

CEHHS Undergraduate Curricular Review Committee (CRC) MINUTES

September 13, 2017
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: Jana Spitzer, Lisa Emory

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

Meeting Agenda:

- I. Welcome (Rob Hardin, Chair)
 - a. Rob Hardin called the meeting to order at 2:29 p.m. in Claxton 412.
- II. Approval of Minutes (Rob Hardin)
 - a. April 12, 2017
 - i. Approved (KK; JS) 3-0-1
- III. Announcements
 - a. Jeff Fairbrother:
 - i. General education revisions – if approved, an implementation committee will be created. The next step will be to revise all courses followed by curricular revisions the following year.
 - ii. Experiential Learning – reminder that we will be receiving more proposals for R, S, and N designation experiential learning courses. Chancellor Davenport would like to see 100% of students engaged in experiential learning so the target is to have the maximum number of experiential learning designated courses.
 1. Departments can seek approval from the experiential learning committee concurrent with CEHHS CRC approval.
 - b. Rob Hardin:
 - i. The October 25, 2017 UGCRC meeting start time will be changed from 2:30 p.m. to 2:00 p.m.
- IV. Curricular Agenda
 - a. Department of Kinesiology, Recreation, and Sport Studies (KRSS) – Rob Hardin
 - b. Department of Nutrition (NUTR) – Katie Kavanagh
 - c. Department of Theory and Practice in Teacher Education (TPTE) – MariBeth Coleman
- V. New Business
 - a. None

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES
All Changes Effective Fall 2018
Undergraduate

Student Learner Outcomes

(KNS) KINESIOLOGY

Learning objectives for the BS in Kinesiology:

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

(RSM) RECREATION AND SPORT MANAGEMENT

Learning objectives for the Recreation and Sport Management BS program:

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

I. COURSE CHANGES

(KNS) KINESIOLOGY

ITEM 1: ADD

1-A KNS 3XX (331) Exercise Psychology (3)

Major topics, findings, and theories describing psychological components of physical activity and sedentary behaviors. Practical application for facilitating health behavior change, detriments of over or under engaging in physical activity, and understanding the role of physical activity and healthy habits in daily living.
Registration Restriction(s): Kinesiology Major

Supporting Information

Rationale: This undergraduate course has been taught as a special topics class for the previous two terms and student demand has made it appropriate to move it into the curriculum (F16= 24, S17= 31). It is a department and professional elective for Kinesiology majors. The contents of the course discussions serve to complement the department's curricular focus on physiological and anatomical aspects of movement by focusing on the psychological experience during exercise, those psychological forces that may influence one to under or over engage in physical activity, and the psychological benefits of appropriately engaging in physical activity and close monitoring of one's sedentary habits. This course will present research and theory highlighting the interactions between and influence of the dynamic core – one's affect, cognition, and behaviors – on physical activity choices, helping the student learner recognize the reasons why individuals may or may not reach exercise guidelines, or what causes individuals to over engage in physical activity or sedentary lifestyles, and how they as future health care professionals can use theory to advise and guide their patients and clients toward a healthy lifestyle.

Department advising staff determined that more department electives are needed for our students that major in Kinesiology, which will expand our curriculum to detour large enrollment classes, or bottlenecks preventing students from meeting their goal graduation deadline, and that fit within faculty expertise. To adhere to student learner outcome #1 (students will demonstrate an understanding of key disciplinary knowledge), students will be assessed on their knowledge of exercise psychology research findings, terminology, and theoretical models. This will aid in the development of a psychological framework and consideration when engaged in physical activity and health monitoring aspects of their future careers. To adhere to student learner outcome #3 (students will demonstrate capacity for critical thinking), students' will engage in an individual behavior change project, monitoring their own physical activity and sedentary habits, and a group-based research project and presentation that includes a summary of their findings and recommendations to a targeted audience.
Course format and location: The course will use lectures and group problem-solving activities. These opportunities will be supplemented with an individual assessment and a group-based research project and presentation.

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

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

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

Item 1-A: Approved

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

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

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

Supporting Information

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

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

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

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

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

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

ITEM 1-B

DENIED (decision made at 10/25 meeting)

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

TABLED (reviewed electronically on 10/10)

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

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

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

ITEM 2: REVISE COURSE DESCRIPTION, (RE) PREREQUISITES, AND REGISTRATION RESTRICTIONS

2-A KNS 350 Physical Activity Epidemiology (3)

Epidemiological examination of the relationship of physical activity with the morbidity and mortality of chronic diseases and related risk factors. This course is offered as a completely online course. All assignments, quizzes, and examinations will be completed and submitted online in a weekly paced format.

Formerly: KNS 350 Physical Activity Epidemiology (3)

Epidemiological examination of the relationship of physical activity with the morbidity and mortality of chronic disease and related risk factors.

(RE) Prerequisite(s): KNS 100

Registration Restriction(s): Kinesiology Major

Supporting Information

Rationale: A revised course description is necessary to inform students that the course is entirely online. Prerequisites and registration restrictions needed to limit the class to UTK students, specifically Kinesiology students. Due to the movement of allowing students to take online courses from other universities, the restrictions are needed to ensure UTK Kinesiology students a space in the course.

Impact on other units: The changes will restrict the completely online course to only UTK students.

Financial impact: No Financial impact anticipated. A Graduate Teaching Assistant currently teaches the course.

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

*Item 2-A: Approved (10/10)
UGCRC voted electronically to approve this item*

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested that the department clarify the rationale statement. The language provided "the restrictions are needed" contradicts the change that is being requested (to remove the registration restriction).

ITEM 3: REVISE REPEATABILITY

3-A KNS 380 Special Topics (1-3)

Repeatability: **Maybe May be** repeated. Maximum of 12 hours.

Formerly: KNS 380 Special Topics (1-3)

Maybe repeated. Maximum of 6 hours.

Supporting Information

Rationale: There are more KNS 380 Special Topics Courses offered than in the past. Raising the repeatability will allow students the opportunity to take more courses. Advisors recognized a pattern with students interested in the variety of special topics courses, but were not able to take them because they had already reached the 6-hour limit.

Impact on other units: The increase in repeatability will help decrease the student load for other Department electives.

Financial impact: No Financial Impact anticipated. Courses are covered by existing faculty and adjuncts.

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

*Item 3-A: Approved by CRC with noted revision(s)
The Repeatability was revised to add a space between "May be". There was a typo and the text previously read, "Maybe"*

ITEM 4: REVISE TO ADD (RE)PREREQUISITE(S)

4-A KNS 426 Practicum in Kinesiology II (1-6)

(RE) Prerequisite(s): KNS 260 Practicum in Kinesiology

Formerly: KNS 426 Practicum in Kinesiology II (1-6)

Supporting Information

Rationale: KNS 426 Practicum in Kinesiology II is the second practicum for Kinesiology students. Students wanting to complete a second practicum, need to take the first practicum prior to enrolling. Upon reviewing the Undergraduate Catalog, this error was discovered. In past catalogs, KNS 260 was a prerequisite and was mistakenly dropped.

Impact on other units: Only affect. There will be no impact on other units.

Financial impact: The change will result in a more efficient use of advising and staff resources. Currently, if students enroll in KNS 426 before KNS 260, a staff member (after speaking with the student advisor and/or the student) move the student the correct course. The restriction will not decrease student enrollment.

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

Item 4-A: Approved

(RSM) RECREATION AND SPORT STUDIES

ITEM 5: REVISE TO ADD (RE)PREREQUISITE(S)

5-A RSM 405 Therapeutic Recreation in Public Schools (3)
(RE) Prerequisite(s): RSM 201 or Kinesiology 100.

Formerly: RSM 405 Therapeutic Recreation in Public Schools (3)
(RE) Prerequisite(s): RSM 201, Kinesiology 100

Supporting Information

Rationale: Error in the catalog. RSM 405 requires RSM 201 or KNS 100 not both. The past year students have needed to be manually overridden to take the course.

Impact on other units: Effects RSM and KNS units. No other units will be affected.

Financial impact: Existing error in the catalog. The change does not affect faculty lines or any budgetary aspects.

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

Item 5-A: Approved

ITEM 6: REVISE REGISTRATION RESTRICTION(S)

6-A RSM 426 Advanced Therapeutic Recreation Programming (3)
Registration Restrictions(s): None

Formerly: RSM 426 Advanced Therapeutic Recreation Programming (3)
Registration Restriction(s): Recreation and sport management major.

Supporting Information

Rationale: Camp Koinonia Director, Dr. Angela Wozencroft request to remove the restriction to allow more students the opportunity to be involved with planning, organizing, and running Camp Koinonia. Due to a growth in participants at Camp Koinonia, more students are needed to assist.

Impact on other units: Allow Kinesiology majors to take the course, opens another course as a professional elective.

Financial impact: Course taught as a part of an existing faculty course load. No financial impact anticipated.

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

Item 6-A: Approved

(PYED) PHYSICAL EDUCATION

ITEM 7: ADD

7-A PYED 2XX (203) Basic Activity & Wellness (1)

Introduction to fitness and wellness principles and exercise techniques, including basic nutrition principles, healthy lifestyle practices, and low-impact and beginner-level exercises. Suitable for any student without complex health issues.

Supporting Information

Rationale: Need a basic Level class. The course will also feed into the Department's Exercise is Medicine Initiative. Upon reviewing the current PYED courses, there is not a base level class to introduce students who are not comfortable with beginner level exercises.

Impact on other units: Review of the current PYED courses indicated a lack of basic level course. It will not affect other programs or departments.

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

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

Item 7-A: Approved (10/10)

UGCRC voted electronically to approve this item

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the department discuss the course content with the department of Nutrition and provide additional documentation (letter of support) providing that content has been agreed upon with NUTR.

7-B PYED 2XX (204) Activity and Wellness (2)

Full semester introduction to fitness and wellness principles and exercise techniques, including basic nutrition principles, healthy lifestyle practices, and low-impact and beginner-level exercises. Will also include topics such as progression in an

exercise program and long-term strategies for maintaining weight loss and a healthy lifestyle. Suitable for any student without complex health issues.

Supporting Information

Rationale: This course will offer a full semester course that introduces students to the basics of a healthy lifestyle. The course will also feed into the Department's Exercise is Medicine Initiative. Upon reviewing the current PYED courses, there is not a base level class to introduce students who are not comfortable with beginner level exercises. This course will allow the option of a full semester class.

Impact on other units: Review of the current PYED courses indicated a lack of basic level course. It will not affect other programs or departments.

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

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

*Item 7-B: Approved (10/10)
UGCRC voted electronically to approve this item*

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the department discuss the course content with the department of Nutrition and provide additional documentation (letter of support) providing that content has been agreed upon with NUTR.

7-C PYED 2XX (263) Advanced Scuba SCUBA Diving I (2)

The Advanced Scuba SCUBA Diver course is for existing certified divers who desire additional training and introduction to a variety of diving sites and conditions. This course prepares students for certification as an Advanced Diver through NAUI (The National Association of Underwater Instructors) and allows individuals to learn about specialties and diving activities to further their diving knowledge and diving skills. Student must have taken PYED 261 Scuba SCUBA Diving or obtain permission of the instructor.

(RE) Prerequisite(s): PYED 261 Scuba SCUBA Diving

Supporting Information

Rationale: Offer a 4-part class series that will result in scuba instructor certification. Student demand of more advance scuba instruction. Fall 2017 enrollment in PYED 261= 112 students. Summer 2017= 5. Spring 17= 101.

Impact on other units: The added PYED course will not affect other departments or programs.

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

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

Item 7-C: Approved with noted revision(s)

The CRC approved this items with the noted revisions to capitalize the word "SCUBA" throughout as it is an acronym and should be capitalized.

7-D PYED 2XX (270) Adapted Recreation

Introduction to adaptive sports, rules, scoring, and individual and team fundamentals in an inclusive environment necessary for recreational and competitive participation.

Supporting Information

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

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

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

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

*Item 7-D
DENIED (10/25)*

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

TABLED (reviewed electronically on 10/10)

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

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the following information from the department: number of credit hours; CRC recommends revising the rationale to be more in line with the course description; is this course being offered to only FUTURE students? Or is this course offered to abled body students as well?

II. PROGRAM CHANGES

(KNS) KINESIOLOGY

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

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

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

FROM:

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

TO:

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

Supporting Information

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

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

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

Additional Documentation: No additional Approvals are required for this change

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

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

TABLED (reviewed electronically on 10/10)

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

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the following information from the department: The rationale be cleaned up – the information is a bit redundant (remove last sentence); the impact on other units should state that this course meets general education requirements; and the additional documentation needs to provide supporting documents from the ENGL and JREM departments impacted by the change(s). These documents should be referenced in this section.

(RSM) RECREATION AND SPORT MANAGEMENT

ITEM 9: REVISE THE BACHELOR OF SCIENCE IN EDUCATION – RECREATION AND SPORT MANAGEMENT MAJOR – THERAPEUTIC RECREATION CONCENTRATION PROGRAM REQUIREMENTS

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9382&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise Terms 1 and 2 in the Requirements for the Bachelor of Science in Education – Recreation and Sport Management Major – Therapeutic Recreation Concentration, as follows:

FROM:

Requirements for the Bachelor of Science in Education – Recreation and Sport Management Major – Therapeutic Recreation Concentration

Term 1	Hours	Milestone Notes
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	

TO:

Requirements for the Bachelor of Science in Education – Recreation and Sport Management Major – Therapeutic Recreation Concentration

Term 1	Hours	Milestone Notes
CFS 210*	3	2.5 cumulative GPA
¹ Natural Science Elective*	4	
ENGL 101* or ENGL 118*	3	
PSYC 110* or PSYC 117*	3	
² Quantitative Reasoning Elective*	3	
Term 2		
¹ Natural Science Elective *	4	ENGL 101*
ENGL 102*	3	
² Quantitative Reasoning Elective*	3	
⁴ Unrestricted Elective	4	

Supporting Information

Rationale: The change will allow more flexibility in the courses that are accepted in the program in regards to natural science courses. It is still noted that to take BCMB the student will need to take Chemistry. The recommended change was discovered by advisors and is more accommodating to students.

Impact on other units: This change should not affect any other programs. The change allows for more natural science course to be accepted to fulfill requirements as is seen in the Sport Management concentration.

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

Additional Documentation: No additional Approvals are required for this change

Item 9: Approved

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF NUTRITION
All Changes Effective Fall 2018
Undergraduate

Student Learner Outcomes

(NUTR) 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 10: REVISE COURSE DESCRIPTION

10-A NUTR 413 Food and Nutrition in the Community Practicum (1)

Application of principles of concepts introduced in 412 (Food and Nutrition in the Community). Students will work in the community. Successful completion of 20 hours of service learning is required.

Formerly: NUTR 413 Food and Nutrition in the Community Practicum (1)

Application of principles of concepts introduced in 412 (Food and Nutrition in the Community). Students will work in the community. Successful completion of 15 hours of service learning is required.

Supporting Information

Rationale: This revision more accurately describes the expected time commitment to the service learning project. This corrects a housekeeping error, as students are expected to complete 20 service learning hours in this course.

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. This change better represents the time students are already working on their service learning projects in the community. No increase in resources is required.

Additional Documentation: This course already supports SLO # 1 and SLO #3. The increase to 20 service learning hours (again, already in place), further strengthens this experience.

Item 10-A: Approved

ITEM 11: REVISE REPEATABILITY

11-A NUTR 450 Special Topics: Nutrition (1-3)

Repeatability: May be repeated. Maximum 6 hours.

Formerly: NUTR 450 Special Topics: Nutrition (1-3)

Repeatability: May be repeated. Maximum 3 hours.

Supporting Information

Rationale: In preparation for important changes expected in our curriculum in the next few years, and as efforts to test out and refine potential future courses are underway, there has been an increase in the number of distinctly different course offerings under the NUTR 450 number (with credit hours varying from 1 to 3). Increasing the maximum number of hours, a student can register for NUTR 450 allows increased flexibility for students to repeat this course, with different topics, for credit. Assuring that a student does not repeat the same topic will occur at the department level, via the requirement of instructor consent for enrollment.

Impact on other units: This course is not a requirement for any majors. Therefore, no impact on other units is expected.

Financial impact: None. This is a course that any faculty member may choose to offer in addition to their normal course load.

Additional Documentation: This change does not directly impact any of the SLOs, as this course is not a requirement.

Item 11-A: Approved

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION
All Changes Effective Fall 2018
Undergraduate

Student Learner Outcomes

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

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

I. COURSE CHANGES

(ASL) AMERICAN SIGN LANGUAGE

ITEM 12: REVISE COURSE DESCRIPTION

12-A ASL 212 Intermediate American Sign Language II (3)

Sequence (211-212) stresses fluency of expressive and receptive sign language skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the ~~deaf community~~ **Deaf Community**.

Formerly: ASL 212 Intermediate American Sign Language II (3)

Sequence (211-212) stresses fluency of expressive and receptive sign communication skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the deaf community.

Supporting Information

Rationale: Change wording from sign communication to sign language. This change is just to update the language referring to ASL as sign language rather than sign communication. It was determined this change was needed when updating other ASL courses. This change is just to update the language referring to ASL as sign language rather than sign communication. No learner outcomes are affected by this change.

Impact on other units: none. This change only updates the language of the course description.

Financial impact: none. This change only updates the language in the course description. No additional resources needed.

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

Item 12-A: Approved with noted revision(s)

The CRC approved the item with the noted revision to capitalize "Deaf Community" in the course description.

ITEM 13: REVISE COURSE DESCRIPTION AND (RE) PREREQUISITE(S)

13-A ASL 211 Intermediate American Sign Language I (3)

Sequence (211-212) stresses fluency of expressive and receptive sign language skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the ~~deaf community~~ **Deaf Community**.

Satisfies General Education Requirement: (CC)

(RE) Prerequisite(s): 112 with a grade of C or better, or a satisfactory grade (S) on the departmental placement exam.

Formerly: ASL 211 Intermediate American Sign Language I (3)
Sequence (211-212) stresses fluency of expressive and receptive sign communication skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the deaf community.
Satisfies General Education Requirement: (CC) (RE) Prerequisite(s): 112 with a grade of C or better.

Supporting Information
Rationale: A state ASL bill was recently passed which allows high school students to take ASL as a foreign language; therefore, ASL placement tests have been developed and implemented. Placement tests have a grading option of S/NC. We also updated the wording: changed from sign communication to sign language. No learner outcomes are affected by this change.

Impact on other units: none. These changes impact only ASL faculty. ASL faculty teach the courses and administer placement exams.

Financial impact: none. ASL faculty teach these courses and administer placements tests. No additional resources needed.

Additional Documentation: No additional approvals required. The change is not substantive and does not need to be reported to SACSCOC
Completed Legislative Action on state ASL bill: <https://legiscan.com/TN/bill/SB0524/2017>

Item 13-A: Approved with noted revision(s)
The CRC approved the item with the noted revision to capitalize "Deaf Community" in the course description.

ITEM 14: REVISE COURSE DESCRIPTION, (RE)PREREQUISITE(S), AND COMMENT(S)

14-A ASL 112 Elementary American Sign Language II (3)
Development of expressive and receptive sign language skills. Video text and interactive teaching method used. Class conducted totally in sign.
(RE) Prerequisite(s): 111 with a grade of C or better, or a satisfactory grade (S) on the departmental placement exam.
Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B or a satisfactory grade (S) on the departmental placement exam to advance to 211. Non-majors must earn a minimum grade of C or a satisfactory grade (S) on the departmental placement exam to advance to 211.

Formerly: ASL 112 Elementary American Sign Language II (3)
Expressive and receptive skill development in sign communication. Video text and interactive teaching method used. Class conducted totally in sign.
(RE) Prerequisite(s): 111 with a grade of C or better.
Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B, and non-majors must earn a minimum grade of C to advance to 211.

Supporting Information
Rationale: A state ASL bill was recently passed which allows high school students to take ASL as a foreign language; therefore, ASL placement tests have been developed and implemented. Placement tests have a grading option of S/NC. We also updated the wording: changed from sign communication to sign language. No learner outcomes are affected by this change.

Impact on other units: none. This change updates the language of the description and standards for placement tests. It will impact only the ASL program faculty. ASL faculty teach the courses and administer placement exams.

Financial impact: none. The courses and placement tests are already offered by ASL faculty. No additional resources needed

Additional Documentation: No additional approvals required. The change is not substantive and does not need to be reported to SACSCOC
Completed Legislative Action on state ASL bill: <https://legiscan.com/TN/bill/SB0524/2017>

Item 14-A: Approved

ITEM 15: REVISE COURSE DESCRIPTION AND COMMENT(S)

15-A ASL 111 Elementary American Sign Language I (3)
Development of expressive and receptive sign language skills. Video text and interactive teaching method used. Class conducted totally in sign.
Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a

minimum grade of B or a satisfactory grade (S) on the departmental placement exam to advance to 112. Non-majors must earn a minimum grade of C or a satisfactory grade (S) on the departmental placement exam to advance to 112.

Formerly: ASL 111 Elementary American Sign Language I (3)

Expressive and receptive skill development in sign communication. Video text and interactive teaching method used. Class conducted totally in sign.

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B, and non-majors must earn a minimum grade of C to advance to 112.

Supporting Information

Rationale: A state ASL bill was recently passed which allows high school students to take ASL as a foreign language; therefore, ASL placement tests have been developed and implemented. Placement tests have a grading option of S/NC. We also updated the wording: changed from sign communication to sign language. No learner outcomes are affected by this change.

Impact on other units: none. These changes impact only ASL faculty. ASL faculty teach the courses and administer placement exams.

Financial impact: none. ASL faculty teach these courses and administer placements tests. No additional resources needed.

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

Completed Legislative Action on state ASL bill: <https://legiscan.com/TN/bill/SB0524/2017>

Item 15-A: Approved

ITEM 16: REVISE TO ADD COURSE COMMENT(S)

16-A ASL 311 Advanced American Sign Language I: Educational Contexts (3)

Comment(s): Deaf education majors, educational interpreting majors, and American Sign Language minors must earn a minimum grade of B.

Formerly: ASL 311 Advanced American Sign Language I: Educational Contexts (3)
No course comment.

Supporting Information

Rationale: Our programs require that deaf education and educational interpreting majors and ASL minors get a minimum B in ASL 111, 112, 211, 212, and 311. We are adding a course comment so that students see this information on both the program description and course information. While reviewing our ASL courses, we noticed this course did not have the statement for majors like our other ASL classes. No learner outcomes are affected by this change.

Impact on other units: none. This is a change to include minimum grade requirements on the course description.

Financial impact: none. The change is just to include grade requirements in the course description.

Additional Documentation: No additional approvals required. The change is not substantive and does not need to be reported to SACSCOC. As stated in program progression requirement: "Students must earn a grade of B or better in [ASL 111](#), [ASL 112](#), [ASL 211*](#), [ASL 212*](#), and [ASL 311](#), and a C or better in all teacher education and major courses."

http://catalog.utk.edu/preview_program.php?catoid=22&poid=9401

Item 16-A: Approved

(EDDE) EDUCATION OF THE DEAF AND HARD OF HEARING

ITEM 17: REVISE COURSE TITLE AND DESCRIPTION

17-A EDDE 425 Foundations of Deaf Education (3)

Critical look at trends, issues, demographics, and social justice-oriented practices in the bilingual education of Deaf students from diverse communities. Historical, legal, medical, and social contexts impacting the placement, services, and instruction of Deaf students are analyzed and critiqued. Identity, politics, and oppression are examined. Discussion of social equity related to race, sex, gender, sexual orientation, dis/ability, and more.

Formerly: Introduction to the Psychology and Education of the Deaf and Hard of Hearing (3)

Primarily for those planning to work with the deaf and hard of hearing. Research related to psychology, social adjustment, communication methodology, language development, and education of the deaf and hard of hearing. Survey of literature. Visits to programs.

Supporting Information

Rationale: We have updated the course and would like the title and description to match the content. The course now contains social justice and bilingual education content—both critical to our mission of preparing teachers of the deaf. This change was prompted by two activities. We have transitioned the Deaf Education training program at UT from a comprehensive to bilingual program and are working to align course content. Additionally, we were preparing for an upcoming CED (Council on Education of the Deaf) 10-year review, and we found a need for revisions with this class. This course is offered for both UG and Grad credit and will be submitted to the Grad CRC meeting in Sept 2017. This change supports learning outcomes 2 and 5 for the SPED BS degree.

Impact on other units: none. This change updates the language of the course description to better reflect course content. This change updates the language of the course description to better reflect course content. This course is offered for both UG and Grad credit and will be presented at the UG CRC meeting in Sept 2017 as well.

Financial Impact: none. This change requires no additional resources.

Additional documentation: This change supports learning outcomes 2 and 5. No additional approval required. The change is not substantive and does not need to be reported to SACSCOC.

Item 17-A: Approved (10/10)
UGCRC voted electronically to approve this item

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the following information from the department: Impact on other units needs clarification and to remove duplicate sentence. This change does impact AUSP. AUSP needs to be notified of the change so the appropriate changes can be made to the AUSP catalog. Additional documentation needs to include a letter of support for the change from AUSP.

(EDUC) EDUCATION

ITEM 18: ADD

18-A EDUC 100S Teacher Education: Service Learning (1)

Introductory course for students interested in pursuing careers in education. Course is designed to provide students with service learning experiences in conjunction with school-based placements. Service learning projects will engage students in the application of new knowledge and skills through projects related to educating youth.

Supporting Information

Rationale: This course is being added in order to be designated as a "S" (service learning) course, in the catalog. The course has already been taught for several years, as a "service learning" course, without the designation. No learner outcomes are affected by this change.

Impact on other units: EDUC 100 is an elective course. The proposed change does not affect any other programs or course offerings.

Financial impact: Due to instructors volunteering to teach the course, there is no financial impact on the department or college. Those currently teaching EDUC 100 will continue to teach the course.

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

Item 18-A: Approved (10/6)
This item was reviewed by the committee at the September 13, 2017 Undergraduate CRC meeting and was tabled and later voted on and approved by the UGCRC electronically.

Denied (decision made at 9/13 meeting)

The CRC denied this item as the change requires additional approval of the Service Learning designation. The additional documentation section needs to address issues related to additional approvals and should provide a statement to indicate that the department is seeking or has already obtained the necessary approval(s). When appropriate approval has been received, the department may resubmit the change to CRC with the noted revisions as a NEW proposal.

(ELED) ELEMENTARY EDUCATION

ITEM 19: DROP

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

Supporting Information

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

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

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

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

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

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

TABLED (reviewed electronically on 10/10)

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

TABLED (decision made at 9/13 meeting)

The CRC tabled this item to be reviewed at the October 25th UGCRC meeting. CFS did not submit a proposal to add this course to their department (I believe they plan to do this in the next CRC submission). The item was tabled by the CRC as a precaution to ensure that this course is not dropped before it is added as a new course in CFS. Once a course is dropped it cannot be reused for 6 years. This could cause problems if the CFS course was not added for some reason. The CRC also requested the department review the showcase to see if this change has an impact.

(MEDU) MATHEMATICS EDUCATION

ITEM 20: REVISE TO ADD PREREQUISITE(S)

20-A MEDU 432 Knowing and Learning in Mathematics and Science (3) (RE) Prerequisite(s): ENGL 102, 132, 290, or 298

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

Supporting Information

Rationale: Because this course satisfies a general education requirement (WC), this prerequisite is required per the campus general education committee (per Chair /Barbara Murphy) to correct and standardize the prerequisite requirements. The change is prompted by an email from Barbara Murphy, noting the need for the prerequisite to be clearly stated. No outcomes are affected by this change. VolsTeach is a minor.

Impact on other units: None. The prerequisite requirements were already in place, but not clearly indicated on these courses.

Financial impact: None. The change is a prerequisite that has already been in place. It was not stated clearly in the catalog. This change requires no additional resources.

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

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

TABLED (reviewed electronically on 10/10)

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

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the following information from the department: revision of the impact on other units to provide clarification. The information provided states that the prerequisite requirements were already in place, where were these prerequisites? There could not have been a requirement in place if it was not previously listed in the catalog. The additional documentation section should recognize that this is a general education requirement but state that it does not have an impact because registration requires a co-requisite INPG 110 and INPG 120 and it is unlikely that anyone outside of VolsTeach would take the course. The section should also reference any supporting documents that have been provided as an attachment. Note – the Additional Documentation section is not just about SACS. It is also about any other necessary requirements. It needs to clarify everything on the front end so the information is clear when it goes before the council and should provide Dr. Fairbrother with the information necessary to present the proposal.

(SCED) SCIENCE EDUCATION

ITEM 21: REVISE (RE) PREREQUISITE(S)

21-A SCED 432 Knowing and Learning in Mathematics and Science (3) (RE) Prerequisite(s): ENGL 102, 132, 290, or 298

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

Supporting Information

Rationale: Because this course satisfies a general education requirement (WC), this prerequisite is required per the campus general education committee (per Chair /Barbara Murphy) to correct and standardize the prerequisite requirements. No outcomes are affected by this change. VolsTeach is a minor.

Impact on other units: None. The prerequisite requirements were already in place, but not clearly indicated on these courses.

Financial impact: None. The prerequisite requirements were already in place, but not clearly indicated on these courses.

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

Item 21-A
APPROVED (10/25)

TABLED (reviewed electronically on 10/10)

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

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the following information from the department: revision of the impact on other units to provide clarification. The information provided states that the prerequisite requirements were already in place, where were these prerequisites? There could not have been a requirement in place if it was not previously listed in the catalog. The additional documentation section should recognize that this is a general education requirement but state that it does not have an impact because registration requires a co-requisite INPG 110 and INPG 120 and it is unlikely that anyone outside of VolsTeach would take the course. The section should also reference any supporting documents that have been provided as an attachment. Note – the Additional Documentation section is not just about SACS. It is also about any other necessary requirements. It needs to clarify everything on the front end so the information is clear when it goes before the council and should provide Dr. Fairbrother with the information necessary to present the proposal.

(TPTE) THEORY & PRACTICE IN TEACHER EDUCATION

ITEM 22: ADD

22-A TPTE (110) VolsTeach: Inquiry-based Teaching (1) Introduction to inquiry-based approaches to teaching in mathematics and science.

Item 9-A: Approved (10/10)
UGCRC voted electronically to approve this item

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the following information from the department: revision of the impact on other units to reference that INPG courses are being dropped from the College of Arts & Sciences. The additional documentation section also needs to reference any supporting email(s) and should reference that INPG courses are being dropped from Arts & Sciences and that they are in agreement of the change.

22-B TPTE (120) VolsTeach: Inquiry-based Lesson Design (1) Introduction to inquiry-based lesson design in mathematics and science.

Supporting Information

Rationale: This course (currently known as INPG 110) is part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE. College of Art & Sciences are in agreement with this change and will be dropping this course. Support email is provided for the committee. VolsTeach is a minor - there are no learner outcomes.

Impact on other units: none. TPTE faculty have been teaching this course and will continue to do so. Only students in the VolsTeach minor will take this course.

Financial impact: none. TPTE faculty have been teaching this course and will continue to do so. No additional resources needed.

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

EQUIVALENCY TABLE	
Current Courses Interdisciplinary Programs (INPG)	Equivalent Courses Effective Fall 2018 Theory & Practice in Teacher Education (TPTE)
110	110
120	120

*Item 9-B: Approved (10/10)
UGCRC voted electronically to approve this item*

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the following information from the department: revision of the impact on other units to reference that INPG courses are being dropped from the College of Arts & Sciences. The additional documentation section also needs to reference any supporting email(s) and should reference that INPG courses are being dropped from Arts & Sciences and that they are in agreement of the change.

II. PROGRAM CHANGES

ITEM 23: REVISE SPECIAL EDUCATION MAJOR, BS IN EDUCATION – EDUCATION OF THE DEAF AND HARD OF HEARING CONCENTRATION PROGRAM INFORMATION

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

In the 2018-2019 Undergraduate Catalog, revise the description text and progression requirements for Special Education Major, BS in Education – Education of the Deaf and Hard of Hearing Concentration, as follows:

FROM:

Progression Requirements

Progression to the EDDE concentration requires a 2.7 cumulative GPA after a minimum of 45 semester credits and completion of a successful interview and admission into teacher education. Students admitted to the program must maintain a cumulative GPA of 2.7 while in the program. Students must earn a grade of B or better in ASL 111, ASL 112, ASL 211*, ASL 212*, and ASL 311, and a C or better in all teacher education and major courses. Students with less than a 2.7 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Requirements for the Bachelor of Science in Education – Special Education Major – Education of the Deaf and Hard of Hearing Concentration

Term 1	Hours	Milestone Notes
ASL 111	3	2.3 cumulative GPA
ENGL 101*, ENGL 118*	3	
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
³ Social Sciences Elective*	3	

Term 2

³ Arts and Humanities Elective*	3	Quantitative Reasoning Elective*
ASL 112	3	
ENGL 102*	3	
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
Term 3		
ASL 211*	3	Complete at least 45 hours with a 2.7 cumulative GPA
⁴ Biological Sciences Electives*	3-4	ASL 111
³ Communicating Orally Elective*	3	ENGL 102*
EDPY 210*	3	
³ Social Sciences Elective*	3	
Term 4		
ASL 212*	3	ASL 112
EDDE 425	3	
PHIL 252*	3	
⁵ Physical Science Electives*	3-4	
⁶ Unrestricted Elective	2	
Term 5		
ASL 311	3	ASL 211*
AUSP 303	3	
EDDE 310	3	
⁷ Professional Elective	3	
⁶ Unrestricted Elective	3	
Term 6		
EDDE 419	3	ASL 212*
⁸ Educational Methods	6	
SPED 402	3	
¹⁰ REED 430 or REED 461 or REED 543	3	
Term 7		
EDDE 415	3	No milestones
EDPY 401	3	
⁷ Professional Electives	6	
ETEC 486	3	
Term 8		
ASL 435	3	No milestones
EDDE 410, EDDE 416	6	
⁷ Professional Elective	3	
⁶ Unrestricted Elective or ⁷ Professional Elective	3	
UNDERGRADUATE TOTAL		120

TO:

Progression Requirements

Progression to the EDDE concentration requires a 2.75 cumulative GPA after a minimum of 45 semester credits, completion of ASL 211, and completion of a successful interview and admission into teacher education. Students admitted to the program must maintain a cumulative GPA of 2.75 while in the program. Students must earn a grade of B or better in ASL 111, ASL 112, ASL 211*, ASL 212*, ASL 311, and EDDE 310, and a C or better in all teacher education and major courses. Students with less than a 2.75 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

Requirements for the Bachelor of Science in Education – Special Education Major – Education of the Deaf and Hard of Hearing Concentration

Term 1	Hours	Milestone Notes
ASL 111	3	2.3 cumulative GPA
ENGL 101*, ENGL 118*	3	<u>ASL 111</u>
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
³ Social Sciences Elective*	3	

Term 2

³ Arts and Humanities Elective*	3	Quantitative Reasoning Elective*
ASL 112	3	<u>ASL 112</u>
ENGL 102*	3	
¹ Non-U.S. History*	3	
² Quantitative Reasoning (MATH or STAT) Elective*	3	
Term 3		
ASL 211*	3	Complete at least 45 hours with a <u>2.75</u> cumulative GPA
⁴ Biological Sciences Electives*	3-4	<u>ASL 211*</u>
³ Communicating Orally Elective*	3	ENGL 102*
EDPY 210*	3	
³ Social Sciences Elective*	3	
Term 4		
ASL 212*	3	<u>ASL 212*</u>
EDDE 425	3	
PHIL 252*	3	
⁵ Physical Science Electives*	3-4	
⁶ Unrestricted Elective	2	
Term 5		
ASL 311	3	
AUSP 303	3	
EDDE 310	3	
⁷ Professional Elective	3	
⁶ Unrestricted Elective	3	
Term 6		
EDDE 419	3	
⁸ Educational Methods	3	
SPED 402	3	
¹⁰ REED 430 or REED 461 or REED 543	3	
<u>ASL 435</u>	<u>3</u>	
Term 7		
EDDE 415	3	No milestones
EDPY 401	3	
⁷ Professional Electives	6	
EETC 486	3	
Term 8		
⁸ Educational Methods	3	No milestones
EDDE 410, EDDE 416	6	
⁷ Professional Elective	3	
⁶ Unrestricted Elective or ⁷ Professional Elective	3	
UNDERGRADUATE TOTAL		120

Supporting Information

Rationale: The change in GPA requirement from 2.7 to 2.75 is a new state requirement.

We changed the "progression into the EDDE concentration" to include the completion of ASL 211. This will allow program interviews to occur partially in ASL, and for the board to ascertain candidates' commitment to and fluency in ASL. This change is also reflected in earlier ASL uTrack requirements.

We require a minimum B in EDDE 310 to progress to EDDE 410. This is not reflected in the program showcase as well. Program faculty and advisory board members identified a weakness in the interview and admissions procedures. The current program structure allows for the admission of candidates into the program without any evidence related to their commitment to developing ASL proficiency.

Impact on other units: In order to require EDDE students to complete ASL 111-212 in their first four semesters, we need to ensure that students as early as freshman year can get into ASL courses. We find that we are successful in doing that. Each semester we control class capacity on ASL sections to reserve seats for students in the EDDE and EI majors. This program change has been discussed with ASL coordinator, Michelle Swaney, as well as advisors, Lisa Emery, Demetria Mells and Laura Brown. Through this approach of capping ASL courses, we have been able to accommodate majors, new freshmen, and transfers from other institutions.

Financial Impact: none. This change will be supported by current ASL faculty. No additional resources needed.

Additional documentation: Learner outcome #2 is strengthened by this change in terms of the teacher's ability to advance student learning through fluent communication. The change does not require additional approval and is not substantive and does not need to be reported to SACSCOC.

Item 23: Approved

Suggestion to department – in the future, the department may want to consider removing GPA requirements and replacing with statement that it should match state requirements and provide information on where to find these requirements.

ITEM 24: REVISE THE VOLSTEACH MATHEMATICS MINOR PROGRAM INFORMATION

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

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

FROM:

Prerequisites

Complete:

INPG 110 - VolsTeach: Inquiry-Based Approaches to Teaching
INPG 120 - VolsTeach: Inquiry-Based Lesson Design

TO:

Prerequisites

Complete:

TPTE 110 - VolsTeach: Inquiry-Based Approaches to Teaching
TPTE 120 - VolsTeach: Inquiry-Based Lesson Design

Supporting Information

Rationale: This course (currently known as INPG 110) is part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE. College of Art & Sciences are in agreement with this change and will be dropping this course. Support email is provided for the committee. VolsTeach is a minor - there are no learner outcomes.

Impact on other units: none. TPTE faculty have been teaching this course and will continue to do so.

Financial impact: none. TPTE faculty have been teaching this course and will continue to do so. No additional resources needed.

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

Item 24: Approved (10/10)

UGCRC voted electronically to approve this item

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the following information from the department: revision of the impact on other units to reference that INPG courses are being dropped from the College of Arts & Sciences. The additional documentation section also needs to reference any supporting email(s) and should reference that INPG courses are being dropped from Arts & Sciences and that they are in agreement of the change. Refer to Items 22.0 and 22.1.

ITEM 25: REVISE THE VOLSTEACH SCIENCE MINOR PROGRAM INFORMATION

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9438&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the prerequisites for the VolsTeach Science Minor, as follows:

FROM:

Prerequisites

Complete:

INPG 110 - VolsTeach: Inquiry-Based Approaches to Teaching
INPG 120 - VolsTeach: Inquiry-Based Lesson Design

TO:

Prerequisites

Complete:

TPTE 110 - VolsTeach: Inquiry-Based Approaches to Teaching
TPTE 120 - VolsTeach: Inquiry-Based Lesson Design

Supporting Information

Rationale: This course (currently known as INPG 110) is part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE. College of Art & Sciences are in agreement with this change and will be dropping this course. Support email is provided for the committee. VolsTeach is a minor - there are no learner outcomes.

Impact on other units: none. TPTE faculty have been teaching this course and will continue to do so.

Financial impact: none. TPTE faculty have been teaching this course and will continue to do so. No additional resources needed.

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

Item 25: Approved (10/10)
UGCRC voted electronically to approve this item

TABLED (decision made at 9/13 meeting)

The CRC tabled this item and requested the following information from the department: revision of the impact on other units to reference that INPG courses are being dropped from the College of Arts & Sciences. The additional documentation section also needs to reference any supporting email(s) and should reference that INPG courses are being dropped from Arts & Sciences and that they are in agreement of the change. Refer to Items 22.0 and 22.1.

ADDENDUM
9/13/17 UGCRC MEETING TABLED ITEMS

October 6, 2017

Undergraduate Curriculum Review Committee:

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

Non-Voting: Jeff Fairbrother (Ex-Officio)

Curricular Agenda:

- VI. Department of Theory and Practice in Teacher Education (TPTE) – MariBeth Coleman
 - a. Course Add – EDUC 100 S Teacher Education: Service Learning (1)
 - i. This item was reviewed by the committee at the September 13, 2017 Undergraduate CRC meeting and was tabled and later voted on by the UGCRC electronically.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION
All Changes Effective Fall 2018
Undergraduate

Student Learner Outcomes

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

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

I. COURSE CHANGES

(EDUC) EDUCATION

ITEM 18: ADD

(18-A) EDUC 100S Teacher Education: Service Learning (1)

Introductory course for students interested in pursuing careers in education. Course is designed to provide students with service learning experiences in conjunction with school-based placements. Service learning projects will engage students in the application of new knowledge and skills through projects related to educating youth.

Supporting Information

Rationale: This course is being added in order to be designated as a "S" (service learning) course, in the catalog. The course has already been taught for several years, as a "service learning" course, without the designation. No learner outcomes are affected by this change.

Impact on other units: EDUC 100 is an elective course. The proposed change does not affect any other programs or course offerings.

Financial impact: Due to instructors volunteering to teach the course, there is no financial impact on the department or college. Those currently teaching EDUC 100 will continue to teach the course.

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

Item 18-A: Approved (10/6)

This item was reviewed by the committee at the September 13, 2017 Undergraduate CRC meeting and was tabled and later voted on and approved by the UGCRC electronically.

Denied (decision made at 9/13 meeting)

The CRC denied this item as the change requires additional approval of the Service Learning designation. The additional documentation section needs to address issues related to additional approvals and should provide a statement to indicate that the department is seeking or has already obtained the necessary approval(s). When appropriate approval has been received, the department may resubmit the change to CRC with the noted revisions as a NEW proposal.

ADDENDUM 9/13/17 UGCRC MEETING TABLED ITEMS

October 10, 2017

Undergraduate Curriculum Review Committee:

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

Non-Voting: Jeff Fairbrother (Ex-Officio)

Curricular Agenda:

Please note that the curricular proposal **only** includes the items that were tabled in the September 13, 2017 UGCRC meeting. Any revisions that were made by the Department are indicated with **red font and gray highlight**. In this agenda, you will find an explanation for why each item was tabled as well as any other important notes.

I have created a Google Form that will allow you all to submit a response for each of the items within the curricular proposal. **Please submit your response using the following link no later than 5:00 p.m. on Thursday, October 12, 2017: <https://goo.gl/forms/T6nDXngYmTgP8aiu1>**

VII. Department of Kinesiology, Recreation, and Sport Studies (KRSS) – Rob Hardin

- a. **ITEM 1 – B:** This item was approved by the UGCRC pending Department approval to add the Recreation and Sport Management Major to the Registration Restriction(s). Upon reviewing the request to add the RSM Major to the Registration Restriction(s) for KNS 431, the Department determined a Prerequisite(s) needed to be added to the course as well. The UGCRC needs to reconsider this item with the new revisions.
- b. **ITEM 2 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Rationale needs clarification. The language provided “the restrictions are needed” contradicts the change that is being made (to remove the registration restriction).
- c. **ITEM 7 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. CRC would like the department to discuss the course content with the department of NUTR and provide additional documentation (letter of support) providing that content has been agreed upon with the department of NUTR.
- d. **ITEM 7 – B:** This item was tabled by the UGCRC for the following reason(s):
 - i. CRC would like the department to discuss the course content with the department of NUTR and provide additional documentation (letter of support) providing that content has been agreed upon with the department of NUTR.
- e. **ITEM 7 – D:** This item was tabled by the UGCRC for the following reason(s):
 - i. The number of credit hours for the course is missing.
 - ii. Is this course being offered to only FUTURE students? Or is this course offered to abled body students as well?
 - iii. UGCRC recommends revising the rationale to be more in line with the course description.
- f. **ITEM 8:** This item was tabled by the UGCRC for the following reason(s):

- i. Rationale needs to be cleaned up - the information is a bit redundant (remove last sentence).
 - ii. Impact on Other Units should state that this course meets general education requirements.
 - iii. Additional Documents should provide supporting documents from the ENGL and JREM departments impacted by the change(s). These documents should be referenced in this section.

- VIII. Department of Theory and Practice in Teacher Education (TPTE) – MariBeth Coleman
 - a. **ITEM 17 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Impact on Other Units needs clarification and to remove the duplicate sentence. This change does impact AUSP.
 - ii. AUSP needs to be notified of the change so the appropriate changes can be made to the AUSP catalog.
 - iii. Additional Documents: Letter of support for the change should be provided from AUSP.

 - b. **ITEM 19 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Item has been tabled to be reviewed at the October 25th UGCRC meeting. CFS did not submit a proposal to add this course to their department (I believe they plan to do this in the next CRC submission). The item was tabled as a precaution to ensure that this course was not dropped before it was added to CFS. Once a course is dropped it cannot be reused for 6 years. This could cause problems if the CFS course was not added for some reason.
 - ii. Revisions need to be made to the showcase that reflect this change

 - c. **ITEM 20 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Impact on Other Units: revise statement and provide clarification. The information provided states that the prerequisite requirements were already in place, where were these prerequisites? There could not have been a requirement in place if it was not listed in the catalog.
 - ii. Additional Documentation: should recognize that this is a general education requirement but let them know that it does not have an impact because registration requires a co-requisite INPG 110 and INPG 120 and it is unlikely that anyone outside of VolsTeach will take the course. This section should also reference any supporting documents that have been provided.
 - iii. Note to Department: The Additional Documentation section is not just about SACS it is also about any other necessary requirements. It needs to clarify everything on the front end so the information is clear when it goes before the council and provides Dr. Fairbrother with the information necessary to present the proposal.

 - d. **ITEM 21 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Impact on Other Units: revise statement and provide clarification. The information provided states that the prerequisite requirements were already in place, where were these prerequisites? There could not have been a requirement in place if it was not listed in the catalog.
 - ii. Additional Documentation: should recognize that this is a general ed requirement but let them know that it does not have an impact because registration requires a co-requisite INPG 110 and INPG 120 and it is unlikely that anyone outside of VolsTeach will take the course. This section should also reference any supporting documents that have been provided.

 - e. **ITEM 22 – A:** This item was tabled by the UGCRC for the following reason(s):

- i. Impact on Other Units: This section needs to reference that INPG courses are being dropped from the College of Arts & Sciences.
 - ii. Additional Documentation: needs to reference supporting email(s) and needs to reference that INPG courses are being dropped from Arts & Sciences.
- f. **ITEM 22 – B:** This item was tabled by the UGCRC for the following reason(s):
 - i. Impact on Other Units: This section needs to reference that INPG courses are being dropped from the College of Arts & Sciences.
 - ii. Additional Documentation: needs to reference supporting email(s) and needs to reference that INPG courses are being dropped from Arts & Sciences.
- g. **ITEM 24:** This item was tabled by the UGCRC for the following reason(s):
 - i. Refer to the previous items (ADD TPTE 110 and 120)
- h. **ITEM 25:** This item was tabled by the UGCRC for the following reason(s):
 - i. Refer to the previous two items (ADD TPTE 110 and 120 and REVISE THE VOLSTEACH MATHEMATICS MINOR PROGRAM INFORMATION)

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES
All Changes Effective Fall 2018
Undergraduate

Student Learner Outcomes

(KNS) KINESIOLOGY

Learning objectives for the BS in Kinesiology:

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

(RSM) RECREATION AND SPORT MANAGEMENT

Learning objectives for the Recreation and Sport Management BS program:

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

I. COURSE CHANGES

(KNS) KINESIOLOGY

ITEM 1: ADD

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

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

Prerequisite(s): KNS 100 or RSM 250

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

Supporting Information

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

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

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

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

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

Additional Documentation: The manner in which this course is delivered supports student learner outcome #1 for the BS in Education with a Kinesiology major through providing information that will improve students'

understanding of key disciplinary knowledge and #3 through providing students assignments that require critical thinking. See attached Syllabus.

Item 1-B

DENIED (decision made at 10/25 meeting)

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

TABLED (reviewed electronically on 10/10)

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

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

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

ITEM 2: REVISE COURSE DESCRIPTION, (RE) PREREQUISITES, AND REGISTRATION RESTRICTIONS

(2 – A) KNS 350 Physical Activity Epidemiology (3)

Epidemiological examination of the relationship of physical activity with the morbidity and mortality of chronic diseases and related risk factors. This course is offered as a completely online course. All assignments, quizzes, and examinations will be completed and submitted online in a weekly paced format.

(RE) Prerequisite(s): KNS 100

Registration Restriction(s): Kinesiology Major

Formerly: KNS 350 Physical Activity Epidemiology (3)

Epidemiological examination of the relationship of physical activity with the morbidity and mortality of chronic disease and related risk factors.

Registration Restriction(s): Kinesiology Major; minimum student level – sophomore.

Supporting Information

Rationale: **A revised course description is necessary to inform students that the course is entirely online.**

Prerequisites and registration restrictions needed to limit the class to Kinesiology students who have completed KNS 100 to ensure that first semester freshman cannot take the course.

Impact on other units: The changes will restrict the completely online course to only UTK students.

Financial impact: No Financial impact anticipated. A Graduate Teaching Assistant currently teaches the course.

Item 2-A: Approved (10/10)

UGCRC voted electronically to approve this item

TABLED (decision made at 9/13 meeting)

(PYED) PHYSICAL EDUCATION

ITEM 7: ADD

(7 – A) PYED 2XX (203) Basic Activity & Wellness (1)

Introduction to fitness and wellness principles and exercise techniques, including basic nutrition principles, healthy lifestyle practices, and low-impact and beginner-level exercises. Suitable for any student without complex health issues.

Supporting Information

Rationale: Need a basic Level class. The course will also feed into the Department's Exercise is Medicine Initiative. Upon reviewing the current PYED courses, there is not a base level class to introduce students who are not comfortable with beginner level exercises.

Impact on other units: Review of the current PYED courses indicated a lack of basic level course. **There was possible concern from the Nutrition department about this course, please see the Letter from Jay Whelan.**

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

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

Item 7-A: Approved (10/10)

UGCRC voted electronically to approve this item

TABLED (decision made at 9/13 meeting)

(7 – B) PYED 2XX (204) Activity and Wellness (2)

Full semester introduction to fitness and wellness principles and exercise techniques, including basic nutrition principles, healthy lifestyle practices, and low-impact and beginner-level exercises. Will also include topics such as progression in an

exercise program and long-term strategies for maintaining weight loss and a healthy lifestyle. Suitable for any student without complex health issues.

Supporting Information

Rationale: This course will offer a full semester course that introduces students to the basics of a healthy lifestyle. The course will also feed into the Department's Exercise is Medicine Initiative. Upon reviewing the current PYED courses, there is not a base level class to introduce students who are not comfortable with beginner level exercises. This course will allow the option of a full semester class.

Impact on other units: Review of the current PYED courses indicated a lack of basic level course. **There was possible concern from the Nutrition department about this course, please see the Letter from Jay Whelan.**

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

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

*Item 7-B: Approved (10/10)
UGCRC voted electronically to approve this item*

TABLED (decision made at 9/13 meeting)

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

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

Supporting Information

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

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

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

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

*Item 7-D
DENIED (10/25)*

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

TABLED (reviewed electronically on 10/10)

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

TABLED (decision made at 9/13 meeting)

II. PROGRAM CHANGES

(KNS) KINESIOLOGY

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

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

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

FROM:

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

TO:

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

KNS 332	3
¹ Social Sciences Elective*	3

Supporting Information

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

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

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

Additional Documentation: No additional Approvals are required for this change

Item 8
DENIED (10/25)

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

TABLED (reviewed electronically on 10/10)

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

TABLED (decision made at 9/13 meeting)

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION
All Changes Effective Fall 2018
Undergraduate

Student Learner Outcomes

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

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

I. COURSE CHANGES

(EDDE) EDUCATION OF THE DEAF AND HARD OF HEARING

ITEM 17: REVISE COURSE TITLE AND DESCRIPTION

(17 – A) EDDE 425 Foundations of Deaf Education (3)

Critical look at trends, issues, demographics, and social justice-oriented practices in the bilingual education of Deaf students from diverse communities. Historical, legal, medical, and social contexts impacting the placement, services, and instruction of Deaf students are analyzed and critiqued. Identity, politics, and oppression are examined. Discussion of social equity related to race, sex, gender, sexual orientation, dis/ability, and more.

Formerly: Introduction to the Psychology and Education of the Deaf and Hard of Hearing (3)
Primarily for those planning to work with the deaf and hard of hearing. Research related to psychology, social adjustment, communication methodology, language development, and education of the deaf and hard of hearing. Survey of literature. Visits to programs.

Supporting Information

Rationale: We have updated the course and would like the title and description to match the content. The course now contains social justice and bilingual education content—both critical to our mission of preparing teachers of the deaf. This change was prompted by two activities. We have transitioned the Deaf Education training program at UT from a comprehensive to bilingual program and are working to align course content. Additionally, we were preparing for an upcoming CED (Council on Education of the Deaf) 10-year review, and we found a need for revisions with this class. This course is offered for both UG and Grad credit and will be submitted to the Grad CRC meeting in Sept 2017. This change supports learning outcomes 2 and 5 for the SPED BS degree.

Impact on other units: This change updates the language of the course description to better reflect course content. This change updates the language of the course description to better reflect course content. **This course is taken by AUSP students as part of their program. We have received support for this change from the AUSP department.** This course is offered for both UG and Grad credit and will be presented at the UG CRC meeting in Sept 2017 as well.

Financial Impact: none. This change requires no additional resources.

Additional documentation: This change supports learning outcomes 2 and 5. No additional approval required. The change is not substantive and does not need to be reported to SACSCOC. **Written support for this change from AUSP has been received and provided with this revision.**

Item 17-A: Approved (10/10)
UGCRC voted electronically to approve this item

TABLED (decision made at 9/13 meeting)

(ELED) ELEMENTARY EDUCATION

ITEM 19: DROP

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

Supporting Information

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

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

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

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

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

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

TABLED (reviewed electronically on 10/10)

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

TABLED (decision made at 9/13 meeting)

(MEDU) MATHEMATICS EDUCATION

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

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

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

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

Supporting Information

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

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

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

Additional Documentation: An email from the University General Education Chair, Barbara Murphy is included. Her email is labeled as Supporting email A. Her email explains the problem and includes the explicit language that should be included in the catalog to ensure enforcement of the prerequisites. The change is not substantive

and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment.

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

TABLED (reviewed electronically on 10/10)
UGCRC reviewed the item electronically but did not vote on this item. The item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

TABLED (decision made at 9/13 meeting)

(SCED) SCIENCE EDUCATION

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

(21 – A) SCED 432 Knowing and Learning in Mathematics and Science (3) (RE) Prerequisite(s): ENGL 102, 132, 290, or 298

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

Supporting Information

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

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

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

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

**Item 21-A
APPROVED (10/25)**

TABLED (reviewed electronically on 10/10)
UGCRC reviewed the item electronically but did not vote on this item. The item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

TABLED (decision made at 9/13 meeting)

(TPTE) THEORY & PRACTICE IN TEACHER EDUCATION

ITEM 22: ADD

(22 – A) TPTE (110) VolsTeach: Inquiry-based Teaching (1) Introduction to inquiry-based approaches to teaching in mathematics and science.

Item 9-A: Approved (10/10)
UGCRC voted electronically to approve this item

(22 – B) TPTE (120) VolsTeach: Inquiry-based Lesson Design (1) Introduction to inquiry-based lesson design in mathematics and science.

TABLED (decision made at 9/13 meeting)

Supporting Information

Rationale: These courses (currently known as INPG 110 and INPG 120) are part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE. College of Art & Sciences are in agreement with this change and will be dropping these

courses. **A supporting email from Arts and Sciences is included.** Since VolsTeach is a minor, no learner outcomes are listed.

Impact on other units: none. **The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120.** TPTE faculty have been teaching this course and will continue to do so. Only students in the VolsTeach minor will take this course.

Financial impact: none. **The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120.** TPTE faculty have been teaching this course and will continue to do so. No additional resources needed.

Additional Documentation: **An email from the College of Arts and Sciences is included to confirm that they will be dropping the current course INPG 110. This email is labeled Supporting email B. In addition, a syllabus for TPTE 110 and TPTE 120 are included.** The change is not substantive and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment. See attached syllabus.

EQUIVALENCY TABLE	
Current Courses Interdisciplinary Programs (INPG)	Equivalent Courses Effective Fall 2018 Theory & Practice in Teacher Education (TPTE)
110	110
120	120

*Item 9-B: Approved (10/10)
UGCRC voted electronically to approve this item*

TABLED (decision made at 9/13 meeting)

II. PROGRAM CHANGES

ITEM 24: REVISE THE VOLSTEACH MATHEMATICS MINOR PROGRAM INFORMATION

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

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

FROM:

Prerequisites

Complete:

INPG 110 - VolsTeach: Inquiry-Based Approaches to Teaching
INPG 120 - VolsTeach: Inquiry-Based Lesson Design

TO:

Prerequisites

Complete:

TPTE 110 - VolsTeach: Inquiry-Based Approaches to Teaching
TPTE 120 - VolsTeach: Inquiry-Based Lesson Design

Supporting Information

Rationale: These courses (currently known as INPG 110 and INPG 120) are part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE. College of Art & Sciences are in agreement with this change and will be dropping these courses. **A supporting email from Arts and Sciences is included.** Since VolsTeach is a minor, no learner outcomes are listed.

Impact on other units: none. **The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120.** TPTE faculty have been teaching this course and will continue to do so. Only students in the VolsTeach minor will take this course.

Financial impact: none. **The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120.** TPTE faculty have been teaching this course and will continue to do so. No additional resources needed.

Additional Documentation: **An email from the College of Arts and Sciences is included to confirm that they will be dropping the current course INPG 110. This email is labeled Supporting email B. In addition, a syllabus for TPTE 110 and TPTE 120 are included.** The change is not substantive and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment.

*Item 24: Approved (10/10)
UGCRC voted electronically to approve this item*

TABLED (decision made at 9/13 meeting)

ITEM 25: REVISE THE VOLSTEACH SCIENCE MINOR PROGRAM INFORMATION

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9438&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the prerequisites for the VolsTeach Science Minor, as follows:

FROM:

Prerequisites

Complete:

INPG 110 - VolsTeach: Inquiry-Based Approaches to Teaching
INPG 120 - VolsTeach: Inquiry-Based Lesson Design

TO:

Prerequisites

Complete:

TPTE 110 - VolsTeach: Inquiry-Based Approaches to Teaching
TPTE 120 - VolsTeach: Inquiry-Based Lesson Design

Supporting Information

Rationale: These courses (currently known as INPG 110 and INPG 120) are part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE. College of Art & Sciences are in agreement with this change and will be dropping these courses. **A supporting email from Arts and Sciences is included.** Since VolsTeach is a minor, no learner outcomes are listed.

Impact on other units: none. **The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120.** TPTE faculty have been teaching this course and will continue to do so. Only students in the VolsTeach minor will take this course.

Financial impact: none. **The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120.** TPTE faculty have been teaching this course and will continue to do so. No additional resources needed.

Additional Documentation: **An email from the College of Arts and Sciences is included to confirm that they will be dropping the current course INPG 110. This email is labeled Supporting email B. In addition, a syllabus for TPTE 110 and TPTE 120 are included.** The change is not substantive and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment.

*Item 25: Approved (10/10)
UGCRC voted electronically to approve this item*

TABLED (decision made at 9/13 meeting)

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

October 6, 2017

Undergraduate Curriculum Review Committee:

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

Non-Voting: Jeff Fairbrother (Ex-Officio)

Curricular Agenda:

- IX. Department of Theory and Practice in Teacher Education (TPTE) – MariBeth Coleman
 - a. Course Add – EDUC 100 S Teacher Education: Service Learning (1)
 - i. This item was reviewed by the committee at the September 13, 2017 Undergraduate CRC meeting and was tabled and later voted on by the UGCRC electronically.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION
All Changes Effective Fall 2018
Undergraduate

Student Learner Outcomes

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

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

I. COURSE CHANGES

(EDUC) EDUCATION

ITEM 1: ADD

EDUC 100S Teacher Education: Service Learning (1)

Introductory course for students interested in pursuing careers in education. Course is designed to provide students with service learning experiences in conjunction with school-based placements. Service learning projects will engage students in the application of new knowledge and skills through projects related to educating youth.

Supporting Information

Rationale: This course is being added in order to be designated as a "S" (service learning) course, in the catalog. The course has already been taught for several years, as a "service learning" course, without the designation. No learner outcomes are affected by this change.

Impact on other units: EDUC 100 is an elective Majors course. The proposed change does not affect any other programs or course offerings.

Financial impact: Due to instructors volunteering to teach the course, there is no financial impact on the department or college. Those currently teaching EDUC 100 will continue to teach the course.

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

Item 1: Approved
UGCRC voted electronically to approve this item

CEHHS Undergraduate Curricular Review Committee (UGCRC)
Approval of the September 13, 2017 Meeting Tabled Items

MINUTES
October 10, 2017

Undergraduate Curriculum Review Committee:

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

Non-Voting: Jeff Fairbrother (Ex-Officio)

Curricular Agenda:

Please note that the curricular proposal **only** includes the items that were tabled in the September 13, 2017 UGCRC meeting. Any revisions that were made by the Department are indicated with **red font and gray highlight**. Department of Kinesiology, Recreation, and Sport Studies (KRSS) – Rob Hardin

- b. **ITEM 1 – A:** This item was approved by the UGCRC pending Department approval to add the Recreation and Sport Management Major to the Registration Restriction(s). Upon reviewing the request to add the RSM Major to the Registration Restriction(s) for KNS 431, the Department determined a Prerequisite(s) needed to be added to the course as well. The UGCRC needs to reconsider this item with the new revisions.
- c. **ITEM 2 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Rationale needs clarification. The language provided “the restrictions are needed” contradicts the change that is being made (to remove the registration restriction).
- d. **ITEM 3 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. CRC would like the department to discuss the course content with the department of NUTR and provide additional documentation (letter of support) providing that content has been agreed upon with the department of NUTR.
- e. **ITEM 3 – B:** This item was tabled by the UGCRC for the following reason(s):
 - i. CRC would like the department to discuss the course content with the department of NUTR and provide additional documentation (letter of support) providing that content has been agreed upon with the department of NUTR.
- f. **ITEM 3 – C:** This item was tabled by the UGCRC for the following reason(s):
 - i. The number of credit hours for the course is missing.
 - ii. Is this course being offered to only FUTURE students? Or is this course offered to abled body students as well?
 - iii. UGCRC recommends revising the rationale to be more in line with the course description.
- g. **ITEM 4:** This item was tabled by the UGCRC for the following reason(s):
 - i. Rationale needs to be cleaned up - the information is a bit redundant (remove last sentence).
 - ii. Impact on Other Units should state that this course meets general education requirements.

- iii. Additional Documents should provide supporting documents from the ENGL and JREM departments impacted by the change(s). These documents should be referenced in this section.

- X. Department of Theory and Practice in Teacher Education (TPTE) – MariBeth Coleman
 - a. **ITEM 5 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Impact on Other Units needs clarification and to remove the duplicate sentence. This change does impact AUSP.
 - ii. AUSP needs to be notified of the change so the appropriate changes can be made to the AUSP catalog.
 - iii. Additional Documents: Letter of support for the change should be provided from AUSP.

 - b. **ITEM 6 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Item has been tabled to be reviewed at the October 25th UGCRC meeting. CFS did not submit a proposal to add this course to their department (I believe they plan to do this in the next CRC submission). The item was tabled as a precaution to ensure that this course was not dropped before it was added to CFS. Once a course is dropped it cannot be reused for 6 years. This could cause problems if the CFS course was not added for some reason.
 - ii. Revisions need to be made to the showcase that reflect this change

 - c. **ITEM 7 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Impact on Other Units: revise statement and provide clarification. The information provided states that the prerequisite requirements were already in place, where were these prerequisites? There could not have been a requirement in place if it was not listed in the catalog.
 - ii. Additional Documentation: should recognize that this is a general education requirement but let them know that it does not have an impact because registration requires a co-requisite INPG 110 and INPG 120 and it is unlikely that anyone outside of VolsTeach will take the course. This section should also reference any supporting documents that have been provided.
 - iii. Note to Department: The Additional Documentation section is not just about SACS it is also about any other necessary requirements. It needs to clarify everything on the front end so the information is clear when it goes before the council and provides Dr. Fairbrother with the information necessary to present the proposal.

 - d. **ITEM 8 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Impact on Other Units: revise statement and provide clarification. The information provided states that the prerequisite requirements were already in place, where were these prerequisites? There could not have been a requirement in place if it was not listed in the catalog.
 - ii. Additional Documentation: should recognize that this is a general ed requirement but let them know that it does not have an impact because registration requires a co-requisite INPG 110 and INPG 120 and it is unlikely that anyone outside of VolsTeach will take the course. This section should also reference any supporting documents that have been provided.

 - e. **ITEM 9 – A:** This item was tabled by the UGCRC for the following reason(s):
 - i. Impact on Other Units: This section needs to reference that INPG courses are being dropped from the College of Arts & Sciences.
 - ii. Additional Documentation: needs to reference supporting email(s) and needs to reference that INPG courses are being dropped from Arts & Sciences.

- f. **ITEM 9 – B:** This item was tabled by the UGCRC for the following reason(s):
 - i. Impact on Other Units: This section needs to reference that INPG courses are being dropped from the College of Arts & Sciences.
 - ii. Additional Documentation: needs to reference supporting email(s) and needs to reference that INPG courses are being dropped from Arts & Sciences.

- g. **ITEM 10:** This item was tabled by the UGCRC for the following reason(s):
 - i. Refer to the previous items (ADD TPTE 110 and 120)

- h. **ITEM 11:** This item was tabled by the UGCRC for the following reason(s):
 - i. Refer to the previous two items (ADD TPTE 110 and 120 and REVISE THE VOLSTEACH MATHEMATICS MINOR PROGRAM INFORMATION)

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES
All Changes Effective Fall 2018
Undergraduate

Student Learner Outcomes

(KNS) KINESIOLOGY

Learning objectives for the BS in Kinesiology:

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

(RSM) RECREATION AND SPORT MANAGEMENT

Learning objectives for the Recreation and Sport Management BS program:

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

I. COURSE CHANGES

(KNS) KINESIOLOGY

ITEM 1: ADD

(1 – A) KNS 4XX (431) Psychosocial Aspects of Youth Sport (3)

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

Prerequisite(s): KNS 100 or RSM 250

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

Supporting Information

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

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

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

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

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

Additional Documentation: The manner in which this course is delivered supports student learner outcome #1 for the BS in Education with a Kinesiology major through providing information that will improve students'

understanding of key disciplinary knowledge and #3 through providing students assignments that require critical thinking. See attached Syllabus.

Item 1-A: TABLED (2/5)

UGCRC voted electronically on this item. Only two out of five votes were received so this item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

ITEM 2: REVISE COURSE DESCRIPTION, (RE) PREREQUISITES, AND REGISTRATION RESTRICTIONS

(2 – A) KNS 350 Physical Activity Epidemiology (3)

Epidemiological examination of the relationship of physical activity with the morbidity and mortality of chronic diseases and related risk factors. This course is offered as a completely online course. All assignments, quizzes, and examinations will be completed and submitted online in a weekly paced format.

(RE) Prerequisite(s): KNS 100

Registration Restriction(s): Kinesiology Major

Formerly: KNS 350 Physical Activity Epidemiology (3)

Epidemiological examination of the relationship of physical activity with the morbidity and mortality of chronic disease and related risk factors.

Registration Restriction(s): Kinesiology Major; minimum student level – sophomore.

Supporting Information

Rationale: **A revised course description is necessary to inform students that the course is entirely online.**

Prerequisites and registration restrictions needed to limit the class to Kinesiology students who have completed KNS 100 to ensure that first semester freshman cannot take the course.

Impact on other units: The changes will restrict the completely online course to only UTK students.

Financial impact: No Financial impact anticipated. A Graduate Teaching Assistant currently teaches the course.

Item 2-A: Approved (4/5)

UGCRC voted electronically to approve this item

(PYED) PHYSICAL EDUCATION

ITEM 3: ADD

(3 – A) PYED 2XX (203) Basic Activity & Wellness (1)

Introduction to fitness and wellness principles and exercise techniques, including basic nutrition principles, healthy lifestyle practices, and low-impact and beginner-level exercises. Suitable for any student without complex health issues.

Supporting Information

Rationale: Need a basic Level class. The course will also feed into the Department's Exercise is Medicine Initiative. Upon reviewing the current PYED courses, there is not a base level class to introduce students who are not comfortable with beginner level exercises.

Impact on other units: Review of the current PYED courses indicated a lack of basic level course. **There was possible concern from the Nutrition department about this course, please see the Letter from Jay Whelan.**

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

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

Item 3-A: Approved (3/5)

UGCRC voted electronically to approve this item

(3 – B) PYED 2XX (204) Activity and Wellness (2)

Full semester introduction to fitness and wellness principles and exercise techniques, including basic nutrition principles, healthy lifestyle practices, and low-impact and beginner-level exercises. Will also include topics such as progression in an exercise program and long-term strategies for maintaining weight loss and a healthy lifestyle. Suitable for any student without complex health issues.

Supporting Information

Rationale: This course will offer a full semester course that introduces students to the basics of a healthy lifestyle. The course will also feed into the Department's Exercise is Medicine Initiative. Upon reviewing the current PYED courses, there is not a base level class to introduce students who are not comfortable with beginner level exercises. This course will allow the option of a full semester class.

Impact on other units: Review of the current PYED courses indicated a lack of basic level course. **There was possible concern from the Nutrition department about this course, please see the Letter from Jay Whelan.**

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

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

Item 3-B: Approved (3/5)
UGCRC voted electronically to approve this item

(3 – C) PYED 2XX (270) Adaptive Recreation

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

Supporting Information

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

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

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

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

Item 3-C: TABLED (1/5)
UGCRC voted electronically on this item. Only one out of five votes were received so this item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

II. PROGRAM CHANGES

(KNS) KINESIOLOGY

ITEM 4: REVISE THE BACHELOR OF SCIENCE IN EDUCATION – KINESIOLOGY MAJOR PROGRAM REQUIREMENTS

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

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

FROM:

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

TO:

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

Supporting Information

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

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

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

Additional Documentation: No additional Approvals are required for this change

Item 4: TABLED (2/5)

UGCRC voted electronically on this item. Only two out of five votes were received so this item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017. Please note that the department did not revise the item as they plan to resubmit the item in a new proposal.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION
All Changes Effective Fall 2018
Undergraduate

Student Learner Outcomes

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

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

II. COURSE CHANGES

(EDDE) EDUCATION OF THE DEAF AND HARD OF HEARING

ITEM 5: REVISE COURSE TITLE AND DESCRIPTION

(5 – A) EDDE 425 Foundations of Deaf Education (3)

Critical look at trends, issues, demographics, and social justice-oriented practices in the bilingual education of Deaf students from diverse communities. Historical, legal, medical, and social contexts impacting the placement, services, and instruction of Deaf students are analyzed and critiqued. Identity, politics, and oppression are examined. Discussion of social equity related to race, sex, gender, sexual orientation, dis/ability, and more.

Formerly: Introduction to the Psychology and Education of the Deaf and Hard of Hearing (3)
Primarily for those planning to work with the deaf and hard of hearing. Research related to psychology, social adjustment, communication methodology, language development, and education of the deaf and hard of hearing. Survey of literature. Visits to programs.

Supporting Information

Rationale: We have updated the course and would like the title and description to match the content. The course now contains social justice and bilingual education content—both critical to our mission of preparing teachers of the deaf. This change was prompted by two activities. We have transitioned the Deaf Education training program at UT from a comprehensive to bilingual program and are working to align course content. Additionally, we were preparing for an upcoming CED (Council on Education of the Deaf) 10-year review, and we found a need for revisions with this class. This course is offered for both UG and Grad credit and will be submitted to the Grad CRC meeting in Sept 2017. This change supports learning outcomes 2 and 5 for the SPED BS degree.

Impact on other units: This change updates the language of the course description to better reflect course content. This change updates the language of the course description to better reflect course content. **This course is taken by AUSP students as part of their program. We have received support for this change from the AUSP department.** This course is offered for both UG and Grad credit and will be presented at the UG CRC meeting in Sept 2017 as well.

Financial Impact: none. This change requires no additional resources.

Additional documentation: This change supports learning outcomes 2 and 5. No additional approval required. The change is not substantive and does not need to be reported to SACSCOC. **Written support for this change from AUSP has been received and provided with this revision.**

Item 5-A: Approved (4/5)

(ELED) ELEMENTARY EDUCATION

ITEM 6: DROP

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

Supporting Information

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

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

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

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

Item 6-A: TABLED (1/5)

UGCRC voted electronically on this item. Only one out of five votes were received so this item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017. Please note that the department did not revise the item as they plan to resubmit the item in a new proposal.

(MEDU) MATHEMATICS EDUCATION

ITEM 7: REVISE TO ADD (RE)PREREQUISITE(S)

(7 – A) MEDU 432 Knowing and Learning in Mathematics and Science (3)

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

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

Supporting Information

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

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

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

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

Item 7-A: TABLED (2/5)

UGCRC voted electronically on this item. Only two out of five votes were received so this item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

(SCED) SCIENCE EDUCATION

ITEM 8: REVISE TO ADD (RE)PREREQUISITE(S)

(8 – A) SCED 432 Knowing and Learning in Mathematics and Science (3)

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

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

Supporting Information

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

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

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

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

Item 8-A: TABLED (2/5)

UGCRC voted electronically on this item. Only two out of five votes were received so this item was tabled and will be reviewed at the next UGCRC meeting on October 25, 2017.

(TPTE) THEORY & PRACTICE IN TEACHER EDUCATION

ITEM 9: ADD

(9 – A) TPTE (110) VolsTeach: Inquiry-based Teaching (1)

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

Item 9-A: Approved (3/5)

UGCRC voted electronically to approve this item

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

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

Supporting Information

Rationale: These courses (currently known as INPG 110 and INPG 120) are part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE. College of Art & Sciences are in agreement with this change and will be dropping these courses. A supporting email from Arts and Sciences is included. Since VolsTeach is a minor, no learner outcomes are listed.

Impact on other units: none. The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120. TPTE faculty have been teaching this course and will continue to do so. Only students in the VolsTeach minor will take this course.

Financial impact: none. The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120. TPTE faculty have been teaching this course and will continue to do so. No additional resources needed.

Additional Documentation: An email from the College of Arts and Sciences is included to confirm that they will be dropping the current course INPG 110. This email is labeled Supporting email B. In addition, a syllabus for TPTE 110 and TPTE 120 are included. The change is not substantive and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment. See attached syllabus.

EQUIVALENCY TABLE	
Current Courses Interdisciplinary Programs (INPG)	Equivalent Courses Effective Fall 2018 Theory & Practice in Teacher Education (TPTE)
110	110
120	120

*Item 9-B: Approved (4/5)
UGCRC voted electronically to approve this item*

II. PROGRAM CHANGES

ITEM 10: REVISE THE VOLSTEACH MATHEMATICS MINOR PROGRAM INFORMATION

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

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

FROM:

Prerequisites

Complete:

INPG 110 - VolsTeach: Inquiry-Based Approaches to Teaching
INPG 120 - VolsTeach: Inquiry-Based Lesson Design

TO:

Prerequisites

Complete:

TPTE 110 - VolsTeach: Inquiry-Based Approaches to Teaching
TPTE 120 - VolsTeach: Inquiry-Based Lesson Design

Supporting Information

Rationale: These courses (currently known as INPG 110 and INPG 120) are part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE. College of Art & Sciences are in agreement with this change and will be dropping these courses. A supporting email from Arts and Sciences is included. Since VolsTeach is a minor, no learner outcomes are listed.

Impact on other units: none. The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120. TPTE faculty have been teaching this course and will continue to do so. Only students in the VolsTeach minor will take this course.

Financial impact: none. The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120. TPTE faculty have been teaching this course and will continue to do so. No additional resources needed.

Additional Documentation: An email from the College of Arts and Sciences is included to confirm that they will be dropping the current course INPG 110. This email is labeled Supporting email B. In addition, a syllabus for TPTE 110 and TPTE 120 are included. The change is not substantive and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment.

*Item 10: Approved (4/5)
UGCRC voted electronically to approve this item*

ITEM 11: REVISE THE VOLSTEACH SCIENCE MINOR PROGRAM INFORMATION

URL: http://catalog.utk.edu/preview_program.php?catoid=22&poid=9438&returnto=2740

In the 2018-2019 Undergraduate Catalog, revise the prerequisites for the VolsTeach Science Minor, as follows:

FROM:

Prerequisites

Complete:

INPG 110 - VolsTeach: Inquiry-Based Approaches to Teaching
INPG 120 - VolsTeach: Inquiry-Based Lesson Design

TO:

Prerequisites

Complete:

TPTE 110 - VolsTeach: Inquiry-Based Approaches to Teaching
TPTE 120 - VolsTeach: Inquiry-Based Lesson Design

Supporting Information

Rationale: These courses (currently known as INPG 110 and INPG 120) are part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE. College of Art & Sciences are in agreement with this change and will be dropping these courses. **A supporting email from Arts and Sciences is included.** Since VolsTeach is a minor, no learner outcomes are listed.

Impact on other units: none. **The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120.** TPTE faculty have been teaching this course and will continue to do so. Only students in the VolsTeach minor will take this course.

Financial impact: none. **The College of Arts and Sciences will drop the current courses INPG 110 and INPG 120.** TPTE faculty have been teaching this course and will continue to do so. No additional resources needed.

Additional Documentation: **An email from the College of Arts and Sciences is included to confirm that they will be dropping the current course INPG 110. This email is labeled Supporting email B. In addition, a syllabus for TPTE 110 and TPTE 120 are included.** The change is not substantive and does not need to be reported to SACSCOC, since the course is not listed in any of the departments SACS assessment.

Item 11: Approved (4/5)
UGCRC voted electronically to approve this item