Academic Program Review

Integrated Studies Program
Self-Study
2013 – 2018

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

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Preface and History

The University of Tennessee at Chattanooga (UTC) is an engaged, metropolitan university. This is expressed in the UTC Mission.[1]

> The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community.

> At UTC…we develop a community on campus…enable students to go into the global community and achieve…provide a nurturing environment that connects students, community and opportunity.

The Integrated Studies Program provides an avenue for students to create a diverse degree plan for their career objectives that may not be served by a traditional degree. Students integrate two to three concentrations to gain the knowledge they need to achieve their desired goals. The Integrated Studies Program provides opportunity by offering a path for prior learning credit, which allows students to document the knowledge they received from on the job training. This allows working adults to incorporate learning they may have accomplished while working into their degree plan.

The Bachelor of Integrated Studies Degree was developed in the 2011-2012 academic year to serve a variety of student populations. After Tennessee Higher Education Commission (THEC) and campus approval, the degree was first offered in the academic catalog in Fall 2012. The degree program was originally accommodated in the College of Arts and Sciences (CAS), but during a campus re-organization in summer 2015, it was moved to the College of Health, Education and Professional Studies (CHEPS) and placed in the School of Professional Studies (SPS).

Fall 2012 – Summer 2015

Implemented in Fall 2012, the Bachelor of Integrated Studies Degree (BIS) allows students to develop a tailored program of study by integrating two or three disciplines. Once a program of study is developed, interested students submit an application to the program. During the first few years of the program, the applications were reviewed by a standing faculty committee with representation from across campus.

The Integrated Studies Committee, a standing committee of the Faculty Senate, served for the initial three years of the program, providing guidance regarding program procedures and curriculum development. The success of the program is due in part to the support and development of program plan procedures provided by the committee.

Committee suggestions implemented include:
- Initial INTS Questionnaire converted to online Inquiry Form
- Initial application and subsequent edits

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[1] https://www.utc.edu/about/mission.php (Accessed October 2018)

- Discipline-specific advisor review
- Development of ePortfolio rubric
- Semester application deadlines
- Development of student tracking protocol
- Creation of an Integrated Studies Internship course

The Integrated Studies Program experienced substantial growth during the first three years. More than 75 students submitted applications for review by the Committee. Based on data from Fall 2012 – Spring 2015 graduates, students' GPAs rose an average of 6.38% from the time they entered the program to the time they graduated (see Table 1).

Table 1: INTS Graduates 2012 - 2015	
GPA Before INTS	2.712
GPA After One Semester	2.816
GPA At Graduation	2.885
GPA in Major	3.016
Average Percent GPA Change at Graduation	2.55%
Average Hours Required to Earn Degree Once Switched	39 hours

By the summer of 2015, the Integrated Studies program was well-established across campus. The program collaborated with a number of other departments and programs throughout the university and across all colleges to develop integrated curriculum plans for students.

Summer 2015 – Present

Integrated Studies (INTS) officially joined the College of Health, Education and Professional Studies (CHEPS) on July 1, 2015 through a campus reorganization effort. The program was placed in the School of Professional Studies (SPS) within the college. We worked closely with Dr. Valerie Rutledge, Dean of CHEPS and Dr. David Rausch, head of the SPS (at the time) to facilitate the transition. We benefitted from the guidance of these two campus leaders and as a result the program is now more robust and functions more efficiently.

Most importantly, we documented all the procedures in the department. Consequently, we have improved in several areas, including intake and curriculum. Specifically, we have worked with the departments in the college (as well as departments in other colleges) to develop curriculum agreements that detail appropriate course plans for our majors. We have documented all the processes in the department, describing all student in-take actions. Paper files have been converted to an electronic format and are now stored on SharePoint. With the guidance of SPS, Faculty Senate dissolved the Integrated Studies Committee in Fall 2015.

Logistically, our budget was moved from the College of Arts and Sciences (CAS) to CHEPS, our offices were moved into a wonderful space in 106 Hunter, and our degree was moved in Banner and the current catalog. We do not have a dedicated administrative assistant, but the SPS admin and the CHEPS admins are extremely helpful in completing our daily tasks. We could not operate without their help.

The process for design and approval of student Programs of Study is handled by INTS program, in close collaboration with the department head/director of the students' discipline(s). Each student is closely monitored throughout the process by the Program Director and Program Coordinator. Figure 1 is a detailed diagram of the program design and approval process.
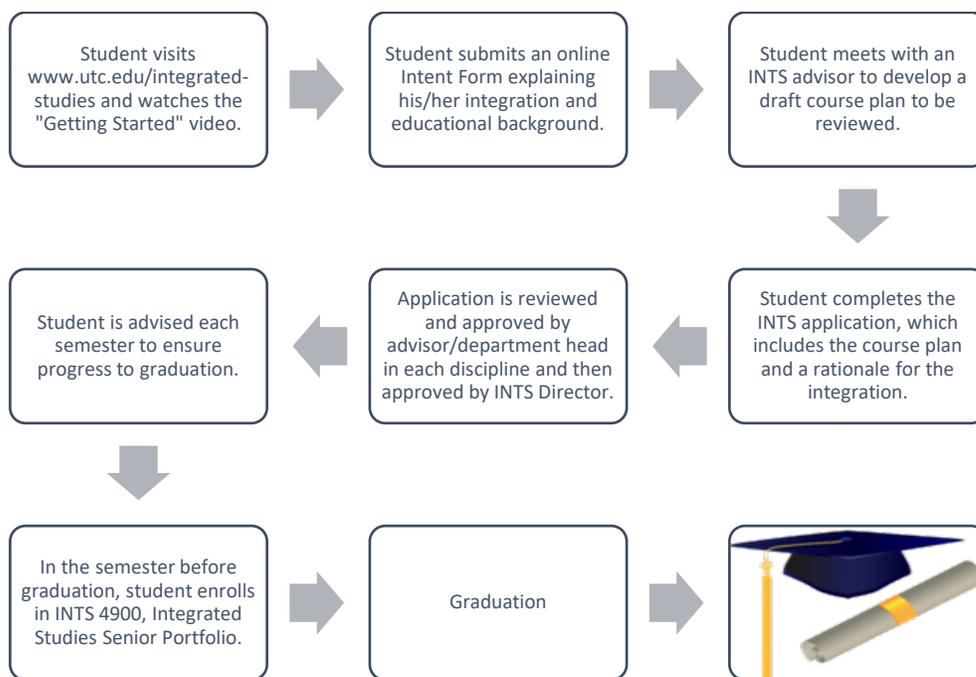
Figure 1: Program design and approval process

Trends in Enrollment

Since its introduction in Fall 2012, Integrated Studies has grown. Table 2 summarizes the enrollment, degrees and retention for the program. We saw a peak in enrollment in F15 and F16 with a small decrease in F17. Table 3 summarizes the rates of retention for UTC. Though the INTS program retention is below the university retention, Integrated Studies graduates more of our majors each year in comparison to UTC's overall percent graduated. This is not a graduation rate, but rather percent of students graduated.

Table 2: INTS Program Enrollment, Graduation, and Retention Data

Year	F12	F13	F14	F15	F16	F17
Enrollment	11	40	52	61	61	48
Degrees Awarded	1	13	26	31	21	19
Percent Retention	NA	60	48.8	41.5	48.7	42.4
Percent Graduated	NA	6.7	29.3	41.5	38.2	30.3

Table 3: UTC Retention Data

Year	F12	F13	F14	F15	F16	F17
UTC Percent Retention	NA	64.1	64.1	64	63.7	63.4
UTC Percent Graduated	NA	15.7	16.6	17.2	18.6	18.8

Since the program's inception, the application process has become more rigorous. We have strengthened our guidelines for integration. We encourage students who want to integrate two disciplines that could be handled as a BA major with a minor to continue in their current major. These students are most often trying to avoid the foreign language requirement of the BA degree. We cannot integrate disciplines that would create a degree that already exists on campus per our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines. Therefore, we have seen a decrease in our enrollment over the last three years due to excellence and rigor in advising.

1. Learning Outcomes

1.1 Program and Student Learning Outcomes

The program student learning outcomes for the Integrated Studies Program were developed to align with UTC's Mission and Strategic Plan.[2] We aim to recruit, retain, and graduate students who can think critically, reflect on their learning, and express their opinions effectively. Specifically, the program outcomes include that students completing the BIS degree will be able to:

1. Communicate – express a position verbally and in writing, with consideration for intent and audience.
2. Think reflectively – reflect on integrated learning and experiences in terms of theoretical and applied knowledge.
3. Solve problems – develop hypotheses, structure framework, and analyze to problem-solve.
4. Collaborate – collaborate through measurable experiential learning opportunities.
5. Integrate learning – connect learning across two or three disciplines, both theoretically and applied.

1.2 Assessment

As this program requires students to integrate course work from different disciplines, it is crucial that students can illustrate their learning across their curriculum. Our assessment of these outcomes is directly linked to the capstone course, INTS 4900 – Integrated Studies Senior Portfolio. Each student must complete this course in the last semester prior to graduation. This course is taught online almost every semester and has been internally certified through Quality Matters.[3] We recently stopped offering the course in the summer due to low enrollment. Students who plan summer graduation are encouraged to take the course in the spring semester prior to graduation. The catalog description of the course can be found in Figure 2.

Integrated Studies Senior Portfolio   **2018-2019 Undergraduate Catalog**

INTS 4900 - Integrated Studies Senior Portfolio

(1) Credit Hours

Senior capstone course for Integrated Studies majors. Integration of knowledge and concepts of two or more disciplines, demonstrated through the development of a portfolio of student work. On demand. Senior standing, final semester.

Figure 2: INTS 4900 catalog description

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[2]https://www.utc.edu/strategic-plan/resources/pdf/utc-strategic-plan.pdf (Accessed October 2018)
[3] https://www.qualitymatters.org/ (Accessed October 2018)

Within the course, students develop an electronic portfolio (ePortfolio) using Google Sites. The course Student Learning Outcomes (SLOs) for the course are linked to the Program Student Learning Outcomes. Upon completion of INTS 4900, learners will be able to

- SLO1: Articulate and demonstrate a practical and theoretical grasp of a body of knowledge related to two or more disciplines;
- SLO2: Critically and creatively research, write, and present logical and theoretical connections between multiple disciplines; and
- SLO3: Evaluate, clarify, frame, and reflect using perspectives and scholarship from two or more disciplines.

Throughout the semester, the students are guided through the ePortfolio development process. A sample syllabus can be viewed in Appendix A. The faculty assess student work through weekly assignments and discussion boards. Students work in groups to peer assess ePortfolios throughout the semester. The final ePortfolio is assessed using an established rubric, found in Appendix B. Sample student ePortfolios can be found on our program website.[4]

We do have a curriculum map to illustrate course alignment with program outcomes, however the map is very general. Because each student completes a unique course plan, it is difficult to map their specific course. The current curriculum map can be found in Appendix C.

It has been very difficult to track our students post-graduation. We have an alumni form on our website, but it is used infrequently by our graduates. Based on advising, information gathered from LinkedIn, and the director's interaction with students on social media, our students are attending graduate school (MPH at Emory, MS in Criminal Justice at UTC, MS in Management at University of North Florida, MBA at UTC, JD at University of San Diego), medical school (John's Hopkins University, University of Tennessee Health Science Center), and employed with the US Marshal Service, City of Chattanooga Police Department, UTC Financial Aid, UTC Facilities Planning and Management, Tennessee Higher Education Commission, Goodwin, Mill and Cawood, Inc, Hamilton County Department of Education, Lipsey Logistics, Axis Security, Florida Atlantic University, Coyote Logistics, and TRM Insurance. They have job titles such as Policy, Planning and Research Analyst, Benefits Technician, Personal Protection Specialist, SOAR Program Director, Health Unit Coordinator, Commercial and Personal Lines Producer, Owner, Engineering Field Technician, and Human Resources Generalist.

1.3 Continuous Improvement

Annually, the program learning outcomes are evaluated, assessed, and entered into the UTC Campus Labs database. The assessment results are used to implement curricular and pedagogical change. The 2017-2018 program assessment can be found in Appendix D. During this assessment cycle, we looked at three of the program learning outcomes, Communicate, Think Reflectively and Integrate Learning. As the instructor of record, Dr. Gretchen Potts worked to improve on these three program outcomes by improving learning in these areas by applying changes were made to the course deliverables between the Fall 2017 semester and the Spring 2018 semester. The aim was to incorporate reflection earlier in the semester through

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[4] https://www.utc.edu/integrated-studies/capstone.php (Accessed October 2018)

assignments beginning the first week. Two additional group meetings were added to focus on peer review of integrated learning. The overall results, using the course rubric as the assessment comparison tool, were not statistically different.

To better assess the students and gauge learning throughout the semester, the ePortfolio course was transitioned from "satisfactory/no credit" to "graded" in the 2014-2015 catalog (curriculum proposal). Each year, the assignments and rubrics are edited to address the findings of the annual assessment process. This has resulted in several course changes, including (1) expansion of peer assessment through multiple group meetings, (2) improvement of discussion forum prompts to align with SLOs, and (3) addition of assignments to improve on student reflections. As a result, the student workload for this course has increased significantly. Over time, we have discovered that one credit hour does not reflect the time commitment required for this class. Increasing the hours (from one to three) will more accurately reflect the course time requirements and rigor. Therefore, we have submitted a 2018 curriculum proposal to address the changes.

1.4 Program Alignment with UTC's Mission and Strategic Goals

Per the UTC Mission Statement, we should be "a driving force for achieving excellence by actively engaging students…." The Integrated Studies Program strives to engage students through the high impact practice of ePortfolio development. The Association of American Colleges and Universities (AAC&U) has extensively researched learning practices that engage students. These high impact practices (HIPs)[5] support increased rates of student retention and engagement.[6] In 2016, AAC&U identified ePortfolios as a high impact practice. Per the AAC&U website[7]:

> "ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences."

The ePortfolio process aligns with UTC's Strategic Plan, Goal 1 which is to "Transform lives through meaningful learning experiences" because the process is defined as a HIP.

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[5] https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf (Accessed October 2018)
[6] https://www.aacu.org/leap/hips (Accessed October 2018)
[7] https://www.aacu.org/eportfolios (Accessed October 2018)

2. Curriculum

2.1 Curriculum Design, Review, and Improvement

The Integrated Studies program allows students to integrate two or three disciplines to develop a plan for their own degree. The specific catalog language for the BIS degree program is shared in Appendix E. The explanation of the degree is broad, allowing students to develop their integrated course plan to fit their career goals.

To ensure the rigor of the disciplinary course plans, we have developed curriculum agreements with the departments that house the most integrated disciplines. The agreements include foundation courses, research-based courses, and advanced courses. The coursework selected fosters analytical and critical thinking. Discipline curriculum changes require us to review these agreements each year. These course plans are updated annually in consultation with department heads and professional advisors in each of the disciplines. A sample of the agreements can be found in Appendix F: Curriculum Agreements. For those disciplines that are less common, we connect students with an appropriate department advisor for guidance in selecting the appropriate courses for integration.

Students are actively involved in the curriculum as they develop the individualized student course plans of study after meeting with the program coordinator. Student proposed course plans are reviewed by department heads and/or the assigned professional advisor. After review, the student completes a program application, which includes an essay explaining the program integration. These applications are also reviewed and approved by appropriate parties (department head or professional advisor) in the integrated disciplines.

The only required course in the program is the capstone course, INTS 4900. The goals of the course are specifically aligned with the program outcomes. Since program introduction in Fall 2012, the course has been under continuous improvement. It is offered online each semester. The course has also achieved Quality Matters internal certification. We have submitted two curriculum proposals to update the course. In 2013, the course was converted to "graded" from "satisfactory/no credit." In 2018 (still pending), we submitted a proposal to convert the course from 1 credit hour to 3 credit hours. The rigor and requirements of the course have expanded each semester which resulted in necessity for the increased credit hours. This proposal has been approved by the curriculum committee (December 4, 2018) and is pending approval by the Faculty Senate.

2.2 Course Offerings

As previously stated, the capstone course, INTS 4900, is offered fall and spring semesters, online. We recently stopped offering the course in the summer due to low enrollment. Students who plan summer graduation are encouraged to take the course during the spring semester prior to graduation. INTS 4810r, the internship course, is offered as needed for the students.

We cannot control the course offerings outside of our program. We have had few problems with students registering for their needed integrated coursework. We also work with disciplines most often integrated to update suggest courses annually. In the event a specific approved plan has a

course that is not offered and will impede progress to graduation, the Integrated Studies program will approve a petition for a replacement course, in consultation with representatives of the course discipline. Should more than one or two petitions be required, we ask that the student submit an adjusted course plan for re-approval through the application process. Application process is detailed in Section 3.5, Advising.

2.3 Pedagogy, 2.4 Alignment

The syllabus for INTS 4900 can be found in Appendix A. The course is taught online and has achieved internal Quality Matters certification. Students in the course are required to develop an electronic portfolio (ePortfolio). Within the ePortfolio, students reflect on artifacts of the integrated learning. We encourage both written and oral reflection. Artifacts include all types of media including written papers, presentations, videos, pictures, and webpages. The ePortfolio represents the depth and rigor of the student course work and helps the student organize and prepare for graduation and their future career.

As students take courses in the disciplines across campus, they experience a very diverse collection of pedagogy. Not only do they have the opportunity to learn in several different environments, but they are also learn how to adapt to the different pedagogies and expand their own knowledge base. The courses in student plans are selected by each discipline because they directly align with the program learning outcomes identified in Section 1.1.

To promote enhanced student learning and to align with the strategic goals of the university, we offer an internship course, INTS 4810r and departmental honors thesis, INTS 4995. Both of these experiential learning courses align with the program learning outcomes identified in Section 1.1. These include

1. Communicate – express a position verbally and in writing, with consideration for intent and audience.
2. Think reflectively – reflect on integrated learning and experiences in terms of theoretical and applied knowledge.
3. Solve problems – develop hypotheses, structure framework, and analyze to problem-solve.
4. Collaborate – collaborate through measurable experiential learning opportunities.
5. Integrate learning – connect learning across two or three disciplines, both theoretically and applied.

The internship course was developed through a curriculum proposal in Fall 2014. Our students are not allowed to enroll in the discipline specific internship courses, and this course was developed to address the internship needs of the students. A sample syllabus for the course can be found in Appendix G. We have not had too many students enroll in the course; the rate is about one student per year. We need to develop more diverse relationships within the community to help promote internships to the students. Therefore, we have initiated a collaboration with University Career Services to improve internship opportunities for our majors.

We have had three individual students who completed honors theses and currently we have three students who are in the process of proposing their project. Ms. Adriana Eder successfully defended her thesis titled "The Effects of Lotion Fatty Acids on Gram Negative Skin Flora and Implications for Membrane Remodeling and Pathogenicity" in February of 2015.[8] Ms. Eder is now in medical school at the University of Tennessee Health Science Center. Ms. DaiMeisha Seay successfully defended her thesis titled "Environmental Injustice: A Public Health Problem in Chattanooga" in March 2018.[9] Ms. Seay is working on her Master's in Public Health at Emory University. Ms. Madison Marshall defended her thesis titled "Predicting and Preventing Common Volleyball Injuries with Functional Test" in April 2018.[10] Ms. Marshall is currently taking a gap year as she applies to medical school.

2.5 – 2.10 Curriculum

As described in Section 2.1, the curriculum for each integrated course plan is designed by the students with input from experts in the discipline. The course plan and student application are reviewed by discipline designees prior to approval. Therefore, the specific program review outcomes of 2.5 – 2.10 are addressed within the discipline-specific programs as a part of their accreditation and program review processes.

The most commonly integrated disciplines are in Business, Communication, Criminal Justice, Health and Human Performance, Management, Marketing, Psychology and Social Work. Business, Management, and Marketing are accredited by AACSB and are currently under review for 2018-2019. Programs not accredited by an outside agency undergo the process of program review, as required by the Tennessee Higher Education Commission (THEC). Communication is accredited by ACEJMC and will have the next site visit in 2019-20. Social Work is accredited by CSWE and will undergo its next site visit in 2021-2021. Health and Human Performance is reviewed by THEC and was last reviewed in 2015-2016. Psychology is also reviewed by THEC and is currently undergoing review.

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[8] Eder, Adrianna, "The effects of lotion fatty acids on gram negative skin flora: implications for membrane remodeling and pathogenicity" (2015). Honors Theses. https://scholar.utc.edu/honors-theses/36
[9] Seay, DaiMeshia, "Environmental injustice: a public health problem in Chattanooga" (2018). Honors Theses. https://scholar.utc.edu/honors-theses/129
[10] Marshall, Madison, "Predicting and preventing common volleyball injuries with functional tests" (2018). Honors Theses. https://scholar.utc.edu/honors-theses/164

3. Student Experience

3.1 Student Evaluation

Students complete course learning evaluations every semester. Students are asked to respond honestly and openly to 15 questions, most using a seven-point Likert scale and some open-ended. These questions are related to course learning outcomes, student contributions to learning, course content and delivery, and course instruction. These items were deemed by the Course Learning Evaluation Committee to be indicators of student learning. Programs have the option of asking students to respond to additional questions specific to instruction within their disciplines. One evaluation is used for all course modalities (face-to-face, online, hybrid).

While we believe these evaluations would be more valuable with increased course enrollment and evaluation completion, they do provide a snapshot of student perception about the courses that is valuable for our ongoing planning. Table 4 summarizes the course evaluation data for INTS 4900. If not enough evaluations were completed, a course report summary is not available. In addition, UTC did not gather evaluations for INTS 4900 when taught in concurrent semesters, which means that Spring evaluations were not offered to the students. This was an anomaly noticed as the program review process was initiated and has been corrected. Individual course reports for INTS 4900 are available in Appendix H. Appendix I provides an overall report summary of all courses taught in Fall 2017.

Table 4: Course Evaluation Summary for INTS 4900												
	Su 14	F14	Sp15	Su15	F15	Sp16	Su16	F16	Sp17	Su17	F17	Sp18
Students Enrolled	1	9	NR	4	14*	NR	4	7	NR	2*	4*	NR
Evaluations Completed	1	3	NR	1	5*	NR	1	1	NR	2*	2*	NR

NR = No evaluation reported, *Individual reports available in Appendix H.

While limited in numbers, the reports indicate that the students believe the course attains the learning outcomes. The students believe the course is structured well and helps them to develop an ePortfolio and reflect on their learning. In the evaluation comments, the students expressed that the course reflections help them to better understand their integrated degree and become more aware of their educational journey. Students also indicated the course was well-designed and the expectations were clear.

3.2 Student Enrichment, 3.3 Professional Development

Student enrichment and professional development has been difficult to track. Several of our students have participated in campus research in one of their integrating disciplines. We have had students conduct research in physical therapy, health and human performance, sociology, psychology, environmental science, biology, and chemistry. These transformative experiences help in professional development and support their integrated learning. The result of the research has been presentations at the campus ReSEARCH Dialogues conference and also three departmental honors theses. ReSEARCH Dialogues is a campus research conference where undergraduates, graduate students, and faculty present their research in posters and

presentations. The conference is sponsored by the Office of Research and Sponsored Programs and is held in the spring semester over two days.[11]

As a program, we regularly contact our students through email and social media to alert them of professional development opportunities on campus. UTC Career Services offers several workshops and fairs that our students find valuable. These include Resume Workshops, Suit up Event (professional clothing shopping for deep discounts at JC Penny after hours), Graduate School Fair, Professional School Fair Career Fair, and Part-time Job Fair. In addition to a major's organization on our Learning Management System, we also maintain a twitter account, @UTC_BIS, in an attempt to reach students through many avenues. We use this account to remind students of professional development, campus calendar deadlines, and career opportunities.

3.4 Extracurricular Activities

The Integrated Studies program does not offer any program specific extracurricular activities. It is very difficult for us to serve the special interests of such a diverse population of students. Fortunately, UTC has more than 200 student organizations that are open to all students. Our students have joined career specific clubs (Pre-medical Society, Pre-Law Club, Pre-PT Club, Pre-OT Club, Chemistry Club, Geology Club), special interest groups (Student Government, Black Student Alliance, Campus Activities Board, Film Club, French Club, History Club, Fly Fishing Club), and service organizations (Circle K and Big Brothers Big Sisters of UTC). Not only are they active on campus, but many of our students work either a part-time or full-time job.

3.5 Advising

During the initial advising session, the program coordinator reviews the process of program application to the students. This includes discussing the proposed course plan and the suggested curriculum for the disciplines the student wants to integrate. The program coordinator advises the student that once the course plan (Appendix J) is complete, the student should e-mail it to utcbis@utc.edu, which is the Integrated Studies program email. The program coordinator also informs the student to change his/her major to Integrated Studies via MyMocsNet. Using program email ensures that we have a historical record of documentation. When the program coordinator receives the completed course plan, s/he ensures it complies with the approved suggested curriculum given by departments/advisors of the student's desired disciplines for pre-approval. If it does not meet the requirements, the program coordinator informs the student where edits are needed and asks the student to send the corrected course plan back to utcbis@utc.edu. The correct course plan is then sent to the director who reviews it and sends forward to the appropriate department heads of the student's desired disciplines for pre-approval. Once the course plan receives pre-approval, the program coordinator informs the student that s/he can now move on to the INTS application and e-mails the application to the student.

A sample application can be found in Appendix K. As with the course plan, the application is submitted to utcbis@utc.edu. Once the program coordinator receives the application via e-mail,

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[11] https://www.utc.edu/research-dialogues/ (assessed February 2019)

s/he checks the application for any errors. If there are errors found with the application, it is sent back to the student for edits. The student is asked to send the updated application to utcbis@utc.edu. Once errors are corrected, the application is converted to a PDF format and form fields are added for digital signatures. The program coordinator digitally signs the application and sends it via e-mail to the director who sends to the appropriate department heads of the disciplines for review and approval.

Once the disciplines approve the application, the director reviews the application for final approval and signature. Upon director approval, the student is sent an e-mail (from the director) announcing application approval. An official copy of the approved application and course plan is attached to the e-mail. The program coordinator is copied on this e-mail. An e-mail is also sent to the Records Office so the student's MyMocsDegree (MMD) can reflect the approved courses for the major and the application can be stored with the official student records. The program coordinator also accesses the Student Information System (INB) and checks the appropriate function in SOATEST so it will show in the student's MMD that s/he has been accepted into the INTS program.

Semester advising is handled through a standard process and is initiated through the SSC Campus portal. The program coordinator sends an email to majors through the advising campaign process in SSC Campus with directions on how to sign-up for an appointment. The program coordinator has synched SSC Campus to their calendar which allows for seamless appointment scheduling process. SSC Campus sends periodic appointment reminder emails to the student and the program coordinator. Students may also elect to register to receive text reminders.

Prior to the advising meeting, the program coordinator reviews the student's MyMocsDegree and SSC Campus to plan the advising meeting, selects courses for the upcoming semester, and inserts them on the Advising Form (sample in Appendix L) stored in the student file. The program coordinator also looks for Course Plan errors and missing petitions in MyMocsDegree. This can affect what courses students are advised to take. The program coordinator reviews the course schedule and ensures that the courses advised to take are offered in the next semester. If the needed courses are not being offered, the program coordinator will suggest replacement courses. This will ensure that the student will not have delays or roadblocks related to registration. The coordinator reviews the course pre- and co-requisites and checks the student catalog year. Sometimes changing catalog year can help the student with General Education completion. If changing catalogs can help, this is noted on the Advising Form.

During the advising appointment, the program coordinator reviews the Advising Form and answers any questions the student has. S/he makes sure the student is aware that a replacement course requires a department petition that the advisor must complete through MyMocsDegree. If a petition is required, the coordinator makes a note on the Advising Form that s/he will complete a petition once the student has enrolled in the replacement course. If a student intends to graduate in a future semester, s/he is advised to apply for graduation. The reminder is given on the Advising Form and also information is provided on how to apply for graduation. Any errors on MyMocsDegree are noted on the Advising Form. Following the appointment, the coordinator will email the appropriate person in Records to correct the error. If the student requires an override for INTS 4900, it is noted on the Advising Form that the advisor

will give the override. Finally, the advising hold is removed and the student is told if s/he has holds with any other departments.

After the advising appointment, the Advising Form is attached to an email to the student, copying any other needed UTC Staff (such as an Athletics Advisor, University Honors advisor, or the Veterans Coordinator). Tasks on the Advising Form are completed or a reminder is set in SSC Campus so they are not forgotten. The appointment is documented in SSC Campus and an advised tag is placed on student's profile in SSC Campus (i.e. advised: Spring 2018, etc.). All overrides are completed and the student is informed of the override through email. A copy of the Advising Form is placed in the student's folder in SharePoint.

Integrated Studies rates very favorably when students responded to the 2017 National Survey of Student Engagement (NSSE). Specifically, INTS ranked mostly higher in all areas than the university and the college. The survey includes the quality of interactions with faculty (Table 5), discussing career plans with a faculty member or advisor (Table 6), working with a faculty member on activities other than coursework (Table 7), and discussing course topics, ideas, or concepts with a faculty member outside of class (Table 8). Discussion of career plans is an area that could use improvement across campus, but also an area that needs improvement within the program. We find it difficult to service our students in this area due to the diversity of their degrees and career goals. We advise students to work with UTC Career Services on campus, as they are best suited to work with our majors in this area.

Table 5: Quality of Faculty Member Interactions (highest being the best) by Percent			
Scores	UTC	CHEPS	INTS
1	1.1	1.7	0.0
2	2.3	2.9	0.0
3	4.9	2.1	0.0
4	15.8	14.6	0.0
5	26.6	31.4	14.3
6	26.0	24.3	28.6
7	23.3	23.0	57.1

Table 6: Discussing Career Plans by Percent			
Response	UTC	CHEPS	INTS
Never	12.5	10.8	0.0
Sometimes	38.7	34.9	42.9
Often	29.4	35.7	42.9
Very Often	19.4	18.7	14.3

Table 7: Working with a Faculty Member on Activities by Percent			
Response	UTC	CHEPS	INTS
Never	41.4	45.6	42.9
Sometimes	31.5	27.6	28.6
Often	17.3	16.7	14.3
Very Often	9.8	10.0	14.3

Table 8: Discussing Topics Outside the Classroom by Percent			
Response	UTC	CHEPS	INTS
Never	26.1	29.9	0.0
Sometimes	41.6	39.8	85.7
Often	22.0	22.0	0.0
Very Often	10.2	8.3	14.3

In addition to advising, our students have access to all the student support services offered on campus. These include support for Tutoring[12] (groups and one-on-one), Disability Resources[13], UTC Career Services[14], Counseling Center[15], Writing Center[16], Student Health Services[17], and Dean of Students[18]. Though not all classified as academic, all of these services support students so that they can achieve inside and outside of the classroom. If during advising it is evident that a student needs a specific service, that need is addressed during the advising appointment.

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[12] https://www.utc.edu/center-college-student-success/tutoring/ (Accessed January 2019)
[13] https://www.utc.edu/disability-resource-center/ (Accessed January 2019)
[14] https://www.utc.edu/university-career-services/ (Accessed January 2019)
[15] https://www.utc.edu/counseling-center/ (Accessed January 2019)
[16] https://www.utc.edu/library/services/writing-and-communication-center/ (Accessed January 2019)
[17] https://www.utc.edu/student-health-services/ (Accessed January 2019)
[18] https://www.utc.edu/dean-students/ (Accessed January 2019)

4. Faculty (Full-time and Part-time)

4.1 Faculty Qualifications, 4.2 Workload

The Integrated Studies program relies on faculty from other disciplines to teach the bulk of program coursework and therefore we do not regulate or track their specific credentials. We understand that each discipline is responsible for monitoring/reporting on their faculty. Additionally, faculty credentials are reviewed by Faculty Records and the SACSCOC liaison upon initial hire in order to meet SASCOC standards.

Within our program, INTS 4900 is the only course in the program required for all students. Since 2013, this course has been taught by Dr. Gretchen Potts.[19]

Dr. Potts has been a UTC faculty member for 17 years. She is 0.5 FT Faculty FTE in Integrated Studies, and the only tenured faculty member in the program. Prior to her service as Director, Dr. Potts earned tenure in the Department of Chemistry and Physics. She is currently UC Foundation Professor of Chemistry and Director of Integrated Studies, with half-time appointment in each area. Within the College of Health, Education, and Professional Studies, she has worked with Department Head, Dr. Elizabeth Crawford, Associate Dean, Dr. David Rausch and Dean, Dr. Valerie Rutledge, to ensure the pedagogy and rigor of INTS 4900 are in alignment with learning outcomes for the course. Dr. Potts is annually evaluated by both the Department of Chemistry and Physics and the School of Professional Studies. She is an active researcher and publisher in chemistry. She has also published related to pedagogy and alternate course delivery. She wrote and was awarded a Tennessee Higher Education Commission Reconnect grant in 2015 that focused on reconnecting with adult learners at UTC. Over the last five years, she has received meets or exceeds expectations on all annual reviews. Her curriculum vitae can be found in Appendix M.

Table 9 is a summary of the SCH by year and FT Faculty FTE by year. Note that the 0.5 FT Faculty FTE represents Dr. Potts. The SCH by Non-Tenure Track Faculty is attributed to the prior learning ePortfolio development course taught by Integrated Studies, INTS 3010. This course is a service course for the university as students from all majors can enroll to develop their ePortfolio for prior learning assessment. The three credit hour course is taught each fall and has low enrollment. The significant change in SCH noted in 2017-2018 was due to the addition of a non-lab general science course, Science and Sustainability, INTS 1110. This course is taught by adjuncts and clinical faculty every semester. It serves students from across campus. It is taught online and has been certified by Quality Matters. A growing interest in the course has required the addition of more sections each semester. Neither INTS 1110 nor INTS 3010 is required by Integrated Studies majors.

Table 9: Student Credit Hour Production and Faculty FTE					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SCH	27	49	50	40	186*

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[19] In Fall 2018, Dr. Potts team-taught the course with a new faculty member, Dr. John Harbison. He is teaching the class Spring 2019 as the instructor of record.

SCH by Tenure-Track Faculty	21	40	44	28	26
SCH Non-Tenure Track Faculty	6	9	6	12	160*
FT Faculty FTE	0.5	0.5	0.5	0.5	0.5

*The increase in SCH is due to the addition a non-lab general science course, INTS 1110.

For the first time in Fall 2018, Dr. John Harbison, lecturer in the School of Professional Studies, worked to team teach INTS 4900. Dr. Harbison is the instructor of record for INTS 4900 in Spring 2019. Dr. Harbison is a new hire in the School of Professional Studies and his curriculum vitae can be found in Appendix N.

4.3 Faculty Diversity

Within the Bachelor of Integrated Studies degree, students take courses across campus. Due to the wide-variety of courses included in the approved plans, students experience one of the most diverse populations of faculty for any major. Table 10 contains a summary of courses taken in each year and the number of faculty who taught the courses. In any year, our students are enrolled in an average of almost 300 courses taught by an average of almost 290 unique faculty.

Table 10: Major Course Enrollment					
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Number of courses	260	309	319	335	271*
Taught by X number of faculty	235	288	332	327	261*

*Does not include Summer 2018

Dr. Potts is the only faculty member with appointment in Integrated Studies (0.5 FT FTE). She has regularly taught INTS 4900 for the last 5 years. This is the only course offered by the program that is required for majors. We offer a service course to help in prior learning portfolio development, INTS 3010. This course is taught by Dr. Sumer Patterson, the Integrated Studies Program Coordinator. We also offer a non-lab science general education course, INTS 1110 Science and Sustainability. This course is a service course and taught by adjuncts and clinical faculty.

4.4 Evaluation and Review Process

Integrated Studies does not hold any tenure lines. Dr. Potts's tenure was obtained as a member of the chemistry faculty. Both Dr. Potts and Dr. Harbison (new in Fall 2018) hold the terminal degree in their disciplines, as per the standards set by SACSCOC guidelines. As there is only one course required in the program, the teaching loads are appropriate. Course learning evaluations are incorporated to improve teaching. Regular professional development through seminars from the Walker Center for Teaching and Learning[20] supports new pedagogy incorporated into INTS 4900. Dr. Potts was a first adopter of the new learning management

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[20] https://www.utc.edu/walker-center-teaching-learning/index.php (Accessed January 2019)

system (Canvas). It won't be implemented across campus until Fall 2019. As a tenured faculty member, Dr. Potts is evaluated annually through the university's Evaluation and Development by Objectives (EDO) process in both her reporting areas, Chemistry and Integrated Studies. Required by UTC as a condition of employment, faculty set objectives for teaching, research, and service each year. In the last five years, she has received meets and/or exceeds expectations on all annual reviews.

4.5 Professional Development, 4.6 Planning, Evaluation, and Improvement

Dr. Potts, who is the only faculty member with appointment in Integrated Studies (0.5 FT FTE), is actively involved in both professional development and planning, evaluation, and improvement processes that measure and advance student success. She has completed several professional development activities, including diversity training, QM Rubric Certification, My MediaSite, Zoom, Camtasia, AAC&U Signature Work and HIPs Workshops. She has also attended several workshops on ePortfolios, including the AAC&U ePortfolio Workshop at the 2019 annual meeting. These processes have led to course redesign, pedagogy improvements and curriculum changes. They have also resulted in improvements to advising and retention.

5. Learning Resources

5.1 Equipment and Facilities

Integrated Studies is located in an office suite in 106 Hunter Hall. The suite has a welcome desk and two offices, which are home to Dr. Gretchen Potts, Program Director, and Dr. Sumer Patterson, Program Coordinator. Hunter Hall is also the home of the School of Professional Studies and the College of Health, Education, and Professional Studies. It has been very beneficial for the program to be so close to the administrative offices. The department head and the dean are extremely supportive and have an open door policy.

Hunter Hall has several classrooms and conference rooms that can be used by Integrated Studies. We do not currently have any needs for dedicated classroom space, as all our coursework is taught online. The university has a technology refresh program, which has ensured the program receives computer upgrades every four years.

5.2 Library Resources

The UTC Library has prepared a report of resources and access for this Program Review. The report is very general for the Integrated Studies program. Due to the spread of our coursework across campus, it is difficult to specify the resources used by our majors. The report can be accessed at
https://wikilib.utc.edu/images/6/66/UTC_Library_Program_Review_IntegratedStudies_September_2018.pdf.

6. Support

6.1 Operating Budget

A budget summary for the Integrated Studies program for the last five years is located in Table 11. The operating budget has not changed significantly. The base operating budget is $10,000 and any increases are due to online fee generation. The salaries and benefits budget show a significant increase in FY18 due to a university-wide effort to adjust faculty salaries to within 90% of our peer institutions.

The operating budget adequately supports travel (including professional development), office supplies and equipment, departmental furniture, copying, and promotional materials. The allocated budget is sufficient for our current needs. Because the budget is state funded, it cannot be used for student scholarships.

Adjunct salaries are not included in the budget summary as they are covered by the overall college budget.

Table 11: Budget Summary					
	FY14	FY15	FY16	FY17	FY18
Salaries and Benefits Budget	$186,879	$190,143	$190,604	$182,523	$196,063
Operating Budget	$11,058	$11,087	$11,858	$10,958	$10,958
Total Budget	$197,937	$201,230	$202,462	$193,481	$207,021
Percent Change from Previous FY		1.66%	0.61%	-4.44%	7.00%

6.2 Enrollment and Graduation Rates

When the Integrated Studies program was proposed, it was projected that we would attain 60 full-time majors and 35 graduates by 2016-2017. In fall 2016, we had 61 majors enrolled. Since that time, we have seen a slight decrease (50 in Fall 2017 and 38 in Fall 2018). As these are 14th day numbers, they are falsely low for our program. Students migrate to the major when they attend advising. This happens in the middle of the semester (around October and March). As such, we see an increase in majors over the course of the year. This is most evident in advising. See Table 11 for a summary of assigned advisees by term. The advising list is generated close to the withdrawal date for the semester.

Table 12: Advisee Totals (per Argos)							
	F2015	SP2016	F2016	SP2017	F2017	SP2018	F2018
Number of Advisees	35	35	50	54	79	89	104

These numbers clearly support the program having a history of enrollment to sustain cost-effectiveness.

6.3 Responsiveness

The Integrated Studies program was developed to address local, state, and regional needs. It was approved in spring of 2012 based on a report from a development committee. Specifically, the committee proposed the BIS degree in response to:

- the opportunity to meet unique educational needs in integrated disciplines;
- the directives of the Complete College Tennessee Act (CCTA) of 2010;
- the need to provide opportunities for adults in Tennessee who have earned some college credits, but not a degree (according to American Community Survey: 826,000 individuals age 25 and older);
- the need to provide opportunities to UTC students who have earned hours and are no longer enrolled (so they can complete the baccalaureate degree);
- the opportunity for UTC to develop an innovative curriculum that will enhance UTC's competitiveness in the region;
- UTC's Top 5 Initiative and the goal to increase graduation rates; and
- the need for more college educated citizens in Tennessee to fill high-tech positions, to replace a retiring workforce, and to enhance economic competitiveness of the State of Tennessee[21]

The CCTA of 2010 set forth a challenging state-wide goal to increase college education attainment, while acknowledging decreasing fiscal support. To help meet this challenge, the BIS program attracts individuals to complete a degree by allowing them to develop their individual course of study, drawing upon two or more disciplines or areas of interest/experience, and offering credit for prior learning.

In assessing the need for the Bachelor of Integrated Studies, the BIS development committee reviewed data related to students no longer enrolled since 2007 who have earned credit hours but have not earned a degree. The committee also surveyed current students who had not declared a major and Chattanooga area prospective employers. The data and survey results indicated that this innovative, integrated program would attract a significant number of returning students, and that prospective employers would value an employee with knowledge in more than one discipline.[22]

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[21] http://driveto55.org/initiatives/tennessee-reconnect/ (assessed February 2019)
[22] Program Need Analysis in "New Program Proposal for Bachelor of Integrated Studies", May 2012.

Summary

In conclusion, the Integrated Studies program has positively contributed to the mission of the University of Tennessee at Chattanooga. We have helped serve students who cannot achieve graduation in a traditional major by providing a diverse degree plan and supported the overall retention of the university. We operate on a minimal budget with a maximum impact on our students.

Appendices

Appendix A. Syllabus for INTS 4900

Integrated Studies Senior Portfolio

Fall 2018

INTS 4900, CRN 47904, online, 1 credit hour

Instructor: Dr. Gretchen E. Potts and Dr. John W. Harbison

Phone and Email: Gretchen-Potts@utc.edu (423-425-5918) and John-Harbison@utc.edu (423-425-5443)

Office Hours and Location: Dr. Potts: Monday/Wednesday 2:00 – 3:50 PM in Grote 402 and Dr. Harbison: Tuesday/Friday 10:00 – 11:00 AM in Hunter 201B. If you cannot attend office hours, please email with your questions; We will respond within one (1) business day. Phone and virtual appointments are available as needed.

Course Meeting Days, Time, and Location: Online in UTC Learn. Logging into the course several times per week is very important for your success to access course content, communicate with your instructor, and complete course assignments.

Course Catalog Description: Senior capstone course for Integrated Studies majors. Integration of knowledge and concepts of two or more disciplines, demonstrated through the development of a portfolio of student work.

Course Pre/Co Requisites: Prerequisite, senior standing, final semester.

Course Student Learning Outcomes (SLO): By the end of this course, learners will be able to

- SLO1: Articulate and demonstrate a practical and theoretical grasp of a body of knowledge related to two or more disciplines;
- SLO2: Critically and creatively research, write, and present logical and theoretical connections between multiple disciplines; and
- SLO3: Evaluate, clarify, frame, and reflect using perspectives and scholarship from two or more disciplines.

Required Course Materials: No text is required. Students need access to a personal computer (Mac or Windows) for major amounts of time for this course. You are required to check the online portion of this course at http://www.utc.edu/learn/ on a regular basis (at least 3-4 times per week).

Technology Requirements for Course: Learners need access to a personal computer (Mac or Windows) with internet access for major amounts of time for this course. You are required to check the online portion of this course at http://www.utc.edu/learn/ on a regular basis (3-4 times per week). As there are videos with sound that you must watch, you will also need speakers or headphones. High speed internet access (DSL or cable) will make for a more enjoyable

1

experience. You must have an Internet browser that is 4.0 or higher (Internet Explorer, Firefox, Safari, etc.). You should also have an updated version of Adobe Acrobat Reader, free at https://get.adobe.com/reader/ and access to Microsoft Office. Office 365 is available free for all UTC students. Learn more at https://www.utc.edu/information-technology/services/software-students.php.

Technology Skills Required for Course: You are expected to have working knowledge of Microsoft Office Suite, using UTC Learn, using My MocsNet email with attachments, creating and submitting files to UTC Learn, copying and pasting, and downloading and installing software.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Communication: Class announcements will be made through UTC Learn and email. UTC email is the official means of communication between instructor and student at UTC. If possible, I will respond to all emails within 24 hours. Please check your UTC email and UTC Learn on a regular basis. Video conferencing is available through Zoom if an online appointment is needed outside of office hours. Dr. Potts will schedule an appointment if you request. You can also use Zoom to meet with your classmates virtually. You can learn more about Zoom at http://www.utc.edu/walker-center-teaching-learning/classroom-technology/zoom.php.

Course Assessments and Requirements: All rubrics are posted on UTC Learn. *The eportfolio is assessed using the rubric posted in UTC Learn.

- Discussion Boards Participation   20% (4 discussion boards)
- Weekly Assignments   20% (10 assignments)
- Eportfolio Assessment   60%*

Course Grading

Course Grading Policy: A: 90 – 100%, B: 80 – 89.9%, C: 70 – 79.9%, D: 60 – 69.9%, F: <60% Final grades will be rounded precisely. If you have an 89.9% final average, this is a B. If you have a 69.8%, this is a D.

Instructor Grading and Feedback Response Time: I will try my best to grade all assignments within one week of the due date and provide written feedback when necessary.

Course Materials: Course content is organized in weekly modules. For each week, you will have assigned readings, videos, PowerPoints, and tasks. In each weekly modules, there are also links to weekly assignments.

2

Course Assignments:

- *Weekly Assignments* include reviewing PDF documents, viewing websites, group meetings, and viewing videos. Course assignments include syllabus quiz, self-evaluations, reflective writings, submission confirmations and completion of your eportfolio. Each week, you will work on assignments with the ultimate goal of completing the eportfolio.
- *Discussion Boards* – for each discussion forum, the instructor will post a prompt with a set of questions. You will post an initial response to the prompt by *Friday* (day 3) and then you will respond to at least two of your peers by *Sunday* (day 5), and answer any questions from me or your peers by *Tuesday* (day 7). Specific instructions on how to post in the discussion board are in UTC Learn. Discussion Boards are graded according to the rubric posted in UTC Learn. Discussions close on *Tuesday* (day 7) of each week and student posts after this day will not be allowed.
- *Electronic Portfolio (eportfolio)* – You will work on this throughout the semester using MOCSites as a part of the weekly assignments. Guidelines for preparation and a template are provided on UTC Learn.

Course and Institutional Policies

Late/Missing Work Policy: All weekly due dates are posted on UTC Learn. Discussion boards cannot be completed late; they must be completed on time due to the class participation requirement. Weekly assignments will be accepted up to 6 days late (including weekends) but will be penalized 5% for each day late. The deadline for eportfolio completion is firm. If the eportfolio will not be finished by the deadline for submission, the student must meet with Dr. Potts or Dr. Harbison to discuss the possibility of earning incomplete grade for the semester and delaying graduation. The student must be passing all other coursework to earn an incomplete for the semester.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Weather Events Policy: If the campus is closed due to inclement weather, this online course will proceed as normal.

3

Course Deadlines: Each week starts with *Wednesday* as day 1 and ends with *Tuesday* as day 7. Submissions of discussion posts and weekly assignments must be done by **11:59 pm Eastern-Standard Time of the due date** listed in the course schedule and in UTC Learn. *It is your responsibility to plan ahead so that assignments and assessments are turned in on time.*

Course Participation/Contribution: This is not a self-paced course. You are expected to complete scheduled activities every week. You should log-in to the course regularly – several times per week - to post to the discussion board, engage with the instructor and other students, read/view your weekly course content, work on your portfolio, and submit your assignments. You should expect to spend at least 3 hours per week on this course.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: The session of INTS 4900 is 14 weeks. Our weekly online schedule will begin on Wednesday, January 10, 2018 at 12:01 a.m. and end on Monday, April 23, 2018 at 11:59 pm.

- **August 22-28, Week 1**: Introductions, learn about eportfolios, and reflection, Discussion Forum 1 (DF1)
- **August 29-September 4, Week 2:** Reflection continued, MOCS Sites, Statement of Purpose
- **September 4-11, Week 3:** Design eportfolio pages, upload and organize artifacts, Discussion Forum 2 (DF2)
- **September 12-18, Week 4:** Reflect on artifacts, schedule Group Meeting #1
- **September 19-25, Week 5:** Group Meeting #1, peer review of artifact reflection
- **September 26-October 2, Week 6:** Reflection/theory integration improvements based on group meeting, Discussion Forum 3 (DF3)
- **October 3-9, Week 7:** Self-assessment, schedule Group Meeting #2
- **October 10-23, Week 8:** Group meeting #2, make task improvement list
- **October 24-30, Week 9:** Fix eportfolio: improvements 1-3
- **October 31-November 6, Week 10:** Fix eportfolio: improvements 4-5, schedule Group Meeting #3
- **November 7-13, Week 11:** Group Meeting #3, peer review of group members using rubric
- **November 14-20, Week 12:** Final additions/edits, submit eportfolio for assessment
- **November 21-December 3, Week 13/14:** Eportfolio assessment and course reflection, Discussion Forum 4 (DF4)

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Appendix B: INTS 4900 EPortfolio Rubric

Eportfolio Rubric for INTS 4900

Criteria	Mastery	Competence	Satisfactory	Needs Improvement	Points
Artifacts: Items can include papers, presentations, images, audio clips, videos, other documents, etc.	15 to > 13.5 Student is able to articulate why artifacts are clearly and directly related to the purpose of the e-portfolio.	13.5 to > 12 Most artifacts are related to the purpose of the e-portfolio.	12 to > 10.5 Few artifacts are related to the purpose of the e-portfolio.	10.5 to > 0 Artifacts are unrelated to the purpose of the e-portfolio	15.0
Writing/Communication: Vocabulary, sentence structure, organization, correct grammar, etc.	20.0 to >18.0 Writing is clear and presents logical and theoretical connections between the integrated disciplines in a cohesive way	18.0 to >16.0 Writing is clear and organized. Complex issue/questions are framed and addressed.	16.0 to >14.0 Writing is somewhat disorganized. Some complex issues/questions are framed or addressed.	14.0 to >0 Writing is unclear. Few, if any, complex issues/questions are framed or addressed.	20.0
Reflections	30.0 to >27.0 Reflections clearly describe why elements in the e-portfolio demonstrate achievement and learning.	27.0 to >24.0 Most of the reflections describe why elements in the e-portfolio demonstrate achievement and learning.	24.0 to >21.0 Some reflections describe why elements in the e-portfolio demonstrate achievement and learning.	21.0 to >0 Reflections are missing, and those that are there do not describe why elements in the e-portfolio demonstrate achievement or learning.	30.0
Integration of Theory and Practical Application	25.0 to >22.5 Clear evidence that shows integration of theory and practice across the disciplines.	22.5 to >20.0 The portfolio focuses on theory and practice with several components that illustrate deep integration.	20.0 to >17.5 The portfolio focuses on theory and practice as separate components with little integration.	17.5 to >0 Theories are listed, but no integration is shown.	25.0
Organization and Design	10.0 to >9.0 The document is fully hyper-linked between the artifacts and reflections. The use of audio/video/graphics/ photographs is integrated seamlessly into several different artifacts.	9.0 to >8.0 Hyperlinks are organized into logical groups. Not all possible features have been employed. The use of audio/video/graphics/ photographs is included and appropriate.	8.0 to >7.0 Hyperlinks are direct to the artifacts but portfolio lacks organization. The use of audio/video/graphics/ photographs is included but is used randomly and without purpose.	7.0 to >0 The Index is plain with few if any links. Some links are "broken". No use of audio/video, or graphics. The photos and audio or video are distracting from the content of the portfolio.	10.0
				Total Points:	100.0

Appendix C: Current Curriculum Map

BIS Integrated Studies
Program Learning Outcomes and Curriculum Map

1. Communicate – express a position verbally and in writing, with consideration for intent and audience.

2. Think reflectively – reflect on integrated learning and experiences in terms of theoretical and applied knowledge.

3. Solve problems – develop hypotheses, structure framework, and analyze to problem-solve.

4. Collaborate – collaborate through measurable experiential learning opportunities.

5. Integrate learning – connect learning across two or three disciplines, both theoretically and applied.

Assessment: Students will develop an electronic portfolio that will showcase the integrated work of their disciplines. In the eportfolio, students will reflect on the knowledge gained and critically evaluate the integration of the disciplines.

	Courses	SLO 1	SLO 2	SLO 3	SLO4	SLO5
Coursework in Discipline 1	1XXX	I	I	I	I	I
	2XXX	P	P	P	P	P
	3XXX	P	P	P	P	P
	4XXX	M	M	M	M	M
Coursework in Discipline 2	1XXX	I	I	I	I	I
	2XXX	P	P	P	P	P
	3XXX	P	P	P	P	P
	4XXX	M	M	M	M	M
Coursework in Discipline 3 (optional)	1XXX	I	I	I	I	I
	2XXX	P	P	P	P	P
	3XXX	P	P	P	P	P
	4XXX	M	M	M	M	M
Electives in INTS	3010	P	P	P	P	P
	4810r	M	M	M	M	M
	4995r	M	M	M	M	M
	4997r	M	M	M	M	M
	4998r	M	M	M	M	M
INTS 4900 (required)		M	M	M	M	M

Appendix D: 2017-2018 Program Assessment

FY 2017-18 / ASSESSMENT PLAN
Communicate

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/11/19, 10:59 AM
Your individual permission settings determine what fields and content are visible to you.

Template:
Student Learning Outcome

Department/Degree Major:
BIS Integrated Studies

Student Learning Outcome Title:
Communicate

Student Learning Outcome Description:
1. Communicate – express a position verbally and in writing, with consideration for intent and audience.

Means of Assessment:
Embedded Course Work, Portfolio,

If Means of Assessment is "Rubric", please attach the file:
Linked Documents
There are no attachments.

Attached Files

PortfolioRubric_Form.pdf

If Means of Assessment is "Other," please specify:

Course(s) associated with SLO:
INTS 4900

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

If Means of Assessment is "Embedded Coursework," please list the course:
INTS 4900

Criteria for Success:
Average student achievement of 75% in the specific portfolio rubric area.
Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):
In the 2017-2018 academic year, we focused on three program outcomes: Communicate – express a position verbally and in writing, with consideration for intent and audience; Think reflectively – reflect on integrated learning and experiences in terms of theoretical and applied knowledge; and Integrate learning – connect learning across two or three disciplines, both theoretically

and applied. These program outcomes were studied in the program capstone course, INTS 4900. The course requires students to develop an electronic portfolio. The assessment rubric for the portfolio (see attached) has five categories for review, but three of them map specifically to these program outcomes: (2) Writing/Communication, (3) Reflections, and (4) Integration of Theory and Practical Application.

In the fall 2017 semester, the course was taught as previously, and the rubric was applied (see attached). In the spring 2018 semester, the course schedule was altered to focus earlier on communication, reflection, and integration. Reflection was introduced in Week 1 in the spring semester (one week earlier). Also, students were required to write their statement of purpose one week earlier (Week 2). Two additional group meetings were added as student evaluations indicated that the group meeting was helpful for portfolio improvement. These meetings focused on reflection and theory integration. Below is a comparison of the course schedules for each semester with the changes underlined.

Fall 2017 Course Schedule
Week 1: Introductions, learn about eportfolios and artifact collection
Week 2: Eportfolio requirements, MOCS Sites and reflection
Week 3: Introduction (Statement of Purpose) and reflection
Week 4: Upload and organize artifacts
Week 5: Reflection on artifacts
Week 6: Continued reflection
Week 7: Self and group evaluation and schedule group meeting
Week 8/9: Meet with group for assessment, make task improvement list
Week 10: Fix eportfolio, Improvements 1 - 3
Week 11: Fix eportfolio: Improvements 4 - 5
Week 12 : Submit eportfolio for assessment
Week 13/14: Eportfolio assessment and course reflection

Spring 2018 Course Schedule
Week 1: Introductions, learn about eportfolios, and reflection
Week 2: Reflection continued, MOCS Sites, Statement of Purpose
Week 3: Design eportfolio pages, upload and organize artifacts
Week 4: Reflect on artifacts, schedule Group Meeting #1
Week 5: Group Meeting #1, peer review of artifact reflection
Week 6: Reflection/theory integration improvements used on group meeting
Week 7: Self-assessment, schedule Group Meeting #2
Week 8: Group meeting #2, make task improvement list
Week 9: Fix eportfolio: improvements 1-3
Week 10: Fix eportfolio: improvements 4-5, schedule Group Meeting #3
Week 11: Group Meeting #3, peer review of group members using rubric
Week 12: Final additions/edits, submit eportfolio for assessment
Week 13/14: Eportfolio assessment and course reflection

In order to compare the two semesters statistically, the rubric scores for each of the areas were averaged for each semester and a standard deviation was calculated. In addition, the averages for each category were compared by semester using an independent sample t-test, calculated at the 95% confidence interval. The results of the calculation indicate that the between semester comparison has no significant difference in any of the three student learning outcomes. The data is summarized in the table below.

Fall 2017, Average of 4 Students	Writing/Communication	Reflections	Integration
Average	91.3	90.5	91
Standard Deviation	2.5	7.0	2.0
Spring 2018, Average of 16 Students	Writing/Communication	Reflections	Integration
Average	91.4	87.6	88.9
Standard Deviation	5.1	4.8	5.7
t-test (95% confidence interval, assume variances not equal)	$p = 0.918644$	$p = 0.48079$	$p = 0.42173$

Communicate: The median and average rubric scores for the Writing/Communication category do not differ significantly between semesters and both semesters are above 75%.

The fall section of the course had a small data population (N = 4), so unequal variances must be assumed when comparing the two populations. However, the data does not support that the changes made to the course made a significant impact on student portfolio development, positive or negative.

Linked Documents

There are no attachments.

Attached Files

There are no attachments.

Status and improvements made during the Fiscal Cycle :

Linked Documents

There are no attachments.

Attached Files

There are no attachments.

Follow Up Actions Planned :

In the future, we would like to determine a better method for broader assessment, perhaps use exit exam data.

Linked Documents

There are no attachments.

Attached Files

There are no attachments.

Start (DO NOT CHANGE):

7/1/2017

End (DO NOT CHANGE):

6/30/2018

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2017-18 / ASSESSMENT PLAN
Integrate Learning

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/11/19, 11:06 AM
Your individual permission settings determine what fields and content are visible to you.

Template:
Student Learning Outcome

Department/Degree Major:
BIS Integrated Studies

Student Learning Outcome Title:
Integrate Learning

Student Learning Outcome Description:
1. Integrate learning – connect learning across two or three disciplines, both theoretically and applied.

Means of Assessment:
Embedded Course Work, Portfolio,

If Means of Assessment is "Rubric", please attach the file:
Linked Documents
There are no attachments.

Attached Files

🗋PortfolioRubric_Form.pdf

If Means of Assessment is "Other," please specify:

Course(s) associated with SLO:
INTS 4900
Linked Documents
There are no attachments.

Attached Files
There are no attachments.

If Means of Assessment is "Embedded Coursework," please list the course:
INTS 4900

Criteria for Success:
Average student achievement of 75% in the specific portfolio rubric area.
Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):
In the 2017-2018 academic year, we focused on three program outcomes: Communicate – express a position verbally and in writing, with consideration for intent and audience; Think reflectively – reflect on integrated learning and experiences in terms of theoretical and applied knowledge; and Integrate learning – connect learning across two or three disciplines, both theoretically and applied. These program outcomes were studied in the program capstone course, INTS 4900. The course requires students to

develop an electronic portfolio. The assessment rubric for the portfolio (see attached) has five categories for review, but three of them map specifically to these program outcomes: (2) Writing/Communication, (3) Reflections, and (4) Integration of Theory and Practical Application.

In the fall 2017 semester, the course was taught as previously, and the rubric was applied (see attached). In the spring 2018 semester, the course schedule was altered to focus earlier on communication, reflection, and integration. Reflection was introduced in Week 1 in the spring semester (one week earlier). Also, students were required to write their statement of purpose one week earlier (Week 2). Two additional group meetings were added as student evaluations indicated that the group meeting was helpful for portfolio improvement. These meetings focused on reflection and theory integration. Below is a comparison of the course schedules for each semester with the changes underlined.

Fall 2017 Course Schedule
Week 1: Introductions, learn about eportfolios and artifact collection
Week 2: Eportfolio requirements, MOCS Sites and reflection
Week 3: Introduction (Statement of Purpose) and reflection
Week 4: Upload and organize artifacts
Week 5: Reflection on artifacts
Week 6: Continued reflection
Week 7: Self and group evaluation and schedule group meeting
Week 8/9: Meet with group for assessment, make task improvement list
Week 10: Fix eportfolio, Improvements 1 - 3
Week 11: Fix eportfolio: Improvements 4 - 5
Week 12 : Submit eportfolio for assessment
Week 13/14: Eportfolio assessment and course reflection

Spring 2018 Course Schedule
Week 1: Introductions, learn about eportfolios, and reflection
Week 2: Reflection continued, MOCS Sites, Statement of Purpose
Week 3: Design eportfolio pages, upload and organize artifacts
Week 4: Reflect on artifacts, schedule Group Meeting #1
Week 5: Group Meeting #1, peer review of artifact reflection
Week 6: Reflection/theory integration improvements used on group meeting
Week 7: Self-assessment, schedule Group Meeting #2
Week 8: Group meeting #2, make task improvement list
Week 9: Fix eportfolio: improvements 1-3
Week 10: Fix eportfolio: improvements 4-5, schedule Group Meeting #3
Week 11: Group Meeting #3, peer review of group members using rubric
Week 12: Final additions/edits, submit eportfolio for assessment
Week 13/14: Eportfolio assessment and course reflection

In order to compare the two semesters statistically, the rubric scores for each of the areas were averaged for each semester and a standard deviation was calculated. In addition, the averages for each category were compared by semester using an independent sample t-test, calculated at the 95% confidence interval. The results of the calculation indicate that the between semester comparison has no significant difference in any of the three student learning outcomes. The data is summarized in the table below.

Fall 2017, Average of 4 Students	Writing/Communication	Reflections	Integration
Average	91.3	90.5	91
Standard Deviation	2.5	7.0	2.0
Spring 2018, Average of 16 Students	Writing/Communication	Reflections	Integration
Average	91.4	87.6	88.9
Standard Deviation	5.1	4.8	5.7

t-test (95% confidence interval, assume variances not equal)	p = 0.918644	p = 0.48079	p = 0.42173

Integrate learning: The rubric scores for the Integration category were resulted in a similar effect as the Reflection category. Again, a decrease is seen in the spring semester and there is no significant difference. Both semesters are above the 75%. The fall section of the course had a small data population (N = 4), so unequal variances must be assumed when comparing the two populations. However, the data does not support that the changes made to the course made a significant impact on student portfolio development, positive or negative.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Status and improvements made during the Fiscal Cycle :

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Follow Up Actions Planned :

In the future, we would like to determine a better method for broader assessment, perhaps use exit exam data.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):
7/1/2017

End (DO NOT CHANGE):
6/30/2018

Progress:
Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

FY 2017-18 / ASSESSMENT PLAN
Think reflectively

This view always presents the most current state of the plan item.
Plan Item was last modified on 1/11/19, 11:08 AM
Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Outcome

Department/Degree Major:

BIS Integrated Studies

Student Learning Outcome Title:

Think reflectively

Student Learning Outcome Description:

1. Think reflectively – reflect on integrated learning and experiences in terms of theoretical and applied knowledge.

Means of Assessment:

Embedded Course Work, Portfolio,

If Means of Assessment is "Rubric", please attach the file:

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

If Means of Assessment is "Other," please specify:

Course(s) associated with SLO:

INTS 4900
Linked Documents
There are no attachments.

Attached Files

🗋PortfolioRubric_Form.pdf

If Means of Assessment is "Embedded Coursework," please list the course:

INTS 4900

Criteria for Success:

Average student achievement of 75% in the specific portfolio rubric area.
Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Assessment Data (Results):

In the 2017-2018 academic year, we focused on three program outcomes: Communicate – express a position verbally and in writing, with consideration for intent and audience; Think reflectively – reflect on integrated learning and experiences in terms of theoretical and applied knowledge; and Integrate learning – connect learning across two or three disciplines, both theoretically and applied. These program outcomes were studied in the program capstone course, INTS 4900. The course requires students to

develop an electronic portfolio. The assessment rubric for the portfolio (see attached) has five categories for review, but three of them map specifically to these program outcomes: (2) Writing/Communication, (3) Reflections, and (4) Integration of Theory and Practical Application.

In the fall 2017 semester, the course was taught as previously, and the rubric was applied (see attached). In the spring 2018 semester, the course schedule was altered to focus earlier on communication, reflection, and integration. Reflection was introduced in Week 1 in the spring semester (one week earlier). Also, students were required to write their statement of purpose one week earlier (Week 2). Two additional group meetings were added as student evaluations indicated that the group meeting was helpful for portfolio improvement. These meetings focused on reflection and theory integration. Below is a comparison of the course schedules for each semester with the changes underlined.

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Week 12 : Submit eportfolio for assessment
Week 13/14: Eportfolio assessment and course reflection

Spring 2018 Course Schedule
Week 1: Introductions, learn about eportfolios, and reflection
Week 2: Reflection continued, MOCS Sites, Statement of Purpose
Week 3: Design eportfolio pages, upload and organize artifacts
Week 4: Reflect on artifacts, schedule Group Meeting #1
Week 5: Group Meeting #1, peer review of artifact reflection
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Week 8: Group meeting #2, make task improvement list
Week 9: Fix eportfolio: improvements 1-3
Week 10: Fix eportfolio: improvements 4-5, schedule Group Meeting #3
Week 11: Group Meeting #3, peer review of group members using rubric
Week 12: Final additions/edits, submit eportfolio for assessment
Week 13/14: Eportfolio assessment and course reflection

In order to compare the two semesters statistically, the rubric scores for each of the areas were averaged for each semester and a standard deviation was calculated. In addition, the averages for each category were compared by semester using an independent sample t-test, calculated at the 95% confidence interval. The results of the calculation indicate that the between semester comparison has no significant difference in any of the three student learning outcomes. The data is summarized in the table below.

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Standard Deviation	2.5	7.0	2.0
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Standard Deviation	5.1	4.8	5.7

t-test (95% confidence interval, assume variances not equal)	p = 0.918644	p = 0.48079	p = 0.42173

Think reflectively: There is a decrease in scoring in reflection between the two semesters (70.5 – 87.6), but both of the values have larger standard deviations. When this is taken into account, there is no significant difference between the data. Both semesters are above the 75%.

The fall section of the course had a small data population (N = 4), so unequal variances must be assumed when comparing the two populations. However, the data does not support that the changes made to the course made a significant impact on student portfolio development, positive or negative.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Status and improvements made during the Fiscal Cycle :

Linked Documents
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Attached Files
There are no attachments.

Follow Up Actions Planned :

In the future, we would like to determine a better method for broader assessment, perhaps use exit exam data.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Start (DO NOT CHANGE):

7/1/2017

End (DO NOT CHANGE):

6/30/2018

Progress:

Completed - Ready for Review

Responsible Roles:

Related Items

No connections made

Appendix E: BIS Degree Program Catalog Description

University of Tennessee, Chattanooga   2018-2019 Undergraduate Catalog

Integrated Studies, B.I.S.

UC Foundation Professor Gretchen E. Potts, *Program Director*

Bachelor of Integrated Studies is a unique degree that enables students to design a course plan to fit their educational and career goals by integrating courses from two or three academic disciplines. Prior learning can be assessed and applied to the degree.

Program Learning Outcomes

Students completing the BIS degree will be able to:

1. Communicate – express a position verbally and in writing, with consideration for intent and audience.

2. Think reflectively – reflect on integrated learning and experiences in terms of theoretical and applied knowledge.

3. Solve problems – develop hypotheses, structure framework, and analyze to problem-solve.

4. Collaborate – collaborate through measurable experiential learning opportunities.

5. Integrate learning – connect learning across two or three disciplines, both theoretically and applied.

Interested Students - How to Get Started

All interested students (current and future) should visit the Integrated Studies website at http://www.utc.edu/integrated-studies and watch the information video by clicking on the "Click to Get Started Today!" link. After watching the video, students should complete the Integrated Studies Intent Form, also located on the website. The Intent Form will help students focus their educational goals, and let the program know their interests. Once a student has completed the Intent Form, they will be sent an email by the program to schedule an appointment.

Graduation Requirements

Students earning a Bachelor of Integrated Studies degree will complete 120 total credit hours and the same general education requirements as other undergraduate students (41 credit hours). Graduates must earn a 2.0 GPA overall and in the integrated major. The courses selected for the major must be approved by the Integrated Studies program. The specific graduation requirements are:

Total Credit Hours	120
General Education credit hours	41
Credit hours in integrated major	45 (including capstone)
Electives to complete 120 hours	variable

Total hours must include:
 Upper division credit hours 39
 Upper division hours within integrated major 21

Minor Options

Students may choose to add a minor to their Integrated Studies degree, but it is not required. Minors must follow university guidelines, as stated in the catalog. Therefore, a student may not choose a minor in a discipline that is being integrated into their degree. Also, only six (6) credit hours from the major can count towards the minor.

Prior Learning Assessment by Portfolio

Prior Learning Assessment by Portfolio Credit is a method in which a student must provide evidence of acquired college-level learning (i.e. certificates, training program, etc.). To document this evidence, a student who qualifies for this program is encouraged to enroll in INTS 3010, Prior Learning Portfolio Development. To learn more about the procedure for earning credit for prior learning, visit the website http://www.utc.edu/integrated-studies/prior-learning-assessment.php.

General Education

(see Certified General Education Courses for a list of approved courses)

Rhetoric and Writing: (6 hours)

- Two approved courses in rhetoric and writing

Fine Arts and Humanities: (12 hours)

- Complete one approved course in each subcategory

Historical Understanding (3 hours)

Literature (3 hours)

Thought, Values and Beliefs (3 hours)

Visual and Performing Arts (3 hours)

Natural Sciences: (7-8 hours)

- Two approved natural science courses, at least one including a laboratory component

Behavioral and Social Sciences: (6 hours)

- Two approved behavioral and social sciences courses in two different disciplines

Mathematics: (3 hours)

- One approved mathematics course

Statistics: (3 hours)

- One approved statistics course

Non-Western Culture: (3 hours)

- One approved non-western culture course

Program Requirements

An application for admission to the degree program must be approved by the Integrated Studies Program prior to the student earning 42 hours or within the first semester for students entering with 42 or more earned hours. The program contains 45 hours in the approved program of study, including:

- Integrated, interdisciplinary program, tailored to specific goals of the student;
- 21 upper division hours (including the capstone); and
- INTS 4900 - Integrated Studies Senior Portfolio

Additional Information and Notes

2.0 average in all courses within the approved program of study.

Minimum of 39 hours of 3000 and 4000 level courses.

Electives to complete 120 hours.

See Degree and Graduation Requirements for additional requirements.

ClearPath for Advising

The ClearPath for Advising guides provide students with an opportunity to see program requirements defined in a semester-by-semester format. The ClearPath for Advising guides also provide students with important tips, pointers, and suggestions for staying on track with progress toward the degree. Your ClearPath is available through the Center for Advisement website at utc.edu/clearpath

Appendix F: Curriculum Agreements

INTEGRATED STUDIES				
Concentration: BIOL				
Course Name (pre-requisites)	**Course Number**	**Credit Hours**	**Upper Division**	**Offerings**
Principles of BIOL I	BIOL 1110	4		Fall and Spring semesters
Principles of BIOL II	BIOL 1120	4		Fall and Spring semesters
Principles of BIOL III	BIOL 1130	3		Fall and Spring semesters
Ecology (BIOL II and III with a C or better)	BIOL 3060	3	3	Fall, Spring, and Summer semesters
Genetics (BIOL 1120 and BIOL 1130 with minimum grades of C, CHEM 1120 and CHEM 1120L)	BIOL 3250	3	3	Fall, Spring, and Summer semesters
Evolution	BIOL 3350	3	3	Fall, Spring, and Summer semesters
Biology elective	BIOL 4XXX	3-4	3-4	Variable
Biology elective with lab	BIOL 4XXX	4	4	Variable
	Total Hours	27-28	16 - 17	

Approved by Joseph McCauley, August 2018

Integrated Studies
Courses for Integration: General BUS

Course	Hours	UD Hours	Online?	Prerequisites
ECON 1020	3		No	MATH ACT 19, MATH 1010, 1130, 170, 1720, 1830, 1910or 1950.
MGT 1000	3		Yes	Math ACT 22, Math 1006, 1130, 1710, 1720, 1730 or 1830.
ACC 2000	3		No (ACC 2010 is hybrid and can be petitioned to replace.)	Sophomore standing and MATH 1006 with a minimum grade of C or USTU 1050 or MATH 1130 or MATH 1710 or MATH 1830 or MATH 1910 or MATH 1950 or Math ACT 22 (SAT 520)
FIN 3000	3	3	Yes	Junior standing and ACC 2000 (FIN 3020 has several prerequisites)
MGT 3150	3	3	Yes	Junior standing
MGT 3XXX or 4XXX	3	3	Possibly	Junior standing and MGT 3150
MKT 3130	3	3	Yes	Junior standing and ECON 1020
ETR 3400	3	3	Yes	Junior standing
BUS 3350	3	3	Yes	Sophomore standing
Total	27	18		

Approved by Dr. Kathleen Wheatley, August 2018

Bachelor of Integrated Studies
Dept 2282
615 McCallie Avenue
Chattanooga, TN 37403
Phone: (423) 425-5888
Fax: (423) 425-5929
E-mail: utcbis@utc.edu
www.utc.edu/integrated-studies

To: Felicia McGhee, Ph.D. COMM Interim Department Head
From: Gretchen E. Potts, Ph.D. Director of Integrated Studies
RE: COMM for Integrated Studies Majors, Approved August 2018

Below is a course plan for Integrated Studies majors who would like to complete a concentration in Communications. Students will select **27 hours** from the classes listed below. **All students must complete COMM 1010, 2300, 2310, and 4510.**

NOTE: Check all prerequisites for courses. Students will not be given an override for class specific prerequisites.

Required (12 hours):
COMM 1010 – Intro to Mass Communications
COMM 2300 – Media Writing I
COMM 2310 – Media Writing II
COMM 4510 – Mass Communication Law and Ethics

Select at least 15 hours from the list below, with at least 9 hours upper division (prerequisites are in parenthesis)
COMM 2710 – Introduction to Public Relations
COMM 3200 – Mass Communication Perspectives (1010)
COMM 3240 – Race, Gender and the Media
COMM 3330 – Public Relations Writing (2310)
COMM 3350 – Publication Design I (2300)
COMM 3370 – Web Design (3350)
COMM 3400 – Audio Prod. and Presentation
COMM 3450 – Video I (2310)
COMM 3500 – Television News Production (2310)
COMM 3550 – Doc. I: History, Theory and Practice
COMM 3610 – Advanced Reporting (2310)
COMM 3630 – Feature Writing (2310)

COMM 3650 – Online Advertising
COMM 3660 – Creative Editing (2310)
COMM 3700 – Photojournalism (2300)
COMM 4000r – Special Topics (check all prerequisites)
COMM 4100 – Public Comm. and Environmental Issues
COMM 4350 – Publication Design II (3350)
COMM 4450 – Video II (3450)
COMM 4550 – Doc. II: Production and Post-Prod. (3550)
COMM 4650 – The Advertising Campaign (3330)
COMM 4700 – The Public Relations Camp. (2710 & 3330)
COMM 4750 – Photojournalism 2 (3700)

Students who require overrides in COMM should contact Dr. Felicia McGhee at Felicia-McGhee@utc.edu. The email should include the CRN, error code, reason for override request, and the student's UTC ID. The student should copy Dr. Patterson (Sumer-Patterson@utc.edu), the INTS Program Coordinator, on the email

The University of Tennessee at Chattanooga is a comprehensive, community-engaged campus of the University of Tennessee System. UT

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Bachelor of Integrated Studies
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615 McCallie Avenue
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Phone: (423) 425-5888
Fax: (423) 425-5929
E-mail: utcbis@utc.edu
www.utc.edu/integrated-studies

To: Karen McGuffee, CRMJ & LAS
From: Gretchen E. Potts, Integrated Studies
RE: CRMJ for Integrated Studies Majors, Updated August 2018

Below is an agreed upon course plan for Integrated Studies majors who would like to complete a concentration in Criminal Justice. Students will select 24 hours from the classes listed below with **12** hours from upper division courses (3000 or 4000 level). **All students must complete CRMJ 1100 and CRMJ 2100.**

NOTE: Check all prerequisites for courses. Most have CRMJ 1100 as prerequisite, some have other courses. Students will not be given an override for class specific prerequisites.

Required (6 hours):
CRMJ 1100 - Introduction to the Criminal Justice System
CRMJ 2100 - Criminology

At least 18 hours selected from:
CRMJ 2950 - Violence Against Women
CRMJ 3030 - Comparative Criminal Justice Systems
CRMJ 3100 - Policing
CRMJ 3120 - Corrections
CRMJ 3170 - Minorities and Criminal Justice
CRMJ 3180 - Gender, Crime and Criminal Justice
CRMJ 3250 - Courts
CRMJ 3300 - Probation, Parole and Community Corrections
CRMJ 3310 - Race, Class, Gender and Crime
CRMJ 3500 - Media and the Criminal Justice System
CRMJ 3550 - Public and Private Security
CRMJ 3700 - Drugs: The Law and the Community
CRMJ 3720 - Serial Murder

CRMJ 3750 - Juvenile Justice
CRMJ 3900 - Police Procedure and Criminal Investigation
CRMJ 4010 - Victimology
CRMJ 4020 - Organized Crime
CRMJ 4040 - Police Administration and Management Issues
CRMJ 4120 - Correctional Administration and Legal Rights of Inmates
CRMJ 4140 - Terrorism
CRMJ 4150 - White Collar and Corporate Crime
CRMJ 4300 - Ethics in Criminal Justice
CRMJ 4340 - Gangs and Crime
CRMJ 4600 - Dispute Resolution

Students who require overrides in CRMJ should contact Andy Browne at john-browne@utc.edu. The email should include the CRN, error code, reason for override request, and the student's UTC ID. The student should copy Dr. Patterson (Sumer-Patterson@utc.edu), the INTS Program Coordinator, on the email.

The University of Tennessee at Chattanooga is a comprehensive, community-engaged campus of the University of Tennessee System. **UT**

Integrated Studies
Courses for Integration: Environmental Science

INTEGRATED STUDIES				
Concentration: Environmental Science (ESC)				
Course Name (pre-requisites)	**Course Number**	**Credit Hours**	**Upper Division**	**Offerings**
Intro to ESC I (Math ACT score of 22 or completion Math 1130 with a C or better)	ESC 1500	4		Fall and Spring semesters on campus
Intro to ESC II (Requires a C or better in ESC	ESC 1510	4		Fall and Spring semesters on campus
Ecology (ESC 1510 with a C or better)	BIOL 3060	3	3	Fall, Summer, and Spring semesters on campus
Ecology Laboratory (ESC 1510 with a C or better)	BIOL 3070	1	1	Fall and Spring semesters on campus
Environmental Survey Methods (ESC 1510 with a C or better)	ESC 3400	4	4	Offered every other fall (Will be offered in Fall 2017, 2019, 2021) on campus
Air & Water Pollution Control (ESC 1510 with a C or better)	ESC 3600	3	3	Spring semesters on campus
Environmental Law & Agencies (ESC 1510 with a C or better and Senior standing)	ESC 4100	3	3	Spring semesters on campus
Values and the Environment (ESC 1510 with a C or better)	ESC 4840	3	3	Spring semesters on campus
	Total Hours	25	17	

Approved by Joseph McCauley and Dr. Brad Reynolds in ESC, August 2018.

Integrated Studies
Courses for Integration: Entrepreneurship

Course	Hours	UD Hours	Online?	Prerequisites
ECON 1010	3			MATH 1010 or MATH 1130 or MATH 1710 or MATH 1720 or MATH 1830 or MATH 1910 or MATH 1950 or ACT Math 19.
ECON 1020	3			MATH ACT 19, MATH 1010, 1130, 1710, 1720, 1830, 1910 or 1950.
MGT 1030 or ETR 1010	3			
ACC 2000	3		No (ACC 2010 is online)	Sophomore standing and MATH 1006 with a minimum grade of C or USTU 1050 or MATH 1130 or MATH 1710 or MATH 1830 or MATH 1910 or MATH 1950 or Math ACT 22 (SAT 520)
FIN 3000	3	3	No (FIN 3020 is online)	Junior standing and ACC 2000 (FIN 3020 has several prerequisites)
MKT 3130	3	3	Yes	Junior standing and ECON 1020
BUS 3350	3	3	Yes	Sophomore standing
ETR 3400	3	3	Yes	Junior standing
ETR 3500	3	3		(Previously ETR 4300, changed Fall 2017)
Total	27	15		

Approved by Bev Brockman, August 2018.

Integrated Studies
Courses for Integration: HHP Exercise Science

INTEGRATED STUDIES				
Concentration: HHP Exercise Science (requires GPA 2.5 in most courses)				
Course Name	**Course Number**	**Credit Hours**	**Upper Division**	**Offerings (subject to change)**
Intro to HHP Professions (HHP Major)	HHP 1015	1		Fall and Spring on campus
Applied Anatomy and Physiology (HHP 1015 and 2.5 GPA)	HHP 2300	4		Fall, on campus and online Summer, online
Community and Environmental Health (Behavior and Social Sciences and 2.5GPA)	HHP 3030	3	3	Spring, on campus and online Summer online
Exercise Physiology (HHP 2300 and 2.5GPA)	HHP 3170	3	3	Fall, on campus and online Summer, online
Biomechanics of Human Movement, Exercise and Sport (HHP 2300 and 2.5GPA)	HHP 3500	3	3	Spring, on campus and online Summer, online
Psy of Sport and Exercise	HHP 3620	3	3	Fall, on campus and online Summer, online
Principles of Health Behavior Change (require 2.5 GPA and will need override for HHP 4350 prerequisite)	HHP 4220	3	3	Spring, on campus and online Summer, online
Nutrition (Math ACT 22 or completion of Gen Ed Math Course and HHP Major)	NUTR 1350	3		Fall, Spring and Summer, online
Sports Nutrition(NUTR1350, HHP 2300 and HHP Major)	NUTR 3380	3	3	Fall, Spring and Summer, online
	Total Hours	**26**	**18**	

Approved by Jessica Pierce, Updated August 2018
Classes with HHP Major as prerequisite will require program override. Dr. Patterson can only process HHP program overrides for approved applications.

Integrated Studies
Courses for Integration: HHP General

INTEGRATED STUDIES				
Concentration: HHP General				
Course Name	**Course Number**	**Credit Hours**	**Upper Division**	**Offerings**
Intro to HHP Professions (HHP Major)	HHP 1015	1		Fall and Spring, on campus
Nutrition (Math ACT 22 and HHP Major)	NUTR 1350	3		Fall, Spring, Summer online
Team Sports and Games or Individual Sports and Games	HHP 2160 or HHP 2170	3		Fall, on campus Spring, on campus
Outdoor Recreation or Outdoor Leadership Skills	HHP 3060 or HHP 3070	3	3	Fall, on campus Spring, on campus
Event Management (HHP Major)	HHP 3320	3	3	Fall, on campus Summer, online
Psy of Sport and Exercise or SOC of Sport	HHP 3620 or HHP 3640	3	3	Fall, on campus and online, Summer, online Fall, on campus and online, Summer, online
Family Life Studies	HHP 4510	3	3	Fall, Spring, Summer, online
Problems in Health: Aging and Death Education	HHP 4520	3	3	Fall, Spring, Summer, onlin
Substance Use, Misuse and Abuse	HHP 4530	3	3	Fall, Spring, Summer, online
	Total Hours	**25**	**18**	

NOTE: Can also substitute NUTR 3340 (Co/Pre: NUTR 1350, junior standing, HHP major), offered online Fall, Summer

Approved by Jessica Pierce, Updated August 2018
Classes with HHP Major as prerequisite will require program override. Dr. Patterson can only process HHP program overrides for approved applications.

Integrated Studies
Courses for Integration: HHP Management

INTEGRATED STUDIES				
Concentration: HHP Management				
Course Name (pre-requisites)	Course Number	Credit Hours	Upper Division	Offerings
Intro to HHP Professions (HHP Major)	HHP 1015	1		Fall/Spring
Adventure Tourism or Camping and Outdoor Education or Principles of Travel and Tourism or Outdoor Recreation or Outdoor Leadership Skills or	HHP 1050 or HHP 2020 or HHP 3010 or HHP 3060 or HHP 3070	3	(3)	Spring Fall Spring Fall Spring
Field Experiences I	HHP 2120	1		Fall, Spring
Field Experiences II (Prerequisite for HHP 4790)	HHP 2130	1		Fall, Spring, Summer
Event Management (HHP Major)	HHP 3320	3	3	Fall, Summer
SOC of Sport	HHP 3640	3	3	Fall, Summer
Sport Law and Ethics	HHP 4060	3	3	Spring, Summer
SORT Marketing and Promotions (HHP Major)	HHP 4140	3	3	Spring, Summer
Internship in HHP (HHP 2130 prerequisite, approval for program leader and HHP department head)	HHP 4790	6	6	
	Total Hours	24	18 (21)	

Approved by Eric Hungenberg and Jessica Pierce, Updated August 2018
Classes with HHP Major as prerequisite will require program override. Dr. Patterson can only process HHP program overrides for approved applications.

Integrated Studies
Courses for Integration: HHP Sports, Outdoor Recreation, and Tourism

INTEGRATED STUDIES				
Concentration: HHP Sports, Outdoor Recreation, and Tourism (SORT)				
Course Name (pre-requisites)	Course Number	Credit Hours	Upper Division	Offerings
Intro to HHP Professions (HHP Major)	HHP 1015	1		Fall/Spring Semester
Adventure Tourism	HHP 1050	3		Spring Semester
Camping and Outdoor Education (Lab/Studio Course Fee Assessed)	HHP 2020	3		Fall Semester
Principals of Travel and Tourism	HHP 3010	3	3	Fall Semester
Outdoor Recreation	HHP 3060	3	3	Fall Semester
Outdoor Leadership Skills	HHP 3070	3	3	Spring Semester
SOC of Sport	HHP 3640	3	3	Fall/Summer Semester
Event Management (HHP Major) or Sport Law Ethics or SORT Marketing and Promotion	HHP 3320 or HHP 4060 or HHP 4140	3	3	Fall/Summer Semester Spring/Summer Semester Spring/Summer Semester
	Total Hours	22	15	

Selected by Andrew Bailey and Jessica Pierce in HHP, Updated August 2018

Classes with HHP Major as prerequisite will require program override. Dr. Patterson can only process HHP program overrides for approved applications.

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To: Jessica Etheredge, INTD
From: Gretchen E. Potts, Integrated Studies
RE: INTD/IARC for Integrated Studies Majors, Updated August 2018

Below is an agreed upon course plan for Integrated Studies majors who would like to complete a concentration in Interior Design. Students will select 24 hours from the classes listed below with **12 hours from upper division courses (3000 or 4000 level). All students must complete INTD (IARC) 1000, INTD (IARC) 1100 and INTD (IARC) 1200.**

Note: Interior Design (INTD) transitioned to Interior Architecture (IARC) for the 2016 Catalog.

Required (9 hours):
> INTD 1000 or IARC 1000 – Design Fundamentals
> INTD 1100 or IARC 1100 – Architectural Drafting
> INTD 1200 or IARC 1200 – Survey of Architecture

At least 15 hours selected from:
> INTD 1150 or IARC 1050 – Volume, Space and Form
> INTD 1900r or IARC 1900r – Interior Design Study Tour
> INTD 2050 or IARC 1150 – Color Systems
> INTD 2150 or IARC 2150 – Computer Application in Design
> INTD 2200 or IARC 2210 – Interior Textiles
> INTD 2210 or IARC 2200 – Interior Materials
> INTD 3050 or IARC 3090 – Computer-Aided Design I
> INTD 3150 or IARC 3150 – Computer-Aided Design II
> INTD 3200 or IARC 3200 – History of Design I
> INTD 3210 or IARC 3210 – History of Design II
> INTD 3230 or IARC 2220 – Interior Systems Design
> INTD 3240 or IARC 3220 – Codes and Specifications
> INTD 3900 or IARC 3900 – Professional Competence
> INTD 4220 or IARC 4220 – Aging in the Built Environment
> INTD 4998r or IRAC 4998r – Individualized Study
> INTD 4999r or IRAC 4999r – Group Studies

Students who require overrides in INTD should contact Professor Jessica Etheredge (Jessica-Etheredge@utc.edu) The email should include the CRN, error code, reason for override request, and the student's UTC ID. The student should copy Dr. Patterson (Sumer-Patterson@utc.edu), the INTS Program Coordinator, on the email.

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Integrated Studies
Courses for Integration: Management

Course	Hours	UD Hours	Online?	Prerequisites
ECON 1020	3			MATH ACT 19, MATH 1010, 1130, 170, 1720, 1830, 1910or 1950.
MGT 1000	3		Yes	Math ACT 22, Math 1006, 1130, 1710, 1720, 1730 or 1830.
MGT 3150	3	3	Yes	Junior standing
MGT 3310	3	3		Junior standing and MGT 3150
MGT 3320	3	3		Junior standing
MGT 3300	3	3		Junior standing and MGT 3150
MGT 3600	3	3		MGT 1000 or CPSC 1000, and Junior standing
MGT 4360	3	3		Junior standing and MGT 3150
MGT 4380	3	3	Yes	Junior standing and MGT 3150
Total	27	21		

Approved by Dr. Kathleen Wheatley, August 2018.

Integrated Studies
Courses for Integration: Marketing

Course	Hours	UD Hours	Online?	Prerequisites
ETR 1010	3			
ECON 1020	3			MATH ACT 19, MATH 1010, 1130, 170, 1720, 1830, 1910 or 1950.
ACC 2000	3		No (ACC 2010 is online)	Sophomore standing and MATH 1006 with a minimum grade of C or USTU 1050 or MATH 1130 or MATH 1710 or MATH 1830 or MATH 1910 or MATH 1950 or Math ACT 22 (SAT 520)
FIN 3000	3	3	No (FIN 3020 is online)	Junior standing and ACC 2000 (FIN 3020 has several prerequisites)
MGT 3150	3	3	Yes	Junior standing
MKT 3130	3	3	Yes	Junior standing and ECON 1020
MKT 3630	3	3		MKT 3130 with a minimum grade of C and Junior standing
MKT3620 or MKT3650	3	3		MKT 3130 with a minimum grade of C and Junior standing
MKT Elective	3	3	Possibly	MKT 3130 with a minimum grade of C and Junior standing
Total	27	18		

Approved by Bev Brockman, August 2018

THE UNIVERSITY OF TENNESSEE
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**COLLEGE OF HEALTH, EDUCATION
AND PROFESSIONAL STUDIES**

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Updated August 2018

Below is the course plan for Integrated Studies majors who would like to complete a concentration in Pre Professional.

Required (38 – 39 hrs)
> CHEM 1110/L General Chemistry I Lecture and Lab (4)
> CHEM 1120/L General Chemistry II Lecture and Lab (4)
> CHEM 3010/L Organic Chemistry I Lecture and Lab (4)
> CHEM 3020/L Organic Chemistry II Lecture and Lab (4)
> BIOL 1110/L Principles of Biology I Lecture and Lab (4)
> BIOL 1120/L Principles of Biology II Lecture and Lab (4)
> BIOL 1130 Principles of Biology III (3)
> PHYS 1030/L General Physics: Mechanics and Heat Lecture and Lab (4)
> PHYS 1040/L General Physics: Electromagnetism and Optics Lecture and Lab(4)
> MATH 1830 or Math 1950 (3 or 4)

Recommended courses for MCAT Preparation (15 hrs):
> CHEM 4510 Biochemistry (3)
> BIOL 3250 Genetics (3)
> PSY 1010 Intro to Psychology (3)
> PSY 3080 Principles of Abnormal Psychology (3)
> SOC 1510 Intro to Sociology (3)

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To: Michelle Deardorff, POLS/PANM
From: Gretchen E. Potts, Integrated Studies
RE: POLS and PANM Course Plans for Integrated Studies Majors, Updated August 2018

Integrated Studies majors wanting a concentration in POLS will select **24 hours** from the classes listed below with at least **12 hours from upper division courses** (3000 or 4000 level). All students must complete PSPS 1010, 1020 and PSPS 3000

PSPS 1010 - American Government	PSPS 3210 – War and American Politics
PSPS 1020 - World Politics	PSPS 3220 – American Political Development
PSPS 1040 - Politics, Culture & Society: Non-Western Views	PSPS 3230 – Gender in Politics
PSPS 3000 - Research Methods	PSPS 3310 - American Constitutional Law
PSPS 2030 – Intro to Statistics for Public Admin and Nonprofit Management	PSPS 3320 - Civil Liberties
	PSPS 3420 - American Public Policy
PSPS 2210 - State and Local Government	PSPS 3430 - Urban Public Policy
PSPS 2220 - Presidency	PSPS 3120 - Political Parties and Primary Elections
PSPS 2230 - Congress	PSPS 3700r - Special Topics in Area Studies
PSPS 2310 - Justice and the American Trial Process	PSPS 3420 - American Foreign Policy
PSPS 2450 - Public Policy Theory	PSPS 4100r - Advanced Topics in Political Behavior
PSPS 2700 - Comparative Government	PSPS 4300r - Advanced Topics in Public Law
PSPS 2800 - International Relations	PSPS 4400r - Advanced Topics in Public Policy
PSPS 3052 – Political Philosophy I	PSPS 4800r – Advanced Topics in International Relations and Foreign Policy
PSPS 3053 – Political Philosophy II	

Furthermore, Integrated Studies majors wanting a concentration in PANM will select **24 hours** from the classes listed below with at least **12 hours from upper division courses** (3000 or 4000 level). All students must complete PSPS 2600, 3620, and 4610.

PSPS 2210 State and Local Government	PSPS 3630 Volunteer Management
PSPS 2500 Introduction to Public Administration	PSPS 4410 Program Planning and Evaluation
PSPS 2600 Introduction to Nonprofit Sector	PSPS 4600 Advanced Topics in PA and Nonprofit Management
PSPS 3000 Research Methods	**PSPS 4610 Seminar in PANM**
PSPS 3520 Leadership and Management in NP Sector	PSPS 4630 International Nongovernmental Organizations
PSPS 3610 Nonprofit Development	
PSPS 3620 Public Service Law and Ethics	

Students who require overrides in PSPS courses will email Dr. Michelle Deardorff (Michelle-Deardorff@utc.edu). The email should include the CRN, error code, reason for override request, and the student's UTC ID. The student should copy the INTS Program Coordinator, Dr. Patterson (Sumer-Patterson@utc.edu), on the email.

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Integrated Studies
Courses for Integration: Psychology

INTEGRATED STUDIES				
Concentration: Psychology				
Course Name	**Course Number**	**Credit Hours**	**Upper Division**	**Pre/Co-requisites**
Introduction to Psychology	PSY 1010	3		
Research Methodology: Into Statistics in PSY	PSY 2010	3		(MATH 2100 in place of PSY 2010, if already taken). Pre: Math ACT 22 or approved Gen Ed Math course Co: PSY 2040
Statistics in Psychology Laboratory	PSY 2040	1		Pre or Co: PSY 2010 *will need override if have stats course that is not PSY 2010*
Research Methodology: Laboratory and Field Research Techniques	PSY 2020 and 2020L	4		Pre: PSY 1010, 2010 and 2040 (with C). You must sign up for both lecture and lab to get credit.
PSY of Child Development or PSY of Adolescence and Adulthood or PSY of Aging or PSY of Individual Differences	PSY 2210 Or PSY 2220 Or PSY 2230 Or PSY 2410	3		Pre: PSY 1010 Pre: PSY 1010
Principles of Abnormal Psychology	PSY 3080	3	3	Pre: 6 hours of PSY
Cognitive Science	PSY 3130	3	3	Pre: PSY 1010, 2010, 2040 and 2020
Social Psychology	PSY 3310 or SOC 3310	3	3	Pre: 6 hours of PSY or SOC
Upper division PSY elective	PSY 3XXX or 4XXX	3	3	Variable (Can take PSY 3100 and PSY 3140 if you have 6hrs of BIOL)
	Total Hours	26	12	

*Other approved Intro to Statistics courses can be substituted for PSY 2010, but PSY 2040 is still required. When PSY 2010 is a prerequisite, registration will require prerequisite overrides from Angelique Cook (Angelique-Cook@utc.edu). Will need overrides if you have statistics course that is not PSY 2010 for PSY 2020 and PSY 2020L, PSY 3100, PSY 3110, PSY 3120, PSY 3130, PSY 3140, and PSY 3450. INTS majors cannot take PSY 2070. *

Approved by Dr. Brian O'leary (PSY Department Head)/Angelique Cook (PSY Professional Advisor) August 2018.

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To: Cathy Scott, PhD., M.S.W.
From: Gretchen E. Potts, Ph.D.
RE: Social Work Plans for Integrated Studies Majors, Updated August 2018

Below is an agreed upon course plan for Integrated Studies majors who would like to complete a concentration in Social Work and develop a procedure going forward. Integrated Studies majors with a concentration in Social Work Students will select 24 hours from the classes listed below with **15** hours from upper division courses (3000 or 4000 level). **All students must complete SOC 1100 before taking any other UTC SOCW courses.**

SOCW 1100	**Intro to Social Work Experience (This course is a prerequisite to all other UTC SOCW courses.)**
SOCW 2050	Intro to Social Policy: A Child and Family Perspective
SOCW 2070	Interviewing Skills
SOCW 2100	The Family Experience: Matters of Ethnicity, Race, Class, and Gender
SOCW 3060	Social Work Practice with Individuals and Families (Program admission override needed)
SOCW 3080	Pre-Field Seminar I (Program admission override needed)
SOCW 3120	Human Behavior and the Social Environment I (Program admission override needed)
SOCW 3230	Child Welfare I
SOCW 3300	Mental Health Perspectives
SOCW 3330	Diversity and Cultural Competence (Program admission override needed)
SOCW 3400	Social Work Healthcare Services and Policies (Overrides for 3060, 3120 needed)
SOCW 3420	Human Behavior and the Social Environment II (Program admission override needed, must have 3120 has prerequisite)
SOCW 3760	Intro to Applied Research and Professional Writing (Program admission override needed)
SOCW 4600	Social Work Practice with Aging Families

Students who require overrides in SOCW should speak to the program coordinator in Integrated Studies, Dr. Sumer Patterson, during advising to request the required overrides. Overrides will only be granted for the reasons listed above. Closed class overrides will not be granted by Integrated Studies. Closed class overrides must be request through SOCW.

Notes:
1. Other disciplines recommended by Social Work for integration include BUS, CRMJ, HHP, MGT, PANM, PHIL, POLS, PSY, and REL.
2. Students completing an Integrated Studies degree that integrates Social Work with another discipline are prepared to enter UTC's Master's program in Social Work and complete the degree in two years.

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The University of Tennessee at Chattanooga

Integrated Studies Internship

Spring 2018

INTS 4810, CRN 28961, online, 3 credit hours

Instructor: Dr. Gretchen E. Potts

Phone and Email: Gretchen-Potts@utc.edu, 423-425-5918

Office Hours and Location: Monday/Tuesday 1:00 – 2:50 PM in Grote 402, Thursday 1:00 – 1:50 PM in Grote 402. If you cannot attend my office hours, please email me with your questions; I will respond within one (1) business day. Phone and virtual appointments are available as needed.

Course Meeting Days, Time, and Location: Students must arrange internship hours with supervisor to work an average of 9 hours per week, 126 hours for the semester. Students are required to logon to UTC Learn weekly to complete internship log and submit required assignments: http://wwww.utc.edu/learn.

Course Catalog Description: Supervised working experience in a professional situation. Every semester. Maximum 6 hours credit.

Course Pre/Co Requisites: Prerequisites: BIS major and approval of Program Director in the semester preceding enrollment.

Course Student Learning Outcomes: By the end of this course, learners will be able to

- Identify and describe daily operations of the career and how it relates to their degree;
- Analyze, synthesize, and apply information learned through the integrated curriculum to a particular work environment; and
- Demonstrate and communicate critical thinking and problem-solving skills in the work environment via the writing assignments for the course.

Required Textbook/Supplies: No text is required. Students need access to a personal computer (Mac or Windows) for this course. You are required to check the online portion of this course at http://www.utc.edu/learn/ on a weekly basis to complete internship log and read announcements.

Technology Required: Learners need access to a personal computer (Mac or Windows) with internet access for major amounts of time for this course. You are required to check the online portion of this course at http://www.utc.edu/learn/ weekly. High speed internet access (DSL or cable) will make for a more enjoyable experience. You must have an Internet browser that is 4.0 or higher (Internet Explorer, Firefox, Safari,etc.). I would suggest that you use Mozilla Firefox instead of Internet Explorer because UTC Learn is more compatible with Firefox. Test your computer set up and browser for compatibility with UTC Learn at https://www.utc.edu/learn/.

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You should also have an updated version of Adobe Acrobat Reader, free at https://get.adobe.com/reader/ and access to Microsoft Office. Office 365 is available free for all UTC students. Learn more at https://www.utc.edu/information-technology/services/software-students.php.

Technology Skills Required for Course: You are expected to have working knowledge of Microsoft Office Suite, using UTC Learn, using My MocsNet email with attachments, creating and submitting files to UTC Learn, copying and pasting, and downloading and installing software.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Communication: Class announcements will be made through UTC Learn and email. UTC email is the official means of communication between instructor and student at UTC. If possible, I will respond to all emails within 24 hours. Please check your UTC email and UTC Learn on a regular basis. Video conferencing is available through Zoom if an online appointment is needed outside of office hours. Dr. Potts will schedule an appointment if you request. You can also use Zoom to meet with your classmates virtually. You can learn more about Zoom at http://www.utc.edu/walker-center-teaching-learning/classroom-technology/zoom.php.

Course Assessments and Requirements: There three types of assessments used in this course.

- **Weekly Log (35%):** Weekly internship hours and activities should be posted to UTC Learn, using the "Weekly Log" link. This must be posted by **11:59 PM each Sunday** for the previous week.
- **Papers (35%):** All papers will be submitted through UTC Learn using Safe Assign for review and analysis for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action will be taken as outlined in the UTC Student Handbook. All papers must be typed, double-spaced with 1" margins in Times New Roman, 12 point font. They must conform to the current APA guidelines.
    - **Pre-Internship Paper:** Students are required to write a one-page paper expressing what they hope to learn from the internship experience. In essence, what are the overall goals and expectations of completing an internship? How do these goals relate to your integrated degree? Students must submit the paper through UTC Learn by **11:59 pm on Friday, January 12, 2018**.
    - **Mid-Term Paper:** Students are required to write a two-page paper reflecting on what they have learned thus far from the internship experience. How does this compare to your expectations from the pre-internship paper? How have your

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goals changed? What theories have you applied from your coursework to the internship? Students must submit the paper by **11:59 pm on March 2, 2018**.

  o **Final Paper:** Students are required to write a five-page reflection paper on their experience. The students should address the following questions in the paper: (1) How did the internship relate to your integrated degree? What was your role in the internship? (2) Explain what theories from your integrated disciplines related to the internship. How did you apply these theories? (3) What types of problems did you encounter during the internship? How did you address them? (4) Reflect on the experience and how it related to your classroom education. How was it different? What did you gain? (5) List five areas that could be improved, a suggestion on how to do so, and evaluate whether or not it is feasible. (6) Determine whether the internship experience made you more or less likely to work in the career area. Did your experience reflect the goals and expectations that you wrote about in your pre-internship paper? The paper must be submitted by **11:59 pm on April 23, 2018**.

- **Internship Evaluation (30%)**: This evaluation form is posted on UTC Learn and should be submitted by your internship supervisor. The evaluation must be submitted to Dr. Potts by **11:59 PM on April 23, 2018**.

Course Grading

Course Grading Policy: The final grade will be computed as followed: Satisfactory (S)/Unsatisfactory (U). Please note that internships do not receive a letter grade. Failure to complete any assignment or the required number of hours for the internship will automatically result in a grade of "unsatisfactory" for the course and no credit will be given. All class materials (papers, supervisor evaluation, and hours worked) must be turned in no later than **April 23, 2018 at 11:59 PM**.

Instructor Grading and Feedback Response Time: I will try my best to grade all assignments within one week of the due date and provide written feedback when necessary.

Course and Institutional Policies

Course Attendance Policy: Students are required complete a total of 126 internship hours during the semester (an average of 9 hours per week). Failure to do so will result in a grade of "unsatisfactory" for the course and no credit will be given. Students must keep a log of their hours using UTC Learn. At the end of the semester, students must have their supervisor fill out an evaluation which will include the logged hours. Students' grades for this portion of the course will be determined by the evaluation based on the points received divided by the points possible (e.g., no applicable notations will not be

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counted toward your total points). The supervisor's evaluation will account for 30% of the final grade.

Late/Missing Work Policy: All weekly due dates are posted on UTC Learn. Papers will lose 10% for each day late. Papers more than 3 business days late will not be accepted. Failure to complete any assignment or the required number of hours for the internship will automatically result in a grade of "unsatisfactory" for the course and no credit will be given.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Weather Events Policy: If the campus is closed due to inclement weather, this online course will proceed as normal.

Course Participation/Contribution: This is not a self-paced course. You are expected to participate in your internship, complete weekly internship hours and log them each week through UTC Learn.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: Important dates include:

- **Weekly Internship Log**: Due each Sunday at 11:59 PM
- **January 12, 2018 at 11:59 PM:** Pre-Internship Paper due online
- **March 2, 2018 at 11:59 PM:** Mid-term Paper due online
- **April 23, 2018 at 11:59 PM:** Final Paper due online
- **April 23, 2018 at 11:59 PM:** Supervisor evaluation due

Statement on Internship Coordination and Requirements: All internships are organized by the student. Students must have their internship supervisor email the faculty of record at least one week prior to the start of class to discuss the requirements of the internship. The internship cannot be a paid job and must be related to your integrated major. Your internship must be approved, prior to enrollment in the course.

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Appendix H: INTS 4900 Course Report Evaluations

Course Evaluation Reporting

Courses for: Gretchen E. Potts

CRN	Term	College	Department
47904	Fall 2017 ▼		

Schedule Code	Instr Method	Campus	Faculty Type ▼ 2

Sort By 1	Output	Records	☐ Excel
▼	Results ▼	500 ▼	Search

☐ Show Only Courses **with** Responses ☐ Show Group Summary Only
☐ Show Only Courses **without** Responses ☐ Show 95% Confidence Interval
☐ Show Comparative Averages ☐ Show Min / Max / Median
☐ Show Detail Comparative Stats ☐ Show Question Code
☐ Show Number Response Counts ☐ Hide Text Entry / Comments

If no results are listed below, clear the fields above, select a term, and press search.
If you change any fields in the above input or checkboxes, press the search button to refresh.
Move the mouse over any underlined prompt above to get more detailed help for that option.
Click on the number under "**Evaluations Taken**" to see the results for that class.
If the "**Reporting Disabled**" checkmark is present, detailed results are not available yet.

Term	Course End Date	Course Weeks	Coll	Dept	Sch	Inst	Camp	Stat	Fac Typ	Course Level	Pre	Course	CRN	Description	Professor	Evals Taken	Total Enroll	% Comp	Reporting Disabled	Eval Start	Eval End
Fall 2017	12/12/2017	17	ED	SPS	I	02	D	A	DR	Undergrad		INTS 4900 0	47904	Integrated Stdies Sr Portfolio	Gretchen E. Potts	2	4	50		11/13/2017 0:00	12/5/2017 23:59
															Total:	2	4	50%			

Records: 1 Time: 0.03 Seconds

[Print Summary Reports] ☐ Hide Text Entry / Comments

Course Learning Outcomes

	Total	Strongly Agree(%)	Agree(%)	Somewhat Agree(%)	Neither Agree nor Disagree(%)	Somewhat Disagree(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
	2	100	0	0	0	0	0	0	5.00	0.00

Description	Total	Strongly Agree(%)	Agree(%)	Somewhat Agree(%)	Neither Agree nor Disagree(%)	Somewhat Disagree(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
I am aware of the learning outcomes of this course, as stated in the syllabus.	2	2 (100%)							5.00	0.00

Student Contributions to Learning

Description	Total	Avg	Std Dev
I keep up with all course readings and assigned work.	0		

Course Content and Delivery

	Total	Strongly Agree(%)	Agree(%)	Somewhat Agree(%)	Neither Agree nor Disagree(%)	Somewhat Disagree(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
	6	117	17	0	0	0	0	0	5.88	0.33

Description	Total	Strongly Agree(%)	Agree(%)	Somewhat Agree(%)	Neither Agree nor Disagree(%)	Somewhat Disagree(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
The course encourages my use of critical thinking skills.	2	2 (100%)							6.00	0.00
The course structure assists me in achieving the learning outcomes of this course.	2	2 (100%)							6.00	0.00
The way this course is delivered encourages me to be actively engaged.	2	1 (50%)	1 (50%)						5.50	0.50

Please answer the following:

Course Instruction

Description	Total	Avg	Std Dev
The instructor is willing to assist me with achieving the course learning outcomes.	0		
The instructor provides constructive feedback on my coursework.	0		

Instructor assistance

	Total	Strongly Agree(%)	Agree(%)	Neither Agree nor Disagree(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
	6	50	50	0	0	0	4.50	0.50

Description	Total	Strongly Agree(%)	Agree(%)	Neither Agree nor Disagree(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
The instructor is willing to assist me with achieving the course learning outcomes.	2	1 (50%)	1 (50%)				4.50	0.50
The instructor provides constructive feedback on my coursework.	2	1 (50%)	1 (50%)				4.50	0.50
The instructor responds to my questions and emails within the time-frame stated in the syllabus.	2	1 (50%)	1 (50%)				4.50	0.50

Course changes and improvements

Description

What are the strengths of this course?
📝 Less focus on the direct reflection of theories.
📝 The course was great. Not difficult to complete tasks if you keep up with weekly assignments.

How might this course be improved?
📝 Meetings amongst integrated studies students.

Please provide any additional comments you would like to share.
📝 Enjoyed the course.

Course Evaluation Reporting

Courses for: Gretchen E. Potts

CRN	Term	College	Department
%	Summer 2017 ▼		

Schedule Code | Instr Method | Campus | Faculty Type ▼ ?

Sort By 1 | Output | Records | ☐ Excel
| ▼ | Results ▼ | 500 ▼ | Search

☐ Show Only Courses **with** Responses
☐ Show Only Courses **without** Responses
☐ Show Comparative Averages
☐ Show Detail Comparative Stats
☐ Show Number Response Counts
☐ Show Group Summary Only
☐ Show 95% Confidence Interval
☐ Show Min / Max / Median
☐ Show Question Code
☐ Hide Text Entry / Comments

If no results are listed below, clear the fields above, select a term, and press search.
If you change any fields in the above input or checkboxes, press the search button to refresh.
Move the mouse over any underlined prompt above to get more detailed help for that option.
Click on the number under "**Evaluations Taken**" to see the results for that class.
If the "**Reporting Disabled**" checkmark is present, detailed results are not available yet.

Term	Course End Date	Course Weeks	Coll	Dept	Sch	Inst	Camp	Stat	Fac Typ	Course Level	Pre	Course	CRN	Description	Professor	Evals Taken	Total Enroll	% Comp	Reporting Disabled	Eval Start	Eval End
Summer 2017	8/8/2017	12	ED	SPS	I	02	D	A	DR	Undergrad		INTS 4900 0	30612	Integrated Stdies Sr Portfolio	Gretchen E. Potts	2	2	100		7/18/2017 0:00	8/2/2017 23:59
															Total:	2	2	100%			

Records: 1 Time: 0.02 Seconds

Print Summary Reports   ☐ Hide Text Entry / Comments

University level questions

	Total	Completely Agree(%)	Mostly Agree(%)	Slightly Agree(%)	Neither Agree nor Disagree(%)	Slightly Disagree(%)	Mostly Disagree(%)	Completely Disagree(%)	Unable to Judge(%)	Avg	Std Dev
	14	100	0	0	0	0	0	0	0	7.00	0.00

Description	Total	Completely Agree(%)	Mostly Agree(%)	Slightly Agree(%)	Neither Agree nor Disagree(%)	Slightly Disagree(%)	Mostly Disagree(%)	Completely Disagree(%)	Unable to Judge(%)	Avg	Std Dev
The instructor is willing to help students.	2	2 (100%)								7.00	0.00
The instructor encourages students to be actively engaged in learning the content of this course.	2	2 (100%)								7.00	0.00
The instructor provides timely feedback on assignments and exams.	2	2 (100%)								7.00	0.00
The instructor includes activities and assignments that help students learn the content of this course.	2	2 (100%)								7.00	0.00
The instructor clearly communicates expectations of students for this class.	2	2 (100%)								7.00	0.00
The instructor expects high quality work from students.	2	2 (100%)								7.00	0.00
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	2	2 (100%)								7.00	0.00

Online Course Additional Questions

	Total	Strongly Agree(%)	Moderately Agree(%)	Slightly Agree(%)	Slightly Disagree(%)	Moderately Disagree(%)	Strongly Disagree(%)	Unable to Judge(%)	Avg	Std Dev
	10	100	0	0	0	0	0	0	6.00	0.00

Description	Total	Strongly Agree(%)	Moderately Agree(%)	Slightly Agree(%)	Slightly Disagree(%)	Moderately Disagree(%)	Strongly Disagree(%)	Unable to Judge(%)	Avg	Std Dev
The online parts of the course were organized in an understandable way.	2	2 (100%)							6.00	0.00
The instructor for this course responded to my questions and e-mail messages within the agreed upon timeframe.	2	2 (100%)							6.00	0.00
The course requirements for this specific course were clear to me.	2	2 (100%)							6.00	0.00
I was advised about the expectations for online courses before I enrolled.	2	2 (100%)							6.00	0.00
Given the right circumstances, I would take an online course again.	2	2 (100%)							6.00	0.00

Open comments

Total 0

Description

Which components of this class—such as lecture, discussion, assignments, exercises, and exams—best helped you learn?
- Dr. Potts assignments and expectations are very clear.
- The set up of the course overall was structured very well and it helped me learn a whole lot! I enjoyed all the components that made up our weekly goals and progress points.

What about this class could be changed to help you better learn?
- If I had taken this in the fall or spring
- Nothing.

Do you feel you learned a lot in this class? Please explain.
- Absolutely, I learned a lot about myself and how to construct a professional portfolio as well as understanding how to integrate everything I have learned and put it toward my degree and a future job.
- Yes. This class encourages you to reflect on your learning and what you got from your classes.

Please provide any other comments about this class you would like to share.

Course Evaluation Reporting

Courses for: Gretchen E. Potts

CRN	Term	College	Department
45596	Fall 2015 ▼		

☐ Show Only Courses **with** Responses　　☐ Show Group Summary Only

Schedule Code	Instr Method	Campus	Faculty Type ▼ ?

☐ Show Only Courses **without** Responses　☐ Show 95% Confidence Interval
☐ Show Comparative Averages　　　　　　☐ Show Min / Max / Median
☐ Show Detail Comparative Stats　　　　　☐ Show Question Code

Sort By 1	Output	Records	☐ Excel
▼	Results ▼	500 ▼	Search

☐ Show Number Response Counts　　　　　☐ Hide Text Entry / Comments

If no results are listed below, clear the fields above, select a term, and press search.
If you change any fields in the above input or checkboxes, press the search button to refresh.
Move the mouse over any underlined prompt above to get more detailed help for that option.
Click on the number under "**Evaluations Taken**" to see the results for that class.
If the "**Reporting Disabled**" checkmark is present, detailed results are not available yet.

Term	Course End Date	Course Weeks	Coll	Dept	Sch	Inst	Camp	Stat	Fac Typ	Course Level	Pre	Course	CRN	Description	Professor	Evals Taken	Total Enroll	% Comp	Reporting Disabled	Eval Start	Eval End
Fall 2015	12/8/2015	17	ED	IS	I	02	D	A	DR	Undergrad	🔍	INTS 4900 0	45596	Integrated Stdies Sr Portfolio	Gretchen E. Potts	5	14	35.7		11/9/2015 0.00	12/1/2015 23:59
															Total:	5	14	36%			

Records: 1 Time: 0.02 Seconds

Print Summary Reports　☐ Hide Text Entry / Comments

University level questions

	Total	Completely Agree(%)	Mostly Agree(%)	Slightly Agree(%)	Neither Agree nor Disagree(%)	Slightly Disagree(%)	Mostly Disagree(%)	Completely Disagree(%)	Unable to Judge(%)	Avg	Std Dev
	35	100	0	0	0	0	0	0	0	7.00	0.00

Description	Total	Completely Agree(%)	Mostly Agree(%)	Slightly Agree(%)	Neither Agree nor Disagree(%)	Slightly Disagree(%)	Mostly Disagree(%)	Completely Disagree(%)	Unable to Judge(%)	Avg	Std Dev
The instructor is willing to help students.	5	5 (100%)								7.00	0.00
The instructor encourages students to be actively engaged in learning the content of this course.	5	5 (100%)								7.00	0.00
The instructor provides timely feedback on assignments and exams.	5	5 (100%)								7.00	0.00
The instructor includes activities and assignments that help students learn the content of this course.	5	5 (100%)								7.00	0.00
The instructor clearly communicates expectations of students for this class.	5	5 (100%)								7.00	0.00
The instructor expects high quality work from students.	5	5 (100%)								7.00	0.00
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	5	5 (100%)								7.00	0.00

Online Course Additional Questions

	Total	Strongly Agree(%)	Moderately Agree(%)	Slightly Agree(%)	Slightly Disagree(%)	Moderately Disagree(%)	Strongly Disagree(%)	Unable to Judge(%)	Avg	Std Dev
	20	100	0	0	0	0	0	0	6.00	0.00

Description	Total	Strongly Agree(%)	Moderately Agree(%)	Slightly Agree(%)	Slightly Disagree(%)	Moderately Disagree(%)	Strongly Disagree(%)	Unable to Judge(%)	Avg	Std Dev
The online parts of the course were organized in an understandable way.	4	4 (100%)						1 (25%)	6.00	0.00
The instructor for this course responded to my questions and e-mail messages within the agreed upon timeframe.	4	4 (100%)						1 (25%)	6.00	0.00
The course requirements for this specific course were clear to me.	4	4 (100%)						1 (25%)	6.00	0.00
I was advised about the expectations for online courses before I enrolled.	4	4 (100%)						1 (25%)	6.00	0.00
Given the right circumstances, I would take an online course again.	4	4 (100%)						1 (25%)	6.00	0.00

Open comments

Description	Total
	0

Which components of this class—such as lecture, discussion, assignments, exercises, and exams—best helped you learn?

☑ Assignments

☑ Dr. Potts is so helpful - she sends frequent reminders about what is due so that students can stay on task. She breaks a project up into manageable steps and that was key.

☑ The e-portfolio. It allowed me to give a structure to my reflections and become more aware of my educational journey.

What about this class could be changed to help you better learn?

☑ n/a

Do you feel you learned a lot in this class? Please explain.

☑ Yes, I learned how to talk about my Integrated degree - how to explain it to potential employers. This is so valuable to me.

☑ Yes, the reflections brought to the surface knowledge that I had either forgotten and now brought back and knowledge I hadn't been aware of until I had to reflect about my fields of study/activities.

Please provide any other comments about this class you would like to share.

☑ Dr. Potts is amazing - without her help I would never graduate!

☑ Great support from Dr. Potts, always quick responses and readiness to help.

Appendix I: Program Summary Report of Course Evaluations, Fall 2017

Course Learning Evaluation [1]

Fall 2017

Integrated Studies

	Extremely Confident (%)	Confident (%)	Neutral (%)	Unconfident (%)	Extremely Unconfident (%)	
Confident that you are achieving the learning outcomes of the course	43	29	14		14	

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
Course content addresses the learning outcomes of the course	43	29	14			14
Course structure assists me in achieving the learning outcomes of this course	43	29	14			14
Course supports my use of critical thinking skills	57	29				14
Way course is delivered encourages me to be actively engaged	29	57				14

	Strongly Agree (%)	Agree (%)	Neither Agree Nor Disagree (%)	Disagree (%)	Strongly Disagree (%)	
Instructor is willing to assist me with achieving the course learning outcomes	71	29				
Instructor provides constructive feedback on my coursework	71	14	14			
Instructor responds to my questions and emails within the time-frame stated in the syllabus	71	29				

College of Health, Education, and Professional Studies

	Extremely Confident (%)	Confident (%)	Neutral (%)	Unconfident (%)	Extremely Unconfident (%)	
Confident that you are achieving the learning outcomes of the course	56	32	8	3	1	

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
Course content addresses the learning outcomes of the course	65	26	6	1	1	1
Course structure assists me in achieving the learning outcomes of this course	60	25	8	3	2	1
Course supports my use of critical thinking skills	61	24	9	2	2	1
Way course is delivered encourages me to be actively engaged	61	23	8	3	3	2

	Strongly Agree (%)	Agree (%)	Neither Agree Nor Disagree (%)	Disagree (%)	Strongly Disagree (%)	
Instructor is willing to assist me with achieving the course learning outcomes	71	22	5	2	1	
Instructor provides constructive feedback on my coursework	65	22	8	4	1	
Instructor responds to my questions and emails within the time-frame stated in the syllabus	69	20	7	2	2	

Total University

	Extremely Confident (%)	Confident (%)	Neutral (%)	Unconfident (%)	Extremely Unconfident (%)	

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
Confident that you are achieving the learning outcomes of the course	50	33	10	5	3	

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
Course content addresses the learning outcomes of the course	61	28	7	2	1	1
Course structure assists me in achieving the learning outcomes of this course	56	25	10	3	3	2
Course supports my use of critical thinking skills	58	26	10	3	2	2
Way course is delivered encourages me to be actively engaged	57	22	10	4	3	3

	Strongly Agree (%)	Agree (%)	Neither Agree Nor Disagree (%)	Disagree (%)	Strongly Disagree (%)	
Instructor is willing to assist me with achieving the course learning outcomes	68	22	6	2	1	
Instructor provides constructive feedback on my coursework	60	22	10	5	2	
Instructor responds to my questions and emails within the time-frame stated in the syllabus	66	21	9	2	2	

Appendix J: Sample Draft Course Plan

INTEGRATED STUDIES TENTATIVE COURSE PLAN

This is a tentative course plan document and is a tool for planning your courses when you first begin the program as a Pre-BIS major. For acceptance as an Integrated Studies major, you must submit an INTS Approval Application for review.

1. Work with your advisor to select courses in two or three disciplines.
2. Courses should be organized by increasing course number.
3. Courses that you have not enrolled in should be highlighted in yellow.

INTEGRATED STUDIES TENTATIVE COURSE PLAN: Highlight courses to be taken in future semester in YELLOW			
Concentration #1: Music			
Course Name	**Course**	**Credit Hours**	**Upper Division**
Theory 1	MUS 1070	3	
Theory 2	MUS 1080	3	
Theory 3	MUS 2070	3	
Theory 4	MUS 2080	3	
Ear Training 1	MUS 1030	1	
Ear Training 2	MUS 1040	1	
Ear Training 3	MUS 2030	1	
Ear Training 4	MUS 2040	1	
Musics of the World	MUS 3110	3	3
History of Music 1	MUS 3150	3	3
History of Music 2	MUS 3160	3	3
Survey of Jazz	MUS 3170	3	3
	Total Hours	28	12
Concentration #2: Business			
Course Name	**Course**	**Credit Hours**	**Upper Division**
Computers in Business	MGT 1000	3	
Microeconomics	ECON 1020	3	
Accounting and Financial Reporting	ACC 2000	3	
Small Business Finance	FIN 3000	3	3
Legal Environment of Business	BUS 3350	3	3
Management Concepts, Theory and Practice	MGT 3150	3	3
Managerial Decision Making	MGT 4140	3	3
Innovation and Creativity in Business	ETR 3400	3	3
	Total Hours	24	15
MANDATORY:			
Integrated Studies Capstone	INTS 4900	1	1
	Overall Hours	53	28

Appendix K: Sample INTS Application

Application for Integrated Studies Course Plan
Submit to Integrated Studies Program Coordinator Electronically.

As per the program guidelines, the degree plan must be approved prior to the student earning 42 hours, or within the first semester for students entering with 42 or more earned hours.

This document must be typed and submitted in Microsoft Word format (.doc or .docx) to the Integrated Studies Program Coordinator, Dr. Patterson (Sumer-Patterson@utc.edu). If you have any questions, you may contact Dr. Patterson by email or at 423-425-5918.

Contact Information	
Name	Scrappy Moc
UTC ID	ABC123
Academic Information	
Concentration #1	Music
Concentration #2	Business
Concentration #3 (optional)	

FOR ADVISOR USE ONLY (Use Adobe electronic signature)

Concentration #1 Approval:

Signature of Department Head/Advisor: _____

Concentration #2 Approval:

Signature of Department Head/Advisor: _____

Concentration #3 Approval (only required if 3rd concentration is indicated):

Signature of Department Head/Advisor: _____

FOR INTEGRATED STUDIES OFFICE USE ONLY (Use Adobe electronic signature)

Essay Approval:

Signature of Program Coordinator: _____

Application Approval:

Signature of Program Director: _____

Records Office: The electronic signatures above indicate that this student has been accepted into the major.

1. Please change the major of this student from Pre-BIS to BIS: Integrated Studies.
2. Please update the student course plan in MyMocsDegree.
3. Please send an email to the Program Director when the change is complete.

In an essay (1000 words or fewer), explain your integrated major. *(Type your answer in the text box below. It will expand as you type.)*

- What is your rationale for selecting these concentrations to integrate?
- Why did you select these specific courses?
- How do these specific courses integrate together to help you achieve your desired degree?
- Why does a traditional degree not meet your needs?
- What is your primary purpose for pursuing this degree instead of a traditional major?

I plan to obtain both a Master's and PhD in Arts Administration, with the aspiration to become an orchestral manager and advocate of the arts. Orchestral managers are required to be very versatile and are expected to be able to perform a variety of tasks relating to both music and business, so a music degree would not give me the breadth of experience and vast array of skills needed to succeed. Of course, I do need to have a great love and deep understanding of music, but I will also be dealing with budgeting, marketing, community outreach, and personnel management. Beginning to delve into the intricacies of the business sector during my undergraduate tenure will prepare me for the more rigorous courses I will be taking in my graduate program. I concluded that the most appropriate and applicable pair of concentrations for my specific career path was Music Education and Business.

Regarding my Music concentration, most of the hours come from courses I have already completed. The four semesters of Theory and Ear Training as well as ensembles are fundamental music courses that all music majors are required to take. This portion of my music concentration has served as my musical foundation, giving me the basic skills that all successful musicians possess, such as sight-singing, score analysis, basic composition, and ensemble playing. The other four courses I plan to take, Music History 1 and 2, Musics of the World, and Survey of Jazz, serve to broaden my scope of experience by exposing me to the origins and conventions of classical music, jazz, and music from other cultures. This assortment of courses will provide a well-rounded musical background, preparing me to work with any type of ensemble.

Unlike the music curriculum with which I am so familiar, business is an entirely new endeavor for me. Consequently, I decided to take general group of business courses to gain knowledge of many of the facets of business. I have economics and accounting in my degree program because graduate school will require coursework central to budgeting and bookkeeping. Additionally, I plan to take management courses because I find it important to be able to effectively balance the requests of the musicians with the reality of what can be accomplished within the financial constraints of the organization. It is important to note that I expect to complete my remaining upper division hours with Public Administration and Nonprofit Management courses. I did not declare PANM as a third concentration because the department is so small that not all courses can be offered every semester. I was not able to plot out a succession of courses in PANM because the schedule is inconsistent, and I did not want that to delay my graduation. With a business background in economics, accounting, management, and public administration courses, I will be sufficiently equipped for graduate studies at well-respected schools such as Indiana University, University of Kentucky, and Carnegie Mellon University.

A traditional music degree requires students to take lessons and pass final juries for at least seven semesters. With the condition of my hand, it is not possible for me to comply with that requirement. The BIS degree allows me to obtain credit for the classes I have already completed and stay within the music field, while changing the focus of my studies. Creating a curriculum that combines music and business will prepare me for my graduate studies, which is the primary reason that I want to pursue a BIS degree. I want to give myself as much competitive advantage as possible when applying to master's programs in Arts Administration.

INTEGRATED STUDIES COURSE PLAN: Highlight courses to be taken in future semester in YELLOW			
Concentration #1: Music			
Course Name	**Course Number**	**Credit Hours**	**Upper Division**
Theory 1	MUS 1070	3	
Theory 2	MUS 1080	3	
Theory 3	MUS 2070	3	
Theory 4	MUS 2080	3	
Ear Training 1	MUS 1030	1	
Ear Training 2	MUS 1040	1	
Ear Training 3	MUS 2030	1	
Ear Training 4	MUS 2040	1	
Orchestra	MUS 0050	1	
History of Music 1	MUS 3150	3	3
History of Music 2	MUS 3160	3	3
Survey of Jazz	MUS 3170	3	3
Musics of the World	MUS 3110	3	3
	Total Hours	29	12
Concentration #2: Business			
Course Name	**Course Number**	**Credit Hours**	**Upper Division**
Computers in Business	MGT 1000	3	
Microeconomics	ECON 1020	3	
Accounting and Financial Reporting	ACC 2000	3	
Small Business Finance	FIN 3000	3	3
Legal Environment of Business	BUS 3350	3	3
Management Concepts, Theory and Practice	MGT 3150	3	3
Managerial Decision Making	MGT 4140	3	3
Innovation and Creativity in Business	ETR 3400	3	3
	Total Hours	24	15
MANDATORY:			
Integrated Studies Capstone	INTS 4900	1	1
	Overall Hours	53	25

Appendix L: Sample Advising Form

Advisement Form

Name	Scrappy Moc
UTC ID	ABC123
Semester	Fall 2017

CRN	Course Name	Meeting Time	Hours
123456	MUS 3150	MWF 9 AM	3
123457	MUS 3170	MWF 10 AM	3
123458	ACC 2000	T 5:30 – 8 PM	3
123459	BUS 3350	T/Th 12:15 – 1:30	3
123450	MGT 3150	T/Th 1:40 – 3:05	3

1. Student has been advised that 6 more hours of general education are required (Social Science and Historical Content). These could be used as alternate courses.
2. Other alternate courses: MUS 3110, ETR 3400
3. Recommend student apply for Fall 2018 graduation, deadline is June 15. Graduation information can be found at https://www.utc.edu/records/graduation/
4. Advising notes will be email to student and posted to SSC Campus.
5. Advising hold has been released.

Reminder:
Save all your course work from this semester so you will have it when you take INTS 4900 your last semester. You can save it on a memory stick and/or e-mail the course work to yourself and save it in a folder.

Appendix M: Curriculum Vitae for Dr. Gretchen Potts

Gretchen E. Potts, Ph.D.
Director of Integrated Studies, UC Foundation Professor of Chemistry

Chemistry and Physics/Integrated Studies
615 McCallie Avenue
Chattanooga, TN 37403
Email: Gretchen-Potts@utc.edu
Personal Cell: 423-503-2042
http://www.utc.edu/Gretchen-Potts
Twitter: @drpottschem

EDUCATION

Ph.D. Analytical Chemistry, University of Florida, Gainesville, FL, 2000
BS Chemistry, Minor in Mathematics, Miami University, Oxford, OH, 1996

ACADEMIC APPOINTMENTS

2015 – present	UC Foundation Professor of Chemistry, UTC
2008 – 2015	UC Foundation Associate Professor of Chemistry, UTC
2002 – 2008	Assistant Professor of Chemistry, UTC
2000 – 2002	Visiting Assistant Professor of Chemistry, College of Charleston
1996 – 1998	Teaching Assistant, University of Florida

RELATED PROFESSIONAL EXPERIENCE

Director, Integrated Studies, 2013 – Present
Program Coordinator, Integrated Studies, 2012 - 2013
The University of Tennessee at Chattanooga

Duties: Report to the Director of the School of Professional Studies with responsibility for the mission and vision of the program, program planning and assessment, course scheduling, development of new curriculum initiatives, budget management, collaboration with programs across campus, management of prior learning assessment by dossier, advising, supervision of program coordinator, staff development, serving on CHEPS Curriculum Committee, and serving on SPS Rank, Tenure, and Promotion Committee

Select Accomplishments
- Expanded program to more than 50 enrolled majors with 34 graduates (2015-2016) and 25 graduates (2016-2017)
- Led UTC in earning ALFI status – Adult Learning Focused Institution

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- Awarded THEC "Ready to Reconnect" grant for adult learners which helped to increase adult enrollment through increased recruitment efforts targeted at adult learners (instant Decision Day for transfer students) and support for the expansion online course offerings in General Education (in collaboration with Dr. Dawn Ford and the WCTL)
- Established process for acceptance of students into the major, including intent form, course planning and detailed application
- Developed online application process in Radius, to be implemented Fall 2018
- Developed SACS Outcomes assessment using Compliance Assist software and mapped the outcomes to UTC mission and goals
- Developed and manage the standard procedure for prior learning assessment by dossier for the university
- Negotiated curriculum agreements with 15 disciplines for pre-approved course plans and overrides
- Developed General Education Science, INTS 1110 – Science of Sustainability (3 hours) which is offered online
- Developed and teach INTS 4900 – Integrated Studies Senior Portfolio, first online course in CHEPS to receive QM certification (internal)
- Organized recruitment and hiring of administrative assistant and program coordinator

President, Faculty Senate, 2017 – 2018
The University of Tennessee at Chattanooga

Duties: Elected spokesperson and representative of the faculty with responsibility for presiding at all meetings of the Faculty Senate, full faculty, and executive committee, serve as a non-voting member of the academic affairs committee of the UT-System Board of Trustees, and serve on University-wide committees to represent the faculty.

Select Accomplishments
- Organized viewing and discussion of AAC&U webinar on Signature Work to support UTC's strategic plan *goal 1a*
- Developed UTC Learn organization to continue discussion on high impact practices (HIPs)
- Planned Lunch and Learn workshop to discuss electronic portfolios for HIPs.
- Collaborated with Student Development to update Honor Code and the Student Code of Conduct
- Led faculty in review and successful approval of new Faculty Handbook, first UT campus with updated handbook.
- Led discussion on online fee use which resulted in new online fee policy developed by Business and Financial Affairs
- Proposed resolutions on Outsourcing, Optional Retirement Program and the 2018 UT Focus Act, which were approved by the Senate
- Implemented financial policy to support faculty committee needs

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Chair, Read2Achieve Committee, 2014 – 2016
The University of Tennessee at Chattanooga

Duties: Responsible for leading the selection, implementation, and assessment of the first year common reading selection to support student success initiatives

Select Accomplishments
- Led selection of *The Postmortal* by Drew Magary (2014), *The Circle* by Dave Eggers (2015) *The Immortal Life of Henrietta Lacks* by Rebecca Skloot (2016)
- Managed committee and six sub-committees: Assessment, Book Clubs, Book Selection, Curriculum, Social Media, and Student Steering Committee
- Collaborated with Chancellor's Office to develop Convocation

UNIVERSITY SYSTEMS TRAINING

Academic Audit	DegreeWorks (MyMocsDegree)
Argos	Digital Measures
Banner User (INB/SSB)	IRIS
Blackboard User	OU Campus
Camtasia	Radius
Canvas	SSC Campus
Compliance Assist	Zoom
CPI Electronic Scheduling	

ANNUAL EVALUATIONS

- Exceeds Expectations (2010, 2011, 2012, 2016, 2017, 2018)
- Distinguished Merit (2014)
- Exceptional Merit (2005, 2007)
- Meets Expectations (2003, 2004, 2006, 2008, 2009, 2013, 2015)

HONORS AND AWARDS

- 2018 CHEPS Elizabeth Dalton Award for Teaching, Research, and Service
- 2018 Faculty Development Award
- 2017 University of Tennessee Leadership Institute
- 2017 Southern Conference Faculty Award for UTC
- 2016 Recipient of Affordable Course Materials Initiative Grant
- 2016 ACS Exam Institute Committee for the 2017 Quantitative Analysis Exam
- 2014 AAU&P High Impact Practices Workshop for Student Success
- 2013 Scrappy Award for Professor of the Year
- 2012 UTC Keep the Stars Shinning Performance Award

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- 2012 Supernova Award Finalist
- 2012 Faculty Development Award
- 2012 UTC Summer Faculty Fellowship
- 2012 Induction into Golden Key International Honour Society
- 2012 ACS Exam Institute Committee for the 2013 Quantitative Analysis Exam
- 2009 Faculty Development Award
- 2009 UTC Faculty Advising Award
- 2009 Alpha Society Inductee (secretary 2010-2011, vice-president 2011-2012, president 2012-2013, 2018 - present)
- 2008 UTC Summer Faculty Fellowship
- 2008 University of Chattanooga Foundation named professorship
- 2007 March Chi Omega's "Professor of the Month"
- 2005 CCCE Volunteer Service Award
- 2005 UTC Summer Faculty Fellowship
- 2004 UTC College of Arts and Sciences Outstanding Service Award
- 2003 Sigma Xi Scientific Research Society Inductee

PROFESSIONAL DEVELOPMENT

- AAC&U Annual Meeting: Raising Our Voices: Reclaiming the Narrative on the Value of Higher Education (01/24/2019 – 01/26/2019, 3 days), includes all day eportfolio workshop
- UTC EOI Search Committee Training (09/25/2018, 1.5 hours)
- UTC Active Shooter Training (08/15/2018, 1 hour)
- General Education Assessment Workshop (08/09/2018, 6 hours)
- UTC Instructional Excellence Conference, Teach Students How to Learn by Saundra McGuire (05/08/2018, 3 hours)
- AAC&U Signature Work: From First Year to Capstone (04/27/2018, 1 hour)
- Training for Program for Minors Approval (02/27/2018)
- UT-System Department Head Training (02/09/2018, 6 hours)
- MyMocsDegree Planner Training (01/31/2018, 1 hour)
- WCU Leadership Development Workshop (01/05/2018, 8 hours)
- UTC Inclusive Excellence Conference: MOC Forward (10/17/2017, 8 hours)
- IT Security Awareness Training (2017, 2018, 1 hour each year)
- Digital Measures training (09/14/2017, 1.5 hours)
- Applying the Quality Matters Rubric Certification (07/04/2017, 2 week online course)
- UTC Social Media Training, sponsored by University Relations (06/14/2017, 1 hour)
- UT Women's Leadership Conference (06/08/2017)
- Provost Leadership Series V: Leading People by Steve Olson (05/03/2017, 8 hours)
- CITI training for Research with Persons who are Socially or Economically Disadvantaged (2017, online)
- CITI training for Social & Behavioral Research Investigators (2017, online)

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- Provost Leadership Series IV: Leadership and Happiness by Ken Harmon (12/19/2016, 6 hours)
- Leadership in Higher Education, Atlanta GA (October 6 – 8, 2016)
- Provost Leadership Series III: Managing Communications and Monitoring Outcomes by Sheilah, F. Clarke-Ekong (08/15/2016, 6 hours)
- Socon LEAD Workshop (07/20/2016-07/21/2016)
- UT Women's Leadership Conference (06/28/2016)
- Provost Leadership Series II: Diversity and Bias by Armers Moncure of Cook Ross (05/10/2016, 6 hours)
- Fostering University-Wide Collaborations in the Use of Data to Improve Retention Practices for a so-called "At-Risk" Population Webinar (03/24/2016; 1 hour)
- Haven Training: Sexual Misconduct, Relationship Violence and Stalking (02/12/2016; 1 hour)
- Provost Leadership Series I: Adventures in Administration by Jose Antonio Rosa (12/11/2015, 3 hours)
- Title IX Training (08/25/2015, 0.5 hour)
- CHEPS/SPS Program Director IRIS Training (03/02/2016, 1.5 hours)
- NIH Grant Workshop (02/02/2016, 8 hours)
- My Mediasite Training (10/23/2015, 1 hour)
- Active Learning: Large Classes (10/22/2015, 1 hour)
- Virtual Zoom Training (10/16/2015, 1 hour)
- EAB Training (09/23/2015, 2 hours)
- Compliance Assist Training (09/16/2015, 2 hours; 02/05/2016, 1 hour)
- Academic Audit (09/08/2015, 3 hours)
- American Red Cross Adult CPR/AED (certified 12/17/2014, 2 hours)
- Safe Zone Training (12/11/2013, 3 hours)
- Is it Bias? Gender, Sexual Orientation and Workplace Issues (09/25/2012, 2 hours)

PROFESSIONAL MEMBERSHIPS

- Council on Undergraduate Research (CUR)
- The American Chemical Society (Local Section Offices Held: Treasurer/Secretary, 2015 – 2016; Treasurer, 2014; Secretary, 2012; Chair, 2011; Member-at-large, 2006)
- Sigma Xi Scientific Research Society (Chapter Secretary, 2004 – 2008)
- NSF – RSEC Program at UT-Knoxville (Faculty mentor, 2002 – 2006)
- Gamma Theta Phi, Chemistry Honor Society
- Mortar Board National Honor Society

PUBLICATIONS
*Undergraduate students

1. Potts, Gretchen E. Linking Oral Communication in the Chemistry Classroom to the AAC&U VALUE Rubric Invited chapter to *ACS Symposium Series* titled Communication in Chemistry (submitted 01/29/2019).
2. *Zuy, Elizabeth; Dockery, Christopher R.; and Potts, Gretchen E. HPLC Detection of Organic Gunshot Residues Collected Through Passive Sampling with Silicone Wristbands, *Microchemical Journal* (submitted 12/18/2018).
3. Potts, Gretchen E.; *DeMailly, Myranda; Thompson, Emily. Undergraduate Research Problem Solving: Using 3D Printing to Extend and Expand Equipment Use, *J. Underg. Chem. Res.* **2018**, 17, 17-19.
4. Benkert, Stuart M.; Dell, Madison M.; Ford, Dawn M.; and Gretchen E. Potts (2016, November). *Alternate Course Delivery as a Pathway to Excellence for Adult Learners*. Paper presented at National Symposium on Student Retention, Norfolk, VA. Sponsored by the Consortium for Student Retention Data Exchange.
5. *Hensley, Sarah A. and Potts, Gretchen E. Stoichiometric determination of 1-(2-pyridylazo)-2-naphthol complexation with Pb(II) by mass spectrometry, *J. Underg. Chem. Res.* **2014**, 13, 74 – 76.
6. Potts, Gretchen E. and Dockery, Christopher, R. (Eds) *Addressing the Millennial Student in Undergraduate Chemistry*. ACS Symposium Series 1180, American Chemical Society, Washington, DC, 2014. DOI: 10.1021/bk-2014-1180
7. Dockery, Christopher, R. and Potts, Gretchen E. Millennial students and undergraduate chemistry. In *ACS Symposium Series*, **2014**, 1180, 1 – 10. DOI: 10.1021/bk-2014-1180.ch001
8. *Moerman, Jessica.W.; Potts, Gretchen E. Analysis of metals leached from smoked cigarette litter, *Tobacco Control*, **2011**, 20 (Suppl 1) i30-i35.
9. *Easparam, Sarah; Potts, Gretchen E. Elemental Analysis of Shiitake Mushrooms by ICP-OES. *J. Underg. Chem. Res.* **2006**, 5, 83 – 87.
10. *Brooks, Timothy; Bodkin, Tom E.; Potts, Gretchen E. and Stephanie A. Smullen. Elemental Analysis of Human Cremains Using ICP-OES to Classify Legitimate and Contaminated Cremains. *J. For. Sci.* **2006**, 51, 967 – 973. DOI:10.1111/j.1556-4029.2006.00209.x
11. Gretchen E. Potts. Lecture Notes for "Chemistry, 4th Ed." by Olmsted and Williams. (2005)
12. http://www.cofc.edu/genchemlab (2001)
13. G.C. Faber, E. M. Martin, G. E. Potts and M. L. Tate. (2001) Introductory Chemistry Laboratory Manual (3rd Ed.) Pearson Custom Publishing: Boston, MA.
14. I.B. Gornushkin, B.W. Smith, G.E. Potts, N. Omenetto and J.D. Winefordner, Some Considerations on the Correlation Between Signal and Background in LIBS using Single Shot Analysis, *Anal. Chem.* **1999**, 71 (23) 5447 – 5449. DOI:10.1021/ac990766l

EXTERNAL PROPOSALS
Funded (Total: $473,195)

1. THEC, Gretchen Potts (PI) Ready to Reconnect Institutional Mini-Grant: Reconnecting with UTC Adult Learners Through Outreach: Providing Scheduling Flexibility and Alternate Course Delivery ($50,000, August 2015 – July 2016)

2. NSF-MRI, Jennifer Boyd (PI-UTC), Stylianos Chatzimanolis (CoPI-UTC), Joey Shaw (CoPI-UTC), Henry Spratt (CoPI-UTC), Thomas Wilson (CoPI-UTC), Gretchen Potts (Senior Personnel), Hill Craddock (Senior Personnel) MRI: Acquisition of growth chambers for global change biology research and research training at the University of Tennessee at Chattanooga ($342945, January 2014 – December 2016, funded)
3. University of Tennessee Research Foundation, Hassan Almoazen (PI-UTHSC), Catherine Crill (CoPI-UTHSC), Gretchen Potts (CoPI-UTC) and Richard Helms (CoPI-UTHSC): Transdermal Delivery of Trace Elements by Nanoemulsion Technology as an Alternative to Parenteral Delivery ($15000, 2011, funded)
4. ACS Division of Analytical Chemistry IYC Grant (Co-PI): Chemistry Concepts for Elementary Students: A Hands on Approach to Bring Science into the Classroom ($250, 2011, funded)
5. Tennessee Higher Education Commission (Arts & Science Partner), Vocabulary across the Content Areas ($65000, 2007, funded).

INTERNAL PROPOSALS
Total Internal: $27,581

1. Honors College Student Research Fellowship for Development of Alpha Society Digital Archives, January 2019 – April 2019. ($1000, funded)
2. UC Faculty Development Grant. Participation in the 2018 Biennial Conference for Chemistry Education (BCCE) in South Bend, Indiana, 2018. ($539, funded)
3. CRISP. Gretchen Potts (PI), Ethan Carver (CoPI), Margaret Kovach (CoPI) In-depth analysis of e-cigarette filling solutions and their biological implications. July 1, 2015 - June 30, 2016. ($8000, funded)
4. UC Faculty Development Grant. Participation in the 2012 Pittsburgh Conference (Pittcon) in Orlando, Florida, 2012. ($639, funded)
5. Faculty Summer Fellowship. Analysis of contaminants leached from cigarette litter into surface soils, Summer 2012 ($2500, funded).
6. UC Faculty Development Grant. Participation in the 2009 Southeastern Regional Meeting of the American Chemical Society in San Juan, Puerto Rico, 2009. ($653, funded)
7. Faculty Summer Fellowship. Contaminants in the Little Sequatchie River: An environmental water analysis study, Summer 2008 ($2500, funded).
8. Faculty Summer Fellowship. Elemental Analysis of human cremains, Summer 2005 ($5000, funded).
9. Grote Faculty Fellowship. Biomonitoring: A study of metal uptake in plants of the Chattanooga River Valley, Summer 2004, ($5000, funded).
10. Instructional Excellence Grant. Detection of fluoride ion in tea leaves and drinking water: Laboratory exercises for Chemistry 341 and Chemistry 342, 2003, ($2750, funded).

STUDENT PROPOSALS
Total Student: $10,998

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1. PSRA (Student: Katherine Adorati). Effects of Cigarette Butts on Coastal Waters, 2015 ($968, funded).
2. PSRA (Student: Jessica Murray). HPLC detection of nicotine and related alkaloids in electronic cigarettes, 2013 ($968, funded).
3. PSRA (Student: Josh Justice). ICP-OES Detection of Trace Elements Delivered by Nanoemulsion Technology, 2012 ($905, funded).
4. PSRA (Student: Katherine Thurman). Plants Grown in an Ash Tray: Bioaccumulation of Metals in Pea Plants, 2011 ($950, funded).
5. PSRA (Student: Amy Balestrino). Safe Smoking: A Study of Electronic Cigarettes, 2011 ($950, funded).
6. PSRA (Student: Matthew Stephens). More Than Just Litter: Quantification of Organic Compounds Leached from Cigarette Butts, 2010 ($975, funded).
7. PSRA (Student: Daniel Burriss). Analysis of Organic Compounds Leached from Cigarette Butts, 2009 ($925, funded).
8. PSRA (Student: Jessica Woods). Analysis of Pollutants Released from Used Cigarette Litter, 2008 ($900, funded).
9. PSRA (Student: Sarah Easparam). Development of basic media sol-gel sensors, 2007 ($900, funded).
10. PSRA (Student: Sarah Easparam). Development of chemical sensors, 2006 ($900, funded).
11. PSRA (Student: Timothy Brooks). Answers from the ashes, 2005 ($875, funded).
12. PSRA (Student, Kira Shurtz) Analysis of toxic metals in *Lentinus edodes* by atomic absorption spectroscopy, 2004 ($875, funded).
13. PSRA (Student: Jane Dickerson). Biomonitoring: Analysis of toxic metals in *Chinese privet* by ICP-OES, 2003, ($875, funded).

CHAIRING OF SYMPOSIUMS AND WORKSHOPS

1. Co-Presider and Co-Organizer, Symposium at the 2016 Southeast Regional Meeting of the American Chemical Society, "Reform Pedagogy in Undergraduate Chemistry," Columbia, SC, October 2016.
2. Co-Presider and Co-Organizer, Symposium at the 2013 Southeast Regional Meeting of the American Chemical Society, "New Pedagogy and Approaches to Improve Student Learning Outcomes in Undergraduate Chemistry," Atlanta, GA, November 2013.
3. Chair, Oral Session at 2012 Southeast Regional Meeting of the American Chemical Society, "Analytical II", Raleigh, NC, October 2012.
4. Chair and Organizer, Workshop at the 2008 Pittsburgh Conference, "No time? No Money? No problem: Solutions for Innovative Analytical Research at Primarily Undergraduate Institutions", New Orleans, LA, March 2008.
5. Chair, Oral Session at the 2007 Southeast Regional Meeting of the American Chemical Society, "Environmental", Greenville, SC, October 2007.

PEER REVIEW

- Chapter for *ACS Symposium Series*, February 14, 2019
- Paper for *Journal of Environmental Management*, January 28, 2019
- Paper for *Microchemical Journal*, December 27, 2018
- Paper for Journal of Undergraduate Chemistry Research, October 5, 2018
- Paper for *Journal of Undergraduate Chemistry Research*, August 22, 2018
- Paper for *Journal of Undergraduate Chemistry Research*, August 21, 2018
- Paper for *The Chemical Educator*, January 2018
- Paper for *Environmental Science and Pollution Research*, October 2017
- Paper for *Science of the Total Environment*, September 2017
- Paper for *Analytical Letters*, September 2017
- Chapter for *ACS Symposium Series*, August 20, 2017
- Chapter for *ACS Symposium Series*, August 13 2017
- Paper for *Analytical Letters*, January 2017
- Proposal for *ACS Symposium Series*, September 2016
- Paper for *Tobacco Control*, February 2016
- Paper for *Chemical Educator*, December 2014
- Proposal for *ACS Symposium Series*, October 2014
- Paper for *Analytical Letters*, November 2014
- Paper for *Analytical Letters*, September 2014
- Chapter in "Chemistry: An Atoms-Focused Approach, 1st Edition", by Tom Gilbert, Rein Kirss, and Natalie Foster, W. W. Norton and Company, March 2013.
- Paper for *Spectrochimica Acta A*, August 2012
- Paper for *International Journal of Environmental Research and Public Health*, April 2012
- Paper for *African Journal of Agricultural Research*, March 2011
- Paper for *Analytical Letters*, October 2010
- Paper for *Spectroscopy Letters*, January 2008.
- Chapters in "Chemistry: The Science in Context, 2nd Edition", by Gilbert, Kirss and Davies, W. W. Norton and Company, December 2006.

PRESENTATIONS
* Undergraduate students

1. Gretchen E. Potts and Emily Thompson, "When a great idea just happens: Writing up and publishing the accidental research project", March 6, 2019, WCTL Published Seminar Series, The University of Tennessee at Chattanooga (invited talk).
2. Gretchen E. Potts. "Cigarette butts and ecigarettes: a story of STEM research," UTC ASPIRE Students, Chattanooga, TN, February 6, 2019. (*invited talk*)
3. Gretchen E. Potts. "Not just an eyesore: Analysis of cigarette butt leachates," Miami University, Oxford, OH, September 6, 2018. (*invited talk*)
4. Gretchen E. Potts. "Linking Oral Communication in Chemistry to the AAC&U VALUE Rubric," Biennial Conference on Chemistry Education, Notre Dame, Indiana, July 29, 2018-August 2, 2018. (*symposium talk*)

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5. Elizabeth Crawford, Dawn Ford, and Gretchen Potts, "UTC Lunch and Learn: Application and Assessment of Portfolios," June 6, 2018. (organized by Faculty Senate and Provost's Office)
6. Gretchen E. Potts. "Life of a UC Foundation Professor," UC Foundation Finance Committee, October 31, 2017. (*invited*)
7. Elizabeth Crawford and Gretchen E. Potts, "Application Of ePortfolios For Learning Assessment, "UTC Instructional Excellence Conference, May 3, 2017.
8. Gretchen E. Potts. Using Google Sites for Tenure and Promotion Dossier Development, The University of Tennessee at Chattanooga, September 24, 2015, October 23, 2015, September 15, 2016, and September 30, 2016. (Professional service)
9. Gretchen E. Potts. From Lorman to Chattanooga: Elemental analysis of Shiitake mushrooms from Mississippi, Alcorn State University, September 3, 2015 (*invited*).
10. Gretchen E. Potts. Flipping the lab: Preparing instrumental lab students for the workplace, 66th SERMACS, Nashville, TN, October 15 – 19, 2014. (*invited*)
11. Gretchen E. Potts, Jessica Moerman* and Daniel Burriss*. Not Just an Eyesore: Analysis of Metals Leached from Cigarette Butts, UTC Biology Seminar Series, February 22, 2013. (*invited*)
12. Gretchen E. Potts and Samantha J. Hughey*. Analysis of Substituted Benzoquinones: A Quantitative Cyclic Voltammetry Experiment for Instrumental Analysis Lab, The Pittsburgh Conference, Orlando, FL, March 2012.
13. Gretchen E. Potts. Engaging the Millennial Students in Analytical Lecture and Lab, The Pittsburgh Conference, Atlanta, GA, March 2011.
14. Gretchen E. Potts, Jessica Moerman* and Daniel Burriss*. Not Just an Eyesore: Analysis of Cigarette Leachates, Appalachian State University, September 24, 2010. (*invited*)
15. Gretchen E. Potts and Jessica Moerman*. Not Just An Eyesore: Analysis of Metals Leached From Cigarette Litter, 61st SERMACS, San Juan, Puerto Rico, October 21 - 24, 2009. (*symposium talk*)
16. Gretchen E. Potts. Why STEM(M)? And My Research. Girls Preparatory School, Chattanooga, TN, September 2009. (*invited*)
17. Gretchen E. Potts. Environmental research in the analytical lab: Approaches to research on a budget. The Pittsburgh Conference, New Orleans, LA, March 2008. (*invited*)
18. Gretchen E. Potts. It's Never too Early: Integrating A-Page Articles into the Environmental Analytical Classroom. The Pittsburgh Conference, Chicago, IL, February 2007. (*invited*)
19. Gretchen E. Potts, Timothy Brooks*, Stephanie Smullen and Tom E. Bodkin. Ashes to Ashes: Dust for Determination. University of Memphis, Memphis, TN, April 14, 2006. (*invited*)
20. Gretchen E. Potts, Timothy Brooks*, Stephanie Smullen and Tom E. Bodkin. Ashes to Ashes: Dust for Determination. University of Alabama, Huntsville, AL, March 24, 2006. (*invited*)
21. Gretchen E. Potts. Where is that piece of paper? Research Coordinators' Forum, Erlanger Hospital, Chattanooga, TN, March 14, 2006. (*invited*)
22. Gretchen E. Potts, Timothy Brooks*, Stephanie Smullen and Tom E. Bodkin. Ashes to Ashes: Dust for Determination. University of the South, Sewanee, TN, November 17, 2005. (*invited*)

23. Gretchen E. Potts, Jane. A. Dickerson* and Chanda. K. Price-Cooper*. Combining Creeks with Chemistry in Chattanooga: An Environmental Field Study and Research Project for Undergraduates. The Pittsburgh Conference, Chicago, IL, March 2004. (*invited*)
24. Gretchen E. Potts. Laser-induced Plasma Spectroscopy: On the way to practical applications. University of North Carolina – Greensboro, Greensboro, NC, February 2001. (*invited*)
25. Gretchen E. Potts. Particle Characterization by Laser-Induced Plasma Spectroscopy. Wittenberg University, Springfield, OH, March 2000. (*invited*)
26. Gretchen E. Potts. Mentoring: A Mutually Beneficial Alliance. NSF - ERC National Meeting, Washington D.C., November 1999. (*invited*)
27. Gretchen E. Potts, I.B. Gornushkin and J.D. Winefordner. LIBS: An Alternate Tool for Process Monitoring in Phosphate Mining. Spectroscopy in Process Control Conference, East Brunswick, NJ, June 7-8, 1999. (*invited*)

PRESENTATIONS BY COLLABORATORS
Undergraduate students

1. *Hale CM, Carver EA, Potts GE, Kovach MJ, (2017). The Effect of E-cigarette Exposure on Cell Viability and Gene Expression. Southeastern Biology 64(3):P223.
2. *Hale CM, Carver EA, Potts GE, Kovach MJ, (2017). The Effect of E-cigarette Exposure on Cell Viability and Gene Expression. UTC Research Dialogues, University of Tennessee at Chattanooga, Chattanooga, Tennessee April 13, 2017.
3. Ethan A. Carver, *Marlowe, M., Kovach, M.J., and Potts, G.E. Gene Regulation and Viability of Cell Cultures Exposed to E-Cigarette Refill Solutions (Poster) NIDA Genetics Consortium Meeting. Rockville, MD 20852, December 1-2, 2016.
4. Benkert, Stuart M.; Dell, Madison M.; Ford, Dawn M.; and Gretchen E. Potts (2016, November). Alternate Course Delivery as a Pathway to Excellence for Adult Learners. Paper presented at National Symposium on Student Retention, Norfolk, VA. Sponsored by the Consortium for Student Retention Data Exchange.
5. *Marlowe, M., Potts, G.E., Kovach, M.J., and Ethan A. Carver. Cell Viability and Gene Regulation In Response to Contents of E-Cigarette Refill Solutions. (Student Poster) UTC Research Dialogues, University of Tennessee at Chattanooga, Chattanooga, Tennessee April 13, 2016.
6. *Marlowe, M., Potts, G.E., Kovach, M.J., and Ethan A. Carver. Cell Viability and Gene Regulation In Response to Contents of E-Cigarette Refill Solutions. (Student Poster) 77th Annual Meeting, Association of Southeastern Biologists, Concord, NC. March 31– April 3, 2016.

RESEARCH STUDENT PRESENTATIONS
Undergraduate students

1. Cintly Guzman Hernandez and Gretchen E. Potts,* Cigarette litter: A statistical study of leached elements in fresh water and saltwater, 70th SERMACS, Augusta, GA, October 31 – November 3, 2018.

2. Elizabeth Zuy,* Christopher R. Dockery, and Gretchen E. Potts, Study of organic gunshot residues on silicone wristbands by HPLC, 70th SERMACS, Augusta, GA, October 31 – November 3, 2018.
3. Myranda DeMailly* and Gretchen E. Potts. Elemental analysis of cigarette butt leachates in seawater, 68th SERMACS, Columbia, SC, October 23 – 26, 2016.
4. Veronica Hubble* and Gretchen E. Potts. E-cigarette filling solutions: HPLC optimization and analysis of tobacco alkaloids, 66th SERMACS, Nashville, TN, October 15 – 19, 2014.
5. Jessica Murray* and Gretchen E. Potts. Nicotine and what else?: Analysis of nicotinic alkaloids in e-cigarettes. Southern Regional Honors Council Conference, Savannah, GA, March 27 – 29, 2014.
6. Jessica Murray* and Gretchen E. Potts. Better nicotine fix? : Analysis of alkaloids in e-cigarette filling solutions by HPLC. 65th SERMACS, Atlanta, GA, November 11 – 14, 2013.
7. Joshua Justice*, Amy Balestrino*, Christopher Dockery and Gretchen E. Potts. GC-MS, UV-VIS, and HPLC analysis of nicotine in e-cigarette filling solutions. 64th SERMACS, Raleigh, NC, November 14- 17, 2012.
8. Amy Balestrino*, Christopher Dockery, and Gretchen E. Potts. Safe Smoking?: An Analysis of Electronic Cigarettes by GC-MS and ICP-OES. The Pittsburgh Conference, Orlando, FL, March 2012.
9. Katherine Thurman* and Gretchen E. Potts. Plants Grown in an Ash Tray: Elemental Analysis of Bean
   Plants by ICP-OES. The Pittsburgh Conference, Orlando, FL, March 2012.
10. Matt Stephens* and Gretchen E. Potts. More Than Just Litter: Quantification of Organic Compounds Leached from Cigarette Butts. The Pittsburgh Conference, Atlanta, GA, March 2011.
11. Daniel Burriss* and Gretchen E. Potts. Turning An Eyesore Into Art: Analysis of Organic Compounds Leached From Cigarette Litter. Posters at the Capitol, Nashville, TN, February 3, 2010.
12. Daniel Burriss* and Gretchen E. Potts. Turning An Eyesore Into Art: Analysis of Organic Compounds Leached From Cigarette Litter. 61st SERMACS, San Juan, Puerto Rico, October 21 - 24, 2009.
13. Jessica Moerman* and Gretchen E. Potts. Analysis of Pollutants Leached from Used Cigarette Litter. 60th SERMACS, Nashville, TN, November 12 - 15, 2008.
14. Sarah A. Easparam* and Gretchen E. Potts. Spectroscopic Characterization of Lead Complexes of 1-(2-Pyridylazo)-2-naphthol. 59th SERMACS, Greenville, SC, October 25 – 27, 2007.
15. Sarah A. Easparam* and Gretchen E. Potts. Determination of lead complexation to 4-(2-pyridylazo)-resorcinol (PAR). 58th SERMACS, Augusta, GA, November 1- 4, 2006.
16. Timothy R. Brooks*, Stephanie Smullen, Tom E. Bodkin, and Gretchen E. Potts. Questioning the ash: Elemental analysis of cremains using ICP-OES. 231st National Meeting of ACS, Atlanta, GA, March 26 – 30, 2006.
17. Timothy R. Brooks*, Tom E. Bodkin, Stephanie Smullen and Gretchen E. Potts. Ashes to Ashes, Dust for Determination: Elemental Analysis of Cremains by ICP-OES. 57th Southeast / 61st Southwest RMACS, Memphis, TN, November 1 - 4, 2005.
18. Kira G. Shurtz* and Gretchen E. Potts. Analysis of Toxic Metals in Lentinus edodes by Atomic Absorption, Flame Emission and Inductively Coupled Plasma – Atomic Emission

Spectroscopy. 56th SERMACS, Durham, NC, November 2004. (3rd Place in Analytical Division)

19. Jane A. Dickerson*, Chanda K. Price* and Gretchen E. Potts. The Use of ICP-AES to Study the Feasibility of Native Plants as Biomonitors in the Tennessee River Valley. The Pittsburgh Conference, Chicago, IL, March 2004.

20. Jane A. Dickerson*, Chanda K. Price* and Gretchen E. Potts. Biomonitoring: an Analysis of Metals in Plants using ICP-AES. 55th SERMACS, Atlanta, GA, November 2003.

UNDERGRADUATE HONORS THESIS

1. Guzman Hernandez, C. Cigarette litter leachates: A statistical study of elements in freshwater and saltwater, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN, November 2018.

2. Adorati, K. Effects of Cigarette Butts on Coastal Waters: An Elemental Analysis of Seawater from St. Simon's Island, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN , March 2016.

3. Murray, J. Nicotine and What Else?: HPLC Elution Optimization for the Analysis of Alkaloids Found in Electronic Cigarettes, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN, March 2014.

4. Justice, J. Analysis of Nicotine Concentrations in Electronic Cigarette Filling Solutions by Three Instrumental Methods, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN , March 2013.

5. Thurman, K. Plants Grown in an Ash Tray: Bioaccumulation of Metals in Bean Plants, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN, March 2012.

6. Balestrino, A. Safe Smoking: A Study of Electronic Cigarettes, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN, March 2012.

7. Moerman, J. Not Just an Eyesore: Analysis of Elements Leached from Cigarette Litter, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN, March 2009.

8. Easparam, S. A. Characterization of Lead (II) Complexes by Spectroscopic Analysis, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN, March 2007.

9. Brooks, T. R. Answer in Ashes: Elemental Analysis of Cremains by ICP-OES, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN, March 2006.

10. Dickerson, J. A. Biomonitoring: An Analysis of Plants for Metals Using ICP-AES, Departmental Honors Thesis, University of Tennessee at Chattanooga, Chattanooga, TN, March 2005.

DEPARTMENTAL SERVICE

- Westbrook Scholarship Committee (member, 2018 – present)
- Chemistry & Physics Assessment (member, 2018 – present)

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- Chemistry & Physics Safety Committee (member, 2016 – present)
- Chemistry & Physics Department Twitter (2016 – present)
- Chemistry STEM Advisor (2018 – present)
- Pre-med Advisor (2011 – present)
- Chemistry & Physics Strategic Planning Committee (2018 – present)
- School of Professional Studies RTP (2018 – present)
- CHEPS Curriculum (2017 – present)
- Vision Committee (chair, 2017)
- Visiting Analytical Chemistry Professor Hire Committee (chair, 2016 – 2017)
- Department Webmaster (2002 – 2013, 2016)
- Summer Undergraduate Research/SERMACS Travel (co-chair, 2014 – 2016)
- Physical Chemistry Hire Committees (member, 2012 – 2013, 2013 – 2014)
- Grote Scholarship Advisor and Chair (2005 – 2013)
- Chemistry Orientation Advisor (2007 – 2010)
- Freshmen Advisor (2003 – 2012)
- Advisor, Chemistry Club (2002 – 2004, 2007 – 2009)
- Department Brochure (2004 – 2008)

UNIVERSITY SERVICE
member unless otherwise noted

- Pre-Health Advisor Search Committee (2019 – present)
- Faculty Athletics Committee (2007 – 2012, 2013 – 2017, 2018 - present; chair, 2009-2011, 2016 – 2017, 2018 - present)
- Discernment Dinner Planning Committee (2018 – present)
- UTC Advisory Board (faculty representative, 2018 – 2020)
- Student Conduct Board (2018 – present)
- ReSearch Dialogues Moderator (2018 – present)
- Assistant Graduation Marshal (2004 – present)
- Institutional Compliance Committee (2016 – present)
- CHEPS Curriculum Committee (2015 – present)
- Diversity Advisory Council (2017 – present)
- Associate Dean for College of Arts and Sciences Search Committee (2018)
- Vice Chancellor and Provost for Academic Affairs Search Committee (2018)
- Faculty Senate Past-President (2018-2019)
- Faculty Senate President (2017 – 2018)
- Faculty Senate Executive Committee (2006 – 2008, 2016 – 2017, 2018-2019; chair, 2017 - 2018)
- Chancellor's Athletics Board (2012 – 2015, 2016 – 2019)
- FYRE/Read2Achieve Committee (2011 – present; chair, 2014 – 2016)
- Vice Chancellor and Director of Athletics Search Committee (2017)
- Ad Hoc Mapping Committee (chair, 2017)
- Committee on Committees (chair, 2016 – 2017)

- Faculty Senate President Elect (2016 – 2017)
- Pre-Health Advisor Search Committee (2016 – 2017)
- Women's Leadership Planning Committee (2015 – 2016)
- NIH-BRAD Steering Committee (2014 – 2017)
- Peer Review Team for NCURA Site Visit (2016)
- Operation Move-In Volunteer (2016, 2017)
- Career Services Review Committee (2015)
- College of Arts and Sciences Curriculum Committee (2014 – 2015)
- Vice Chancellor for Research and Dean of the Graduate School Search Committee (2014 – 2015)
- Integrated Studies Committee (2012 – 2015)
- Brock Scholar Curriculum Committee (2014)
- Ruth Holmberg Professorship Selection Committee (2014)
- Flipped Classroom Panelist (2014)
- Reviewer for ORAU Internal Competition for Grant Proposal Submission (2013)
- Online Task Force (2013 – 2014)
- Brock Scholar Perspective Interview Committee (2012 – 2014)
- Complete College Advisor Search Committee (2013 – 2014)
- Chancellor Search Committee (2012 – 2013)
- College of Arts & Sciences Council (2011 – 2012)
- Ad Hoc EDO Appeals Committee (2011)
- Volleyball Coach Search Committee (2011)
- NCAA Self Study Steering Committee, Report Coordinator (2010-2012)
- Director of Athletics Advising Search Committee (2010)
- Faculty Administrative Relations Committee (2009 – 2012; chair, 2011 – 2012)
- Omega Phi Alpha Service Sorority, Advisor (2005 – 2013)
- Petitions Committee (2008)
- Webmaster for Wheeler Odor Center (2008 – 2012)
- Grants and Research Advisory Committee (2008)
- Faculty Senate Secretary (2006 – 2008)
- Athletic Director Search Committee (2006)
- Faculty Senator (2002 – 2006)
- Grade Appeals Committee (2005 – 2009, chair 2008)
- Scholarship Committee (2004 – 2007, 2012 - 2013, chair 2004)
- Classroom Technology Committee (2003 – 2005)

UT-SYSTEM SERVICE

- University Faculty Council (2017 – 2018)
- Tennessee Universities Faculty Senate (2017 – 2018)
- UT-System Board of Trustees Academic Affairs and Student Success (2017 – 2018)
- UT-System Representative to Multi-system New Models, Group II: Credit Transfer (2013)

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- UT-System Strategic Planning Task Force, Faculty Affairs (2011-2012)

COMMUNITY SERVICE

- STEM High School Reality Check Volunteer (2019)
- Chattanooga Donor Services (2007 – present)
- Governor's School on Teaching Workshop for Chemistry (2016 - present)
- Chattanooga Girls Leadership Academy Senior Project Mentor (2016 – 2018)
- Chattanooga Local Section of the ACS (Treasurer/Secretary, 2015 – 2016; Treasurer, 2014; Secretary, 2012; Chair, 2011; Member-at-large, 2006)
- Southeast Tennessee STEM Council, board member (2012 – 2015)
- Chattanooga Heart Walk Team Captain, UTC Hearts and Sciences (2014, raised $1685)
- Coach for Teacherpreneurer 48HR Launch (2014) – team won the competition (Howard HS Science teachers)
- ACS Judge for Chattanooga Regional Science and Engineering Fair (2014 – present)
- Soloist, National Anthem at Hydrocephalus Association of Chattanooga 5K Walk (2013, 2014)
- Soloist, National Anthem at United Way Kick-Off Breakfast (2013)
- DREAMWORK Nursing Camp, Chemistry Lecture and Lab (2012)
- Chemistry polymer lab for STEM Expo with Girl Scouts of America (2012)
- Chemistry demonstrations for PAWS Program (2012)
- Volunteer at Interfaith Homeless Network (2012)
- UTC Master Chorale (2007, 2009 – 2013)
- Chemistry Olympiad Coordinator (2002 – 2010)
- Soloist, National Anthem at Southern Conference Basketball Tournament (2011)
- Chemistry tours and demos for Upward Bound students through CCCE (2005)
- Forensic Talk and Instrumentation Demonstration to GPS Classes (2004 – 2012)
- Scenic City Carolers (2004 – 2006)

CLASSES TAUGHT AT UTC
courses have been renumbered since my arrival at UTC

- CHEM 1110: General Chemistry (previously 121)
- CHEM 1110L: General Chemistry Laboratory (previously 121L)
- CHEM 1110L Honors: Honors General Chemistry Laboratory (previously 121L)
- CHEM 3210: Quantitative Analysis
- CHEM 3210L: Quantitative Analysis Lab (previously 341L)
- CHEM 3820: Chemical Literature (previously 386)
- CHEM 4220: Methods of Environmental Analysis (previously 342)
- CHEM 4220L: Methods of Environmental Analysis Laboratory (previously 342L)
- CHEM 4230: Instrumental Analysis

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- CHEM 4230L: Instrumental Analysis Laboratory
- CHEM 4830: Chemistry Seminar (previously 486)
- CHEM 4995: Departmental Thesis (previously (495)
- CHEM 4997: Departmental Research (previously 497)
- CHEM 4998: Individual Studies
- INTS 4810: Integrated Studies Internship
- INTS 4900: Integrated Studies Senior Portfolio
- INTS 4998: Individual Studies

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EDUCATION

Doctor of Philosophy, University of Tennessee at Chattanooga, Chattanooga, Tennessee, 2016
   Dissertation: *The Impact of Video Gaming on Managers' Adaptive Leadership Skills: Do Millennials have an Advantage?*

Masters in Industrial Technology, Western Carolina University, Cullowhee, North Carolina, 1989

Bachelor of Science in Engineering Management, University of Tennessee at Chattanooga, Chattanooga, Tennessee, 1979

Graduate United States Army Command and General Staff College, Ft. Leavenworth, KS, 1989
Graduate Combined Arms and Services Staff School, Ft. Leavenworth, KS, 1987
Graduate United States Army Field Artillery Officers Advanced Course, Ft. Sill, OK, 1983
Graduate United States Army Field Artillery Basic Officers Course, Ft. Sill, OK, 1979
Certified Miller Heiman Sales Methodology, 2009
Certified Professional Coach, MMS Worldwide Institute, 2016
Certified Professional Coach, International Coach Federation, 2017
Certified Emotional Intelligence Facilitator and Coach, 2015
Certificate of Completion Quality Matter, Applying the QM Rubric (APPQMR), 2018

WORK EXPERIENCE

August 2018 – Present
University of Tennessee at Chattanooga
Chattanooga, TN

   Lecturer, Learning and Leadership Program
   (8/2018 – Present)

August 2001 – August 2018
Cigna Healthcare (Cigna)
Chattanooga, TN

   Cigna Learning Experience Facilitation Team Manager
   (5/2018 – 8/2018)
   Oversee and manage a team of highly-skilled Learning Experience Leaders and Specialists to help deliver on Cigna University's vision and mission. Work collaboratively with matrix partners (inside and outside of Cigna University) to

influence strategy, manage workload/capacity, and continually monitor engagement/results. In addition, responsible for the day-to-day operations and career management of a team of nine direct reports, both domestically and internationally. Responsible for providing exceptional learning opportunities for internal employees in topics ranging from leadership, communications, change management, and technical training through the proper application of learning approaches to meet the need of the employee. Span of responsibility includes employees located in the United States, United Kingdom, Belgium, Spain, Turkey, India, United Arab Emirates, Thailand, China, Taiwan, Korea, Hong Kong, Singapore, Indonesia, and New Zealand.

Cigna University Learning Manager
(11/2006 – 5/2018)
Managed the portfolio of all learning resources for Cigna HealthCare, including internal and vendor supported delivery, internal advising and consulting services, coaching resources, internal customer relationship, and program management for both national and international requirements. Managed vendor relationships including all training resources of a third party vendor and the management of all external vendor delivery relationships. Developed and executed a Sales Academy program, Cigna's entry level sales training program for college hires, that has resulted in 25% of the graduates being recognized being in the top 20% of all sales representatives enterprise wide. Established an enterprise wide Integrated Training Plan, providing visibility on all learning activities supporting the Enterprise Learning Strategy. Orchestrated the downsizing and subsequent outsourcing of all instructor led activities to a third party vendor. Established a new approach to managing training resources which provided a more consistent product enterprise wide. Improved the efficiency of training delivery by approximately 20%, driving down the cost of training delivery while achieving an increase utilization of trainers from a start of 43% utilization to 71% by year end. Program managed the development of a top of the line learning center at the home office campus. Managed the logistics for the launch of an enterprise wide international manager training program on customer centricity (4,600+ managers). Currently perform the function of lead facilitator for one of Cigna's highest priority leadership programs, focused on developing high potential leaders to become more innovative and strategic for our leaders in the U.S., Europe, and Asia. Instrumental in the development and delivery of our entry level manager and leader programs, impacting approximately 350 new leaders each year. As a certified coach, playing a role of an initiative to bring coaching to the enterprise as a development opportunity versus a performance correction activity.

CIGNA Electronic Mailroom On-Site Representative Operations Senior Specialist
(6/2003 – 11/2005)
Managed a vendor relationship with a third party vendor receiving, opening, scanning and capturing data for CIGNA. Successfully implemented a plan for a third party vendor to receive, open, image and data capture approximately 55,000 CIGNA claims and correspondence per day. Managed the vendor relationship for CIGNA achieving contractual metrics of 98% quality and 98% of all claims processed within 48 hours of receipt

Assistant Manager, Rapid Data Entry
(8/2001 – 6/2003)
Managed 23 claims processors, handling difficult claim submissions requiring manual intervention to be processed. Team was initially established with only three experienced claims processors and twenty temporary employees. Within one year, the team was the highest producing team from a quantity and quality perspective.

October 2000 – July 2001
Staffing Solutions
Chattanooga, TN

Consultant, Direct Hire Search
(10/2000 - 7/2001)
Performed recruiting activities in support of customer needs. Focus was on direct hire acquisitions for engineering positions.

May 1979 – October 2000
United States Army, Second Lieutenant to Lieutenant Colonel
Various Duty States Worldwide

Staff Officer - Training and Simulations Division
Training Directorate, Office of the Deputy Chief of Staff for Operations
United States Army
The Pentagon, Alexandria, VA
(5/1999 – 10/2000)
Synchronized a $1.8B program for the modernization and recapitalization of the U.S. Army's Combat Training Centers with the Defense Departments Program Budgeting Process.

Branch Chief - NATO/Partnership for Peace Exercise Branch
Operations Directorate, U.S. European Command
Stuttgart, Germany,
(8/1996 - 5/1999)
Managed an international training and engagement program focusing on Eastern and Western Europe. Effectively supervised 5 people covering 39 nations and a budget of $50 million. Instrumental in helping Poland, Czech Republic, and Hungary become NATO members through numerous contacts and exercises. Negotiated at the ambassadorial level on behalf of the United States with Foreign Ministers of Defense and Chief of Defense Forces for multinational training exercises. Routinely gave presentations to senior level leaders of the Armed Services and diplomatic corps on numerous U.S. programs.

Chair and Professor of Military Science
Murray State University
Murray, KY
(7/1993 - 8/1996)
As Chairman of an academic department at a small regional university, I enhanced the administration and performance of the department through improved relationships with the University faculty, streamlined procedures, and focused

emphasis on the students. Developed and coordinated an undergraduate program for the development of leaders and managers for the U.S. Army. Recruited, selected, and trained entry-level managers for an extremely large organization (U.S. Army). Improved enrollment in the training program by 250% (from 45 to 135 officer candidates).

Operations Officer - 6th Battalion, 1st Field Artillery
Vilseck, Germany
(11/1991 - 7/1993)
Established and executed a training program for a 1000 person organization. Allocated resources, developed individual through collective training programs, orchestrated the synchronization of assets with other training units, and insured the adherence to safety standards in an extremely dangerous training environment.

Brigade Fire Support Observer/Trainer - Combat Maneuver Training Center
Hohenfels, Germany
(5/1990-11/1991)
Observed the execution of fire support coordination in support of maneuver operations of combat maneuver brigades at one of three training centers supporting the United States Army. This center focused on preparing teams for combat operations through simulated combat conditions, utilizing state of the art technology for tracking, reporting, and conducting after action reviews of operations against a live opposing force. Additionally, during this assignment our team was tasked to prepare multiple teams for deployment to Kuwait in preparation for the execution of Desert Storm.

Assistant Professor of Military Science - Western Carolina University
Cullowhee, NC
(8/1987-5/1990)
Assessed and certified the successful completion of the management and leadership course for entry level leaders of the United States Army. Evaluated the leadership potential of over 300 officer candidates during a three-year period at the U.S. Army's Senior Cadet Training Camp. Reviewed over 2000 evaluations for clarity and consistency after the completion of an intensive 6-week training program. Taught university level courses over a three year period in oral presentation, written communication, leadership, integrity, sexual harassment, decision making, evaluation, and counseling

Battery Commander - Second Armored Division
Fort Hood, TX
(9/1983 – 7/1987)
Responsible for leading a group of 110 personnel. Personally responsible for the training, professional development, and the accomplishments of each individual in the organization. These responsibilities included personal counseling on performance, setting of goals and objectives, preparation for deployment, maintaining war-fighting skills, and evaluation of performance.

Battery Executive Officer - 11th Armored Cavalry Regiment
Bad Kissingen, Germany
(10/1979 – 2/1983)
Managed and led the logistics for a 110 person combat unit in support of the United States mission to defend Western Europe and NATO. Prepared to assume overall command in the event the commander became incapacitated. Additional, performed duties overseeing the patrol of approximately 100 miles of the East/West German border. Trained the individual and small teams to maintain combat readiness while performing border patrol duties.

INSTRUCTIONAL EXPERIENCE

Multiple Leadership Courses as a part of the United States Army Reserve Officer Training Corps curriculum as approved by Cadet Command, from Freshman through Senior level.

Western Carolina University, 1987-1990
Murray State University, 1993-1996

LEAD 7250 Organizational Theory, Development, and Transformation (team taught with D. Rausch and E. Crawford, UTC (Hybrid))

LEAD 7100 Leadership Theory & Transformation (team taught with D. Rausch and E. Crawford, UTC (Hybrid))

LEAD 7450 Reflective Practice and Competency Development (team taught with E. Crawford, UTC (Online))

LEAD 7991 Research Seminar (team taught with E. Crawford, UTC (Online))

INTS 4900 Integrated Studies Senior Portfolio (team taught with G. Potts, UTC (Online))

ENGM 5830 Strategic Management and Technology, (guest lecturer), UTC

AWARDS

Legion of Merit
Defense Meritorious Service Medal
Meritorious Service Medal (with 2 Oak Leaf Clusters)
Army Commendation Medal (with 3 Oak Leaf Clusters)
Army Achievement Medal (with 2 Oak Leaf Clusters)
Joint Meritorious Unit Award (with 1 Oak Leaf Cluster)
United States Army Parachutist Badge, 1977
United States Army Air Assault Badge, 1978
United States Army Staff Badge, 2000
Cigna Quarterly Champion Award, 2006

SERVICE

Board of Directors, University of Tennessee Alumni Board, 2018-Present
Military Officers Association, 2000-Present