second Language Education Concentration.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

WLEL 470 Sociolinguistics for ELL/ESL Teachers (3)

Educational sociolinguistic approaches, research, and theories for teaching English to second language learners. Examines how sociolinguistic variables such as cultural background, ethnicity, urbanization, disability, and socioeconomic status impacts second language learning and teaching English to speakers and signers of other Languages. Required for PreK-12 ESL Licensure.

Supporting Information

Rationale: The Elementary Education program is creating a 4-year program from the current 5-years single-license graduate program to the dual-license undergraduate program with English as a Second Language Education Concentration

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

WLEL 493 World Language and World Language/English as a Second Language- Student Teaching Seminar (1)

Will focus on how to develop, use, score and interpret a variety of second language assessments, give constructive feedback to students and use the results of the assessments to inform standards-based language instruction.

Prerequisite(s): WLEL 455

Corequisite(s): WLEL 494 Student Teaching in World Language/English as a Second Language

Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

ADD COURSE

WLEL 494 Student Teaching in World Language and World Language/English as a Second Language (12)

Will focus on how to develop, use, score and interpret a variety of second language assessments, give constructive feedback to students and use the results of the assessments to inform standards-based language instruction.

Prerequisite(s): WLEL 455

Corequisite(s): WLEL 493 World Language and World Language/English as a Second Language Student Teaching Seminar

Registration Restriction(s): Admission to teacher education.

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

PROGRAM CHANGES

DEPARTMENT OF CHILD AND FAMILY STUDIES (CFS) Child and Family Studies

REVISE DESCRIPTION AND REQUIREMENTS

Requirements for the Bachelor of Science in Health and Human Sciences – Child and Family Studies Major – Community Outreach Track

URL: https://catalog.utm.edu/preview_program.php?catoid=29&pooid=12458&returnto=3807

The department's major is designed for students whose educational and career goals are focused on studying and working with children and families within educational programs, community services, and other professional settings. The major is designed to accommodate the special interests or strengths of students to allow for flexibility and individualization. Students design a program of study in consultation with their advisor that includes a set of required courses, a complement of courses across **five areas of emphasis the social sciences** that support individual interests, and a 12-hour practicum that will complete their program of study. All students graduating with a child and family studies major will have in-depth knowledge about children and families, a broad integrative perspective, and means for application.

Students must complete a total of **27 15** credits **from six conceptually organized Areas of Emphasis of Advanced Social Science coursework. An Area of Emphasis course Advanced Social Science courses** may not be used to fulfill any other elective requirement. This required program of coursework meets the current eligibility requirements for certification as a "Certified Family Life Educator" (CFLE) through the National Council on Family Relations' approved program mechanism.

Students interested in applying for provisional certification as a Family Life Educator are encouraged to pursue the steps indicated at ncfr.org.

Term 4		
Any HIST Elective	3	2.5 cumulative GPA
CFS 213, CFS 240	6	CFS 211
⁴ Intermediate Foreign Language*	3	
² Unrestricted Elective ⁵ Area-of-Emphasis Elective	3	
Term 5		
CFS 320, CFS 385	6	Intermediate Foreign Language Elective*
² Unrestricted Elective ⁵ Area-of-Emphasis Elective	9	
Term 6		
CFS 345, CFS 360, CFS 395	9	Intermediate Foreign language Sequence*
⁵ Advanced Social Science Electives ⁵ Area of Emphasis Elective	6	Three courses from CFS 213, CFS 240, CFS 320, CFS 345, CFS 360, CFS 385, CFS 395
Term 7		
⁶ CFS 405*, CFS 440	6	No milestones
⁵ Advanced Social Science Electives ⁵ Area of Emphasis Elective	6	
² Unrestricted Elective	3	
Term 8		
⁵ Area-of-Emphasis Elective	3	No milestones
⁵ Advanced Social Science Electives		
⁷ CFS 470 or CFS 480 or CFS 490	12	
TOTAL	120	

¹Chosen from University General Education list. At least one of the natural sciences elective must have a laboratory. CFS210*, CFS 220*, and the courses used to meet the Psychology/Sociology Elective requirement may not be used for the Social Sciences Elective requirement.

²At least 48-54 hours in 300-400 level courses are required.

³Select two courses from PSYC 110*, PSYC 220* PSYC 301*; SOCI 110* SOCI 120*.

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

⁵**Area-of-Emphasis Advanced Social Sciences:** Students must complete a total of 27-15 credit hours from the list of interdisciplinary child and family-related courses: of upper division (300-400 level) coursework in anthropology, Africana studies, child and family studies, communication studies, counselor education, educational psychology, history, Latin American and Caribbean studies, political science, psychology, public health, recreation and sport management, social work, sociology, and/or women, gender, and sexuality studies. A course may not be used to fulfill any other elective requirement. Check the Undergraduate Catalog for any prerequisites required for these courses.

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

⁷CFS 470, CFS 480 and CFS 490 require a cumulative GPA of 2.5; 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 and CFS 480 must be completed in one semester. CFS 490 may be completed over several semesters.

* Meets University General Education Requirement.

Supporting Information

Rationale: The proposed changes will (a) convert the 27 hours of AOE credit hours to 15 hours of Advanced Social Science coursework and 12 unrestricted elective hours to provide greater curricular flexibility for students and (b) reduce the number of Upper Division credit hours required from 54 to 48 to bring is in closer alignment with other departments. The Child and Family Studies faculty voted unanimously in favor of adding these changes in our faculty retreat, 08/18/2020.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

+ARCHIVE PROGRAM REQUIREMENTS (EFFECTIVE FALL 2022)

Requirements for the Bachelor of Science in Health and Human Sciences – Child and Family Studies Major – Early Childhood Education Teacher Licensure Pre K-3 Track

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pooid=12775&returnto=3807

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 with lab*	3-4	
² Psychology/Sociology Elective* ¹ Any AH, AAH, GCI, GCUS, or SS*	3	
¹ Quantitative Reasoning Elective (MATH course)*	3	
Term 2		
¹ Arts and Humanities Elective* CMST 210* or CMST 240*	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	Quantitative Reasoning Elective*
Term 3		
CFS 211, CFS 220*	6	Psychology/Sociology Elective*
⁴ Intermediate Foreign Language* or ¹ Any GCI*	3	
² Psychology/Sociology Elective* ¹ Any AH, AAH, GCI, GCUS, or SS*	3	
³ Social Sciences Elective* ¹ Any GCUS*	3	
Term 4		
⁵ Advanced Social Sciences Electives	6	2.75 cumulative GPA
⁶ Any HIST Elective ¹ Any EI Elective*	3	CFS 211-
CFS 213	3	CFS 211
⁴ Intermediate Foreign Language* ¹ Any GCI course*	3	
Term 5		
CFS 320*, ³ CFS 350, ³ CFS 353, CFS 395	13	Intermediate Foreign Language Elective*
³ REED 330	3	
Term 6		
³ CFS 351*, ³ CFS 353, ⁶ CFS 405*	7	Intermediate Foreign Language Sequence*
³ EDPY 401	3	One course from CFS 320, CFS 385, CFS 395
² CFS 445 ³ REED 430	3	
³ ETEC 486	3	
Term 7		
³ CFS 422, ⁶ CFS 406, ² CFS 385, ³ CFS 445	12 9	No milestones
³ REED 430	3	
³ SPED 402	3	
Term 8		
^{3,7} CFS 470	12	No milestones
TOTAL	120	

¹Chosen from University General Education list. At least one of the natural sciences elective 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.

²Select two courses from PSYC 110*, PSYC 220*, PSYC 301*, SOCI 110*, SOCI 120*. Meets Contemporary Issues and Solutions (CIS) graduation requirement.

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

⁴Intermediate foreign language may be used to meet this GCI requirement. Select six hours of the same foreign language at the intermediate level, chosen from the University General Education list.

⁵A total of 6 hours selected from 300-400 level anthropology, Africana studies, child and family studies, communication studies, counselor education, educational psychology, history, Latin American and Caribbean studies, political science, psychology, public health, recreation and sport management, social work, sociology, and/or women, gender, and sexuality studies.

⁶Meets Communicating through Writing (WC) and Applied Oral Communication (AOC) 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.

* Meets University General Education Requirement.

Supporting Information

Rationale: The Child and Family Studies faculty voted unanimously in favor of these changes in our faculty retreat, 08/18/2020.

Impact on Other Units: All changes to the undergraduate showcase have been reviewed by the Office of Advising and Student Services and will not impact other units. The addition of CMST 210 or CMST 240 to fulfill the OC Vol Core requirement has been approved by the appropriate unit.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval

+ARCHIVE PROGRAM REQUIREMENTS (EFFECTIVE FALL 2022)

Requirements for the Bachelor of Science in Health and Human Sciences – Child and Family Studies Major – Early Childhood Education Teacher Licensure Pre K-K Track

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pooid=12776&returnto=3807

Term 1		
¹ Arts and Humanities Elective*	3	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	
¹ Natural Sciences Electives with lab*	3-4	
¹ Any AH, AAH, GCI, GCUS, or SS* ² Psychology/Sociology elective	3	
¹ Quantitative Reasoning Elective (MATH course)*	3	
Term 2		
CMST 210* or CMST 240* 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* or ¹ any GCI*	3	
¹ Any AH, AAH, GCI, GCUS, or SS* ² Psychology/Sociology elective	3	
¹ Any GCUS* ² Social Sciences Elective*	3	
Term 4		
³ AUSP 320	3	2.75 cumulative GPA
¹ Any EI elective* Any HIST elective	3	CFS 211-
CFS 213	3	CFS 211
¹ Any GCI* ⁴ Intermediate Foreign Language*	3	
³ CFS 350	4	
Term 5		
CFS 320*, ⁴ CFS 350, ³ CFS 351*, ³ CFS 353, ² CFS 385, CFS 395	13 16	Intermediate Foreign Language Elective*-
Term 6		
⁵ ETEC 486 ⁵ Advanced Social Sciences Elective (CFS 351 recommended)	3	Intermediate Foreign Language Sequence*
⁵ CFS 405*	3	One course from CFS 320, CFS 385, CFS 395-
³ EDPY 401	3	
³ SPED 402, ³ SPED 410	6	
Unrestricted Elective	1	
Term 7		
³ CFS 353, ³ CFS 423	9 6	No milestones
³ CFS 445	3	
³ SPED 471	6	
Term 8		
⁵ ⁶ CFS 472	12	No milestones
⁵ ETEC 486	3	

¹Chosen from University General Education list. At least one of the natural sciences elective 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.

²Select two courses from PSYC 110*, PSYC 220*, PSYC 301*, SOCI 110*, SOCI 120*. Meets Contemporary Issues and Solutions (CIS) graduation requirement.

³Early Development and Learning PreK-K Specialty Area courses.

⁴Intermediate foreign language may be used to meet this GCI requirement. Select six hours of the same foreign language at the intermediate level, chosen from the University General Education list.

⁵Three 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. CFS 351, Early Childhood Education II is recommended.

⁶Meets Communicating through Writing (WC) and Applied Oral Communication (AOC) requirements.

⁷Registration for this course requires a cumulative GPA of 2.75, including transfer credits; completion of all course prerequisites enforced by the registration system; a minimum grade of C in all CFS courses and all teacher education courses; completed application; and student conduct and criminal background clearance.

* Meets University General Education Requirement.

Supporting Information

Rationale: The Child and Family Studies faculty voted unanimously in favor of these changes in our faculty retreat, 08/18/2020.

Impact on Other Units: All changes to the undergraduate showcase have been reviewed by the Office of Advising and Student Services and will not impact other units. The addition of CMST 210 or CMST 240 to fulfill the OC Vol Core requirement has been approved by the appropriate unit.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

+ARCHIVE PROGRAM REQUIREMENTS (EFFECTIVE FALL 2022)

Requirements for the Bachelor of Science in Health and Human Sciences – Child and Family Studies Major – Community Outreach Track

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pooid=12458&returnto=3807

The department's major is designed for students whose educational and career goals are focused on studying and working with children and families within educational programs, community services, and other professional settings. The major is designed to accommodate the special interests or strengths of students to allow for flexibility and individualization. Students design a program of study in consultation with their advisor that includes a set of required courses, a complement of courses across the social sciences that support individual interests, and a 12-hour practicum that will complete their program of study. All students graduating with a child and family studies major will have in-depth knowledge about children and families, a broad integrative perspective, and means for application. Students must complete a total of 15 credits of Advanced Social Science coursework. Advanced Social Science courses may not be used to fulfill any other elective requirement. This required program of coursework meets the current eligibility requirements for certification as a "Certified Family Life Educator" (CFLE) through the National Council on Family Relations' approved program mechanism. Students interested in applying for provisional certification as a Family Life Educator are encouraged to pursue the steps indicated at ncfr.org.

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	
¹ Quantitative Reasoning Elective (MATH Course)*	3	
² Unrestricted Elective	2	
Term 2		
¹ Arts and Humanities Elective*	3	Natural Sciences Elective*
ENGL 102*	3	Quantitative Reasoning Elective*
¹ Natural Sciences Elective*	3-4	
¹ Quantitative Reasoning Elective (STAT Course)*	3	
¹ CMST 210 or CMST 240* Psychology/Sociology Elective*	3	
Term 3		
CFS 211, CFS 220*	6	Psychology/Sociology-Elective* CMST 210 or CMST 240*
¹ Any GCI or Intermediate Foreign Language*	3	
¹ Any EI Elective* Psychology/Sociology-Elective*	3	
¹ Any AH, AAH, GCI, GCUS, or SS* Social-Sciences Elective	3	
Term 4		
¹ Any AH, AAH, GCI, GCUS, or SS* Any-HIST-elective	3	2.5 cumulative GPA
CFS 213, CFS 240	6	CFS 211
¹ Any GCUS* Intermediate-foreign-language	3	
² Unrestricted Elective	3	
Term 5		
³ CFS 320, ³ CFS 385	6	Two courses from CFS 211, CFS 213, CFS 220, CFS 240 Intermediate-foreign-language Elective

¹ Any EI Elective* Unrestricted Elective	9 3	
² Unrestricted Elective	6	
Term 6		
CFS 345, CFS 360, CFS 395	9	Two courses from CFS 320, CFS 345, CFS 360, CFS 385, CFS 395 Intermediate Foreign language Sequence ²
⁵ Advanced Social Science Electives	6	Three courses from CFS 213, CFS 240, CFS 320, CFS 345, CFS 360, CFS 385, CFS 395
Term 7		
⁶ CFS 405*, CFS 440	6	No milestones
⁵ Advanced Social Science Electives	6	
² Unrestricted Elective	3	
Term 8		
⁵ Advanced Social Science Elective	3	No milestones
⁷ CFS 470 or CFS 480 or CFS 490	12	
TOTAL	120	

¹Chosen from University General Education/Volunteer Core list. At least one of the natural sciences elective must have a laboratory.

²At least 48 hours in 300-400 level courses are required.

³Meets Engaged Inquiry (EI) Vol Core requirement. Select two courses from PSYC 110*, PSYC 220* PSYC 301*; SOCI 110* SOCI 120*.

⁴Meets Contemporary Issues and Solutions (CIS) graduation requirement. Select six hours of the same foreign language at the intermediate level, chosen from the University General Education list.

⁵Advanced Social Sciences: Students must complete 15 credit hours of upper division (300-400 level) coursework in anthropology, Africana studies, child and family studies, communication studies, counselor education, educational psychology, history, Latin American and Caribbean studies, political science, psychology, public health, recreation and sport management, social work, sociology, and/or women, gender, and sexuality studies. A course may not be used to fulfill any other elective requirement. Check the *Undergraduate Catalog* for any prerequisites required for these courses.

⁶Meets Communicating through Writing Written Communication (WC) and Communicating Orally (OC) Applied Oral Communication (AOC) requirements.

⁷CFS 470, CFS 480 and CFS 490 require a cumulative GPA of 2.5; 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 and CFS 480 must be completed in one semester. CFS 490 may be completed over several semesters.

* Meets University General Education Requirement.

Supporting Information

Rationale: Showcase has been updated to reflect the new Vol Core general educational requirements and the new CIS graduation requirement. The Child and Family Studies faculty voted unanimously in favor of adding these changes in our faculty retreat, 08/18/2020.

Impact on Other Units: All changes to the undergraduate showcases have been reviewed by the Office of Advising and Student Services and will not impact other units. The addition of CMST210 or CMST240 to fulfill the OC Vol Core requirement has been approved by the appropriate unit.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

ADD MINOR – INTERPERSONAL DEVELOPMENT

In the 2021-22 Undergraduate Catalog add heading, text and requirements for new Minor: Interpersonal Development

In this minor, students develop their own interpersonal skills while learning approaches to the development of interpersonal skills in others for workplace, learner, and life development. Students explore a wide range of knowledge and skills associated with interpersonal development and human support services. While these knowledge and skills have broad application to a range of careers, a capstone course and experience further engages students in the exploration of careers in the disciplines of Adult Learning; Educational Psychology; Evaluation, Statistics, Measurement; Instructional Technology; School Psychology, Clinical Mental Health Counseling, and School Counseling. The capstone

also engages students in better understanding of organizational context and development as well as the necessary skills associated with being an effective consumer of research and other forms of information.

Campus Code
Knoxville

Credit Hours Required
15 credit hours

Required Courses:

- EDPY 210*
- IT 410
- EDPY 490

Select one of the following:

- EDPY 310
- COUN 480

Select one human service learning requirement:

- COUN 333
- COUN 460

or a service learning course (i.e., an S-designated course) with approval of the director of the minor

*Meets a university general education, Vol Core, requirement.

Supporting Information

Rationale: Department faculty designed the minor to meet an anticipated undergraduate interest area and to make a contribution to the university's mission with existing resources.

Impact on Other Units: As EPC is mainly composed of graduate level programs, students from other departments across UT will have the opportunity to complete this Minor. The proposed Minor does not alter courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES (KNS) Kinesiology

REVISE PROGRAM – RENAME DEGREE

Requirements URL: https://catalog.utk.edu/preview_program.php?catoid=29&poiid=12536&returnto=3807

Kinesiology Major, BS in Kinesiology

~~Formerly: Kinesiology Major, BS in Education~~

~~Supporting Information:~~

~~Rationale: The Exercise Science curricular area has been in existence since 1988, when it was housed in the Department of Physical Education. Students earned a Bachelor's of Science in Education with a major in Physical Education and a concentration in Exercise Science.~~

~~A shift in major names occurred in 1991. The Department of Physical Education was renamed the Department of Human Performance and Sport Studies. Students earn a Bachelor's of Science in Education with a major in Human Performance and Sports Studies and a concentration in Exercise Science.~~

~~Reconfigurations occurred in 1993 to the Department of Human Performance and Sport Studies. Students earned a Bachelor's of Science in Education with a major in Exercise Science.~~

~~In 1995, Exercise Science was combined with Health and Safety Sciences to form the Department of Health and Exercise Science. Students earned a Bachelor's of Science in Education with a major in Exercise Science.~~

~~In 2000, more reconfigurations occurred and Exercise Science was housed in the newly formed Department of Exercise Science and Sport Management. Students earned a Bachelor's of Science in Education with a major in Exercise Science.~~

~~In 2003, the College of Education and College of Human Ecology merged. Exercise Science was housed in the Department of Sport and Leisure Studies. Students earned a Bachelor's of Science in Education with a major in Exercise Science.~~

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More reconfiguration occurred in 2005 as Exercise Science became part of the Department of Exercise, Sport, and Leisure Studies. Students earned a Bachelor's of Science in Education with a major in Exercise Science.

More department and program reorganization in 2010 resulted in the formation of the Department of Kinesiology, Recreation, and Sport Studies. Students earned a Bachelor's of Science in Education with a major in Kinesiology.

The Kinesiology program has been through many different departmental configurations and college reorganizations over the years, but the program has endured. The original B.S. degree title was Education, primarily because our field of Kinesiology (which means "the study of human movement") grew out of Physical Education and was housed within the College of Education. At that time, in the 1970s and 1980s, we were preparing gym teachers for K-12 environments, so the B.S. degree title of "Education" was appropriate. However, in 1988 we began to phase out training of Physical Education teachers due to a lack of interest on the part of students.

The program formerly known as "Exercise Science" is now approaching 10 years in its current departmental structure, and Kinesiology has become a recognized discipline of its own. The Kinesiology program at UTK has approximately 930 undergraduate students and graduates approximately 230 students per year. The stability of our structure now allows for the proper branding of the degree. Students will now earn a Bachelor's of Science in Kinesiology. Kinesiology is now the most popular ~~popular~~ undergraduate major nationwide for students in the pre-Health Professional tract that leads to graduate programs in physical therapy, occupational therapy, physician's assistant, athletic training, cardiopulmonary rehabilitation, pharmacy, and even medicine. As such, it is important that our students can refer to their degree by the title, Kinesiology. Parents have called us to complain about a degree title of Education, when the students are not being prepared to be teachers, but rather to go into the health professions.

Another rationale for having a degree title of "Kinesiology" is that this term is associated with the Classification of Instructional Programs (CIP) codes. Kinesiology has a CIP code of 31.0505. Some organizations and government offices use CIP codes to define which programs qualify for funding related to specific topics, such as Science, Technology, Engineering, and Mathematics (STEM). The National Center for Education Statistics (NCES) uses CIP codes to organize information about fields of study and program completions. When third parties use the data, the CIP code defines who we are. The Oklahoma Salary Survey is organized by CIP codes. (This is the dataset UTK uses to set salary ranges.)

In addition, we have checked with colleagues at other universities and the use of "Kinesiology" in the degree title is the most common choice for Kinesiology-related programs.

Impact on Other Units: There is no impact on units outside of the KRSS department.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Approvals: Additional approvals needed by the PRV, VPS, THEC.

(RSM) Recreation and Sport Management

REVISE PROGRAM – RENAME DEGREE

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pooid=12608&returnto=3807

Sport Management Major, BS in Recreation and Sport Management

Formerly: Recreation and Sport Management Major, BS in Education – Sport Management Concentration

Supporting Information

Rationale: Sports Management first appeared in the undergraduate catalog in the 1984-85 Students earned a Bachelor of Science in Education with a major in Physical Education with a concentration in Sports Management. The program was housed in the Department of Physical Education.

The Sports Management curricular area then became an interdisciplinary program in 1988-90 as it was housed in both the Department of Physical Education and the Department of Health, Leisure, and Safety. Students earned a Bachelor of Science in Education with either a major in Physical Education or a major in Recreation with a concentration in Sports Management.

Another shift in major names occurred in 1991-92. The Department of Physical Education was renamed the Department of Human Performance and Sport Studies. Students earned a Bachelor of Science in Education with a major in Human Performance and Sports Studies or Recreation and Leisure Studies with a concentration in Sport Management.

Sport Management became a stand-alone major in 1993 and was housed solely in the Department of Human Performance and Sport Studies. Students earned a Bachelor of Science in Education with a major in Sport Management.

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More department reconfiguration occurred in 1994, and the Sport Management program was now housed in the Department of Sport and Physical Activity. Students earned a Bachelor of Science in Education with a major in Sport Management.

The Sport Management program found itself involved in college reconfiguration as the program became an intercollegiate program in 1995 and was housed in the Department of Sport and Physical Education in the College of Education and the Department of Health, Leisure and Safety Sciences in the College of Human Ecology. Students earned a Bachelor of Science in Education with a major in Sport Management.

The Sport Management program moved completely back to the College of Education in 2000 and was housed in the newly formed Department of Exercise Science and Sport Management. Students earned a Bachelor of Science in Education with a major in Sport Management.

More change was on the horizon in 2003 with the College of Education and College of Human Ecology merged. Sport Management was now housed in the Department of Sport and Leisure Studies. Students earned a Bachelor of Science in Education with a major in Sport Management.

More reconfiguration occurred in 2005 as Sport Management became a part of the Department of Exercise, Sport, and Leisure Studies. Students earned a Bachelor of Science in Education with a major in Sport Management.

More department and program reorganization 2010 in the college resulted in the formation of the Department of Kinesiology, Recreation, and Sport Studies. Students now earn a Bachelor of Science in Education with a major in Recreation and Sport Management with a concentration in Sport Management.

The Sport Management program has continued to thrive despite all of the different configurations and reorganizations the program has endured. The program had 11 major reconfigurations from 1984 to 2010. The program was housed in four different department configurations during a 4-year span at one point. It is most likely there was never an initiative taken to properly change the degree from a Bachelor of Science in Education because of the constant administrative reshuffling that was occurring.

The program is now approaching 10 years in its current administrative structure, which is the longest period of stability the program has ever seen. The program boasts more than 300 undergraduate students and graduates approximately 80 students per year. The current stability also allows for the proper branding of the degree. Students will now earn a Bachelor of Science in Recreation and Sport Management with a concentration in Sport Management. This change will also coincide with Therapeutic Recreation students earning a Bachelor of Science in Recreation and Sport Management with a concentration in Therapeutic Recreation.

The change in degree name also aligns with the degree names used by the Council on Accreditation of Recreation, Parks, Tourism and Related Professions (COAPRT) in which both Sport Management and Therapeutic Recreation are accredited. This is also the preferred degree name by the Commission on Sport Management Accreditation (COSMA) in which Sport Management is pursuing accreditation. The change will also be consistent with other non-education related majors in the college.

Impact on Other Units: There is no impact on units outside of the KRSS department.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Approvals: Additional approvals needed by the PRV, VPS, [THEC Approved: 4-0](#)

REVISE PROGRAM – RENAME DEGREE

URL: https://catalog.utk.edu/preview_program.php?catoid=29&poic=12609&returnto=3807

Therapeutic Recreation Major, BS in Recreation and Sport Management

Formerly: Recreation and Sport Management Major, BS in Education – Therapeutic Recreation Concentration

Supporting Information

Rational: The first recreation course, "Community Recreation," was offered on campus in the Department of Physical Education in 1932. Due to increased popularity, recreation became independent of Physical Education in 1974. In the same year, a full time faculty position was added to chair the Division of Recreation in the School of Health, Physical Education, and Recreation.

The Therapeutic Recreation program was inaugurally accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) in 1983. The program has maintained this accreditation for over 30 years with successful reviews every five-years.

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Therapeutic Recreation first appeared in the undergraduate catalog in 1986 as a curricular area in the College of Education. Students majored in Recreation with a concentration in Therapeutic Recreation. The program was housed in the Department of Health, Leisure, and Safety.

The Therapeutic Recreation curricular area was then moved into the College of Human Ecology in 1994. Students majored in Recreation and Leisure Studies with a concentration in Therapeutic Recreation. The concentration was housed in the Department of Health, Leisure, and Safety Sciences.

Another shift occurred in 1997. The concentration was moved to the Department of Textile, Retail and Consumer in the College of Human Ecology. Students majored in Recreation and Tourism Management with a concentration in Therapeutic Recreation.

The Therapeutic Recreation concentration moved back to the College of Education in 2002, now the College of Education, Health, and Human Sciences, and now housed in the Department of Sport and Leisure Studies. Students majored in Recreation and Leisure Studies with a concentration in Therapeutic Recreation.

Therapeutic Recreation joined with Exercise Science in 2005 to form the newly developed Department of Exercise, Sport, and Leisure Studies. Students earned a Bachelor's of Science in Education with a major in Recreation and Leisure Studies with a concentration in Therapeutic Recreation.

More reorganization occurred in 2010, resulting in the formation of the Department of Kinesiology, Recreation, and Sport Studies. Students now earn a Bachelor's of Science in Education with a major in Recreation and Sport Management with a concentration in Therapeutic Recreation.

The Therapeutic Recreation program has continued to thrive despite all of the different configurations and reorganizations the program has endured. The program had moved colleges twice, been housed in six different departments, and has had five major changes since its inception in 1986 to its latest change in 2010. It is most likely there was never an initiative taken to properly change the degree from a Bachelor's of Science in Education because of the constant administrative reshuffling that was occurring.

The program is now approaching 10 years in its current administrative structure which is the most stable the program has ever been. The program boasts nearly 175 undergraduate students and graduates approximately 50 students per year. Students will now earn a Bachelor's of Science in Recreation & Sport Management with a concentration in Therapeutic Recreation. This change will also coincide with Sport Management students earning a Bachelor's of Science in Recreation & Sport Management with a concentration in Sport Management.

The change in degree name also aligns with the degree names used by the Council on Accreditation of Recreation, Parks, Tourism and Related Professions (COAPRT) in which both Sport Management and Therapeutic Recreation are accredited. This is also the preferred degree name by the Commission on Sport Management Accreditation (COSMA) in which Sport Management is pursuing accreditation. The change will also be consistent with other non-education related majors in the college.

Impact on Other Units: There is no impact on units outside of the KRSS department.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Approvals: Additional approvals needed by the PRV, VPS, [THEC](#)

Approved: 4-0

REVISE PROGRAM REQUIREMENTS - ADVISING TRANSITION, TERM 2

URL: https://catalog.utk.edu/preview_program.php?catoid=29&poid=12608&returnto=3807

In the 2021-2022 Undergraduate Catalog, revise the program requirements for the BS in Recreation and Sport Studies – Sport Management major as follows:

Major Requirements and Rules

Advising Transition

Academic advising for freshmen, sophomores, and transfer students in the Sport Management major occurs in the College of Education, Health, and Human Sciences (CEHHS) Office of Advising and Student Services (BEC 332). ~~To transition from college to department advising, the student must complete an application form and submit it to department advising staff (322 HPER or via email to the staff member listed on the application.) Applications for the transition from college to department advising can be obtained by visiting HPER 322 or the Kinesiology, Recreation, and Sport Studies department website (kres.utk.edu). College and department advising staff will assist students making this transition. If you have not been advised by anyone in CEHHS Advising before, please visit their website for more information about~~

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scheduling an appointment with their office. The KRSS Advising Staff is not able to review a student's academic history if they are not currently a Sport Management major.
The Board of Admissions meets at the end of each term to review applications. Applications must be submitted by December 1, May 1, or August 1 to be considered for the following term. A complete application and all transition criteria must be met to transition. Students will submit an application to transition after meeting the following minimum criteria: A student will transition from CEHHS Advising to KRSS Department Advising after he/she completes the following:

Minimum of 30 semester hours earned
Minimum cumulative University of Tennessee GPA of 2.5
Maintains a minimum UT GPA of 2.5 after a minimum of 30 hours of coursework
Completion of RSM 250 with a grade of C or better

Successful completion of ENGL 101* and ENGL 102* and one Quantitative Reasoning course, and ~~MATH 125*~~ or ~~MATH 141*~~ and 1 Quantitative Reasoning

Once the application is approved by the department, students will be emailed an acceptance letter with the name and contact information of their new department advisor. Students will then be responsible for scheduling a meeting with their new advisor for entrance advising to complete the process. At the end of each semester, staff of the CEHHS Office of Advising and Student Services will compile a list of students ready to change to departmental advising. Students will be emailed an advising transition letter with the name and contact information of their new department advisor. Students will then be responsible for scheduling a meeting with their new advisor to complete this transition. Scheduling with KRSS Advisors should be done via email by contacting your new advisor directly.

Term 2		
Arts and Humanities Elective*	3	2.5 cumulative GPA
Cultures and Civilizations Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125* or MATH 141* or MATH 147*- QR elective	3-4	
RSM 250	3	

Supporting Information

Rationale: These specific math courses are no longer a pre-requisite for STAT 201, which is required for the business minor. The business minor is required for the Sport Management Major. This change allows students to have a broader range of math course offerings for students. The advising process has changed. The revisions are need to reflect the new process.

Impact on Other Units: There is no impact on units outside of the KRSS department.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: These changes have been by recommendation of the CEHHS advising office.

Approved: 4-0

REVISE PROGRAM REQUIREMENTS - ADVISING TRANSITION, TERM 4

URL: https://catalog.utk.edu/preview_program.php?catoid=26&poiid=11245

In the 2021-2022 Undergraduate Catalog, for Therapeutic Recreation Major, BS in Recreation and Sport Studies Management, revise advising transition and required courses in Term 4 as follows:

Major Requirements and Rules

Advising Transition

Academic advising for freshmen, sophomores, and transfer students in the Sport Management major occurs in the College of Education, Health, and Human Sciences (CEHHS) Office of Advising and Student Services (BEC 332). ~~To transition from college to department advising, the student must complete an application form and submit it to department advising staff (322 HPER or via email to the staff member listed on the application.) Applications for the transition from college to department advising can be obtained by visiting HPER 322 or the Kinesiology, Recreation, and Sport Studies department website (kres.utk.edu). College and department advising staff will assist students making this transition. If you have not been advised by anyone in CEHHS Advising before, please visit their website for more information about scheduling an appointment with their office. The KRSS Advising Staff is not able to review a student's academic history if they are not currently a Sport Management major.~~

~~The Board of Admissions meets at the end of each term to review applications. Applications must be submitted by December 1, May 1, or August 1 to be considered for the following term. A complete application and all transition criteria must be met to transition. Students will submit an application to transition after meeting the following minimum criteria: A student will transition from CEHHS Advising to KRSS Department Advising after he/she completes the following:~~

~~Maintains a minimum UT GPA of 2.5 after a minimum of 30 hours of coursework~~

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Completion of RSM 201 with a grade of C or better
 Completion of ENGL 101 and ENGL 102, and three (3) hours of one Quantitative Reasoning course

Once the application is approved by the department, students will be emailed an acceptance letter with the name and contact information of their new department advisor. Students will then be responsible for scheduling a meeting with their new advisor for entrance advising to complete the process. At the end of each semester, staff of the CEHHS Office of Advising and Student Services will compile a list of students ready to change to departmental advising. Students will be emailed an advising transition letter with the name and contact information of their new department advisor. Students will then be responsible for scheduling a meeting with their new advisor to complete this transition. Scheduling with KRSS Advisors should be done via email by contacting your new advisor directly.

Term 4		
¹ BCMB 230	5	RSM 201
PHIL 252*	3	
RSM 326	3	
²RSM 320	3	
³ Professional Support Course Elective	3	
⁴ Unrestricted Elective	3	

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Supporting Information

Rationale: It was determined this change was needed by the faculty to accurately reflect the revised course description of RSM 201 and an additional professional support course elective requirement. The total credit hours for graduation will not be impacted. The advising process has changed. The revisions are needed to reflect the new process.

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Impact on Other Units: There is no impact on units outside of the KRSS department.

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Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

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Additional Documentation: This change does not require additional approval.

DEPARTMENT OF NUTRITION
(NUTR) Nutrition

REVISE REQUIREMENTS

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pid=12799

In the 2021-2022 Undergraduate Catalog, revise the Nutrition Major – Basic Science Concentration showcase as follows:

Term	Hours	Milestone Notes
Term 1		
CHEM 122* & CHEM 123* CHEM 420* or CHEM 128*	4	2.6 cumulative GPA
ENGL 101* or ENGL 118*	3	
¹ Unrestricted Elective (MATH 119 recommended if needed)	3	
NUTR 100*	3	
BIOL 150* or BIOL 158*	3	
Term 2		
CHEM 132* & CHEM 133* CHEM 430* or CHEM 138*	4	CHEM 122* & 123* 420* with a grade of C or better
ENGL 102*	3	
² Quantitative Reasoning elective* MATH 125* or MATH 141* or MATH 147*	3-4	
BIOL 160* or BIOL 168*	3	
BIOL 159*	2	
Term 3		
BCMB 230	5	3.0 cumulative GPA
CHEM 260	3	CHEM 132* & 133* 430* with a grade of C or better
EEB 240	4	NUTR 100* with a grade of C or better
BIOL 220	3	
Term 4 ³		
CHEM 360	3	BCMB 230 with a grade of C or better
BIOL 240	4	CHEM 260 with a grade of C- or better

NUTR 302	3	
CLAS 273	3	
¹ Unrestricted Elective	2	
Term 5		
CMST 240* or CMST 247*	3	BIOL 240
⁴ NUTR 311	4	
STAT 201* or STAT 207*	3	
PSYC 110* or PSYC 117*	3	
ENGL 295* or ENGL 360*	3	
Term 6		
BCMB 311	3	No milestones
⁴ NUTR 315	2	
⁴ NUTR 313, ⁴ NUTR 314	6	
⁴ NUTR 320	2	
Term 7		
²⁵ Cultures and Civilizations Elective*	3	No milestones
⁴ NUTR 412, ⁴ NUTR 415	6	
²⁵ Social Sciences Elective*	3	
²⁵ Arts and Humanities Elective*	3	
Term 8		
²⁵ Arts and Humanities Elective*	3	No milestones
⁴ NUTR 416, ⁴ NUTR 420	5	
²⁵ Cultures and Civilizations Elective*	3	
¹ Unrestricted Elective	4	
TOTAL	120	

¹ Select any courses not already required for the major. ~~Students who do not place into MATH 125* or MATH 141* will first take MATH 119 or MATH 123*, which can be used as an elective.~~

² Select any QR courses not already required for the major. Select courses from the [University General Education list](#).

³ Submit form for continuation in the major by May 1st. See advisor.

⁴ Must be taken at UTK.

²⁵ Select courses from the [University General Education list](#).

* Meets University General Education Requirement.

Supporting Information

Rationale: These are housekeeping changes. CHEM course number changes result from changes made in Arts & Sciences and approved for the 2021-2022 Catalog year. Removing the MATH course guidance from the Basic Science and the Dietetics Concentrations, is secondary to the removal of any MATH prerequisites to STAT 201. This increases student flexibility in selecting a QR course. The remaining changes are to footnotes and are organizational only.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE REQUIREMENTS

URL: https://catalog.utk.edu/preview_program.php?catoid=29&moid=12798

In the 2021-2022 Undergraduate Catalog, revise the Nutrition Major – Dietetics Concentration showcase as follows:

Term 1	Hours	Milestone Notes
CHEM 122* & CHEM 123* CHEM-120*-or CHEM 128*	4	2.6 cumulative GPA
ENGL 101* or ENGL 118*	3	
¹ Quantitative Reasoning elective* MATH-125*-or MATH-141*-or MATH-147*	3-4	
NUTR 100*	3	
² Arts and Humanities Elective*	3	
Term 2		
CHEM 132* & CHEM 133* CHEM-130*-or CHEM 138*	4	CHEM 122* & 123* 420* with a grade of C or better
ENGL 102*	3	
PSYC 110* or PSYC 117*	3	

² Arts and Humanities Elective*	3	
² Cultures and Civilizations Elective*	3	
Term 3		
BCMB 230	5	3.0 cumulative GPA
CHEM 260	3	CHEM 132* & 133* 430* with a grade of C or better
CMST 240* or CMST 247*	3	NUTR 100* with a grade of C or better
^{4,9} Unrestricted Elective	3	
Term 4 ^{3,4}		
² Cultures and Civilizations Elective*	3	BCMB 230 with a grade of C or better
^{4,9} Unrestricted Elective	3	CHEM 260 with a grade of C- or better
MICR 210*	3	
ENGL 295* or ENGL 360*	3	
STAT 201* or STAT 207*	3	
Term 5		
^{4,9} Approved FDSC course	3-4	PSYC 110*
KNS 350	3	
⁵ NUTR 311	4	
CLAS 273	3	
PUBH 201*	3	
Term 6 ^{5,7}		
NUTR 302	3	No milestones
⁶ NUTR 313	3	
⁶ NUTR 314	3	
⁶ NUTR 315	2	
⁶ NUTR 316	1	
⁶ NUTR 320	2	
Term 7		
HRT ⁶ HTM 210	3	No milestones
⁶ NUTR 330	1	
⁶ NUTR 410	1	
⁶ NUTR 412	3	
⁶ NUTR 415	3	
⁶ NUTR 425	1	
⁶ NUTR 422	3	
^{6,7,8} NUTR 413S	1	
Term 8		
⁶ NUTR 303	3	No milestones
⁶ NUTR 416	3	
^{4,5} NUTR 420	2	
^{4,5,8,9} Unrestricted Electives	5	
TOTAL	120	

¹Select any QR courses not already required for the major. ~~Students who do not place into MATH 125* or MATH 141* will first take MATH 119 or MATH 123*, which can be used as an elective.~~

²Select courses from the University General Education list.

³Select any courses not already required for the major. Submit form for continuation in the major by May 1st. See advisor.

⁴Submit form for continuation in the major by May 1st. See advisor. Select from FDSC 100, FDSC 241, or FDSC 415.

⁵Select from FDSC 100, FDSC 241, or FDSC 415. At the completion of term 6 – Students meeting eligibility requirements may apply for acceptance/tracking into M.S. Program in Nutrition – Clinical Nutrition and Dietetics Concentration or continue on in the traditional Dietetics Concentration.

⁶Must be taken at UT.

⁷At the completion of term 6 – Students meeting eligibility requirements may apply for acceptance/tracking into M.S. Program in Nutrition – Clinical Nutrition and Dietetics Concentration or continue on in the traditional Dietetics Concentration. This course requirement is waived for students accepted to the M.S. in Nutrition, Clinical Nutrition and Dietetics concentration who are not in the Service Learning Honors program as associated competencies will be completed in a graduate course.

⁸This course requirement is waived for students accepted to the M.S. in Nutrition, Clinical Nutrition and Dietetics concentration who are not in the Service Learning Honors program as associated competencies will be completed in a graduate course. Students accepted to the M.S. in Nutrition, Clinical Nutrition and Dietetics concentration, must enroll in ⁶NUTR 426 (2 credit hours) and HRT 445.

⁹Students accepted to the M.S. in Nutrition, Clinical Nutrition and Dietetics concentration, must enroll in ⁶NUTR 426 (2 credit hours) and HTM 445.

*Meets University General Education Requirement.

Supporting Information

Rationale: These are housekeeping changes. CHEM course number changes result from changes made in Arts & Sciences and approved for the 2021-2022 Catalog year. Removing the MATH course guidance from the Basic Science and the Dietetics Concentrations, is secondary to the removal of any MATH prerequisites to STAT 201. This increases student flexibility in selecting a QR course. The remaining changes are to footnotes and are organizational only.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE REQUIREMENTS

URL: https://catalog.utk.edu/preview_program.php?catoid=29&poic=12590

In the 2021-2022 Undergraduate Catalog, revise the Nutrition Minor prerequisites as follows:

Minor Requirements

The minor consists of 16 hours. All course prerequisites are required, with a C or better required for BCMB 230 and a C- or better in CHEM 260. A student must earn a grade of C or better in each Nutrition course to successfully complete the requirements for this minor.

Prerequisites

Select one sequence:

- CHEM ~~122 & 123~~ 420 - General Chemistry I *
- CHEM ~~132 & 133~~ 430 - General Chemistry II *

or

- CHEM 128 - Honors: General Chemistry I *
- CHEM 138 - Honors: General Chemistry II *

Select one course:

- CHEM 260 - Foundations of Organic Chemistry
- or
- CHEM 268 - Honors: Foundations of Organic Chemistry

Complete:

- BCMB 230 - Human Physiology

Required Courses

Complete:

- NUTR 100 - Introductory Nutrition *
- NUTR 302 - Life Span Nutrition
- NUTR 311 - Physiological Biochemistry
- NUTR 313 - Vitamins and Minerals
- NUTR 314 - Energy Metabolism and Metabolic Integration

*Meets University General Education Requirement.

Supporting Information

Rationale: These are housekeeping changes. CHEM course number changes result from changes made in Arts & Sciences and approved for the 2021-2022 Catalog year.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE ADMISSION REQUIREMENTS

URL: https://catalog.utk.edu/preview_program.php?catoid=29&poic=12798

In the 2021-2022 Undergraduate Catalog, revise the Nutrition Major, BS in Health and Human Sciences – Dietetics Concentration admission requirements as follows:

Application and admission to the M.S. in Nutrition with a concentration in Clinical Nutrition and Dietetics

A student intending to enter the Master of Science program in Nutrition with a concentration in Clinical Nutrition and Dietetics is required to complete coursework in the Nutrition-Dietetics concentration for the first three years of

Commented [KK20]: In re-reading this one last time, I realized this 'cut and pasted' language, originally from our showcase changes (just above) are not relevant to the change to the minor or to our next item (REVISE ADMISSION REQUIREMENTS). If it is possible, I would like these highlighted sentences to be stricken, so as to potentially reduce confusion going forward. If it is not possible at this late of a date, I understand.

undergraduate study. At this point, students must apply for the Master of Science program and be accepted into the Clinical Nutrition and Dietetics concentration in order to enroll in specific prerequisite upper-division courses that will establish the knowledge and skill set necessary for the transition to graduate study and for meeting of ACEND-required competencies. Students who do not enroll in the Master of Science program may still complete the Bachelor of Science in Nutrition-Dietetics and the Didactic Program in Dietetics and apply for dietetic internships. Admission requirements for the Master of Science program with a concentration in Clinical Nutrition and Dietetics include at minimum:

1. Academic achievement
 - a. Cumulative GPA: 3.3 (encompasses all college coursework).
 - b. Nutrition coursework: completion of NUTR 100*, NUTR 302, NUTR 311, NUTR 313, NUTR 314, NUTR 315, NUTR 316, NUTR 320 with grades of B- or better in all NUTR-prefix courses.
 - c. Science coursework: completion of **CHEM 122***, **CHEM 123***, **CHEM 132***, **CHEM 133***, **CHEM-420***, **CHEM-430***; CHEM 260; BCMB 230; MICR 210* with a 3.0 or higher overall GPA in the sciences.
 - d. Other non-departmental coursework: CLAS 273; CMST 240*; ENGL 295* or ENGL 360*; approved FDSC course, KNS 350; PSYC 110; PUBH 201; STAT 201*; university general education requirements.
2. Standardized test performance - GRE with recommended scores of 150 (verbal), 150 (quantitative), and 4.0 (analytical) or higher in order to be competitive.
3. Submission of an online application for admission to the Graduate School by August 1 prior to the senior year of undergraduate study in the B.S. Nutrition-Dietetics Concentration. The completed application must include current transcripts, a personal statement detailing experience as well as long- and short-term goals, and a resume. No recommendation forms are required.
4. In-person interview with the program director and representatives of the program faculty in August shortly following the application deadline.

Supporting Information

Rationale: These are housekeeping changes. CHEM course number changes result from changes made in Arts & Sciences and approved for the 2021-2022 Catalog year.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF PUBLIC HEALTH (PUBH) Public Health

ADD PROGRAM

URL: https://catalog.utk.edu/preview_program.php?catoid=29&poiid=12800&returnto=3807

In the 2021-2022 Undergraduate Catalog, add an Accelerated Combined Bachelor's/Master's Program as follows:

Public Health Minor – Five-Year BS or BA/MPH Program

Students pursuing the Public Health Minor, if qualified, may apply for advanced placement in the Master of Public Health (MPH) degree program, allowing them to satisfy MPH degree requirements in one year, rather than two. The primary component of the program is that a qualified undergraduate student may take up to 9 hours of approved graduate courses for their senior undergraduate electives and have them count toward both their undergraduate degree and the MPH degree. Any student pursuing a Bachelor of Science (BS) or Bachelor of Arts (BA) at UTK, who is also accepted into the Public Health Minor, and who meets the additional requirements described below, may apply for this pathway and begin the MPH program the summer after their senior year. Additional information, regarding MPH program concentrations, can be found in the Graduate Catalog.

The primary component of the program is that a qualified student may take up to 9 hours of approved graduate courses and have them count toward both the undergraduate degree and the MPH degree. With the approval of the department in which the student's undergraduate degree is located, some or all of the 9 hours of graduate courses may be applied to specific curricular requirements in the undergraduate major.

Approved graduate courses for students accepted into the program:

- Term 7 - PUBH 530 Biostatistics (3)
- Term 8 - PUBH 510 Environmental Health (3) and PUBH 520 Health Systems, Policy and Leadership (3)

The process of seeking admission to the program begins in the spring semester of the junior or third year of undergraduate study. Students will apply electronically using the program application form located on the Public Health undergraduate minor website (<https://publichealth.utk.edu/5-2/ug-minor/>) to indicate eligibility requirements are met and provide a brief statement of interest. This is a competitive admission process. Program applications must be submitted to the UT Department of Public Health by March 1 of the student's junior/third year of undergraduate study and will be approved by the Director of the Undergraduate Public Health Minor by April 1.

Commented [CF21]: check the naming of this items. Is it new "add" program or revised text. Similar to the Physics Minor - Five-Year BS/MS Program
https://catalog.utk.edu/preview_program.php?catoid=29&poiid=12659

<https://catalog.utk.edu/content.php?catoid=29&navoid=3775#accelerated>

Commented [CM22]: Do we need to change this verbiage or remove it?

Commented [G(23R22)]: @Copley, Meghan yes. We need to change the wording to match what the university calls these types of programs: "Accelerated Combined Bachelor's/Master's Program"
<https://catalog.utk.edu/content.php?catoid=29&navoid=3787>

Additionally, in order to be considered for the program students must:

- Have a minimum overall UT GPA of 3.3;
- A student must be a declared Public Health Minor and must have completed at least NUTR 100, PYSC 110 or SOCI 110, STAT 201 or MATH 115, PUBH 201, and PUBH 202 with a B or better in PUBH 201 and 202, and
- Must have completed at least 90 hours of the 120 hours of coursework required for their Bachelor's degree.
- A student may be considered for conditional admission if they have one elective course in process. Admission requires successful completion of the elective course.

Acceptance into the program must be obtained before taking a graduate course that is to be used to satisfy the requirements of the student's bachelor's degree and the MPH degree. Students must complete the Senior Requesting Graduate Credit form (<https://gradschool.utk.edu/forms-central/senior-requesting-graduate-credit/>) before registering for the graduate courses. This form must be approved by the graduate school. Students will be informed of the outcome of their application prior to the beginning of their fourth year of undergraduate study.

Acceptance into the program does not guarantee acceptance into the Graduate School or the MPH program. Students who have been admitted to the program must apply for admission to the Graduate School and to the MPH program during their fourth year of undergraduate study, following the standard application procedure. Students will be fully admitted to the MPH program after they have been accepted both by the Graduate School and by the MPH program.

Once fully admitted to the MPH program, students are required to complete the standard curriculum for the MPH program. A student will not be eligible for a graduate assistantship until the student has satisfied all of the requirements for their BS or BA degree.

Supporting Information

Rationale: Public health is interdisciplinary by nature and student preparation is enhanced by the attainment of a bachelor's degree in a variety of fields that each bring a valuable foundation into the graduate-level public health degree. The proposed change will create a pathway for high-performing students minoring in public health students to complete an MPH degree within one year post baccalaureate. The Council on Education for Public Health (CEPH) requires 42 graduate credit hours for the MPH, hence we cannot allow seniors to use senior privilege since those 9 hours taken senior year must be taken for graduate credit. The 9 credit hours that seniors will take comprise the MPH foundational courses (PUBH 510, 520, 530). The MPH degree normally takes 5-6 semesters to complete. This curricular revision will attract new students to UT and existing students to public health courses. It creates a level of efficiency for students to complete an MPH within four semesters of earning their Bachelor's degree in their respective major. In an analysis of undergraduate degrees held by students who enrolled in our MPH program during the last five years (2016-2020), 46 distinct undergraduate majors were represented with the most common being Biology/Biological Sciences and Nutrition/Food Sciences/Dietetics. Only three out of 98 students held a bachelor's in public health, which is congruent with our proposed program to the MPH that will enroll undergraduates from a variety of disciplines. Further, most MPH students in our MPH program earn their undergraduate degrees from other institutions. Of the MPH students who enrolled at UTK during the recent five-year period, only 38% (38 out of 98) earned their bachelor's degree from UTK. As our undergraduate Public Health Minor expands, we expect that the proposed program will increase the percentage of UTK undergrads who extend their education at UTK. To our understanding, we are the first department to create an opportunity for students from different colleges and departments, into a pathway for graduate degree in a department that is different from the students' undergraduate program. In today's world, public health solutions and skills are needed in every sector. The program will incentivize students to stay at UT to complete their Bachelor's degree and extend their time at UT as they complete a fifth year for the graduate degree. Students will be able to advance their progress seamlessly so that they can leave with a Bachelor's and Master's degree. Recent surveys indicate student demand will be high. In a survey of 422 undergraduate students who took Public Health 201: Introduction to Public Health during fall 2019 and spring 2020, 67% (n=295) expressed interest in the accelerated pathway. Of these, nearly one third said "yes" (30%; n=137) and slightly more said, "maybe" (37%; n=158) they would pursue a track that combines their current Bachelor's and a 1-year MPH degree.

Impact on Other Units: The proposed change may offer more options for undergraduates, especially those in Nutrition, Psychology, Political Science, Biology and other programs that are common majors for undergraduates who pursue an MPH. This will not directly impact other units in relation to resources.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE MINOR REQUIREMENTS

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pooid=12800&returnto=3807

In the 2021-2022 Undergraduate Catalog, revise the minor as follows:

Minor Requirements

The minor consists of 12 hours.

Complete (with a grade of C+ or better):

- PUBH 201 - Introduction to Public Health

Complete:

- PUBH 202 - Introductory Epidemiology

Select two courses:

- **PUBH 215 – VOLS 2 VOLS Peer Health Education**
 - PUBH 315 - Health of Adolescents
 - PUBH 330 - Emergency Management
 - PUBH 350 - Public Health Aspects of Aging
 - PUBH 401 – Global Public Health
 - PUBH 420 - Environmental Public Health
 - PUBH 430 - Suicide and Crisis Intervention
- Alternative electives may be considered with approval of the director of the minor.

Supporting Information

Rationale: This course needs to be added to the list of electives for PUBH minors.

Impact on Other Units: This course is only required for students in the CHEW program. Therefore, there are no impacts expected on other units

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT (HTM) Hospitality and Tourism Management

ADD PROGRAM - MINOR – CULINARY ARTS

In the 2021-2022 Undergraduate Catalog, add a Culinary Arts Minor as follows:

The minor in Culinary Arts is designed for students pursuing a variety of majors who also have an interest in food and cuisine. The required courses introduce the major cuisines, and develop necessary technical culinary skills and fundamental knowledge of foods and food preparation. Students are able to select elective courses in various cuisines or can explore other areas of the field through topics including gastronomy, the kitchen garden, and food writing.

Credit Hours Required
15 credit hours

Required Courses

- FDSC 100 (3) or HTM 101 (3)
- HTM 210 (3)
- HTM 225 (3)
- NUTR 100 (3)

Select one course:

- FDSC 241 (3)
- HTM 225 (3)
- HTM 335 (3)
- HTM 445 (3)

Supporting Information

Rationale: This minor add will give HTM students an opportunity to specialize in hospitality and tourism areas. This can serve as an added benefit to their future employment plans. Industry leaders value students who have specific skill sets when they enter our unique industry. This change is not driven by the SACs Assessment.

Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: A letter from Nutrition and an email from Food Science that approves our usage of their courses for minors. New concentrations or minors do not need THEC approval according to the CEHHS curricular guidelines.

ADD PROGRAM - MINOR – EVENT PLANNING AND DESIGN

In the 2021-2022 Undergraduate Catalog, add an Event Planning and Design Minor as follows:

This minor provides an opportunity to acquire specialized knowledge and skills in the field of event management. Event Management students can apply the knowledge and skills gained to a variety of settings including but not limited to corporate, non-profits, associations, exhibitions, sport, government, and entertainment. The additional knowledge, skills, and experience gained from this minor can potentially elevate a student's marketability to future employers.

Credit Hours Required
15 credit hours

Required Courses

- HTM 101 (3)
- HTM 212 (3)
- HTM 435 (3)

Select two courses:

- CMST 210 (3)
- CMST 240 (3)
- HTM 102 (3)
- HTM 326 (3)
- HTM 445 (3)

Supporting Information

Rationale: This minor add will give HTM students an opportunity to specialize in hospitality and tourism areas. This can serve as an added benefit to their future employment plans. Industry leaders value students who have specific skill sets when they enter our unique industry. This change is not driven by the SACs Assessment.

Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: New concentrations or minors do not need THEC approval according to the CEHHS curricular guidelines.

END PROGRAM

Restaurant and Foodservice Management Minor

Supporting Information

Rationale: This minor does not fit industry needs. Peer institutions have shifted to more broad program name changes to capture a wider net of students and industry needs. This old program name serves a very narrow scope of students. This change is not driven by the SACs Assessment.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM MINOR

Tourism and Hospitality Management

URL: https://catalog.utk.edu/preview_program.php?catoid=26&poiid=11281

Minor Requirements

The minor consists of 15 hours.

Complete:

- ~~HRT~~ ~~HTM~~ 102 - Introduction to the Business of Hospitality & Travel

Select two of three:

- ~~HRT~~ ~~HTM~~ 210 - Foodservice Operations Management
- ~~HRT~~ ~~HTM~~ 211 - Hotel and Resort Operations
- ~~HRT~~ ~~HTM~~ 212 - Event Planning and Design

Select two courses:

- ~~HRT~~ ~~HTM~~ 311 - Human Resources Management in Hospitality and Retailing
- ~~HRT~~ ~~HTM~~ 435 - Advanced Event Planning and Design
- ~~HRT~~ ~~HTM~~ 445 - Advanced Food Production and Service Management

Commented [KK24]: Item 7B: same general thoughts as with 7A. I vote "approve" to accept this new minor.

Commented [GJ(25R24): I also vote to approve 7B

Commented [KK26]: Item 8: I don't recall that we need to say anything about this in the supporting information, but for Dave C's sake, you might want to have a plan for any current students who are pursuing this minor (or know that none are). You need to revise the 'financial impact' statement as well. Looks like it was cut and pasted and is not really relevant. Actually, I would look critically at all of it, just to be sure it fits (like, the additional documentation text is also not relevant to this item)

I still vote to "approve" the dropping of the minor

Commented [GJ(27R26): I vote to approve item 8 (end program)

Commented [KK28]: Item 9: All that is changing here is to update the courses with the new prefix, and adding another option to the last list, yes? If so, I vote "approve", but you also need to revisit the financial impact and additional documentation entries, to make sure they are relevant to the item.

Commented [GJ(29R28): I vote to approve item 9 (revise minor)

- ~~HRT~~ **HTM** 450 - Advanced Lodging Management
- ~~HTM~~ **HTM** 484 Critical Sustainable Tourism

Supporting Information

Rationale: This minor name revision gives our program an opportunity to target broad range of students, such as gaming, events, culinary, lodging, and etc. when compared to the old minor. Peer institutions have shifted to more broad program name changes to capture a wider net of students and industry needs. This change is not driven by the SACs Assessment.

Impact on Other Units: The proposed change does not drop or alter courses required by other programs. The proposed change does not require courses offered by other programs. This course is not cross-listed in other units.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

REVISE PROGRAM

HOSPITALITY AND TOURISM MANAGEMENT MAJOR, BS IN RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pooid=12522

In the 2021-2022 Undergraduate Catalog, revise the Hospitality and Tourism Management Major, BS in Retail, Hospitality, and Tourism Management to add all text and requirements as follows:

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who entered prior to Fall 2015.

Progression Requirements

Students should apply for progression into the major after completing at least three of the following ~~HRT~~ **HTM** 102, ~~HRT~~ **HTM** 210, ~~HRT~~ **HTM** 211, ~~HRT~~ **HTM** 212. Applications for progression are available in the departmental office.

For progression into the major, students must meet the following criteria.

- Cumulative grade point average 2.3 or greater for at least 30 semester hours completed.
- Grade of C or better in all hotel, restaurant, and tourism prefix courses.
- Successful completion of ENGL 101*, ENGL 102*, and MATH 125*, Quantitative Reasoning Elective
- Complete 300 post-secondary school hours of industry related work for the chosen major. A complete list of appropriate work experiences is available in the departmental office.

For graduation, students must earn a grade of C or better in all hotel, restaurant, and tourism courses.

Requirements for the Bachelor of Science in Retail, Hospitality, and Tourism Management – Hospitality and Tourism Management

Term 1	Hours	Milestone Notes
¹ Arts and Humanities Elective*	3	Complete at least 12 hours by the end of the term
¹ Cultures and Civilizations Elective*	3	
ENGL 101* or ENGL 118*	3	
Math 119 or Math 123 Quantitative Reasoning Electives¹	3	
¹ Natural Sciences Electives*	3-4	
Term 2		
¹ Arts and Humanities Elective*	3	ENGL 101*
ENGL 102*	3	
Math 125* ² Unrestricted Elective	3	
¹ Natural Sciences Electives*	4	
² Unrestricted Elective	3	
Term 3		
³ ACCT 200 or ACCT 207	3	MATH 125* Quantitative Reasoning Elective¹
³ ECON 201* or ECON 207*	4	

Commented [J130]: I vote to approve all of the approved changes (items 1-10)

Commented [KK31]: For item 10, I am not sure why some of the black text is highlighted in gray. Is anything changing with those? You also need to double-check the supporting info entries. They are not all relevant to the item. If the only changes are changing HRT to HTM, and replacing the specified math with a more general quantitative reasoning course and/or unrestricted electives, then I vote to approve.

HRT 102, HRT 150, HRT 212 HTM 102, HTM 150, HTM 212	7	
¹ Social Sciences Elective*	3	
Term 4		
HRT 210, HRT 211, HRT 311 HTM 210, HTM 211, HTM 311	9	Complete at least 54 hours by the end of the term
³ MGT 201	3	
³ STAT 201* or STAT 207*	3	
Term 5		
CMST 240* or CMST 247*	3	2.3 cumulative GPA
¹ Cultures and Civilizations Elective*	3	Two courses from HRT 102, HRT 210, HRT 211, HRT 212 HTM 102, HTM 210, HTM 211, HTM 212
HRT 361, HRT 390 HTM 361, HTM 390*	6	
^{3,4} MGT 300	3	
Term 6		
HRT 326 HTM 326	3	No milestones
⁵ Hotel, Restaurant, and Tourism Electives	6	
RCS 341	3	
² Unrestricted Elective	3	
Term 7		
^{3,4} FINC 300	3	No milestones
HRT 410 HTM 410	3	
⁵ Hotel, Restaurant, and Tourism Elective	3	
^{3,4} MARK 300	3	
Term 8		
HRT 425 HTM 425	3	No milestones
HRT 492 HTM 492 (Internship)	6	
⁵ Hotel, Restaurant, and Tourism Elective	3	
² Unrestricted Elective	3	
TOTAL	120	

* Meets University General Education Requirement.

¹Select courses from the University General Education list.

²Select any course not already required for the major.

³Business administration minor requirement.

⁴Must be taken at UTK.

⁵Choose from HRT 104 HTM 101, HTM 225, HRT 299 HTM 299, HTM 335, HRT 435 HTM 435, HRT 440 HTM 440, HRT 445 HTM 445, HRT 450 HTM 450, HRT 484 HTM 484, HRT 493 HTM 493, HRT 494 HTM 494, RCS 411, RCS 412

Recommended major electives for specialized career interests:

- Tourism Management: HTM 435, HRT 440, HTM 450, HRT 484 HTM 484, RCS 412
- Restaurant/Culinary: HRT 104 HTM 101, HTM 225 or HTM 335, HRT 299 HTM 299, HRT 445 HTM 445, RCS 411
- Hotel and Resort Management: HRT 299 HTM 299, HRT 445 HTM 445, HRT 450 HTM 450, RCS 411
- Meeting and Event Planning: HRT 104 HTM 101, HRT 299 HTM 299, HRT 435 HTM 435, HRT 445 HTM 445, RCS 411

Supporting Information

Rationale: This reflects using the new departmental prefix (HTM) to align with the program major change and replaces a course offered under the former prefix (HRT). It also reflects the addition of HTM 225 and HTM 335 to support the addition of the culinary minor. These are HTM electives, so the changes will not need to be reflected anywhere else in the program showcase. This change is not driven by the SACs Assessment.

Impact on Other Units: None. The proposed change does not drop or alter courses required by other programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change does not require additional approval. Please see the attached syllabus.

(TPTE) Theory & Practice in Teacher Education

ADD PROGRAM

BS IN EDUCATION, EDUCATION MAJOR, ELEMENTARY EDUCATION CONCENTRATION

Commented [CM32]: Do Learning Objectives need to be included in this section?

In the 2021-2022 Undergraduate Catalog, add text and requirements for Bachelor of Science in Education, Education Major – Elementary Education Concentration

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to Elementary Education concentration requires a 2.75 cumulative GPA after a minimum of 45 12 semester hours of coursework. Once candidates formally progress to the concentration, they 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, Education Major – Elementary Education Concentration

Term 1	Hours	Milestone Notes
¹ ENGL 101/118	3	
² Arts and Humanities	3	
⁶ POLS 101 or POLS 102	3	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ BIOL 101	4	
Term 2		
¹ ENG 102	3	Progression to Concentration
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ ASTR 151 or ASTR 152, or GEOL 104	3	
⁵ CMST 210 or CMST 240 or PHIL 244	3	
⁶ GEOG 101 or GEOG 121	3	
Term 3		
EDPY 210	3	No milestone
Unrestricted Elective	1	
Econ Elective	3	
⁷ CSE 200	3	
⁷ Cultures and Civilizations	3	
Term 4		
REED 330	3	No milestone
CSE 300	3	
Unrestricted Elective	3	
^{1,2} English 206, 207, 208, 209, 237, 238, 247, 248, 251, 252, 253, 254, 258, or PHIL 252	3	
Approved Diversity Elective WGS 200, SOCI 110, 225, or 343; PSYC 435	3	
Term 5		
SPED 402	3	No milestone
REED 430	3	
ELED 351	1	

SSCE 421	3	
ETEC 486	3	
EDPY 401	3	
Term 6		
MEDU 430	3	No milestone
SCED 421	3	
ELED 322	3	
ELED 351	1	
SPED 415	3	
REED 434	3	
Term 7		
ELED 422	3	No milestone
ELED 351	1	
SPED 452	3	
WLEL 489	3	
REED 428	3	
SPED 416	3	
Term 8		
ELED 493	1	No milestone
ELED 494	12	
UNDERGRADUATE TOTAL	120	

¹Three courses from the Communicating through Writing (WC), First-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course from those listed in Term 4, 3 credit hours

²Two courses from approved Arts and Humanities courses (AH)

³Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

⁴Two courses from approved Quantitative Reasoning (QR) courses

⁵One course from approved Communicating Orally (OC) courses

⁶Two courses from approved Social Sciences (SS) courses

⁷Two courses from approved Cultures and Civilization (CC) courses

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: This major will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This is the base major and needs to be reported to SACSCOCI. Other concentrations do not.

Additional Approvals: THEC

ADD PROGRAM

BS IN EDUCATION, EDUCATION MAJOR, CONCENTRATION IN ELEMENTARY EDUCATION- SPECIALIZATION 5-YR INTERNSHIP

In the 2021-2022 Undergraduate Catalog, revise the Elementary Education Major, BS in Education as follows:

uTrack Requirements (for students entering Fall 2013 or later)

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who enter prior to Fall 2015.

Progression Requirements

Progression to Elementary Education concentration requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework. Once candidates formally progress to the concentration, they 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, Elementary Education Major

Term 1	Hours	Milestone Notes
¹ Biological Sciences with Lab Electives*	4	2.50 GPA
ENGL 101* or ENGL 118*	3	
POLS 101 or 102*	3	
² Quantitative Reasoning Elective*	3	
⁴ Non-U.S. History *	3	
Term 2		
¹ Biological Sciences with Lab Electives*	4	ENGL 101*
ENGL 102*	3	
Geography 101 or 121*	3	
² Quantitative Reasoning Elective*	3	
³ Unrestricted Elective	3	
Term 3		
⁴ Intermediate Foreign Language*	3	2.75 GPA
⁵ Physical Science Elective*	3-4	Quantitative Reasoning Elective
PHIL 244*	3	Progression to the concentration
EDPY 210*	3	
Term 4		
⁴ Intermediate Foreign Language*	3	No milestone
⁶ Non-U.S. History*	3	
PHIL 252*	3	
ECON 201*	4	
CSE 200	3	
Term 5		
SSCE 421	3	
WLEL 489	3	
⁸ Approved Diversity Elective	3	
CSE 300	3	
REED 430	3	
ELED 351S	1	
REED 330	3	
Term 6		
REED 434	3	No milestone
ELED 351S	1	
ELED 322	3	
MEDU 430	3	
SPED 415	3	

Term 7		
SPED 402	3	No milestone
ETEC 486	3	
REED 428	3	
EDPY 401	3	
⁸ Approved Diversity Elective	3	
Term 8		
SPED 416	3	No milestones
SPED 452	3	
ENGL 255, 295, 355, or 360	3	
SCED 421	3	
ELED 422	3	
ELED 351S	1	
UNDERGRADUATE TOTAL	120	
POST-BACCALAUREATE PROFESSIONAL YEAR		
Students must apply to and be admitted by the Graduate School prior to registration.		
Term 9		
SSCE 521	3	No milestones
SCED 531	3	
Professional Elective	3	Options for Specialty: Urban Certificate, ESL, or Reading Specialist
Professional Elective	3	Options for Specialty: Urban Certificate, ESL, or Reading Specialist
Term 10		
REED 530	3	No milestone
TPTE 574	3	
TPTE 575	6	
Term 11		
MEDU 530	3	No milestone
TPTE 575	6	
TPTE 591	3	
GRADUATE TOTAL	36	

* Meets University General Education Requirement.

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 Choose one of the following: ASTR 151, 152, or GEOL 104

⁶ Select a two course sequence from AFST 235*, AFST 236*; HIEU 241*, HIEU 242*, HIEU 247*, HIEU 248*; HIST 255*, HIST 256*; LAC 251*, LAC 252*

⁷ Interview in term 4 due to course sequencing. Students should interview after the completion of 45 hours.

⁸ Choose one of the following: PSYC 435; SOCI 110; WGS 200; SOCI 225; SOCI 343

Supporting Information

Rationale: We are rearranging the proposed course progression in order to reflect the semesters in which faculty are available to offer the courses.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE REQUIREMENTS

Requirements for the BS IN AUDIOLOGY AND SPEECH PATHOLOGY - AUDIOLOGY AND SPEECH PATHOLOGY MAJOR

URL: https://catalog.utk.edu/preview_program.php?catoid=29&moid=12801

In the 2021-2022 Undergraduate Catalog, revise the requirements for the Audiology and Speech Pathology Major, BS in Audiology and Speech Pathology as follows:

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who entered prior to Fall 2015.

Progression Requirements

Once 60 credit hours have been completed with an overall GPA of 3.0 or above, students in the joint degree program will seek conditional admission to UTHSC. Full admission will be granted for those students who have completed 90 hours with a GPA of 3.0 or better and have completed the course, A USP 300 Introduction to Communication Disorders with a grade of B or better. If admitted to the UTK/UTHSC joint degree program, the final year of the undergraduate program will be completed as an Audiology and Speech Pathology major. The admitted students will remain in Knoxville, where the Audiology and Speech Pathology Department is located. Tuition will be assessed based on UTK tuition rates.

Advising

Students in the 3+1 joint degree program will be advised by UTK and UTHSC advisors in their first three years and then exclusively by the UTHSC Department of Audiology and Speech Pathology in their final year. A transition advising meeting will be arranged for each student at the end of the sophomore year. To meet accreditation at both institutions, all transfer students must complete 30 credit hours at UTK and 30 credit hours at UTHSC, regardless of how many credits are transferred.

Requirements for the Bachelor of Science in Audiology and Speech Pathology – Audiology and Speech Pathology Major

Term 1	Hours	Milestone Notes
BIOL 101*	4	2.3 cumulative GPA
ENGL 101* or ENGL 118*	3	
PSYC 110* or PSYC 117*	3	
¹ Quantitative Reasoning Electives*	3-4	
² Unrestricted Elective	2	
Term 2		
BIOL 102*	4	Complete at least 24 hours by the end of the term
ENGL 102*	3	Quantitative Reasoning Elective*
MATH 115* or STAT 201* or STAT 207*	3	
POLS 101* or POLS 102* or POLS 107*	3	
² Unrestricted Elective	2	
Term 3		
¹ Arts and Humanities Elective*	3	ENGL 102*
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	
¹ Intermediate Foreign Language*	3	
³ Non-U.S. History*	3	
PHIL 252*	3	
Term 4⁴		
AUSP 300	3	AUSP 300 with a grade of B or better

EDPY 210*	3	
¹ Intermediate Foreign Language*	3	
³ Non-U.S. History*	3	
⁵ Physics/Chemistry Elective	3-4	
Term 5		
ASL 111	3	3.0 cumulative GPA
EDDE 425	3	
LING 200 or any LING course	3	
⁶ Professional Support Electives	6	
Term 6⁷		
ASL 112	3	No milestones
RSM 326	3	
SPED 470	3	
⁶ Professional Support Electives	6	
<i>AUSP 300; with a B or better is a prerequisite of all courses in Terms 7 and 8.</i>		
<i>All courses listed for Terms 7 and 8 will be taken after successful admission to UT Health Science Center. Enrollment must occur through the UT Health Science Center's registration system. Term 7 and 8 courses will not count toward the degree if registration occurs through UT Knoxville. Admission to UTHSC for the final two terms does not require relocation to Memphis. Term 7 and 8 courses are taught on the UT Knoxville campus</i>		
Term 7⁸		
AUSP 303, AUSP 305, AUSP 306, AUSP 320	12	No milestones
AUSP 461	3	
Term 8⁸		
AUSP 302	3	No milestones
AUSP 433, AUSP 435, AUSP 453, AUSP 455, AUSP 494	12	
UNDERGRADUATE TOTAL	120	

¹ Chosen from the University General Education list.

² Select any courses not already required for the major. Recommended electives include additional American Sign Language (ASL), Educational Interpreting (EI) courses; continued foreign language beyond the intermediate level; ~~calculus if pursuing audiology~~; additional courses in education of the deaf and hard of hearing (EDDE).

³ A two-course sequence is required from the following options: AFST 235*-AFST 236*; HIEU 241*-HIEU 242*, HIEU 247*-HIEU 248*, HILA 255*-HILA 256*, HIST 261*-HIST 262*, HIST 267*-HIST 268*; LAC 251*-LAC 252*; MRST 201*-MRST 202*.

⁴ Application for admission should be completed at the end of Term 4.

⁵ Chosen from ~~CHEM 400*, CHEM 410*, CHEM 420*~~, CHEM 102-103, CHEM 112-113, CHEM 122-123, CHEM 128*, CHEM 130*, CHEM 132-133, CHEM 138*; PHYS 101*, PHYS 102*, PHYS 135*, PHYS 136*, PHYS 137*, PHYS 138*, PHYS 161*, PHYS 221*, PHYS 222*, PHYS 231*, PHYS 232*.

⁶ Professional Support Electives: Arts and Sciences elective from Global Challenges (see advisor for selection); Arts and Sciences electives from one of Connections packages (see advisor for selection); ASL 211*, ASL 212*; ASTR (any lecture course from the department); CFS 211, CFS 213, CFS 385; COUN 212, COUN 220; ECON (any course from the department); EDDE 416, EDDE 419; EEB 240; GEOG (any course from the department); LING 372; NUTR 100*; PHIL 345*; PSYC 295, PSYC 300, PSYC 301, PSYC 400*, PSYC 410, PSYC 435; PUBH 201*; completion of a minor (from any academic unit).

⁷ Full admission to 3+1 by the end of Term 6.

⁸ Students are not to register for Term 7 and 8 AUSP courses as a UT Knoxville student. Students must be admitted to the UT Health Science Center to complete these courses

Supporting Information

Rationale: Calculus is not required for graduate school in Audiology under new 2020 standards. The College of Arts & Sciences is making changes to their chemistry courses (CHEM), which necessitates this change.

Impact on Other Units: Several departments/colleges were affected and are making similar revisions.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD PROGRAM

BS IN EDUCATION- EDUCATION MAJOR-CONCENTRATION IN ELEMENTARY EDUCATION- SPECIALIZATION IN ENGLISH AS A SECOND LANGUAGE EDUCATION

In the 2021-2022 Undergraduate Catalog, add text and requirements for Education Major, BS in Education– Concentration in Elementary Education- Specialization in English As A Second Language Education.

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to Concentration in Elementary Education- Specialization in English As A Second Language Education requires a 2.75 cumulative GPA after a minimum of 45 12 semester hours of coursework. Once candidates formally progress to the specialization, they 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 – Education Major - Concentration in Elementary Education- Specialization in English as a Second Language Education.

Term 1	Hours	Milestone Notes
¹ ENGL 101/118	3	
² Arts and Humanities	3	
⁶ POLS 101 or POLS 102	3	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ BIOL 101	4	
Term 2		
¹ ENG 102	3	Progression to Concentration-Specialization
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ ASTR 151 or ASTR 152, or GEOL 104	3	
⁵ CMST 210 or CMST 240 or PHIL 244	3	
⁶ GEOG 101 or GEOG 121	3	
Term 3		
EDPY 210	3	No milestones
EDPY 401	3	
Econ Elective	3	
⁷ CSE 200	3	
REED 330	3	
Term 4		
ELED 322	3	No milestones
ELED 351	1	
WLEL 475	3	
^{1,2} English 206, 207, 208, 209, 237, 238, 247, 248, 251, 252, 253, 254, 258, or PHIL 252	3	
⁷ Cultures and Civilizations	3	
Term 5		

WLEL 470	3	No milestones
REED 430	3	
ELED 351	1	
SSCE 421	3	
ETED 486	3	
SPED 402	3	
Term 6		
MEDU 430	3	No milestones
SCED 421	3	
WLEL 489	3	
SPED 415	3	
WLEL 456	1	
REED 434	3	
Term 7		
ELED 422	3	No milestones
ELED 351	1	
SPED 452	3	
WLEL 466	3	
REED 428	3	
SPED 416	3	
Term 8		
ELED 494 (student teaching)	12	No milestones
ELED 493 (seminar)	1	
UNDERGRADUATE TOTAL	120	

¹Three courses from the Communicating through Writing (WC), first-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course from the options listed in Term 4, 3 credit hours

²Two courses from approved Arts and Humanities courses (AH)

³Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

⁴Two courses from approved Quantitative Reasoning (QR) courses

⁵One course from approved Communicating Orally (OC) courses

⁶Two courses from approved Social Sciences (SS) courses

⁷Two courses from approved Cultures and Civilization (CC) courses

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: This major will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD PROGRAM

BS IN EDUCATION- EDUCATION MAJOR - ELEMENTARY EDUCATION CONCENTRATION- MIDDLE GRADES MATH SPECIALIZATION

In the 2021-2022 Undergraduate Catalog, add text and requirements for Education Major, BS in Education – Elementary Education Concentration-Middle Grades Math Specialization.

Education Major, BS in Education –Elementary Education Concentration-Middle Grades Math Specialization

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to Middle Grades Math specialization requires a 2.75 cumulative GPA after a minimum of 45-12 semester hours of coursework. Once candidates formally progress to the specialization, they 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 – Education Major – Elementary Education Concentration-Middle Grades Math Specialization

Term 1	Hours	Milestone Notes
¹ ENGL 101/118	3	
² Arts and Humanities	3	
⁶ POLS 101 or POLS 102	3	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ BIOL 101	4	
Term 2		
¹ ENG 102	3	Progression to Concentration-Specialization
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ ASTR 151 or ASTR 152, or GEOL 104	3	
⁵ CMST 210 or CMST 240 or PHIL 244	3	
⁶ GEOG 101 or GEOG 121	3	
Term 3		
EDPY 210	3	No milestones
REED 330	3	
Econ Elective	3	
⁷ CSE 200	3	
EDPY 401	3	
Term 4		
ELED 322	3	No milestones
CSE 300	3	
⁷ Cultures and Civilizations	3	
^{1,2} English 206, 207, 208, 209, 237, 238, 247, 248, 251, 252, 253, 254, 258, or PHIL 252	3	
ELED 351	1	
Term 5		
SPED 402	3	No milestones
REED 430	3	
ELED 351	1	
SSCE 421	3	
ETEC 486	3	
MEDU 445	3	

Term 6		
MEDU 430	3	No milestones
SCED 421	3	
MEDU 446	3	
TPTE 203	1	
SPED 415	3	
REED 434	3	
Term 7		
ELED 422	3	No milestones
ELED 351	1	
SPED 452	3	
WLEL 489	3	
REED 428	3	
SPED 416	3	
Term 8		
ELED 494 (student teaching)	12	No milestones
ELED 493 (seminar)	1	
UNDERGRADUATE TOTAL	120	

¹Three courses from the Communicating through Writing (WC), First-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course from the listed options in Term 4, 3 credit hours

²Two courses from approved Arts and Humanities courses (AH)

³Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

⁴Two courses from approved Quantitative Reasoning (QR) courses

⁵One course from approved Communicating Orally (OC) courses

⁶Two courses from approved Social Sciences (SS) courses

⁷Two courses from approved Cultures and Civilization (CC) courses

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: This major will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD PROGRAM

BS IN EDUCATION- EDUCATION MAJOR - ELEMENTARY EDUCATION CONCENTRATION-MIDDLE GRADES SCIENCE SPECIALIZATION

In the 2021-2022 Undergraduate Catalog, add text and requirements for Education Major, BS in Education – Elementary Education Concentration- Middle Grades Science Specialization

Education Major, BS in Education – Elementary Education Concentration- Middle Grades Science Specialization

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to Middle Grades Science specialization requires a 2.75 cumulative GPA after a minimum of 45 12 semester hours of coursework. Once candidates formally progress to the specialization, they 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 – Education Major - Elementary Education Concentration-
Middle Grades Science Specialization**

Term 1	Hours	Milestone Notes
¹ ENGL 101/118	3	
² Arts and Humanities	3	
⁶ POLS 101 or POLS 102	3	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ BIOL 101	4	
Term 2		
¹ ENG 102	3	Progression to Concentration-Specialization
³ Quantitative Reasoning	3	Must be MATH or STAT
BIOL 102	4	
⁵ CMST 210 or CMST 240 or PHIL 244	3	
⁶ GEOG 101 or GEOG 121	3	
Term 3		
EDPY 210	3	No Milestones
REED 330	3	
Econ Elective	3	
Approved astronomy, geology, environmental science, chemistry, or physics elective	3	
EDPY 401	3	
Term 4		
ELED 322	3	No Milestones
⁷ CSE 200	3	
⁷ Cultures and Civilizations	3	
¹² English 206, 207, 208, 209, 237, 238, 247, 248, 251, 252, 253, 254, 258, or PHIL 252	3	
ELED 351	1	
Term 5		
SPED 402	3	No Milestones
REED 430	3	
SCED 445	3	
SSCE 421	3	
ETEC 486	3	
Term 6		
MEDU 430	3	No Milestones
SCED 421	3	
SCED 446	3	
TPTE 203	1	
SPED 415	3	

REED 434	3	
Term 7		
ELED 422	3	No Milestones
ELED 351	1	
SPED 452	3	
WLEL 489	3	
REED 428	3	
SPED 416	3	
Term 8		
ELED 494 (student teaching)	12	No Milestones
ELED 493 (seminar)	1	
UNDERGRADUATE TOTAL	120	

¹Three courses from the Communicating through Writing (WC), First-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course, from the listed options in Term 4, 3 credit hours

²Two courses from approved Arts and Humanities courses (AH)

³Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

⁴Two courses from approved Quantitative Reasoning (QR) courses

⁵One course from approved Communicating Orally (OC) courses

⁶Two courses from approved Social Sciences (SS) courses

⁷Two courses from approved Cultures and Civilization (CC) courses

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: This major will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD PROGRAM

BS IN EDUCATION- EDUCATION MAJOR - ELEMENTARY EDUCATION CONCENTRATION- INTERVENTIONIST SPECIAL EDUCATION SPECIALIZATION

In the 2021-2022 Undergraduate Catalog, add text and requirements for Education Major, BS in Education – Elementary Education Concentration- Interventionist Special Education Specialization

Education Major, BS in Education – Elementary Education Concentration- Interventionist Special Education Specialization

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to Interventionist Special Education specialization requires a 2.75 cumulative GPA after a minimum of 45 12 semester hours of coursework. Once candidates formally progress to the specialization, they 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 – Education Major - Elementary Education Concentration- Interventionist Special Education Specialization

Term 1	Hours	Milestone Notes
¹ ENGL 101/118	3	
² Arts and Humanities	3	

⁶ POLS 101 or POLS 102	3	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ BIOL 101	4	
Term 2		
¹ ENG 102	3	Progression to Concentration-Specialization
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ ASTR 151 or ASTR 152, or GEOL 104	3	
⁵ CMST 210 or CMST 240 or PHIL 244	3	
⁶ GEOG 101 or GEOG 121	3	
Term 3		
EDPY 210	3	No milestones
ETEC 486	3	
Econ Elective	3	
⁷ CSE 200	3	
REED 330	3	
Term 4		
ELED 322	3	No milestones
ELED 351	1	
CSE 300	3	
SPED 402	3	
^{1,2} English 206, 207, 208, 209, 237, 238, 247, 248, 251, 252, 253, 254, 258, or PHIL 252	3	
⁷ Cultures and Civilizations	3	
Term 5		
SPED 300N	3	No milestones
REED 430	3	
ELED 351	1	
SSCE 421	3	
WLEL 489	3	
EDPY 401	3	
Term 6		
MEDU 430	3	No milestones
SCED 421	3	
SPED 442	3	
SPED 415	3	
REED 434	3	
Term 7		
ELED 422	3	
ELED 351	1	
SPED 321	1	
SPED 433	3	
REED 428	3	

SPED 416	3	
Term 8		
SPED 493 (seminar)	1	
SPED 494 (student teaching)	12	
UNDERGRADUATE TOTAL	120	

¹Three courses from the Communicating through Writing (WC), first-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course from the options listed in Term 4, 3 credit hours

²Two courses from approved Arts and Humanities courses (AH)

³Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

⁴Two courses from approved Quantitative Reasoning (QR) courses

⁵One course from approved Communicating Orally (OC) courses

⁶Two courses from approved Social Sciences (SS) courses

⁷Two courses from approved Cultures and Civilization (CC) courses

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: This major will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD PROGRAM

BS IN EDUCATION- EDUCATION MAJOR-SECOND LANGUAGE EDUCATION CONCENTRATION – WORLD LANGUAGE EDUCATION SPECIALIZATION

Education Major, BS in Education- BS in Education – Second Language Education Concentration – World Language Education Specialization

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to World Language Education specialization requires a 2.75 cumulative GPA after a minimum of 45 12 semester hours of coursework. Once candidates formally progress to the specialization, they 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 – Education Major - Second Language Education Concentration – World Language Education Specialization

Term 1	Hours	Milestone Notes
¹ ENGL 101/118	3	
² Natural Sciences w/lab	4	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ Communicating Orally	3	
⁵ SPAN/GERM/FREN/CLAS	3	
Term 2		
¹ ENG 102	3	Progression to Concentration-Specialization
² Natural Sciences	3	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁵ SPAN/GERM/FREN/CLAS	3	

⁶ Arts and Humanities	3	
Term 3		
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
⁶ Arts and Humanities	3	
TPTE 355	3	
EDPY 401	3	
Term 4		
⁸ EDPY 210	3	
WLEL 445	3	
TPTE 203	2	
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
SPED 402	3	
Term 5		
ETED 486	3	
⁸ CFS 210	3	
¹ Communicating through Writing	3	
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
Term 6		
WLEL 450	3	
TPTE 352	1	
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
WLEL 475	3	
Term 7		
WLEL 455	3	
TPTE 352	1	
REED 461	3	
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
Elective	3	
Term 8		
WLEL 494(student teaching)	12	No milestones
WLEL 493(seminar)	1	
UNDERGRADUATE TOTAL	120	

¹Three courses from the Communicating through Writing (WC), first-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course in Term 5, 3 credit hours

²Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

³Two courses from approved Quantitative Reasoning (QR) courses

⁴One course from approved Communicating Orally (OC) courses

⁵Two courses from approved Cultures and Civilization (CC) courses

⁶Two courses from approved Arts and Humanities courses (AH)

⁷18 credit-hours of foreign language classes are required for World Language licensure – Language major possible with 30+ credit hours (see language advisor)

⁸Two courses from approved Social Sciences (SS) courses

Study or work experience abroad required. Contact World Language Education Program Coordinator for information

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: This major will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD PROGRAM

BS IN EDUCATION- EDUCATION MAJOR - SECOND LANGUAGE EDUCATION CONCENTRATION – WORLD LANGUAGE EDUCATION AND ENGLISH AS A SECOND LANGUAGE SPECIALIZATION

Education Major, BS in Education- BS in Education – Second Language Education Concentration – World Language Education and English as a Second Language Specialization

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to World Language Education and English as a Second Language specialization requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework. Once candidates formally progress to the specialization, they 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 – Education Major - Second Language Education Concentration – World Language Education & English as a Second Language Education Specialization

Term 1	Hours	Milestone Notes
¹ ENGL 101/118	3	
² Natural Sciences w/lab	4	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ CFS 210	3	
⁵ SPAN/GERM/FREN/CLAS	3	
Term 2		
¹ ENG 102	3	Progression to Concentration-Specialization
² Natural Sciences	3	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁵ SPAN/GERM/FREN/CLAS	3	
⁶ Communicating Orally	3	
Term 3		
⁴ EDPY 210	3	
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
WLEL 466	3	
TPTE 355	3	
EDPY 401	3	
Term 4		

⁸ Arts and Humanities	3	
WLEL 445	3	
TPTE 203	2	
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
SPED 402	3	
Term 5		
ETED 486	3	
WLEL 470	3	*Currently WLEL 570, but in the process of obtaining an undergrad number
⁸ Arts and Humanities	3	
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
Term 6		
WLEL 450	3	*Currently WLEL 550, but in the process of obtaining an undergrad number
WLEL 489	3	
WLEL 446	1	*Currently WLEL 556, but in the process of obtaining an undergrad number
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
WLEL 475	3	
Term 7		
WLEL 455	3	
TPTE 352	1	
REED 461	3	
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
⁷ SPAN/GERM/FREN/CLAS	3	Foreign Language classes
¹ Communicating through Writing	3	
Term 8		
WLEL 494 (student teaching)	12	No milestones
WLEL 493 (seminar)	1	
UNDERGRADUATE TOTAL	120	

¹Three courses from the Communicating through Writing (WC), first-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course in Term 5, 3 credit hours

²Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

³Two courses from approved Quantitative Reasoning (QR) courses

⁴Two courses from approved Social Sciences (SS) courses

⁵Two courses from approved Cultures and Civilization (CC) courses

⁶One course from approved Communicating Orally (OC) courses

⁷18 credit-hours of foreign language classes are required for World Language licensure – Language major possible with 30+ credit hours (see language advisor)

⁸Two courses from approved Arts and Humanities courses (AH)

Study or work experience abroad required. Contact World Language Education Program Coordinator for information

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: This major will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This change is not substantive and does not need to be reported to SACSCOC.

ADD PROGRAM

BS IN EDUCATION- EDUCATION MAJOR - Secondary Social Science Education Concentration

In the 2021-2022 Undergraduate Catalog, add text and requirements for Education Major, BS in Education – Secondary Social Science Education Concentration
Education Major, BS in Education –Secondary Social Science Education Concentration

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to Secondary Social Science Education concentration requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework. Each candidate 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 – Education Major – Secondary Social Science Education Concentration

Term 1	Hours	Milestone Notes
¹ ENGL 101/118	3	
² Arts and Humanities elective	3	
⁶ GEOG 101 or GEOG 121	3	
⁴ Quantitative Reasoning	3	Must be MATH or STAT
³ Natural Science elective w/ a lab	4	
Term 2		
¹ ENG 102	3	Progression to Concentration
⁴ Quantitative Reasoning	3	Must be MATH or STAT
³ GEOL 100 or GEOL 101	3	
⁵ CMST 210 or CMST 240 or PHIL 244	3	
⁶ POLS 101 or POLS 102	3	
Term 3		
HIUS 221	3	No milestones
⁷ HIEU 241 or HIST 261	3	
ECON 201	3	
POLS 215	3	
HILA or HIAF elective (300-level)	3	
Term 4		
² Arts and Humanities elective	3	No milestones
HIUS 222	3	
⁷ HIEU 242 or HIST 262	3	
HIAS or HIME elective (300-level)	3	
¹ HIUS 329, 346, 349, 350, 351, 352, or 354	3	
Term 5		
TPTE 352	1	No milestones
TPTE 355	3	

SSCE 454	3	
EDPY 401	3	
SPED 402	3	
HIEU 302, 303, 304, 305, 306, 311, 312, 313, 314, or 315	3	
Term 6		
SSCE 432	3	No milestones
SSCE 496	3	
ETEC 486	3	
SPED 452	3	
HIUS 355, 356, 362, 364, 374, 381, 383, 395, or 396	3	
Term 7		
SSCE 443	3	No milestones
SSCE 485	3	
REED 461	3	
GEOG, POLS, ECON, HIST elective (300-level)	3	
SSCE 4XX (practicum)	3	
Term 8		
SSCE 494 (student teaching)	12	No milestones
SSCE 493 (seminar)	1	
UNDERGRADUATE TOTAL	120	

¹Three courses from the Communicating through Writing (WC), First-year composition sequence, 2 courses, 3 credit hours each, and an additional written communication course from those listed in Term 4, 3 credit hours

²Two courses from approved Arts and Humanities courses (AH)

³Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

⁴Two courses from approved Quantitative Reasoning (QR) courses

⁵One course from approved Communicating Orally (OC) courses

⁶Two courses from approved Social Sciences (SS) courses

⁷Two courses from approved Cultures and Civilization (CC) courses

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: This major will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This is the base major and needs to be reported to SACSCOC. Other concentrations do not.

ADD PROGRAM

BS IN EDUCATION- EDUCATION MAJOR - VOLSTEACH SECONDARY STEM CONCENTRATION:

In the 2021-2022 Undergraduate Catalog, add text and requirements for Education Major, BS in Education – VolsTeach Secondary STEM Concentration

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to the VolsTeach Secondary STEM concentration requires a 2.75 cumulative GPA after a minimum of 12 semester credits and a B or better in MEDU/SCED 432. Once candidates formally progress to the concentration, they must maintain a minimum cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in MEDU/SCED 434, TPTE 491, MEDU 405, INPG 385 and MEDU/SCED 435, and a C or better in all math and science content or major 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 – Education Major – VolsTeach Secondary STEM Concentration

Term 1	Hours	Milestone Notes
¹ ENGL 101/118	3	No milestones
² Arts and Humanities	3	
TPTE 115	2	
³ Quantitative Reasoning	3	
⁴ Natural Sciences	4	
Term 2		
¹ ENG 102/other English Course	3	Progression to Concentration
³ Quantitative Reasoning	3	
⁴ Natural Sciences	3	
⁵ Oral Communication Elective	3	
² Arts and Humanities	3	
Term 3		
¹ MEDU/SCED 432	3	No milestones
⁶ STEM Content Elective	3	
⁷ Social Sciences	3	
⁸ Cultures and Civilizations	3	
EDPY 401	3	
Term 4		
⁸ Cultures and Civilizations	3	No milestones
⁶ STEM Content Elective	3	
⁶ STEM Content Elective	3	
⁷ Social Sciences	3	
EETC 486	3	
Term 5		
SPED 402	3	No milestones
REED 461	3	
MEDU/SCED 434	3	
MEDU/SCED 445	3	
⁶ STEM Content Elective	3	
Term 6		
TPTE 203	3	No milestones
SCED 472	3	
⁶ STEM Content Elective	3	
⁶ STEM Content Elective	3	
MEDU/SCED 446	3	

Term 7		
MEDU/SCED 435	9	No milestones
TPTE 490	6	
Term 8		
INPG 385	3	No milestones
⁹ Education Elective	3	
⁹ Education Elective	3	
⁶ STEM Content Elective	3	
⁶ STEM Content Elective	3	
UNDERGRADUATE TOTAL	120	

¹Three courses from the Communicating through Writing (WC), First-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course, MEDU/SCED 432, 3 credit hours

²Two courses from approved Arts and Humanities courses (AH)

³Two courses from approved Natural Sciences (NS) courses, one must have a laboratory.

⁴Two courses from approved Quantitative Reasoning (QR) courses

⁵One course from approved Communicating Orally (OC) courses

⁶Secondary Content Electives: See list below for course options. Students will choose 24 hours by content area or listed minor.

⁷Two courses from approved Social Sciences (SS) courses

⁸Two courses from approved Cultures and Civilization (CC) courses

⁹Three Education Electives, minimum of 9 credit hours total from list below

STEM Content Courses

Student choose an additional 24 credit hours of STEM content courses or listed minor in their licensure area. Courses used to meet Natural Sciences (NS) and Quantitative Reasoning (QR) are counted separately.

Biology-BIOL 113, 115, 150, 159, BIOL 200 level courses, BCMB/EEB/MICRO 300-400 courses; CHEM 122 and 123, 132 and 133

Chemistry-122 and 123, 132 and 133, 210, 219, 260, 269, 330, 339, 360, 380, 389, 430

Geology-GEOL 101, 102, 103, 104, GEOL 200-400 level courses

Mathematics- MATH 113, 114, 117, 119, 123, 130, 141/147, 142/148, 171, 231/237, 241/247, 251/257, 300/307*, 323*, 423, or 460*

Middle Grades Science-BIOL 150/158 and 160/168; 2 courses from GEOL 101/102/103/104; CHEM 122 and 123, 132 and 133; PHYS 221 and 222

Physics-135, 137, 136, 138, 231, 232, 250, 321, 341, 342, 361, 405

*recommended for students pursuing 6-12 mathematics licensure

Education Electives

Students choose three education electives from the list below, for a total of 9 credit hours.

CSE 200, 300; MEDU 405**; REED 461; SPED 300, 415, 430, 442, 452; TPTE 442; WLEL 489

**required for students pursuing mathematics licensure

Supporting Information

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: This major will be not have any adverse impact on other units or programs.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This is the base major and needs to be reported to SACSCOC. Other concentrations do not.

END PROGRAM

ELEMENTARY EDUCATION MINOR

URL: https://catalog.utk.edu/preview_program.php?catoid=29&poid=12477

In the 2021-2022 Undergraduate Catalog, drop the Elementary Education Minor and remove all description text and reference throughout the catalog.

Supporting Information

Rationale: We have recently (SU 20) had an elementary education major approved by THEC, and as a result, our elementary minor is no longer a valid vehicle for pursuing elementary licensure. This change is not driven by the SACs Assessment...

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

END PROGRAM

MATHEMATICS EDUCATION GRADES 6-8 MINOR

URL: https://catalog.utk.edu/preview_program.php?catoid=29&poid=12808

In the 2021-2022 Undergraduate Catalog, end the Mathematics Education Grades 6-8 Minor and remove all description text and reference throughout the catalog.

Supporting Information

Rationale: Two factors have led to this change. The first is the consistently low numbers of students pursuing this minor. The number of students working towards this minor has ranged from 0 to 3. The second factor is the number of other pathways for students to earn a license to teach Math in grades 6-8. These include the Job Embedded Practitioner program, which was approved by the state in Spring 2019, and the VolsTeach program. Neither of those pathways requires a minor in middle grades education, and both have more robust enrollments with strong future enrollment projections. This change is not driven by the SACs Assessment

Impact on Other Units: The impact on other units would be minimal. The only impact would be for students pursuing a major of Geology with a concentration Environmental Studies and minor in Middle Grades Math 6-8, as one to two students per year from that program complete this minor as a pathway to earning a middle grades Math teaching license. Lisa Emery from the Office of Advising and Student Services has been apprised of the removal of this minor and associated internship.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

END PROGRAM

SCIENCE EDUCATION GRADES 6-8 MINOR

URL: https://catalog.utk.edu/preview_program.php?catoid=29&poid=12808

In the 2021-2022 Undergraduate Catalog, end the Science Education Grades 6-8 Minor and remove all description text and reference throughout the catalog.

Supporting Information

Rationale: This minor was designed for students who planned to enter the MS in Teacher Education after graduation to earn a Tennessee teaching license for Science 6-8. After earning the minor in Science 6-8 and an undergraduate degree in a science field, students would then enroll in the MS in Teacher Education program to earn their MS degree as well as a TN teaching license for Science 6-8 after completing a yearlong internship. This minor and the associated pathway for licensure through the is no longer needed as there are now other pathways for earning a teaching license for Science 6-8. This change is not driven by the SACs Assessment

Impact on Other Units: The impact on other units would be minimal. The only impact would be for students pursuing a major of Geology with a concentration Environmental Studies and minor in Middle Grades Math 6-8, as one to two students per year from that program complete this minor as a pathway to earning a middle grades Math teaching license. Lisa Emery from the Office of Advising and Student Services has been apprised of the removal of this minor and associated internship.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM

DEAF STUDIES MAJOR, BS IN EDUCATION, ASL EDUCATION CONCENTRATION

URL: https://catalog.utk.edu/preview_program.php?catoid=29&poid=12928&returnto=3807

In the 2021-2022 Undergraduate Catalog, revise the Deaf Studies Major, BS in Education, ASL Education Concentration to add all text and requirements as follows:

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to the ASL Education concentration requires a 2.75 cumulative GPA after a minimum of 45 semester credits and completion of ASL 211. ~~and completion of a successful interview and admission into Teacher Education.~~ Students ~~admitted to in~~ the program must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 111, ASL 112, ASL 211*, ASL 212*, ASL, ASL 310, and ASL 311, and a C or better in all teacher education and major 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 – Deaf Studies Major – ASL Education Concentration

Term 1	Hours	Milestone Notes
ASL 111	3	2.3 cumulative GPA
ENGL 101*, ENGL 118*	3	ASL 111
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
³ Social Sciences Elective*	3	
Term 2		
³ Arts and Humanities Elective*	3	Quantitative Reasoning Elective*
ASL 112	3	ASL 112
ENGL 102*	3	
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
Term 3		
ASL 211*	3	Complete at least 45 hours with a 2.75 cumulative GPA
⁴ Biological Sciences Electives*	3-4	ASL 211*
³ Communicating Orally Elective*	3	ENGL 102*
EDPY 210*	3	
CFS 210*	3	
Term 4⁹		
ASL 212*	3	ASL 212*
Arts and Humanities Elective*	3	Progression to the concentration
Communicating through Writing Elective*	3	
⁵ Physical Science Electives*	3-4	
EDDE 425	3	
Term 5		
ASL 311	3	No milestones
Ling 471 or WLEL 570 (summers only)	3	
⁷ Professional Elective	6	
¹¹ CSE 300 or Diversity Elective (see note)	3	
Term 6		

¹² Practicum	1	No milestones
⁸ Educational Methods	3	
EDPY 401	3	
¹⁰ REED 430 or REED 434 or REED 461 or REED 543	3	
ASL 435	3	
⁶ Unrestricted Elective	1	
Term 7		
⁶ Unrestricted Elective or ⁸ Educational Methods	3	
ASL 310	3	No milestones
⁷ Professional Electives	3	
SPED 402	3	
REED 330 or ASL 422 (summers only)	3	
Term 8		
EETEC 486	3	No milestones
ASL 410, 421	6	
⁷ Professional Elective	3	
⁷ Professional Elective	3	
UNDERGRADUATE TOTAL	120	
POST-BACCALAUREATE PROFESSIONAL YEAR		
Students must apply to and be admitted by the Graduate School prior to registration. Students must also obtain an advanced rating level or above on the Sign Language Proficiency Interview (SLPI) in order to advance to the post-baccalaureate professional year and internship.		
Term 9		
TPTE 574	3	No milestones
TPTE 575	6	
ASL 455	3	
Term 10		
TPTE 591	3	No milestones
TPTE 575	6	
TPTE 517	3	
GRADUATE TOTAL	24	

¹ 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*.

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

³ Select courses from the University General Education list.

⁴ Biological Science Elective: ANTH 110*; BIOL 101*, BIOL 102*, BIOL 113*-BIOL 114*-BIOL 115*, BIOL 150*, BIOL 159*, BIOL 160*; EPP 201*; MICR 210*. Either the biology or physical science elective must include a lab.

⁵ Physical Science Elective: ASTR 151* (with or without lab – ASTR 153*), ASTR 152*, (with or without lab – ASTR 154*), ASTR 217*, ASTR 218*; **CHEM-400 CHEM 112-113*, *-CHEM-420 CHEM 122-123***, CHEM 128*, **CHEM-430 CHEM 132-133***, CHEM 138*; GEOG 131*, GEOG 132*; GEOL 101*, GEOL 102*, GEOL 103*, GEOL 107*, GEOL 108*, GEOL 201*, GEOL 202*, GEOL 203*, GEOL 205*, GEOL 207*, GEOL 208*; PHYS 101*, PHYS 102*, PHYS 135*, PHYS 136*, PHYS 137*, PHYS 138*, PHYS 161*, PHYS 221*, PHYS 222*, PHYS 231*, PHYS 232*. Either the biology or physical science elective must include a lab.

⁶ Select any course not already required for the major. See advisor for recommended electives.

⁷ PROFESSIONAL ELECTIVES: See list below for course options. Students will choose 15 credits from a secondary education content area, listed minor, or educational interpreting.

⁸ Educational Methods: Students must see advisor for recommended course. Select the appropriate methods course. MEDU 430, SCED 430, SSCE 421, TPTE 355.

⁹ Students should interview after the completion of 45 hours.

¹⁰ See advisor for recommended course.

¹¹ Choose one of the following: CSE 300, PSYC 435; SOCI 110; WGS 200; SOCI 225; SOCI 343

¹² Students take either ELED 351 with REED 430 or 434, or students take TPTE 352 with TPTE 355.

* Meets University General Education Requirement.

Professional Electives

Students choose 15 credits of professional electives from a secondary education content area, listed minor, or educational interpreting.

Secondary Education Content Areas

- **English** - 15 credits from the English department at the 300+ level.
- **Mathematics** – **MATH 142**, MATH 241 or MATH 251, MATH 300, MATH 460, MATH 423 ~~or MATH 424~~.
- **Natural Sciences (Biology)** – **Select 8 credits from: BIOL 220, 229, 240, 260, 269, 280, or 281. Select 8 credits at the 300+ level, in the areas of BCMB, EEB, and MICR courses. ~~BIOL 160*, BIOL 240, BIOL 260, and BIOL 269.~~**
- **Natural Sciences (Chemistry)** – **Select 3 of the following sequences: CHEM 210/219, 260/269, 330/339, 370/379, 380/389. Select 1 from: CHEM 311, 360, 430, 470 or BCMB 401. ~~15 credits of courses from the chemistry department at the 200+ level, including CHEM 210, CHEM 219, and one course from CHEM 260, CHEM 360, CHEM 370, CHEM 379, CHEM 459*, and CHEM 470.~~**
- **Natural Sciences (Physics)** - PHYS 135*, PHYS 136*, PHYS 250, and **126** credits from the department of physics and astronomy at the 300+ level.
- **Natural Sciences (Earth Science)** – **Select 2 from: GEOL 101, 102, 103, 104. Complete 16 credits of GEOL at the 200 level or higher. ~~GEOL 101*, GEOL 102* or GEOL 103*, and 9 credits from the earth and planetary science department at the 200+ level.~~**
- **Social Science (Economics)** - ECON 201*, ECON 311, ECON 313 and 6 credits from the economics department at the 300+ level.
- **Social Science (Geography)** - 15 credits **of Geography at the 300 level or above. ~~from the geography department, including 9 credits at the 300+ level.~~**
- **Social Science (Government)** - POLS 101*, POLS 102*, and **42 18** credits from the political science department at the 300+ level.
- **Social Science (History)** - HIUS 221, HIUS 222, and HIEU 241*, - HIEU 242* **;** **(or HIST 261-262)**, and **9 6** credits **at the 300 level or above to include a course in World History (i.e., Asian, African, Latin American, Middle Eastern). ~~from the history department at the 300+ level to include a course in world history.~~**
- **Social Science (Psychology)** - PSYC 110* **and** 15 credits from the psychology department at the 300+ level.
- **Social Science (Sociology)** - SOCI 110* or SOCI 120*, SOCI 321, SOCI 331, and 9 credits from the sociology department at the 300+ level.

Minors

Art (studio)

Chinese

French & Francophone Studies

German

Italian

Japanese

Latin

Linguistics

Portuguese

Russian Studies

Spanish

Theater

Educational Interpreting

Educational Interpreting EI 335, EI 340, EI 345, EI 350, EI 355.

Supporting Information

Rationale: Under Professional Electives, Secondary Education Content Area, we have updated the requirements needed to pursue dual licensure in each area, as these have changed per updated list received from Lisa Emery. The College of Arts & Sciences is making changes to their chemistry (CHEM) courses, which necessitates this change.

Impact on Other Units: Several departments/colleges were affected by CHEM changes and are making similar revisions. There are no anticipated negative effects of these changes on other units. One reason we are lowering the hours of 416 is to make adding Interventionist licensure more feasible to teacher candidates in other areas of study (e.g., Elementary Education; Social Science Education).

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This is not a substantive change and does not need to be reported to SACSCOC.

REVISE PROGRAM

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

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pooid=13958

In the 2021-2022 Undergraduate Catalog, revise the Deaf Studies Major, BS in Education – Education of the Deaf and Hard of Hearing concentration revise text and requirements as follows:

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who entered prior to Fall 2015.

Progression Requirements

Progression to the EDDE concentration requires a 2.75 cumulative GPA after a minimum of 45 semester credits and completion of ASL 211, ~~and completion of a successful interview and admission into Teacher Education.~~ Students ~~admitted to~~ **in** the program must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 111, ASL 112, ASL 211*, ASL 212*, ASL 311, and EDDE 310, and a C or better in all teacher education and major 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 – Deaf Studies Major – Education of the Deaf and Hard of Hearing Concentration

Term 1	Hours	Milestone Notes
ASL 111	3	2.3 cumulative GPA
ENGL 101*, ENGL 118*	3	ASL 111
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
³ Social Sciences Elective*	3	
Term 2		
³ Arts and Humanities Elective*	3	Quantitative Reasoning Elective*
ASL 112	3	ASL 112
ENGL 102*	3	
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
Term 3		
ASL 211*	3	Complete at least 45 hours with a 2.75 cumulative GPA
⁴ Biological Sciences Electives*	3-4	ASL 211*
³ Communicating Orally Elective*	3	ENGL 102*
EDPY 210*	3	
PHIL 252*	3	
Term 4⁹		
ASL 212*	3	ASL 212*
EDDE 425	3	Progression to Concentration
⁷ Professional Elective	3	
⁸ Physical Science Electives*	3-4	
⁶ Unrestricted Elective	3	
Term 5		
ASL 311	3	No milestones

¹¹ CSE 300 or Diversity Elective	3	
EDDE 419	3	
⁷ Professional Elective	3	
⁸ Unrestricted Elective	1	
Term 6		
ASL 421	3	No milestones
⁸ Educational Methods	3	
SPED 402	3	
¹⁰ REED 430 or REED 434 or REED 461 or REED 543	3	
ASL 435	3	
¹² Practicum	1	
Term 7		
EDDE 415	3	No milestones
EDPY 401	3	
⁷ Professional Electives	3	
ETEC 486	3	
EDDE 310	3	
Term 8		
⁸ Educational Methods or ⁷ Professional Elective	3	No milestones
EDDE 410, EDDE 416	6	
⁷ Professional Elective	6	
UNDERGRADUATE TOTAL	120	
POST-BACCALAUREATE PROFESSIONAL YEAR		
Students must apply to and be admitted by the Graduate School prior to registration. Students must also obtain an intermediate rating level or above on the Sign Language Proficiency Interview (SLPI) in order to advance to the post-baccalaureate professional year and internship.		
Term 9		
EDDE 529	3	No milestones
TPTE 574	3	
TPTE 575	6	
Term 10		
EDDE 528	3	No milestones
TPTE 575	6	
TPTE 591	3	
GRADUATE TOTAL	24	

¹ 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*.

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

³ Select courses from the University General Education list.

⁴ Biological Science Elective: ANTH 110*, BIOL 101*, BIOL 102*, BIOL 113*-BIOL 114*-BIOL 115*, BIOL 150*, BIOL 159*, BIOL 160*, EPP 201*; MICR 210*. Either the biology or physical science elective must include a lab.

⁵ Physical Science Elective: ASTR 151* (with or without lab – ASTR 153*), ASTR 152*, (with or without lab – ASTR 154*), ASTR 217*, ASTR 218*; ~~CHEM-109 CHEM 112-113*~~, ~~*, -CHEM-120 CHEM 122-123*~~, CHEM 128*, ~~CHEM-130 CHEM 132-133*~~, CHEM 138*; GEOG 131*, GEOG 132*; GEOL 101*, GEOL 102*, GEOL 103*, GEOL 107*, GEOL 108*, GEOL 201*, GEOL 202*, GEOL 203*, GEOL 205*, GEOL 207*, GEOL 208*; PHYS 101*, PHYS 102*, PHYS 135*, PHYS 136*, PHYS 137*, PHYS 138*, PHYS 161*, PHYS 221*, PHYS 222*, PHYS 231*, PHYS 232*. Either the biology or physical

science elective must include a lab.⁶ Select any course not already required for the major. See advisor for recommended electives.

⁷ PROFESSIONAL ELECTIVES: See list below for course options. (Note: Program coursework will allow students to obtain a deaf education license, K-12. Students will also choose general education licensure in elementary or secondary education. Professional elective options vary by level of licensure.) Students will choose at least 12 credits in one content area or collateral area. Three additional credits can be in the selected area or a different content or collateral area.

⁸ Educational Methods: Students must select the appropriate methods courses that meet the requirements for elementary or secondary licensure. See advisor. ELED 422; ENED 459, ENED 460, ENED 507, ENED 508, ENED 509, ENED 543, ENED 590; MEDU 430, MEDU 485, MEDU 543; REED 461, REED 540, REED 543; SCED 430, SCED 496, SCED 531, SCED 543, SCED 565, SCED 596; SSCE 421, SSCE 454, SSCE 543; TPTE 355, TPTE 543.

⁹ Students should interview after the completion of 45 hours.

¹⁰ See advisor for recommended course.

¹¹ Choose one of the following: CSE 300; PSYC 435; SOCI 110*, SOCI 225, SOCI 343; WGS 200.

¹² Students obtaining an elementary license take ELED 351 with REED 430 or REED 434. Students obtaining a secondary license take TPTE 352 with TPTE 355.

* Meets University General Education Requirement.

Professional Electives

Elementary License

Students obtaining an elementary 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 422, ASL 445, ASL 455; LING 471 or WLEL 570. (Note: These 12 credits are required for additional licensure in ASL Education.)
- **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** - EI 335, EI 340, EI 345, 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 400; ENGL 471, ENGL 472, ENGL 474, ENGL 476, ENGL 477, ENGL 485.
- **Reading and Language Arts** - ELED 528, ELED 550; ENED 460; REED 330, REED 428, REED 430, REED 434, REED 461, REED 519, REED 529, REED 530, REED 536, REED 537, REED 538, REED 539, REED 540, REED 543.
- **Special Education** - SPED 320N, SPED 322N, SPED 415, SPED 416, SPED 432, SPED 442, SPED 452, SPED 459, SPED 490, SPED 530, SPED 553, SPED 555. (Note: SPED 432, SPED 459, and SPED 490 are required for additional licensure in Special Education, Comprehensive. Students must enroll in a practicum class such as EDDE 410 or SPED322N the semester they take SPED 432.)

Secondary License

Students obtaining a secondary license in general education will choose 12 professional electives from a secondary education content area. (Note: Some content areas require more than 12 credits for completion. Refer to specific content area requirements below.)

- **English** - 15 credits from the English department at the 300+ level.
- **Mathematics** – MATH 142, MATH 241 or MATH 251, MATH 300, MATH 460, MATH 423 or MATH 424.
- **Natural Sciences (Biology)** – Select 8 credits from: BIOL 220, 229, 240, 260, 269, 280, or 281. Select 8 credits at the 300+ level, in the areas of BCMB, EEB, and MICR courses: BIOL 160*, BIOL 240, BIOL 260, and BIOL 269.
- **Natural Sciences (Chemistry)** – Select 3 of the following sequences: CHEM 210/219, 260/269, 330/339, 370/379, 380/389. Select 1 from: CHEM 311, 360, 430, 470 or BCMB 401. 15 credits of courses from the chemistry department at the 200+ level, including CHEM 210, CHEM 219, and one course from CHEM 260, CHEM 360, CHEM 370, CHEM 379, CHEM 459*, and CHEM 470.
- **Natural Sciences (Physics)** - PHYS 135*, PHYS 136*, PHYS 250, and 126 credits from the department of physics and astronomy at the 300+ level.
- **Natural Sciences (Earth Science)** – Select 2 from: GEOL 101, 102, 103, 104. Complete 16 credits of GEOL at the 200 level or higher. GEOL 101*, GEOL 102* or GEOL 103*, and 9 credits from the earth and planetary science department at the 200+ level.
- **Social Science (Economics)** - ECON 201*, ECON 311, ECON 313 and 6 credits from the economics department at the 300+ level.
- **Social Science (Geography)** - 15 credits of Geography at the 300 level or above. from the geography department; including 9 credits at the 300+ level.
- **Social Science (Government)** - POLS 101*, POLS 102*, and 42 18 credits from the political science department at the 300+ level.
- **Social Science (History)** - HIUS 221, HIUS 222, and HIEU 241* - HIEU 242*, (or HIST 261-262), and 9 6 credits at the 300 level or above to include a course in World History (i.e., Asian, African, Latin American, Middle Eastern). from the history department at the 300+ level to include a course in world history.
- **Social Science (Psychology)** - PSYC 110* and 15 credits from the psychology department at the 300+ level.
- **Social Science (Sociology)** - SOCI 110* or SOCI 120*, SOCI 321, SOCI 331, and 9 credits from the sociology department at the 300+ level.

Supporting Information

Rationale: 1) With the approval of the tri-license program (ASL Ed, Deaf Ed, and ELED) by TN DOE, students may now select this option by following the ELED license track with ASL ED professional electives. Under professional electives, we have added a statement to indicate that the 12 credits are required for licensure in ASL Ed. 2) Under Professional Electives, Secondary License, we have updated the requirement needed to pursue dual licensure in each area, as these have changed. These changes were advised by Lisa Emery. The College of Arts & Sciences is making changes to their chemistry (CHEM) courses, which necessitates this change.

Impact on Other Units: There are no anticipated negative effects of these changes on other units.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This is not a substantive change and does not need to be reported to SACSCOC.

REVISE PROGRAM

DEAF STUDIES MAJOR, BS IN EDUCATION – EDUCATIONAL INTERPRETING CONCENTRATION

URL: https://catalog.utk.edu/preview_program.php?catoid=26&pooid=11265

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who entered prior to Fall 2015.

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 in 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.

Requirements for the Bachelor of Science in Education –Deaf Studies Major – Educational Interpreting Concentration

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 Quantitative Reasoning (MATH or STAT) Elective*	3	
¹ Social Sciences Elective*	3	
Term 2		
ENGL 102*	3	Quantitative Reasoning Elective*
¹ Natural Sciences Electives*	3-4	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
³ Unrestricted Electives	6	
Term 3		
ASL 111	3	ASL 111
¹ Communicating through Writing Elective*	3	ENGL 102*
HIEU 241* or HIEU 247*	3	Progression to the Concentration
PHIL 244*	3	
³ Unrestricted Elective	1	
Term 4		
¹ Arts and Humanities Elective*	3	2.7 cumulative GPA

ASL 112	3	ASL 111 and ASL 112 with a grade of B or better
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	
HIEU 242* or HIEU 248*	3	
¹ Social Sciences Elective*	3	
Term 5*		
ASL 211*	3	ASL 211*
PSYC 300	3	EI 335
EDPY 210*	3	
EI 335	3	
EDPY 401	3	
Term 6		
ASL 212*, ASL 435	6	ASL 212*
EI 350, EI 340	6	
ETEC 486	3	
Term 7		
ASL 311	3	No milestones
EDDE 415, EDDE 425	6	
EI 345, EI 355	7	
Term 8		
ASL 421	3	No milestones
EDDE 416	3	
EI 440	6	
SPED 402 or SPED 470	3	
UNDERGRADUATE TOTAL	120	

*Meets University General Education Requirement.

¹Select courses from the University General Education list.

²Students are required to complete two math courses or one math and one statistics course from the Quantitative Reasoning University General Education list. At least one of the Natural Science Electives must include a lab.

³Select any course not already required for the major. RSM 326 is a recommended course, and ASL 421 are recommended courses. (ASL 421 is offered in summer only.)

⁴Students should apply to the program by the end of Term 5.

Supporting Information

Rationale: ASL 421 is now offered springs and summers. It is also a requirement of the EI program. Therefore, we revised the #3 note

Impact on Other Units: There are no anticipated negative effects of these changes on other units.

Financial Impact: This course will be taught as part of the normal course load of existing faculty.

Additional Documentation: This is not a substantive change and does not need to be reported to SACSCOC.

REVISE PROGRAM

SPECIAL EDUCATION MAJOR, BS in EDUCATION

URL https://catalog.utk.edu/preview_program.php?catoid=29&pooid=12929

In the 2021 Undergraduate Catalog, revise the Special Education Major, BS in Education – Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education as follows:

~~Special Education Major, BS in Education
– Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education~~

~~uTrack Requirements~~

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who first entered Fall 2013 or later. uTrack does not apply to transfer students who entered prior to Fall 2015.

Progression Requirements

Progression to the Interventionist and Comprehensive Special Education concentration requires a 2.75 cumulative GPA after a minimum of 30 semester hours of coursework. A Board of Admissions will meet fall, spring, and summer 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.

Term	Hours	Milestone Notes
Term 1		
BIOL 101*	4	2.7 cumulative GPA
ENGL 101* or ENGL 118*	3	
¹ Quantitative Reasoning Elective*	3	
POLS 101* or POLS 102*	3	
PHIL 244*	3	
Term 2		
ENGL 102*	3	Quantitative Reasoning Elective*
ASTR 151* or ASTR 152* or GEOL 104*	3	² Interview for Admission to Teacher Education
⁴ Quantitative Reasoning Elective*	3	
GEOG 101*	3	
⁴ Non-U.S. History	3	
Term 3		
EDPY 210*	3	2.75 cumulative GPA
³ Intermediate Foreign Language*	3	ENGL 102*
PHIL 252*	3	
SPED 402	3	
EDPY 401	3	
SPED 200S	2	
Term 4		
³ Intermediate Foreign Language*	3	SPED 402
⁴ Non-U.S. History	3	
REED 430	4	
SPED 300N	3	
SPED 415	3	
Term 5		
SPED 416	6	Lab science
SPED 320N	3	
SPED 442	3	
SPED 459	3	
Term 6		
SPED 432	6	No milestones
SPED 322N	3	
ETEC 486	3	
⁵ Reading Elective	3	
Term 7		
SPED 420N	4	No milestones
SPED 474	3	
SPED 479	3	
⁶ Cultural studies or ESL elective	3	
Term 8		
SPED 422N	4	No milestones
SPED 496	3	
SPED 462	3	
SPED 490	3	
UNDERGRADUATE TOTAL	120	
POST BACCALAUREATE PROFESSIONAL YEAR		
Students must apply to and be admitted by the Graduate School prior to registration.		
Term 9		
TPTE 574	3	No milestones
TPTE 575	6	
REED 530	3	
Term 10		
TPTE 591	3	No milestones
TPTE 576	6	
MEDU 530	3	

GRADUATE TOTAL _____ 24 _____

¹Students are required to complete two math or statistics courses from the Quantitative Reasoning University General Education list.

²Interview after term 2 due to course sequencing. Must be admitted to teacher education program by the end of term 2; majority of remaining coursework is restricted.

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

⁴Two 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*.

⁵Select one course from REED 330, REED 428, REED 434, REED 461.

⁶Select one course from CFS 385, CSE 200, CSE 300, SOCI 110*, SOCI 454, SOWK 316, WLEL 475, WLEL 476, WLEL 489.

⁷Meets University General Education Requirement.

Special Education Major, BS in Education– Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. In order to remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students.

Progression Requirements

Progression to Special Education major requires a 2.75 cumulative GPA after a minimum of 12 semester hours of coursework. Once candidates formally progress to the concentration, they 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 – Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education

Professional Internship Program

Term 1	Hours	Milestone Notes
¹ ENGL 101 or 118	3	
² Arts and Humanities	3	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ BIOL 101	4	
⁵ CMST 210 or 240 or PHIL 244	3	
Term 2		
¹ ENG 102	3	Quantitative Reasoning
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ Natural Sciences	3	Progression to Concentration
⁶ Social Sciences	3	
⁷ Cultures and Civilizations	3	
Term 3		
⁶ EDPY 210	3	
⁷ CSE 200	3	
REED 430	3	
SPED 402	3	
ETEC 486	3	
Term 4		
EDPY 401	3	
^{1,2} English 206, 207, 208, 209, 237, 238, 247, 248, 251, 252,	3	

253, 254, 258, or PHIL 252		
SPED 300N	3	
SPED 335	3	
SPED 415	3	
Term 5		
SPED 416	3	
SPED 322N	3	
SPED 459	3	
SPED 4XX (417)	3	
MEDU 430	3	
Term 6		
REED 434	3	
SPED 442	3	
SPED 4XX (418)	3	
SPED 322N	3	
SPED 490	3	
Term 7		
⁸ Professional Support Elective	3	
SPED 4XX (453)	3	
SPED 420N	4	
SPED 474	3	
SPED 479	3	
Term 8		
⁸ Professional Support Elective	3	
⁸ Professional Support Elective	3	
SPED 422N	4	
SPED 496	3	
Undergraduate Total	120	
Post-Baccalaureate Professional Year		
Students must apply to and be admitted by the Graduate School prior to registration.		
Term 9		
TPTE 574	3	No milestones
TPTE 575	6	
REED 530	3	
Term 10		
TPTE 591	3	No milestones
TPTE 575	6	
MEDU 530	3	
Internship Year Total	24	

*Students must complete additional hours to complete the Master of Science degree requirement

¹Three courses from the Communicating through Writing (WC), first-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course from the options listed in Term 4, 3 credit hours

²Two courses from approved Arts and Humanities courses (AH)

³Two courses from approved Quantitative Reasoning (QR) courses

⁴Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

⁵One course from approved Communicating Orally (OC) courses

⁶Two courses from approved Social Sciences (SS) courses

⁷Two courses from approved Cultures and Civilization (CC) courses

⁸Select from ASL 211, COUN 333, ELED 322, REED 330, REED 428, SCED 421, SSCE 421, SPED 200S, WLEL 489 or others as approved by program faculty

Student Teaching Program

Term 1	Hours	Milestone Notes
¹ ENGL 101 or 118	3	
² Arts and Humanities	3	
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ BIOL 101	4	
⁵ CMST 210 or 240 or PHIL 244	3	
Term 2		
¹ ENG 102	3	Quantitative Reasoning
³ Quantitative Reasoning	3	Must be MATH or STAT
⁴ Natural Sciences	3	Progression to Concentration
⁶ Social Sciences	3	
⁷ Cultures and Civilizations	3	
Term 3		
⁶ EDPY 210	3	
⁷ CSE 200	3	
REED 430	3	
SPED 402	3	
ETEC 486	3	
Term 4		
EDPY 401	3	
^{1,2} English 206, 207, 208, 209, 237, 238, 247, 248, 251, 252, 253, 254, 258, or PHIL 252	3	
SPED 300N	3	
SPED 335	3	
SPED 415	3	
Term 5		
SPED 416	3	
SPED 322N	3	
SPED 459	3	
SPED 4XX (Foundations of IDD)	3	
MEDU 430	3	
Term 6		
REED 434	3	
SPED 442	3	
SPED 4XX (Effective Instruction IDD)	3	
SPED 322N	3	

SPED 490	3	
Term 7		
⁸ Professional Support Elective	3	
SPED 4XX (Assessment)	3	
SPED 420N	4	
SPED 474	3	
SPED 479	3	
Term 8		
SPED 494 (student teaching)	12	
SPED 493 (seminar)	1	
Undergraduate Total	120	

¹Three courses from the Communicating through Writing (WC), first-year composition sequence, 2 courses, 3 credit hours each, and additional written communication course from the options listed in Term 4, 3 credit hours

²Two courses from approved Arts and Humanities courses (AH)

³Two courses from approved Quantitative Reasoning (QR) courses

⁴Two courses from approved Natural Sciences (NS) courses, one must have a laboratory

⁵One course from approved Communicating Orally (OC) courses

⁶Two courses from approved Social Sciences (SS) courses

⁷Two courses from approved Cultures and Civilization (CC) courses

⁸Select from ASL 211, COUN 333, CSE 300, REED 330, REED 428, SCED 421, SSCE 421, SPED 200S, WLEL 489 or others as approved by program faculty

SUPPORTING INFORMATION

Rationale: Review by faculty members based on direction from CEHHS Dean McIntyre and Associate Dean Cihak to develop four-year undergraduate teaching licensure programs to increase access, enrollment, and meeting state need of certified teachers by developing a 4yr program and reducing cost related to the 5th year. Plus, internal data demonstrates that we produce more teacher candidates identified as BIPOC via our 4-year programs than 5-year programs.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM

VOLSTEACH MATHEMATICS MINOR

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pooid=12655&returnto=3807

In the 2021-2022 Undergraduate Catalog, revise the VolsTeach Mathematics Minor as follows:

Minor Requirements

The VolsTeach minor for mathematics Majors consists of ~~26~~ **32** hours.

Prerequisites

Complete:

- ~~TPTE 110 – VolsTeach: Inquiry-based Teaching~~
- ~~TPTE 120 – VolsTeach: Inquiry-based Lesson Design~~
- **TPTE 115 – VolsTeach: Introduction to Teaching**

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~~
- **SPED 402: Professional Studies – Special Education and Diverse Learners**
- MEDU 434 - Project Based Instruction
- MEDU 435 - Apprentice Teaching in Mathematics and Science

- [TPTE 491 – Analysis of Teaching](#)

*Meets University General Education Requirement.

Supporting Information

Rationale: Review by Faculty The curricular changes and related rationale include:

1. an adjustment to course sequencing (e.g. MEDU 434 changes)
2. adding/removing coursework to address student learning goals for the program (e.g. Adding SPED 402 for a focus on diverse learners; Adding TPTE 115 for course integration)
3. Replacing special topics courses (TPTE 495) taken by all students within VolsTeach with a course name (e.g. TPTE 491)

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE PROGRAM

VOLSTEACH SCIENCE MINOR

URL: https://catalog.utk.edu/preview_program.php?catoid=29&pcoid=12665&returnto=3807

In the 2021-2022 Undergraduate Catalog, revise the VolsTeach Science Minor as follows:

Minor Requirements

The VolsTeach minor for science majors consists of **23 29 hours**.

Prerequisites

Complete:

- ~~TPTE 110 – VolsTeach: Inquiry-based Teaching~~
- ~~TPTE 120 – VolsTeach: Inquiry-based Lesson Design~~
- [TPTE 115 – VolsTeach: Introduction to Teaching](#)

Required Courses

Complete:

- INPG 353 - VolsTeach: Perspectives on Math and Science
- INPG 385 - VolsTeach: Research Methods in Science
- SCED 432 - Knowing and Learning in Mathematics and Science *
- ~~SCED 433 - Classroom Interactions in Mathematics and Science~~
- [SPED 402: Professional Studies - Special Education and Diverse Learners](#)
- SCED 434 - Project Based Instruction
- SCED 435 - Apprentice Teaching in Mathematics and Science
- [TPTE 491 – Analysis of Teaching](#)

Supporting Information

Rationale The curricular changes and related rationale include:

1. an adjustment to course sequencing
2. adding/removing coursework to address student learning goals for the program (e.g. Adding SPED 402 for a focus on diverse learners; Adding TPTE 115 for course integration)
3. Replacing special topics courses (TPTE 495) taken by all students within VolsTeach with a course name (e.g. TPTE 491)

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE TPTE DEPARTMENT PAGE

URL: https://catalog.utk.edu/preview_entity.php?catoid=29&ent_oid=3042&returnto=3807

Teaching Minors

Students who are earning a baccalaureate degree in the College of Arts and Sciences and who are also seeking teacher licensure in art education, ~~elementary education~~, English as a Second Language education, English education, ~~mathematics education grades 6-8~~, ~~science education grades 6-8~~, social science education, or world language

education must earn a minor (or the equivalent of a minor) in ~~elementary education~~, English as a Second Language education, ~~mathematics education grades 6-8~~, ~~science education grades 6-8~~, world language education, or secondary education. Students interested in secondary mathematics or sciences undergraduate program teacher licensure must participate in the VolsTeach program.

Students should note that courses taken to satisfy the minor only partially fulfill teacher licensure requirements.

Supporting Information

Rationale: Needed to update the TPTE department home page to reflect end of the minors in Elementary Education, Mathematics Education Grade 8-8, and Science Education Grades 6-8. Other pathways are available for students seeking teacher licensure

Impact on Other Units: The impact on other units would be minimal. The only impact would be for students pursuing a major of Geology with a concentration Environmental Studies and minor in Middle Grades Math 6-8, as one to two students per year from that program complete this minor as a pathway to earning a middle grades Math teaching license. Lisa Emery from the Office of Advising and Student Services has been apprised of the removal of this minor and associated internship.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

REVISE CEHHS INFORMATION PAGE

URL: https://catalog.utk.edu/content.php?catoid=29&navoid=3807#Admission_to_Teacher_Education

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: formal progression to the major, concentration and/or specialization~~
 - a. ~~12 credit hours for elementary education, second language education, secondary social science, education, VolsTeach secondary STEM education and special education; 30 credit hours for educational interpreting; 45 credit hours for agriculture education, American Sign Language education, art education, deaf education, and music education; special education, and VolsTeach math and science secondary education; 60 credit hours for PreK-K education and early childhood education, and elementary education; 75 credit hours for secondary education (English, social sciences) and English as a Second Language education and world language education.~~
 - b. completion of specific courses prior to admission to the following teaching areas: ~~education of the deaf and hard of hearing-ASL 211~~; mathematics education grades ~~6-8 6-12~~– ~~MATH 141~~–~~MATH 142~~, plus at least six hours 200-level mathematics; science education grades ~~6-8 6-12~~– 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.

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.

Supporting Information

Rationale: The purpose of these changes is to update current language and admission requirements to teacher education, according to the TN Department of Education policies.

Impact on Other Units: None. The proposed change does not require courses required by other programs.

Financial Impact: None. This change will not require additional resources nor affect the department or college budget.

Additional Documentation: This change does not require additional approval.

