

Academic Program Review Integrated Studies Program Self-Study 2018-2023



Bachelor of Integrated Studies

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Table of Contents

List of Appendices	3
Preface and History	5
Fall 2012 – Summer 2015.....	5
Summer 2015 – 2018	6
Summer 2018 – Summer 2023.....	9
Changes to Program Fall 2022+	9
1. Learning Outcomes	12
1.1 Program and Student Learning Outcomes.....	12
1.2 Assessment.....	12
1.3 Continuous Improvement	13
1.4 Program Alignment with UTC’s Mission and Strategic Goals.....	14
2. Curriculum	16
2.1 Curriculum Design, Review, and Improvement.....	16
2.2 Course Offerings.....	16
2.3 Pedagogy, 2.4 Alignment.....	17
2.5 – 2.10 Curriculum	18
3. Student Experience	19
3.1 Student Evaluation	19
3.2 Student Enrichment, 3.3 Professional Development	22
3.4 Extracurricular Activities	23
3.5 Advising.....	23
4. Faculty (Full-time and Part-time)	29
4.1 Faculty Qualifications, 4.2 Workload	29
4.3 Faculty Diversity	29
4.4 Evaluation and Review Process	30
4.5 Professional Development, 4.6 Planning, Evaluation, and Improvement.....	30
5. Learning Resources	30
5.1 Equipment and Facilities	30

5.2 Library Resources	30
6. Support.....	31
6.1 Operating Budget	31
6.2 Enrollment and Graduation Rates	31
6.3 Responsiveness	32
Summary	32
Appendices	33

List of Appendices

Appendix A: Curriculum Map.....	34
Appendix B: Program Assessment	35
Appendix C: Catalog for BIS.....	44
Appendix D: Course Plans.....	47
Appendix E: Sample Minor-Minor Course Plan.....	54
Appendix F: Syllabus for INTS 4900.....	56
Appendix G: Syllabus for INTS 4810.....	61
Appendix H: Clear Path.....	67
Appendix I: Advising Form.....	68
Appendix J: Talia Welsh CV.....	69
Appendix K: Sumer Paterson Résumé.....	82
Appendix L: UTC Library Support.....	86

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.

Integrated Studies plays an important part in this mission. We are a unique program that serves both traditional students, transfer students, and adult students who have workplace training. Students design a course plan to fit their educational and career goals by integrating courses from different disciplines offered on campus. We build majors that do not otherwise exist on campus, we help students with previous college credit build a program to graduate successfully, and we assess if prior learning or job training can be credited toward a student's degree.

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 housed 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). In spring of 2022, Integrated Studies was moved back to CAS.

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.

¹ <https://www.utc.edu/about/utc-vision-mission-and-core-values> (Accessed October 2023)

Committee suggestions implemented include:

- Initial INTS Questionnaire converted to online Inquiry Form
- Initial application and subsequent edits
- 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 – 2018

Integrated Studies (INTS) officially joined the CHEPS on July 1, 2015, through a campus reorganization effort, and 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 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. 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 CAS to CHEPS, our offices were moved into 106 Hunter

Hall, 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 the 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.

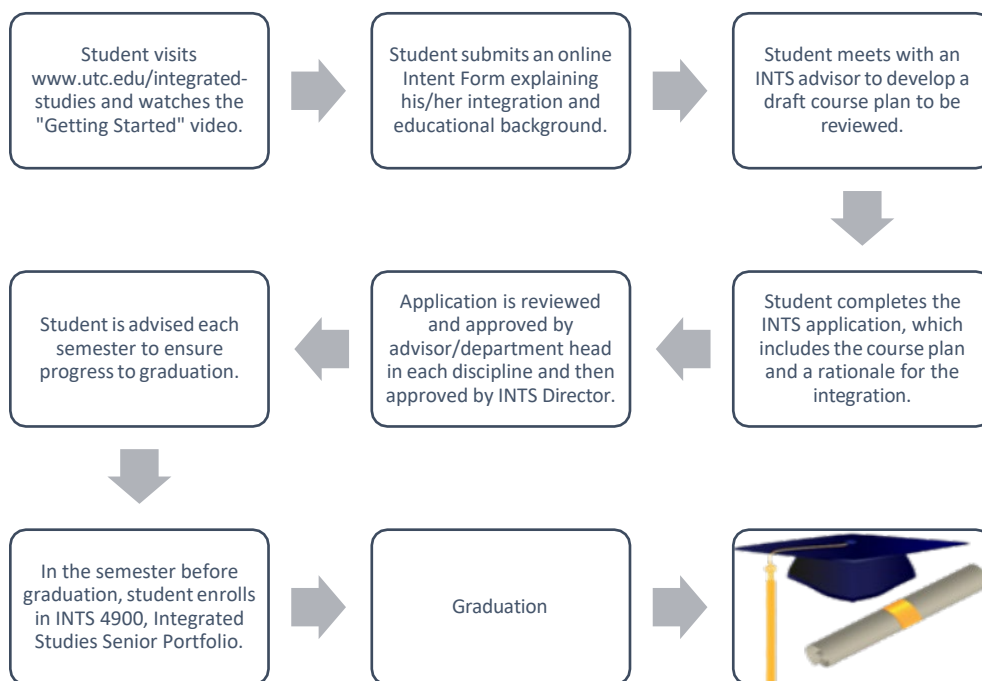


Figure 1: Program design and approval process

Trends in Enrollment 2012-2018

Since its introduction in Fall 2012, Integrated Studies has grown. Table 2 summarizes the enrollment, degrees awarded, 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 the 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..

Summer 2018-Summer 2022

During 2018-2022 there were some changes made to the application process but largely the major followed the plan from before. The major declined overall in graduates compared to its highs in previous years, see the following table regarding our graduation:

Program Student Success					
	2018-19 ¹	2019-20 ¹	2020-21 ¹	2021-22 ¹	2022-23 ¹
<i>Student Success</i>					
Degrees Awarded ²	17	8	18	11	8
	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022
Retention Rate ³	60%	48%	47%	82%	60%
¹ FY data is July 1 - June 30 (Financial data is calculated on the fiscal year calendar of July 1- June 30)					
² Calculated using preceding Summer, Fall, and Spring terms.					
³ Retention is calculated based on the Fall to Fall term within the program's majors. Students who graduate prior to the following fall are excluded from the calculation in both numerator and denominator.					

Summer 2022- Fall 2023

After an internal search, Dr. Talia Welsh was chosen as the new director of Integrated Studies and the program was moved back into the College of Arts and Sciences.

Working with CAS, we formed a committee in Fall 2022 to help consider the ways in which Integrated Studies could respond to suggestions from the previous review and demands in higher education. We came up with a vision to (1) change the application process, (2) change the areas of study, (3) move from a required course to a senior experience, and (4) change the types of students Integrated Studies can serve, (5) take on the role of stewardship of more interdisciplinary programs. These changes relied upon many of the suggestions of the previous 5-year- review.

1. Changes to the application process

Originally, students needed to provide extensive justification for how their two areas of study intersected. While this may be appropriate for some students, it took on an honors model, as the previous review noted. However, many of our students were not honors students and were looking mainly to graduate efficiently. We changed our “application” to an interest form to permit more expansive advising at the beginning of the process to see if Integrated Studies was not only an interest in the students’ areas of study, but also would be efficient for them to graduate.

Upon completion of the more streamlined interest form, students meet with the Program Coordinator to go over what it would look like for them to integrate two or three areas of study. Many of our students develop an interest in Integrated Studies mid-study so we often are working to see what areas of study they are partially through completing to see how that would fit into their degree plan.

2. Changes to the areas of study

Prior to Fall 2022, we only used course plans that were approved by various departments as our areas of study. However, this meant that many minors, which do not have majors, were never considered. Investigating other Integrated Studies programs in the country revealed that a popular option was the two-minor model. After discussion with our advisory group, we changed the major to allow minors to serve as the basis for areas of study.

Course plans help ensure that content experts evaluate the areas of study and minors, likewise, have that same content expert evaluation. This has also permitted us to serve wider and more diverse areas of study as we have a number of minors that are truly interdisciplinary and thus do not live in any one department.

3. Senior experience

Until recently, all Integrated Studies majors were required to complete INTS 4900 Senior Portfolio. This course helped students to demonstrate how their areas of study intersect and to think about how to market their degrees to future employers and graduate schools. However, this also meant that other senior experience opportunities, such as internships and departmental honors theses, were not included as options. We proposed in Fall 2022 which went into effect Fall 2023 to permit four options for our senior experience:

1. INTS 4900—Integrated Studies Senior Portfolio
2. INTS 4810—Integrated Studies Internship
3. INTS 4995r—Departmental Thesis
4. INTS 4988—Individual Studies

This greater array of options fits well with other capstone courses and includes our university's commitment to experiential learning by including the internship option. Students can also take more than one of these options for a greater selection of possible courses.

4. Change in student composition

Given the drop-off in majors, we looked to think about where we might serve underserved students. We see our position for students as:

1. Serving our original student body of students who wish to pursue unique cross-college interdisciplinary majors that otherwise do not exist.
2. Serving current students who are not successful or content in their current major, but who do not have the interest or resources to start another major in its entirety. We already have been a place for Interior Design and Art (BFA) majors who do not pass to candidacy, and we have started working with other students in majors such as Engineering who wish to investigate another complementary area of study but do not have the resources to start a new major from

the beginning.

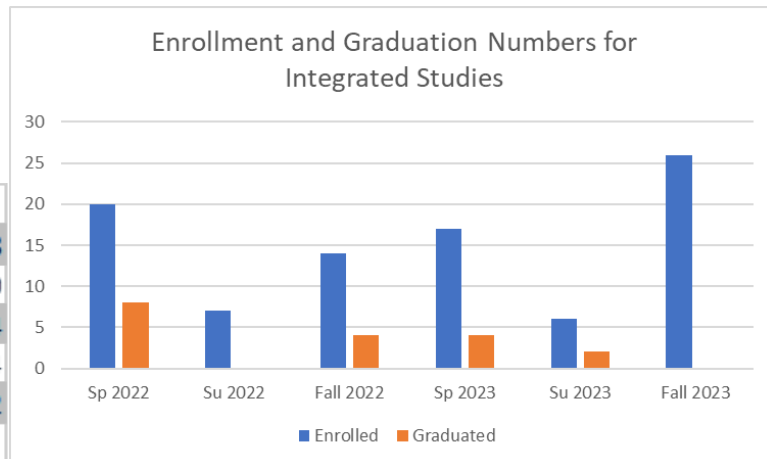
3. Stop-out students who may wish to return to complete their degree but fall under number 1 or 2 above. We were awarded a \$10,000 scholarship fund (\$500 per student) for returning students from the Dean of the College of Arts and Sciences and have awarded six students who have re-enrolled.

5. Turn toward being a site for interdisciplinary programs in general

Integrated Studies is tasked increasingly with helping other interdisciplinary programs in particular Pre-Health, the Community Engagement Minor, Environmental Studies, and the Quantum Certificate. In Pre-Health and Community Engagement, we have proposed new courses in Integrated Studies that if approved will start in Fall of 2024. We look forward to working with other interdisciplinary programs.

We see increasing growth in the Integrated Studies program during this short window as seen in the table and figure below where we have not only grown the program but had successful student graduations.

Semester	Enrolled	Graduated
Sp 2022	20	8
Su 2022	7	0
Fall 2022	14	4
Sp 2023	17	4
Su 2023	6	2
Fall 2023	26	3 candidates



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. Until Fall 2023, our assessment of these outcomes was directly linked to the capstone course, INTS 4900 – Integrated Studies Senior Portfolio. Starting in Fall 2023, we created a requirement of a Senior Experience course which includes the senior portfolio course but also permits a few other options. The catalog descriptions for the courses are below.

INTS 4900 - Integrated Studies Senior Portfolio

Senior capstone course for Integrated Studies majors. Integration and application of knowledge, theory, and concepts of two or three disciplines, demonstrated through the development of a reflective portfolio of student work.

INTS 4810—Integrated Studies Internship

Supervised working experience in a professional situation.

² <https://www.utc.edu/chancellor/strategic-plan> (accessed November 2023)

Assessment of senior experiences:

INTS 4900 and INTS 4810 are the most likely courses to be used for assessment. They are the only courses taken so far for the senior experience. We will detail them first and then discuss the other two options.

While not identical, both courses incorporate work that requires the student to reflect and analyze how their areas of study intersect and how they contribute to their life goals.

INTS 4900—Integrated Studies Senior Portfolio Learning Outcomes

Upon completion of INTS 4900, learners will be able to

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

INTS 4810--Course Student Learning Outcomes

Upon completion of INTS 4900, 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.
- Demonstrate and communicate critical thinking and problem-solving skills in the work environment via the writing assignments for the course.

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 A.

1.3 Continuous Improvement

Annually, the program learning outcomes are evaluated, assessed, and entered into the UTC Anthology - Planning database. The assessment results are used to implement curricular and pedagogical change.

The 2021-2022 program assessment can be found in Appendix B. During this assessment cycle, we looked at one student learning outcome--Think Reflectively, one program outcome—Evaluate Assessment Plan, and one service outcome—Develop clear purpose and intent of the program.

After teaching INTS 4900, Dr. Welsh noted the students seemed to require more reflection and thus added a resubmission of their reflection on integrated curriculum to make sure they were, after reading feedback, reflecting on how their work connects and develops. Very few students take INTS 4900 at any one time, thus the statistics are not particularly revelatory, but the course also included more expansion into thinking in their reflections upon what course they wished to take in the future.

Our program outcome to evaluate our assessment plan was added in our curriculum revisions, and we added other options to INTS 4900 as our senior experience. In this assessment Appendix D, you can see how we altered the major application to an interest form, created a created diversity of course plans, and added the other senior experience options. In reviewing the course outcomes for INTS 4810 and 4900, we see enough overlap to continue using them to assess the major.

Dr. Patterson now teaches INTS 4900 and thus will be central in considering assessment changes that apply to it and INTS 4810 and how to make sure students achieve the student learning outcomes.

Senior theses and Departmental Honors (DHON) thesis require extensive study and a presentation of a final project and oral defense. This significant requirement far exceeds the minimal reflection paper demands of INTS 4900 and INTS 4810 thus we feel confident that student learning outcomes for the major will be achieved in these courses if future majors avail themselves of this option.

1.4 Program Alignment with UTC's Mission and Strategic Goals

UTC's strategic plan states "UTC will impact our community and enhance the educational experience of our students by sustaining the scholarly, creative and entrepreneurial activity of our faculty and students." This includes, importantly, "Invest resources in up to three strategic areas of opportunity for multi-disciplinary, cross-disciplinary, and inter-disciplinary research activity to advance a profile of excellence and community impact." Integrated Studies serves as one of the best places for students to pursue unique interdisciplinary degrees attuned to the changing needs of the workforce.

In addition, our expansion in working with Pre-Health by adding course work to help foster the growing demand for health care workers ideally connected UTC's interdisciplinary scholarship to current community needs. We have put forward a Pre-Health minor this fall (2023) to start in Fall 2024 that will enable a variety of majors to further their careers in health care from medical school, to dental school, to physician's assistant (PA) school. We also proposed two courses, INTS 3200—MedPrep Multidisciplinary Review and INTS 1200 Medical Assistant Prep. INTS 3200 is a course designed to help students do well on the MCAT exam by having a variety of UTC professors in various disciplines help teach the sections on the MCAT. This course was

taught as a trial in the summer and had great responses from students and improve their MCAT outcomes. The other course, INTS 1200, is a course to connect the Certified Medical Assistant course taught with UTC's Center for Professional Education (CPE). This course is valuable for pre-health students to find in demand work while they study for their graduate work in health care. In addition, this contribution of working with CPE is part of the university's mission to expand our reach into the community workforce.

Departmental Surveys

Each year we have our graduating students take a Qualtrics survey which asks about their preferred parts of the major, the parts they see need improving, their post-UTC email, and their plans post-graduation. For filling out this survey, we give them a graduating gift.

Graduate Careers

Our students have gone on to a variety of post-graduation pursuits from continuing work in their current job to graduate work in Public Service and Interior Design. However, we have begun to obtain more specific information about their plans with a Qualtrics survey in their last semester, as noted above. We have an alumni form on our website, but it is used infrequently by our graduates. Based on advising and information gathered from LinkedIn, our students are attending graduate school (MPS at UTC, 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.

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 C. The explanation of the degree is broad, allowing students to develop their integrated course plan to fit their career goals.

As noted in the history, traditionally Integrated Studies developed course plans which we have included a sample of in Appendix D. We continue to use these course plans for specific areas of study that do not have minors, such as Marketing. We now also use minors as models for course plans. This ensures that area-specific reviews happen as programs and departments with academic credentials create minors but broadens the areas of study we can offer students. A sample of minors as areas of study is found in Appendix E. In addition, it eliminates the need for constant review of course plans by departments which, since we might only have one or two students in any particular area (or none for some), is time-consuming for faculty. When we have course plans, we continue the annual consultation of their content with the appropriate departments.

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 the director and the course plan is sent to the registrar to be created in their degree plan.

2.2 Course Offerings and Degree Progression

As previously stated, the capstone course, INTS 4900, is offered online in fall and spring semesters. 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 and have had a few problems with students registering for their needed integrated coursework. We also work with disciplines most often integrated to update 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 F. 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 their 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 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:

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.

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

Collaborate – collaborate through measurable experiential learning opportunities.

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 those internship needs. A sample syllabus for the course can be found in Appendix G. We have not had 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.

2.4 – 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.

We have two models: 1. Course plans that are approved every other year by departments. 2. Minor-minor model where we use the most current discipline model. Therefore, the specific program review outcomes of 2.5 – 2.10 are addressed within the discipline-specific programs as part of their accreditation and program review processes. When we have a case where there is a petition or debate about a particular course, we reach out to discipline experts to help resolve it.

Some departments and programs are accredited and those who are not undergo the process of program review every five years, as required by the Tennessee Higher Education Commission (THEC).

Below we have a chart of our course enrollment over the last two years.

Course Enrollment* offered in Past Two Years									
COURSE INFORMATION				ACADEMIC YEAR 2021-2022			ACADEMIC YEAR 2022-2023		
NO.	L/R	TITLE	CREDIT HOURS	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING
1110		Science of Sustainability	3	18	124	144	25	150	147
3010		Prior Learning Portfolio Dev	3		2	2		1	
4000		Service Learning with the Elderly	3			3			1
4700		Prof Development Portfolio	3			15			13
4810	R	Integrated Studies Internship	3						1
4900		Integrated Studies Sr. Portfolio	3		2	7		4	5
4995	R	Departmental Thesis	3		3	2			

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, which is important for our ongoing planning. Currently we only have data for INTS 4900 in the program, as INTS 1110 is a service course for general education. As we develop more courses, we should see more course evaluations.

While limited in numbers, the reports indicate that the students believe the course aids them in attaining 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.

Course Learning Evaluation																		
	I am aware of the learning outcomes of this course, as stated in the syllabus.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2023 ³	33	92	8,865	97	17,783	97	1	3	96	1	190	1	2	6	0	0	0	0
Fall 2022	39	98	4,827	99	20,545	97	0	0	31	1	227	1	1	3	0	0	106	1
Spring 2022	37	93	4,295	98	17,360	96	1	3	58	1	267	1	2	5	25	1	395	3
Fall 2021	22	96	4,516	98	19,351	95	1	4	52	1	311	2	0	0	55	2	597	3
Spring 2021	23	92	4,361	97	17,118	97	1	4	42	1	219	1	1	4	64	2	412	3
Fall 2020	18	95	4,047	97	17,289	96	1	5	48	1	269	1	0	0	39	1	443	3
Spring 2020	11	85	4,289	96	16,835	97	0	0	77	2	250	1	2	15	31	1	389	3
Fall 2019	23	92	5,511	96	25,497	95	1	4	117	2	531	2	1	4	124	3	766	3
Spring 2019	19	83	4,894	97	22,673	95	1	4	83	2	401	2	3	13	28	1	623	3
Fall 2018	26	93	5,605	96	27,058	96	1	4	131	2	554	2	1	4	48	1	757	3

	The course content addresses the learning outcome of this course.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2023 ³	33	92	8,737	95	17,490	96	1	3	148	2	290	2	3	9	188	3	403	3
Fall 2022	32	97	4,774	98	20,199	96	0	0	42	1	338	2	1	3	29	1	498	3
Spring 2022	37	93	4,252	95	17,193	95	0	0	64	1	368	2	3	8	79	2	461	3
Fall 2021	22	96	4,483	97	19,138	94	1	4	64	1	419	2	0	0	72	2	702	3
Spring 2021	23	92	4,327	96	16,919	95	1	4	53	1	305	2	1	4	85	2	525	3
Fall 2020	17	89	3,998	97	17,085	95	1	5	78	2	363	2	1	5	96	3	553	3
Spring 2020	11	85	4,249	96	16,693	96	0	0	107	2	343	2	2	15	60	2	438	3
Fall 2019	24	96	5,458	94	25,271	94	0	0	136	2	631	2	1	4	158	3	892	3
Spring 2019	18	78	4,826	95	22,495	96	3	13	107	2	491	2	2	9	114	3	711	3
Fall 2018	19	95	5,333	96	26,521	95	1	5	111	2	617	2	0	0	84	2	861	3

	The course structure assists me in achieving the learning outcomes of this course.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2023 ³	32	89	8,257	91	16,512	91	1	3	212	2	450	2	3	9	604	7	1,221	7
Fall 2022	31	94	4,616	94	19,042	90	1	3	80	2	481	2	1	3	188	4	1,512	7
Spring 2022	25	86	4,077	93	16,301	75	1	3	89	2	430	2	3	10	251	6	1,291	7
Fall 2021	21	91	4,303	92	18,057	89	1	4	82	2	489	2	1	4	255	6	1,713	8
Spring 2021	22	88	4,140	92	15,936	91	2	8	83	2	419	2	1	4	264	6	1,394	8
Fall 2020	15	79	3,788	90	15,998	89	1	5	101	2	496	3	3	16	283	7	1,507	8
Spring 2020	11	85	4,124	93	15,987	92	0	0	117	3	390	2	2	15	194	4	1,097	7
Fall 2019	22	88	5,207	91	23,957	89	0	0	163	3	755	3	3	12	382	7	2,082	8
Spring 2019	16	70	4,626	91	21,339	90	4	17	133	3	633	3	3	13	288	5	1,725	7
Fall 2018	20	77	5,104	91	25,116	90	2	8	121	2	776	3	4	15	322	6	2,107	7

	I am achieving the learning outcomes of this course.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2023 ³	32	89	8,252	90	16,689	92	1	3	269	3	494	3	3	9	552	7	1,000	5
Fall 2022	31	94	4,671	96	19,155	91	1	3	94	2	628	3	1	3	119	3	1,252	6
Spring 2022	23	79	4,167	94	16,479	91	2	7	112	3	537	3	4	14	138	3	1,006	5
Fall 2021	20	87	4,388	95	18,214	90	1	4	112	2	630	3	2	9	140	3	1,415	7
Spring 2021	23	92	4,346	95	16,164	91	1	4	106	2	530	3	1	4	125	3	1,055	6
Fall 2020	16	84	3,903	93	16,226	90	0	0	111	3	559	3	3	16	158	4	1,216	7
Spring 2020	13	100	4,189	94	16,096	92	0	0	129	3	501	3	0	0	117	3	877	5
Fall 2019	22	88	5,340	94	24,246	91	0	0	196	3	863	3	3	12	216	4	1,685	6
Spring 2019	18	78	4,735	94	21,544	91	3	13	148	3	715	3	2	9	164	4	1,438	7
Fall 2018	17	85	5,233	94	25,216	90	1	5	150	3	946	3	2	10	164	3	1,837	6

	I keep up with all course readings and assigned work.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2023 ³	31	86	8,671	96	17,488	96	1	3	156	2	295	2	4	12	214	3	340	2
Fall 2022	29	88	4,778	98	20,243	96	4	12	53	1	326	2	0	0	28	1	391	2
Spring 2022	27	93	4,254	96	17,191	93	0	0	74	2	358	2	2	7	68	2	473	3
Fall 2021	22	96	4,485	96	19,243	95	1	4	81	2	416	2	0	0	68	2	600	3
Spring 2021	22	88	4,341	97	16,936	96	3	12	70	2	321	2	0	0	67	2	415	3
Fall 2020	16	84	4,017	97	17,202	95	1	5	71	2	320	2	2	11	55	1	479	4
Spring 2020	12	92	4,253	96	16,753	96	0	0	101	2	326	2	1	8	51	1	309	2
Fall 2019	23	92	5,456	95	25,310	95	1	4	142	2	615	2	1	4	131	3	869	4
Spring 2019	22	96	4,791	95	22,382	94	0	0	111	2	521	2	1	4	127	3	794	4
Fall 2018	21	95	5,391	95	26,556	94	0	0	119	2	689	2	1	5	112	2	928	4

	The course encourages my use of critical thinking skills.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2023 ³	32	89	8,492	93	17,068	93	2	6	257	3	470	3	2	6	324	4	645	3
Fall 2022	31	94	4,676	95	19,611	93	0	0	81	2	592	3	2	6	127	3	832	3
Spring 2022	26	90	4,179	95	16,886	93	1	3	100	2	469	3	2	7	138	3	667	3
Fall 2021	20	87	4,382	94	18,715	92	2	9	113	2	585	3	1	4	145	3	959	5
Spring 2021	24	96	4,274	95	16,589	93	1	4	94	2	487	3	0	0	119	3	673	3
Fall 2020	17	89	3,925	93	16,676	93	1	5	106	3	549	3	1	5	141	4	776	4
Spring 2020	10	77	4,176	94	16,322	93	2	15	141	3	516	3	1	8	118	3	636	4
Fall 2019	22	88	5,299	92	24,555	92	1	4	207	4	960	4	2	8	246	4	1,279	4
Spring 2019	18	78	4,739	94	21,949	92	2	9	132	3	720	3	3	13	176	4	1,028	4
Fall 2018	26	93	5,466	94	26,028	92	2	7	172	3	975	3	0	0	198	3	1,369	5

	The way this course is delivered encourages me to be actively engaged.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2023 ³	28	78	7,946	87	15,984	88	4	11	257	3	601	3	4	12	324	4	1,598	9
Fall 2022	30	91	4,573	95	18,303	87	1	3	81	2	794	4	2	6	127	3	1,938	8
Spring 2022	25	86	3,990	90	15,817	87	1	3	138	3	617	3	3	10	289	7	1,588	9
Fall 2021	18	78	4,213	91	17,513	87	3	13	126	3	678	3	2	9	301	7	2,068	11
Spring 2021	26	93	4,078	91	15,362	87	1	4	121	3	597	3	1	4	288	6	1,790	10
Fall 2020	15	79	3,688	89	15,374	86	1	5	133	3	729	4	3	16	329	7	1,898	10
Spring 2020	10	77	4,091	92	15,648	90	2	15	134	3	545	3	1	8	210	4	1,281	7
Fall 2019	22	88	5,103	89	23,174	86	0	0	220	4	1,035	4	3	12	429	7	2,585	10
Spring 2019	19	83	4,583	91	20,778	88	1	4	140	3	807	3	3	13	324	7	2,112	8
Fall 2018	24	86	5,310	91	24,536	87	0	0	148	3	1,067	4	4	14	378	7	2,769	10

	The instructor is willing to assist me with achieving the course learning outcomes.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2023 ³	31	86	8,109	91	16,322	91	2	6	310	3	628	3	3	9	560	6	1,061	6
Fall 2022	37	94	4,524	94	18,796	90	2	5	129	3	751	4	1	3	197	4	1,358	6
Spring 2022	21	75	4,108	94	16,461	92	6	21	137	3	644	4	1	4	132	3	755	5
Fall 2021	21	91	4,330	95	18,210	91	1	4	136	3	755	4	1	4	131	3	1,122	5
Spring 2021	23	92	3,889	94	16,104	92	2	8	109	2	632	4	0	0	145	3	880	5
Fall 2020	17	77	3,863	93	16,113	90	0	0	130	3	722	4	5	23	147	3	1,008	6
Spring 2020	11	85	4,177	94	16,161	94	1	8	128	3	505	3	1	8	107	3	682	3
Fall 2019	22	92	5,265	93	24,243	92	1	4	225	4	1,061	4	1	4	217	4	1,237	5
Spring 2019	13	57	4,712	94	21,646	93	6	26	167	3	830	4	4	17	138	3	1,027	5
Fall 2018	25	89	5,319	95	25,545	91	2	7	135	2	1,027	4	1	4	151	3	1,344	5

	The instructor provides constructive feedback on my coursework.																	
	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spring 2023 ³	29	80	7,624	85	15,400	86	2	6	460	5	943	5	5	15	890	10	1,655	9
Fall 2022	37	93	4,406	90	17,867	86	0	0	178	4	1,031	5	3	8	261	5	1,985	9
Spring 2022	26	93	3,951	91	15,550	87	1	4	187	4	878	5	1	4	238	6	1,421	8
Fall 2021	20	87	4,203	91	17,110	86	1	4	182	4	1,050	5	2	9	211	4	1,922	9
Spring 2021	23	92	4,051	91	15,206	86	1	4	163	4	911	5	1	4	223	5	1,485	9
Fall 2020	17	89	3,718	90	15,109	85	1	5	190	5	1,028	6	1	5	232	6	1,703	9
Spring 2020	12	92	4,048	92	15,333	88	0	0	192	4	825	5	1	8	170	4	1,180	7
Fall 2019	22	92	5,093	89	22,805	86	0	0	291	5	1,516	6	2	8	320	6	2,207	8
Spring 2019	18	78	4,564	92	20,458	88	2	9	202	4	1,130	5	3	13	252	5	1,904	8
Fall 2018	25	89	5,107	91	23,932	85	1	4	242	2	1,579	6	2	7	257	4	2,391	9

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 Academic Support Services

While our major is unique to each student, it is difficult to provide a Clear Path that helps organize their studies until they begin our program. However, we have provided a generalized Clear Path in Appendix H. During the initial advising session, the program coordinator reviews the process of program application with 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 is complete, the student should e-mail it to utcbis@utc.edu, which is the Integrated Studies program email. The program director also informs the student to change his/her major to Integrated Studies on the Office of the University Registrar's (OUR) website . 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 and/or the approved minor or course plan, and then emails the director for approval. Upon director approval, the student and program coordinator are sent an e-mail (from the director) announcing course plan approval. An e-mail is also sent to OUR with the approved course plan 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 Banner, the Student Information System (SIS), 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, advising platform, 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 a 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 MMD and SSC Campus to plan the advising meeting, selects courses for the upcoming semester, and inserts them on the Advising Form (sample in Appendix I) stored in the student file. The program coordinator also looks for Course Plan errors and missing petitions in MMD. This can affect what courses students are advised to take. The program coordinator reviews the course schedule and ensures that the courses the student is 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 MMD. 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. If any errors are found on MMD they are noted on the Advising Form. Then, following the appointment, the coordinator will email the appropriate person in OUR to correct the error. If the student requires an override for INTS 4900, it is also noted on the Advising Form that the coordinator will give the override. Finally, the advising hold is removed and the student is informed of any remaining holds with any other departments.

After the advising appointment, the Advising Form is attached to an email and sent 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. 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.

Student Survey Results (NSSE)													
SATISFACTION WITH UTC													
1. How would you evaluate your entire educational experience at this institution?													
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2023	**	**	**	**	4.1	10.8	51	34.2	3.4	12.7	51.2	32.7	1
2022	14.3	0.0	57.1	28.6	1.6	18.1	51.3	29.0	2.1	16.7	52.4	28.9	7
2021	**	**	**	**	1.9	17.6	53.7	26.8	2.6	16.1	52.4	28.8	3
2020	0.0	0.0	100.0	0.0	2.3	12.9	55.0	29.8	1.9	13.8	53.8	30.6	5
2019	**	**	**	**	4.1	14.6	51.9	29.4	3.1	11.8	52.0	33.1	3

	2. If you could start over again, would you go to the same institution you are now attending?												
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2023	**	**	**	**	4.5	12.0	43.1	40.4	4.3	12.6	44.2	39.0	1
2022	0.0	14.3	57.1	28.6	3.3	15.1	46.0	35.6	4.3	14.0	44.8	36.9	7
2021	**	**	**	**	3.0	13.7	48.4	34.9	3.3	14.4	45.1	37.2	3
2020	0.0	100.0	0.0	0.0	4.6	14.6	44.1	36.7	3.8	13.6	44.8	37.8	5
2019	**	**	**	**	5.7	13.2	47.5	33.6	4.3	12.6	46.1	36.9	3

CURRICULUM

3. Institution contributes to you acquiring job or work related knowledge and skills.													
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2023	**	**	**	**	10.8	32.0	31.0	26.2	9.6	26.1	34.3	30.0	1
2022	14.3	0.0	28.6	57.1	13.5	31.7	33.5	21.3	11.4	28.5	34.1	26.0	7
2021	**	**	**	**	15.2	32.0	34.5	18.4	13.2	26.5	34.6	25.7	3
2020	0.0	0.0	0.0	100.0	12.7	36.0	30.8	20.5	11.6	30.8	33.2	24.4	5
2019	**	**	**	**	15.5	34.5	28.2	21.8	12.9	28.8	33.2	25.1	3

4. Institution contributed in developing clear and effective speaking skills.													
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2023	**	**	**	**	10.3	23.8	39.4	26.4	9.1	22.9	39.1	29.0	1
2022	14.3	14.3	42.9	28.6	9.6	28.9	33.6	27.9	9.2	28.3	36.1	26.4	7
2021	**	**	**	**	11.3	29.7	36.1	22.9	11.4	28.8	36.6	23.2	3
2020	0.0	0.0	100.0	0.0	7.9	33.1	33.7	25.3	9.8	30.6	34.4	25.3	5
2019	**	**	**	**	9.6	35.6	30.1	24.7	9.3	30.3	36.4	23.8	3

5. Institution contributed in developing clear and effective writing skills.													
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2023	**	**	**	**	4.8	18.6	38.1	38.6	5.3	20.0	39.0	35.7	1
2022	14.3	14.3	28.6	42.9	4.5	22.7	37.5	35.2	5.2	22.2	40.6	32.0	7
2021	**	**	**	**	3.4	23.8	40.6	32.2	4.7	23.4	41.6	30.4	3
2020	0.0	0.0	100.0	0.0	4.9	23.4	40.9	30.8	6.0	25.7	40.6	27.7	5
2019	**	**	**	**	6.1	22.0	39.5	32.5	6.1	26.7	39.6	27.7	3

6. Institution contributed to your ability to solve complex real-world problems.													
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2023	**	**	**	**	10.4	28.0	34.5	27.2	8.4	26.9	34.9	29.9	1
2022	14.3	0.0	42.9	42.9	10.4	29.0	34.8	25.8	10.0	28.6	35.1	26.3	7
2021	**	**	**	**	11.2	30.9	35.8	22.1	11.2	27.9	36.0	24.9	3
2020	0.0	100.0	0.0	0.0	10.8	34.1	35.8	19.4	10.4	31.7	35.2	22.7	5
2019	**	**	**	**	16.6	34.1	28.7	20.7	12.2	31.3	34.7	21.9	3

7. Institution contributed to thinking critically and analytically.													
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2023	**	**	**	**	3.1	15.1	35.8	45.9	2.7	13.8	40.2	43.4	1
2022	0.0	0.0	57.1	42.9	1.2	18.4	37.2	43.1	1.9	17.6	40.8	39.7	7
2021	**	**	**	**	1.7	15.0	45.0	38.3	3.3	14.9	43.1	38.7	3
2020	0.0	0.0	100.0	0.0	3.0	16.6	41.8	38.6	3.0	16.1	42.8	38.1	5
2019	**	**	**	**	5.4	15.6	36.9	42.0	4.1	13.3	42.6	39.9	3

	8. Institution contributed to working effectively with others.																					
	Dept				College				UTC				Valid N: (Dept)*									
	Percentages				Percentages				Percentages													
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much										
2023	**	**	**	**	5.8	24.5	40.9	28.8	5.4	21.7	39.7	33.2	1									
2022	0.0	0.0	42.9	57.1	6.4	27.9	36.9	28.9	5.3	25.4	39.4	30.0	7									
2021	**	**	**	**	7.5	26.8	41.2	24.5	8.2	24.3	39.7	27.8	3									
2020	0.0	100.0	0.0	0.0	5.3	29.1	42.3	23.3	5.3	26.2	41.2	27.2	5									
2019	**	**	**	**	9.6	27.1	36.6	26.8	7.0	24.5	39.1	29.4	3									
	9. Institution contributed to developing or clarifying a personal code of values and ethics.																					
	Dept				College				UTC				Valid N: (Dept)*									
	Percentages				Percentages				Percentages													
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much										
2023	**	**	**	**	9.1	27.4	34.6	28.8	8.0	24.6	37.0	30.4	1									
2022	14.3	28.6	28.6	28.6	11.5	26.6	35.2	26.8	10.2	25.9	36.4	27.4	7									
2021	**	**	**	**	10.7	27.8	36.7	24.8	12.4	25.9	36.3	25.5	3									
2020	0.0	0.0	100.0	0.0	11.3	32.2	34.7	21.9	12.1	28.8	35.9	23.3	5									
2019	**	**	**	**	17.8	32.4	29.2	20.6	15.9	32.1	31.4	23.6	3									
	10. Institution contributed to encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc).																					
	Dept				College				UTC				Valid N: (Dept)*									
	Percentages				Percentages				Percentages													
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much										
2023	**	**	**	**	10.9	30.9	33.6	24.6	10.3	30.2	34.6	24.9	1									
2022	14.3	14.3	57.1	14.3	13.0	29.3	35.8	22.0	10.8	31.6	36.4	21.2	7									
2021	**	**	**	**	12.4	30.3	36.0	21.3	12.2	30.1	36.4	21.2	3									
2020	0.0	100.0	0.0	0.0	11.9	32.1	36.2	19.8	12.7	29.5	36.4	21.5	5									
2019	**	**	**	**	14.3	34.6	32.4	18.7	12.6	33.4	34.6	19.4	3									
	11. Institution contributed to being an informed and active citizen.																					
	Dept				College				UTC				Valid N: (Dept)*									
	Percentages				Percentages				Percentages													
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much										
2023	**	**	**	**	12.5	27.4	32.5	27.6	12.2	27.4	32.6	27.9	1									
2022	14.3	14.3	28.6	42.9	13.7	27.6	32.1	26.6	13.0	28.2	34.5	24.2	7									
2021	**	**	**	**	11.4	32.5	32.6	23.5	12.1	31.5	32.6	23.7	3									
2020	0.0	100.0	0.0	0.0	13.3	32.8	31.5	22.4	13.3	32.4	31.6	22.7	5									
2019	**	**	**	**	15.3	31.0	31.6	22.0	12.8	33.3	30.6	23.3	3									
	FACULTY INVOLVEMENT																					
	12. Quality of interactions with faculty members.																					
	Dept							College							UTC							Valid N: (Dept)*
	Percentages							Percentages							Percentages							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
2023	**	**	**	**	**	**	**	1.0	1.5	1.7	13.7	27.5	27.0	27.7	1.7	1.9	5.3	13.4	24.4	26.9	26.3	1
2022	0.0	0.0	14.3	14.3	14.3	28.6	28.6	1.2	2.0	4.5	16.7	25.2	25.8	24.6	1.0	2.3	7.2	14.4	26.9	25.1	23.1	7
2021	**	**	**	**	**	**	**	1.9	2.3	4.5	14.0	27.9	27.0	22.5	2.4	2.3	6.7	13.4	26.4	25.1	23.7	3
2020	0.0	0.0	0.0	100.0	0.0	0.0	0.0	1.8	1.7	4.5	12.9	26.6	28.3	24.2	1.6	2.4	5.8	15.7	25.8	26.8	22.0	5
2019	**	**	**	**	**	**	**	1.9	3.8	2.9	12.8	25.3	30.8	22.4	1.5	3.6	3.7	13.2	26.2	29.6	22.2	3

13. Talked about career plans with a faculty member or advisor.													
Dept				College				UTC				Valid N: (Dept)*	
Percentages				Percentages				Percentages					
Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much		
2023	**	**	**	**	11.2	41.4	25.2	22.1	13.7	37.6	28.8	19.9	1
2022	14.3	14.3	42.9	28.6	17.1	40.5	25.6	16.8	16.5	39.7	26.9	16.9	7
2021	**	**	**	**	17.4	38.5	24.5	19.6	17.7	40.0	24.1	18.2	3
2020	0.0	100.0	0.0	0.0	14.1	40.6	29.1	16.2	13.0	39.8	27.7	18.8	5
2019	**	**	**	**	15.2	37.7	27.8	19.3	14.0	38.4	28.3	19.3	3
14. Work with a faculty member on activities other than coursework (committees, student groups, etc.).													
Dept				College				UTC				Valid N: (Dept)*	
Percentages				Percentages				Percentages					
Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much		
2023	**	**	**	**	41.1	30.8	16.0	12.2	41.8	29.3	17.3	11.6	1
2022	14.3	14.3	57.1	14.3	46.4	29.5	14.5	9.6	45.4	39.7	26.9	16.9	7
2021	**	**	**	**	48.4	28.4	14.2	9.0	49.4	27.1	14.6	9.0	3
2020	0.0	100.0	0.0	0.0	47.3	29.6	13.8	9.2	45.4	30.3	14.7	9.5	5
2019	**	**	**	**	45.3	29.2	15.7	9.7	44.4	31.0	15.3	9.4	3
17. Had discussions with students from different economic background other than your own.													
Dept				College				UTC				Valid N: (Dept)*	
Percentages				Percentages				Percentages					
Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much		
2023	**	**	**	**	2.4	21.7	36.8	39.1	3.4	22.9	36.3	37.4	1
2022	28.6	28.6	0.0	42.9	3.6	20.6	39.4	36.4	4.2	23.7	37.2	34.9	7
2021	**	**	**	**	4.1	26.0	38.1	31.8	4.3	24.7	37.6	33.5	3
2020	0.0	0.0	0.0	100.0	2.4	20.0	39.7	37.8	2.7	20.2	38.1	39.0	5
2019	**	**	**	**	2.9	22.6	39.2	35.4	3.5	20.5	40.1	35.9	3
18. Had discussions with students who are very different from you in terms of their religious beliefs or personal values.													
Dept				College				UTC				Valid N: (Dept)*	
Percentages				Percentages				Percentages					
Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much		
2023	**	**	**	**	4.5	23.9	30.3	41.3	5.8	23.6	34.4	36.1	1
2022	28.6	14.3	28.6	28.6	5.5	21.0	38.2	35.4	6.1	24.9	35.3	33.7	7
2021	**	**	**	**	5.8	27.0	36.3	30.9	7.2	26.5	35.2	31.1	3
2020	0.0	0.0	0.0	100.0	2.9	23.4	34.6	39.1	4.3	24.5	34.4	36.7	5
2019	**	**	**	**	3.5	24.8	32.1	39.7	5.2	25.6	33.2	36.0	3
19. Had discussions with students who are very different from you in terms of their political opinions or personal values.													
Dept				College				UTC				Valid N: (Dept)*	
Percentages				Percentages				Percentages					
Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much		
2023	**	**	**	**	3.3	31.3	29.8	35.6	5.4	26.7	33.6	34.3	1
2022	28.6	28.6	14.3	28.6	3.8	26.9	35.2	34.1	5.4	25.7	35.3	33.6	7
2021	**	**	**	**	5.8	30.1	32.7	31.4	5.7	25.2	35.6	33.5	3
2020	0.0	0.0	0.0	100.0	2.9	25.6	36.0	35.5	3.7	24.5	34.9	36.9	5
2019	**	**	**	**	3.8	19.6	38.0	38.6	4.3	20.4	37.0	38.4	3

Valid N = the number of majors (freshmen and seniors combined) answering the question on the NSSE Survey

*Not enough evaluations completed to analyze data

Scale: 1 to 7; 1 = Unavailable, unhelpful, and unsympathetic; 7 = Available, helpful, and sympathetic

In addition to advising, our students have access to all the support services offered on campus. These include Student Support Services (groups and one-on-one), Disability Resource Center, Center for Career and Leadership Development¹⁴, Counseling Center¹⁵, Writing and Communication Center¹⁶, Student Health Services¹⁷, and Dean of Students¹⁸. Though not all classified as academic, 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.

¹² <https://www.utc.edu/enrollment-management-and-student-affairs/student-support-services> (Accessed November 2023)

¹³ <https://www.utc.edu/enrollment-management-and-student-affairs/disability-resource-center> (Accessed November 2023)

¹⁴ <https://www.utc.edu/enrollment-management-and-student-affairs/center-for-career-and-leadership-development>

Accessed November 2023)

¹⁵ <https://www.utc.edu/counseling-center/> (Accessed November 2023)

¹⁶ <https://www.utc.edu/library/services/writing-and-communication-center/> (Accessed November 2023)

¹⁷ <https://www.utc.edu/enrollment-management-and-student-affairs/university-health-services>

(Accessed November 2023))

¹⁸ <https://www.utc.edu/enrollment-management-and-student-affairs/dean-of-students/> (Accessed November 2023)

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, the senior experience is the only program requirement. INTS 4900 and 4810 have been taught by Dr. Gretchen Potts, Dr. Talia Welsh, and Dr. Sumer Patterson. Dr. Welsh is the only faculty member with appointment in Integrated Studies (0.5 FT FTE). Their CVs are found in Appendices J and K. We offer a service course to help in prior learning portfolio development, INTS 3010, which 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.

The new Community Engagement Minor courses will be taught by Dr. Tammy Garland in Criminal Justice. The MedPrep course will be team-taught by various faculty in different areas of specialization and the Medical Assistant Prep course will be taught by instructors in the Center for Professional Education.

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. Here is a table detailing the number of various courses and faculty that our students may experience.

BIS Program Course and Faculty Count*					
	2018-19	2019-20	2020-21	2021-22	2022-23
Number of courses	470	453	444	456	464
Taught by x number of faculty	289	294	301	300	298

*does not include summer

4.4 Evaluation and Review Process

Integrated Studies does not hold any tenure lines. Dr. Welsh's tenure was obtained as a member of the Philosophy and Religion faculty. Dr. Welsh and Dr. Patterson hold terminal degrees 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 (WCTL). Dr. Welsh has been a faculty fellow with WCTL for Quality Matters and Course Design as well as participated in various course developments through Walker. Dr. Patterson has participated in WCTL's Faculty Fellows in Teaching Innovation (TILT).

As a tenured faculty member, Dr. Welsh is evaluated annually through the university's Evaluation and Development by Objectives (EDO) process in both Philosophy and Religion (as Department Head) 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. Dr. Patterson is evaluated in the annual staff performance review.

4.5 Professional Development, 4.6 Planning, Evaluation, and Improvement

Dr. Welsh, 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.

5. Learning Resources

5.1 Equipment and Facilities

Since Spring of 2022, Integrated Studies lost all office space. Currently, Dr. Welsh has an office due to her position as Department Head of Philosophy and Religion. Dr. Patterson is housed in a Communication Department office. We also do not have dedicated administrative assistant support but are aided by the Dean's office for budget matters. A lack of an office and a lack of administrative support limit our growth.

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 is provided in Appendix L.

6. Support

6.1 Operating Budget

A budget summary for the Integrated Studies program for the last five years is located in Table 11 and shows the operating budget has not changed significantly. The base operating budget is \$10,000, the \$958 is the amount given and then deducted for phones. The salaries and benefits budget changed significantly when Dr. Potts left and Dr. Welsh took over. As she is also the department head of Philosophy and Religion, her salary is spread across two departments.

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. However, the Dean of Arts and Science did fund a \$10,000 scholarship for returning students that has been instrumental in our recruitment campaign.

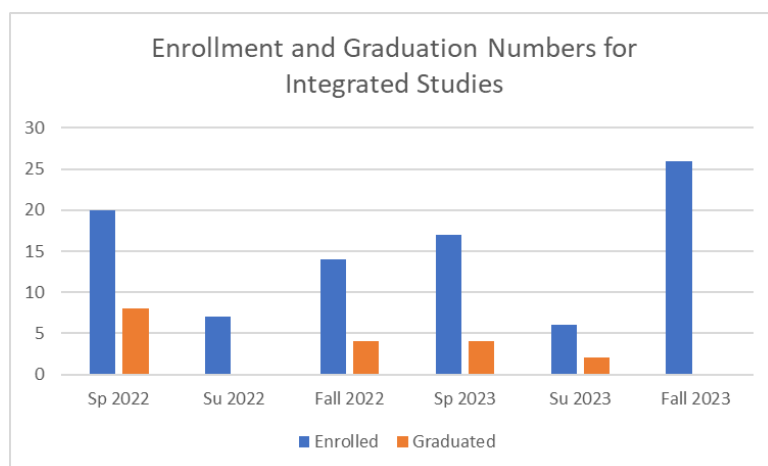
Since Dr. Welsh is not in the sciences, we added a stipend for general education assessment onto our current staff member, Donny Behneman, who oversees INTS 1110. Mr. Behneman's fees are paid through our online funds. Adjunct salaries and online fees are not included in the budget summary as they are not controlled by integrated studies.

Table 11: Budget Summary					
	FY19	FY20	FY21	FY22	FY23
Salaries and Benefits Budget	\$198,391	\$205,358	\$217,796	\$115,406	\$88,095
Operating Budget	\$10,958	\$10,958	\$10,958	\$10,958	\$10,958
Total Budget	\$209,349	\$205,359	\$217,796	\$192,451	\$140,173

6.2 Enrollment and Graduation Rates

While the number of students in Integrated Studies has been low over these years listed below, our current doubling of the major, restructuring of the major, recruitment, and outreach seem poised to show strong growth in the future.

Advisee Totals (per Argos)							
	F2019	SP2020	F2020	SP2021	F2021	SP2022	F2022
Number of Advisees	22	35	33	31	25	20	14



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. As enrollment has declined and the university and community have responded to different needs Integrated Studies is developing to become a university leader for:

- the opportunity to meet unique educational needs in integrated disciplines;
- the need to provide opportunities for adults in Tennessee who have earned some college credits, but not a degree
- the need to provide opportunities to UTC students to complete degrees
- the place to house Interdisciplinary Programming given its growth and current need in our economy and culture
 - Pre-Health
 - Community Engagement Minor
 - Quantum Certificate
 - Contemporary-Adult learner initiative
 - Interdisciplinary program growth

Summary

In conclusion, the Integrated Studies program contributes to the mission of the University of Tennessee at Chattanooga. We help serve students who cannot achieve graduation in a traditional major by providing a diverse degree plan; we support the overall retention of the university, we provide a place for growth of new interdisciplinary initiatives, and we initiate new responses that contemporary students need. We do all of this operating on a minimal budget with a maximum impact on our students.

Appendix

Appendix A: Curriculum Map

Appendix B: Program Assessment

Appendix C: Catalog for BIS

Appendix D: Course Plans

Appendix E: Sample Minor-Minor Course Plan

Appendix F: Syllabus for INTS 4900

Appendix G: Syllabus for INTS 4810

Appendix H: Clear Path

Appendix I: Advising Form

Appendix J: Talia Welsh CV

Appendix K: Sumer Paterson Resumé

Appendix L: UTC Library Support

Appendix A: Curriculum Map

BIS Integrated Studies

Program Learning Outcomes and

Curriculum Map Program Learning

Outcomes:

1. Communicate – express a position with consideration for intent and audience.
2. Think reflectively – reflect on integrated learning and experiences.
3. Integrate learning – connect learning across two or three disciplines.

	Courses	Learning Outcome 1 Communicate – express a position with consideration for intent and audience.	Learning Outcome 2 Think reflectively – reflect on integrated learning and experiences.	Learning Outcome 3 Integrate learning – connect learning across two or three disciplines.
Discipline 1	1XXX	I	I	I
Discipline 1	2XXX	P	P	P
Discipline 1	3XXX	P	P	P
Discipline 1	4XXX	M	M	M
Discipline 2	1XXX	I	I	I
Discipline 2	2XXX	P	P	P
Discipline 2	3XXX	P	P	P
Discipline 2	4XXX	M	M	M
Discipline 3 (optional)	1XXX	I	I	I
Discipline 3 (optional)	2XXX	P	P	P
Discipline 3 (optional)	3XXX	P	P	P
Discipline 3 (optional)	4XXX	M	M	M
Senior Experience (required)		M	M	M

Key: I = Introduced

P = Practiced

M=Mastered

Appendix B: Program Assessment

2022-2023 / ASSESSMENT PLAN

Evaluate Assessment Plan

This view always presents the most current state of the plan item. Plan Item was last

modified on 9/28/23, 1:44 PM

Your individual permission settings determine what fields and content are visible to you.

Template:

Program Outcome

Providing Department:

BIS Integrated Studies

Program Outcome Title:

Evaluate Assessment Plan

Program Outcome Description:

We will evaluate the assessment plan given new changes to the major starting fall 2023.

Reporting Cycle Outcome Last Assessed:

New

Means of Assessment:

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

Attached Files

There are no attachments.

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

We will examine the data on our majors in previous years, look at the new program, and consider how we will best assess student learning and program growth.

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

Course{s} Associated with Program Outcome:

INTS 4900

Attached Files

There are no attachments.

Relation of Means of Assessment to the Outcome:

We are interested to track student learning and program growth in our assessment.

Criteria for Success:

At the end of the assessment cycle, we will have a modified or new list of assessment outcomes.

Attached Files

There are no attachments.

Assessment Data (Results):

Reviewing our declining enrollments, we working with a committee in CAS to re-evaluate our major and how we can serve more students.

1. We moved away from an "application" to an "interest" form to encourage reaching out to potential students
2. We changed the major to include the possibility of minors as course plans, thus allowing a greater diversity of areas of study.
3. We changed the major to create a senior experience which includes INTS 4900, the internship INTS 4810, and the possibility of a DHON or senior thesis

Attached Files

There are no attachments.

Analysis and Interpretation of Results:

Our work with the above changes permits the program to grow and better serve a variety of students. However, in re-working our program we did not see the need to change our areas of assessment as they well-reflect the material in the areas of study, the interest form, and the senior experience courses.

We consider the papers in INTS 4900, the internship papers in 4810, and the DHON/senior thesis requirement to all show if our assessment objectives are being met.

Attached Files

There are no attachments.

Follow Up Actions Planned :

No follow up actions planned.

Attached Files

There are no attachments.

Continuous Improvement:

This was a one time assessment

Feedback for Current Reporting Cycle:**Progress:**

Ready for Review

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2022-2023 / ASSESSMENT PLAN

Develop clear purpose and intent of program

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modified on 9/28/23, 1:44 PM

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Template:

Service Outcome

Department:

BIS Integrated Studies

Title:

Develop clear purpose and intent of program

Department Goal (Long-term):

Linked Documents

There are no attachments.

Outcomes Expected (including targets):

Write a mission statement that aligns with new major design.

Reporting Cycle Outcome Last Assessed:

New

Strategies:

Means of Assessment:

If Means of Assessment is "Area Impacted," please specify:

If Means of Assessment is "Other," please give description:

Completed mission statement.

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

Attached Files

There are no attachments.

Relation of Means of Assessment to the Outcome:

Criteria for Success:

Written mission statement.

Attached Files

There are no attachments

Assessment Data (Results):

This year we met with several stakeholders--the Dean's office, HUB, select faculty, as well as the Center for Professional Education to help understand student needs. We restructured the major, our outreach, and our marketing information. This lead us to develop a three part mission statement to better serve students.

Our new mission statement is:

Integrated Studies is a unique program that serves students by providing them with the skills to synthesize a variety of areas of study into real-world applications.

Attached Files

There re no attachments

Analysis and Interpretation of Results:

Completed mission statement

Attached Files

There are no attachments.

Follow Up Actions

Planned : None

Attached Files

There are no attachments.

Continuous Improvement:

None

Feedback for Current Reporting

Cycle: Progress:

Ready for Review

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Think reflectively

This view always presents the most current state of the plan item. Plan Item was last modified on 9/28/23, 1:43 PM

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Template:

Student Learning Outcome

Department/Degree Major:

BIS Integrated Studies

Student Learning Outcome Title:

Think reflectively

Student Learning Outcome Description:

1Think reflectively - reflect on integrated learning and experiences

Reporting Cycle Outcome Last Assessed:

2018-2019

Means of Assessment:

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

Attached Files

There are no attachments.

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

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

INTS 4900-1. Reflection on Integrated Curriculum, 2. Resubmission of Reflection on Integrated Curriculum after feedback.

Course(s) Associated with SLO:

INTS 4900

Attached Files

There are no attachments.

Relation of Means of Assessment to the Outcome:

This is the only required course for the Integrated Studies major and in it we require students to reflect not just on the course, but on their entire course of study.

Criteria for Success:

Average student achievement of 75% in the reflection scoring of the portfolio rubric

Attached Files

There are no attachments.

Assessment Data (Results):

Target was 75% overall, we met

that target. FA2022

First reflection paper

average: 90 Rewrite of

reflection paper: 88.75

(4 students)

SP2023

First reflection paper

average: 87.5 Rewrite of

reflection paper: 91.25

(4 students)

SU2023

First reflection paper

average: 50 Rewrite of

reflection paper: 90

(1 student)

Attached Files

There are no attachments.

Analysis and Interpretation of Results:

Given the small number of students, it is unclear if semester to semester we can see clear improvement, but we did have slightly better scores in SP and SU for the rewrite.

The assignment also required not just thinking reflectively in the assignment, but between the first and second submissions, while again, the numbers are small enough to be unsure of relevance, but most students did do better on the re-write.

Attached Files

There are no attachments.

Follow Up Actions Planned :

One change we are making is to permit students to also take an internship in place of INTS 4900 (or in addition) This will require considering how to compare the reflection papers in that course and this course.

Attached Files

There are no attachments.

Continuous Improvement:

We can see that students continue to do well between the two assignments.

Feedback for Current Reporting Cycle:

Progress:

Ready for Review

Related Items

No connections made

Appendix C: Catalog for BIS

Integrated Studies, B.I.S ●

← Return to: [College of Arts and Sciences](#)

UTAA Distinguished Service Professor/UC Foundation Professor Talia Welsh, 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 may be assessed and applied to the degree.

Program Learning Outcomes

Students completing the BIS degree will be able to:

1. Communicate – express a position with consideration for intent and audience.
2. Think reflectively – reflect on integrated learning and experiences.
3. Integrate learning – connect learning across two or three disciplines.

Interested Students - How to Get Started

All interested students (current and future) should visit the [Integrated Studies website](#) and fill out an Integrated Studies Interest Form. Once a student has completed the Interest Form, they will be sent an email by the program coordinator to schedule an advising appointment where they can assess if Integrated Studies is a good fit and how to best achieve their education and career goals.

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 a 2.0 GPA in the integrated major. The courses selected for the major must be approved by the Integrated Studies program with an application process.

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.

Prior Learning Assessment by Portfolio

Prior Learning Assessment by Portfolio Credit is a method to earn credit 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 [Integrated Studies website](#).

General Education (40-41 hours)

(see [General Education](#) for list of approved courses)

Program Requirements

All interested students (current and future) should visit the [Integrated Studies website](#) and click on “Click to Get Started Today!” link. Students should fill out an Integrated Studies Interest Form also located on the website. Once a student has completed the Interest Form, they will be sent an email by the program coordinator to schedule an advising appointment where they can assess if Integrated Studies is a good fit and how to best achieve their education and career goals.

The program contains 48 hours in the approved program of study, including:

- 45 hours of integrated program of coursework in two or three established disciplines at UTC, tailored to specific goals of the student;

- 3 hours of Senior Experience, one course from the following:
 - [INTS 4810r - Integrated Studies Internship](#)
 - [INTS 4900 - Integrated Studies Senior Portfolio](#)
 - [INTS 4995r - Departmental Thesis](#)
 - [INTS 4998r - Individual Studies](#)
- 18 upper division hours must be within the Integrated studies major

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](#) provides 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 [Advisement website](#).

Return to: [College of Arts and Sciences](#)



Appendix D: Course Plans

**Integrated Studies
Courses for
Integration:
Accounting**

Course	Hours	UD Hours	When Available	Prerequisites
ECON 1010 - Principles of Economics: Macroeconomics	3		All	MATH 1010 or MATH 1130 or MATH 1730 or MATH 1830 or MATH 1950 or ACT Math 19.
ECON 1020 - Principles of Economics: Microeconomics	3		All	MATH 1010 or MATH 1130 or MATH 1730 or MATH 1830 or MATH 1950 or ACT Math 19.
MGT 2130 - Statistics for Business	3		All	MGT 1000 or CPSC 1000 with a minimum grade of C, Math ACT score of 26 or above or MATH 1130 or MATH 1730 with a minimum grade of a C or MATH 1830 or MATH 1950, or department head approval. It is expected that students have knowledge of basic algebra and have good knowledge of spreadsheet capabilities.
ACC 2010 - Principles of Accounting I	3		All	Sophomore standing and MATH 1006 with a minimum grade of C or MATH 1130 or MATH 1730 or MATH 1830 or MATH 1950 or Math ACT 22 (SAT 520) or above or department head approval.
ACC 2020 - Principles of Accounting II	3		All	ACC 2010 with a minimum grade of C or department head approval.
FIN 3020 - Essentials of Managerial Finance	3	3	All	ACC 2020 with a minimum grade of C, ECON 1010 and ECON 1020 with minimum grades of C, MGT 2130 or MATH 2100 with a minimum grade of C, MATH 1130 or MATH 1830 or MATH 1950, or department head approval. Junior standing.
ACC 3000 – Intermediate Accounting I	3	3	All	Prerequisites: ACC 2010 and ACC 2020 with a minimum grade of B; and MATH 1830 or MATH 1950, MGT 2130 or MATH 2100, ENGL 1020, ECON 1010, and ECON 1020 with minimum grades of C or Department Head approval. Junior standing.
ACC 3050 – Managerial Cost Accounting	3	3	Fall, Spring	ACC 3000 with a minimum grade of C or department head approval. Junior standing.
ACC 3070 – Federal Tax Accounting	3	3	Fall, Spring	ACC 3000 with a minimum grade of C and BUS 3350 or department head approval. Junior standing.
BUS 3350 – Legal Environment of Business	3	3	All	Sophomore standing.
	30	15		

Approved by Dr. Rebecca Shortridge, June 2022

Integrated Studies
Courses for Integration: Finance Major

Course	Hours	UD Hours	When Available	P R
<u>ECON 1010 - Principles of Economics: Macroeconomics</u>	3		All	MATH 1010 or MATH 1130 or MATH 1710 or MATH 1720 or MATH 1830 or MATH 1910 or MATH 1950 or ACT Math 19.
<u>ECON 1020 - Principles of Economics: Microeconomics</u>	3		All	MATH 1010 or MATH 1130 or MATH 1710 or MATH 1720 or MATH 1830 or MATH 1910 or MATH 1950 or ACT Math 19.
<u>MGT 2130 - Statistics for Business</u>	3		All	MGT 1000 or CPSC 1000 with a minimum grade of C, Math ACT score of 26 or above or MATH 1130 or MATH 1710 with a minimum grade of C or MATH 1720 or MATH 1830 or MATH 1910 or MATH 1950, or department head approval. It is expected that students have knowledge of basic algebra and have good knowledge of spreadsheet capabilities.
<u>ACC 2010 - Principles of Accounting I</u>	3		All	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) or above or department head approval.
<u>ACC 2020 - Principles of Accounting II</u>	3		All	ACC 2010 with a minimum grade of C or department head approval.
<u>FIN 3020 - Essentials of Managerial Finance</u>	3	3	All	ACC 2020 with a minimum grade of C, ECON 1010 and ECON 1020 with minimum grades of C, MGT 2130 or MATH 2100 with a minimum grade of C, MATH 1130 or MATH 1710 or MATH 1720 or MATH 1830 or MATH 1910 or MATH 1950, or department head approval. Junior standing.
<u>FIN 3180 - Financial Institutions</u>	3	3	Fall, Spring	FIN 3020 with a minimum grade of C, or department head approval. Junior standing.
<u>FIN 3210 - Investments I</u>	3	3	All	FIN 3020 with a minimum grade of C, or department head approval. Junior standing.
<u>FIN 4120 - International Finance</u>	3	3	Fall, Spring	FIN 3020 with a minimum grade of C and three hours from the following: ACC 3000, FIN 3180, FIN 3200, FIN 3210, or department head approval. Junior standing.
FIN Elective	3	3		FIN 3020 with a minimum grade of C and Junior standing
FIN Elective	3	3		FIN 3020 with a minimum grade of C and Junior standing
	33	18		

Approved by Dr. Bento Lobo, May 2022

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 May 2022

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, online
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 May 2022

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

Bachelor of Integrated Studies

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615 McCallie Avenue
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Fax: (423) 425-5929
E-mail:
utcbis@utc.edu
www.utc.edu/integrated-studies

To: Jessica Etheredge, Interior Architecture and Design
From: Gretchen E. Potts, Integrated Studies
RE: IARC for Integrated Studies Majors, Updated May 2022

Below is an agreed upon course plan for Integrated Studies majors who would like to complete a concentration in Interior Architecture & 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 IARC 1000, IARC 1100, and IARC 1200.**

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

Required (9 hours):

IARC 1000 – Design
Fundamentals IARC 1100 –
Architectural Drafting IARC
1200 – Survey of
Architecture

At least 15 hours selected from:

IARC 1050 – Volume, Space and Form
IARC 1900r – Interior Design Study Tour (On
Demand) IARC 1150 – Color Systems
IARC 2150 – Computer Application in Design (Override
Needed) IARC 2210 – Interior Textiles (Override Needed)
IARC 2200 – Interior Materials (Override Needed)
IARC 2220 – Interior Systems Design (Override
Needed) IARC 3150 – Computer-Aided Design II
(Pre-Req IARC 1100) IARC 3200 – History of Design
I (Override Needed)
IARC 3210 – History of Design II (Pre-Req IARC
3200) IARC 3220 – Codes and Specifications
(Override Needed) IARC 3500 – Introduction to
Historic Preservation

IARC 3900 – Professional Competence
IARC 4220 – Aging in the Built Environment (On
Demand) IRAC 4998r – Individualized Study
IRAC 4999r – Group Studies (On Demand)

Students who require overrides in IARC 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.

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

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/integrate
d-studies](http://www.utc.edu/integrate-d-studies)

Updated May 2022 by Gretchen Potts

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

Required for Pre-Med and Recommended for other Pre-Professional Programs (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/DAT 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)

It is strongly recommended that students review courses that are admission requirements for the specific pre-professional path (PA, PT, OT, Pharm, Dent, Med). Courses should be altered according to those requirements.

Bachelor of Integrated Studies

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d-studies](http://www.utc.edu/integrate-d-studies)

To: Cathy Scott, PhD., M.S.W.**From: Gretchen E. Potts, Ph.D.****RE: Social Work Plans for Integrated Studies Majors, Updated May 2022**

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 (On Demand)
- SOCW 2070 Interviewing Skills (Spring semester)
- SOCW 2100 Matters of Ethnicity, Race, Class, and Gender (Fall and Spring Semesters)
- SOCW 3060 Social Work Practice with Individuals and Families (Program admission override needed, Fall Semester)
- SOCW 3120 Human Behavior and the Social Environment I (Program admission override needed, Fall Semester)
- SOCW 3420 Human Behavior and the Social Environment II (Program admission override needed, Spring semester)
- SOCW 3230 Child Welfare I (Fall Semester)
- SOCW 3300 Mental Health Perspectives (On Demand)
- SOCW 3330 Diversity and Cultural Competence (Program admission override needed)
- SOCW 3400 Social Work Healthcare Services and Policies (Overrides for 3060, 3120 needed, On Demand)
- SOCW 3420 Human Behavior and the Social Environment II (Program admission override needed, must have 3120 has prerequisite, Spring Semester)
- SOCW 3760 Intro to Applied Research and Professional Writing (Program admission override needed, Spring Semester)
- SOCW 4500 Crisis Intervention & Trauma Skills (Summer semester)
- SOCW 4600 Social Work Practice with Aging Families (Spring Semester)

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 requested 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.

Appendix E: Sample Minor-Minor Course Plan

INTEGRATED STUDIES COURSE PLAN

This is a course plan document and is a tool for planning your courses for the Integrated Studies program. Submit the completed plan to utcbis@utc.edu for review.

1. Work with your advisor to select courses in two or three programs of study.
2. Courses should be organized by increasing course number.
3. This form should be typed.
4. Form should be saved and returned in Microsoft Word.
5. Courses that you have not enrolled in should be highlighted in yellow.

Contact Information	
Name	Scrappy Moc
UTC ID	ABC 123
Academic Information	
Program of Study #1	Communication
Program of Study #2	Marketing
Program of Study #3 (optional)	

INTEGRATED STUDIES TENTATIVE COURSE PLAN: Highlight courses to be taken in future semester in YELLOW			
Program of Study #1: Communication			
Course Name	Course	Credit Hours	Upper Division
Introduction to Mass Communication	COMM 1010	3	
Media Writing I	COMM 2300	3	
Media Writing II	COMM 2310	3	
Introduction to Public Relations	COMM 2710	3	
Public Relations Writing	COMM 3330	3	3
Online Advertising	COMM 3650	3	3
Mass Communication Law and Ethics	COMM 4510	3	3
The Advertising Campaign	COMM 4650	3	3
The Public Relations Campaign	COMM 4700	3	3
	Total Hours	27	15

Program of Study #2: Marketing

Course Name	Course	Credit Hours	Upper Division
Entrepreneurship and Society	ETR 1010	3	
Principles of Economics: Microeconomics	ECON 1020	3	
Accounting and Financial Reporting: A User's Perspective	ACC 2000	3	
Small Business Finance	FIN 3000	3	3
Principles of Marketing	MKT 3130	3	3
Management Concepts, Theory, and Practice	MGT 3150	3	3
New Venture Creation	ETR 3500	3	3
Integrated Marketing Communications	MKT 3620	3	3
Professional Selling	MKT 3630	3	3
	Total Hours	27	18
MANDATORY:			
Integrated Studies Capstone or Senior Experience	INTS 4900	3	3
	Overall Hours	57	36

Appendix F: Syllabus for INTS 4900



Integrated Studies Senior Portfolio
Fall 2023

INTS 4900, CRN 41088, online, 3 credit hours
Instructor: Dr. Sumer Patterson

Email and Phone Number: sumer-patterson@utc.edu , 423-425-5919

Office Hours and Location: By appointment

Course Meeting Days, Times, 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. While most of the class will be conducted asynchronously, students will have two short individual meetings with Dr. Welsh (Integrated Studies program director) which we will schedule according to your schedules. Please check UTC Learn for the Zoom connection information.

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: 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 experience. 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 (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request](#) with Information Technology.

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 1 business day. 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.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

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	40%
eportfolio Assessment	40%*

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 89.5% final average, this is an A. If you have a 69.4%, 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.

Course Assignments:

Weekly Assignments (including Synchronous Class Meetings) includes reviewing PDF documents, viewing websites, class/group meetings, and viewing videos. Course assignments include syllabus quiz, self-evaluations, reflective writings, resume preparation, career development, submission confirmations of your 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 *Wednesday* (day 3) and then you will respond to at least two of your peers by *Friday* (day 5) and answer any questions from me or your peers by *Sunday* (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 *Sunday* (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 Portfolium as a part of the weekly assignments. Guidelines for preparation are provided on UTC Learn.

Course and Institutional Policies

Late/Missing Work Policy: All weekly due dates are posted on UTC Learn.

Discussion boards: *If you miss a discussion board deadline, you may email me your comments for 50% of the grade within three days of the due date.*

Weekly Assignments:

Weekly assignments will be accepted up to 4 days late but will be penalized 10% for each day late.

Eportfolio:

There is no late extension for the eportfolio. If the eportfolio will not be finished by the deadline for submission, the student must meet with Dr. Patterson to discuss the possibility of earning an incomplete grade for the semester and possibly delaying graduation. The student must be passing all other coursework to earn an incomplete for the semester.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](#).

Academic Integrity: As a student of the University of Tennessee at Chattanooga ("UTC" or "University"), you are expected to abide by the University's [Honor Code](#). Any suspected violation of the UTC Honor Code will result in a referral to the Office of Student Conduct and may result in a grade of F (0) on an assignment, examination, or course should you be found responsible for the alleged violation.

Generative Artificial Intelligence (AI) - Use Prohibited: All submitted coursework must be your own original work. Inclusion of proper citations, using the accepted citation style for this course, is required per the UTC Honor Code. The use and/or inclusion of any materials derived by a Generative AI tool is strictly prohibited. Failure to follow any of the aforementioned guidelines constitutes a violation of the Honor Code and will result in a referral to the Office of Student Conduct.

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

Illness policy: If you are ill and are unable to attend to coursework, you need to notify me and **provide documentation** (such as a note from a doctor or university health services) for absences that include being late for a graded assignment. You must, if asymptomatic or if symptoms do not interfere with your ability to participate in the course, **continue to participate in the online course**. If illness results in any missed course work, it is your responsibility to contact me to plan make-up work. Class will continue when you are absent, and you may be unable to complete all work by the end of the semester. In such a case, you should consider a late withdrawal. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

Course Deadlines: Each week starts with *Monday* as day 1 and ends with *Sunday* as day 7. Submission 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, 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.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student Resources Page](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations, and you 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 Monday, August 21 at 12:01 a.m. and end on Monday, December 4 at 11:59 pm.

Week 1: Introductions, LinkedIn account, learn about eportfolios, and reflection, Discussion Forum 1 (DF1)

Week 2: Reflective learning, set-up for Portfolium, Statement of Purpose, Class Meeting #1

Week 3: Design first projects, upload and organize artifacts in projects, Discussion Forum 2 (DF2)

Week 4: Reflect on artifacts, personalize eportfolio Week

5: Write summary of strengths

Week 6: Review peer reflection papers and Portfolium, create resume, make appointment, post Portfolium changes.

Week 7: Discussion 3 on reflection, review peer evaluation, edit your reflection. Week

8: Five-year-goal steps, review resumes, career center

Week 9: Five improvements Week

10: Self-assessment

Week 11: Review students Portfolium

Week 12: Final review of fellow students Portfolium

Week 13: Final additions/edits

Week 14: Submit eportfolio for assessment, course reflection and Discussion Forum 4 (DF4)

Appendix G: Syllabus for INTS 4810

Integrated Studies Internship

Fall 2023

INTS 4810, CRN 45960, online, variable hours

Professor: Dr. Sumer Patterson

Email: sumer-patterson@utc.edu

Phone: 423-425-5919

Office Hours: By appointment

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
- Demonstrate and communicate critical thinking and problem-solving skills in the work environment via the writing assignments for the course.

Required Course Materials: 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 Requirements for Course: Access to reliable internet and appropriate software. <https://www.utc.edu/information-technology/services/software-for-students> lists all the software available for free for UTC students.

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.

Academic Integrity: As a student of the University of Tennessee at Chattanooga (“UTC” or “University”), you are expected to abide by the University’s [Honor Code](#). Any suspected

violation of the UTC [Honor Code](#) will result in a referral to the Office of Student Conduct and may result in a grade of F (0) on an assignment, examination, or course should you be found responsible for the alleged violation.

Generative Artificial Intelligence (AI) - Use Prohibited: All submitted coursework must be your own original work. Inclusion of proper citations, using the accepted citation style for this course, is required per the UTC [Honor Code](#). The use and/or inclusion of any materials derived by a Generative AI tool is strictly prohibited. Failure to follow any of the aforementioned guidelines constitutes a violation of the Honor Code and will result in a referral to the Office of Student Conduct.

Course Assessments and Requirements:

There three types of assessments used in this course.

Weekly Reflection 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, MLA, or Chicago 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?

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 goals changed? What theories have you applied from your coursework to the internship?

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?

Internship Evaluation (30%): This evaluation form is posted on UTC Learn and should be submitted by your internship supervisor.

Course Grading The final grade will be computed as follows: 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.

Instructor Grading and Feedback Response Time: I will grade all assignments within a week of the due date.

Course Attendance Policy: Students are required to 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 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.

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 Reflection Log: Due each Sunday at 11:59 PM

August 27 at 11:59 PM: Pre-Internship Paper due online

October 8 at 11:59 PM: Mid-term Paper due online

December 3 at 11:59 PM: Final Paper due online

December 3 at 11:59 PM: Supervisor evaluation due

Appendix H: Clear Path

[Please refer to the Undergraduate Catalog for further program requirements and course descriptions.](#)

First Year – 31-32 Hours			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 1010 or 1011 (Rhetoric and Writing I)	3-4	ENGL 1020 or HIST 2100 (Rhetoric and Writing II)	3
Mathematics	3	Natural Science with Lab	4
FAH: Historical Understanding	3	FAH: Thought, Values and Beliefs	3
FAH: Literature	3	FAH: Visual and Performing Arts	3
Behavioral and Social Science	3	Behavioral and Social Science	3
	15-16		16
Second Year – 30 Hours			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
Approved Major Course	3	Approved Major Course	3
Approved Major Course	3	Approved Major Course	3
Natural Science without Lab	3	Approved Major Course	3
Statistics	3	Elective	3
Non-Western Culture	3	Elective	3
	15		15
Third Year – 30 Hours			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
Approved Major Course	3	Approved Major Course	3
Approved Major Course (3000-4000 Level)	3	Approved Major Course (3000-4000 Level)	3
Approved Major Course (3000-4000 Level)	3	Approved Major Course (3000-4000 Level)	3
Elective	3	Elective	3
Elective (3000-4000 Level)	3	Elective (3000-4000 Level)	3
	15		15
Fourth Year – 28-29 Hours			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
Approved Major Course	3	<i>Senior Experience</i>	3
Approved Major Course	3	Approved Major Course (3000-4000 Level)	3
Approved Major Course (3000-4000 Level)	3	Elective (3000-4000 Level)	3
Elective (3000-4000 Level)	3	Elective (3000-4000 Level)	3
Elective (3000-4000 Level)	3	Elective	1-2
	15		13-14

Completed:			
Graduation Requirements:	Hrs	Degree Requirements:	Hrs
120 Total Hours		40-41 General Education Hours	
39 Upper Division (3000-4000) Hours		48 Program (Major) Hours	
30 Hours at UTC		Minor (<i>Not Required</i>)	
60 Hours at 4-year Institution		31-32 Elective Hours	
		Foreign Language (<i>Not Required</i>)	

Appendix I: Advising Form

Advisement Form

Name	
UTC ID	
Semester	
Date Hold Removed	
Non UTC Email	

CRN	Course Name	Meeting Time	Hours

You will lack the following for the major once you successfully pass the

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 J: Talia Welsh CV

Talia (Tamara) Welsh, Ph.D.
Curriculum Vitae

Integrated Studies
Department of Philosophy and Religion # 2753
Women, Gender, & Sexuality Studies Program
#2703 The University of Tennessee at
Chattanooga
615 McCallie Ave, Chattanooga, TN 37403-
2598 e-mail: Talia-Welsh@utc.edu
phone: 423-316-1279
Citizenship status: Canadian and U.S. Citizenship

Academic Positions

University of Tennessee at Chattanooga
2022 Director of Integrated Studies
2021 UTAA Distinguished Service Professorship
2019-2020 Interim Director of the Women, Gender, and Sexuality Studies
Program 2014 U.C. Foundation Full Professor
2008 U.C. Foundation Associate Professor
2006 U.C. Foundation Assistant Professor
2002 Assistant Professor

Education

2002 Ph.D. in Philosophy, Stony Brook University (State University of New York at
Stony Brook)
Dissertation: *Originary Experience: The Role of Psychology in Merleau-Ponty's
Phenomenology* (Ed Casey and László Tengelyi, directors)

2000-2002 Doctoral Student in the Collegium Philosophiae Transatlanticum in Wuppertal
(joint research colloquium involving Stony Brook University, Emory University,
Universität Marburg, and Universität-Gesamthochschule Wuppertal)

1995 B.A. in Philosophy and B.A. in Business Administration, University of Puget
Sound, Tacoma, Washington

Areas of Specialization

Continental Philosophy (esp. Phenomenology), Feminist Theory, Philosophy of Psychology,
Public Health Ethics

Areas of Competence

Aesthetics, 19th Century Philosophy

Languages

English (native), French (proficient), German (proficient)

Publications

Books

2022 *Feminist Existentialism, Biopolitics, and Critical Phenomenology in a Time of Bad
Health*. New York: Routledge.

Normality, Abnormality, and Pathology in Merleau-Ponty. Edited with Susan Bredlau. New York: SUNY Press.

- 2013 *The Child as Natural Phenomenologist: Primal and Primary Experience in Merleau-Ponty's Psychology*. Evanston, Illinois: Northwestern University Press.
- 2010 *Child Psychology & Pedagogy: Maurice Merleau-Ponty at the Sorbonne*, Maurice Merleau-Ponty. Evanston, Illinois: Northwestern University Press.[Translation from the French]

Articles & Book Chapters

Forthcoming

"Pregnancy, as a theme in phenomenology." In *Encyclopedia of Phenomenology*. Nicholas de Warren and Ted Toadvine, Eds. Springer.

- 2022 "The Separation of "Health" from the Healthcare Sciences." *IJFAB: International Journal of Feminist Approaches to Bioethics*. Vol 15., 1. DOI: 10.3138/ijfab-15.1.28

- 2020 "Meta-Helicopter Parenting: Ambivalence in a Neoliberal World." In *The Maternal Tug: Ambivalence, Identity, Agency*. Bradford, Ontario: Demeter Press. 161-179.

"The Affirmative Culture of Healthy Self-Care: A Feminist Critique of the Good Health Imperative." *IJFAB: International Journal of Feminist Approaches to Bioethics*, 13 (1), 27-44.

- 2019 "Kroppslig handlingsevne og helse i lys av Merleau-Pontys fenomenologi" (Bodily Agency and Health in Merleau-Ponty's Phenomenology) *Norsk filosofisk tidsskrift*, 01-02, 2019 <https://www.idunn.no/nft/2019/01-02/kroppslig-handlingsevne-og-helse-i-lys-av-merleau-pontys-fe>[In Norwegian, translated from English]

"Broken Pregnancies." In *Phenomenology of the Broken Body*, Eds. Espen Dahl, Cassandra Falke, Thor Eirik Ericksen, Routledge: 202-214.

- 2018 "Time, Habit, and Imagination in Childhood Play." In *Imagination: Cross-Cultural Philosophical Analyses*, Ed. Hans-Georg Moeller and Andrew K. Whitehead. London: Bloomsbury Press, 141- 152.

"Outside the Present: Imagination's Prehistory in Childhood Dreams and Delusions." *Chiasmi International*, 19, 285-295.

- 2017 "The Adult-Child Relationship in Breastfeeding and Development: A Merleau-Pontian perspective on the existential and social conflicts in childrearing." *Phenomenology and the Cognitive Sciences*, 16 (4), 649–659.

- 2016 "Many Healths: Nietzsche and Phenomenologies of Illness." *Frontiers of Philosophy in China*, 11 (3), 338-357.

- 2015 "Philosophy as Self-Transformation: Shusterman's Somaesthetics and Dependent Bodies." *The Journal of Speculative Philosophy*, 28 (4), 489-504.

- 2014 "Idealism Revisited: Merleau-Ponty's Early Critique of Science and Psychology." *Self & Society*, 41 (3), 20-27.

- 2014 "Fat Eats: A Phenomenology of Decadence, Food, and Health." In *Food and Everyday Life*, Ed. Thomas Conroy. New York: Lexington Books, 257-274.
- 2013 "Unfit Women: Freedom and Constraint in the Pursuit of Health." Special Issue of *Janus Head on Interdisciplinary Feminist Phenomenology*, 13 (2), 58-77. "Merleau-Ponty's Child Psychology." *Berfois*.
July 12, 2013.
- 2012 "The Order of Life: How Phenomenologies of Pregnancy Revise and Reject Theories of the Subject." In *Coming to Life: Philosophies of Pregnancy, Childbirth and Mothering*. Eds. Sarah LaChance Adams & Caroline R. Lundquist. New York: Fordham University Press, 283-299.
- "Merleau-Ponty on Cultural Schemas and Childhood Drawing." In *Critical Communities and Aesthetic Practices*. Eds. Francis Halsall, Julia Jansen, and Sinead Murphy. Dordrecht, The Netherlands: Springer, 37-48.
- 2011 "Healthism and the Bodies of Women: Pleasure and discipline in the war against obesity." *The Journal of Feminist Scholarship*, 1 (Nov., 2011), 33-48.
- 2010 "Mr. Monk the Phenomenologist." In *Mr. Monk and Philosophy*. Ed. D.E. Wittkower. Chicago: Open Court, 3-16.
- 2008 "The Developing Body." *Intertwinings: Merleau-Pontian Reflections on Body, World and Intersubjectivity*. Ed. Gail Weiss. New York: SUNY Press, 45-59.
- 2007 "Child's Play: Anatomically Correct Dolls and Embodiment." *Human Studies*, 30 (3), , 255-267.
- "Primal Experience in Merleau-Ponty's Philosophy and Psychology." *Radical Psychology*, 6 (1), 2007.
- 2006 "From Gestalt to Structure." *Theory & Psychology*, 16 (4), 527-551.
- "Do Neonates Display Innate Self-Awareness? Why Neonatal Imitation Fails to Provide Sufficient Grounds for Innate Self and Other-Awareness." *Philosophical Psychology*, 19 (2), 221- 238.
- 2002 "The Retentional and the Repressed: Does Freud's Concept of the Unconscious Threaten Husserlian Phenomenology?" *Human Studies*, 25 (3), 165-183.
- "Das Selbst als Andere: die Ungewissheit des Bewusstseins." *Der Andere—ein alltäglicher Begriff in philosophischer Perspektive*. Leipzig: Leipziger Universitätsverlag, 35-41.
- 2001 "The Logic of the Observed: Merleau-Ponty's Conception of Women as Outlined in his 1951- 1952 Sorbonne lecture 'The Question of Method in Child Psychology.' " *Symposium: Journal of the Canadian Society for Hermeneutics and Postmodern Thought*, 5 (1), 83-94.
- 1999 Translation: "Science as the New Religion" Paul Valadier. *Nietzsche and the Philosophy of Science*. With Lysane Fauvel. Eds. Babette Babich and Robert S. Cohen. Dordrecht: Kluwer, 241- 252.

Invited Lectures, Teaching Appointments, Keynotes, and Workshops

- 2022 Invited Keynote “Toward a Critical Phenomenology of Health & Illness” for The Interdisciplinary Coalition of North American Phenomenologists XIII--*Corpus Crisis*. June 2, 2022. The Simon Silverman Phenomenology Center, Duquesne University (Online)
- 2021 Invited seminar on John Russon’s philosophy. On “*Adult Life*” August 14-15th. On “*Sites of Exposure: Art, Politics and the Nature of Experience*” December 11-12th. (Online)
- Invited Visiting Scholar Lecture Western Carolina University, “The Good Health Imperative: the problem of wellness in a time of bad health.” November 17th. (Online)
- 2019 Invited seminar speaker “Syncretic Sociability and the Birth of the Self.” MEPA Phenomenology Research Seminar. Helsinki, Finland, November 12th.
- Keynote speaker at *Toward an Asymmetrical Ethics: Power, Relations, and the Diversity of Subjectivities*. “The Family-School Dyad in Neoliberal Societies: Asymmetrical Ethics in Parenting and Educating.” November 13-15, Södertörn University, Stockholm, Sweden.
- Invited panel at the *American Philosophical Association 2019*. “Eating and the Existential Phenomenology of Bodily Self-Control.” *Eating and Agency Panel*. New York January 7-10.
- 2018 Keynote speaker at the 4th *International Phenomenology and Pedagogy Conference— Circumstance of Phenomenology and Pedagogy: Self-Consciousness and Reflection*. “Maurice Merleau-Ponty’s Work in Child Psychology and Pedagogy.” Capital Normal University, Beijing, China, October 10-12.
- Seminar leader at High Level Seminar Phenomenology and Pedagogy, “Three Senses of Self in Merleau-Ponty and Contemporary Psychology,” Jiangsu Normal University, Xuzhou, China October 13.
- Keynote lecture at High Level Seminar in Phenomenology and Pedagogy, “The Feminist Reception of Merleau-Ponty’s Embodiment Theory,” “Jiangsu Normal University, October 14.
- 2017 Plenary speaker “Bodily Agency and Health in Merleau-Ponty’s Phenomenology.” *Nordic Society for Phenomenology Annual Conference: Phenomenology and the Body – Contemporary Perspectives*. NTNU, Trondheim, Norway, June, 15-17.
- Visiting Scholar at the Husserl Archives on Phenomenology and the Good Health Imperative, KU-Leuven, Belgium, March 13-17

- 2016 Keynote speaker. "Sickness, Health, and Suffering: Nietzsche and Phenomenologies of Health." *12th Annual North Georgia Student Philosophy Conference*. Kennesaw State University. April 22.
- 2015 Invited lecture "Gendered Bodies: The Feminist Reception of Merleau-Ponty's Embodiment Theory." *Mike Ryan Lecture Series*, Kennesaw State University, October 7.
- Invited lecture "The phenomenological case against health." University of North Carolina at Asheville, Asheville, NC, USA. March 20.
- 2014 Invited "Author Meets Critics" session on *The Child as Natural Phenomenologist*. *Tennessee Philosophical Association*, Vanderbilt University, Nashville, TN, USA. October 24-25.
- Invited plenary speaker "The Phenomenological Case Against Health as a Moral Practice." *The Canadian Society for Continental Philosophy*. Simon Fraser University, Vancouver, B.C., Canada, October 2-4.
- 2013 Invited Workshop Participant "Merleau-Pontian Perspectives on the Development of Self and Other-Awareness." *On the Future of Development: Challenges, Insights & New Concepts*. Concordia University, Montreal, Canada. May 31-June 2.
- 2011 Guest professor and lecturer at *Theory and Philosophy Graduate Summer School: Representation*. Cork, Ireland, May.
- 2010 Guest professor at *Theory and Philosophy Graduate Summer School: Evaluation, Judgement and Critique*. University College Cork, Ireland. May.

Presentations

- 2022 "Freedom, Health, and Authority in the Pandemic." *Freedom and Liberation: American Philosophies Forum 2022*. Emory University. April 7-9.
- 2021 "Can I?: A Critical Phenomenology of Grieving During the Pandemic." *45th Annual Conference of the International Merleau-Ponty Circle: Critical Phenomenology and Merleau-Ponty's Open Futures*. Western University, London, Canada, online, October 22-October 24.
- "Can I?: A Critical Phenomenology of Grieving During the Pandemic." *Canadian Society for Continental Philosophy*. Memorial University, St. John's Newfoundland and online, October 14- 16.
- 2019 "Toward a Critical Phenomenology of Work and Its Discontents," *44th Annual Meeting: International Merleau-Ponty Circle: Affect/Emotion/Feeling*. Fordham University, New York, September 12-14.

- "Self-Care Won't Save Us: A Feminist Critical Phenomenology of Health Promotion," *philoSOPHIA*. Memorial University, St. John's, Newfoundland, Canada. May 9-11.
- 2018 "Beauty as Art: Somaesthetic Consumption as Alternative to Docility," *Atlantic Marketing Association*, New Orleans, Louisiana, September 26-29.
- "Nietzsche's Influence on WWI Soldiers," *Philosophy and World War I Panel. WWI Centennial Events at and around UTC*. UTC, Chattanooga, TN. Thursday, October 4, 2018.
- 2017 "The Place of Disobedient Bodies." 42nd Annual Meeting: *International Merleau-Ponty Circle: The Significance of Place*. University of New Mexico, Albuquerque, November 2-4.
- "Dreams, play, and imagination in Felisberto Hernández and Maurice Merleau-Ponty." The 12th Annual Meeting of *The Comparative & Continental Philosophy Circle*. New College of Interdisciplinary Arts & Sciences & Arizona State University, Phoenix, March 30-April 1.
- 2016 "Outside the Present: Imagination's prehistory in childhood dreams and delusions." 41st Annual Meeting: *International Merleau-Ponty Circle: Merleau-Ponty: Doing Philosophy from the Outside*. Brock University. September 22-24.
- "On the Edge of the Present: Imagination's prehistory in childhood." 21st *Symposium of Académie du Midi. Imagination East and West*. Alet-les-Bains, France. May 20th, 2016.
- 2015 "Many Healths: Nietzsche and Phenomenologies of Illness." *Society for Phenomenology and the Human Sciences*. Emory University, October 8-10.
- 2014 "Philosophy as Transformative Self-Help." *American Philosophies Forum* "Crossings, Hybrids, Genres." Stony Brook University-Manhattan, NYC April 3-5.
- "Ambivalence and Anxiety in Mindful Eating." *Mindful Body in the Arts of Eating*. Florida Atlantic University, Boca Raton. January 23-24.
- 2013 "The Quantified Body: The Ineffability of Health in the Age of Medical Testing." *American Philosophies Forum*. Emory University, Atlanta, Georgia. April 4-6.
- "Good Health and Its Discontents: Critically Examining Public Health Policy," *Public Philosophy Conference*. Emory University, Atlanta, Georgia. March 14-16.
- 2012 "Violating the Good Health Imperative: The Ethics of Altering Bodies by Modifying Bad Health Habits" *Theorizing the Body, Embodiment and Body-*

- Practices*: CSWIP, Mount Royal University, Calgary, Canada. October 26-28.
- 2010 "A Phenomenology of Food Overconsumption: Public Health Ethics and Embodiment Theory." *Society for Phenomenology and the Human Sciences* meeting with the *Society for Phenomenology and Existential Philosophy*. Montreal, Quebec. November 5.
- 2010 "Ambivalence: Merleau-Ponty's Theory of the Unconscious in the Sorbonne Lectures." *International Merleau-Ponty Circle*. University of North Carolina at Asheville. September 24.
- "Fat Free: Women's Bodies and Weight-Loss Surgeries." *Gender, Bodies and Technology*. Virginia Tech. Roanoke, Virginia. April 23.
- "Ultra-Things: Birth, death, and family." *philoSOPHIA: All in the Family*. CUNY-New York. March 26.
- 2009 "Pregnant Embodiment and Phenomenology." *Philosophical Inquiry into Pregnancy, Childbirth and Mothering*. University of Oregon, Eugene, Oregon, May 15.
- 2008 "The Role of Feminist Theory in Transformative Consumer Research." *9th ACR Conference on Gender, Marketing and Consumer Behavior*. Simmons College, Boston, Massachusetts, June 18.
- "The Politics of Fat." Berry College. Mount Berry, Georgia. April 17.
- "Radical Embodiment: Fat Female Bodies and Health Normalization." *Society for Women in Philosophy-Eastern Division*. John Carroll University, Cleveland, Ohio, April 12.
- "Radical Embodiment: Fat Female Bodies and Health Normalization." *philoSOPHIA*. Decatur, Georgia, March 22.
- 2007 "A Phenomenology of Primal Experience: Merleau-Ponty's Philosophy and Psychology."

Carleton University. Ottawa, Ontario. February 13.

"Is Fat a Feminist Issue? Female Body Images." Florida Atlantic University, Boca Raton, Florida. January 24.

"Merleau-Ponty's Philosophy of Psychology." Florida Atlantic University, Boca Raton, Florida. January 23.

2006 "Merleau-Ponty's Sorbonne Lectures." University of Memphis. Memphis, Tennessee. March 17.

"Merleau-Ponty's *Phenomenology of Perception*." Vanderbilt University. Nashville, Tennessee. September 11.

"Who is truly seeing the world? The importance first-person accounts of autism for a phenomenology of perception." [poster presentation] *Toward a Science of Consciousness*. University of Arizona. Tucson, Arizona. April 7.

"Normality and Abnormality: When is a Subject a Person?" *American Association of Mental Retardation*. Development Resource Center. Chattanooga, Tennessee. November 10.

2005 "Of Cats and Babies: when is a being self-aware?" *Tennessee Philosophical Association*. Vanderbilt University, Nashville, Tennessee, November 5.

"The Child as Natural Phenomenologist: Merleau-Ponty's Child Psychology." *The Merleau Ponty Circle*. University of Oregon. Eugene, Oregon, October 1.

"Experimental Psychology and Phenomenology's Search for an Innate Theory of Mind." *European Society for Philosophy and Psychology*. University of Lund. Lund, Sweden, August.

"Principles of a Philosophy of Psychology." University College Cork, Cork, Ireland, July 8.

"Does an Infantile Theory of Mind Exist?" Phenomenology, Intersubjectivity, and Theory of Mind. *International Association for Phenomenology and the Cognitive Sciences*. University of Central Florida, Orlando, Florida, January.

2004 "Interiority/Exteriority: Philosophical and Artistic Perspectives." Eyedrum Art Gallery, Atlanta, December.

"Merleau-Pontian Replies to Empirical Claims in Psychology." Temple University, Philadelphia, November.

"The Diversity of Desirable Bodies' Mammies and Jezebels: Persistent Images of Women in the 21st Century." *Hawaii International Conference on Social Sciences*. Honolulu, Hawaii, June 8- 10.

2003 "Jean Laplanche: The Alterity of the Mother." *Society for Phenomenology and Existential Philosophy*. Boston College and Boston University, Boston, November 6-8.

"The Potential Philosophical Implications of Neonatal Imitation: Why Neonatal Imitation Fails to Provide Sufficient Grounds for Innate Self and Other-Awareness." *International Association for Phenomenology and Cognitive Sciences*. Institute of Philosophy—Katholieke Universiteit Leuven, Leuven, Belgium, September.

- 2002 "Is the Theory of the Unconscious Important for Phenomenology? A Phenomenological Critique of the Unconscious and a Reply." *Tennessee Philosophical Association*. Vanderbilt University, Nashville, Tennessee, November 3.
- "Merleau-Ponty's Early Engagement with Hegel (via Kojève)." *Society for Phenomenology and Existential Philosophy*. Loyola University, Chicago, Illinois, October 10-12.
- "The Young Merleau-Ponty's Work in Science and Psychology." University of Guelph, Guelph, Ontario, Canada, January.
- "The Young Merleau-Ponty's Work in Science and Psychology." University of Ottawa, Ottawa, Ontario, Canada, January.
- 2001 "The Subject's Beginning: A Psychological-Philosophical Study." *The International Association for Philosophy and Literature*. Spellman College, Atlanta, Georgia, May.
- 2000 "The Developing Body: A Reading of Merleau-Ponty's Sorbonne Lectures." *The Merleau-Ponty Circle*. George Washington University: Washington, D.C, September, 2000.
- "The Logic of the Observed: Merleau-Ponty's Conception of Women as Outlined in his 1951 1952 Sorbonne Lecture 'The Question of Method in Child Psychology.'" *The Canadian Society for Hermeneutics and Postmodern Thought/La Société canadienne pour l'herméneutique et la pensée postmoderne*. University of Edmonton, Edmonton, Alberta, June.
- 1999 "Does Merleau-Ponty's Phenomenology Further Psychoanalytic Practice? An Examination of the Relationship Between Merleau-Ponty and Freud." *The Merleau-Ponty Circle*. North East Wales Institute, Wrexham, Wales, U.K., May.
- "Reply to Eugen Fink: Addressing the Phenomenological Critique of the Unconscious." *Society for Phenomenology and Existential Psychology*. University of Oregon, Oregon, Eugene, November.
- "Merleau-Ponty's Phenomenology and Freud's Psychoanalysis." *Association for the Psychoanalysis of Culture and Society*. Columbia University, New York, New York, December.
- "Das Selbst als Andere: die Ungewissheit des Bewusstseins." 5. *Interdisziplinärer Arbeitskreis für philosophische Reflexion in Georgsmarienhütte*. Münster, Germany, October.
- 1997 "Francis Bacon: Plan and Accident." *Twenty-First Annual Mid-South Philosophy Conference*. University of Memphis, Memphis, Tennessee, March.

Referee & Review Work

Books

- 2022 Ian Angus. *Groundwork of Phenomenological Marxism: Crisis, Body, World*. (New York: Lexington Books, 2021). *Phenomenological Reviews*.
<https://reviews.ophen.org/tag/phenomenological-marxism/>
- 2013 Scott L. Marratto. *The Intercorporeal Self: Merleau-Ponty on Subjectivity*. (New York: State University of New York Press, 2012). *Phenomenology and the Cognitive Sciences*. 14 (3), 669- 672.

2011 Beata Stawarska. *Between You and I: Dialogical Phenomenology*. (Athens: Ohio University Press, 2009). *Journal of Consciousness Studies*, 18 (3-4), March/April, 257-260.

2005-2000 For *Metapsychology Reviews*: <http://metapsychology.mentalhelp.net/>:

Rob Weatherhill. *Our Last Great Illusion: A Radical Psychoanalytical Critique of Therapy Culture*. (London: Imprint Academic: 2004) Published: June 14th, 2005.

Paul Bloom. *Descartes' Baby*. (New York: Basic Books, 2004). Published: September 9th, 2004.

Debra L. Gimlin. *Beauty and Self-Image in American Culture*. (Los Angeles: University of California Press, 2002) Published May 7th, 2004.

Usha Goswami, Ed. *Blackwell Handbook of Childhood Cognitive Development*. (London: Blackwell, 2002) Published September 1st, 2004.

Gail Weiss. *Body Images: Embodiment As Intercorporeality*. (New York: Routledge, 1999). Published December 23rd, 2002.

Eric Matthews. *The Philosophy of Merleau-Ponty*. (Montreal: McGill-Queens University Press, 2002). Published December 20th, 2002.

Robert C. Solomon, Ed. *Phenomenology and Existentialism*. (New York: Roman & Littlefield, 2001) Published May 16th, 2002.

Drew Leder. *The Soul Knows No Bars: Inmates Reflect on Life, Death and Hope*. Forward by Cornel West. (New York: Rowman & Littlefield Publishers, 2000) Published November 5th, 2001.

Rose Edgcumbe. *Anna Freud: A View of Development, Disturbance and Therapeutic Techniques*. (New York: Routledge, 2000) Reviewed August 7th, 2001.

Arnold Goldberg, Ed. *Errant Selves: A Casebook of Misbehavior*. (New York: The Analytic Press, 2000) Published February 28th, 2001.

Paul Vergaeghe. *Does the Woman Exist? From Freud's Hysteric to Lacan's Feminine*. Translated by Marc du Ry. (New York: Other Press, 1999) Published July 31st, 2000.

Joël Dor. *The Clinical Lacan*. Translated by Susan Fairfield. (New York: The Other Press, 1999) Published December 6th, 2000.

1997 Nigel Warburton. *Thinking from A to Z. Journal Phänomenologie*. Edited by Gruppe Phänomenologie in Vienna (Vienna: Universitätsverlag)

Professorships & Honorary Societies

2020 UTAA Distinguished Service Professor

2014 Elected Member of the Council of Scholars, UTC (honorary academic society) Elected Lifetime Member of UTC Alpha Society (honorary

academic society)

2006 U.C. Foundation Professorship (honorary professorship)

Awards & Grants

University of Tennessee at Chattanooga

- 2022 Outstanding Research and Creative Achievement, College of Arts & Sciences
- 2020 Liberal Arts Champion of the Year, College of Arts & Sciences
- 2016 Category winner in Arts & Humanities Elevator Speech, Research Dialogues, April 14
- 2003-2019 Faculty Development and Lupton Grants
- 2014 “Teaching and Learning Philosophy in Prison” ThinkAchieve Grant (experiential teaching grant)
- 2012 “Keep the Stars Shining” performance award
- 2009 “Above and Beyond Award for Professors,” Student Support Services
- 2006 Faculty Summer Fellowship

Stony Brook University & Bergische Universität Wuppertal

- 2000-2002 Academic Fellowship in the Collegium Philosophiae Transatlanticum (graduate award to pursue a joint German-US dissertation), Stony Brook University and Bergische Universität Wuppertal, 2000-2002
- 2002 President’s Commendation for Graduate Teaching Excellence, Stony Brook University,
- 1998-1999 Annual Fellowship for Study and Research through the Deutscher Akademischer Austauschdienst (German Academic Exchange Service) Research university: Bergische Universität Wuppertal. Wuppertal, Germany, 1998-1999
- 1996-2000 Teaching Assistantship, Stony Brook University, 1996-2000

University of Puget Sound

- 1993-1995 Academic Merit Scholarship

Professional Service to the Field

Director of the 43rd *International Merleau-Ponty Circle—The Normal and the Abnormal*, Chattanooga, Tennessee, November 8-10, 2018.

Article reviewer

European Journal of Philosophy
Disability Studies Quarterly
Hypatia
Social Theory and Practice
Theory & Psychology
Continental Philosophy
Review

*Phenomenology and the Cognitive
Sciences Journal of Speculative
Philosophy
Chiasmi International—Trilingual Studies Concerning Merleau-Ponty's Thought
Simone de Beauvoir Studies*

Manuscript reviewer

Columbia University
Press Duquesne Press
Prentice Hall
Broadview Press

Grant reviewer

University of Leuven (KU Leuven)'s Research Council

Grant reviewer for the Research Foundation - Flanders (Fonds Wetenschappelijk Onderzoek
- Vlaanderen, FWO)

Conference reviewer

Paper reviewer for *philoSOPHIA* 2019, Memorial University of Newfoundland

Paper and Symposium reviewer for the Theoretical & Philosophical Division (24) of the
American Psychological Association's 2009 Conference

Professional Service at UTC

2020+	Reimaging General Education Committee
2020	General Education Committee Chair
2020	Committee on the Status of Women, Co-Chair of Policy and Procedures
2020	Ad Hoc 9 Month Faculty Leave Committee
2019+	Southeast Center for Education in the Arts Advisory Committee Member
2019	College of Arts and Sciences Post Tenure Review Committee
2018+	Library Post Tenure Review Committee
2015+	Convener of the Council of Scholars (Cross-Disciplinary Competitive Society for Scholars)
2007+	Women's Advisory Council Member for the Women's Studies Program
2017-2018	Group leader for Read2Achieve
2013-2018	Women's Studies Felicia Sturzer Scholarship Committee
2014-2016	General Education Committee
2013	Faculty Development Grants
2010-2013	I.R.B. Committee
2010-2011	Petitions Committee
2007-2009	Scholarship Committee
2009	Chair of the Subcommittee on Grants and Funding for the International Studies Program at UTC
2007	Co-coordinator of the annual SEWSA (Southeastern Woman's Studies Association) conference at UTC: "Talking Back/Moving Forward: Gender, Culture & Power"
2003-2007	H.H. Battle Professorship Committee—Public Relations Director (a professorship designed to encourage African-American students to attend university)
2005	Professor in FreshLife Program. (An interdisciplinary learning-community program for first year students)
2003-2004	W.A.C. (Woman's Action Council) Faculty Adviser
2004-2005	University Senate
2003-2004	Philosophy Club Advisor

Community Service

2021+ Member of League of Women Voters, Tennessee

2021+ Board Member of the Hamilton County Department of Education Parent Advisory Council

Teaching

2022 Faculty Fellow in Course Development
 2018 Quality Matters Certification for online teaching
 2014-2015 Faculty Fellows Leader (2014-2015) (Leader of a year-long seminar teaching faculty how to use critical thinking to improve teaching)
 2010-2011 Online Faculty Fellow (2010-2011)—Course taken to learn to build online courses.

Classes offered at U.T.C., Chattanooga, Tennessee:

Philosophy 4995, Honors Thesis
 Philosophy 4998, Senior Thesis
 Philosophy 4910, *Foucault*
 Philosophy 4910, *19th Century Philosophy*
 Philosophy 4910, *Arendt: Philosophy, Politics, Revolution*. Cross-listed with Political Science and Women, Gender, and Sexuality Studies
 Philosophy 4980, *Individual Studies: Merleau-Ponty*
 Philosophy 4980, *Individual Studies: Foucault*
 Philosophy 4980, *Individual Studies: Hegel*
 Philosophy 4500, *Phenomenology, Postmodernism, & Postcolonialism*
 Philosophy 4300, *Nietzsche, Marx, Freud*. Cross-listed with Political Science
 Philosophy 4420, *Philosophy of Mind*
 Philosophy 4250, *Ethics and the Professions*
 Philosophy 3640, *Phenomenology and Existentialism*
 University Honors 3590, *Zen in Film and Animé*
 Philosophy 3360, *Aesthetics*. Cross-listed with Art
 Philosophy 2310, *Existentialism* (also taught online)
 Women's Studies 2000, *Introduction to Women's Studies*
 Philosophy 2010, *Introduction to Philosophy*
 Philosophy 1150, *Western Humanities II*
 Philosophy 1130, *Western Humanities I*
 Philosophy 1020, *Western Philosophical Traditions II* (also taught online)
 Philosophy 1010, *Western Philosophical Traditions*

Appendix K: Sumer Patterson Resume'

Dr. Lee Sumer Patterson

8542 Gemstone Circle, Chattanooga, TN 37421* (c) 615.406.9978 * lsp2b@outlook.com

Professional Profile

Ed.D. with 18 years of diverse higher education experience including academic advising, leadership, coordinating, and teaching. Demonstrated proficiencies in areas of programming, student development, retention, adult degree completion, assessing, course development, and advising.

Education

- | | |
|------|--|
| 2014 | Nova Southeastern University , Fort Lauderdale, FL
Ed.D. Organizational Leadership with a concentration in Conflict Resolution
Dissertation Title: Evaluation of a First-Year Seminar Program for Effectiveness in Retaining Undergraduate College Students |
| 2006 | Middle Tennessee State University , Murfreesboro, TN
Education Specialist, Administration and Supervision- Higher Education |
| 2003 | Middle Tennessee State University , Murfreesboro, TN
Master of Education, Educational Leadership |
| 2002 | University of Tennessee , Knoxville, TN
Bachelors of Art, Psychology |
| 2002 | Middle Tennessee State University , Murfreesboro, TN
21 hours of Psychology, Masters Level |

Certifications

- | | |
|------|---|
| 2014 | Prior Learning Assessment – Council for Adult and Experiential Learning (CAEL) |
|------|---|

Skills/Qualifications

Computer Skills
(Windows 95-200NT, Advisor Trac, EAB, SIS, Macintosh, Microsoft Power Point, Microsoft Excel, BANNER, Blackboard, Canvas, Navigate, Brightspace)
Curriculum/Course Development
Excellent oral and written communication skills

Experience

University of Tennessee at Chattanooga

Program Coordinator

9/2013-Present

Course Developer/Adjunct Professor

Summer 2014-Present

- Serve as coordinator for the university's new online degree completion program to advise students in the program, organize marketing and recruiting; work with Director on curriculum development, catalog descriptions, development of mission statement; assess secondary applications and recommend students for the program to director; assist Director with SACS goals, assessment and program review; oversee office when Director is unavailable
- Created and teach a 3hr credit junior level Prior Learning Assessment course (INTS 3010) to introduce students to the process/product of documentation of work-place learning and assessment of their mastery of competencies in Areas of Specialization related to their degree majors. My objective in creating this course is to provide students with the knowledge and skills needed to document prior learning gained from work experiences for evaluation for college credit. The course will assist students in a self-assessment of prior learning. In addition, the course will assist students in planning their program-learning portfolio.
- Teach a 3hr freshmen level Introduction to Psychology course (PSY 1010) to introduce students to an introduction of contemporary psychology as a basic and applied social science; analysis of biological, mental, and social determinants of human behavior from the standpoint of psychological theory, research, and practice.
- Teach 3hr senior level Integrated Studies Senior Portfolio (INTS 4900) a capstone course for Integrated Studies majors. Teach integration and application of knowledge, theory, and concepts of two or three disciplines, demonstrated through the development of a reflective portfolio of student work
- Teach 3hrs senior level Internship course (INTS 4180) where students receive supervised working experience in a professional situation

Middle Tennessee State University

Academic Advisor

1/2005-7/2008

College Advisor

7/2008-9/2013

Adjunct Professor

8/2005-Fall 2011

Summer Reading Guide Project Leader

1/2005-4/2008

- Advised and counseled incoming freshmen, undeclared students, and students required to take ACT/Prescribed courses. Assisted in conducting orientation sessions, performed academic crisis intervention, and helped develop educational involvement programs.
- Served as advising specialist for the Regents Online Bachelor Degrees and Bachelor of University Studies to recommend substitutions, overloads, and waivers to Dean. Submitted paperwork to Records Office for students declaring RODP/BUS major, marketed degree program, answered prospective student's questions, referred RODP/BUS majors to appropriate student and support services, developed and

implement student retention strategies, evaluated advising and student satisfaction and assisted with RODP orientation.

- Taught courses where one provided information to ease the transition to college during the first semester on campus and helped students develop strategies for a successful college career. The other was a seminar course for transfer students where I helped to facilitate successful transition to the University through group interaction and collaboration, goal setting, self- management, and accessing campus resources.
- Assisted with production and assembly of reading guides, assisted in recruiting faculty to use the selected book, was in charge of updating Summer Reading Website, coordinated ordering pins, posters and folders.

Pearson's Clinical Assessment Group

Professional Scorer

2009, 2015, 2016

- Scored national, district, and state assessment exams.

Leadership Highlights and Professional Affiliation

- | | |
|--|---------------------|
| • UTC TILT Faculty Fellows | Fall 2023 |
| • UTC Race Search Award Review Committee | Spring 2022 |
| • UT Search Committee for Director of Integrated Studies | Summer 2022 |
| • CREE Learning Series | Fall 2022 |
| • UT Conference for Women's Leadership Learning & Consortium | Fall 2022 |
| • Faculty Women of Color in the Academy | Spring 2022-Present |
| • UT Conference for Women's Leadership | Spring 2022 |
| • UTC Search Committee for Asst. Chief of Staff | Fall 2021 |
| • UTC Search Committee for School of Professional Studies | Fall 2021 |
| • American Association of Blacks in Higher Education | Spring 2021-Present |
| • UTC Veteran Affairs Search Committee | Spring 2020 |
| • Office of Multicultural Affairs Advisory Board (Chattanooga, TN) | 2019-2021 |
| • UTC, Chattanooga Mentor for Girls Leadership Academy | 2019-2020 |
| • City of Chattanooga Budgeting for Outcomes Results Teams | Spring 2019 |
| • UTC Records Office Interview Committee | Spring 2019 |
| • UTC Student Conduct Hearing Board | 2016-2019 |
| • Prior Learning Assessment Committee, UTC | 9/2013-Present |
| • Chattanooga, TN Mayor's Council for Women | 8/2015-8/2016 |
| • NACADA Global Community for Academic Advising | 3/2016-Present |
| • The Council for Adult & Experiential Learning (CAEL) | 2014-Present |
| • First Year Reading Experience Committee, UTC | 9/2014-8/2016 |
| • MTSU Academic Appeals Committee Representative | 5/2011-8/2013 |
| • MTSU New Student and Family Program Interview Committee | 8/2006-8/2007 |
| • Alpha Kappa Alpha Sorority, Inc. | 12/1999-Present |

Peer-Reviewer

10/2015

Paper for PLA (Prior Learning Assessment) Inside Out: An International Journal on Theory, Research, and Practice in Prior Learning Assessment

Accolades

- Member of Kappa Delta Pi International Honor Society in Education
- Cited twice in 2012 by the Vice President of Student Affairs and Vice Provost for Enrollment and Academic Affairs Office at Middle Tennessee State University as an administrator who makes a significant difference for students.

Appendix L: UTC Library Support

UTC Library Program Review and Accreditation Report

Integrated Studies

Review completed November 2023

Contents

UTC Library General Information.....	2
UTC Library Materials	3
Databases, Serials, and Ongoing Expenditures.....	3
Journal Publishers.....	3
Databases	3
Monographs, Audio-Visuals, and One-Time Expenditures	3
UTC Library Services	4
Interlibrary Loan and Course Reserves.....	4
Circulation of Physical Materials	4
Research and Instructional Services	4
Information Commons	5
Studio	5
Writing and Communication Center.....	5
Special Collections and University Archives.....	6
Affordable Course Materials and Data Management Planning	6
Library Classrooms, Meeting Spaces, and Learning Technologies	6

UTC Library General Information

The mission of the UTC Library is to support the teaching and research of University of Tennessee at Chattanooga (UTC) faculty and students through the development of collections and services which promote and enhance the university's curriculum and research endeavors.

The UTC Library offers a comprehensive suite of materials, services, and programming to help students, faculty, and staff succeed, including:

- Books, journals, databases, and audio-visual materials online and in physical formats
- Technology equipment and licensed professional software
- Research, writing, communication, media production, and archival consultations
- A variety of spaces to pursue scholarship and research activities

The UTC Library employs 27 Faculty Members and 18 full-time staff members to support the students, staff, faculty, alumni, and campus community. The following snapshot shows the library's most recent yearly activity:

UTC Library Materials, Expenditures & Services	FY 2023
Physical Books	327,546
E-books	784,056
Audio-Visual Materials	349,749
Journals	124,100
Digital databases	284
Total Holdings	1,585,735
One-Time Library Materials Expenditures	\$334,205
Ongoing Library Materials Expenditures	\$1,369,363
Other Material Expenditures	\$199,569
Total Material Expenditures	\$1,903,137
Information Services to Individuals	12,371
Total Presentations to Groups	794
Total Participants in Group Presentations	11,155
Room Rentals for Private Study, Group Meetings & Media Production	30,432
Employment Hours Staffed by UTC Students	16,821
Visits to the UTC Library Website	1,029,563
Visits to the UTC Library (Physical Building)	417,181
Total Library Visits	1,446,744

UTC Library Materials

Databases, Serials, and Ongoing Expenditures

As of June 30, 2023, the Library makes available **124,100** journal titles, including open access titles, through subscriptions to full-text resources, databases, journal packages, and individual journals. Integrated Studies students and faculty have access to several large, multidisciplinary full-text journal packages and databases to support their scholarship which the UTC community has used **418,768** times in the last year.

FY2023	UTC Library Total
# of Journals – Print + Digital & electronic proceedings	124,100
\$ Spent on ongoing serial and database subscriptions	\$1,369,363

Journal Publishers

The majority of journal content is found in journal packages - some of the largest are published by:

- BioMed Publishers
- Cambridge Publishers
- Oxford University Press
- SAGE Publishers
- Taylor & Francis Publishers
- Blackwell Publishers
- Elsevier Publishers
- Routledge Publishers
- Springer Publishers
- Wiley Publishers

Databases

The UTC Library subscribes to many databases in support of Integrated Studies students and faculty. Some of the largest databases include:

- ABI/Inform
- Business Source Premier
- Ebook Central
- JSTOR
- PubMed
- Taylor & Francis Journals
- Academic OneFile
- CINAHL Complete
- Gale General OneFile
- ProQuest Central
- SAGE Journals
- Web of Science

Monographs, Audio-Visuals, and One-Time Expenditures

As of June 30, 2023, the Library's collection consisted of **327,546** print monographs and **784,056** electronic books for a total of **1,111,602** titles. Additionally, the Library holds a collection of **349,749** physical and streaming audio/visual materials.

Each year, a portion of the Library's materials budget is allocated to purchase books, audio-visual materials, and other one-time resources. In FY2023, the Library allocated a total budget of **\$334,205**.

FY2023	UTC Library Total
# of Monographs – Print + Digital	1,111,602
\$ Spent on one-time purchases	\$334,205

UTC Library Services

Interlibrary Loan and Course Reserves

The library offers interlibrary loan (ILL) and Document Delivery services at no cost to students and faculty for materials not owned or accessible through the UTC Library. In FY2023, **2,392** ILL requests were filled for the UTC community, **11** of which were specifically requested by Integrated Studies students and faculty.

Circulation of Physical Materials

The library has generous circulation policies and allows semester-long borrowing of monographs for students and year-long borrowing for faculty members. In FY2023, physical monographs and audio-visual materials circulated **9,496** times.

The library also circulates laptop computers, other tech equipment (cameras, calculators, digital recorders, external hard drives, etc.) to patrons. In FY2023, these resources were used **17,450** times.

Research and Instructional Services

The library's [Research and Instruction](#) department develops and teaches both general and course-specific instructional sessions tailored to specific needs. Partnering with UTC Faculty, the Instruction Team teaches students the necessary skills to be effective researchers, offering traditional information literacy and research skills and skills-based workshops.

In FY2023, Instruction Librarians taught **442** (in-person + online) instruction sessions and workshops that reached **6,424** participants across all academic disciplines.

Instruction Librarians also dedicate time to providing one-on-one individualized attention to students, faculty, and staff seeking research assistance in a particular area. In FY2023, Instruction Librarians provided **294** individual research consultations.

Information Commons

The Information Commons provides students, faculty, staff, and community members the tools needed to complete assignments and research. In FY2023, the Info Commons was staffed **97.25 hours/week** and fielded **1,437** research questions in person and online.

Within the Information Commons patrons can get individualized research help at the Information Desk, complete research and assignments by utilizing one of the **86 computers** (80 Windows + 6 Macintosh) loaded with [a variety of software programs supporting all university disciplines](#), or scan and print important documents. Comfortable open seating also makes the Information Commons a popular spot to complete work within the library.

Studio

The [UTC Library Studio](#) provides a creative space for the campus community to learn innovative technology and media creation. This well-used space provides access to 24 workstations with specialized software including the Adobe Creative Suite, the AutoDesk Suite, Camtasia, and other digital design programs. In addition, the Studio circulates cameras and other high-end production equipment as well as reservable spaces for students to use as they complete media projects. In FY2023, these resources circulated **3,543** times.

The Studio staff provide one-on-one consultations, small group and course-specific instruction, curriculum development, as well as a fully staffed service point to answer point-of-need questions. In FY2023, the Studio offered **143** individual consultations and taught **234** classes (in-person + online) that reached **2,798** students.

Writing and Communication Center

The [Writing & Communication Center](#) (WCC) supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. Peer consultants help writers brainstorm, organize ideas, develop or revise arguments, practice speeches, learn citation styles, become better self-editors, and more. In addition to in-person and online consultations, the WCC also offers workshops, a library of writers' resources, and a supportive environment for working independently.

In FY2023, the WCC conducted **2,511** individual consultations, and taught **96** classes (in-person + online) reaching **1,131** students across campus. Two Integrated Studies students sought writing help and attended 4 appointments last year.

Special Collections and University Archives

The [Special Collections](#) unit provides open access to UTC's research, creative works, and publications, including masters theses and doctoral dissertations. The institutional repository, [UTC Scholar](#), currently makes available **2,762** items.

Special Collections also provides free and open access to cultural heritage resources that support undergraduate and graduate students, faculty, members of the community, and other scholars whose work relies on primary source materials. There are currently **102,884** cultural heritage resources available in the [Digital Collections](#).

This unit also provides instruction on using these primary sources. In FY2023, Special Collections taught **22** classes (in-person + online) reaching **235** students across campus.

Affordable Course Materials and Data Management Planning

The [Affordable Course Materials Initiative \(ACMI\)](#) seeks to improve educational outcomes by lowering the cost of course materials for students, saving students over \$1,000,000 in recurring material costs over a 5 year period. The library also offers [Data Management](#) consultations to researchers.

Library Classrooms, Meeting Spaces, and Learning Technologies

The UTC Library is a state-of-the-art facility that provides students, faculty, and staff with access to private and group study rooms, conference meeting rooms, a theater classroom, and computer classrooms. The library offers the necessary technology to support the teaching, learning, and research needs of faculty and students, including a [variety of software programs](#) as well as:

- Study rooms containing LCD monitors and whiteboards.
- Conference rooms equipped to host and attend online events; these rooms have overhead projection, podiums with Windows computers, HDMI cables, and whiteboards.
- Classrooms containing computers, presentation podiums, and built-in speakers.
- Borrowable Windows laptops, Chromebooks, high-end A/V equipment, scientific calculators, and a variety of cables, chargers, and other accessories.
- Multifunctional printing, copying, and scanning machines throughout the library.

The library, in coordination with the [Disability Resource Center](#), offers a dedicated space for adaptive technology with the following specialized resources:

- Dragon NaturallySpeaking
- Optelec (CCTV) printed material magnifier
- Kurzweil 1000/3000
- ZoomText screen magnification program
- Echo Desktop
- JAWS speech synthesizer
- ZoomText keyboard