

**CEHHS Undergraduate Curricular Review Committee (CRC)
MINUTES (Pending Approval)**

October 12, 2016
2:30-4:30 pm
Claxton 412

Attending:

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

Guests: Jeff Cochran, Tom Beeson, Kimberly Wolbers, Kelley Strohacker, Lisa Emery

Non-Voting: Jeff Fairbrother, Jamia Stokes, Kayla Whitt

Meeting Agenda:

- I. Rob Hardin called the meeting to order at 2:14 pm in C 412, welcoming members and guests.
- II. Approval of Minutes (Rob Hardin)
 - a. September 7, 2016
 - i. Approved - 4/0
- III. Curricular Agenda
 - a. Kinesiology, Recreation, and Sport Studies (KRSS) – Rob Hardin; Kelley Strohacker
 - b. Educational Psychology and Counseling (EPC) – Jeff Cochran; Tom Beeson
 - c. Theory and Practice in Teacher Education (TPTE) – MariBeth Coleman; Kimberly Wolbers; Lisa Emery
 - d. Retail, Hospitality and Tourism Management (RHTM) – James Williams
 - e. Nutrition (NUTR) – Katie Kavanagh
 - f. Public Health (PUBH)
- IV. Unfinished Business
 - a. Two items have been tabled and will be voted upon via email when the appropriate information or changes have been provided to Kayla Whitt by the departments.
 - i. TPTE, Item 5, page 29.
 - ii. PUBH, Item 2, page 50.
- V. New Business – None

Notes in the curricular agenda minutes reflect the actions of the committee during the meeting. As a result, additional changes may have been necessary. Please see the Undergraduate Council minutes for January 2017. All supporting documentation requested in the minutes has been received and is on file in the Dean's Office.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

(COUN) COUNSELOR EDUCATION

Learning objectives for the Counseling MS programs:

1. Students will demonstrate skills for individual counseling
2. Students will demonstrate skills for group counseling
3. Students will demonstrate an understanding of a theoretical orientation

(CSE) CULTURAL STUDIES OF EDUCATIONAL FOUNDATIONS

Student objectives for the Cultural Studies of Educational Foundations MS program:

1. Students will master core knowledge in the discipline. Completing the reflective journal in the core course, CS 591.
2. Students will demonstrate the ability to think critically and application of knowledge and skills. Completing the service learning final paper/report in the core course, CS 591.
3. Students will demonstrate the integration of knowledge and research. Students who do the thesis option will complete a master's thesis and successfully defend it. The thesis committee will evaluate the student's final project.

I. COURSE CHANGES

(COUN) COUNSELOR EDUCATION

ITEM 1: ADD COURSE

COUN 333 Service Learning with Students with Intellectual and Developmental Disabilities (3)

Through service learning experiences, students will learn about postsecondary education for young adults with intellectual and developmental disabilities. **Service learning requirement of a minimum of 60 hours outside the classroom.**

Repeatability: may be repeated up to 9 credit hours.

SUPPORTING INFORMATION

Rationale: This course will help UT undergraduate students gain experience working with students with intellectual and developmental disabilities and better understand service learning. The course and the students' service work with persons with intellectual and developmental disabilities supports the FUTURE program, a certificate program that provides postsecondary education for students with intellectual and developmental disabilities. The FUTURE program empowers students to achieve gainful employment in our community. See <http://futureut.utk.edu> for more information.

Course Format: Course will be taught on campus as a traditional lecture/seminar course

Impact on other units: This course is available as a service-learning elective to any undergraduate student at our university. Special Education students can take this course as a substitute for RSM 226, so it serves as an option for a required course.

Financial impact: The course is taught by a doctoral student in counselor education or special education, so no financial impact is anticipated. This course has been taught as a special topics class for multiple semesters.

Student Learning Outcomes: The course does not apply to the SACS SLOs for the Counselor Education or Special Education programs.

Support from Assessment Activities: Student demand has been sufficient for a special topics course (Fall 2016 = 7 students; Spring 2016 = 16 students). We try to keep the enrollment to 15 or less because of the intensive service learning project each student completes during the semester. Counselor Education doctoral student interest in teaching undergraduate courses such as this, under close faculty supervision, is high.

COUN 110 Career and Life Planning I (3)

Basic career exploration and job seeking skills. Open only to students in the first semester of the FUTURE Postsecondary Education Program. Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): **FUTURE students only. Instructor permission required.**

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of COUN 212. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTURE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus

Impact on other units: None

Financial Impact: None. This course is currently taught by a graduate student and this will continue.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP). Certification as a CTP allows FUTURE Program students to use financial aid, when eligible. Creating permanent, separate courses for the FUTURE Program's students is needed to maintain the program under Comprehensive Transition Program requirements.

COUN 120 Career and Life Planning II (3)

Addresses workplace soft skills and continues career exploration and job seeking skills started in Career and Life Planning I; Open only to students in the FUTURE Postsecondary Education Program. (RE) Prerequisite: COUN 100 Career and Life Planning I

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): FUTURE students only. Instructor permission required.

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of COUN 212. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTURE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus

Impact on other units: None

Financial Impact: None. This course is currently taught by a graduate student and this will continue.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP). Certification as a CTP allows FUTURE Program students to use financial aid, when eligible. Creating permanent, separate courses for the FUTURE Program's students is needed to maintain the program under Comprehensive Transition Program requirements.

COUN 130 Career and Life Planning III (3)

Advanced career exploration and job seeking skills for second year students in the FUTURE Postsecondary Education Program. Open only to students in the FUTURE Postsecondary Education Program. (RE) Prerequisite: COUN 120 Career and Life Planning II.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): FUTURE students only. Instructor permission required.

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of COUN 212. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTURE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus

Impact on other units: None

Financial Impact: None. This course is currently taught by a graduate student and this will continue.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP). Certification as a CTP allows FUTURE Program students to use financial aid, when eligible. Creating permanent, separate courses for the FUTURE Program's students is needed to maintain the program under Comprehensive Transition Program requirements.

COUN 140 Career and Life Planning IV (3)

Skills from Career and Life Planning I, II, and III are applied in job search and other work settings. This course is open only to students in the FUTURE Postsecondary Education Program. (RE) Prerequisite: COUN 130 Career and Life Planning III.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): FUTURE students only. Instructor permission required.

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of COUN 212. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTURE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus

Impact on other units: None

Financial Impact: None. This course is currently taught by a graduate student and this will continue.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP). Certification as a CTP allows FUTURE Program students to use financial aid, when eligible. Creating permanent, separate courses for the FUTURE Program's students is needed to maintain the program under Comprehensive Transition Program requirements.

COUN 115 Digital Literacy I (3)

Basic computer, tablet and smart phone technology. Open only to students in the first semester for the FUTURE Postsecondary Education Program

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): FUTURE students only. Instructor permission required.

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of TPTE 495. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTURE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus

Impact on other units: None

Financial Impact: None. This course is currently taught by a graduate student and this will continue.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP). Certification as a CTP allows FUTURE Program students to use financial aid, when eligible. Creating permanent, separate courses for the FUTURE Program's students is needed to maintain the program under Comprehensive Transition Program requirements.

COUN 125 Digital Literacy II (3)

Continues learning in basic computer, tablet and smart phone technology for students in the FUTURE Postsecondary Education Program. Open only to students in the second semester of the FUTURE Postsecondary Education Program. (RE) Prerequisite: COUN 115 Digital Literacy I

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): FUTURE students only. Instructor permission required.

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of TPTE 495. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTURE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus

Impact on other units: None

Financial Impact: None. This course is currently taught by a graduate student and this will continue.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP). Certification as a CTP allows FUTURE Program students to use financial aid, when eligible. Creating permanent, separate courses for the FUTURE Program's students is needed to maintain the program under Comprehensive Transition Program requirements.

COUN 135 Digital Literacy III (3)

Continues learning in computer, tablet and smart phone technology for students in the FUTURE Postsecondary Education Program. Open only to students in the third semester of the FUTURE Postsecondary Education Program. (RE) Prerequisite: COUN 125 Digital Literacy II

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): FUTURE students only. Instructor permission required.

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of TPTE 495. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTURE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus

Impact on other units: None

Financial Impact: None. This course is currently taught by a graduate student and this will continue.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP). Certification as a CTP allows FUTURE Program students to use financial aid, when eligible. Creating permanent, separate courses for the FUTURE Program's students is needed to maintain the program under Comprehensive Transition Program requirements.

COUN 145 Digital Literacy IV (3)

Continues learning in computer, tablet and smart phone technology for students in the FUTURE Postsecondary Education Program. Open only to students in the fourth semester of the FUTURE Postsecondary Education Program. (RE) Prerequisite: COUN 135 Digital Literacy III
Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): FUTURE students only. Instructor permission required.

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of TPTE 495. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTURE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus

Impact on other units: None

Financial Impact: None. This course is currently taught by a graduate student and this will continue.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP). Certification as a CTP allows FUTURE Program students to use financial aid, when eligible. Creating permanent, separate courses for the FUTURE Program's students is needed to maintain the program under Comprehensive Transition Program requirements.

COUN 150 Life Skills (3)

Addresses broad set of skills that young adults need in order to live independently, including goal setting, health and exercise, budgeting, decision making, domestic skills, study skills, and personal safety. This course is open only to students in the FUTURE Postsecondary Education Program.

Repeatability: May be repeated. Maximum 12 hours.

Grading Restriction: Satisfactory/No Credit grading only.

Registration Restriction(s): FUTURE students only. Instructor permission required.

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of TPTE 495. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTURE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus

Impact on other units: None

Financial Impact: None. This course is currently taught by a graduate student and this will continue.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP). Certification as a CTP allows FUTURE Program students to use financial aid, when eligible. Creating permanent, separate courses for the FUTURE Program's students is needed to maintain the program under Comprehensive Transition Program requirements.

COUN 160 Personalized Learning (6)

This course is designed for students enrolled in the FUTURE Program's optional third year. Personalized Learning is a student focused curriculum which includes: further instruction in the three main program content areas: digital literacy, life skills and career and life; identification of learning interests and the development of and initial implementation of a lifelong learning; work at a paid or unpaid internship; refinement of written communication, self-expression, and personal reflection skills.
Repeatability: May be repeated. Maximum 12 hours.
Grading Restriction: Satisfactory/No Credit grading only.
Registration Restriction(s): FUTURE students only. Instructor permission required.

SUPPORTING INFORMATION

Rationale: The FUTURE Program has been utilizing existing course numbers for our offerings for the past seven semesters. This course has been listed as a section of TPTE 495. Having a designated course number will provide greater accuracy in registration and help prevent students outside of the FUTRE Program from enrolling, which has been an issue. This course is for FUTURE Program students only, not for regular UT undergraduates.

Course Format: Lecture/On Campus and experiential learning.

Impact on other units: None

Financial Impact: There should be no new financial impact. This course will be taught by current FUTURE Program staff.

Learning outcomes supported: No outcomes affected by the change.

Support from assessment activities: Director Tom Beeson and P.I. faculty, Dr. Gibbons of Counselor Education (EPC) and David Cihak of Special Education (TPTE) reviewed requirements for federal designation of a Comprehensive Transition Program (CTP).

Approved with noted revisions (5/0)

The committee addressed concerns with the COUN 333 repeatability of 9 credit hours. It was suggested that in the future, they consider changing it to "may be repeated up to 6 credit hours, must include different service learning experience."

(CSE) CULTURAL STUDIES IN EDUCATION

ITEM 2: DROP COURSE

CSE 200 Survey of International Education (3)

CSE 300 Social Justice, Education and Service Learning (3)

SUPPORTING INFORMATION

Rationale: The major, degree, courses and concentration are being moved to the Department of Theory and Practice in Teacher Education (TPTE). The Department of Educational Psychology and Counseling needs to drop the courses simultaneous to TPTE adding them.

Impact on other units: Will impact Department of Theory and Practice in Teacher Education

Financial Impact: None

Learning outcomes supported: No change in support for learning outcomes

Support from Assessment Activities: Department Heads and Dean decided the most fitting departmental placement for CSE.

Approved (5/0)

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

(KNS) KINESIOLOGY

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

(RSM) RECREATION AND SPORT MANAGEMENT

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will understand the foundational knowledge and skills need in the sport management and therapeutic recreation profession.
3. Students will demonstrate capacity for critical thinking.

I. COURSE CHANGES

(KNS) KINESIOLOGY

ITEM 1: REVISE REGISTRATION RESTRICTION(S)

KNS 290 Principles of Movement Control and Skill Learning (3)

Registration Restriction(s): Kinesiology or recreation and sport management major

Formerly:

KNS 290 Principles of Movement Control and Skill Learning (3)

Registration Restriction(s): Kinesiology or recreation and sport management major; minimum student level – sophomore

SUPPORTING INFORMATION

Rationale: In an effort to improve course sequencing in the future, students of any standing will be allowed to register for these major courses as long as they have successfully completed the prerequisites.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Faculty review of curriculum.

Approved with noted revision (5/0)

ITEM 2: REVISE (RE) PREREQUISITE(S), REGISTRATION RESTRICTION(S)

KNS 414 Fitness Testing and Exercise Prescription (3)

(RE) Prerequisite(s): Chemistry 120 with a C or better, Chemistry 130 with a C or better, Biochemistry and Cellular and Molecular Biology 230 with a C or better

Registration Restriction(s): Kinesiology major

Formerly:

KNS 414 Fitness Testing and Exercise Prescription (3)

(RE) Prerequisite(s): Biochemistry and Cellular and Molecular Biology 230.

Registration Restriction(s): Kinesiology major; minimum student level – junior

KNS 422 Biomechanics of Human Movement (3)

(RE) Prerequisite(s): Math 125 or 141 with a C or better, KNS 332 with a C or better and Physics 221 with a C or better

Registration Restriction(s): Kinesiology or animal science major

Formerly:

KNS 422 Biomechanics of Human Movement (3)

(RE) Prerequisite(s): 332 and Physics 221

Registration Restriction(s): Kinesiology or animal science major; minimum student level – junior

KNS 480 Physiology of Exercise (3)

(RE) Prerequisite(s): Chemistry 120 with a C or better, Chemistry 130 with a C or better, Biochemistry and Cellular and Molecular Biology 230 with a C or better or Biochemistry and Cellular and Molecular Biology 440 with a C or better

Registration Restriction(s): Kinesiology major, Biological Sciences major, or Animal Science major

Formerly:

KNS 480 Physiology of Exercise (3)

(RE) Prerequisite(s): Biochemistry and Cellular and Molecular Biology 230 or Biochemistry and Cellular and Molecular Biology 440

Registration Restriction(s): Kinesiology major, Biological Sciences major, or Animal Science major; minimum student level – junior

SUPPORTING INFORMATION

Rationale: In an effort to improve course sequencing in the future, students of any standing will be allowed to register for these major courses as long as they have successfully completed the prerequisites. Previously students needed to pass Chemistry, Physics, and Math to enroll in major KNS courses and to graduate (i.e. D- or better). While BCMB 230 and KNS 332 have always required a C or better to graduate, passing the class (D- or better) was the standard to enter KNS 480, KNS 414, and KNS 422. Often students would then re-take BCMB 230 and/or KNS 332 at a later time in order to graduate (which potentially undermines the spirit of having these courses as prerequisites). The changes reflected in points a-d aim to create a consistency of expectations to successfully pursue a degree in Kinesiology. The faculty believe the currently accepted D or better is not adequate preparation for the course the prerequisite leads to.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Faculty review of curriculum.

Approved with noted revision (5/0)

(RSM) RECREATION & SPORT MANAGEMENT**ITEM 3: ADD COURSE****RSM 294 Therapeutic Recreation Practicum I (3)**

Supervised part-time field experience (minimum of 120 clock hours) at an approved site.

Grading Restriction: A, B, C, No Credit grading only.

(RE) Prerequisite(s): 201.

Comment(s): Students must have a minimum required GPA of 2.5 for enrollment in this course.

Registration Restriction(s): Therapeutic Recreation major.

SUPPORTING INFORMATION

Rationale: Both Sport Management and Therapeutic Recreation concentrations shared the same course number for the Practicum and Internships. The changes in course numbers and course titles will eliminate any confusion as to which class students in each concentration should register for.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Accreditation review and Faculty review of curriculum.

RSM 394 Therapeutic Recreation Practicum II (3)

Supervised part-time field experience (minimum of 120 clock hours) at an approved site.

Grading Restriction: A, B, C, No Credit grading only.

(RE) Prerequisite(s): 294.

Comment(s): Students must have a minimum required GPA of 2.5 for enrollment in this course.

Registration Restriction(s): Therapeutic Recreation major.

SUPPORTING INFORMATION

Rationale: Both Sport Management and Therapeutic Recreation concentrations shared the same course number for the Practicum and Internships. The changes in course numbers and course titles will eliminate any confusion as to which class students in each concentration should register for.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Accreditation review and Faculty review of curriculum.

RSM 494 Therapeutic Recreation Internship (6-12)

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

Grading Restriction: A, B, C, No Credit grading only.

Repeatability: May be repeated. Maximum 12 hours.

(RE) Prerequisite(s): 394.

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. Students must have a minimum required GPA of 2.5 for enrollment in this course.

Registration Restriction(s): Therapeutic Recreation major; minimum student level — senior.

SUPPORTING INFORMATION

Rationale: Both Sport Management and Therapeutic Recreation concentrations shared the same course number for the Practicum and Internships. The changes in course numbers and course titles will eliminate any confusion as to which class students in each concentration should register for.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Accreditation review and Faculty review of curriculum.

Approved with noted revisions (4/0)

Committee asked if an equivalency table needed for these courses. These do not require an equivalency table.

ITEM 4: DROP COURSE

RSM 226 Therapeutic Recreation Programming I (3)

SUPPORTING INFORMATION

Rationale: Due to the rise in the number of students in our major, several students face the challenge of completing both RSM 226 and 326 which are required and therefore end up substituting another course in place of RSM 326. By dropping RSM 226 and making it an unrestrictive elective, this would eliminate this issue as well as add another much needed elective in the Therapeutic Recreation curriculum. Footnote 5 in the showcase will be added to provide approved electives for student to take which should help eliminate substitution forms.

Impact on other units: Yes, the proposed change alters courses required by other programs, AUSP, SPED INT with ELEM Ed, SPED INT with SEC ED, CFS Community Outreach. A blanket petition has already been created and put in place by College advising. RSM 226 is a high demand course. Students will take RSM 326 in its place and the capacity has been adjusted to accommodate this change. RSM 226 is a pre-requisite for RSM 326 which will be removed.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Accreditation review and Faculty review of curriculum.

Approved with noted revision (5/0)

ITEM 5: REVISE TITLE

RSM 390 Sport Management Practicum II (3)

Formerly:

RSM 390 Practicum II (3)

SUPPORTING INFORMATION

Rationale: Both Sport Management and Therapeutic Recreation concentrations shared the same course number for the Practicum and Internships. The changes in course numbers and course titles will eliminate any confusion as to which class students in each concentration should register for.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: No assessment activities were conducted.

Approved (5/0)

ITEM 6: REVISE TITLE, PREREQUISITE

RSM 290 Sport Management Practicum I (3)

(RE) Prerequisite(s): 250.

Formerly:

RSM 290 Practicum I (3)

(RE) Prerequisite(s): 201 or 250.

SUPPORTING INFORMATION

Rationale: Both Sport Management and Therapeutic Recreation concentrations shared the same course number for the Practicum and Internships. The changes in course numbers and course titles will eliminate any confusion as to which class students in each concentration should register for.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: No assessment activities were conducted.

RSM 326 Therapeutic Recreation Programming I (3)

(RE) Prerequisite(s): none.

Formerly:

RSM 326 Therapeutic Recreation Programming II (3)

(RE) Prerequisite(s): 226.

SUPPORTING INFORMATION

Rationale: As a result of dropping RSM 226, the title for RSM 326 will need to be changed to accurately reflect the progression through the corresponding courses. Currently, RSM 226 is titled Therapeutic Recreation Programming I; RSM 326 is Therapeutic Recreation Programming II, and RSM 426 is Therapeutic Recreation Programming III. It is proposed that we change RSM 326 to Therapeutic Recreation Programming I and RSM 426 to Therapeutic Recreation Programming II.

Impact on other units: Yes, the proposed change alters courses required by other programs, AUSB, SPED INT with ELEM ED, SPED INT with SEC ED, CFS Community Outreach. A blanket petition has already been created and put in place by College advising. Yes, this is a high demand course. Yes, this is a pre-requisite for RSM 426.

Financial impact: none.

Support from assessment activities: The following is the student learning outcome for RSM 326 and the COAPRT Accreditation. This learning outcome is not impacted by the course title change proposed.

COAPRT Accreditation Learning Outcomes: 7.02.03 – Conduct various facilitation technique experiences with a variety of client populations.

Approved with noted revision (5/0)

Committee agreed to remove the I for the title, contingent on if Undergraduate courses can have the same title as a Graduate course or not.

ITEM 7: REVISE TITLE, REPEATABILITY

RSM 426 Advanced Therapeutic Recreation Programming (3)

Repeatability: May be repeated. Maximum 6 hours.

Formerly:

RSM 426 Therapeutic Recreation Programming III (3)

Repeatability: none

SUPPORTING INFORMATION

Rationale: As a result of dropping RSM 226, the title for RSM 426 will need to be changed to accurately reflect the progression through the corresponding courses. Currently, RSM 226 is titled Therapeutic Recreation Programming I; RSM 326 is Therapeutic Recreation Programming II; and RSM 426 is Therapeutic Recreation Programming III. It is proposed that we change RSM 326 to Therapeutic Recreation Programming I and RSM 426 to Therapeutic Recreation Programming II.

Some students are able to get into RSM 326-426 sequence as a sophomore and therefore have enough room in their academic plan to take RSM 426 a second time in a different, more advanced leadership role.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: The following is the student learning outcome for RSM 326 and the COAPRT Accreditation. This learning outcome is not impacted by the course title change proposed.

COAPRT Accreditation Learning Outcomes: 7.02.02 – Develop measureable goals and objectives which address client needs.

Approved (5/0)

ITEM 8: REVISE TITLE, COMMENTS

RSM 490 Sport Management Internship (6-12)

Comment(s): Enrollment for 2 semesters (6 hours each) or 1 semester (12 hours). Total of 12 hours required. Students must have a minimum required GPA of 2.5 for enrollment in this course.

Formerly:

RSM 490 Internship (6-12)

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. Students must have a minimum required GPA of 2.5 for enrollment in this course.

SUPPORTING INFORMATION

Rationale: Both Sport Management and Therapeutic Recreation concentrations shared the same course number for the Practicum and Internships. The changes in course numbers and course titles will eliminate any confusion as to which class students in each concentration should register for.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: No assessment activities were conducted.

Approved (5/0)

ITEM 9: REVISE TITLE, DESCRIPTION, PREREQUISITE

RSM 460 Strategic Management of Sport Organizations (3)

This course prepares students to be leaders in a dynamic sport industry by developing their understanding and abilities in the areas of strategic leadership, planning, decision-making, and creativity. Students are required to think critically and are encouraged to begin the transition process from learning to application. Upon completion of the course, students will be able to create and implement effective strategies for various strategic issues facing the sport industry. The course embraces a case method style and emphasizes critical thinking, teamwork, effective writing, and presenting.

(RE) Prerequisite(s): 201 or 250.

Formerly:

RSM 460 Development and Revenue Generation (3) Designed to provide overview of theories, strategies, and techniques used in the production of revenue for recreation and sport organizations. Emphasis on developing balanced, multifaceted programs that target a variety of constituencies.

(RE) Prerequisite(s): 250.

SUPPORTING INFORMATION

Rationale: Therapeutic Recreation students are extremely limited on the availability of upper level RSM electives that are required to meet the graduation requirements. A prerequisite has been added to these electives to allow Therapeutic Recreation students the opportunity to enroll and provide them with an increased number of electives to choose from. The name change is being proposed to better fit the curriculum goals of this course and emphasize the strategic element of managing sport organizations. In addition, based on recent feedback received from the accreditation process, the program is seeking to become more aligned with the specific learning outcomes encouraged by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), which include elements of strategic management.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Accreditation review and Faculty review of curriculum.

ITEM 10: REVISE PREREQUISITES

RSM 325 Therapeutic Recreation Theories and Techniques (3)

(RE) Prerequisite(s): 201.

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

Formerly:

RSM 325 Therapeutic Recreation Theories and Techniques (3)-

(RE) Prerequisite(s): none.

Registration Restriction(s): none.

RSM 330 Sport Communication (3)

(RE) Prerequisite(s): 201 or 250.

Formerly:

RSM 330 Sport Communication (3)

(RE) Prerequisite(s): 250.

RSM 340 Financial Aspects of Sport (3)

(RE) Prerequisite(s): 201 or 250.

Formerly:

RSM 340 Financial Aspects of Sport (3)

(RE) Prerequisite(s): 250.

RSM 360 Sport Governance (3)

(RE) Prerequisite(s): 201 or 250.

Formerly:

RSM 360 Sport Governance (3)

(RE) Prerequisite(s): 250.

RSM 410 Intercollegiate Athletics (3)

(RE) Prerequisite(s): 201 or 250.

Formerly:

RSM 410 Intercollegiate Athletics (3)

(RE) Prerequisite(s): 250.

RSM 440 Sport Marketing (3)

(RE) Prerequisite(s): 201 or 250.

Formerly:

RSM 440 Sport Marketing (3)

(RE) Prerequisite(s): 250 and Marketing 300.

SUPPORTING INFORMATION

Rationale: Therapeutic Recreation students are extremely limited on the availability of upper level RSM electives that are required to meet the graduation requirements. A prerequisite has been added to these electives to allow Therapeutic Recreation students the opportunity to enroll and provide them with an increased number of electives to choose from.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: No assessment activities were conducted.

ITEM 11: REVISE PREREQUISITES, REGISTRATION RESTRICTION**RSM 405 Therapeutic Recreation in Public Schools (3)**

Concepts and techniques of working with children with disabilities in the public schools in Knox and Sevier County special education classes. Students will gain an understanding of various disabling conditions that children with special needs have and how to work with these children. Students will be involved in writing lesson plans, documenting progress, writing progress notes, writing evaluation reports, and leading activities with children in the school setting.

(RE) Prerequisite(s): RSM 201, KNS 100

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

Repeatability: May be repeated. Maximum 6 hours.

Comment(s): Students repeating course will serve in a leadership position.

Formerly:

RSM 405 Therapeutic Recreation in Public Schools (3) Concepts and techniques of working with children with disabilities in the public schools in Knox and Sevier County special education classes. Students will gain an understanding of various disabling conditions that children with special needs have and how to work with these children. Students will be involved in writing lesson plans, documenting progress, writing progress notes, writing evaluation reports, and leading activities with children in the school setting.

(RE) Prerequisite(s): none.

Repeatability: May be repeated. Maximum 6 hours.

Comment(s): Students repeating course will serve in a leadership position.

SUPPORTING INFORMATION

Rationale: This is a high demand course that has a limited capacity due to the service-learning nature. Several Therapeutic Recreation students are not able to get into this required class because students from other majors also take this course. The RSM 201 pre-requisite will be put in place so that students have at least the foundational knowledge in the RSM-TR concentration in preparation for this course.

Impact on other units: Yes, the proposed change alters courses required by other programs, students in Speech and Audiology are also required to take this course; however, those students struggle to get into this course as well so they are looking into alternatives for their students at this time. This is a high demand course.

Financial impact: none.

Support from assessment activities: Several student learning outcomes associated with our COAPRT Accreditation are associated with this course; however, none are impacted by this change.

Students graduating from the program shall demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation (7.01.01)

Understanding the role of the CTRS in public schools (7.01.01)

Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy (7.02.01)

Discuss various assessment tools and conduct initial and final evaluations (7.02.01)

Explain the process of identifying leisure and social deficits based on assessment information (7.02.01)

Apply methods of assessment to determine a client's physical, cognitive, emotional, social, and leisure functioning (7.02.01)

Students graduating from the program shall demonstrate the ability to conduct individualized planning of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy (7.02.02)

Develop measurable goals and objectives, which address client needs (7.02.02)

Students graduating from the program shall demonstrate the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts (7.02.03)

Conduct various facilitation technique experiences with a variety of client populations (7.02.03)

Students graduating from the program shall demonstrate the ability to document therapeutic recreation services according to regulatory, professional, and system requirements (7.02.04)

Describe the basic components and methods of documenting client progress (7.02.04)

Describe the basic components and methods of documenting client progress continued (7.02.04)

The assessment activities support the need for this change because the waiting list for the course demonstrates that several Therapeutic Recreation majors are not able to get into the class which impacts their progression through the major.

II. PROGRAM CHANGES

(KNS) KINESIOLOGY

ITEM 12: REVISE TERMS 1, 2, 3, 4, 5, 6, 7, 8 AND FOOTNOTES 2, 5, 6, 7, 8 FOR THE KINESIOLOGY MAJOR, BS IN EDUCATION MAJOR

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8483

In the 2017-2018 Undergraduate Catalog, revise Terms 1, 2, 3, 4, 5, 6, 7, 8 and Footnotes 2, 5, 6, 7, 8 for the BS in Kinesiology Major as follows:

FROM:

Term 1		
¹ Arts and Humanities Elective	3	2.3 cumulative GPA
CHEM 120* or CHEM 128*	4	
ENGL 101* or ENGL 118*	3	
² MATH 125* or MATH 141* or MATH 147*	3	
³ Physical Education Activity Program Elective	2	
Term 2		
CHEM 130* or CHEM 138*	4	MATH 125* or MATH 141*
ENGL 102*	3	
MATH 115* or STAT 201* or STAT 207*	3	
PSYC 110* or PSYC 117*	3	
⁴ Unrestricted Elective	3	
Term 3		
BCMB 230	5	2.5 cumulative GPA
CMCST 210*, CMST 217*, CMST 240*, or CMST 247*	3	CHEM 130*
KNS 100	1	
PHYS 221*	4	
³ Physical Education Activity Program Elective	2	
Term 4		
¹ Arts and Humanities Elective*	3	KNS 100
¹ Cultures and Civilizations Elective*	3	PHYS 221*
KNS 260	1	
NUTR 100*	3	
PHYS 222*	4	
Term 5		
ENGL 295* or ENGL 360* or PHIL 252* or PHIL 345*	3	BCMB 230
⁵ Department Electives	6	
KNS 332	3	
¹ Social Sciences Elective*	3	
Term 6		
¹ Cultures and Civilizations Elective*	3	KNS 332
KNS 350	3	
³ Kinesiology Elective	3	
⁶ Professional Electives	6	
Term 7		
⁵ Department Elective	3	
⁷ KNS 414, ⁷ KNS 422	6	
² Unrestricted Electives	6	
Term 8		
⁷ KNS 480	3	No milestones
⁶ Professional Electives	9	
² Unrestricted Elective	3	
TOTAL	120	

* Meets University General Education Requirement.

¹ Select courses from the University General Education list.

² If math placement score is not high enough to enter into MATH 125* or MATH 141* directly, MATH 119 or MATH 123* or MATH 130* is recommended. If taken, MATH 119, MATH 123*, or MATH 130* can be counted as a general elective.

³ Student must pass a total of 4 hours in physical education classes. Participation in athletic competition does not count toward these hours.

⁴ Classes that do not count in other areas of the Kinesiology curriculum can be counted as unrestricted electives.

⁵ Select courses from KNS 231, KNS 290, KNS 334, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 440, KNS 450, KNS 485, KNS 490, KNS 493, KNS 497; RSM 226, RSM 326, RSM 335, RSM 336, RSM 337, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450. Department electives must be passed with a minimum grade of "C."

⁶ Select courses from ACCT 200; ANTH 480; any BCMB course; BIOL 101*, BIOL 102*, BIOL 150*, BIOL 160*, BIOL 159*, BIOL 220, BIOL 229, BIOL 240, BIOL 260, BIOL 269; CFS 210*; CHEM 350, CHEM 358, CHEM 360, CHEM 368, CHEM 369; CLAS 273; COSC 100*; ECON 201*; EEB 240; FINC 300; KNS 231, KNS 290, KNS 334, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 440, KNS 450, KNS 485, KNS 490, KNS 493, KNS 497; MARK 300; MGT 201, MGT 300; MICR 210*; NURS 201, NURS 351; NUTR 302; PHIL 244*, PHIL 252*; PSYC 220, PSYC 300, PSYC 301, PSYC 310, PSYC 320, PSYC 330, PSYC 360, PSYC 382, PSYC 400, PSYC 410, PSYC 430, PSYC 431, PSYC 434, PSYC 435, PSYC 440, PSYC 461, PSYC 470, PSYC 475, PSYC 480, PSYC 482, PSYC 496; PUBH 201, PUBH 202, PUBH 315, PUBH 350, PUBH 401; RSM 226, RSM 326, RSM 335, RSM 336, RSM 337, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450; STAT 201*. Professional electives must be passed with a minimum grade of "C." Other courses not listed here may be petitioned to count as kinesiology professional electives with approval of the assigned kinesiology faculty advisor. Check with advisor prior to taking the course. Courses selected as professional electives cannot be used to fulfill additional requirements in the program.

⁷ Kinesiology students must have a cumulative minimum GPA of 2.5 to register for these courses.

⁸ Select one course from KNS 231, KNS 290, or KNS 335.

TO:

Term 1

¹ Arts and Humanities Elective	3	2.5 cumulative GPA
CHEM 120* or CHEM 128*	4	
ENGL 101* or ENGL 118*	3	
² MATH 125* or MATH 141* or MATH 147*	3	
³ Physical Education Activity Program Elective	2	

Term 2

CHEM 130* or CHEM 138*	4	MATH 125* or MATH 141* (must earn a grade of C or better)
ENGL 102*	3	
MATH 115* or STAT 201* or STAT 207*	3	
PSYC 110* or PSYC 117*	3	
^{2,4} Unrestricted Elective	3	

Term 3

BCMB 230	5	CHEM 130* (must earn a grade of C or better)
CMCST 210*, CMST 217*, CMST 240*, or CMST 247*	3	
KNS 100	1	
PHYS 221*	4	
³ Physical Education Activity Program Elective	2	

Term 4

¹ Arts and Humanities Elective*	3	KNS 100 (must earn a grade of C or better)
¹ Cultures and Civilizations Elective*	3	PHYS 221* (must earn a grade of C or better)
KNS 260	1	
NUTR 100*	3	
PHYS 222*	4	

Term 5

ENGL 295* or ENGL 360* or PHIL 252* or PHIL 345*	3	BCMB 230 (must earn a grade of C or better)
⁶ Professional Electives	6	
KNS 332	3	
¹ Social Sciences Elective*	3	

Term 6

¹ Cultures and Civilizations Elective*	3	KNS 332 (must earn a grade of C or better)
KNS 350	3	
⁸ Kinesiology Elective	3	
⁶ Professional Electives	6	

Term 7

⁵ Department Elective	3	No milestones
⁷ KNS 414, ⁷ KNS 422	6	
^{2, 4} Unrestricted Electives	6	
Term 8		
⁷ KNS 480	3	No milestones
⁶ Professional Electives	9	
^{2, 4} Unrestricted Elective	3	
TOTAL	120	

* Meets University General Education Requirement.

¹ Select courses from the University General Education list.

² If math placement score is not high enough to enter into MATH 125* or MATH 141* directly, MATH 119 or MATH 123* or MATH 130* is recommended. If taken, MATH 119, MATH 123*, or MATH 130* can be counted as an unrestricted elective.

³ Student must pass a total of 4 hours in physical education classes. Participation in athletic competition does not count toward these hours.

⁴ Classes that do not count in other areas of the Kinesiology curriculum can be counted as unrestricted electives.

⁵ Select courses from KNS 231, KNS 290, KNS 334, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 440, KNS 450, KNS 485, KNS 490, KNS 493, KNS 497; RSM 226, RSM 326, RSM 335, RSM 336, RSM 337, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450. Students must earn a C or better in these courses.

⁶ Select courses from ACCT 200; ANTH 480; any BCMB course; BIOL 101*, BIOL 102*, BIOL 150*, BIOL 160*, BIOL 159*, BIOL 220, BIOL 229, BIOL 240, BIOL 260, BIOL 269; CFS 210*; CHEM 350, CHEM 358, CHEM 360, CHEM 368, CHEM 369; CLAS 273; COSC 100*; ECON 201*; EEB 240; FINC 300; KNS 231, KNS 290, KNS 334, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 440, KNS 450, KNS 485, KNS 490, KNS 493, KNS 497; MARK 300; MGT 201, MGT 300; MICR 210*; NURS 201, NURS 351; NUTR 302; PHIL 244*, PHIL 252*; PSYC 220, PSYC 300, PSYC 301, PSYC 310, PSYC 320, PSYC 330, PSYC 360, PSYC 382, PSYC 400, PSYC 410, PSYC 430, PSYC 431, PSYC 434, PSYC 435, PSYC 440, PSYC 461, PSYC 470, PSYC 475, PSYC 480, PSYC 482, PSYC 496; PUBH 201, PUBH 202, PUBH 315, PUBH 350, PUBH 401; RSM 226, RSM 326, RSM 335, RSM 336, RSM 337, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450; STAT 201*. Students must earn a C or better in these courses. Other courses not listed here may be petitioned to count as kinesiology professional electives with approval of the assigned kinesiology faculty advisor. Check with advisor prior to taking the course. Courses selected as professional electives cannot be used to fulfill additional requirements in the program.

⁷Kinesiology students must have a cumulative minimum GPA of 2.5 to register for these courses. Students must earn a C or better in these courses.

⁸Select one course from KNS 231, KNS 290, or KNS 335. Students must earn a C or better in this course.

SUPPORTING INFORMATION

Rationale: The first uTrack milestone GPA has been changed from a 2.3 GPA to a 2.5 GPA. This change was made because the major requires a 2.5 to progress to departmental advising, enroll in 414, 480, and 422, and to graduate. In the advisors' experience, students who start out college with a lower GPA are not likely to recover because the curriculum continues to be difficult. In addition to providing consistency to the GPA milestones, this change may help guide students in switching to a different major earlier in their college career.

Previously students needed to pass Chemistry, Physics, and Math to enroll in major KNS courses and to graduate (i.e. D- or better). While BCMB 230 and KNS 332 have always required a C or better to graduate, passing the class (D- or better) was the standard to enter KNS 480, KNS 414, and KNS 422. Often students would then re-take BCMB 230 and/or KNS 332 at a later time in order to graduate (which potentially undermines the spirit of having these courses as prerequisites). The changes reflected in points a-d aim to create a consistency of expectations to successfully pursue a degree in Kinesiology. The faculty believe the currently accepted D or better is not adequate preparation for the course the prerequisite leads to. Students perform poorly in Kinesiology courses, if they have a D in the basic science prerequisites.

uTrack milestones will now require a C or better to be met. It was added to the departmental description and requirements of the Kinesiology major to explicitly state that these courses must be passed with a C or better to be admitted to departmental advising (progress in the major). It also states that these courses must be passed with a C or better to graduate. The course descriptions for KNS 414, KNS 480, and KNS 422 will now explicitly state that a C or better is required for these classes. KNS 414 and KNS 480 course descriptions will indicate that registration requires a C or better in Chemistry 120/130 and a C or better in BCMB 230. KNS 422 course description will indicate that registration requires a C or better in Math 125 or 141, a C or better in Physics 221, and a C or better in KNS 332.

Impact on other units: This change may impact the number of students that have to retake key courses in order to make the required grade of C or better. These key courses include: Chemistry 120, Chemistry 130, Physics 221, Physics 222, Math 125, or 141, Kinesiology 332, BCMB 230.

Financial impact: none.

Support from assessment activities: No assessment activities were conducted.

Approved (5/0)

ITEM 13: REVISE THE DEPARTMENTAL DESCRIPTION AND REQUIREMENTS OF THE KINESIOLOGY MAJOR, BS IN EDUCATION

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8483

In the 2017-2018 Undergraduate Catalog, replace the existing departmental description and requirements for the Kinesiology Major page as follows:

FROM:

The Kinesiology major prepares students for a variety of careers in health-related fitness and for graduate or professional study in medicine, allied health professions (including physical therapy), and various fields within kinesiology (exercise physiology, biomechanics, sport psychology, etc.).

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 and Retention Requirements

Admission into the kinesiology major requires a minimum undergraduate cumulative GPA of 2.5 after a minimum of 45 hours of coursework and completion of KNS 100, CHEM 120*, and PHYS 221*.

Students not following the uTrack requirements must apply to the kinesiology major prior to the completion of 75 hours of coursework. Hours earned through AP credit or dual enrollment while in high school do not count toward this total. Applications to the Kinesiology major can be obtained by visiting HPER 322. Once the application is complete and all requirements are met, students will be scheduled for a transcript evaluation meeting with department advising staff.

Students following the 2013-2014 catalog or a subsequent version will transition from college to department advising upon completion of Term 4 requirements as listed in the table below. College and department advising personnel will assist students in making this transition.

Any professional courses, taken before or after progression into the kinesiology program, must be passed with a minimum letter grade of C. No professional courses with a grade below C will be counted toward the major. Professional courses are BCMB 230, all kinesiology courses, and all professional and department electives.

Students admitted into the kinesiology major must have a cumulative GPA of 2.5 to register for all 400-level kinesiology classes.

Service Learning Honors Program

Kinesiology majors have the opportunity to participate in the college's Service Learning Honors Program. For eligibility and requirements, see Service Learning Honors Program.

TO:

The Kinesiology major prepares students for a variety of careers in health-related fitness and for graduate or professional study in various fields within kinesiology (exercise physiology, biomechanics, sport psychology, motor behavior, physical activity epidemiology, etc.), allied health professions (physical therapy, occupational therapy, physician assistant, chiropractic, athletic training, etc.) and medicine. Incoming freshmen ("first year students") can enter the Kinesiology major when they start at UT, or during their first two years. Transfer students can enter the Kinesiology major when they start at UT.

If your chosen career path will require graduate school, know that planning for that starts now. Your educational preparation as an undergraduate is an essential part of your success later on. Many students arrive at the university with the goal to become a physician, physical therapist, or other health professional, but they have little knowledge of what the profession is really like or of its demands. Because competition is so intense in medicine and other health professions, you should become as familiar as possible with the career you are pursuing, including the additional education requirements and the minimum GPA and grades in specific courses to be competitive for admission to graduate study.

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 milestone requirements for each semester. The table below describes the recommended courses for the major for each semester (term) and the required milestones (described in the right column). Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who entered University of Tennessee as first year students in Fall 2013 or later and transfer students who entered in Fall 2015 or later.

Major Requirements & Rules

Advising Transition

Academic advising for freshmen, sophomores, and transfer students in the Kinesiology major occurs in the College of Education, Health, and Human Sciences' Office of 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). College and department advising staff will assist students making this transition.

uTrack students will transition from college to department advising upon completion of the following:

- A minimum cumulative UT GPA of 2.5 after a minimum of 45 hours of coursework
- Completion of Math 125 or 141, Kinesiology 100, Chemistry 130, and Physics 221. These are the uTrack milestones for the first four terms.
- All of these courses must be completed with a C or better.

Students not following uTrack requirements must apply for transition from college to department advising prior to the completion of 75 hours of coursework. Hours earned through AP credit or dual enrollment while in high school do not count toward this total. These students must also meet the following criteria:

- Achievement of a minimum cumulative UT GPA of 2.5 after a minimum of 45 hours of coursework
- Completion Kinesiology 100, Chemistry 120, and Physics 221.
- All of these courses must be completed with a C or better.

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. Once the application form is approved by the department, students will be emailed a 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 an advising appointment in HPER.

Minimum Grades and Required GPA for Continuation in the Major

Students who do not earn a C or better in Math 125 or 141, Physics 221, and Kinesiology 332 will not be allowed to take Kinesiology 422 (Biomechanics of Human Movement.) Students who do not earn a C or better in Chemistry 120, Chemistry 130, and BCMB 230 will not be allowed to take Kinesiology 414 (Fitness Testing and Exercise Prescription) or Kinesiology 480 (Physiology of Exercise.)

All Kinesiology courses, Professional Electives, Department Electives, Math 125 or 141, Chemistry 120, Chemistry 130, Physics 221, Physics 222, and BCMB 230 (or any course(s) used as a substitute for these requirements) must all be passed with a C or better to graduate.

Kinesiology majors must maintain a cumulative UT GPA of 2.5 or higher to register for any required 400-level Kinesiology courses (414, 422, and 480) and to graduate.

Service Learning Honors Program

Kinesiology majors have the opportunity to participate in the college's Service Learning Honors Program. For eligibility and requirements, see Service Learning Honors Program.

SUPPORTING INFORMATION

Rationale: The Kinesiology major description text was rewritten to reflect our policies regarding advising and uTrack requirements as well as removing "progression" as recommended by the UG Curriculum Committee. The description text now explicitly states what field(s) students can pursue and clarifies what students need to do to prepare for their future. In addition, the description text now explains the process of what students need to do in order to transition into departmental advising. Revisions were made to the uTrack requirements to better describe how it works and who it impacts.

The description text now provides information to students entering the major as upper classmen, describes the transition from college to department advising, and the minimum GPA and course requirements that must be met in order to make the transition.

Previously students needed to pass Chemistry, Physics, and Math to enroll in major KNS courses and to graduate (i.e. D- or better). While BCMB 230 and KNS 332 have always required a C or better to graduate, passing the class (D- or better) was the standard to enter KNS 480, KNS 414, and KNS 422. Often students would then re-take BCMB 230 and/or KNS 332 at a later time in order to graduate (which potentially undermines the spirit of having these courses as prerequisites). The changes reflected in points a-d aim to create a consistency of expectations to successfully pursue a degree in Kinesiology. The faculty believe the currently accepted D or better is not adequate preparation for the course(s) the prerequisite leads to.

Impact on other units: This change may impact the number of students that have to retake key courses in order to make the required grade of C or better. These key courses include: Chemistry 120, Chemistry 130, Physics 221, Physics 222, Math 125, or 141, Kinesiology 332, BCMB 230.

Financial impact: none.

Support from assessment activities: No assessment activities were conducted.

Approved (5/0)

(RSM) RECREATION & SPORT MANAGEMENT

ITEM 14: REVISE TERMS 2, 4, 5, 6, 7 AND FOOTNOTES 5 AND 6 FOR THE RECREATION AND SPORT MANAGEMENT MAJOR, BS IN EDUCATION – SPORT MANAGEMENT CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8555

In the 2017-2018 Undergraduate Catalog, revise Terms 2, 4, 5, 6, 7 and Footnotes 5 and 6 for the Recreation and Sport Management Major, BS in Education – Sport Management Concentration as follows:

FROM:

Term 1		
¹ Cultures and Civilizations Elective*	3	2.5 cumulative GPA
ENGL 101* or ENGL 118*	3	
RSM 100	1	
¹ Social Sciences Elective*	3	
² Unrestricted Electives	6	
Term 2		
¹ Arts and Humanities Elective*	3	2.5 cumulative GPA
¹ Cultures and Civilizations Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125* or MATH 1441* or MATH 147*	3-4	
² Unrestricted Elective	3	
Term 3		
³ ACCT 200 or ACCT 207	3	2.5 cumulative GPA
MCST 210*, CMST 217*, CMST 240*, or CMST 247*	3	MATH 125* or MATH 141*
³ ECON 201* or ECON 207*	4	
¹ Natural Sciences Electives*	3-4	
RSM 250	3	
Term 4		
³ MGT 201	3	RSM 100
¹ Natural Sciences Electives*	3-4	
RSM 290	3	
³ STAT 201* or STAT 207*	3	
Term 5		
^{3,4} MARK 300	3	RSM 250
^{3,4} MGT 300	3	
RSM 335 or RSM 336	3	
² Unrestricted Electives	6	
Term 6		
¹ Arts and Humanities Elective*	3	RSM 290
¹ Communicating through Writing Elective*	3	
^{3,4} FINC 300	3	
⁵ RSM 350, ⁵ RSM 390	6	
Term 7		
⁶ Recreation and Sport Management Electives	15	RSM 390
Term 8		
⁵ RSM 490	12	No milestones
⁶ Recreation and Sport Management Elective	3	
TOTAL	120	

* Meets University General Education Requirement.

¹ Select courses from the University General Education list. At least one natural science course must have a lab.

² Select any course not already required for the major.

³ Business administration minor requirement.

⁴ Must be taken at UTK.

⁵ Requires progression into the recreation and sport management major.

⁶ May choose from KNS 490; RSM 310, RSM 330, RSM 334, RSM 337, RSM 338, RSM 340, RSM 360, RSM 370, RSM 380 (class focus must be sport management), RSM 410, RSM 415, RSM 430, RSM 440, RSM 450, RSM 460. All courses on list (except KNS 490, RSM 337, RSM 338, and RSM 370) require progression into the recreation and sport management major.

TO:

Term 1		
¹ Cultures and Civilizations Elective*	3	2.5 cumulative GPA
ENGL 101* or ENGL 118*	3	
¹ Social Sciences Elective*	3	
² Unrestricted Electives	6	
Term 2		
¹ Arts and Humanities Elective*	3	2.5 cumulative GPA
¹ Cultures and Civilizations Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125* or MATH 1441* or MATH 147*	3-4	
RSM 100	1	
² Unrestricted Elective	3	
Term 3		
³ ACCT 200 or ACCT 207	3	2.5 cumulative GPA
MCST 210*, CMST 217*, CMST 240*, or CMST 247*	3	MATH 125* or MATH 141*
³ ECON 201* or ECON 207*	4	
¹ Natural Sciences Electives*	3-4	
RSM 250	3	
Term 4		
³ MGT 201	3	RSM 100
¹ Natural Sciences Electives*	3-4	
³ STAT 201* or STAT 207*	3	
² Unrestricted Electives	3	
Term 5		
^{3,4} MARK 300	3	RSM 250
RSM 335	3	
RSM 290	3	
² Unrestricted Electives	3	
⁶ Recreation and Sport Management Electives	3	
Term 6		
¹ Arts and Humanities Elective*	3	RSM 290
^{3,4} MGT 300	3	
⁵ RSM 350, ⁵ RSM 390	6	
⁶ Recreation and Sport Management Electives	6	
Term 7		
⁶ Recreation and Sport Management Electives	9	RSM 390
¹ Communicating through Writing Elective*	3	
^{3,4} FINC 300	3	
Term 8		
⁵ RSM 490	12	No milestones
TOTAL	120	

* Meets University General Education Requirement.

¹ Select courses from the University General Education list. At least one natural science course must have a lab.

² Select any course not already required for the major.

³ Business administration minor requirement.

⁴ Must be taken at UTK.

⁵ Requires advancement into the recreation and sport management major.

⁶ May choose from KNS 490; RSM 310, RSM 330, RSM 334, RSM 336, RSM 337, RSM 338, RSM 340, RSM 360, RSM 370, RSM 380 (class focus must be sport management), RSM 410, RSM 415, RSM 430, RSM 440, RSM 450, RSM 460. All courses on list (except KNS 490, RSM 337, RSM 338, and RSM 370) require advancement into the recreation and sport management major.

SUPPORTING INFORMATION

Rationale: Moving courses to different terms was to more accurately reflect when students are likely to get into/take courses. Students will be better prepared for the course content.

Footnote 5 and 6 change in wording from "progression" to "advancement" because students are technically already in the RSM major, so they are not progressing into the major. However, they are still required to advance through the major by successfully completing the pre-requisites before moving on to the next course. The word progression was removed by the Undergraduate Curriculum Committee.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Faculty review of curriculum.

Approved with noted revision (5/0)

ITEM 15: REVISE TERMS 2, 3, 4, 5, 6, 8 AND FOOTNOTES 3 AND 5 FOR THE RECREATION AND SPORT MANAGEMENT MAJOR, BS IN EDUCATION – THERAPEUTIC RECREATION CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8556

In the 2017-2018 Undergraduate Catalog, revise Terms 2, 3, 4, 5, 6, 8 and Footnotes 3 and 5 for the Recreation and Sport Management Major, BS in Education – Therapeutic Recreation Concentration as follows:

FROM:

Term 1		
CFS 210*	3	2.5 cumulative GPA
¹ CHEM 100* or CHEM 120* or CHEM 128* or BIOL 101*	4	
ENGL 101* or ENGL 118*	3	
PSYC 110* or PSYC 117*	3	
² Quantitative Reasoning Elective*	3	
Term 2		
¹ CHEM 110* or CHEM 130* or CHEM 138* or BIOL 102*	4	ENGL 101*
ENGL 102*	3	
² Quantitative Reasoning Elective*	3	
RSM 201	4	
Term 3		
CLAS 273	3	Quantitative Reasoning Elective*
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	
³ RSM 320, ³ RSM 325	6	
⁴ Unrestricted Elective	4	
Term 4		
¹ BCMB 230	5	RSM 201
² Cultures and Civilizations Elective*	3	
PHIL 252*	3	
RSM 226, ³ RSM 290	6	
Term 5		
² Arts and Humanities Elective*	3	PSYC 110*
² Cultures and Civilizations Elective*	3	
KNS 332 or EEB 240	3-4	
⁴ Unrestricted Elective	3	
PSYC 330	3	
Term 6		
³ RSM 310, RSM 326, ³ RSM 390	9	No milestones
⁵ Professional Support Course Electives	6	
Term 7		
Psychology Elective (300-400 level course)	3	No milestones

RSM 405, RSM 420, RSM 430	9	
Recreation and Sport Management Elective (300-400 level course)	3	
Term 8		
^{3,6} RSM 490	12	No milestones
TOTAL	120	

* Meets University General Education Requirement.

¹ Students taking BCMB 230 at UTK must take a chemistry sequence.

² Select courses from the University General Education list.

³ Requires progression into the recreation and sport management major.

⁴ Select any course not already required for the major.

⁵ Courses must be in addition to those specified for the major and must be selected from 300- or 400-level courses in the following disciplines: child and family studies, psychology, sociology, recreation and sport management, special education, or kinesiology or KNS 290.

⁶ Must meet guidelines for national NCTRC certification.

TO:

Term 1		
CFS 210*	3	2.5 cumulative GPA
¹ CHEM 100* or CHEM 120* or CHEM 128* or BIOL 101*	4	
ENGL 101* or ENGL 118*	3	
PSYC 110* or PSYC 117*	3	
² Quantitative Reasoning Elective*	3	
Term 2		
¹ CHEM 110* or CHEM 130* or CHEM 138* or BIOL 102*	4	ENGL 101*
ENGL 102*	3	
² Quantitative Reasoning Elective*	3	
⁴ Unrestricted Elective	4	
Term 3		
CLAS 273	3	Quantitative Reasoning Elective*
CMST 210*, CMST 217*, CMST 240*, or CMST 247*	3	
RSM 201	4	
² Cultures and Civilizations Elective*	3	
² Arts and Humanities Elective*	3	
Term 4		
¹ BCMB 230	5	RSM 201
PHIL 252*	3	
RSM 326	3	
³ RSM 320	3	
⁴ Unrestricted Elective	3	
Term 5		
² Cultures and Civilizations Elective*	3	PSYC 110*
KNS 332 or EEB 240	3-4	
PSYC 330	3	
³ RSM 325	3	
³ RSM 294	3	
Term 6		
³ RSM 310, ³ RSM 394	6	No milestones
⁵ Professional Support Course Electives	6	
Unrestricted elective	3	
Term 7		
Psychology Elective (300-400 level course)	3	No milestones
RSM 405, RSM 420, RSM 430	9	
Recreation and Sport Management Elective (300-400 level course)	3	

Term 8		
^{3,6} RSM 494	12	No milestones
TOTAL	120	

* Meets University General Education Requirement.

¹ Students taking BCMB 230 at UTK must take a chemistry sequence.

² Select courses from the University General Education list.

³ Requires advancement into the recreation and sport management major.

⁴ Select any course not already required for the major.

⁵ Courses must be in addition to those specified for the major and must be selected from 300- or 400-level courses in the following disciplines: child and family studies, psychology, sociology, recreation and sport management, special education, or kinesiology, and educational interpreting and audiology and speech pathology, or KNS 290, PHYS 221, PHYS 222, SOC 120, ANTH 110 or ANTH 130, STAT 201, PUBH 315, PUBH 350, or PUBH 301, BIOL 101, BIOL 102, BIOL 150, BIOL 160, or BIOL 159, CHEM 100, CHEM 110, CHEM 120, or CHEM 130. All Statistics, Biology, and Chemistry course credits cannot be applied to both a general education and professional support elective requirement.

⁶ Must meet guidelines for national NCTRC certification.

SUPPORTING INFORMATION

Rationale: Moving courses to different terms was to more accurately reflect when students are likely to get into/take courses. Students will be better prepared for the course content. Footnote 3 – the word progression was removed as recommended by the Undergraduate Curriculum Committee. Footnote 5 additions - Courses added to showcase give TR students additional options to choose from in order to meet graduate school prerequisites or to better prepare them to work with individuals with disabilities.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Faculty review of curriculum.

Approved with noted revision (5/0)

ITEM 16: REVISE DEPARTMENTAL DESCRIPTION AND REQUIREMENTS OF THE RECREATION AND SPORT MANAGEMENT MAJOR, BS IN EDUCATION – SPORT MANAGEMENT CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8555

In the 2017-2018 Undergraduate Catalog, revise departmental description and requirements of the Recreation and Sport Management Major, Sport Management Concentration page as follows:

FROM:

The Recreation and Sport Management major with a concentration in Sport Management prepares students interested in working in the sport industry. The program combines the sport management curriculum with a minor in business administration. The program concludes with a semester-long internship experience.

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

Students must submit an application upon meeting the following minimum criteria.

Minimum of 30 semester hours earned.

Minimum 2.5 GPA for all college work.

Completion of RSM 100 and RSM 250 with a grade of C or better.

Completion of ENGL 101* and ENGL 102*, and MATH 125* or MATH 141*.

Board of Admissions

The Board of Admissions meets at the end of each term to review applications. Applications must be submitted by December 1, May 1, or July 1 to be considered for the following term. A complete application and all progression requirements must be met to be admitted.

Retention

Any Recreation and Sport Management course taken before or after progression into the Sport Management concentration must be passed with a minimum grade of C. A 2.5 GPA is required to register for RSM 290, RSM 390, and RSM 490.

Service Learning Honors Program

Recreation and Sport Management majors with a concentration in Sport Management have the opportunity to participate in the college's Service Learning Honors Program. For eligibility and requirements, see Service Learning Honors Program.

TO:

The Recreation and Sport Management major with a concentration in Sport Management prepares students interested in working in the sport industry. The program combines the sport management curriculum with a minor in business administration. The program concludes with a semester-long internship experience.

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 milestone requirements for each semester. The table provided describes the recommended courses for the major for each semester (term) and the required milestones (described in the right column). Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who entered University of Tennessee as first year students in Fall 2013 or later and transfer students who entered in Fall 2015 or later.

Major Requirements & Rules

Advising Transition

Academic advising for freshmen, sophomores, and transfer students in the Recreation and Sport Management major occurs in the College of Education, Health, and Human Sciences' 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 (krss.utk.edu). College and department advising staff will assist students making this transition.

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:

- Minimum of 30 semester hours earned.
- Minimum cumulative University of Tennessee GPA of 2.5
- Completion of RSM 100 with a grade of C or better
- Completion of RSM 250 with a grade of C or better
- Successful completion of ENGL 101* and ENGL 102*, and MATH 125* or MATH 141*

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.

Minimum Grades and Required GPA for Continuation in the Major

Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A minimum of a 2.5 GPA is required to register for RSM 290, RSM 390, and RSM 490 and to graduate.

Service Learning Honors Program

Recreation and Sport Management majors with a concentration in Sport Management have the opportunity to participate in the college's Service Learning Honors Program. For eligibility and requirements, see Service Learning Honors Program.

SUPPORTING INFORMATION

Rationale: The Recreation and Sport Management major description text was rewritten to reflect our policies regarding advising and uTrack requirements, as well as removing "progression" as recommended by the UG Curriculum Committee.

The major requires a 2.5 to progress to departmental advising, enroll in 290, 390, and 490, and to graduate. In the advisors' experience, students who start out college with a lower GPA are not likely to recover because the curriculum continues to be difficult. In addition to providing consistency to the GPA milestones, this change may help guide students in switching to a different major earlier in their college career.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: No assessment activities were conducted.

Approved (5/0)

ITEM 17: REVISE DEPARTMENTAL DESCRIPTION AND REQUIREMENTS OF THE RECREATION AND SPORT MANAGEMENT MAJOR, BS IN EDUCATION – THERAPEUTIC RECREATION CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8556

In the 2017-2018 Undergraduate Catalog, revise departmental description and requirements of the Recreation and Sport Management Major, Therapeutic Recreation Concentration page as follows:

FROM:

The Recreation and Sport Management major with a concentration in Therapeutic Recreation prepares students for employment in a variety of health care settings including programs in mental health and mental retardation, physical rehabilitation centers, drug and alcohol treatment centers, and community-based programs. Graduates fulfill the eligibility requirements for National Council for Therapeutic Recreation Certification.

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

Students must submit an application upon meeting the following minimum criteria.

Minimum of 30 semester hours earned.

Minimum 2.5 GPA for all college work.

Completion of RSM 201 with a grade of C or better.

Completion of ENGL 101* and ENGL 102*, and three (3) hours of quantitative reasoning.

Board of Admissions

The Board of Admissions meets at the end of each term to review applications. Applications must be submitted by December 1, May 1, or July 1 to be considered for the following term. A complete application and all progression requirements must be met to be admitted.

Retention

Any Recreation and Sport Management course taken before or after progression into the Sport Management concentration must be passed with a minimum grade of C. A 2.5 GPA is required to register for RSM 290, RSM 390, and RSM 490.

Service Learning Honors Program

Recreation and Sport Management majors with a concentration in Sport Management have the opportunity to participate in the college's Service Learning Honors Program. For eligibility and requirements, see Service Learning Honors Program.

TO:

The Recreation and Sport Management major with a concentration in Therapeutic Recreation prepares students for employment in a variety of health care settings including programs for mental health and intellectual disabilities, physical rehabilitation centers, drug and alcohol treatment centers, and community-based programs. Graduates fulfill the eligibility requirements for National Council for Therapeutic Recreation Certification. The program concludes with a semester-long internship experience.

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 milestone requirements for each semester. The table provided describes the recommended courses for the major for each semester (term) and the required milestones (described in the right column). Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students who entered University of Tennessee as first year students in Fall 2013 or later and transfer students who entered in Fall 2015 or later.

Major Requirements & Rules

Advising Transition

Academic advising for freshmen, sophomores, and transfer students in the Recreation and Sport Management major occurs in the College of Education, Health, and Human Sciences' 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 (krss.utk.edu). College and department advising staff will assist students making this transition.

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:

Minimum of 30 semester hours earned
Minimum cumulative University of Tennessee GPA of 2.5
Completion of RSM 201 with a grade of C or better
Completion of ENGL 101* and ENGL 102*, and three (3) hours of 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.

Minimum Grades and Required GPA for Continuation in the Major

Any Recreation and Sport Management course taken must be passed with a minimum grade of C. A minimum of a 2.5 GPA is required to register for RSM 294, RSM 394, and RSM 494 and to graduate.

Service Learning Honors Program

Recreation and Sport Management majors with a concentration in Sport Management have the opportunity to participate in the college's Service Learning Honors Program. For eligibility and requirements, see Service Learning Honors Program.

SUPPORTING INFORMATION

Rationale: The Recreation and Sport Management major description text was rewritten to reflect our policies regarding advising and uTrack requirements, as well as removing "progression" as recommended by the UG Curriculum Committee.

The major requires a 2.5 to progress to departmental advising, enroll in 2XX (294), 3XX (394), and 4XX (494), and to graduate. In the advisors' experience, students who start out college with a lower GPA are not likely to recover because the curriculum continues to be difficult. In addition to providing consistency to the GPA milestones, this change may help guide students in switching to a different major earlier in their college career.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: No assessment activities were conducted.

Approved (5/0)

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

Spec Ed BS ASP Learner Outcomes

1. (From InTASC Standard 2) Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.
2. (from InTASC Standard 10) Seeks appropriate roles and opportunities to take responsibility for well-being of individuals with disabilities, to collaborate with students, families, colleagues, school professionals, and community members to ensure individual learner growth, and to advance well-being of individuals with disabilities.

Spec Ed BS Learner Outcomes

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

I. COURSE CHANGES

(ARED) ART EDUCATION

ITEM 1: REVISE (RE) PREREQUISITE

ARED 400 Theory & Practice in Art Education (3)

(RE) Prerequisite(s): Educational Psychology 210 or permission of instructor.

Formerly:

(RE) Prerequisite(s): 350, Educational Psychology 210 or permission of instructor.

SUPPORTING INFORMATION

Rationale: the program is designed so that students typically take ARED 400 in the fall and then take ARED 350 (a practicum course) in the spring—the spring before their internship year. Therefore, ARED 350 should not be listed as a prerequisite for ARED 400.

Impact on other units: none

Financial impact: none

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support for this change from assessment activities: no assessment activities conducted. This is a minor wording change to better reflect typical art education program sequencing.

Approved (5/0)

(ASL) AMERICAN SIGN LANGUAGE

ITEM 2: REVISE (RE) PREREQUISITES

ASL 311 Advanced American Sign Language I: Educational Context (3)

(RE) Prerequisite(s): Minimum **grade of C** in ASL 212.

Formerly:

(RE) Prerequisite(s): ASL 212.

SUPPORTING INFORMATION

Rationale: a minimum C is needed for non-majors. Students who progress to the next level ASL without having a minimum C are rarely able to keep up in the class. A minimum C prerequisite is similar to the requirements of other language courses taught on campus.

Impact on other units: none

Financial impact: none

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support for this change from assessment activities: based on observations of ASL instructors, students who progress to the next level of ASL without having attained a minimum C rarely complete the course successfully. It also presents challenges for instructors to manage students in class who do not have the requisite skills.

Approved with noted revision (5/0)

ITEM 3: REVISE (RE) PREREQUISITES AND ADD COMMENT

ASL 112 Elementary American Sign Language II (3)

(RE) Prerequisite(s): Minimum **grade of C** in 111.

Course Comment: Deaf Education majors, Educational Interpreting majors, and ASL minors must earn a minimum **grade of B**, and non-majors must earn a minimum **grade of C** to advance to ASL 211.

Formerly:

(RE) Prerequisite(s): 111.

ASL 211 Intermediate American Sign Language I (3)

(RE) Prerequisite(s): Minimum **grade of C** in 112.

Course Comment: Deaf Education majors, Educational Interpreting majors, and ASL minors must earn a minimum **grade of B**, and non-majors must earn a minimum **grade of C** to advance to ASL 212.

Formerly:

(RE) Prerequisite(s): 112

ASL 212 Intermediate American Sign Language II (3)

(RE) Prerequisite(s): Minimum **grade of C** in 211.

Course Comment: Deaf Education majors, Educational Interpreting majors, and ASL minors must earn a minimum **grade of B**, and non-majors must earn a minimum **grade of C** to advance to ASL 311.

Formerly:

(RE) Prerequisite(s): 211.

SUPPORTING INFORMATION

Rationale: a minimum B is required for majors. Adding a course comment will help to remind students of expectations. A minimum C is needed for non-majors. Students who progress to the next level ASL without having a minimum C are rarely able to keep up in the class. A minimum C prerequisite is similar to the requirements of other language courses taught on campus.

Impact on other units: none

Financial impact: none

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support for this change from assessment activities: based on observations of ASL instructors, students who progress to the next level of ASL without having attained a minimum C rarely complete the course successfully. It also presents challenges for instructors to manage students in class who do not have the requisite skills.

Approved with noted revisions (5/0)

ITEM 4: REVISE TO ADD COMMENT

ASL 111 Elementary American Sign Language I (3)

Comment: Deaf Education majors, Educational Interpreting majors, and ASL minors must earn a minimum **grade of B**, and non-majors must earn a minimum **grade of C** to advance to ASL 112.

Formerly:

No comment

SUPPORTING INFORMATION

Rationale: a minimum B is required for majors. Adding a course comment will help to remind students of expectations. A minimum C is needed for non-majors. Students who progress to the next level ASL without having a minimum C are rarely able to keep up in the class. A minimum C prerequisite is similar to the requirements of other language course taught on campus.

Impact on other units: none

Financial impact: none

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support for this change from assessment activities: based on observations of ASL instructors, students who progress to the next level of ASL without having attained a minimum C rarely complete the course successfully. It also presents challenges for instructors to manage students in class who do not have the requisite skills.

Approved with noted revisions (5/0)

(AUSP) AUDIOLOGY AND SPEECH PATHOLOGY

ITEM 5: DROP

~~AUSP 302 Acoustics and Perception (3)~~

~~AUSP 305 Phonetics (3)~~

~~AUSP 306 Anatomy and Physiology of Speech (3)~~

~~AUSP 431 Stuttering (3)~~

~~AUSP 433 Observation of Clinical Practice (1)~~

~~AUSP 435 Introduction to Speech Sound Disorders (3)~~

~~AUSP 440 Voice Disorders (3)~~

~~AUSP 445 Clinical Practice in Audiology (1-4)~~

~~AUSP 461 Introduction to Language Pathology in Children (3)~~

~~AUSP 473 Introduction to Audiologic Assessment (3)~~

SUPPORTING INFORMATION

~~Rationale: all of the above listed courses (with the exception of 431, 440, and 445) will continue to be offered through UTHSC to all B.S. in ASP majors in the joint degree program. Non-majors in UTK do not take these courses. On the rare occasion that a UTK student (non-ASP major) requests enrollment, if there is room in the requested course, the student may apply via transient application to UTHSC and enroll via UTHSC Banner. AUSP 431 and 440 were removed from the undergraduate curriculum and into the graduate curriculum several years ago. They will continue to be offered through UTHSC to all M.S. in Speech Language Pathology students. Non-majors at UTK do not take these courses, but on the rare occasion that a UTK graduate student (non-MS SLP students) requests enrollment, if there is room in the course, the student may apply via transient application to UTHSC and enroll via UTHSC Banner per consent of the instructor. AUSP 445 has not been offered in several years and therefore, needs to be dropped.~~

~~Rationale: AUSP 431 and 440 were removed from the undergraduate curriculum and into the graduate curriculum several years ago. They will continue to be offered through UTHSC to all M.S. in Speech Language Pathology students. Non-majors at UTK do not take these courses, but on the rare occasion that a UTK graduate student (non-MS SLP students) requests enrollment, if there is room in the course, the student may apply via transient application to UTHSC and enroll via UTHSC Banner per consent of the instructor. AUSP 445 has not been offered in several years and therefore, needs to be dropped.~~

~~Impact on other units: none~~

~~Financial impact: none~~

~~Learner outcomes supported by this change: no learner outcomes are impacted by this change.~~

~~Support for this change from assessment activities: no assessment activities were conducted.~~

Approved via email with noted revisions (4/0)

AUSP 302, 305, 306, 433, 435, 461, and 473 were withdrawn from consideration and will not be dropped. We were instructed by Molly Sullivan that we would have to list all ASP courses in both catalogs. This program is unlike any other at UTK and must follow different rules from our 3+1 programs that involve three years of undergraduate work and one year of graduate work, because the ASP program results in a joint degree from UTHSC and UTK. As a joint degree, the transcripts from both institutions need to match AND we have to list all courses. The only way to do that is to list the courses in both catalogs, which is also the only way that DARS can track student progress and completion. This explains why the idea of dropping all courses in Terms

7 and 8 from the UTK catalog was not pursued. In addition, the rationale was revised by the department to reflect the approved proposal to drop AUSP 431, 440, and 445.

Notes from Oct. 12th Meeting: Item tabled and will be voted on via email. Jamia Stokes addressed some concern with removing these items from the UTK catalog. She feels it could have an impact on advising (orientation, parents, and prospective students). We have tabled this item to see if we can revise the showcase (terms 7 and 8) to add text that directs them to the UTHSC catalog. If so, TPTE will need to provide Kayla Whitt with the appropriate program changes.

ITEM 6: REVISE TO ADD REGISTRATION RESTRICTION

AUSP 303 Introduction to Hearing Science (3)

Registration Restriction: Restricted to students majoring in Child and Family Studies, Special Education, and Interdisciplinary Studies or consent of instructor.

Formerly:

No registration restriction.

AUSP 320 Speech and Language Development (3)

Registration Restriction: Restricted to students majoring in Child and Family Studies, Special Education, and Interdisciplinary Studies or consent of instructor.

Formerly:

No registration restriction.

AUSP 494 Introduction to Aural Habilitation/Rehabilitation of the Hearing Impaired (3)

Registration Restriction: Restricted to students majoring in Child and Family Studies, Special Education, and Interdisciplinary Studies or consent of instructor.

Formerly:

No registration restriction.

SUPPORTING INFORMATION

Rationale: these courses should be offered via UTK only to Audiology and Speech Pathology (ASP) non-majors who are majoring in Child and Family Studies, Special Education, or Interdisciplinary Studies. ASP majors will access these courses via UTHSC during their final year in the B.S. in ASP 3 + 1 joint degree program.

Impact on other units: none

Financial Impact: none

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support for this change from assessment activities: no assessment activities conducted. This is a minor wording change to better reflect typical art education program sequencing.

Approved (5/0)

(CSE) CULTURAL STUDIES IN EDUCATION

ITEM 7: ADD

CSE 200 Survey of International Education (3) A study of selected nations, their cultures, and their educational systems, focusing on cross-cultural interpretation and the treatment of common problems and themes within diverse educational institutions.

Satisfies General Education Requirement: (CC)

CSE 300 Social Justice, Education and Service Learning (3) A study of selected concepts, theories and policies related to social justice within the American education system.

Recommended Background: English 101 and 102 or equivalent.

SUPPORTING INFORMATION

Rationale: Cultural Studies faculty, programs and courses are moving from Educational Psychology and Counseling (EPC) to Theory & Practice in Teacher Education (TPTE) effective in 2017. Cultural Studies content is better aligned with the mission of TPTE than EPC.

Impact on other units: none

Course format and location: traditional on-campus.

Financial impact: none. All of the resources will be moving as well to support this change.

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support from assessment activities: none.

Approved (5/0)

(EDDE) EDUCATION OF THE DEAF AND HARD OF HEARING

ITEM 8: REVISE TO ADD (RE) PREREQUISITE, COMMENT, AND REGISTRATION RESTRICTION

EDDE 410 Practicum: Deaf/Hard of Hearing (3)

RE Prerequisite: Minimum **grade of B** in EDDE 310; ASL 212

Comment: Taught in American Sign Language

Registration Restriction: Admission to Teacher Education

Formerly:

No prerequisites, registration restrictions, or comments.

SUPPORTING INFORMATION

Rationale: students not earning a B or higher in EDDE 310 are either not showing professional behavior in their practicum placements (e.g., excessive absences or tardiness) or are not evidencing basic lesson/unit planning skill. EDDE 410 is taken by students in the spring of their senior year. They should have completed ASL 212 and have been admitted to teacher education by then. The course is fully taught in ASL.

Impact on other units: none

Financial Impact: none

Learner outcomes supported by this change: no outcomes are impacted by this change.

Support for this change from assessment activities: instructor observations.

Approved with noted revision (5/0)

ITEM 9: REVISE TO REMOVE RECOMMENDED BACKGROUND AND TO ADD COMMENT AND REGISTRATION RESTRICTION

EDDE 415 Language Development of the Deaf and Hard of Hearing I (3)

Comment: Taught in American Sign Language

Registration Restriction: Admission to Teacher Education, Educational Interpreting, or instructor permission.

Formerly:

Removed recommended background and added comment and registration restriction

SUPPORTING INFORMATION

Rationale: EDDE 415 is taken by students in the fall of their senior year. They should have been admitted to teacher education by then. The class is fully taught in American Sign Language.

Impact on other units: none

Financial impact: none

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support for this change from assessment activities: team review of the program.

EDDE 416 Language Development of the Deaf and Hard of Hearing II (3)

Comment: Taught in American Sign Language

Registration Restriction: Admission to Teacher Education, Educational Interpreting, or instructor permission.

Formerly:

Removed recommended background and added comment and registration restriction.

SUPPORTING INFORMATION

Rationale: EDDE 416 is taken by students in the spring of their senior year. They should have been admitted to teacher education by then. The class is fully taught in American Sign Language.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are impacted by this change

Support for this change from assessment activities: team review of the program.

Approved (5/0)

ITEM 10: REVISE TO ADD COURSE COMMENT

EDDE 310 Practicum with the Deaf and Hard of Hearing (3)

Comment: Students must earn a minimum grade of B to advance to EDDE 410.

Formerly:

No comment.

SUPPORTING INFORMATION

Rationale: Students not earning a B or higher are either not showing professional behavior in their practicum placements (e.g., excessive absences or tardiness) or are not evidencing basic lesson/unit planning skill.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support from assessment activities: instructor observations.

Approved with noted revision (5/0)

(ETEC) EDUCATIONAL TECHNOLOGY

ITEM 11: REVISE COURSE DESCRIPTION AND ADD REGISTRATION RESTRICTION

ETEC 486 Integrating Technology into the Classroom (3) Use of technology to support teaching and learning; designed to prepare teacher preparation students to integrate a variety of computer-based technologies into the PreK-12 curriculum and adapt these technologies for diverse populations including students with mild disabilities as well as ESL students. Includes strategies and techniques of integrating the Internet, digital images, digital stories, multimedia, web-based tools, mobile apps and interactive whiteboards.

Registration Restriction: Admission to Teacher Education.

Formerly:

Use of technology to support teaching and learning; designed to prepare teacher preparation students to integrate a variety of computer-based technologies into the PreK-12 curriculum and adapt these technologies for diverse populations including students with mild disabilities as well as ESL students. Includes strategies and techniques of integrating the Internet, digital images, digital diagrams, multimedia, web-based tools and interactive whiteboards.

SUPPORTING INFORMATION

Rationale: This change is revise to course description to better reflect course content and to add the registration restriction that a student must be admitted to teacher education.

Impact on other units: none. This course was added last catalog year but the registration restriction was inadvertently left out.

Financial impact: none.

Learner outcomes supported by this change: No learner outcomes are impacted by this change.

Support for this change from assessment activities: No assessment activities were conducted. This change is to update the description and to correct the omission of the registration restriction that is currently having to be enforced manually per student.

Approved (5/0)

(WLEL) WORLD LANGUAGE/ENGLISH AS A SECOND LANGUAGE EDUCATION

ITEM 12: ADD

WLEL 445 Teaching World Languages: Grades PreK-5 (3) ACTFL standards-based pedagogy, curricula, research and instructional resources focused on the PreK-5 WL classroom.

Recommended Background: Completion or near completion of world language hours for certification.

Registration Restriction(s): Admission to Teacher Education or consent of instructor.

SUPPORTING INFORMATION

Rationale: the state of Tennessee now offers PreK-12 licensure in world languages. Teaching WL: Grades PreK-6 has been offered as a TPTE 593 or 595 course for several years and it is now time to give it a WLEL course number. This course will be offered for both UG and Grad credit and will be submitted to the Grad CRC at the Nov 2016 meeting.

Impact on other units: none.

Format and course location: this course is offered online with regular virtual real-time class meetings.

Financial impact: none. This course is already being taught by current WLEL faculty.

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support from assessment activities: This change is necessary to comply with state licensing requirements in world languages

WLEL 475 Grammar for ESL Teachers (3) Pedagogical approaches, second language acquisition research and resources for teaching English grammar to English language learners. Required for PreK-12 ESL licensure.
Recommended Background: Completion or near completion of hours for ESL certification.

SUPPORTING INFORMATION

Rationale: the state of Tennessee requires a pedagogical grammar class for PreK-12 ESL licensure. In recent years, TPTE 595 was the course number assigned to this class. It is now time to give it a WLEL course number. This course will be offered for both UG and Grad credit and will be submitted to the Grad CRC at the Nov 2016 meeting.

Impact on other units: none.

Course format and location: this class is offered in a traditional on-campus format.

Financial impact: none. This course is already being taught by current WLEL faculty.

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support from assessment activities: this change is necessary to comply with state licensing requirements in English as a Second Language.

Approved (5/0)

II. PROGRAM CHANGES

ITEM 13: ADD (ASL) AMERICAN SIGN LANGUAGE MINOR

In the 2017-2018 Undergraduate Catalog add American Sign Language Minor as follows:

URL: <http://catalog.utk.edu/content.php?catoid=20&navoid=2319>

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

Prerequisite(s):

ASL 111, 112 (minimum B or better)

Complete (15 undergraduate hours):

Required:

ASL 211, 212, 311 (minimum grade of B or better)

ASL 435 (minimum grade of C)

Select 3 credits from:

ASL 421, EDDE 415, 416, 425 (minimum grade of C)

SUPPORTING INFORMATION

Rationale: based upon demand and increased interest from students and advisors, we are adding a minor in American Sign Language (ASL). This increase in demand stems from the decision to allow ASL to satisfy the cultures and civilizations (CC) general education requirement and also stems from increased societal interest generally in deaf culture.

Impact on other units: none

Financial impact: The addition of the minor will lead to greater enrollment in minor courses. We do not anticipate a change in ASL 211 and 212 since the request for an ASL minor is coming from students already enrolled in these courses to satisfy cultures and civilizations (CC) requirement. We do anticipate an increase in enrollment in ASL 311 and 435. Only majors are currently taking 311 and there is room for more students. Based on demand, we can add a summer section of 311 as well. Dr. Davis, instructor of ASL 435, has agreed to accommodate minor students into his class, increasing the size of his class if demand is high. Because of the plan reflected here to accommodate increased enrollment with current faculty, we do not anticipate a financial impact.

Learner outcomes supported by this change: there are no learner outcomes for a minor.

Support from assessment activities: this change is based on the demand for an ASL minor from students and advisors as noted in the rationale.

Approved with noted revisions (5/0)

ITEM 14: ADD VOLSTEACH MATHEMATICS MINOR

To the 2017-2018 Undergraduate Catalog, add VolsTeach Math minor as follows:

VolsTeach Mathematics Minor

Minor Requirements

The VolsTeach minor for mathematics majors consists of 26 hours.

Prerequisites

Complete:

INPG 110 - VolsTeach: Inquiry-Based Approaches to Teaching

INPG 120 - VolsTeach: Inquiry-Based Lesson Design

Required Courses

Complete:

INPG 353 - VolsTeach: Perspectives on Math and Science

INPG 385 - VolsTeach: Research Methods in Science

MATH 205 - Functions and Modeling for Secondary Math Instruction

MEDU 432 - Knowing and Learning in Mathematics and Science

MEDU 433 - Classroom Interactions in Mathematics and Science

MEDU 434 - Project Based Instruction

MEDU 435 - Apprentice Teaching in Mathematics and Science

Approved (5/0)

ITEM 15: ADD VOLSTEACH SCIENCE MINOR

To the 2017-2018 undergraduate Catalog, add VolsTeach Math minor as follows:

VolsTeach Science Minor

Minor Requirements

The VolsTeach minor for science majors consists of 23 hours.

Prerequisites

Complete:

INPG 110 - VolsTeach: Inquiry-Based Approaches to Teaching

INPG 120 - VolsTeach: Inquiry-Based Lesson Design

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

SCED 434 - Project Based Instruction

SCED 435 - Apprentice Teaching in Mathematics and Science

SUPPORTING INFORMATION

Rationale: we are adding minors in VolsTeach Mathematics and VolsTeach Science. VolsTeach courses provide educational licensure to students who are majoring in STEM disciplines. While these students' majors are within the College of Arts and Sciences, their minor is more consistent with the mission of TPTE. VolsTeach faculty members have been increasingly included within TPTE, and VolsTeach students get advising and licensure from TPTE. The close association of VolsTeach with TPTE makes it logical to move the minor.

Impact on other units: Impact on other units: none. The College of Arts and Sciences is in agreement with moving the VolsTeach minors to TPTE.

Financial impact: There should be no financial impact for adding the VolsTeach minors to TPTE as the program and classes are already being offered and taught by current faculty. The move may have some positive financial impact by increasing efficiency and streamlining interactions. The move should provide a more seamless mechanism of course substitution between VolsTeach and other TPTE courses when necessary.

Learner outcomes supported by this change: there are no learner outcomes for a minor.

Support from assessment activities: this change is based on the demand for an ASL minor from students and advisors as noted in the rationale.

Approved (5/0)

ITEM 16: REVISE SECONDARY EDUCATION MINOR

In the 2017-2018 Undergraduate Catalog, revise the Secondary Education Minor as follows:

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8566&returnto=2319

FROM:

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

TO:

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

Students pursuing Secondary English/ESL Licensure must also complete the following:
ENED 460 – Teaching Reading and Literature in the Secondary school or

Students pursuing Secondary Social Science Education Licensure must also complete the following:
SSCE 454: Teaching Strategies and Issues in Secondary Social Studies Education

SUPPORTING INFORMATION

Rationale: the addition of the English and Social Science teaching strategies courses are needed to better prepare the students for current requirements of the teaching internship (Track 2 master's program) which now includes an objectively scored teacher performance assessment.

Impact on other units: none

Financial impact: none

Learner outcomes supported by this change: there are no learner outcomes for minors.

Support for this change from assessment activities: No assessment activity.

Approved (5/0)

ITEM 17: REVISE PROGRAMS LIST FOR THEORY AND PRACTICE IN TEACHER EDUCATION

In the 2017-2018 Undergraduate Catalog, revise the programs list for Theory & Practice in Teacher Education as follows:

URL: <http://catalog.utk.edu/content.php?catoid=20&navoid=2319>

FROM:

Art Education Minor
Audiology and Speech Pathology Major, BS in Audiology and Speech Pathology
Elementary Education Minor
English as a Second Language Education Minor
Mathematics Education Grades 6-8 Minor
Science Education Grades 6-8 Minor
Secondary Education Minor
Special Education Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration
Special Education Major, BS in Education – Educational Interpreting Concentration
Special Education Major, BS in Education – Interventionist and Comprehensive Special Education with Elementary Education Concentration (with Optional Endorsement in Early Childhood Education)
Special Education Major, BS in Education – Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education)
World Language Education Minor

TO:

American Sign Language Minor
Art Education Minor

Audiology and Speech Pathology Major, BS in Audiology and Speech Pathology
Elementary Education Minor
English as a Second Language Education Minor
Mathematics Education Grades 6-8 Minor
Science Education Grades 6-8 Minor
Secondary Education Minor
Special Education Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration
Special Education Major, BS in Education – Educational Interpreting Concentration
Special Education Major, BS in Education – Interventionist and Comprehensive Special Education with Elementary Education Concentration (with Optional Endorsement in Early Childhood Education)
Special Education Major, BS in Education – Interventionist and Comprehensive Special Education with Secondary Education Concentration (with Optional Endorsement in Early Childhood Education)
VolsTeach Mathematics Minor
VolsTeach Science Minor
World Language Education Minor

SUPPORTING INFORMATION

Rationale: based upon demand and increased interest from students and advisors, we are adding a minor in American Sign Language (ASL). This increase in demand stems from the decision to allow ASL to satisfy the cultures and civilizations (CC) general education requirement and also stems from increased societal interest generally in deaf culture. Additionally, we are adding minors in VolsTeach Mathematics and VolsTeach Science. VolsTeach courses provide educational licensure to students who are majoring in STEM disciplines. While these students' majors are within the College of Arts and Sciences, their minor is more consistent with the mission of TPTE. VolsTeach faculty members have been increasingly included within TPTE, and VolsTeach students get advising and licensure from TPTE. The close association of VolsTeach with TPTE makes it logical to move the minor.

Impact on other units: none. The College of Arts and Sciences is in agreement with moving the VolsTeach minors to TPTE.

Financial impact: The addition of the ASL minor will lead to greater enrollment in minor courses. We do not anticipate a change in ASL 211 and 212 since the request for an ASL minor is coming from students already enrolled in these courses to satisfy cultures and civilizations (CC) requirement. We do anticipate an increase in enrollment in ASL 311 and 435. Only majors are currently taking 311 and there is room for more students. Based on demand, we can add a summer section of 311 as well. Dr. Davis, instructor of ASL 435, has agreed to accommodate minor students into his class, increasing the size of his class if demand is high. Because of the plan reflected here to accommodate increased enrollment with current faculty, we do not anticipate a financial impact. There should be no financial impact for adding the VolsTeach minors to TPTE as the program and classes are already being offered and taught by current faculty. The move may have some positive financial impact by increasing efficiency and streamlining interactions. The move should provide a more seamless mechanism of course substitution between VolsTeach and other TPTE courses when necessary.

Learner outcomes supported by this change: there are no learner outcomes for a minor.

Support from assessment activities: this change is based on the demand for an ASL minor from students and advisors as noted in the rationale.

Approved (5/0)

ITEM 18: REVISE MINORS DESCRIPTION ON THE CEHHS INFORMATION PAGE

In the 2017-2018 Undergraduate Catalog, revise the Minors description paragraph on the CEHHS information page as follows:

URL: <http://catalog.utk.edu/content.php?catoid=20&navoid=2319>

FROM:

Minors

The academic departments within the College of Education, Health and Human Sciences offer minors in art education, child and family studies, elementary education (for Arts and Sciences students only), English as a second language education, leadership studies, mathematics education grades 6-8 and science education grades 6-8 (for Arts and Sciences students only), nutrition, public health, restaurant and food service management, retail and consumer sciences, retail technology, secondary education (for Arts and Sciences students only), tourism and hospitality management, and world language education.

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

TO:

Minors

The academic departments within the College of Education, Health and Human Sciences offer minors in American Sign Language, art education, child and family studies, elementary education (for Arts and Sciences students only), English as a second language education, leadership studies, mathematics education grades 6-8 and science education grades 6-8 (for Arts and Sciences students only), nutrition, public health, restaurant and food service management, retail and consumer sciences, retail technology, secondary education (for Arts and Sciences students only), tourism and hospitality management, VolsTeach Mathematics, VolsTeach Science, and world language education. Students pursuing a minor must complete at least one-half of the required classes at the University of Tennessee, Knoxville, and all courses must be taken for a letter grade unless otherwise specified.

SUPPORTING INFORMATION

Rationale: based upon demand and increased interest from students and advisors, we are adding a minor in American Sign Language (ASL). This increase in demand stems from the decision to allow ASL to satisfy the cultures and civilizations (CC) general education requirement and also stems from increased societal interest generally in deaf culture. Additionally, we are adding minors in VolsTeach Mathematics and VolsTeach Science. VolsTeach courses provide educational licensure to students who are majoring in STEM disciplines. While these students' majors are within the College of Arts and Sciences, their minor is more consistent with the mission of TPTE. VolsTeach faculty members have been increasingly included within TPTE, and VolsTeach students get advising and licensure from TPTE. The close association of VolsTeach with TPTE makes it logical to move the minor.

Impact on other units: none. The College of Arts and Sciences is in agreement with moving the VolsTeach minors to TPTE.

Financial impact: The addition of the ASL minor will lead to greater enrollment in minor courses. We do not anticipate a change in ASL 211 and 212 since the request for an ASL minor is coming from students already enrolled in these courses to satisfy cultures and civilizations (CC) requirement. We do anticipate an increase in enrollment in ASL 311 and 435. Only majors are currently taking 311 and there is room for more students. Based on demand, we can add a summer section of 311 as well. Dr. Davis, instructor of ASL 435, has agreed to accommodate minor students into his class, increasing the size of his class if demand is high. Because of the plan reflected here to accommodate increased enrollment with current faculty, we do not anticipate a financial impact. There should be no financial impact for adding the VolsTeach minors to TPTE as the program and classes are already being offered and taught by current faculty. The move may have some positive financial impact by increasing efficiency and streamlining interactions. The move should provide a more seamless mechanism of course substitution between VolsTeach and other TPTE courses when necessary.

Learner outcomes supported by this change: there are no learner outcomes for a minor.

Support from assessment activities: this change is based on the demand for an ASL minor from students and advisors as noted in the rationale.

Approved (5/0)

ITEM 19: REVISE VOLSTEACH DESCRIPTION ON CEHHS INFORMATION PAGE

In the 2017-2018 Undergraduate Catalog, revise the description for VolsTeach on the CEHHS information page as follows:

URL: <http://catalog.utk.edu/content.php?catoid=20&navoid=2319>

FROM:

VolsTeach

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

TO:

VolsTeach

Students pursuing a major in selected programs in the College of Arts and Sciences are eligible to participate in the University's VolsTeach program (<http://volsteach.utk.edu/>), which permits students to simultaneously complete a major in mathematics or science and receive secondary education teaching licensure within this 4-year undergraduate program. For more information about VolsTeach, including advising associated with teaching licensure requirements, contact the Office of Student Services in the College of Education, Health, and Human Sciences (332 Bailey Education Complex).

Approved (5/0)

ITEM 20: REVISE TEACHER EDUCATION, ADMISSION INTO TEACHER EDUCATION PROGRAM THROUGH VOLSTEACH (SECONDARY MATH AND SCIENCES) ON THE CEHHS INFORMATION PAGE

In the 2017-2018 Undergraduate Catalog, revise the Teacher Education, Admission into Teacher Education program through VolsTeach (secondary math and sciences) paragraph on the CEHHS information page as follows:

URL: http://catalog.utk.edu/preview_entity.php?catoid=20&ent_oid=2094&returnto=2319

FROM:

Admission into the Teacher Education Program through VolsTeach (Secondary Math and Sciences)

VolsTeach applicants will be reviewed by VolsTeach faculty from their academic discipline and teacher education as well as master teachers. Admission to Teacher Education through VolsTeach is based upon performance throughout the VolsTeach courses, performance in content-area courses, and demonstration of skills and dispositions needed to be an effective teacher. VolsTeach applicants must meet all other progression requirements associated with admission into Teacher Education. For more information about VolsTeach, including advising associated with teaching licensure requirements, contact the Center for Enhancing Education in Mathematics and Science (101 Greve Hall).

TO:

Admission into the Teacher Education Program through VolsTeach (Secondary Math and Sciences)
VolsTeach applicants will be reviewed by VolsTeach faculty from their academic discipline and teacher education as well as master teachers. Admission to Teacher Education through VolsTeach is based upon performance throughout the VolsTeach courses, performance in content-area courses, and demonstration of skills and dispositions needed to be an effective teacher. VolsTeach applicants must meet all other progression requirements associated with admission into Teacher Education. For more information about VolsTeach, including advising associated with teaching licensure requirements, contact [the Office of Student Services in the College of Education, Health, and Human Sciences \(332 Bailey Education Complex\)](#).

SUPPORTING INFORMATION

Rationale: we are adding minors in VolsTeach Mathematics and VolsTeach Science. VolsTeach courses provide educational licensure to students who are majoring in STEM disciplines. While these students' majors are within the College of Arts and Sciences, their minor is more consistent with the mission of TPTE. VolsTeach faculty members have been increasingly included within TPTE, and VolsTeach students get advising and licensure from TPTE. The close association of VolsTeach with TPTE makes it logical to move the minor. Because the minors are moving to TPTE we have removed the remainder of the sentence on line 6 that says offered through the College of Arts & Sciences.

Impact on other units: Impact on other units: none. The College of Arts and Sciences is in agreement with moving the VolsTeach minors to TPTE.

Financial impact: There should be no financial impact for adding the VolsTeach minors to TPTE as the program and classes are already being offered and taught by current faculty. The move may have some positive financial impact by increasing efficiency and streamlining interactions. The move should provide a more seamless mechanism of course substitution between VolsTeach and other TPTE courses when necessary.

Learner outcomes supported by this change: there are no learner outcomes for a minor.

Support from assessment activities: this change is based on the demand for an ASL minor from students and advisors as noted in the rationale.

Approved (5/0)

ITEM 21: REVISE THE TEACHING MINORS PARAGRAPH ON THE THEORY & PRACTICE IN TEACHER EDUCATION INFORMATION PAGE

In the 2017-2018 Undergraduate Catalog, revise Teaching Minors description paragraph on the Theory & Practice Information page as follows:

URL: http://catalog.utk.edu/preview_entity.php?catoid=20&ent_oid=2094&returnto=2319

FROM:

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 offered through the College of Arts and Sciences.
Students should note that courses taken to satisfy the minor only partially fulfill teacher licensure requirements.

TO:

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: we are adding minors in VolsTeach Mathematics and VolsTeach Science. VolsTeach courses provide educational licensure to students who are majoring in STEM disciplines. While these students' majors are within the College of Arts and Sciences, their minor is more consistent with the mission of TPTE. VolsTeach faculty members have been increasingly included within TPTE, and VolsTeach students get advising and licensure from TPTE. The close association of VolsTeach with TPTE makes it logical to move the minor. Because the minors are moving to TPTE we have removed the remainder of the sentence on line 6 that says offered through the College of Arts & Sciences.

Impact on other units: Impact on other units: none. The College of Arts and Sciences is in agreement with moving the VolsTeach minors to TPTE.

Financial impact: There should be no financial impact for adding the VolsTeach minors to TPTE as the program and classes are already being offered and taught by current faculty. The move may have some positive financial impact by increasing efficiency and streamlining interactions. The move should provide a more seamless mechanism of course substitution between VolsTeach and other TPTE courses when necessary.

Learner outcomes supported by this change: there are no learner outcomes for a minor.

Support from assessment activities: this change is based on the demand for an ASL minor from students and advisors as noted in the rationale.

Approved (5/0)

(AUSP) AUDIOLOGY AND SPEECH PATHOLOGY

ITEM 22: REVISE REQUIREMENTS FOR TERM 6 IN THE AUDIOLOGY AND SPEECH PATHOLOGY MAJOR, BS IN AUDIOLOGY AND SPEECH PATHOLOGY

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8755&returnto=2319

In the 2017-2018 Undergraduate Catalog, revise the requirements for term 6 for the Audiology and Speech Pathology major, BS in Audiology and Speech Pathology as follows:

FROM:

Term 6 ⁷		
ASL 112	3	No milestones
RSM 226 or RSM 405	3	
SPED 470	3	
⁶ Professional Support Electives	6	

TO:

Term 6 ⁷		
ASL 112	3	No milestones
<u>RSM 326</u>	3	
SPED 470	3	
⁶ Professional Support Electives	6	

Upon admission to the UTK/UTHSC joint degree program, the final year of the undergraduate program will be completed as an Audiology and Speech Pathology major, while formally enrolled in UTHSC. For more information, please see the UT-HSC catalog at <http://catalog.uthsc.edu/>. Should the student not gain admittance after the junior year, the student will need to change their major, to pursue a degree other than AUSP.

SUPPORTING INFORMATION

Rationale: RSM 226 is being dropped from the catalog so this change is to replace that course. We have removed RSM 405 because the RSM department has restricted the course to RSM majors only. Additionally, we are adding a statement to term 6 to reflect process/path for students being admitted to the UTK/UTHSC joint degree program.

Impact on other units: none

Financial impact: none

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support for this change from assessment activities: no assessment activities were conducted.

Approved by email (4/0)

Addendum to the October 12, 2016 Undergraduate Curricular Review Committee Meeting Minutes - the AUSP program changes have been added as a response to curriculum changes made by the RSM program.

ITEM 23: REVISE FOOTNOTE 6 OF THE REQUIREMENTS FOR THE AUDIOLOGY AND SPEECH PATHOLOGY MAJOR, BS IN AUDIOLOGY AND SPEECH PATHOLOGY

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8755&returnto=2319

In the 2017-2018 Undergraduate Catalog, revise footnote 6 of the requirements for the Audiology and Speech Pathology major, BS in Audiology and Speech Pathology as follows:

FROM:

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 201*; 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.

TO:

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).

SUPPORTING INFORMATION

Rationale: The Economics department has added two introductory courses, Economics 211 and 213, to the General Education list for Social Science (SS). In addition, the requirement changing to an elective, allows for transfer courses in the academic subject to be utilized more readily. Due to the need for a graduate degree in either Speech Pathology or Audiology, students want to complete a minor(s), to be more competitive in the admission process.

Impact on other units: there is no impact on other units.

Financial impact: none.

Learner outcomes affected by this change: No learner outcomes are affected by this change.

Support for this change from assessment activities: No assessment activities were conducted.

Approved by email (4/0)

Addendum to the October 12, 2016 Undergraduate Curricular Review Committee Meeting Minutes - the AUSP program changes have been added as a response to curriculum changes made by the RSM program.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

(HRT) HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

Learning objectives

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.

(RCS) RETAIL & CONSUMER SCIENCE

Learning objectives

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

I. COURSE CHANGES

(HRT) HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

ITEM 1: ADD

HRT 150 ~~Job Hunting Tools and Skills for Success Career Planning (1)~~ This class focuses on resumes, cover letters, job interviewing, ~~personal selling,~~ and professional interaction skills in the Retail, Hospitality, and Tourism Management industry.
Graded S-N/C

SUPPORTING INFORMATION

Rationale: This material has always been a part of HRT 390 Professional Development. After discussion as a faculty, we feel a more focused approach will be more effective. In addition, this will allow the leadership component of HRT 390 to be expanded.

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

Financial Impact: No impact on other academic units. This will be an additional credit added to the major, but we will be dropping one credit from HRT 410.

Learning Outcomes Supported: None

Assessment Activities: ~~None~~ Based upon guidance from department advisory board.

Approved with noted revisions (5/0)

RHTM is adding this class in an effort to grow their program. However, the committee addressed concerns that the title "Career Planning", may appeal to more students outside of the RHTM major than they anticipated. Jeff Fairbrother suggested they cap the class and add a registration restriction next year, if needed.

ITEM 2: REVISE TITLE AND COURSE DESCRIPTION

HRT 224 Fundamentals of Tourism Planning (3) Examination of various components of the tourism industries, motivators to travel, and various types of tourism destination development including medical tourism, event/festival tourism, dark tourism, eco-tourism, sport tourism, and natural tourism. Includes the analyses and steps of tourism planning and community development.

Formerly:

HRT ~~244~~ 224 Tourism Management (3) Examination of the various components of the tourism industry, motivators to travel, and the various market segments. Includes analyses of the economic, social, cultural, and environmental impacts to tourism.

SUPPORTING INFORMATION

Rationale: Change course title and content to reflect a more comprehensive view of tourism, and study areas of tourism that are much more prevalent than in the past. A section is also being added to discuss how tourism planning fits into the big picture of community development. An overall update of the class to reflect current trends.

Impact on Other Units: None.

Financial Impact: None

Learning Outcomes Supported: None

Assessment Activities: ~~None~~ Based upon guidance from department advisory board and faculty review of curriculum.

Approved with noted revisions (5/0)

ITEM 3: REVISE TITLE, COURSE DESCRIPTION, PREREQUISITE(S)

HRT 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.
(RE)Prerequisite(s): HRT224

Formerly:

HRT 484 International and Multicultural Tourism (3) Examines international and intercultural tourism trends, planning, and development issues. Special emphasis is given to the factors affecting patterns of international travel, planning practices, facilities, and services necessary to attract and host international tourists, and the development and operation of tourism attractions in developing countries. An overseas study tour is required as part of this course.

SUPPORTING INFORMATION

Rationale: Change course title and content to reflect tourism from a socio-cultural perspective. We don't have any other tourism courses that critically explore the ways in which tourism has both affected and been affected by modern society worldwide. In addition, we have found the overseas study tour impractical for this class.

Impact on Other Units: None.

Financial Impact: None

Learning Outcomes Supported: None

Assessment Activities: ~~None~~ Based upon guidance from department advisory board and faculty review of curriculum.

Approved with noted revisions (5/0)

ITEM 3 ITEM 4: REVISE COURSE DESCRIPTION AND CREDIT HOURS

HRT 410 Strategic Planning for the Hospitality Industry (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 sustainability 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.

Formerly:

HRT 410 Strategic Planning for the Hospitality Industry (4) Hospitality management from a strategic planning perspective. Introduces model, methods, and techniques that can be used to identify strategic issues, and generate future-oriented action plans. Explores the manager's role as a strategic thinker. Includes a lab in which students will be presented with real world business problems and asked to generate solutions.

SUPPORTING INFORMATION

Rationale: Reduce number of credits awarded from four to three. The lab portion of the class can easily be done during regular class hours, and this also makes the number of credits equal to the same class in Retail and Consumer Sciences. The content is enhanced with more emphasis on sustainability and the socio-cultural impacts of tourism, which are very hot topics. The addition of these topics, will enhance the student experience and improve their strategic planning skills.

Impact on Other Units: None.

Financial Impact: None

Learning Outcomes Supported: None

Assessment Activities: ~~None~~ Based upon guidance from department advisory board and faculty review of curriculum.

Approved with noted revisions (5/0)

(RCS) RETAIL & CONSUMER SCIENCE

ITEM 4 ITEM 5: REVISE TITLE

RCS 391 Leadership in Retailing (3)

Formerly:

Professional Development in Retailing (3)

SUPPORTING INFORMATION

Rationale: More accurately describes course.

Impact on other Units: None

Financial Impact: None

Support from assessment activities: ~~None~~ Based upon guidance from department advisory board and faculty review of curriculum.

RCS 412 Digital Retailing

Formerly:
e-Retailing

SUPPORTING INFORMATION

Rationale: Currently accepted nomenclature in the industry and discipline

Impact on other units: None

Financial Impact: None

Support from assessment activities: ~~None~~ Based upon guidance from department advisory board and faculty review of curriculum.

Approved with noted revisions (5/0)

ITEM 5 ITEM 6: REVISE CREDIT HOURS

RCS 310 (3) Retail Buying and Planning (3)

Formerly:
RCS 310 (4)

SUPPORTING INFORMATION

Rationale: Course objectives can be achieved in 3-hour course. The one hour will be used for the new HRT 150 course.

Impact on other Units: None

Financial Impact: None

Support from assessment activities: ~~None~~ Based upon guidance from department advisory board and faculty review of curriculum.

Approved with noted revisions (5/0)

If other majors take the class, it will impact graduation. RHTM will confirm that they do not have many outside majors enrolled. If so, RHTM will provide Kayla Whitt with a comment stating that it will have minimal impact on other majors.

II. PROGRAM CHANGES

(HRT) HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

ITEM 6 ITEM 7: REVISE REQUIREMENTS BACHELOR OF SCIENCE IN RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT; HOTEL, RESTAURANT, AND TOURISM MAJOR

In the 2017-2018 Undergraduate Catalog, revise the showcase and footnotes 5 and 6

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8469

In the 2017-18 Undergraduate Catalog, revise the requirements as follows:

From:

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

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* or ² Unrestricted Elective (MATH 119 recommended if needed)	3	

¹ Natural Sciences Electives*	4	
Term 2		
¹ Arts and Humanities Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125*	3	
¹ Natural Sciences Electives*	4	
² Unrestricted Elective	3	
Term 3		
³ ACCT 200 or ACCT 207	3	MATH 125*
³ ECON 201* or ECON 207*	4	
HRT 211, HRT 212	6	
¹ Social Sciences Elective*	3	
Term 4		
HRT 210, HRT 224, HRT 311	9	Complete at least 54 hours by the end of 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* 224	3	Two courses from HRT 210, 211, HRT 212, HRT
HRT 361, HRT 390*	6	
^{3,4} MGT 300	3	
Term 6		
HRT 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	4	
⁵ Hotel, Restaurant, and Tourism Elective	3	
^{3,4} MARK 300	3	
Term 8		
HRT 425	3	No milestones
HRT 492	3	
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 courses not already required for the major.

³Business administration minor requirement.

⁴Must be taken at UTK.

⁵Choose from HRT 101, HRT 299, HRT 423, HRT 435, HRT 440, HRT 445, HRT 450, HRT 455, HRT 484, HRT 493, HRT 494; RCS 411.

To:

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

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* or ² Unrestricted Elective (MATH 119 recommended if needed)	3	
¹ Natural Sciences Electives*	4	
Term 2		
¹ Arts and Humanities Elective*	3	ENGL 101*

ENGL 102*	3	
MATH 125*	3	
¹ Natural Sciences Electives*	4	
² Unrestricted Elective	3	
Term 3		
³ ACCT 200 or ACCT 207	3	MATH 125*
³ ECON 201* or ECON 207*	4	
HRT 211, HRT 212, <u>HRT 150</u>	7	
¹ Social Sciences Elective*	3	
Term 4		
HRT 210, HRT 224, HRT 311	9	Complete at least 54 hours by the end of 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* 224	3	Two courses from HRT 210, 211, HRT 212, HRT
HRT 361, HRT 390*	6	
^{3,4} MGT 300	3	
Term 6		
HRT 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
<u>HRT 410</u>	3	
⁵ Hotel, Restaurant, and Tourism Elective	3	
^{3,4} MARK 300	3	
Term 8		
HRT 425	3	No milestones
HRT 492	3	
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 courses not already required for the major.

³Business administration minor requirement.

⁴Must be taken at UTK.

⁵Choose from HRT 101, HRT 299, HRT 423, HRT 435, HRT 440, HRT 445, HRT 450, HRT 455, HRT 484, HRT 493, HRT 494; RCS 411, RCS 412

⁶Recommended major electives for specialized career interests:

Tourism Management: HRT 423, HRT 484, HRT 440

Restaurant/Culinary: HRT 101, HRT 445, HRT 299, RCS 411

Hotel & Resort Management: HRT 450, HRT 445, RCS 411, HRT 299

Meeting & Event Planning: HRT 445, HRT 435, RCS 411, HRT 101, HRT 299

SUPPORTING INFORMATION

Rationale: Directs students to HRT elective courses that are most beneficial for specific career objectives.

RCS 412: [e-Retailing Digital Retailing](#), is a very appropriate class for either RCS or HRT due to the broad subject matter, and the critical nature of understanding the importance of the Internet in all facets of HRT.

Term 3 (add 150) is about when the student will begin taking HRT classes, and this class should be among the first they take.

In Term 7, the change of credits awarded in HRT 410 from four to three. The term does not change.

Impact on Other Units: No impact on other academic units

Financial Impact: No financial impact

Support from assessment activities: The faculty and CEHHS Advising desire to make students more aware of career options with HRT major.

Approved with noted revisions (5/0)

ITEM 7 ITEM 8: REVISE REQUIREMENTS IN RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT; HOTEL, RESTAURANT, AND TOURISM MAJOR, BACHELOR OF SCIENCE IN RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

URL: http://catalog.utk.edu/preview_program.php?catoid=18&poid=7515

In the 2017-2018 Undergraduate Catalog, revise the requirements for the BS in Retail, Hospitality, and Tourism Management as follows:

FROM:

Retail and Consumer Sciences Major, BS in Retail, Hospitality, and Tourism Management

Through a combination of classroom instruction and field-based experience, students prepare for entry-level positions in diverse occupations and for advanced education. The retail and consumer sciences major is one of the largest programs of this type in the southeast. Retailing is one of the fastest growing segments of our economy, and opportunities for employment will continue to be excellent through the 21st century.

Retail and consumer sciences provides students with knowledge of the retailing industry and the principles and theories involved in managing personnel and merchandising goods for the consumer. A business minor is built into the degree requirements. The progressive direction that this program takes provides graduates with excellent management opportunities in the retail sector.

This program requires field study experiences where students are guided by faculty in the selection of locations for on-the-job experiences related to their career area as a part of their educational program. Professional contacts made in field study experiences often lead to opportunities for career placement upon graduation.

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

Students should apply for progression into the major after completing RCS 210, and prior to entering RCS 391*. Applications for progression are available in the department office.

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

- Cumulative grade point average 2.3 or greater with a minimum of 30 semester hours completed.
- Grade of C or better in all retail and consumer sciences prefix courses.
- Completion of ENGL 101*, ENGL 102*, and MATH 125*.
- Complete 300 post-secondary school hours of industry related work for the chosen major. A list of appropriate work experiences is available in the department office.

For graduation, students must earn a grade of C or better in all retail and consumer sciences courses.

Requirements for the Bachelor of Science in Retail, Hospitality, and Tourism Management • Retail and Consumer Sciences Major

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	
¹ Natural Sciences Electives*	4	
² Unrestricted Elective (MATH 119 recommended if needed)	3	
Term 2		
¹ Arts and Humanities Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125*	3	
¹ Natural Sciences Elective*	3	
² Unrestricted Elective	3	
Term 3		
³ ACCT 200 or ACCT 207	3	MATH 125*
¹ Cultures and Civilizations Elective*	3	
³ ECON 201* or ECON 207*	4	
RCS 210	3	
¹ Social Sciences Elective*	3	
Term 4		
³ MGT 201	3	Complete at least 54 hours by the end of the term
RCS 341	3	
³ STAT 201* or STAT 207*	3	
² Unrestricted Elective	3	

Term 5		
CMST 240* or CMST 247*	3	2.3 cumulative GPA
^{3,4} MARK 300	3	RCS 210
RCS 310, RCS 311, RCS 346	10	
Term 6		
^{3,4} MGT 300	3	No milestones
RCS 376, RCS 391, RCS 422	12	
Term 7		
^{3,4} FINC 300	3	No milestones
RCS 412	3	
⁵ Retail and Consumer Sciences Electives	6	
² Unrestricted Elective	3	
Term 8		
RCS 410, RCS 421	6	No milestones
⁵ Retail and Consumer Sciences Electives	6	
² Unrestricted Elective	3	
TOTAL	120	

*Meets University General Education Requirement.

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

²Select any courses not already required for the major.

³Business administration minor requirement.

⁴Must be taken at UTK.

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

Recommended Electives for specialized career interests:

Fashion Business: RCS 225, RCS 425, RCS 435, RCS 480, RCS 411

Product Development/Design: RCS 225, RCS 320, RCS 441, RCS 480

Retail Analytics/Technology: RCS 425, RCS 435, RCS 441

TO:

Retail and Consumer Sciences Major, BS in Retail, Hospitality, and Tourism Management

Through a combination of classroom instruction and field-based experience, students prepare for entry-level positions in diverse occupations and for advanced education. The retail and consumer sciences major is one of the largest programs of this type in the southeast. Retailing is one of the fastest growing segments of our economy, and opportunities for employment will continue to be excellent through the 21st century.

Retail and consumer sciences provides students with knowledge of the retailing industry and the principles and theories involved in managing personnel and merchandising goods for the consumer. A business minor is built into the degree requirements. The progressive direction that this program takes provides graduates with excellent management opportunities in the retail sector.

This program requires field study experiences where students are guided by faculty in the selection of locations for on-the-job experiences related to their career area as a part of their educational program. Professional contacts made in field study experiences often lead to opportunities for career placement upon graduation.

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.

For graduation, students must earn a grade of C or better in all retail and consumer sciences courses.

Requirements for the Bachelor of Science in Retail, Hospitality, and Tourism Management • Retail and Consumer Sciences Major

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	
¹ Natural Sciences Electives*	4	
² Unrestricted Elective (MATH 119 recommended if needed)	3	
Term 2		
¹ Arts and Humanities Elective*	3	ENGL 101*
ENGL 102*	3	
MATH 125*	3	

¹ Natural Sciences Elective*	3	
² Unrestricted Elective	3	
<u>HRT 150</u>	<u>1</u>	
Term 3		
³ ACCT 200 or ACCT 207	3	MATH 125*
¹ Cultures and Civilizations Elective*	3	
³ ECON 201* or ECON 207*	4	
RCS 210	3	
¹ Social Sciences Elective*	3	
Term 4		
³ MGT 201	3	Complete at least 54 hours by the end of the term
RCS 341	3	
³ STAT 201* or STAT 207*	3	
² Unrestricted Elective	3	
Term 5		
CMST 240* or CMST 247*	3	2.3 cumulative GPA
^{3,4} MARK 300	3	RCS 210
RCS 310, RCS 311, RCS 346	<u>9</u>	
Term 6		
^{3,4} MGT 300	3	No milestones
RCS 376, RCS 391, RCS 422	12	
Term 7		
^{3,4} FINC 300	3	No milestones
RCS 412	3	
³ Retail and Consumer Sciences Electives	6	
² Unrestricted Elective	3	
Term 8		
RCS 410, RCS 421	6	No milestones
⁵ Retail and Consumer Sciences Electives	6	
² Unrestricted Elective	3	
TOTAL	120	

*Meets University General Education Requirement.

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

²Select any courses not already required for the major.

³Business administration minor requirement.

⁴Must be taken at UTK.

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

Recommended Electives for specialized career interests:

Fashion Business: RCS 225, RCS 425, RCS 435, RCS 480, RCS 411

Product Development/Design: RCS 225, RCS 320, RCS 441, RCS 480

Retail Analytics/Technology: RCS 425, RCS 435, RCS 441

SUPPORTING INFORMATION

Rationale statement: Taking 1 hour away from RCS 310 so that HRT 150 can be added Term 2. Progression information is no longer accurate.

Impact on Other Units: No impact on other academic units

Financial Impact: No financial impact

Learning Outcomes Supported: None

Assessment Activities: None

Approved with noted revision (5/0)

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF NUTRITION
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

Learning objectives for the BS in Nutrition

1. Students enrolled in the Didactic Program in Dietetics (DPD) will demonstrate readiness for success in a dietetic internship.
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 understand, interpret, and apply the science of nutrition in individual, clinical, and community settings.
4. Upon completing the program the student will be able to apply critical thinking skills to solve problems.

I. Course Changes

(NUTR) NUTRITION

ITEM 1: REVISE TITLE

NUTR 311 Physiological Biochemistry (4) Biochemical principles underlying physiological events in animals. Metabolism of carbohydrates, lipids, proteins, and nucleic acids. Role of vitamins and minerals as coenzyme and prosthetic groups. Action of drugs and hormones. (RE) Prerequisite(s): Biology 160 or Biochemistry and Cellular and Molecular Biology 230, with a **grade of C or better**; Chemistry 350, with a **grade of C- or better**.

Formerly:
NUTR 311 – Physiological Chemistry

SUPPORTING INFORMATION

Rationale: This course title more accurately describes the course content

Impact on other units: It is not a required course outside of the nutrition major, although a few students each year from other programs do enroll (i.e. kinesiology, animal science). As course number, description, content, and offering will not change, no impact is expected.

Financial impact: None.

Learner Outcomes supported: This change supports SLO #2, as it should enhance the ease of the application process for students, especially those in the Basic Science Concentration.

Support from assessment activities: Medical schools, pharmacy schools, and graduate programs in the basic sciences generally require a biochemistry course as a prerequisite to admission. While NUTR 311 satisfies the competencies being requested, the name often either results in students mistakenly assuming they need an additional class, BCMB 401: Biochemistry I, in order to fulfill this requirement or it triggers a request for verification of course content from the instructor of record, both of which create an unnecessary barrier for students. This change should address confusion about course content.

Approved with noted revision (5/0)

ITEM 2: REVISE COURSE TITLE AND DESCRIPTION AND ADD RECOMMENDED BACKGROUND

NUTR 303 Nutrition and Dietetics Management (3). Management with specific application to nutrition and dietetics practice settings including: foodservice systems, leadership, marketing, organizational design, facilities planning and design, quality improvement, human resources, budgeting and financial resources, and strategic management.

Recommended background: HRT 210

~~Registration-Restriction(s): Nutrition majors only.~~

Formerly:
NUTR 303 Foodservice Systems Management (3) Assessment of managerial, organizational, and operational structures in foodservice systems with focus on markets related to dietetic practice, human resource policies, and strategies applied to foodservice systems management.

~~Registration-Restriction(s): Nutrition Majors only.~~

SUPPORTING INFORMATION

Rationale: This course title and description change more clearly reflect the role of the course in the Nutrition-Dietetics curriculum by focusing not only on management in nutrition and dietetics foodservice settings, such as healthcare facilities and schools, but also on nutrition and dietetics management roles relevant to clinical nutrition, public health nutrition, and other non-foodservice settings. Wording in the course description was specifically selected because it identifies knowledge requirements for our undergraduate program accreditation (Accreditation Council for Education in Nutrition and Dietetics) that are met by this course. The addition of recommended background is desirable to prepare students for NUTR 303 course content relevant to foodservice management, but is not necessary to include as a prerequisite at this time.

Impact on other units: This is a course required for NUTR majors in the Dietetics Concentration, only. This impacts no other units.

Financial impact: None.

Learner Outcomes supported: This change supports SLO # 1, as this course continues to support development of required competencies for the practice of dietetics.

Support from assessment activities: Ongoing comprehensive curricular review as part of SLO #1 revealed the need to update the course title and description to more accurately reflect course content and its current place in meeting ACEND accreditation standards.

Approved with noted revisions (5/0)

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF PUBLIC HEALTH
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

Public Health Undergraduate Minor

Students completing the undergraduate minor in public health should be able to:

1. Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
2. Discuss major local, national, and global health challenges.
3. Discuss the role of community engagement in promoting population health and social justice.
4. Value the relationship between human rights and health.
5. Describe how the methods of epidemiology and surveillance are used to safeguard the population's health.
6. Identify scientific data, including tools of informatics, and other information for assessing the well-being of a community.
7. Appreciate the multiple determinants of health.
8. Analyze ethical concerns and conflicts of interest that arise in the field of public health
9. Champion the role of prevention in promoting a healthy community.
10. Value multicultural perspectives and sensitivities on health.

I. COURSE CHANGES

(PUBH) Public Health

ITEM 1: REVISE COURSE DESCRIPTION

PUBH 350 Public Health Aspects of Aging (3) Knowledge and understanding of biological, psychological, and sociological aspects of aging as related to health and wellness of the individual and populations.
Repeatability: May not be repeated.

Formerly:

PUBH 350 Public Health Aspects of Aging (3) Knowledge and understanding of biological, psychological, and sociological aspects of aging as related to health and wellness of individual.
Repeatability: May not be repeated.

SUPPORTING INFORMATION

Rationale: Revised course description better expresses the academic focus of the course.

Impact on other units: None. This is just a minor wording change.

Financial impact: None. This is just a minor wording change.

Student learner objectives impacted: None. This is just a minor wording change.

Support from assessment activities: ~~No assessments conducted. This is just a minor wording change.~~ Faculty review of curriculum.

Approved with noted revision (5/0)

II. Program Changes

(PUBH) Public Health

ITEM 2: REVISE MINOR REQUIREMENTS AND DESCRIPTION

URL: http://catalog.utk.edu/preview_program.php?catoid=20&poid=8754&returnto=2319

In the 2017-2018 Undergraduate Catalog, revise the minor requirements and description ~~text for the BS in Public Health Major~~ as follows:

From:

Minor Requirements

The minor consists of 18 hours.

Complete (with a grade of B or better):

PUBH 201 - Introduction to Public Health

Complete:

PUBH 202 - Introductory Epidemiology

PUBH 401 - Global Public Health

Select three courses:

PUBH 315 - Health of Adolescents

PUBH 330 - Emergency Management

PUBH 350 - Public Health Aspects of Aging
PUBH 420 - Environmental Public Health
PUBH 430 - Suicide and Crisis Intervention
Additional electives may be considered with approval of the department head.

To:

Minor Requirements

The minor consists of 18 hours.

Complete with a grade of C+ or better

PUBH 201 - Introduction to Public Health

Complete:

PUBH 202 - Introductory Epidemiology

PUBH 401 - Global Public Health

Select three courses:

PUBH 315 - Health of Adolescents

PUBH 330 - Emergency Management

PUBH 350 - Public Health Aspects of Aging

PUBH 420 - Environmental Public Health

PUBH 430 - Suicide and Crisis Intervention

Additional electives may be considered with approval of the director of the minor.

SUPPORTING INFORMATION

Rationale: Public health provides a marketable content area for many majors from Biochemistry to Child and Family Studies. In order to be more inclusive and promote participation in the minor the grade requirement has been reduced to a C+. Additionally, the director of the minor is the appropriate person for approving elective course substitutions in the minor and tracking such changes.

Impact on other units: This may allow more majors in other departments to participate in the minor, but this will not directly impact other units in relation to resources.

Financial impact: None.

Student learner objectives impacted: None

Support from assessment activities: ~~None~~ In conducting a review of the minors associated with the College of Education, Health and Human Sciences, it is noted the most minors do not have a grade requirement associated with coursework. As exceptions, the Elementary Education minor requires a GPA of 2.8 (C level) in education courses and the Nutrition minor requires a C or better in Nutrition classes. In comparison, the C+ requirement for the PUBH 201 (a required course in the Public Health minor) is a bit higher expectation, but it applies only to the introductory level course and not all Public Health courses related to the minor. Given that the Public Health minor is only in its second year, we have very little data to understand how exclusionary the current grade requirement is, however, the department would like to encourage the inclusion of all students with an interest in Public Health, particularly since a Public Health major is not available. The advising office of the College of Education, Health and Human Science has confirmed that it is indeed appropriate for the Director of the Minor to approve course substitutions or requirement waivers. No further assessment has been conducted.

Approved via email with noted revisions (4/0)

Notes from October 12th Meeting Minutes: Item tabled – will vote via email when showcase changes are provided. Item tabled to reach out to Public Health to discuss the support assessment activities.